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

Form Instructions

1. Course request type:
   - [ ] Undergraduate
   - [x] Graduate
   - [ ] First Professional (ex., DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name):
   Biomedical Engineering

3. Course prefix, number and complete title of course:
   BMEN 622 - BIOELECTROMAGNETISM

4. Catalog course description (not to exceed 50 words):
   This course will provide an introduction to electric, magnetic, and electromagnetic phenomena in association with biological tissues. It will address source modeling based on physiological current including line and volume conductor models as well as electromagnetic-based simulation, sensing, and imaging.

5. Prerequisite(s):
   Graduate classification or permission of instructor
   Cross-listed with: [ ]
   Stacked with: BMEN 422
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?
   - [ ] Yes
   - [x] No
   If yes, from ________ to ________

7. 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

8. Will this course be submitted to the Core Curriculum Council?
   - [ ] Yes
   - [x] 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)
   M.S., M.Eng., Ph.D. in Biomedical Engineering

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

11. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix 
    Course # 
    Title (excluding punctuation)

<table>
<thead>
<tr>
<th>BMEN</th>
<th>622</th>
<th>BIOELECTROMAGNETISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
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</table>

Approval recommended by:
Gerard L. Coté
Department Head or Program Chair (Type Name & Sign) 7/1/14
Chair, College Review Committee 9/12/14

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

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
Course title and number: BMEN 422/622. Bioelectromagnetism. (3-0). Credit 3.
Term: TBA
Meeting times and location: TBA, TBA

Course Description and Prerequisites
Introduction to electric, magnetic, and electromagnetic phenomena in the context of interactions with biological tissues and medical applications including electro- and magneto- cardiograms and encephalograms and imaging modalities.

Prerequisite: Prerequisite: Graduate classification or permission of instructor

Learning Outcomes or Course Objectives

- Students will be able to use the techniques, skills, and modern engineering tools necessary for engineering practice in the study of electromagnetic interactions in association with biological tissues.
- Students will be able to evaluate the use of modeling methods in understanding bioelectromagnetic-based phenomenon.

Instructor Information

Name: Staff
Telephone number: TBA
Email address: TBA
Office hours: TBA
Office location: TBA

Textbook and/or Resource Material

References:
- Basic Introduction to Bioelectromagnetics by Durney and Christensen
- Bioelectricity: A Quantitative Approach by Plonsey and Barr
- Bioelectromagnetism by Jaako Malmivuo, Robert Plonsey
- Div Grad Curl and All That by H. M. Schey
- CRC Handbook of Biological Effects of Electromagnetic Fields, Second Edition
- Fundamental and Applied Aspects of Nonionizing Radiation by Michaelson, Miller, Magin, Carstensen

Grading Policies

BMEN 422:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
<td>25/100</td>
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<tr>
<td>Final</td>
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<tr>
<td>Homework/Quizzes</td>
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</table>

BMEN 622:

<table>
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<th>20/120</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
<td>25/120</td>
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<td>Final</td>
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<td>Homework/Quizzes</td>
<td>20/120</td>
</tr>
<tr>
<td>Special Topics Project</td>
<td>20/120</td>
</tr>
</tbody>
</table>
Scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, Below 60 F
These ranges are guaranteed, but may expand or contract based on semester grade distribution.

All exams will be cumulative. Quizzes will be based entirely on homework. Homework will be graded as a completion grade. The completed homework/quiz set comprises a single total grade with the quiz accounting for 75% and the completed homework for 25%. Homeworks will be assigned at least one week in advance. Only officially excused university absences (http://student-rules.tamu.edu/rule07) will justify a make-up exam. The exam must be rescheduled by the student within one week of the missed exam.

Course Topics

1. Basic electromagnetic quantities
2. Vector Calculus
3. Maxwell's Equations
4. Physiological Sources
5. Statics: Electro- and Magneto- cardiograms and encephalograms
6. Statics: Electro- and Magneto- cardiograms and encephalograms
7. Statics: Magnetic Resonance Imaging
8. Dynamics: Magnetic Resonance Imaging
9. Dynamics: Magnetic Resonance Imaging
10. Dynamics: Specific Absorption Rate
11. Visible Radiation
12. Ionizing Radiation: radiography and nuclear medicine
13. Special topics: electromagnetic modeling techniques
14. Special topics: ablation techniques, terahertz imaging

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://www.tamu.edu/aggiehonors

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

Attendance Policy

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully but is not technically considered in the calculation of grades (see Grading Policies above). University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus. •

Form Instructions

1. Course request type:
   - ☐ Undergraduate
   - ☒ Graduate
   - ☐ First Professional As, D.M., J.D., M.D., etc.

2. Request submitted by (Department or Program Name):
   Biomedical Engineering

3. Course prefix, number and complete title of course:
   BMEN 641 - Numerical Methods in Biomedical Engineering

4. Catalog course description (not to exceed 50 words):
   The application of numerical analysis to analyze molecular, cellular and
   physiological systems; students will learn general techniques used to analyze steady and dynamic systems; these techniques will be applied in
   a MATLAB programming environment.

5. Prerequisite(s):
   BIOL 213, VTPP 435 and BMEN 207, graduate level, or permission of instructor

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. Will this course be submitted to the Core Curriculum Council? ☐ 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)

   M.S., M.Eng., Ph.D. in Biomedical Engineering

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

11. ☒ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-contro-basics-for-distance-education).

12. Prefix: BMEN
    Course #: 641
    Title (excluding punctuation): NUMER METH BIOMED ENGR

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

   Approval recommended by:

   Gerard Coté
   Department Head or Program Chair (Type Name & Sign) Date 7.9.14

   Chair, College Review Committee Date 9/12/14

   Dean of College Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date

   Chair, GE 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 04/14
Course title and number  BMEN 641 Numerical Methods in Biomedical Engineering
Term  TBA
Meeting times and location  TBA, TBA

Course Description and Prerequisites
The purpose of the course is to apply numerical analysis to analyze molecular, cellular and physiological systems. Students will learn general techniques used to analyze steady and dynamic systems. These techniques will be applied in a MATLAB programming environment.
Prerequisites: BIOL 213, VTPP 435 and BMEN 207, graduate level, or permission of instructor

Learning Outcomes
The learning outcomes include the following ABET criteria (A, E and K).
- Students will be able to apply knowledge of mathematics, science, and engineering relative to numerical methods in biomedical engineering
- Students will be able to identify, formulate, and solve engineering problems involving numerical methods in biomedical engineering
- Students will be able to use the techniques, skills, and modern engineering tools necessary for engineering practice when working with numerical methods in biomedical engineering

Instructor Information
Name  Roland Kaunas, Ph.D.
Telephone number  845-2412
Email address  rkaunas@bme.tamu.edu
Office location  5020 Emerging Technologies Building (ETB)
Office hours  TBA

Textbook and/or Resource Material

Grading Policies
Evaluation:
Homework 10%
3 Exams  60%
Research  30%
Paper/Project
Letter Grading Scale:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F < 60
## Course Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Modeling Applications Discussed</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Modeling biosystems</td>
<td></td>
<td>Ch. 1</td>
</tr>
<tr>
<td>2-3</td>
<td>Concepts: Numerical algorithms, error propagation, Taylor series</td>
<td></td>
<td>Ch. 3</td>
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<td>4-5</td>
<td>Steady state behavior in linear models: methods for solving simultaneous equations</td>
<td>Force balances in biomechanics, image processing, mass balance in metabolic reactions</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>6-7</td>
<td>Steady state behavior of nonlinear models: Newton-Raphson method for single equations, Newton's method for simultaneous equations</td>
<td>Enzyme kinetics, cell migration, bioheat transport, flow in narrow catheters</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>8-9</td>
<td>Finite difference methods, Interpolating of functions, Newton-Coates methods for integration</td>
<td><em>(Examples to be determined)</em></td>
<td>Ch. 6</td>
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<tr>
<td>10-11</td>
<td>Dynamic behavior of ordinary differential equations: Euler methods, Runge-Kutta methods, stability analysis</td>
<td>Unsteady reaction kinetics, pharmacokinetics, action potential propagation</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>12-14</td>
<td>Dynamic behavior of partial differential equations</td>
<td>Molecular diffusion, stretching of membranes under pressure and tension, cell migration</td>
<td>Ch. 8</td>
</tr>
</tbody>
</table>

### Americans with Disabilities Act (ADA)

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### Academic Integrity

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

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

### Attendance Policy and Grading Scale Examples

"The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07.](http://student-rules.tamu.edu/rule07)"
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Department of Teaching, Learning and Culture
   EDCI 701: Elementary Science Instructional Strategies and STEM Learning
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Focuses on developing engaging STEM activities using inquiry and project-based learning approaches; creation of appropriate assessments for STEM activities and integrated STEM learning units.

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. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No
9. How will this course be graded:  □ Grade  □ S/U  □ P/F (CLASD)
10. This course will be:
   a.  required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      Online M.Ed. in Curriculum and Instruction
   b.  an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      M.Ed., M.S., Ph.D. in Curriculum and Instruction

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vrp.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
      EDCI  701  Elem Science Inst Strat

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<th>Admin. Unit</th>
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Approval recommended by:

Dr. Yaping Li
Department Head or Program Chair (Type Name & Sign)  Date 9/1/14

Dr. George Cunningham
Chair, College Review Committee
Date 9/19/14

Dr. George Cunningham
Dean of College
Date

Dr. Mark Zora
Chair, GC or UCC
Date 10/20/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
EDCI 701 Elementary Science Instructional Strategies and STEM Learning
Spring 2016

Instructor:
Julie Singleton, PhD
Office: 354 Harrington Tower
Office hours: By appointment
Email: jsingle@tamu.edu or jsingle47@yahoo.com

Course Description: Online elementary STEM science methods course; focus on developing engaging
STEM activities using inquiry and project-based learning approaches; creation of appropriate
assessments for STEM activities and integrated STEM learning units.
Prerequisites: Graduate classification.

Learning outcomes: The objectives of this course will focus on preparing elementary school teachers to
draw on a rich knowledge of science content and pedagogy to provide meaningful STEM learning
experiences for all students. Specifically, students will:
- Participate in STEM learning experiences
- Design STEM inquiry learning experiences for elementary students
- Create integrated units around STEM themes
- Generate alternative assessments appropriate to STEM activities
- Explore funding opportunities for STEM projects
- Discuss and reflect upon STEM readings and class projects as a learning community.

Textbook:
Moomaw, S. (2013). Teaching STEM in the Early Years: Activities for Integrating

Expectations and Student Responsibilities
It is essential that you complete the required readings, discussions and other tasks in the given time
period. Anticipate and prepare for projects with due dates in mind. Communicate with each other in a
positive and critically constructive manner. Ask me if a task is unclear to you. Read weekly
announcements, I expect all students to contribute their best effort.

Evaluation: Your grade in the course will be determined by the following:

Online discussions (6, 20pts each)          120
Peer reviews (6, 20pts each)            120
Helicopter video                        100
Integrated STEM Lesson                  100
Cardboard Design video                  100
Verbal design space colony                100
Alternative Assessments                  90
Real World Lesson                        130
Funding Web Search                       40
Final Quiz                                100

Grading: Letter grades will be assigned on the following basis:
1000-930 A     929-840 B     839-760 C     759-700 D     699> F

1
Tentative Course Schedule:

The instructor reserves the right to change any activities and assignments based on class needs.

<table>
<thead>
<tr>
<th>Week/Topic</th>
<th>Activity</th>
<th>Reading/Video</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 STEM Inquiry</td>
<td>Helicopter: test design &amp; material variables</td>
<td>Intro video; Engineering for All; Inquiry Handout</td>
<td>Online discussion</td>
</tr>
<tr>
<td>2 STEM Inquiry</td>
<td>Helicopter: Present best design with data video</td>
<td>Science for All Americans</td>
<td>Post/Peer review helicopter designs</td>
</tr>
<tr>
<td>3 STEM Inquiry</td>
<td>Brainstorm Airplane inquiry</td>
<td>Etheridge &amp; Rudinski</td>
<td>Online discussion</td>
</tr>
<tr>
<td>4 Integration</td>
<td>Design Integrated STEM Unit</td>
<td>Models for Curriculum Integration</td>
<td>Post/Peer Review Integrated units</td>
</tr>
<tr>
<td>5 Cardboard Designs</td>
<td>Brainstorm cardboard designs that teach science concepts</td>
<td>Video: Caine’s Arcade</td>
<td>Post list/Online discussion</td>
</tr>
<tr>
<td>6 Cardboard Designs</td>
<td>Create cardboard designs</td>
<td>Attributes of a Great STEM teacher</td>
<td>Online discussion</td>
</tr>
<tr>
<td>7 Verbal Design</td>
<td>Present cardboard designs</td>
<td>Chap. 1 Textbook</td>
<td>Post/Peer Review Cardboard designs</td>
</tr>
<tr>
<td>8 Verbal Design</td>
<td>Design a space colony</td>
<td>Tyson Video; Human Needs in Space</td>
<td>Online discussion</td>
</tr>
<tr>
<td>9</td>
<td>Spring break</td>
<td></td>
<td></td>
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<tr>
<td>10 Verbal Design</td>
<td>Present space colony</td>
<td>Power Point: Authentic Assessment</td>
<td>Post/Peer review space colony</td>
</tr>
<tr>
<td>11 Alternative Assessments</td>
<td>Create assessments</td>
<td>Chap. 4 Textbook</td>
<td>Post/Peer review assessments</td>
</tr>
<tr>
<td>12 Real World STEM</td>
<td>Design an integrated STEM Project using the outdoors or a field trip as the context</td>
<td>Chap. 5 Textbook; Greening STEM</td>
<td></td>
</tr>
<tr>
<td>13 Real World STEM</td>
<td>Continue from week 12</td>
<td>Chap. 7 Textbook</td>
<td>Post/peer review Real World lessons</td>
</tr>
<tr>
<td>14 Funding</td>
<td>Web search funding for STEM projects Final quiz</td>
<td>Science Proficiencies</td>
<td>Post/online discussion funding for STEM Quiz; Real World STEM revisions</td>
</tr>
</tbody>
</table>

**Online Discussions:** Reply to discussion prompts about the readings or video. Engage with at least three other students' responses. Discussion will open Monday at 8:00AM and close the following Sunday at 11:00PM.

**Peer Reviews:** Comment on what was done well and also give suggestions for improvement in terms of the pedagogy, science content/process, presentation and overall quality for at least two students. If a student already has been peer reviewed, choose a different student to review.
Helicopter Video: Design a helicopter that stays aloft the longest, collect data, revise the design. Present your investigation process, data and best helicopter in a 3-5 minute video. Rubric posted. Group assignment.

Integrated Lesson: Using the problem-based model format, provide a central theme and give an objective and activity description for science, math, technology, writing, reading and fine arts lessons.

Cardboard Design Video: Based on Caine’s Arcade, build and present your cardboard design in action. Include science and math applications. Rubric posted.

Verbal design space colony: Design a colony for humans on a space ship or body in space that can meet survival needs and exploration goals. Rubric and reading on human needs in space is posted.

Alternative Assessments: Create a Rubric, concept map structure, and diagram assessment for the science activity from your integrated lesson, verbal design, cardboard design or airplane lesson.

Real World STEM Project: Design a STEM unit around a field trip or community project. Include proposal, timeline and a specific science lesson. Rubric and example posted.

Funding Web Search: Find at least 4 STEM education funding opportunities; post online.

Texas A&M University Rules and Regulations

Texas A&M Code of Honor

"Aggies do not lie, cheat, or steal, nor do they tolerate those who do."

"The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics, which Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies promoting understanding and loyalty to truth, and confidence in each other."


Make-up work will be accepted for an excused absence. Alternative assignments can be given for class participation activities such as online discussions and peer reviews. For further information see: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their
disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Course Evaluation
The course evaluation information will be e-mailed to your tamu account during the last month of classes. Please participate in the evaluation process so I can improve the course. The address for submitting evaluation is https://pica.tamu.edu

Attendance Policy and Late Work Submission Policy: Make-up work will be accepted for an excused absence. Alternative assignments will be given for class participation activities such as online discussions. It is the student’s responsibility to communicate attendance issues to the instructor. For further information see: http://student-rules.tamu.edu/rule07

Bibliography


President’s Council of Advisors on Science and Technology (2010). Prepare and inspire: K-12 education on science, technology, engineering, and math (STEM) for America’s future. Retrieved from: http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-report.pdf


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

Form Instructions

1. Course request type:  
   - Undergraduate  
   - Graduate  
   - First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  
   Department of Teaching, Learning and Culture  
   EDCI 702: Elementary Mathematics Instructional Strategies and STEM Learning

3. Course prefix, number and complete title of course:  
   EDCI 702: Elementary Mathematics Instructional Strategies and STEM Learning

4. Catalog course description (not to exceed 50 words):  
   Focuses on teaching models and the design of elementary mathematics instruction for digital age learners; emphases placed on inquiry learning models in science, technology, engineering, and mathematics (STEM).

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. Will this course be submitted to the Core Curriculum Council?  
   - Yes  
   - No  
   P/F (CMLS)

9. How will this course be graded?  
   - Grade  
   - S/U  
   - P/F (CMLS)

10. This course will be:  
   - required for students enrolled in the following degree program(s) (e.g., B.A. in history)  
     Online M.Ed. in Curriculum and Instruction  
   - an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  
     M.Ed., M.S., Ph.D. in Curriculum and Instruction

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

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13. Prefix  
   Course #  
   Title (excluding punctuation)  
   EDCI 702  
   Elem Math Inst Strat

<table>
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Approval recommended by:  

Dr. Yaping Li  
Department Head or Program Chair (Type Name & Sign)  
Date  

Dr. George Cunningham  
Chair, College Review Committee  
Date

Dr. George Cunningham  
Dean of College  
Date

Dr. 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 – 07/14
EDCI 702: Elementary Mathematics Instructional Strategies and STEM Learning
Department of Teaching, Learning, and Culture
(Spring 2016) – Syllabus

Course Instructor
Dr. Trina J. Davis
Texas A&M University, College Station, TX 77843-4232

Office: 412/425 Harrington Tower  Mobile Phone: 979.255.0051
Email: trinadavis@tamu.edu  Skype Username: dr.trina.davis
http://people.cehd.tamu.edu/~tdavis

Virtual Office & Classroom Sessions: By Appointment and per the Schedule
Course Site on eCampus: http://ecampus.tamu.edu
We will also use the Blackboard (Bb) Collaborate tool in eCampus to engage in our
synchronous/real time virtual sessions.

Course Description –
Online course, focus on teaching models and the design of elementary mathematics
instruction for digital age learners; emphasizes placed on inquiry learning models in
science, technology, engineering, and mathematics (STEM).
Prerequisite: Graduate Classification

Learning Outcomes:
Upon successful completion of the course students will:
- Develop an understanding of the trends and perspectives in early
  mathematics learning including a critical examination of scholarly work
  focused on research and best practices
- Examine and utilize an array of teaching models that can be employed to
  engage 21st century digital-age learners
- Explore the affordances of embedding the development of information and
  communication technology (ICT) skills in mathematics learning or integrated
  STEM learning [e.g., national educational technology ISTE standards]
- Develop ability to design instruction for digital age learners with emphases in
  inquiry learning in science, technology, engineering, and mathematics
  (STEM).

REQUIRED TEXT
century learners. Pearson Education.

ADDITIONAL SELECTIONS FROM


Statement on Plagiarism
All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the instructor expressly grants permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

I understand the Aggie Honor Code and will honor it the entire semester in EDCI 689. If I chose to not honor it, consequences will occur according to the University Rules concerning Plagiarism and the Aggie Honor Code.

Aggie Honor Code
"An Aggie does not lie, cheat, or steal or tolerate those who do."
For more information please consult Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

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.

Excused Absence
http://student-rules.tamu.edu/rule07
7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:
7.1.6 Injury or illness that is too severe or contagious for the student to attend class.
7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

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

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

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

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

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

COURSE REQUIREMENTS & ASSIGNMENTS –

Students enrolled in the Elementary Education program option will be encouraged to develop class projects and papers that reflect materials and issues related to teaching in elementary schools. I trust that you are motivated to work independently, because this course will be completely web-based. Guidance and asynchronous communication will be provided, but the experience of working through the reading assignments and related tasks will require independent work and much self-directed effort. Opportunities for engaging in synchronous learning experiences (online/virtually) will also be a component of the course.

Assignment 1 – Early Mathematics Learning Research Brief: Develop a research brief on perspectives in early mathematics learning. Briefs should address key components of the research (e.g., subjects, context, methods, findings, implications for practice or future research) (15 Points).

Assignment 2 – Micro Lesson Analysis: Analyze video of a micro lesson that demonstrates the ISTE national technology standards. This assignment will be completed in two parts. For part 1, students will explore resources that help to define and unpack the national technology standards. Part 2 will focus on the micro lesson analysis (15 Points).
Teaching Models in Action:
Assignment 3 – Concept/Instructional Analysis: Develop an instructional analysis for the formal level of attainment of the concept that includes (20 Points):
- A multimedia presentation of an actual lesson for the concept
- Inclusion of all 7 guidelines (Klausmeier & Allen, 1978) in a document that specifically examines the defining attributes and variable attributes (of your target concept) in the example/non-example sets
- Develop an actual instructional presentation that provides all of the elements of an instructional analysis for attaining a concept at the formal level.
- This should be an actual lesson, not simply a PowerPoint presentation of your instructional analysis.

Assignment 4 – Math and STEM Exercises: Multiple opportunities to design, engage in, and critique math and STEM activities. Instructional planning, designs and activities should reflect effective strategies for inquiry, and the like, explored in the course (32 Cumulative Points).

Assignment 5 – Engagement: Actively participate in weekly technology engagement, planning, reflection, and sharing micro-activities during the specified time range (0-2 Points per sharing exercise, Total - 18 Possible Points).

GRADING SYSTEM

| Points | Research Brief | = 15 |
| Points | Micro Lesson Review | = 15 |
| Points | Concept/Instructional Analysis | = 20 |
| Points | Mathematics-STEM Learning Activities | = 32 |
| Points | Technology Engagement, Reflection, and Sharing | = 18 |
| Points | Total Points for Course | 100 |

Course Grade

<table>
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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<td>B</td>
<td>80 - 89</td>
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<td>C</td>
<td>70 – 79</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>below 60</td>
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</table>

Late Assignments
Late assignments: grades on assignments submitted after the due date will be reduced by 5% each day, to a maximum of 50%. Late assignments will not be accepted after the
date the class assignments are graded and returned to students who submitted their assignments on time. Rules on excused university absences also apply.

<table>
<thead>
<tr>
<th>OVERVIEW OF READINGS SCHEDULE</th>
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<tbody>
<tr>
<td><strong>Weekly Topics &amp; Readings</strong></td>
</tr>
<tr>
<td><strong>Week 1</strong> Jan 20 - 25</td>
</tr>
</tbody>
</table>
| *Teacher as Educational Designer, Trends in the 21st Century Learning Landscape*  
  Kilbane & Milman (2014), Chap 1 |
| **Week 2** Jan 26 - Feb 1     |
| *Research and Perspectives on Early Mathematics Learning* |
| **Week 3** Feb 2 – 8          |
| *Why STEM? Setting the STEM Context*  
  Moomaw (2013), Chap 1 |
| **Week 4** Feb 9 – 15         |
| *Instructional Tools: Models, Strategies, and Technologies*  
  Kilbane & Milman (2014), Chap 3 |
| **Week 5** Feb 16 – 22        |
| *Unpacking Information and Communication Technology Standards and K-6 Mathematics*. Materials will be provided by Dr. Davis |
| **Week 6** Feb 23 – March 1   |
| *Direct Instruction Model*  
  Kilbane & Milman (2014), Chap 5 |
| **Week 7** March 2 - 8        |
| *Classroom-Based Assessment in the 21st Century*  
  Kilbane & Milman (2014), Chap 4 |
| **Week 8** March 9 - 15       |
| *Concept Attainment Model,*  
  *Developing a Concept/Instructional Analysis*  
  Kilbane & Milman (2014), Chap 6 |
| *March 16 - 22*               |
| *Spring Break*                |
| **Week 9** March 23 - 29      |
| *Inquiry Model*               
  Kilbane & Milman (2014), Chap 10 |
| **Week 10** March 30 – April 5|
| *Problem-Based Learning (PBL) Model; and Problem-Based Learning Versus Project-Based Learning*  
  Kilbane & Milman (2014), Chap 11 |
| **Week 11** April 6 - 12      |
| *STEM Learning & Activities*  
  Moomaw (2013), Chap 2, and 3 |
| **Week 12** April 13 - 19     |
| *STEM Learning & Activities*  
  Moomaw (2013), Chap 6 |
| **Week 13** April 20 - 26     |
| *Changing Views on Assessment,*  
  *Classroom-Based Assessment in the 21st Century Cont.*  
  Kilbane & Milman (2014), Chap 4 |
| **Week 14** April 27 – May 3   |
| *Mathematics/STEM Lesson Exploration* |
**WEEKLY SCHEDULE** (Monday to Sunday)

Note, all assignments unless otherwise instructed will be due on Sundays by 11:59 pm.

**Online Discussions** Reply to discussion prompts about the readings or exercises. Engage with at least three other students' responses. Discussion will open Monday at 8:00AM and close the following Sunday at 11:59 PM.

<table>
<thead>
<tr>
<th>WEEKS/DATES</th>
<th>Readings/Assignments</th>
<th>Tech Engagement/ Sharing/Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Topics</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
| **Week 1**  
*Teacher as Educational Designer, Trends in the Learning Landscape* | Familiarize Yourself with the Course: Read Over Syllabus  
Read: Kilbane & Milman (2014), Chap 1 | Ice-breaker Exercise |
| **Week 2**  
*Research and Perspectives on Early Mathematics Learning* | Research Brief Topic Selection | Online Discussion/Sharing  
Virtual Collaborate Session TBA |
| **Week 3**  
*Why STEM? Setting the STEM Context* | Read: Moomaw (2013), Chap 1 | Submit Assignment 1 – Research Brief |
| **Week 4**  
*Instructional Tools: Models, Strategies, and Technologies* | Read: Kilbane & Milman (2014), Chap 3 | Online Discussion/Sharing |
| **Week 5**  
*Unpacking Information and Communication Technology Standards and K-6 Math* | Engage in Technology Standards Exercise and Lesson Review | Virtual Collaborate Session  
Submit Assignment 2 – Micro Lesson Review |
| **Week 6**  
*Direct Instruction Model* | Read: Kilbane & Milman (2014), Chap 5 | Online Discussion/Sharing |
| **Week 7**  
*Classroom-Based Assessment in the 21st Century* | Read: Kilbane & Milman (2014), Chap 4 | Online Discussion/Sharing  
Virtual Collaborate Session |
| **Week 8**  
*Concept Attainment Model, Developing a Concept/Instructional Analysis* | Read: Kilbane & Milman (2014), Chap 6 | Submit Assignment 3 – Concept/Instructional Analysis |

*Spring Break*
<table>
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<tr>
<th>Week</th>
<th>Activity</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>9</td>
<td>Inquiry Model</td>
<td>Read: Kilbane &amp; Milman (2014), Chap 10</td>
<td>Online Discussion/Sharing</td>
</tr>
<tr>
<td>10</td>
<td>Problem-Based Learning (PBL) Model; and Problem-Based Learning Versus Project-Based Learning</td>
<td>Read: Kilbane &amp; Milman (2014), Chap 11</td>
<td>Online Discussion/Sharing</td>
</tr>
<tr>
<td>11</td>
<td>STEM Learning &amp; Activities</td>
<td>Read: Moomaw (2013), Chap 2, and 3</td>
<td>Virtual Collaborate Session Mathematics-STEM Learning Activity – Due</td>
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<td>Engage in Math-STEM Learning Activity</td>
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<tr>
<td>12</td>
<td>STEM Learning &amp; Activities</td>
<td>Read: Moomaw (2013), Chap 6</td>
<td>Online Discussion/Sharing</td>
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<td>13</td>
<td>Changing Views on Assessment, Classroom-Based Assessment in the 21st Century Cont.</td>
<td>Read: Kilbane &amp; Milman (2014), Chap 4</td>
<td>Online Discussion/Sharing</td>
</tr>
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</table>

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY COURSE ACTIVITIES AND ASSIGNMENTS BASED ON CLASS NEEDS ANYTIME DURING THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

**Technology Engagement, Reflection and Sharing**
I have set up spaces for discussions and engagement within online discussion boards. In addition to the formal asynchronous learning activities that I’ve designed for the course, I will provide opportunities for synchronous virtual class sessions as well (we will use Blackboard Collaborate). I believe that this kind of engagement has the potential to be a powerful component of the course. I hope that it will in some ways help to foster a strong community of learners and provide a venue for scholarly engagement throughout the course.
Discussion Etiquette:

The whole class online discussion areas ARE:

- A space for assigned activities that include scholarly exchanges
- A space where I can share valuable resources and just-in-time information and opportunities with you
- A space where I/we can share work that you and other scholars are doing that is germane to the course and/or our collective scholarly interests

The whole class online discussion areas ARE NOT:

- A place to discuss individual grades or assignment issues
- An ideal place where pairs or small groups of folks can meet to discuss personal/individual stories or issues. This tends to be distractive for other students who are trying to follow the scholarly exchanges. Please use the email system that is integrated in the course (OR arrange "private" virtual meetings) to collaborate with fellow classmates in small groups or one on one.
- Again, personal or individual messages that are meant for one or two students or a question for the professor should be sent via private correspondences rather than posted in the public discussion boards or areas. Any inquiries about assignments or grades should be addressed to the professor or a particular student privately. When in doubt, an email or private correspondence to the individual(s) is always best.

I encourage you to support each other as you progress through the course.

eCampus Course Tip
A good convention is to access the course eCampus site at least three times per week (at the beginning, middle, and end of the week). Logging in more frequently or daily is optimal, for a few minutes to check for updates by the professor or to read student posts/sharing.

Netiquette Guidelines
"Netiquette" is Network Etiquette, the rules of proper behavior in an online environment. Online communication can be difficult sometimes due to the absence of non-verbal cues and body language that we all depend upon when communicating face to face—thus the need for proper Netiquette. Because the online medium is a relatively new one, rules of conduct are somewhat in a state of flux, but the following are always worthwhile suggestions to observe:

1. Remember, there's always a human on the other end of an electronic communication. Treat him or her with the same respect that you'd like to receive.
2. What you say may be forgotten, but what you write will live on for a long time.
3. Be careful with humor; what appears witty or ironic to you may appear sarcastic and critical to your reader. By the same token, you may misinterpret messages sent by others to you.
4. Use emoticons and other symbols to indicate humorous intent. 😃
5. Be diplomatic; written communication often appears harsher than spoken communication.
6. DON'T USE ALL CAPS— in addition to being difficult to read, this is considered "shouting" in electronic communication.
7. Be brief.
8. Use pertinent subject lines.
9. Keep in mind that an e-mail lacking a greeting and/or a closure may appear curt and unfriendly to your reader. (ex: Howdy! Or Regards,)


BIBLIOGRAPHY


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

Form Instructions
1. Course request type:
   [ ] Undergraduate [x] Graduate [ ] First Professional (ex., DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name):
   NFSC

3. Course prefix, number and complete title of course:
   FSTC 644 - DISEASE MECHANISMS OF FOODBORNE PATHOGENS

4. Catalog course description (not to exceed 50 words):
   Principles of pathogenicity of foodborne bacteria; mechanisms used by disease-causing bacteria leading to human illness; basic principles of immunology and human and bacterial physiology; investigation of bacterial virulence factors and effects of stress response, quorum sensing and other external factors.

5. Prerequisite(s):
   FSTC 326 OR BIOL 351 OR INSTRUCTOR APPROVAL
   Cross-listed with: ____________________________
   Stacked with: ____________________________
   Cross-listed courses require the signature of both department heads.

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

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

8. Will this course be submitted to the Core Curriculum Council? [x] Yes [ ] No

9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      not required
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      M.S., Ph.D. degree plans (varied degree programs)

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
   [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix Course # Title (excluding punctuation)
    FSTC 644 DIS MECH FOOD PATH

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<th>Admin. Unit</th>
<th>Acad. Year</th>
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</tbody>
</table>

Approval recommended by:

Chuter J. Allred ____________________________ 7/29/14

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

Chair, College Review Committee ____________________________ 8/12/11

Dean of College ____________________________ 8/12/11

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

Chair, Graduate UCC ____________________________ 10/20/14

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 – 04/14
FSTC 644
“Disease Mechanisms of Foodborne Pathogens”
Fall 2014

Instructor: Dr. Elsa A. Murano, Professor and President Emerita, Dept. of Nutrition and Food Science, Director of Norman Borlaug Institute for International Agriculture
AGSV Building 2nd Floor Suite, emurano@tamu.edu

Meeting Times: T & Th 8:00-9:15am, Room 300 Kleberg Center

Course Description:
Principles of pathogenicity of foodborne bacteria; mechanisms used by disease-causing bacteria leading to human illness; basic principles of immunology and human and bacterial physiology; investigation of bacterial virulence factors and effects of stress response, quorum sensing and other external factors.

Pre-requisites:
FSTC 326 or similar microbiology course at the undergraduate level. Enrollment in FSTC 606 is desirable, but not required.

Textbook:
No textbook is required. However, for students lacking in microbiology background, the following are recommended:


Learning Outcomes:
The student will gain an appreciation for the complexity of the mechanisms which foodborne bacteria utilize to survive and thrive, which can result in disease in humans.

Learning Objectives:
The student should be able to:
1. Describe the general concepts of bacterial and human physiology, and immunology.
2. Explain in detail the major virulence mechanisms of foodborne pathogenic bacteria.
3. Describe how external factors affect the ability of foodborne bacteria to cause disease.

Teaching Philosophy:
I will assume that students have not been introduced to many of the concepts covered in this course, so it is taught at an advanced, yet introductory level, in an organized step-by-step process. I will assume, however, that the student has recall of previous knowledge regarding general food bacteriology, as well as basic biochemistry. As course instructor, I will come to class prepared to address certain topics.

Student Responsibilities:
I expect the student to act as a professional: come to class on time and ready to learn, pay attention, review the material ahead of time when appropriate, make the most of the time in class, and to ask questions on topics not completely understood. Electronic communication devices are to be turned off or placed in silent mode when in the classroom. This will benefit the learning environment for you, your fellow classmates, and the instructor. A cell phone ringing may be confiscated for the rest of the class. Doodling on any electronic device during class (checking cell phone messages, text messaging, etc.) will also result in the loss of the device for the rest of the class period.

**Exams:**
There will be four, one-hour exams given throughout the semester, with only three exams counting toward the final grade. The fourth exam can be used to make up a missed exam, or to take the place of the lowest grade on one of the other three exams. When used to replace the lowest grade, whatever score is obtained on the fourth exam will replace the previous lowest grade, even if the score on the fourth exam is lower. Exam questions will be a combination of True and False, short answers, and longer essay questions designed to test critical thinking skills. Exam format may be altered as necessary, with adequate time given for student notification.

**Grading System:**
Grading will consist of points accumulated for three of the exams given, with each exam consisting of 100 points, for a maximum total of 300 points. Grades will be assigned as follows:
- A: 270-300 points
- B: 240-269 points
- C: 210-239 points
- D: 180-209 points
- F: <180 points

Grades will be made available as soon as possible, and will be posted online. Actual exam papers will be handed back to the student.

**Make-ups:**
Absolutely NO makeup exams will be given. A student may exercise the option of dropping the grade on a missed exam.

**Course Calendar:**
The following is a tentative class schedule. Exam dates are tentative, and will be finalized only after the material on that exam has been covered. Also taken into consideration will be scheduled exams in other courses so as not to overload the student.
<table>
<thead>
<tr>
<th>Month</th>
<th>Tuesday</th>
<th>Thursday</th>
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</thead>
</table>
| September | 2: General human physiology   
9: Fundamentals of immunology  
16: Microbial physiology  
23: EXAM #1  
30: Basics of molecular biology | 4: General human physiology  
11: Fundamentals of immunology  
18: Microbial physiology  
25: Basics of molecular biology  
2: Antibiotic resistance |
| October   | 7: Antibiotic Resistance  
14: Intracellular Survival Factors  
21: Endotoxins and Exotoxins | 9: Attachment and Invasion Factors  
16: EXAM #2  
23: Endotoxins (S. aureus, C. perfringens, V. cholera, S. dysenteriae)  
28: Exotoxins (EHEC, C. jejuni, ETEC)  
30: Exotoxins (C. botulinum, Y. enterocolitica, superantigens) |
| November  | 4: The Stress Response and Virulence  
11: Virulence Assays  
18: Vaccine Development  
25: Secondary sequelae | 6: EXAM #3  
13: Virulence Assays  
20: Secondary sequelae  
27: Thanksgiving – NO CLASS |
| December  | 2: Quorum sensing and ecology | 4: EXAM #4                                                                         |

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

**Academic Integrity Statement and Policy:**
Cheating, plagiarism, and similar acts are unbecoming of Texas A&M University students. According to Part I, Section 309 of the University Regulations, such conduct can result in a variety of disciplinary actions, including assignment of “F” in the course, suspension, or expulsion. In other words, don’t forget the Aggie Honor Code: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do”. For more information, visit [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
Texas A&M University
Departamental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   □ Undergraduate  ☑ Graduate  □ First Professional Degree

2. Request submitted by (Department or Program Name):
   Materials Science and Engineering

3. Course prefix, number and complete title of course:
   MSEN 636 Damage Mechanics and Failure in Composite Materials

4. Catalog course description (not to exceed 50 words):
   Mechanisms and models related to damage and failure in composite materials subjected to mechanical loads.

5. Prerequisite(s):
   Courses in composite materials, elasticity; graduate classification
   Cross-listed with: AERO 616; MEMA 616
   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. Will this course be submitted to the Core Curriculum Council?  □ Yes  ☑ No

9. 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)

M.S., Ph.D., Materials Science and Engineering

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

11. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix  Course #  Title (excluding punctuation)
    MSEN  636  DAMAGE IN COMPOSIT MATLS

    Lect.  Lab  S. SCH  CIP and Fund Code  Admin. Unit  Acad. Year  EICE Code
    0  3  0  0  0  3  1  4  1  8  0  1  0  0  0  6  1  8  6  4  1  5  1  6  0  0  3  6  3  2  2

   Approval recommended by:
   Johnny Hefetz
   (MEMA and AERO)
   Department Head or Program Chair (Type Name & Sign) Date  8-20-14
   Miladin Ratovic
   (MSNA)
   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 • 04/14
## Syllabus

### Damage Mechanics and Failure in Composite Materials (Fall 2015)
AERO 616 • MEMA 616 • MSEN 636

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Ramesh Talreja, Professor, Department of Aerospace Engineering and Department of Materials Science and Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor contact</td>
<td>(979) 458-3256; <a href="mailto:talreja@aero.tamu.edu">talreja@aero.tamu.edu</a>; 735A HRBB</td>
</tr>
<tr>
<td>Class meeting time and location</td>
<td>To be announced.</td>
</tr>
<tr>
<td>Course Description</td>
<td>Physical mechanisms of damage and failure in composite materials; in-depth treatment of the methods of analysis of damage, its evolution, and the ensuing failure.</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Courses in composite materials, elasticity; graduate classification.</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>Students will become familiar with the physical mechanisms of damage and failure in composite materials. They will learn how these mechanisms are modeled using mechanics principles. They will know three different approaches to developing those models, and the assumptions and complexities involved.</td>
</tr>
<tr>
<td>Grading Assignments</td>
<td>The course grade will be based on three individually assigned projects. The course topics are grouped into three parts, and each project will cover topics from a corresponding course part. Projects will include both analytical and design aspects. Each assignment will carry 33% weight.</td>
</tr>
<tr>
<td>Grading scale</td>
<td>The final weighted average of each student will be calculated based on the indicated grade distribution. The letter grade will be assigned by the following criterion: A&gt;= 90; 80=&lt;B&lt; 90; 70 =&lt;C&lt; 80; 60=&lt;D&lt;70; F&lt;60.</td>
</tr>
<tr>
<td>Copyrights</td>
<td>The handouts used in this course are copyrighted. By &quot;handouts&quot; we mean all materials generated for this class, which include but are not limited to syllabi, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the author expressly grants permission.</td>
</tr>
</tbody>
</table>
| Topics to be covered     | **Week 1** Observations of damage and measurements of materials response (stress-strain behavior) caused by damage. General definition of damage.  
<pre><code>                       | **Week 2** Single versus multiple cracking. The Aveston-Cooper-Kelly (ACK) analysis for unidirectional composites. |
</code></pre>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>ACK analysis applied to composite laminates. Assignment 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Variational analysis of transverse cracking in laminates. The Hashin approach.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Assignment 1 due.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Micromechanics applied to damage in composites. The Varna approach.</td>
</tr>
<tr>
<td></td>
<td>Cross ply laminates with transverse cracks</td>
</tr>
<tr>
<td>Week 7</td>
<td>More general laminates.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Evolution of damage in static and cyclic loading.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Models for evolution. Assignment 2.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Fracture mechanics approaches to damage evolution</td>
</tr>
<tr>
<td>Week 11</td>
<td>Damage mechanics approached to evolution. Assignment 2 due.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Continuum damage mechanics: damage characterization, thermodynamics</td>
</tr>
<tr>
<td></td>
<td>based theories, experimental characterization.</td>
</tr>
<tr>
<td>Week 13</td>
<td>Assignment 3</td>
</tr>
<tr>
<td>Week 14</td>
<td>Cross ply laminates; general laminates. Assignment 3 due</td>
</tr>
</tbody>
</table>

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

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

**Academic Integrity Statement and Policy**

"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

As commonly defined, plagiarism consists of passing off as one's own the ideas, work, 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 that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/), under the section "Scholastic Dishonesty."

**Attendance policy**

Attendance policy conforms to [Student Rule 7](http://student-rules.tamu.edu/).

**Make-up Policy**

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30
calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1. Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index

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. NOTE: Prior notification is NOT required.

6. Injury or 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), 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://attendance.tamu.edu, or
      (ii) Confirmation of visit to a health care professional affirming date and time of visit.

7. Required participation in military duties.

8. Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.
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 Veterinary Integrative Biosciences

2. Course prefix, number and complete title of course:
   NRSC 621 - Functional Neuroanatomy

3. Catalog course description (not to exceed 50 words):
   A comprehensive review of the neuroanatomical determinants of function; rigorous neuroanatomical foundation relevant for research investigating changes in neural pathways and/or networks involved in sensory and motor functions, learning and memory, perception, selective attention, as well as recovery of function following brain damage.

4. Prerequisite(s):
   None

5. Cross-listed 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 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)
      NRSC or BIMS

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

   Prefix  Course #  Title (excluding punctuation)
   NRSC  6  2  1  FUNCTIONAL  NEUROANATOMY
   Lect.  Lab  SCH  CIP and Fund Code
   0  4  0  0  0  4  2  6  1  5  0  2  0  0  0  2
   Admin. Unit  Acad. Year  FICE Code
   1  4  -  1  5  0  0  3  6  3  2

   Approval recommended by:
   C. Jane Welsh  8-20-14
   Department Head or Program Chair (Type Name & Sign)
   Date

   Evelyn Tiffany-Castiglia  8-21-14
   Department Head or Program Chair (Type Name & Sign)
   (if cross-listed course)
   Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/0
Course title and number | Functional Neuroanatomy 4 credits NRSC/VIBS 621
---|---
Term | Spring 2014
Meeting times and location | Functional Neuroanatomy, 4 credits NRSC 689, Reynolds Building, Room 230, on Monday and Wednesday, from 16.00 hrs to 18.00 hrs

**Course Description and Prerequisites**

A comprehensive review of the neuroanatomical determinants of function as a foundation course for the TAMIN neuroscience program. It will provide a rigorous neuroanatomical foundation relevant for research investigating changes in neural pathways and/or networks involved in sensory and motor functions, learning and memory, perception, selective attention, as well as recovery of function following brain damage.

There are no prerequisites for this course.

**Learning Outcomes or Course Objectives**

**Course objectives:**

It is expected the students who obtain a passing grade in this course will have gained an essential training to understand the basic integrative actions of the nervous system, which is an essential foundation for most areas of research in Neuroscience.

**Goals of the course:**

The primary objective is to emphasize a comprehensive knowledge of neuroanatomical connections/organization and to emphasize the ways in which morphology determines function. During the last few decades there have been major paradigm shifts in brain mapping from strict localization of function to specific centers to concepts of distributed systems which coordinate neural control programs into functional behavior. The contemporary trend is to move away from the notion of brain centers where there is a strict isomorphic relation between both specific behaviors and specific brain locations.

**Instructor Information**

**Name** | Dr. Ian Steele-Russell
Email address: russell@neo.tamu.edu
Office hours: TBA
Office location: TBA

Textbook and/or Resource Material

Required reading material:

Required reading materials will be available on the course website. Students are expected to read the material before attending class in order to be able to follow the lecture material and participate in classroom question and answer discussions. This material provides a unified approach to the subject and will serve as the course textbook.

Grading Policies

Grades and exams etc:

Students grades will derive from two sources. First there will be five assigned essay topics which will be available at the start of the course. This will contribute 80% of the overall grade. Second part will be points given to the students for their scores on the all of the class quizzes. This will account for 20% of the overall grade. Essays will be graded numerically both on their content and the clarity of their exposition.
A - 100 to 90 points
B - 89 to 80 points
C - 79 to 70 points
D - 69 to 60 points
F - a total score below 60.

Course Topics, Calendar of Activities, Major Assignment Dates

Schedule: Dates for 2014

<table>
<thead>
<tr>
<th>Day</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA</td>
<td>introduction, form determines function, brain size - its significance</td>
</tr>
<tr>
<td></td>
<td>neurons, nerve impulse, nodes of Ranvier, conduction</td>
</tr>
<tr>
<td></td>
<td>axoplasmic flow, transmitter vesicles, synapses, neuroglia</td>
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<tr>
<td></td>
<td>cutaneous sense and muscle receptors</td>
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<tr>
<td></td>
<td>spinal cord I: ascending pathways</td>
</tr>
<tr>
<td></td>
<td>spinal cord II: descending pathways and motor cortex</td>
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<tr>
<td></td>
<td>brainstem</td>
</tr>
<tr>
<td></td>
<td>reticular formation I: isodendritic core</td>
</tr>
<tr>
<td></td>
<td>reticular formation II: nuclei. Behavioral influences arousal and sleep</td>
</tr>
<tr>
<td></td>
<td>hypothalamus I: brainstem integration of ANS, major “nuclei”</td>
</tr>
<tr>
<td></td>
<td>hypothalamus II: motivation-homeostasis</td>
</tr>
<tr>
<td></td>
<td>hypothalamus III: hormonal functions and pituitary interactions</td>
</tr>
<tr>
<td></td>
<td>thalamus and epithalamus - pathway control to the cortex</td>
</tr>
<tr>
<td><strong>Limbic System I:</strong> anatomy - hippocampal memory involvement</td>
<td></td>
</tr>
<tr>
<td><strong>Limbic System II:</strong> - amygdala motivational control by context filtering/linking</td>
<td></td>
</tr>
<tr>
<td><strong>Cerebral Cortex - General Anatomical Features</strong></td>
<td></td>
</tr>
<tr>
<td>Sensorimotor cortex and pyramidal tracts</td>
<td></td>
</tr>
<tr>
<td>Pyramidal tracts and motor control</td>
<td></td>
</tr>
<tr>
<td>Basal ganglia and motor control</td>
<td></td>
</tr>
<tr>
<td>Cerebellum I: gross anatomy, cerebral interconnections</td>
<td></td>
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<tr>
<td>Cerebellum II: microanatomy, fractured somatopy, microzones</td>
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<tr>
<td>Cerebellum III:</td>
<td></td>
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<tr>
<td>Cerebral cortex - intrinsic structure and regional specialization</td>
<td></td>
</tr>
<tr>
<td>Cortical visual areas - how the cortex ignores and/or edits the retinal image</td>
<td></td>
</tr>
<tr>
<td>Retino-thalamic-striate pathways - visuomotor control</td>
<td></td>
</tr>
<tr>
<td>The role of the corpus callosum in cerebral integration</td>
<td></td>
</tr>
<tr>
<td>Critical stages in development of cortical function</td>
<td></td>
</tr>
<tr>
<td>Hemispheric asymmetries</td>
<td></td>
</tr>
<tr>
<td>The exploration of the frontal lobe and its control functions</td>
<td></td>
</tr>
<tr>
<td>Dorsal versus ventral pathways in the cerebral cortex</td>
<td></td>
</tr>
<tr>
<td>The rewriting of the motor system in visual coordinates</td>
<td></td>
</tr>
<tr>
<td>Plasticity and recovery of function</td>
<td></td>
</tr>
<tr>
<td>Neural mechanisms of language</td>
<td></td>
</tr>
<tr>
<td>The triumph of the visual system: polysensory cells and mirror cells - their role in the binding problem.</td>
<td></td>
</tr>
<tr>
<td>Final term papers due by 5.00 PM</td>
<td></td>
</tr>
</tbody>
</table>

**Other Pertinent Course Information**

**Format of the class:**

The major part of the class will be lecture presentations of the neuroanatomical systems. At the end of each class will be a question and answer period on the material presented. From time to time there will be short anatomical lab quizzes at the beginning of class. It is important therefore to arrive to class on time.

As neuroanatomy is a highly hierarchically organized discipline it is crucial that students attend all classes. It is not possible to understand the material without the classroom presentation and discussion. After each class arrangements can be made for additional tuition on any topic that has been covered. Accordingly **no more than three absences will be permitted.**
Copyright
The handouts in this course are copyrighted. Therefore you do not have the right to copy the material unless permission is granted by the course coordinator. As commonly defined, plagiarism consists of claiming the ideas, words, writings etc of another person as your own work. This means that you are committing plagiarism if you copy work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is on the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under section “Scholastic Dishonesty”.
PLAGIARISM: You are responsible for the information on plagiarism available at on the web at http://library.tamu.edu/vgn/portal/tamulib/content/renderer/children/0.2875

Americans with Disabilities Act (ADA)

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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.

Form Instructions

1. Course request type:
   □ Undergraduate  ✔ Graduate  □ First Professional (e.g., DVM, JD, M.D., etc.)

2. Request submitted by (Department or Program Name):
   Department of Landscape Architecture and Urban Planning
   PLAN 624 Digital Communication in Landscape Architecture and Urban Planning

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

4. Catalog course description (not to exceed 50 words):
   Learn, develop, and apply fundamental knowledge and skills throughout the process of environmental design and planning: base map preparing, site plan designing, cross-section drawing, 2-dimensional plan rendering, 3-dimensional model rendering, and poster presentation.

5. Prerequisite(s):
   None
   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. Will this course be submitted to the Core Curriculum Council?  □ 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)
      any

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
   Attach approval letters.
   ✔ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix  Course #  Title (excluding punctuation)

   PLAN  624  DIGITAL COMMUNICATION IN LAUP

   Lect.  Lab  SCI  CMP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   0  2  0  4  0  3  0  4  0  3  0  1  0  0  0  0  1  6  9  4  1  5  -  0  6  0  0  3  6  3  2
   Approval recommended by:
   Forster Ndubisi
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dead of College Date
   Submitted to Coordinating Board by:
   Associate Director, Curricular Services Date
   Chair, CTC, UCC Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 04/14
[PLAN 624] DIGITAL COMMUNICATION IN LAUP

INSTRUCTOR
- Name: Yang Mi Kim
- Email: ymkkim@arch.tamu.edu
- Office: Langford A105
- Office Phone: (979) 845-7888
- Office Hour: To be determined or by appointment

INTRODUCTION
PLAN 624 Digital Communication in LAUP focuses on the communication techniques and process in environmental design and planning professions, which include developing representation concepts and computing fundamental design productions in graphical formats, designing a comprehensive project poster with written descriptions, and participating discussions.

COURSE DESCRIPTION
As graphics are the language of design, it is essential to understand how they are used to communicate design ideas and plans from the initial stage of design preparation through final productions, and to acquire the visual communication ability to translate the preliminary design concept into various forms of digital representation.

In addition to that, oral, aural, and written communication abilities are critical to persuade people with your designs or plans in the professions. Therefore, a series of communication skills will be emphasized by means of well-represented graphics, well-documented technical drawings and project posters, effective presentations and interactive discussions.

PLAN 624 is a digital communication course to learn, develop, and apply fundamental knowledge and skills throughout the process of environmental design and planning: base map preparing, site plan designing, cross-section drawing, 2-dimensional plan rendering, 3-dimensional model rendering, and poster presentation.

The teaching motto of this course is "Learning by Doing". Through a series of lectures, demonstrations and assignments, students will learn efficient and effective methods in terms of
computer-aided drafting and graphic presentation techniques which are the most demanding abilities in the environmental design and planning professions. Also this course is intended that students learn how various graphic software including AutoCAD, Adobe Photoshop, SketchUp, and Adobe InDesign is closely interrelated and widely used during the design and planning process. These hands-on learning experience will help students obtain the fundamental techniques thoroughly and develop their own applications independently.

LEARNING OBJECTIVES
The knowledge and skills the instructor wants students to acquire by the end of the course are:

1. To understand the entire design work frame and how graphic software programs are used at each design stage. [Critical Thinking]

2. To be able to refine design ideas and translate them into the technical drawings and graphical representations by means of acquired knowledge and skills. [Critical Thinking]

3. To understand how various graphic software programs are interrelated in each of the digital work flow and in the transition by importing and exporting design data. [Critical Thinking]

4. To identify the best practices in the field, and to develop more productive and suitable processes of your own with or in spite of the traditional drafting and graphic producing tools. [Critical Thinking]

5. To obtain fundamental drafting, plotting, rendering, and documenting techniques using AutoCAD and other digital graphic software programs including Adobe Photoshop, SketchUp, and Adobe InDesign. [Communication]

6. To know efficient and effective ways to share the outcomes with peers while understanding the processes of digital imagery producing, processing, and manipulating. [Communication] [Teamwork]

7. To develop the composition skills in written, visual, and oral communications in order to deliver the design/planning ideas clearly and effectively to audiences. [Communication]

8. To be able to create original works by means of well-built digital drafting and rendering skills and self-expression in visual, written, and oral communication. [Personal Responsibility]

LEARNING OUTCOMES
Upon successful completion of this course, students will be able to:

1. Create basic geometries to site plans and cross-sections using drawing and editing commands in AutoCAD.
2. Create and edit blocks, text objects, hatches, and dimensions to express design details and annotations on a drawing in AutoCAD.

3. Create layouts in the model space and plot drawings in a measurable scale and line hierarchy in AutoCAD.

4. Create site plan and cross-section renderings by exporting the line work from AutoCAD, importing into Photoshop, and applying textures, effects and entourage in Adobe Photoshop.

5. Create 3D model renderings by importing AutoCAD line work and applying textures and components in SketchUp.

6. Design poster layouts using produced graphic images and written descriptions during the design process in Adobe InDesign.

TECHNOLOGY REQUIREMENTS
ECAMPUS

- All of course materials will be provided via eCampus (https://ecampus.tamu.edu).

- Prior to the start of this course, it is recommended to read “Check Browser Support” on the eCampus webpage related to FAQs, Getting Started, Course Content, Help, and so on (https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student).

※ When you have any technical problem to use eCampus, contact the Help Desk.
  Support for students  Department: Help Desk Central (http://hdc.tamu.edu/)
  Email: helpdesk@tamu.edu
  Phone: 979-845-8300

REQUIRED SOFTWARE AND MATERIAL

The following software is REQUIRED for this course:

- Autodesk AutoCAD 2013 (Windows) (download at http://students.autodesk.com/) *registration required

- Adobe Photoshop CS6

- SketchUp (download at http://www.sketchup.com/) or SketchUp Pro

- Adobe InDesign CS6
The required Software is available for use at computer labs in Langford building A. When you use computer labs, it is recommended to have a USB flash drive in order to store/make a copy of your data. Please make sure to keep your assignment files safe and secure. They will be used over again in the other assignments.

Adobe Photoshop and InDesign (Adobe Creative Suites 6) are not downloadable for free. If you would like to purchase it for your personal computer, it will be available to buy a Student/Teacher Edition via on-line vendors (e.g. Adobe.com, Amazon.com, and etc).

When you encounter any problem on lab computers in Langford building, contact the ITS Helpdesk (located at Langford A 122). Email: helpdesk@arch.tamu.edu Phone: (979) 862-8584

REFERENCE BOOKS
The following books are suggested for this course:


Some books are available as an electronic version on the TAMU library website.

EVALUATION AND EXPECTATIONS
GRADING POLICY
The student's final grade for the course will be determined by the following:

\[ A = 90 \text{ or above}, B = 80 \text{ to } 89.9, C = 70 \text{ to } 79.9, D = 60 \text{ to } 69.9, F = \text{ below 60.} \]

\begin{align*}
\text{Weighting} & \\
\text{In-Class Exercises (total 6)} & \quad 5\% \\
\text{Assignments (total 12)} & \quad 60\% \\
\text{Mid-term Assignment (#6)} & \quad 10\% \\
\text{Final Assignment (#14)} & \quad 10\% \\
\text{Peer Teaching} & \quad 15\% \\
\text{Total} & \quad 100\% \\
\end{align*}
LECTURE & DEMONSTRATION

- Lectures and class materials for each topic are uploaded on eCampus on the scheduled release date and time. (*See class schedule to find topics and release dates.)

- Students are required to watch the video clips of lectures and/or demonstrations and to practice in-class exercises during the week for each topic. The links of video clips will be available by the last day of semester.

- Students are responsible to access eCampus regularly/frequently during a week in order to have adequate communication with the instructor (e.g. updates/changes on class schedule, announcements, assignment review, weekly office hour and so on).

IN-CLASS EXERCISE

- In-class exercises are designed for hands-on trainings to learn fundamental digital communication skills and their applications on a drawing. While watching the demonstrations, students will be able to complete in-class exercises.

- Selected in-class exercises must be submitted for evaluation. They should be worked individually and be neatly finished. (*See class schedule to find the due date/time for each in-class exercise.)

ASSIGNMENT

- Students will have assignments related to the topics. Complete course assignments INDEPENDENTLY and submit each assignment by the due date and time. (*See class schedule to find the due date/time for each assignment.)

- Assignments are designed to be linked to each other consecutively. If any assignment is missed, it will significantly affect to complete your next assignments. Therefore, it is important to complete each assignment by the designated due date/time.

- Students of PLAN624 are expected to spend about 6 - 9 hours a week (including 3 hours in watching video clips) on average in order to complete course assignments with satisfactory quality.

- Assignments will be evaluated based on competency, accuracy, completeness, legibility, composition, craftsmanship, and creativity (if applicable), and will be calculated as the standard average of the overall performance scores in all of the assignments.

PEER TEACHING

- Peer Teaching is an important activity in this course. Each student will pick a topic of their own interests but relevant to the broad issues of applying digital communication to produce better works/solutions in environmental design and planning professions.
• Each student is required to submit a subject and a written tutorial. Project due dates may vary depending on individual topic. If your topic is closely related to one of the lecture topics scheduled, each student may be asked to introduce the project before the final due date based on a discussion with the instructor. Project description for Peer Teaching will be issued on a scheduled date.

SUBMISSION

• All submissions are expected to be turned in by the scheduled date and time. If any in-class exercise or assignment is not submitted by its due date/time, it will not be eligible for a full grade.

• Late submissions that are turned in at any time up to one week after its due date/time will only earn 80% of the final evaluation in that submission (for example, from 95 points to 76 points).

• Any late submission turned in more than one week after the due date WILL NOT BE ACCEPTED/GRADED (zero point will be given).

• Submission dates will be extended in exceptional circumstances which are University approved absences stated in the Student Handbook (http://student-rules.tamu.edu/ruleo7). If you have a university excused absence, you must inform me via email prior to the due date/time, and provide the written proof (for example, doctor's note). Any deviation from the assigned date/time of submission must be arranged with the instructor.

• All of the required file formats must be turned in to get proper evaluations on the submissions (for example, in AutoCAD, students will be asked to submit DWG and PDF file formats).

• Submission requirements will be explained in the Assignment Description uploaded on the release date of each assignment. If a student doesn't submit all of the required file formats, the submission will be returned to the student and asked to resubmit by the rescheduled due date/time. If he/she fails to resubmit the work on time, it will be considered as an incomplete submission (awarded 60% of the final evaluation).

• All of submissions must be completed INDEPENDENTLY. If any evidence is found that one submission is identically same with other student's submission, it will be considered plagiarized. Both submissions will be given zero credit and the violation will be reported to Aggie Honor System Office.

• All students' submissions are the property of the Department of Landscape Architecture and Urban Planning at TAMU. Students' submissions will be kept by the department for the purpose of accreditation review and teaching reference for future classes.

• If you have any concern or question regarding this course, please inform the instructor in a timely manner.
UNIVERSITY POLICY STATEMENTS

ATTENDANCE POLICY

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

For the online course, I interpret attendance as "watching video clips of lectures and demonstrations, and submitting assignments following the course schedule on students' own responsibility".

ACADEMIC INTEGRITY STATEMENT AND POLICY

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

The Aggie Code of Honor states that the students at Texas A&M University should value honesty and person integrity. Therefore, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Students are referred to the Honor Council Rules and Procedures that may be found at the website: http://aggiehonor.tamu.edu/.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

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

CLASS SCHEDULE (* see attached)
# Class Schedule

Topics, class assignments, and schedule are subject to change according to progress of the students, lectures, and/or the academic schedule. *It is students’ responsibility to stay aware of any change to the schedule.* Any update to the schedule will be announced via eCampus.

*Remarks:
March 10 - 14  Spring Break.
March 26 - 29  CELA Conference, Baltimore MD.
April 14, 5 p.m.  Last day for all students to drop courses with no penalty (Q-drop).
April 29  Last day of spring semester classes.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Release Date (by 9am)</th>
<th>Software</th>
<th>Lecture Topic &amp; In-Class Exercise &amp; Demonstration</th>
<th>Assignment</th>
<th>Due Date (by 9am)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/20 (Tue)</td>
<td>AutoCAD 1</td>
<td><em>Course Introduction</em>&lt;br&gt;- AutoCAD Introduction &amp; Commands I&lt;br&gt;- In-Class Ex. – Basic Commands</td>
<td><em>Introduce Yourself!</em>&lt;br&gt;- A#1. Self-portrait</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/27 (Tue)</td>
<td>AutoCAD 2</td>
<td><em>AutoCAD Commands II</em>&lt;br&gt;- In-Class Ex. – Polyline, Units</td>
<td><em>Peer Teaching Project Description</em>&lt;br&gt;- A#2. Soccer Field</td>
<td><em>In-Class: CAD1&lt;br&gt;A #1</em></td>
</tr>
<tr>
<td>3</td>
<td>2/3 (Tue)</td>
<td>AutoCAD 3</td>
<td><em>AutoCAD Commands III</em>&lt;br&gt;- Organizing AutoCAD Drawings&lt;br&gt;- Raster Image Digitizing&lt;br&gt;- In-Class Ex. – Properties, Layers, PEdit, Raster Image Digitizing</td>
<td><em>A#3. Bike Road</em></td>
<td><em>In-Class: CAD2&lt;br&gt;A #2</em></td>
</tr>
<tr>
<td>4</td>
<td>2/10 (Tue)</td>
<td>AutoCAD 4</td>
<td><em>Creating Blocks, Texts &amp; Hatches</em>&lt;br&gt;- Paper Space &amp; Page Setup&lt;br&gt;- In-Class Ex. – Text &amp; Hatch, Block&lt;br&gt;- Demo – Base Map Preparing &amp; Set a Layout/Measurable Scales</td>
<td><em>A#4. Base Map</em></td>
<td><em>In-Class: CAD3&lt;br&gt;A #3</em></td>
</tr>
<tr>
<td>5</td>
<td>2/17 (Tue)</td>
<td>AutoCAD 5</td>
<td><em>Creating Layout, Plot Style &amp; Site Plan</em>&lt;br&gt;- In-Class Ex. – Plot Style&lt;br&gt;- Demo – Site Plan Drawing</td>
<td><em>A#5. Site Plan</em></td>
<td><em>In-Class: CAD4&lt;br&gt;A #4</em></td>
</tr>
<tr>
<td>6</td>
<td>2/24 (Tue)</td>
<td>AutoCAD 6</td>
<td><em>Creating Dimension &amp; Inserting Xrefs</em>&lt;br&gt;- Cross-Sections&lt;br&gt;- In-Class Ex. – Dimensions, External Reference&lt;br&gt;- Demo – Cross-Section Drawing</td>
<td><em>Mid-Term</em>&lt;br&gt;- A#6. Cross-Section</td>
<td><em>In-Class: CAD5&lt;br&gt;A #5</em></td>
</tr>
<tr>
<td>7</td>
<td>3/3 (Tue)</td>
<td>Photoshop 1</td>
<td><em>Photoshop Introduction</em>&lt;br&gt;- Basic Photoshop Tools &amp; Photo Stitch&lt;br&gt;- Navigating &amp; Basic Coloring Tools&lt;br&gt;- Demo – Photo Stitch, Self-portrait Coloring&lt;br&gt;- Read - Cantrell Ch.3, 5 &amp; 6</td>
<td><em>A#7. Self-portrait Coloring</em></td>
<td><em>In-Class: CAD6&lt;br&gt;A #6 (Mid-term)</em></td>
</tr>
<tr>
<td>Topic</td>
<td>Release Date (by 9am)</td>
<td>Software</td>
<td>Lecture Topic In-Class Exercise &amp; Demonstration</td>
<td>Assignment</td>
<td>Due Date (by 9am)</td>
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</tbody>
</table>
| 8     | 3/10 (Tue)           | Photoshop 2 | • Basic Site Plan 2D Color Rendering  
• Example: Award Winning Projects  
• Demo – Site Plan I (Importing the Line Work, Applying Base Colors & Adding Filters/Effects)  
• Read – Cantrell Ch.7, 8, 16-18 | #8. Site Plan 2D Rendering | A #7 |
| 9     | 3/24 (Tue)           | Photoshop 3 | • Advanced Site Plan 2D Color Rendering  
• Demo – Site Plan II (Creating a Mask & Seamless Pattern, Rendering a Texture & Rippling Water, Creating a Building Shadow)  
• Read – Cantrell Ch.19-23 | #9. Site Plan 2D Rendering II | A #8 |
| 10    | 3/30 (Tue)           | Photoshop 4 | • Cross-Section Color Rendering  
• Demo – Cross-Section (Importing the Line Work, Applying Base Colors & Placing Entourage)  
• Read – Cantrell Ch.24 | #10. Section 2D Rendering | A #9 |
| 11    | 4/7 (Tue)            | SketchUp 1 | • SketchUp Introduction  
• Basic SketchUp Tools & 3D Model Rendering I  
• Navigating Tools, Drawing & Editing Tools  
• Demo – 3D model | #11. 3D Model I | A #10 |
| 12    | 4/14 (Tue)           | SketchUp 2 | • 3D Model Rendering II  
• Selecting, Erasing & Measuring Tools, Manipulating Tools, Importing Materials & Components  
• Demo – 3D model | #12. 3D Model II: Sculpture | A #11 |
| 13    | 4/21 (Tue)           | SketchUp 3 | • 3D Model Rendering III  
• Work Process of SU 3D Modelling  
• Demo – 3D model (Importing the Line Work/Blocks, Creating Base Planes, Adding Volume, Placing Components, Creating Scenes) | #13. 3D Model III: Site 3D Model | A #12 |
| 14    | 4/28 (Tue)           | InDesign 1 | • InDesign Introduction  
• Essential InDesign Tools, Concept Diagram & Design Poster Design  
• Wrap-up Discussion  
• Example: Work Samples  
• Navigating, Layout, Mater Tools  
• DEMO – Diagram & Design Poster | *Final  
• #14. Design Poster | A #13 |
| -     | 5/5 (Tue)            | -        | - | - | A #14 (Final)  
• Peer Teaching Project |
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  □ Undergraduate  ✑ Graduate  □ First Professional (ex., DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name): Department of Landscape Architecture and Urban Planning

3. Course prefix, number and complete title of course: PLAN 667 Site Planning

4. Catalog course description (not to exceed 50 words):
Introduces student to physical planning and design aspects of city planning. Through both lecture and studio, students will learn the relationship between urban design and city/regional planning; the history of design paradigm; essential tools and applications for physical planning; and site planning and design of physical attributes.

5. Prerequisite(s): n/a

Cross-listed with:  Stacked with:

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. Will this course be submitted to the Core Curriculum Council?  □ Yes  ✑ No

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

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

11. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://rpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix   Course #   Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Plan</th>
<th>667</th>
<th>Site Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
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<tr>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:

Forster Ndubisi
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 – 04/14
PLAN 667 Site Planning

DEPARTMENT OF LANDSCAPE ARCHITECTURE AND URBAN PLANNING
TEXAS A&M UNIVERSITY

<PLAN 667> SITE PLANNING
Spring 2014

Mon: 11:30am – 12:20pm, ARCA348
Wed: 10:20am – 12:00pm, ARCA300C

Instructors:

Dr. Hwanyong Kim
Office: Langford A313
Email: hykim@arch.tamu.edu
Phone: 979.845.3119
Office hours: TBD, or by appointment

COURSE DESCRIPTION
The purpose of this course is to introduce the students on physical planning and design aspect of city planning. This course is key preparation for becoming a planner, and is the basis upon which contemporary design practice is built. Students will understand the process of city design, especially in terms of site planning and other associated physical attributes. Throughout studio-type practices and discussions students will learn:

• Urban design and its relation to city & regional planning;
• Design paradigm and its application;
• Essential tools and techniques for physical planning; and
• Site planning & design of physical attributes.

COURSE OBJECTIVES
Upon completion of the course, students enrolled in PLAN 667 should be able to:

• Identify urban design paradigms and their implication to city & regional planning;
• Articulate key elements of physical planning and their application;
• Conduct a site suitability analysis with raster-based geographic information systems (GIS);
• Demonstrate skillsets allowing students to communicate with design products as well as other key professionals such as architects, urban designer, and landscape architects; and
• Understand how to conceptualize and design a site plan.

REQUIRED TEXT
The following textbook is required and available at the TAMU Bookstore, or from your favorite online bookseller:


**ADDITIONAL TEXT**

The following textbook is not required for this class, but it will help understand the policy and guideline side of design process, and will be referred frequently.


Additional readings will be made available on e-learning. Further, you are asked to view several films/videos over the course of the semester. These are available online, through the libraries streaming service. To access these films, visit [https://mediamatrix.tamu.edu/](https://mediamatrix.tamu.edu/) and enter your library username and password. You will see a list for our class.

**COURSE REQUIREMENTS**

Your work will be evaluated using the assignments and projects listed below. More detailed instructions for the each assignment will be distributed in class. Due dates are shown on the course schedule.

**Attendance & Participation:** Attendance is critical for passing this course. Attendance will be taken into account when determining final participation grades. Also, this is a studio type class, meaning that attendance and participation is part of your work process. Students are expected to ask and answer questions and share their ideas with each other. Course participation will be considered in the determination of final grades.

**Grading:** Final course grades will be awarded on a 100-point scale. Completion of all course assignments does not guarantee a student an A grade. As will be awarded to students who demonstrate consistently high quality in their work.

\[ A=90-100 \quad B=80-89.49 \quad C=70-79.49 \quad D=60-69.49 \quad F=\text{Anything lower} \]

**COURSE STRUCTURE**

The course is structured as three consecutive mini-mesters or modules of approximately 5 weeks each. Each mini-mester addresses a foundational area of design practice:

<table>
<thead>
<tr>
<th>Weeks 1 - 6</th>
<th>Physical Elements of City</th>
<th>Lectures &amp; Lab exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 7 - 13</td>
<td>Design Process</td>
<td>Studio Work</td>
</tr>
<tr>
<td>Weeks 14 - 15</td>
<td>Final Presentation</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

**CLASS SESSIONS**

Class will meet twice a week for 1 hour and 15 minutes. Because class time is very limited, we will use class time for discussion and application of materials. Students must come prepared in order to maximize class time. Participation and attendance are an important part of your grade.
In the first six weeks, students are expected to take lectures about design elements in physical planning. Also, students are given with a set of laboratory exercises for appropriate skillsets, such as AutoCAD, Photoshop, SketchUp, and GIS. Starting in week 7, students will work as groups to design a physical plan for the given site. Brief explanation on the site is attached as an appendix. Each group will have 4 to 5 students (depending on the total number of students) including at least one student with design experience or tool experience at least.

Students will prepare two reviews. During the midterm pinups, each group will discuss their findings on suitability analysis, existing comprehensive plan, and basic design concepts. The final presentation will be held during the last two weeks. Final product will be 2 to 3 24"x36" posters. Detailed instructions on the final poster will be given on a separate sheet.

CASE STUDY PRESENTATION
Every Thursday, students are required to present their case study result. As can be seen in the detailed course schedule (p7), you will be given with one design element per week until week 6. Students are asked to do case studies on the corresponding topics. One example would be visiting a city of your interest and pay particular attention to the element that you are assigned to do on that week. You can visit the site, city, or any place you desire, or simply you can refer to books, journals, or magazine articles where the elements are illustrated thoroughly.

The main purpose of this case study is to give you an idea of how the design elements applied to the city. By conducting a case study on a number of different urban design elements, students understand how each element works as a part of physical planning process and at the same time, briefly conceptualize a city as a comprehensive design product. Since this is a group project, diverse perspectives on the element as well as coordinated work progress is of great importance.

LABORATORY EXERCISES
Design in now days rely heavily on technologies. In such extent, it is very critical for a designer or physical planners to understand how to use such software packages. In this lab exercise, you will be asked to complete a series of application packages starting from AutoCAD, Photoshop, SketchUp, InDesign, and GIS. Each week, you will be given with instructions on each application package and complete the given assignment with each tool. These exercises are intended to provide you the basic tools for your design process.

SUITABILITY ANALYSIS ASSIGNMENT
As the first written assignment, students are asked to perform a raster-based suitability analysis. Your selected city will be given with the corresponding datasets, and instruction will also be provided. This assignment is to set up a brief boundary for your site plan. By conducting a suitability analysis, you will understand how future development pattern will occur, and where should land uses be allocated to adequately meet the future demands. Using different scenarios, you will need to compare and develop the positive and negative sides of each scenario, and select one that most fits to your (groups') objectives. This is very important, as
how you set up the priorities will significantly change your final outcome. Therefore, collaboration and cooperation is a virtue. Your submission should include suitability analysis results based on your scenarios and a summary of your analysis.

READ-THE-PLAN ASSIGNMENT
Your site is selected from real world, meaning that you are not working under a hypothesized circumstances. Accordingly, understanding existing plan and the current circumstantial aspects are an important task. In this assignment, you will be asked to develop a report summarizing the current plan of the city and the direction where the city should aim.

SWOT analysis will be basic form of your analysis, but you are more than welcome to use any type of tools to effectively analyze your city’s plan and future. The final deliverables will be a summary of the existing plan, SWOT analysis, and any possibilities that you think necessary.

MIDTERM PINUPS
Presenting your design scheme in front of public is an important task for a designer as well as a planner. In the 8th week of the class, students will be asked to present their work progress. This midterm pinup will replace your midterm exam. Accordingly, your grading on midterm pinup is an important aspect of your final grade.

You will be asked to show the process of your thoughts and design schemes. You are also required to show your suitability analysis result and read the plan assignment result. Design is communication. In this extent, understanding other’s plans and circumstantial background is a crucial part of design process. Grading will be given in consideration of the following,
- How much progress you have made
- How thoughtful your design scheme is
- What logics behind your design scheme
- The level of your understanding on the existing plan.

Also, you will be asked to submit your suitability analysis result. During the lab exercises, you will be introduced to GIS-based suitability analysis. Using raster datasets, you are required to create the final suitability map. This suitability analysis is important because it will be used as a guideline to allocate proper resources and land uses on the sites. Detailed instructions and grading guidelines will be given at the time of class.

FINAL PRESENTATION
Final presentation shows all of your works throughout the semester. It is an utmost part of this class. You will be asked to use any types of skills or knowledge you have gained in this class. The main purpose of this final presentation is to show your design schemes in accordance with the analysis results, existing plans, and community goals. Depending on the quality of your design outcome and the logic behind your design, your presentation will be graded. The final products will be 2 to 3 24”x36” posters, but students are encouraged to use any types of technologies to make your presentation more effective. A detailed instruction will be given at
the time of class. Since this is a group project, students are required to complete peer evaluation for each group member.

**GRADING POLICY**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Case Study Presentation</td>
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<tr>
<td>Laboratory Exercises</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Pinup</td>
<td>30%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>35%</td>
</tr>
<tr>
<td>In-Class Attendance and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**CLASS POLICIES**

*Late work*: Unless otherwise noted, work is due at the beginning of class on the due date. All assignments will be submitted electronically through e-learning. Absence from class is not an excuse for failing to turn work in. Work that is turned in late with no prior notification will not be accepted or evaluated. With prior notification and an acceptable excuse (at my discretion), late work may be accepted with a deduction of one letter grade per day.

*Plagiarism and academic honesty*: “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. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. To meet this standard in this course, all ideas (as well as data or other information) that are not your own must be cited. If you have questions about what constitutes plagiarism, please see the “Student Resources on Academic Integrity and Plagiarism” section on the TAMU Library website (also placed in the course VISTA resource folder). Violations of university policies on academic integrity will be handled according to university guidelines. Depending on the severity of the infraction, sanctions for academic dishonesty may include:

- A failing grade for the assignment
- A failing grade for the course
- Student dismissal from the program
- Student dismissal from the university

*Attendance*: Students will attend each class. If a student is unable to attend a particular class meeting, the student should let the instructor know in advance. Students who accrue more than five absences without university-acceptable excuses will be assigned a failing grade for the course. If illness or injury prevents you from attending class (and you need to be excused), you must provide documentation in the form of a medical confirmation note from a medical professional who treated you, or the Explanatory Statement for Absence from Class (available at [http://shs.tamu.edu/attendance.htm](http://shs.tamu.edu/attendance.htm)). For more information, see Student Rule 7.

*Grades of Incomplete*: Incompletes will only be granted in extreme cases, with a documented reason why the student was unable to complete course requirements.
Cell phones and other disruptions. Cell phones must be turned off or to silent during class. No calls may be taken. Personal computers may be used to take notes during class, but computers and other devices may not be used for non-class related purposes, such as checking e-mail, instant messaging or texting, or Facebook pages. If I catch you using a computer or other electronic device for non-class related purposes, I will likely ask you to leave the class for the remainder of the class session.

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.
## Lecture Schedule (Weeks 01 – 06)

<table>
<thead>
<tr>
<th>WK</th>
<th>Topic</th>
<th>Mon</th>
<th>Wed</th>
<th>Assigns.</th>
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<td>01</td>
<td>Introduction &amp; Design Element#01: Buildings</td>
<td>• Class introduction</td>
<td>- <strong>Lecture on City Element#01: Buildings</strong></td>
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<td>• Site selection and explanation</td>
<td>• Chapter 1 in Lynch, K. (1960). <em>The Image of the City.</em></td>
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<td>02</td>
<td>Design Element#02: Public Space</td>
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<td>- <strong>Lecture on City Element#02: Public Space</strong></td>
<td>Lab#01 - AutoCad</td>
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<td>Design Element#03: Streets &amp; Transportation</td>
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<td>- <strong>Lecture on City Element#03: Streets &amp; Transportation</strong></td>
<td>Lab#02 - Photoshop</td>
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<td>Design Element#04: Landscape &amp; Environment</td>
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<td>- <strong>Lecture on City Element#04: Landscape</strong></td>
<td>Lab#03 - InDesign</td>
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<td>05</td>
<td>Suitability Analysis</td>
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<td>- <strong>Lecture on Suitability Analysis</strong></td>
<td>Lab#04 - SketchUp</td>
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<td>- Case study presentation#04: City and Streets and Transportation</td>
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<td>Assigns.</td>
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<td>06</td>
<td>Urban Design &amp; Physical Planning</td>
<td>- <strong>Lecture on Site Planning &amp; Urban Design Paradigms</strong></td>
<td>Lab#05 - GIS</td>
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<td>- Case study presentation#05: City and Design</td>
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**Studio Schedule (Weeks 06 ~ 15)**

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<thead>
<tr>
<th>WK</th>
<th>Topic</th>
<th>Readings</th>
<th>Assigns.</th>
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<tbody>
<tr>
<td>07</td>
<td></td>
<td><strong>Studio Session#01</strong></td>
<td>Read the Plan</td>
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<td>Understanding your sites</td>
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<td>08</td>
<td></td>
<td><strong>Studio Session#02</strong></td>
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<td></td>
<td></td>
<td>Design scheme</td>
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<td>09</td>
<td></td>
<td><strong>Midterm Pinup</strong></td>
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<td></td>
<td></td>
<td>- Display suitability analysis result</td>
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<td>- Discuss your city’s existing plan (Read the plan assignment)</td>
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<td>- Discuss strength, weakness, opportunities, and threats (SWOT analysis)</td>
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<td></td>
<td>- Present the first design scheme based on existing plan review and suitability analysis result</td>
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<td>10</td>
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<td><strong>Spring Break</strong></td>
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<td>11</td>
<td></td>
<td><strong>Studio Session#03</strong></td>
<td>Group Critic#01</td>
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<td>Design development</td>
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<td>12</td>
<td></td>
<td><strong>Studio Session#04</strong></td>
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<td></td>
<td></td>
<td>Design development cont’d</td>
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<tr>
<td>13</td>
<td></td>
<td><strong>Studio Session#05</strong></td>
<td>Group Critic#02</td>
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<td></td>
<td></td>
<td>Design development cont’d</td>
<td></td>
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<tr>
<td>14</td>
<td></td>
<td><strong>Studio Session#06</strong></td>
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<tr>
<td></td>
<td></td>
<td>Finalize design schemes and prepare for the final presentation</td>
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<tr>
<td>15</td>
<td></td>
<td><strong>Final Presentation</strong></td>
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APPENDIX - SITE SELECTION: THE ENERGY CORRIDOR IN HOUSTON, TX

In 2001, the Texas State Legislature created the Energy Corridor Management District (ECMD). The main purpose is to enhance the district to relocate and optimize the companies and to support their needs such as infrastructure or public services. Firms ranging from energy to healthcare, engineering, and financial services, the district serves its purpose to diversify its economic base and to become competitive in regional economy.

The ECMD is about 1,500 acres, and there are more than 77,000 employees requiring not only the economic means of life, but also seeking for possible settlements and relocations. This is a great challenge as there are not enough residential space within the district to handle such a great number of employees and thus, most of them commute for long distance. In this extent, the main focus should direct upon how to effectively manage the demands, and how to create a space that is both workable to the employees and livable to the residents.

<http://www.energycorridor.org/>

The main task for this site is to redesign the ECMD for a work-live place. There are retails and some other amenities to serve the employees. Also, there are great natural assets, such as the Bee Creek Park or George Bush Park. The problem is, however, such infrastructures are not properly interconnected to create a place where both the residents and workers enjoy the atmosphere. In addition, convenient location to the interstate highways does not guaranty better accessibility to the pedestrians. We need more diversified means of transportation and public space design to promote the pedestrian-oriented development.

Considering such aspects, students are asked to critically think about the needs and improvements that are in demand to make the place more livable as well as workable. With the main design elements that you are going to learn during lecture sessions, students are required to redesign the ECMD district to fit into more sustainable regional context that will reduce the auto-dependency and suggest more balanced perspectives on landscape and the built environment. More details will be provided by the time you are asked to start the assignments and group works.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   □ Undergraduate □ Gradu ate □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Public Service and Administration

3. Course prefix, number and complete title of course:
   PSAA 657, Terrorism in Today’s World

4. Catalog course description (not to exceed 50 words):
   Comprehensive survey of international terrorism from its origins to the present; emphasis on how the U.S. government has responded and how it has organized to counter the threat; all major terrorist groups studied; understanding of the nature of the terrorist threat and the implications for the U.S. Government.

5. Prerequisites:
   Graduate Classification
   Cross-listed with:
   INTO 657, Terrorism in Today’s World
   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

   Will this course be submitted to the Core Curriculum Council?
   □ Yes □ No

9. How will this course be graded:
   □ Grade □ S/U □ P/F (CLMD)

10. 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)

   Master of Public Service and Administration

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

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).

13. Prefix: PSAA 657
   Title: Terrorism in Today’s World

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<th>Other</th>
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Approval recommended by:

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

Leonard Bright
Chair, College Review Committee Date

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

Ryan Crocker
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 – 07/14
PSAA 657
TERRORISM IN TODAY'S WORLD
Fall 2014

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

Telephone: +1-979-845-1938
Email: richard.macnamee@tamu.edu

Class Location and Hours: Monday 1:30pm-4:20pm, Room 1017
Office Hours: By appointment only.

COURSE DESCRIPTION
This course consists of two units of study. Unit 1 seeks to develop a broad understanding of “Traditional” and “Non-Traditional” terrorism. We examine how best to define terrorism, its history, the strategies and tactics utilized, and the nature of the threat posed by contemporary groups and movements. In contrast, Unit 2 explores the basic concepts of Counter-Terrorism (CT) at the policy, strategic, operational and tactical levels. The rationale for utilizing a two unit format is that in order to effectively counter the threat posed by terrorism, it is necessary to understand how a terrorist thinks, perceives the outside world, recruits, trains, funds, plans and executes operations. The course is multi-disciplinary in nature, examining terrorism through the lenses of political science, history, law, economics, criminology, and religious studies. The course is designed to provide a basis for understanding the phenomenon of terrorism, and to set it in an appropriate context in relation to other critical issues facing a globalized society. Classes will be seminar in nature and require students to research and present case studies relating to terrorist operations or organizations.
REQUIRED TEXTBOOK

COURSE REQUIREMENTS
Course grades will be based on a student's performance as follows:
- Class Participation - 25%
- Reading Reactions - 25%
- Working Group Presentation - 25%
- Final Policy Memorandum - 25%

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

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

1. Participation (Percentage of Grade - 25%)
Active participation is central to this course and as such represents a major component of the course grade. Please note, class participation is not just attendance, it is about contribution. Contribution is not just about how much you speak, but about the quality of your commentary and it how informs the broader discussion. Thus, asking a good question is of equal value to bringing some new information to the class' collective attention. The Oxford Debating style will be used to assess students' abilities to frame arguments and defend positions with minimum preparation time at both policy and strategic planning levels. This also affords students the opportunity to refine their "real world" presentation and briefing skills. The readings assigned to each session are indicated in the following pages. These readings will provide essential background for the course sessions. Students are also encouraged to be adventurous and seek out relevant and interesting readings (from reputable sources) independently. Students are required to attend all sessions, arrive on time, and have read the *Required Readings* prior to each session.

2. Reading Reactions (Percentage of Grade - 25%)
Students should ensure that they attend class not simply prepared to discuss the readings, but also be prepared to present the readings when called upon to do so by the instructor. Students will be randomly selected to provide "Reading Reactions" to
begin discussion. Students should be prepared not only to describe what they have read, but to critique arguments and present independent thoughts.

3. Working Group Presentation (Percentage of Grade – 25%)
Students will also prepare a team presentation (no more than 5-6 students per team) in which the individual teams will provide background analysis to a notional “Head of Agency” (role played by the lecturer) on a terrorist operation or organization. The lecturer will determine Working Groups and allocate subject areas during Week 2.

4. Final Policy Memorandum (Percentage of Grade – 25%)
The final assignment will be a Policy Memorandum. The instructor will not allocate a topic as it is hoped that by this stage of the course students will have developed an interest in particular area in which they would like to conduct more detailed research of their own. Students should therefore select a contemporary and significant terrorism issue to analyze and make recommendations to a policymaker as to how best address the issue in question. The paper should be no more than 5 double spaced pages, using FONT 12 Point Arial with 1” margins at top and bottom and 1.25 margins at right and left. You should reach agreement with the lecturer on a topic for this paper by November 03rd, 2014 by email or in person. The deadline for the Final Policy Memorandum is at the start of class on November 24th, 2014 in hardcopy and e-copy (WORD). Late papers will be penalized five points per day (from A to A-, from A- to B+, etc.). Incompletes will not be allowed except in extreme or unusual circumstances (e.g. serious illness). Problems with technology are not an acceptable reason for late work. It is essential that you exercise “best practice” in terms of contingency and save your work in several places as you write.

5. Attendance and Make-up Assignment Policy
The policy for attendance and making up missed assignments is consistent with Texas A&M University Student Rule 7: (https://student-rules.tamu.edu/rule07).

SIMULATION AND GUEST SPEAKERS
During Week 14 of the course, students will either participate in a terrorism simulation or will be fortunate enough to attend two closed seminars with guest speakers coordinated by the lecturer. The speakers’ availability is extremely restricted and will be confirmed once the semester has commenced. Both speakers are personal acquaintances of the lecturer and visit the school gratis. The first speaker is a career CIA Operations Officer who has intimate knowledge of the operations leading the eventual capture of Che Guevara, as well as other operations in Bolivia, Peru and Iran. The second speaker is a career US Special Forces Officer with extensive Counter-Terrorist (CT) and Counterinsurgency (COIN) advisory experience in Iraq and Afghanistan and is currently engaged by Special Operations Command (SOCOM) as a Senior Strategic Advisor. In the event that the speakers are not available, a simulation will take place, the details of which will be explained in advance of the class. Students will be assigned roles to play in the scenario.

IMPORTANT DATES
1. Final Policy Memorandum Topic Due November 03rd, 2014
2. Final Policy Memorandum Due November 24th, 2014
ATTENDANCE AND MAKE-UP ASSIGNMENT POLICY
The policy for attendance and making up missed assignments is consistent with Texas A&M University Student Rule 7: https://student-rules.tamu.edu/rule07

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 careless citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one’s own ideas, words, writings, etc, that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and submit the final article as if it were your own, even if you have the permission of the person. It does not matter from where the material is borrowed - a book, an article, material off the web, another student’s paper - all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, sentence, or sentences from another source to credit explicitly that source either in the text, a footnote or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. If you have any questions, please consult the course instructor.

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

COURSE OUTLINE AND READING
Unit 1: The Fundamentals of Terrorism (Weeks 1-10)
Week 1 (September 01st): Course Overview and Defining Terrorism
Required Reading

Recommended Reading and Media
1. Noam Chomsky - Power and Terror – Video Stream
2. BBC Documentary Podcasts – America’s Own Extremist

Week 2 (September 08th): Terrorism - Historical Context
Required Reading

Recommended Reading and Media
1. The Baader Meinhoff Complex – Video Stream

Week 3 (September 15th): Terrorism - Causes and Motivations
Required Reading

Recommended Reading and Media
1. Michael Collins – Video Stream
2. BBC Documentary Podcasts – Parts 1-4 – Is al-Qaeda winning?
   a. Part 1 - September 29th, 2008
   b. Part 2 – October 03rd, 2008
   c. Part 3 – October 10th, 2008
   d. Part 4 – October 20th, 2008
Week 4 (September 22nd): Terrorism - Strategy and Tactics

Required Reading

Recommended Reading and Media
1. The Battle of Algiers – Video Stream
2. BBC Documentary Podcasts
   a. The Art of War – June 25th, 2010
   b. Part 1 – Generation Jihad – April 5th, 2010
   c. Part 2 – Generation Jihad – April 12th, 2010
   d. Part 3 – Generation Jihad – April 19th, 2010

Week 5 (September 29th): Propaganda, Public Affairs and “Info Ops”

Group 1 – The World Trade Center Bombing 1993
Group 2 – The City of London Bombing 1993

Required Reading

Recommended Reading and Media
1. BBC Documentary Podcasts – The Virtual Revolution – February 22nd, 2010

Week 6 (October 6th): State Support and Ungoverned Territories

Group 3 – The Oklahoma City Bombing 1995

Required Reading

Recommended Reading and Media
1. Carlos – Video Stream
2. **BBC Documentary Podcasts**
b. Somaliland – Going it Alone – March 23rd, 2011

**Week 7 (October 13th): WMD Terrorism**

**Group 4 – Aum Shinrikyo Tokyo Sarin Gas Attack 1995**

**Required Reading**

**Recommended Reading and Media**
1. *Dirty War* – Video Stream
2. **BBC Documentary Podcasts**
a. Securing Pakistan’s Bomb – February 02nd, 2008

**Week 8 (October 20th): Terrorist - Learning and Innovation**

**Group 5 – The Beslan School Hostage Crisis 2004**

**Required Reading**

**Recommended Reading and Media**
1. *Last Best Chance* – Video Stream
2. **BBC Documentary Podcasts** – Parts 1-4 – Age of Terror
   b. Part 2 – June 11th, 2008
   c. Part 3 – June 18th, 2008

**Week 9 (October 27th): Terrorism, Crime, and other Emerging Issues**

**Group 6 – The London Bombings 2005**

**Required Reading**

**Recommended Reading and Media**
1. **BBC Documentary Podcasts**
a. Mexico's Drug War – February 18th, 2010
b. Hackers For Hire – March 11th, 2010

Unit 2: Counter-Terrorism (CT) (Weeks 10-14)

Week 10 (November 03rd): Counterterrorism Strategy and Policies

Group 7 – The Mumbai Attacks - India 2008

Recommended Reading and Media
1. Why We Fight – Video Stream

Week 11 (November 10th): The Role of Intelligence in Counter-Terrorism

Group 8 – The Westgate Mall – Nairobi 2013

Policy Memorandum Topics

Required Reading

Recommended Reading and Media
1. PBS Frontline – Spying on the Home Front
http://www.pbs.org/wgbh/pages/frontline/homefront/view/
2. BBC Documentary Podcasts
   a. Al-Qaeda's Internal Debate – August 26th, 2008
   b. Mission Bin Laden – May 05th, 2011
   c. Part 1 – MI6 - A Century in the Shadows
   d. Part 2 – MI6 – A Century in the Shadows

Week 12 (November 17th): Military Might vs. Soft Power

Required Reading

**Recommended Reading and Media**
1. Restrepo – Video Stream

**Week 13 (November 24th): How Terrorism Ends**

**Policy Memorandum Due**

**Required Reading**


**Recommended Reading and Media**
1. *PBS Frontline* – Endgame

**Week 14 (December 01st): GUEST SPEAKERS**

**Terrorism Over Time – A CIA Operative’s Perspective**

**Insurgency and Terrorism – The Condition and The Symptom**

**Week 15 (December 08th): Terrorism In Today’s World**

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

Form Instructions:
1. Course request type: □ Undergraduate   ☒ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Public Service and Administration
3. Course prefix, number and complete title of course: PSAA 660, Domestic Terrorism: The Internal Threat to America
4. Catalog course description (not to exceed 50 words): Survey of domestic terrorism from the first manifestation of terror tactics in the United States to the anarchist movement of the 1880s to the present. Study of domestic terrorist threats, the growing threats from weapons of mass destruction, and the implications WMDs have for all levels of government.

5. Prerequisite(s):
   Graduate Classification
   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. Will this course be submitted to the Core Curriculum Council?  □ Yes  ☒ No
10. How will this course be graded?  ☒ Grade  □ S/U  □ P/F (CLMD)
11. 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)

12. Master of Public Service and Administration

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

I declare that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vcr.tamu.edu/resources/export-control-basics-for-distance-education).

[Signature] [Date]

Lect. Lab Other SCH CHI and Fund Code

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Approval recommended by:

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

Leonard Bright
Chair, College Review Committee  Date

Ryan Crocker
Dean of College  Date

Mark Zaran
Chair, GC or UGC  Date

Successfully 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 – 07/14
PSAA 660
Domestic Terrorism:
The Internal Threat to America

Fall 2014 Syllabus

Instructor: Dr. Danny W. Davis

Communication: Email: dannywdavis@tamu.edu
Telephone: 830 556-4069

Office: Allen Building, room 1022
Thursdays, 4:30-5:30, and by appointment

COURSE DESCRIPTION

This course is a comprehensive survey of domestic terrorism from the first manifestation of terror tactics in the United States to the anarchist movement of the 1880s to the present. Where possible the written and virtual materials of the resisters/terrorists themselves are used in this course. All the major domestic terrorist groups are studied. Significant attention is given to the belief systems and motivation of “Lone Wolf” terrorists and individuals who follow the pattern of “leaderless resistance”. Some time is also spent on foreign groups that have used, and continue to use terror tactics, against the United States. The policies and strategies regulating how the United States Government has organized to counter the threat from those who would use violence to oppose law and order are also studied. The intent is to come to an understanding of the domestic terrorist threat, to include the growing threat from weapons of mass destruction (WMD), and the implications WMDs have for the all jurisdictional levels of government.
Prerequisite: Graduate classification

COURSE OVERVIEW

History provides numerous examples of people attempting to change the conditions under which they live. Those who are unable to alter their environment through peaceful means sometimes resort to violence. And while the American public has developed a greater interest in terrorism since 9/11, the field of terrorism studies, though small, has existed for decades. While this course is focused on domestic terrorists, it does introduce students to the field of “terrorism studies”.
This should help them to develop a better understanding of the nature of terrorism, the variety of terrorist motivations, and the means by which our government has attempted to, and continues to deal with the threat from within. These objectives will be attained by not only examining current and classic research on terrorism, but also by exploring some of the many research puzzles that remain unanswered.

COURSE CALENDAR

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<th>Thursday, September 4</th>
<th>Week Nine</th>
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<td>Week Two</td>
<td>Thursday, September 11</td>
<td>Week Ten</td>
<td>Thursday, November 6</td>
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<td>Week Three</td>
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<td>Week Four</td>
<td>Thursday, September 25</td>
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<td>Week Five</td>
<td>Thursday, October 2</td>
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<td>Week Six</td>
<td>Thursday, October 9</td>
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<td>Week Seven</td>
<td>Thursday, October 16</td>
<td>Exam Week</td>
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<td>Week Eight</td>
<td>Thursday, October 23</td>
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COURSE OBJECTIVES

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

1. Distinguish terrorism from other forms of political violence.
2. Recognize the reasons and implications for various government agencies’ different definitions of terrorism.
3. Investigate and discuss the current federal policies and strategy designed to meet the threat of domestic terrorists. Understand the implications for future policy makers.
4. Differentiate the genesis and historic manifestations of terrorism in the United States.
5. Analyze the various motivations of domestic terrorism at the individual and group levels.
6. Explain the many varieties of sponsorship of terrorist causes, to including active and passive support.
7. Analyze the history of the American radical right, including the belief system known as Christian Identity; and ideologies that drive the Posse Comitatus mindset and the Sovereign Citizen movement.
8. Understand the differences between groups within the radical right that call for violence to oppose the government.
9. Analyze the phenomena of the individual engaged in terrorism, to include the principle of “leaderless resistance” and the “Lone Wolf” strategy.
10. Analyze the history of the American Communist movement and the current state of the radical left’s efforts today.
11. Analyze the origin and development of environmental and animal rights terrorism and explain the arguments given by these groups for why violence and vandalism are necessary to change the status quo. Also explore the link between these groups and the International Workers of the World and other socialist organizations.
12. Analyze the background of organizations and individuals who use vandalism and violence to oppose abortion and explain the arguments given by such groups and individuals for why “use of
force" is necessary to protect the unborn.
13. Analyze the background of religiously motivated Islamist terrorism and explain the arguments given by such groups and individuals for why violence is necessary to create a worldwide Caliphate.
14. Discuss the development, motivation, influencing factors and other details of the radical Islamist movement in the United States.
15. Analyze the patterns of structure, recruiting methods, and financial sources of terrorist organizations.
16. Analyze the extent to which a free media assists terrorist groups. And discuss whether it is appropriate for the government to restrict the media or other civil liberties to protect against terrorist acts.
17. Analyze how modern terrorists use the Internet to promote and support their activities.
18. Examine the threat of terrorists acquiring and using weapons of mass destruction.

FORMAT AND METHOD

The course is delivered in a classroom environment. Class lectures are supported with Power Point slides. Supporting materials include:

- Syllabus
- Class Handouts
- Email
- End-of-Course Evaluation

REQUIRED READINGS

There is no required text book for this course. Required readings are listed by week and available through course reserve files or at electronic sites as indicated in the syllabus. When required, the instructor will provide additional reading materials in class or through course reserves.

Optional Books on Domestic Terrorism


Optional Books on International Terrorism


Resources

There are many other resources that students are encouraged to explore. First, there are numerous excellent homeland security and homeland defense research sources. Students should become familiar with the broad scope of homeland security sources and links available from the TAMU Policy Sciences Economic Library (PSEL) (http://library.tamu.edu/subject-guides/homeland-security). In addition, the TAMU Library can be accessed at http://library.tamu.edu. As a student, you have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides. The Bush School provides you with links to library resources in your online course under Getting Started. If you are accessing the library off-campus, go to the TAMU Library homepage (http://library.tamu.edu) and click on “My Portal”. Log in using your NetID username and password. More information about accessing the library through the proxy server can be found under the “Help” link on the TAMU Library’s homepage. If you have trouble accessing TAMU library resources such as articles from off-campus or are being asked to pay for access, it may be because the connection is not recognizing your TAMU user status. You must go through the NetID authentication process to be recognized as a TAMU user.

Through PSEL, students can access a considerable amount of policy, strategy, and operational material from the Naval Postgraduate School Homeland Security Digital Library collections, including Congressional Research Service and Government Accountability Office reports pertaining to terrorism and homeland security. The Council for Foreign Affairs provides a daily news brief that often contains information related to terrorism and homeland security (http://www.cfr.org/). RAND has a robust homeland security and terrorism program (http://www.rand.org/research_areas/terrorism/), as does the Heritage Foundation (http://www.heritage.org/LeadershipForAmerica/protect-america.cfm). These sources will be useful for class discussion and research on current and emerging homeland security issues. Journals students should pay close attention to are the CTC Sentinel (online at the Combating Terrorism Center at West Point – http://ctc.usma.edu), Studies in Conflict and Terrorism, and Terrorism and Political Violence. Finally, two recommended resources for this course are the Teaching Terror website (http://www.teachingterror.net) and the Counterterrorism Blog (http://counterterrorismblog.org)

COURSE REQUIREMENTS and GRADING

All grades are weighted on a 4.0 system as A=90 to 100.0, B = 80-89.9, C = 70-79.9, D = 60-60.9, F = <60 and use the following allocation:

There will be several components used in determining your final grade for the course. The instructor will provide detailed feedback on oral and written assignments within 7 days of the
assignment due date. Students are expected to attend class and take notes from the lectures. Students are expected to read the required readings each week, prior to attending class. If any student has questions related to any of the information and/or course materials, then please contact the instructor for clarification.

1. **Class Participation (20% of grade).** Discussion is an integral part of the learning process. Students are expected to be prepared for class by reading the assigned weekly materials. Material presented in the class lectures parallel the assigned reading, but frequently contains additional material. The lectures represent the content expertise of the subject matter expert for this course. Students are expected to attend 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 during class discussions and in written and oral assignments.

3. **Written Assignments. (combined 80% of grade).**

   - **Prepare a Case Study that Compares and Contrasts a Religiously Motivated Terrorist/s with a left-wing group (20% of grade):** The first written assignment requires you to prepare a case study that: (1) describes how the worldview/ideology of your subject compares with the revolutionary ideologies of the left-wing Marxist groups you read about in Week Four; (2) assesses why the chosen ideology resonates among certain communities in the US; and (3) give your prognosis about the future of the group or movement you are reporting on. This paper should not exceed 8-10 pages, not including note and reference pages. The Case Study Comparison is **due during class period of Week Five.**

   - **Oral Presentation on an individual terrorist (20% of grade):** The second major assignment requires you to prepare a formal briefing on a right-wing or an anti-abortion terrorist. The total length of the oral brief to the class should not exceed 10 minutes. Prior to the brief the student will turn in reference pages in APSA format. The class presentation will be given in class Week Ten.

   - **Final Research Paper (40% of grade):** The final written assignment of this course requires you to select a domestic terrorist group or an individual and analyze the group’s, his or her, goals and motivation, organization, operations, and downfall (if the group or person has been apprehended). The paper be no less than 15 pages, not including note and reference pages. The Final Research Paper is due during class of Week 13.

Format for all written assignments: The standards of the American Political Science Association (APSA) apply - double-spacing; 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. Papers should not rely solely on internet sources; thorough research is expected and should use scholarly journals, newspapers, and online databases.

*DO NOT use Wikipedia or any other unqualified, unverified website as a source* (if in doubt about any source, ask your instructor).
Paper Grading Criteria

A range:

The paper is clear, engaging, original, and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the writer’s meaning through effective sentence structure and precise word choices. The writer successfully moves the paper through academic constructs and experiential documentation to critical analysis. The paper demonstrates a clear balance of these three components.

B range:

The paper is reasonably clear, focused, and well supported; ideas are adequately developed through details and examples. Organization and form are appropriate, and ideas are generally presented coherently. The voice of the writer contributes to the writer’s meaning through appropriate and varied sentence structure and word choices. Surface features do not interfere with understanding or distract from meaning. The writer has clearly brought the reader through properly cited academic constructs and experiential documentation, but has not fully developed the area of critical analysis.

C range:

The paper has some focus and support; ideas and content may be developed with limited details and examples. The writing may be somewhat disorganized or too obviously structured. The voice of the writer is generally absent; basic sentence structure and limited vocabulary convey a simple message. Surface feature errors may reduce understanding and interfere with meaning. The content areas of academic constructs are limited and large generalizations are made. Critical analysis is all but absent from the paper.

D range:

The paper has little focus and development; few details and examples support ideas and content. There is little discernible shape and no direction. The writer’s tone is flat. Awkward sentence structure and inadequate vocabulary interfere with understanding. Limited control of surface features makes paper difficult to read. Critical analysis is absent, and segments of the paper are given to rambling descriptions of life experience without academic context.

Attendance and Make-up Assignment Policy
The policy for attendance and making up missed assignments is consistent with Texas A&M University Student Rule 7: [https://student-rules.tamu.edu/rule07](https://student-rules.tamu.edu/rule07).

Late Assignments
The assignments should be submitted in class on the days that they are due. If a student is unable
to submit an assignment on time, s/he must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor’s discretion and not automatically given. If at all possible, the student’s request for extensions should be made 24–48 hours in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an approved extension), then they will not receive full credit for the late assignment. Typically, students lose 10% of the total grade per day late. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

**Format for Writing Assignments**

All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA), which serves as the style manual for the Bush School: double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing.

**Performance Expectations**

Graduate study means learning to learn from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop a learning community in which individuals’ ideas are freely expressed and the class works together to support and challenge each other’s work and ideas. The success of the learning experience in this class—and ultimately each student’s grade—is critically dependent on the excellence of each student’s preparation, written assignment submissions, and participation in online discussions where each student presents ideas and considers what others have to say as part of a reasoned, thoughtful discourse. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel left out, minimized, or otherwise discriminated against. The instructor will quickly and directly counter any discussions or comments that do not display professionalism and respect for the contributions of others.

**Student Concerns**

Students having a question, concern, or complaint about the course should raise it with the 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 MPSA Office at kreeses@tamu.edu.

**ASSIGNMENTS By Week**

**Week 1**

Topic: Introduction, Definitions and History

Lectures: 1.1 Introduction, Course Overview, and Terrorism Classified
1.2 A Short History of Terrorism that Affected the United States of America

Required Readings:


Optional Activity:

Review the following websites:
- START terrorism database (http://www.start.umd.edu/start/data_collections/tops/)
- National Counterterrorism Center (http://www.nctc.gov/site/groups/index.html)

Class Discussion Questions:
1. During our first class be prepared to introduce yourself to your classmates. In TWO MINUTES or less, provide 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. What makes an act of violence terrorism? What are the most central elements to any definition of terrorism?

3. Be prepared to give examples of terrorism from history.

4. Are school shootings terrorist acts?

**Week 2**

**Topic: Radicalization**

**Lectures:** 2.1 Frameworks and Theories  
2.2 The Media and the Internet in Modern Terrorism

**Required Readings:**


Class Discussion Questions:

1. How do the actions and policies of a government impact the radicalization process at the individual, group and mass levels? Provide citations from the lectures and or readings to support your answer.

2. Describe how you have formed your view of the world, and your place within it. Who in your life has influenced your perceptions the most? What if your “influencers” were considered “extremists” by others”? Would you know? Support your answer as appropriate.

3. What effect do laws and the need to protect the constitutional rights of U.S. citizens have on monitoring cyberspace activities of domestic groups bent on violence or law breaking?

Week 3

Topic: Religious Extremist Groups and Ideologies

Lecture: 9.1 Religious Extremist Ideologies
9.2 Religious Extremist Groups

Required Readings:


<http://www.stratfor.com/weekly/domestic-terrorism-persistent-threat-united-states>

Optional Reading:


Discussion Questions:
1. How are religious terrorist groups different from secular left-wing, right-wing and ethno-nationalist groups?

2. Are there any common factors of motivation, worldview or goals of Islamists and any elements of the American radical right?

Week 4

Topic: Communist, Left-Wing Groups and Ideologies

Lectures: Left-Wing Revolutionary Ideologies and Groups

Required Readings:


Recommended Readings:


Class Discussion Questions:

1. What do communist/left-wing groups have in common with regard to tactics, strategies and ideologies? Support your answer from the lectures and or readings.

2. Of all the left-wing groups you have read about thus far, which one do think was the most successful (i.e., came the closest to achieving its objectives)? Be specific and cite examples from your research.

3. Are communist/left-wing groups still operational in the United States? In other democratic nations?

**Week Five**

Topic: Ethno- Nationalist/Seperatist Ideologies and Groups

Lecture: Ethno-Nationalist/Seperatist Ideologies and Groups

Required Readings:


Class Discussion Question:

1. How do ethno-nationalists differ from the left-wing groups you read about last week? How are
they similar?

Assignment Due in Class:
Case Study Comparing and Contrasting a Religious Motivated Terrorist/ with a left-wing group
(20% of grade)

Week Six

Topic: The Radical Right – Motivations and Worldviews

Lectures: Ideologies, Worldviews and Christian Identity
Required Readings:


The National Alliance website.
http://www.natvan.com/national-vanguard/


“Terror From the Right”, 2008. Intelligence Project of the Southern Poverty Law Center. Montgomery, AL.
http://www.splcenter.org/get-informed/publications/terror-from-the-right

The National Alliance website.
http://www.natvan.com/national-vanguard/

Optional Reading:
Dr. William Pierce Facebook page.
https://www.facebook.com/LegacyOfDrWilliamPierce

Class Discussion Questions:

1. How do the right-wing groups/individuals differ from the left-wing groups you read about last week? What similarities do you see? Be sure to support your answer with citations from you’re the lectures and or readings.

2. The FBI has noted an increase in membership of right-wing terrorist groups in American over the past few years. What social, political, economic or other factors might help explain why? Be specific and cite examples.

Week Seven

Topic: Early Resistors and Militias of the Radical Right

Lecture 7: Standard Setters and Militias

Required Readings:

Kingdom Identity Ministries. Harrison, Arkansas.
http://www.kingidentity.com/index.html

“Paranoia as Patriotism: Far-Right Influences on the Militia Movement”. The Nizkor Project.

“Identity Church Movement: Posse Comitatus”.


Miller, Joshua Rhett. “Sovereign citizen movement rejects gov’t with tactics ranging from mischief to violence”, (2014, January 5). *FoxNews.com*

“No talk to the cops”.
http://www.resist.com/donttalktothecops.htm
http://archive.adl.org/learn/ext_us/butler.html?LEARN_Cat=Extremism&LEARN_SubCat=Extremism_in_America&xpicked=2&item=butler

Optional Reading:


http://sovereign-citizenship.net/

Class Discussion Questions:

1. Explain some of the early history of anti-Semitism and how it translated to modern times.

2. Be prepared to discuss some of the major development points of British Israelism and how it transformed into Christian Identity.

3. Discuss the major concepts of the Christian Identity worldview.

**Week Eight**

Topic: The Radical Right – Groups and Leaderless Resistors

Lecture: 5 “Leaderless Resistance” and “Lone Wolf Tactics” - Phinehas Priests, and Race Warriors

Required Readings:


“Terror From the Right”, 2008. Intelligence Project of the Southern Poverty Law Center. Montgomery, AL.
http://www.splcenter.org/get-informed/publications/terror-from-the-right

http://www.louisbeam.com/leaderless.htm

*David Lane. “Fourteen Words”.*
http://www.stormfront.org/forum/t420259/

*The Insurgent; Lone Wolf.*
http://www.resist.com/
Discussion Questions:

1. Be prepared to discuss the worldview or religious belief of one of the individuals or groups in your readings that has similar characteristics to a main stream group or religion in American today.

2. What are the strengths and weaknesses of “leaderless resistance” tactics?

3. Select one resistor from your readings and be prepared to discuss his motivation and actions against the government.

Week Nine

Topic: Use of Force to Oppose Abortion and the Army of God, I

Lectures: Lecture 9: Motivation and Goals of Abortion Resisters

Required Readings:

*The Army of God* website.
http://www.armyofgod.com/

http://www.prochoice.org/about_abortion/violence/army_god.html

http://www.armyofgod.com/AOGhistory.html

Soldiers in the Army of God 1/7. *YouTube*.
http://www.youtube.com/watch?v=5d1n0zDngPI

http://www.trackingterrorism.org/article/cell-strategy-and-terrorist-groups/definition-history-and-causes


http://www.christiangallery.com/ExplodingArmyofGodMyth.htm
Class Discussion Questions:

1. How is the internet used to support the idea of violence in opposition to abortion?

2. Become familiar with the activities two convicted anti-abortion resisters. And be prepared to discuss their activities.

3. Review the Army of God Manual and be prepared to discuss some of its attributes.

Week Ten

Topic: “Use of Force” Against Abortion and the Army of God, II

Lectures: Lecture 10: Actions by Abortion Resisters

Required Readings:

The Authorized Eric Rudolph homepage.
http://www.armyofgod.com/EricRudolphHomepage.html

Eric Rudolph. 2013. “Between the Lines of Drift”.

http://www.christiangallery.com/KoppTranscript.htm


Class Discussion Questions:

1. Explore Eric Rudolph’s background. What was his motivation for his campaign?

2. Clayton Waggener was successful in closing abortion clinics across the nation. What were the factors of his campaign that made it so successful?

3. James Kopp became an anti-abortion activist, but then developed into a man that took at least one abortion doctor’s life. Be prepared to trace this transition in his activities opposing abortion.

4. Shelly Shannon (and others) carries on her anti-abortion activities from prison. What effect, if any, do you think her activities have with those that might decide to cross the line and use violence against abortion?

Assignment Due in Class:
Oral Presentation on an individual terrorist (20% of grade).

Week Eleven

Topic: Environmental and Animal Rights Terrorism

Lectures: Lecture 11.1 Earth First Movement, Disaffected Environmentalists and the Earth Liberation Front (ELF)
Lecture 11.2 The Animal Liberation Front (ALF)

Required Readings:

*Earth First! Journal* website.
http://earthfirstjournal.org/

“Protesters Drop Banner Demanding Florida’s Briger Forest Be Saved”, *Everglades Earth! First!*
http://earthfirstjournal.org/newswire/2014/05/24/protesters-drop-banner-demanding-briger-forest-be-saved/

*Earth First News* website.
http://www.earthfirstnews.com/


Western Wildlife Unit of the Animal Liberation Front. *Memories of Freedom.*
http://www.animalliberationfront.com/ALFront/memories%20of%20freedom.pdf


http://archive.adl.org/learn/ext_us/ecoterrorism.html


*Animal Liberation Front.com.*
http://www.animalliberationfront.com/index.html

The Daily Caller.
http://dailycaller.com/2012/01/12/animal-rights-terror-group-takes-credit-for-torching-cattle-trucks/#ixzz32sPWjWfG

http://media.fresnobee.com/smedia/2012/01/10/16/16/HrPyX.So.8.pdf

Federal Bureau of Investigation website. “Putting Intel to Work Against ELF and ALF Terrorists”.

http://www.huffingtonpost.com/leighton-woodhouse/animal-liberation_b_2012426.html

Class Discussion Questions:

1. Do PETA and or other animal rights groups play any role in supporting the activities of the ELF and the ALF?

2. Discuss the various actions (monkey wrenching, etc.) that environmental resistors can take to work against the targets of their causes.

Week Twelve

Topic: Radical Islam in America

Lectures: Lecture 12.1 Radical Islamist Ideology, Worldview, Radicalization and Recruiting, History and Evolution
Lecture 12.2 The Evolution of Radical Islamism in America

Required Readings:

Wiktorowicz, Quintan, “A Genealogy of Radical Islam,” in Howard and Hoffman (eds.) Terrorism and Counterterrorism, pp. 256-278.


Class Discussion Questions:

1. Why does the radical Islamist ideology resonate among some Americans? Who are they and why do they respond to the message?

2. Over the past few years (other than two man team of the Boston bombers) Islamists have acted individually. Does evidence suggest cells of Islamists are forming/ed in the United States?

Week Thirteen

Topic: Homegrown Terrorism –

Lectures: Lecture: 13.1 Three Homegrown Terrorists
Lecture 13.2 Three More Homegrown Terrorists

Required Readings:


http://www.theatlantic.com/past/docs/issues/2000/06/chase2.htm (part two)

“The Unabomber Was Right”, The Technium website.
http://kk.org/thetechnium/2009/02/the-unabomber-w/

http://www.stratfor.com/weekly/20100505_uncomfortable_truths_times_square_attack


http://www.danielpipes.org/7763/major-nidal-hasan-islamist-life

http://law2.umkc.edu/faculty/projects/trials/mcveigh/mcveightrial.html


“Government Caught in Boston Bombing False Flag Cover-up”. (2013, April 18). Infowars.com

Class Discussion Questions:

1. Was John Brown’s cause a just one? Was he a terrorist?

2. After reviewing the cases of six homegrown terrorists, are there any factors common to all these people?

3. In the cases we’ve reviewed, which, if any of these does religion seem to be the driving motivation?

4. Where do law abiding citizens who support a cause being advanced by a terrorist, stand under the law?

Assignment Due:
Final Research Paper (40% of grade).
Week Fourteen

Topic: Terrorism with Weapons of Mass Destruction (WMD)

Lecture 14: The Choice to Use Weapons of Mass Destruction

Required Readings:


Class Discussion Questions:

1. The lecture described significant constraints on a terrorist group’s use of weapons of mass destruction. Under what circumstances would a well-funded group like Hizbollah or Islamic Jihad launch a WMD attack against the US, and what kind of weapon would they use?

2. Some analysts have argued that as long as high-yield explosives remain relatively easy to acquire or manufacture, the threat of a WMD terrorist attack is really exaggerated. Do you agree? Why or why not? Please be sure to reflect on the assigned readings (including the chapters by Richard Betts and Bruce Hoffman) in your response.
Week Fifteen

Topic: Counterterrorism Challenges and the Future of Domestic Terrorism
Lectures: Lecture 15.1: The Challenge
       Lecture 15.2: United States Counterterrorism Strategies and Organizations

Required Readings:


*United States Department of Justice* website. “Structural Changes to Enhance Counter-terrorism Efforts; Creating the Justice Department's National Security Division” & “Transforming the FBI to Meet the New Threat”.
http://www.justice.gov/911/counterterrorism.html


http://www.whitehouse.gov/sites/default/files/counterterrorism_strategy.pdf

http://www.dhs.gov/counterterrorism-publications

Department of Homeland Security website. “Fusion Centers and Joint Terrorism Task Forces”.
http://www.dhs.gov/fusion-centers-and-joint-terrorism-task-forces

U.S. Immigration and Customs Enforcement website. “Joint Terrorism Task Force”.
http://www.ice.gov/jttf/

Williams, David. “Why Mission Integration is Critical to Counter Domestic Terrorism”,

Office of Director of National Intelligence.
http://www.dni.gov/index.php

National Counterterrorism Center website.
http://www.netc.gov/

Federal Bureau of Investigation website. “Protecting America from Terrorist Attack; Our Joint Terrorism Task Forces”.
http://www.fbi.gov/about-us/investigate/terrorism/terrorism_jttfs

Class Discussion Question:

1. Several scholars have noted that groups who use the strategies and tactics of terrorism have rarely achieved any of their primary objectives. If this is true, won’t the problem of terrorism just naturally go away in time? Why or why not?

2. Where does the line come between meeting the terror threat and protecting liberties?

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 Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information, visit: http://disability.tamu.edu.

ACADEMIC INTEGRITY

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

Students are expected to adhere to standards of academic integrity. Scholastic dishonesty consists of lying, cheating or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action. Students are expected to review, utilize and adhere to the University’s Honor Council Rules and Procedures, which are posted on the University’s web site at http://aggiehonor.tamu.edu. This website provides detailed information and clarification policies, procedures, and rights and responsibilities related to academic integrity.
PLAGIARISM
The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through 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

Books of Interest on Terrorism:

ASIA


Behram A. Sahukar, “India’s Response to Terrorism in Kashmir,” in Countering Terrorism and Insurgency in the 21st Century (Volume 3), edited by James J.F. Forest (Westport, CT: Praeger,
2007)


EUROPE & RUSSIA


**MIDDLE EAST & AFRICA**


Rob Wise, "Al Shabaab," CSIS Case Study (July 2011).


Samuel Linde, Michael Schoder and Tyler Jones, "Al Qaeda in the Arabian Peninsula," CSIS Case Study (July 2011).


Sundara Vadlamudi, "The U.S. Embassy Bombings in Kenya and Tanzania," in *Countering

William Thornberry and Jaclyn Levy, “Al Qaeda in the Islamic Maghreb,” Case Study CSIS (September 2011).


LATIN AMERICA


UNITED STATES


**GLOBAL ISSUES**

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

Form Instructions

1. Course request type:  
   □ Undergraduate  □ Graduate  □ First Professional (D.D.S, M.D, J.D, Pharm.D, V.M.D)

2. Request submitted by (Department or Program Name):  
   Public Service and Administration

3. Course prefix, number and complete title of course:  
   PSAA 667, Principles of International Law

4. Catalog course description (not to exceed 50 words):  
   Introduction to the nature and sources of international law, including jurisdiction of states; law governing the making, interpretation, application and termination of treaties and agreements; recognition of states and government; nationality of persons and corporations; state immunities from jurisdiction and control; and human rights.

5. Prerequisite(s):  
   Graduate Classification
   Cross-listed with:  INTA 609, Principles of International Law  
   Stacked with:  
   [Crosslisted 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. Will this course be submitted to the Core Curriculum Council?  
   □ Yes  □ No

10. How will this course be graded?  
    □ Grade  □ S/U  □ P/F (CLMD)

11. 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)

   Master of Public Service and Administration

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

13. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vet.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

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<th>Course #</th>
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<td>INTERNATIONAL LAW</td>
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Approval recommended by:  
William F. West (PSAA)  
Department Head or Program Chair (Type Name & Sign)  Date  
[Signature]

Leonard Bright  
Chair, College Review Committee  Date  
[Signature]

Ryan Crocker  
Dean of College  Date  
[Signature]

Mark Zorn  
Chair, GC or UEC  Date  
[Signature]

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

Questions regarding this form should be directed to Sandra Williams at 845-2201 or sandra.williams@tamu.edu  
Curricular Services – 07/14
PSAA 667 Principles of International Law

SYLLABUS

Instructor: Matthew Hover J.D.

Communication: Through eCampus messages

Phone calls: By appointment

Course Description

Introduction to the nature and sources of international law, including jurisdiction of states; law governing the making, interpretation, application and termination of treaties and agreements; recognition of states and government; nationality of persons and corporations; state immunities from jurisdiction and control; and human rights.

Prerequisite: Graduate classification

Course Overview

This introductory course introduces students to the basics of international law. The course will cover the history of international law, its major areas of practice and application, how international law is created through mechanisms such as treaties and agreements, custom, protocols, and court decisions; the role of nation-states and others, such as the United Nations, multi-national corporations, and non-governmental organizations; enforcement and compliance challenges; and current tensions and controversies in the creation and interpretation of international law and its application to specific contemporary policy situations.

Course Schedule

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<tr>
<th>Week 1</th>
<th>Mon-Sep-01</th>
<th>Tue-Sep-02</th>
<th>Wed-Sep-03</th>
<th>Thu-Sep-04</th>
<th>Fri-Sep-05</th>
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<tr>
<td>Week 2</td>
<td>Sun-Sep-07</td>
<td>Mon-Sep-08</td>
<td>Tue-Sep-09</td>
<td>Wed-Sep-10</td>
<td>Thu-Sep-11</td>
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<td>Sat-Sep-13</td>
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<td>Week 3</td>
<td>Sun-Sep-14</td>
<td>Mon-Sep-15</td>
<td>Tue-Sep-16</td>
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<td>Sat-Sep-20</td>
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<td>Week 4</td>
<td>Sun-Sep-21</td>
<td>Mon-Sep-22</td>
<td>Tue-Sep-23</td>
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Format and Method

The course is delivered via eCampus. Resources and materials provided with in the LMS may contain:

1. Syllabus, slide handouts, scripts, audio/video lectures, messages, discussion forums, assignments, exams.

Required Textbooks


Additional readings to assist with the Analytical Research Paper will be provided by Instructor.

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.

Course Requirements and Grading

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

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<th>Weekly Discussions</th>
<th>75%</th>
<th>Final Grading Scale:</th>
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<tr>
<td>Analytical Research Paper</td>
<td>25%</td>
<td>A= 90-100%</td>
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<tr>
<td>Total</td>
<td>100%</td>
<td>B= 80-89%</td>
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<td>C= 70-79%</td>
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There will be several components used in determining your final grade for the course. The instructor will be reading each posting and providing specific or general input where warranted within 24 to 48 hours, normally as part of questions on comments via the posting dialogue itself. Additionally, the instructor will provide detailed feedback on written assignments within 7 days of the assignment due date. Students are expected to read through all of the course information and materials provided on the course Web site. If any student has questions related to any of the information and/or course materials, then please contact the instructor as soon as possible for clarification.

**Weekly Discussions (75% of grade)**

- Discussion is an integral part of the learning process; it is an equivalent to the classroom.

- Effective online discussions require preparation by reading the assigned materials and answering discussion questions effectively using supporting statements with concepts from the readings.

- The lectures parallels the assigned readings, but frequently contain additional material, so discussions should relate to both, the theories and concepts from the readings, and the lecture’s materials; with the addition of references to the professional environment, as well as current events.

- 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, and apply this knowledge in responses contributing to the discussion, responding the initial question and enhancing the posts from other students.

- You will be provided a separate grade on your weekly questions. Unless the instructor has given approval for delayed submission, the window for postings will “close” at Sunday midnight as the class moves on to the next week. **Discussion board posts should consist of no less than 350 words in length.**

- On-line class discussions, including comments, should be timely and explicitly drawing from the theories and concepts from the readings and lectures. **Apply and cite this knowledge directly in the initial response (use references) to discussion questions and in subsequent responses to other students’ posts.**

- Each student’s discussion and response posts should be treated as mini-papers which are carefully researched and prepared. You may bring in related literature, examples, or experiences directly pertaining to the matter at hand.

- The Discussion Question grade will reflect your ability to understand and communicate ideas and concepts cogently and concisely, not the quantity of posts.
Here are tips for writing posts, for participating in class discussions:

1. Organize your thoughts before hitting the “send” button. This is graduate level work. Clear, coherent, thoughtful analysis requires a roadmap. Postings are essentially mini-papers that should reflect substantive analysis based on authority. As one tool, consider what lawyers do. Lawyers apply a “FRAC” analysis: identify the facts, state the applicable rule of law, apply the facts to the rule, and reach a conclusion. Do not make a reader root through a disorganized product to find the insight and analysis. Read and edit your posting before you hit “send.” Ask yourself, is this the best you can do?

2. Check your grammar. Sentence fragments and grammatical errors detract from any written product. And closely related are spelling errors. Such errors lead the reader to conclude that the writer is a sloppy one or does not truly understand the difference between words that sound the same. In most cases, poor writing habits raise doubt about the quality of the analysis and conclusions.

3. Do not view the discussion forum as an informal “chat room.” Postings that exhibit the view that informal text-messaging, complete with text-message abbreviations or graphics such as “smiley faces,” is not appropriate. Remember that every post is to be professional and substantive; each is, in effect, a mini-paper.

4. Support your writing with authorities. Postings that reflect personal opinions devoid of any citation to authority are inappropriate. Personal musings are not analysis. When you write, “I think,” “I like,” and other phrases beginning with “I,” ask yourself: What is the point being made, is there authority for this, have I cited it, am I merely repeating some ideological bent, or do I even need to use “I” in my writing?

5. Practice professionalism. To repeat, this is a graduate course filled with professional people. Professional courtesy rules. Students should not engage in what might be perceived as personal challenges or disparaging remarks to other students. Inflamed, personal rhetoric simply is not acceptable.

6. Avoid raising questions without a suggested answer. Postings that merely ask questions of the author, without more, are inappropriate. While easy enough to do, such postings do not advance the discussion, unless the questioner suggests an answer or an avenue of approach to the issue.

Written Assignments

The two written assignments have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA). APSA is 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; is the standard for all submissions.

Research Paper (25% of grade)

Using the set of readings and additional guidance provided by the instructor during the semester, write an analytical research paper that incorporates not only the readings but core concepts covered in the course. The critique paper should conform to the 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 a logically organized and argued, well-edited and polished manuscript. The Analytical Paper is due no later than 11:59 pm CT, Day 5 of Week 15. Since the student has the entire semester to write the paper and it is due at the end of class, no extensions will be granted.

Paper Grading Criteria

- A range: The paper is clear, engaging, original, and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the writer’s meaning through effective sentence structure and precise word choices. The writer successfully moves the paper through academic constructs and experiential documentation to critical analysis. The paper demonstrates a clear balance of these three components.

- B range: The paper is reasonably clear, focused, and well supported; ideas are adequately developed through details and examples. Organization and form are appropriate, and ideas are generally presented coherently. The voice of the writer contributes to the writer’s meaning through appropriate and varied sentence structure and word choices. Surface features do not interfere with understanding or distract from meaning. The writer has clearly brought the reader through properly cited academic constructs and experiential documentation, but has not fully developed the area of critical analysis.
- **C range**: The paper has some focus and support; ideas and content may be developed with limited details and examples. The writing may be somewhat disorganized or too obviously structured. The voice of the writer is generally absent; basic sentence structure and limited vocabulary convey a simple message. Surface feature errors may reduce understanding and interfere with meaning. The content areas of academic constructs are limited and large generalizations are made. Critical analysis is all but absent from the paper.

- **D range**: The paper has little focus and development; few details and examples support ideas and content. There is little discernible shape and no direction. The writer’s tone is flat. Awkward sentence structure and inadequate vocabulary interfere with understanding. Limited control of surface features makes paper difficult to read. Critical analysis is absent, and segments of the paper are given to rambling descriptions of life experience without academic context.
Week 1

What is International Law?

We start this week by defining International Law, we will look at the history of public international law and some alternative perspectives. We will discuss the question about whether international law is really law and finally we will talk about international law theory and methodology.

Objectives:

1. Define international law.

2. Discuss the history of public international law and alternative perspectives.

Lectures:

1. What is International Law? (23:05)

Readings:


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. Summarize Henkin’s main points. Has he convinced you that international law is "law"? That it has a significant effect on national behavior? [Carter et al pg. 31]

3. In 2005 remarks to the American Society of International Law, Condoleezza Rice made the following comments:

   The United States has been and will continue to be the world’s strongest voice for the development and defense of international legal norms...When we observe our treaty and other international commitments, other countries are more willing to cooperate with us and we have a better chance of persuading them to live up to their own commitments. Thus, when we respect our international legal obligations and support an international system based on the rule of law, we do the work of making the world a better place, and also a safer and more secure place for America.


How, if at all, do Secretary Rice’s comments comport with the theoretical accounts of compliance with international law advanced by Professors Henkin, Goldsmith and Posner, Franck, and Koh? [Carter et al pg. 48]
Deadlines

1. Post a brief biography DQ1 by Day 1, and reply to at least 2 peer posts by Day 3 of this week.

2. Answer DQ2 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

3. Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 6 of this week.
Week 2

The Creation of International Norms

This week we are going to talk about sources of international law. We will look at the statute of the International Court of Justice and the sources from which international law springs, which include international conventions, international custom, general principles as accepted by most civilized states, and judicial decisions among others.

Objectives:

1. Analyze historical and current international law formation.

2. Discuss the creation of international norms.

Lectures:


Readings:


Discussion Questions: (taken from Week 2 reading)
1. What is the purpose of treaty interpretation—to ascertain the meaning of the text or the intent of the parties? Or is it to determine how to apply treaty language to situations that may not have been contemplated when the treaty was concluded? Are these different? What practical difference would it make? If the objective is to ascertain the meaning of the text (as opposed to the intent of the parties), would the negotiation history (travaux) be relevant? How does the Vienna Convention resolve this issue? In any given dispute, is it likely that the meaning of the text will prove to be unambiguous? If not, is the travaux likely to be any less ambiguous? Will interpreting a treaty "in light of its object and purpose" assist in determining how to apply the treaty to unforeseen circumstances? [Carter et al pg. 104]

2. In January 2003, as tensions between North Korea and the United States and other states over North Korea’s suspected nuclear weapons program grew, North Korea announced that it was withdrawing from the Nuclear Nonproliferation Treaty (NPT). Article X(1) is the NPT’s withdrawal clause; it provides:

   Each party shall in exercising its national sovereignty have the right to withdraw from the Treaty if it decides that extraordinary events, related to the subject matter of this Treaty, have jeopardized the supreme interests of its country. It shall give notice of such withdrawal to all other Parties to the treaty and to the United Nations Security Council three months in advance. Such notice shall include a statement of the extraordinary events it regards as having jeopardized its supreme interests.

In announcing its withdrawal from the NPT, North Korea declared that “[a] dangerous situation where our nation’s sovereignty and our state’s security are being seriously violated is prevailing on the Korean peninsula due to the US vicious hostile policy towards [North Korea].” North Korea’s statement included President Bush’s characterization of North Korea as a member of states comprising an “axis of evil” and U.S. efforts to pursue resolutions condemning North Korea’s non-compliance with the NPT as a basis for its “self-defensive” withdrawal from the treaty.

Is it for North Korea, or for other states, to decide whether North Korea’s stated reasons for withdrawing from the NPT satisfy Article X(1) of the treaty? Or should an international organization decide? Did North Korea’s withdrawal from the NPT violate the treaty? Was it consistent with the Vienna Convention on the Law of Treaties? [Carter et al pg. 119]

3. Should there be a negative implication drawn from the failure of a state to ratify a treaty? If most (say, 80%) of the countries of the world were to ratify a treaty that the United States strongly opposed, could the United States ever be bound by some of the norms of that treaty as norms of customary international law? For example, in 1999, the Ottawa Convention Banning Anti-Personnel Landmines entered into force. As of April 2006, 151 states had become parties to Convention, but the United States, which insists on the right to retain the right to use certain types of anti-personnel landmines in certain military scenarios, has not. Could other states argue that the United States is now prohibited, as a matter of customary international law, from using anti-personnel landmines covered by the treaty? [Carter et al pg. 137]

**Deadlines:**

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

2. Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.

3. Answer DQ3 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 3

**States and Other Major International Entities**

This week we will start by defining states and their role in the international legal order as well as international organizations.

**Objectives:**

1. Define a "State" and describe its capacities in the international community.
2. Identify national security conflicts and propose resolutions to these international conflicts.
Lectures:

1. States and Other Major International Entities (52:51)

Reading:

1. Carter, Barry E., Phillip R. Trimble, and Allen S. Weiner. 2007. *International Law, 5th ed.* New York City: Aspen Publishers. (pp. 443-457 (stop at the Note on the Special Status of Taiwan); 462 (starting at note 6) – 465; 474-489 (stop at Maynes & Williamson article); 520 (starting at section 3) – 537; 549 (starting at section b) – 550 (stop at section c))

Discussion Questions:

1. In late 2001, a new interim government under Hamid Karzai came into power in Afghanistan and was recognized immediately by most countries. The new government replaced the defeated Taliban government, which had taken control in the late 1990s of about 90 percent of the territory of Afghanistan during a civil war, but had only been recognized by three countries. Most countries and the United Nations had continued to recognize the Northern Alliance during the late 1990s until 2002. Should the Karzai government be responsible for the debts of the Taliban? Or of the Northern Alliance? [Carter et al pg. 465]

2. The ability of the FSM, Marshall Islands, and Palau to act in the international realm could potentially bring the freely associated states into conflict with U.S. national security interests in the Pacific. How might this potential conflict be resolved, given that the United States retains control over the security and defense affairs of these states, while they retain authority over their foreign affairs? To what extent might "foreign affairs" be subsumed by "security and defense matter"? Is the United States being given a de facto voice in the foreign affairs of these states? [Carter et al pg. 478]

3. Because of their composition, which of the Union's key institutions--the Commission, European Parliament, Council, European Council, and the Court of Justice -- seem more likely to favor greater integration in the Union? Which seem more likely to be inclined to promote the interests of the individual Member States? [Carter et al pg. 537]

Deadlines:

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

2. Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.

3. Answer DQ3 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 4

International Law in the United States (Part 1)

This week we are going to talk about the relationship between international law and domestic law. We will cover the concepts of dualism and monism.

Objectives:

1. Discuss individual rights limitations.

2. Discuss the constitutional limits, critical facts in the Youngstown case.

3. Assess the Vienna Convention on Consular Relations as it relates to the federal Antiterrorism and Effective Death Penalty Act.

Lectures:

1. International Law in the United States Part 1 (28:06)

Readings:

1. Carter, Barry E., Phillip R. Trimble, and Allen S. Weiner. 2007. International Law, 5th ed. New York City: Aspen Publishers. (pp.159-168 (stop at note 3); 170 (start at section 2) – 171 (Stop at Asakura v. City of Seattle); 177 (start at section b) – 183 (stop at note 4); 186-206 (stop at United States v. Pink); 215 (start at section 3) – 219 (stop at section 4))

Discussion Questions:

1. In Reid v. Covert, does Justice Black persuasively distinguish Holland? Or does Reid v. Covert completely overturn Holland? Or just to the extent that the liberty is specifically mentioned (like the right to a jury trial) in the Bill of Rights? In Boos v. Barry, 485 U.S. 312 (1988), the Court confirmed that the treaty power is subject to individual rights limitations. There, the Court held that legislation prohibiting the display of any sign within 500 feet of a foreign embassy if that sign tends to bring that foreign government into "public odium" or "public disrepute" violated the First Amendment. The Court held this even though the legislation was designed to implement the Vienna Convention on Diplomatic Relations. Quoting the Reid plurality opinion, the Court stated that "it is well established that 'no agreement with a foreign nation can confer power on the Congress, or on any other branch of Government, which is free from the restraints of the Constitution.'" Id. at 324. [Carter et al pg. 167]

2. The U.S. practice of attaching RUDs to human rights treaties has its detractors. They argue that U.S. RUDs emasculate the obligations that U.S. treaty makers purported to undertake when negotiating and signing human rights treaties. For example, the United States attached a reservation to the Torture Convention that limited the definition of "cruel, inhuman, or degrading treatment" to that conduct prohibited by the Fifth, Eighth, and Fourteenth Amendments of the Constitution. Professor Henkin, an opponent of these types of pervasive RUDs, suggests that "reservations designed to reject any obligation to rise above existing [U.S.] law and practice are of dubious propriety: if states generally entered such reservations, the conventions would be futile." Louis Henkin, U.S. Ratification of Human Rights Conventions: The Ghost of Senator Bricker, 89 Am. J. Intl. L. 341, 343 (1995). Compare Professor Henkin's view with the views by former Senator Jesse Helms, then the ranking minority member of the Senate Foreign Affairs Committee and an outspoken conservative, who suggested that if the Torture Convention were anything more than a "rhetorical gesture, then it may present a clear and present danger to U.S. sovereignty and the people of the United States."
Proponents of RUDs note that their use has garnered bipartisan support in Congress and was instrumental in ending in the 1980s a deadlock that had blocked for years the U.S. ratification of major human rights treaties. Supporters also point out that, even with reservations making all or most of the treaty non-self-executing, the United States is binding itself internationally to these treaties. And the United States has actually passed federal laws to implement the Genocide and Torture Conventions. Moreover, when reservations go only to particular provisions of a treaty, the rest of the treaty continues to apply. See Curtis A. Bradley & Jack L. Goldsmith, Treaties, Human Rights, and Conditional Consent, 149 U. Pa. L. Rev. 399, 456-468 (2000).

Do you believe that RUDs should be employed frequently, sparingly, or not at all? When are RUDs most appropriate? Not appropriate? [Carter et al pg. 179-180]

3. Please answer one of the questions listed below: [Carter et al pg. 201]

   a. The steel seizure at issue in Youngstown took place in the midst of, and indeed in alleged furtherance of, the Korean War. Under the analysis in Curtiss-Wright, isn’t the Korean War an "external affair" regarding which the President has plenary power? Why does the Court take such a different approach to constitutional limits in Youngstown, where the majority opinion does not even cite Curtiss-Wright? Are the holdings in Curtiss-Wright and Youngstown reconcilable, as Justice Jackson suggests in note 2 of his concurrence?

   b. What was the critical fact in Youngstown? Would or should the decision have been the same if Congress had never considered the Taft-Hartley Act? Is it clear that President Truman’s actions in Youngstown fell within Justice Jackson’s third category, as Jackson argues?

   c. Justice Jackson’s concurrence in Youngstown, especially its articulation of three categories of presidential power, has been very influential. Indeed, courts and commentators often give more weight to Jackson’s concurrence than to the majority opinion. Why do you think this is so? How much guidance does Jackson’s framework provide in ascertaining the scope of presidential power?

**Deadlines:**

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

2. Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.

3. Answer DQ3 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 5

**International Law in the United States (Part 2)**

This week we are going to look at some cases and discuss the allocation of power between the president and congress in times of war or other conflicts and the use of military forces.

**Objectives:**

1. Identify the key actors and authorities and explain their roles in the formation and enforcement of international law.

2. Evaluate approaches to the adoption, execution, and control of international law decisions and interpretations.
Lecture:

1. International Law in the United States Part 2 (38:50)

Readings:


Discussion Questions:

Please answer one of the questions below:

Did the U.S. Supreme Court treat the AUMF differently in Hamdi and Hamdan? Compare these opinions with the three categories of presidential action identified in Justice Jackson’s concurrence in Youngstown and reiterated in Justice Kennedy’s concurrence in Hamdan. In both cases, the President’s actions may run counter to a preexisting statute: the President’s detention of Hamdi appears contrary to section 4001(a), and the President’s creation of the military commission to try Hamdan did not satisfy the standards set forth in the UCMJ. However, the four-Justice Hamdi plurality, plus Justice Thomas in his dissenting opinion, found that the AUMF authorized Hamdi’s detention, thus placing the President’s actions in Justice Jackson’s first category, whereas the Hamdan majority found that the AUMF did not authorize military commissions, thus placing the President’s action in Justice Jackson’s third category. What does this different treatment suggest about the scope of the AUMF? [Carter et al pg. 232]

The independent constitutional authority of the President. Both Hamdi and Hamdan avoid deciding the issue of whether the President could conduct the actions at issue on the basis of his independent, or plenary, constitutional authority under Article II. Recall the provisions of Article II listed previously in this week’s readings. Are some (or all) of these presidential powers implicated in the war on terrorism? If so, how? How does the Commander-in-Chief power relate to the AUMF? What does footnote 23 or the Court’s opinion in Hamdan (which represented the views of five Justices in that section) suggest about the limits of these independent constitutional powers and, more generally, about the Court’s attitude toward the assertion of broad executive power in the global war on terror? [Carter et al pg. 233]

What specifically seem to be the standards that the Court’s opinion in Sosa establishes for a norm of customary international law (”law of nations”) to qualify as a cause of action under the Alien Tort Statute? See especially Part IV.C. of the Court’s opinion. Do you believe these standards are sufficiently precise to resolve most questions? [Carter et al pg. 266]

The Court in Garamendi discusses the differing views of the Zschernig majority and Justice Harlan's opinion regarding the nature of foreign affairs preemption. The Zschernig majority supported field preemption, concluding that any state action that had more than incidental effect in the field of foreign affairs should be preempted. Justice Harlan espoused conflict preemption, arguing that state legislation should be upheld, even if it affects foreign affairs, unless it conflicts with a federal policy. Does the Garamendi majority adopt one of these views, attempt to reconcile both, or replace both with a new framework of analysis? If the Zschernig majority opinion's field preemption still applies, what is the scope of its prohibition on state activity? What matters in answering this question: Foreign relations effects? The state's purpose in engaging in the activity? Both? Neither? [Carter et al pg. 282]

Deadlines

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.
2. Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.

3. Answer DQ3 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 6

International Dispute Resolution

This week we will read and research how the Department of Defense supports other federal departments, state, tribal, and local jurisdictions should these elements become overwhelmed in a natural disaster or manmade incident.
Objectives:

1. Explain the Department of Defense’s role in both HLD and HLS, the Posse Comitatus Act and its impact on HLD.

2. Explain the concept of Defense Support of Civil Authorities (DSCA) and describe the National Response Framework (NRF).

3. Analyze the Robert T. Stafford Act, the Economy Act, and the Insurrection Act and explain how these laws affect defense support of civil authorities.

4. Explore and discuss the concept of the Emergency Management Assistance Compacts (EMAC).

5. Analyze the Robert T. Stafford Act, the Economy Act, and the Insurrection Act and explain how these laws affect defense support of civil authorities.

Lectures:

1. Defense Support of Civil Authorities Part II (47:16)

Readings:


Discussion Questions:

1. What are the five response doctrines outlined in the National Response Framework? How does DOD support these?

2. What impact does the invocation of the Insurrection Act have? Has the Act ever been invoked, if so when and why?

Deadlines

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

2. Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 7

**National Level Command Structure**

The Unified Command Structure for the Department of Defense begins with the President, the commander-in-chief. The Secretary of Defense, aided by the Chairman, Joint Chiefs, constitutes the rest of what is termed, the national command structure. There are nine Unified (Joint) Combatant Commands; each of these commanders (uniformed personnel) have a direct link to President and Secretary of Defense. Learning goals focus on students grasping the United States' National Command structure and particularly its impact on Homeland Defense. Also, students will research and study the differences between US, Canadian, and Mexican force structures.
Objectives:

1. Compare and contrast Canadian and Mexican security strategies and force structures, with US security strategy.

2. Explain the historical basis for the prohibition of intelligence collection by military forces on U.S. citizens.

3. Explain the United States’ national command structure and particularly its impact on Homeland Defense.

4. Explain the service components, coordinating commands and subordinate joint task forces associated with USNORTHCOM.

5. Describe the roles and missions of each subordinate joint task force.

Lectures:

1. National Level Command Structure (21:11)

Readings:


Websites:


3. CANADA COMMAND Brief http://www.canadacom.forces.gc.ca/

Optional:


Discussion Questions:

1. Describe the DOD’s organization from national level through combatant command levels. Include in your answer a comparison of the responsibilities of Canada Command and US Northern Command and a discussion of the National Command Authority.

2. Describe the organization, mission and responsibilities of USNORTHCOM and its service components. Include how that relates to the NORAD mission and how NORTHCOM is tasked and assigns DSCA missions.

Deadlines:

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

2. Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 8

National Guard

The citizen soldier has been around since before the founding of our nation. Both the colonies at Plymouth and Jamestown formed militia companies to protect the settlements. This is the tradition of the National Guard. This week students we review the capabilities and organization of the modern Guard. Learning goals focus on the differences between Title 10, Title 32, and state active duty status as these affect the National Guard; and the tactical capabilities of the different elements of the Weapon of Mass Destruction-CST and CERPP teams.
Objectives:

1. Explain the differences between Title 10, Title 32, and state active duty status as these affect the National Guard; and the tactical capabilities of the different elements of the Weapon of Mass Destruction-CST and CERFP teams.

2. Describe the role of the U.S. Reserve Components, including the Reserves and the National Guard.

Lectures:

1. National Guard (38:02)

Readings:


Discussion Questions:

1. Indicate the National Guard’s current mission sets. In your opinion, what is the Guard’s most important mission? Support your answers with APSA citations and use no less than 350 words.

2. What topic in this course did you find most interesting or most applicable to your job?

Deadlines:

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

2. Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 9

American and Canadian Armed Forces Reserves

The Reserve forces of the American and Canadian militaries have some common elements, but in many respects are quite different. If nothing else, the differences in size and capability are quite striking. The week's learning goals are to understand the role of the American Reserve forces, particularly how does their role compare with that of the National Guard; and to investigate the differences between the United States' Reserves and the Reserve Forces of Canada.
Objectives:

1. Investigate the differences between the United States’ Reserves and the Reserve Forces of Canada.

2. Compare and contrast the missions and responsibilities of the American combatant commands with responsibilities for regions around the world and functional capabilities in particular defense mission areas.

Lectures:

1. Reserves (55:02)

Readings:


Discussion Questions:

1. Describe your technique in researching and writing your paper. What challenge(s) did you have while researching your final paper topic? (200 words)

Assignments:

1. Research Paper. Research a topic in homeland security. The paper should follow APSA style and format, 20-25 double-spaced pages (text, not including reference pages). 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 to include a recommendation related to the subject. Research papers should be submitted through the assignments link.

Deadlines

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

2. Submit assignment by Day 7 of this week.
Week 10

**Strategic Interests of the United States in the Southern Hemisphere**

This final week we will aim at understanding the United States’ policy toward the Caribbean region; a comparison of the USSOUTHCOM and USNORTHCOM missions; and discussion of DOD’s strategic approach to the southern hemisphere.

**Objectives:**

1. Compare and contrast the missions and responsibilities of the American combatant commands with responsibilities for regions around the world and functional capabilities in particular defense mission areas.

**Lectures:**

1. US Southern Command (21:53)

**Readings:**


2. Cooperative Hemispheric Security Architecture for the 21st Century


**Discussion Questions:**

1. Compare and contrast the mission of USSOUTHCOM and USNORTHCOM. Be specific as to mission, roles, and responsibilities particularly in regards to U.S. Homeland Defense.

2. Reflect back on your impressions of the Department of Defense and Homeland Security before the semester began. How has your understanding of the Department of Defense and Homeland Security changed over the course of the semester?

**Deadlines:**

1. Answer **DQ1** by **Day 3**, and reply to at least 2 peer posts by **Day 5** of this week.

2. Answer **DQ2** by **Day 5**, and reply to at least 2 peer posts by **Day 7** of this week.
Participation Policy

Students must "visibly participate" in the online classroom 4 out of 7 days each week of the term. The act of participating in class is defined as active and positive contributions to the learning process. To meet participation requirements, students are expected to contribute substantively to the class discussion in addition to posting any written assignments for grading. Besides the initial response to a discussion question, students are expected to respond to a minimum of two of their classmates' posts within the established deadlines.

We understand that life happens and occasionally you may be without access to the Internet. If at any time you must be away from the virtual classroom, for more than two consecutive days, you are required to notify the instructor prior to your absence.

In the event of an emergency, contact your instructor as soon as possible. If for some reason the instructor cannot be reached, contact the Office of Extended Education via email bushschoolonline@tamu.edu or at 979.845.7036 and the instructor will be notified.

Late Assignments

The assignments should be submitted on the days that they are due by 11:59 p.m. CT. If a student is unable to submit an assignment on time, s/he must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor's discretion and not automatically given. If at all possible, the student's request for extensions should be made 24–48 hours in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an approved extension), then they will not receive full credit for the late assignment. Typically, students lose 10% of the total grade per day late. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

Attendance and Make-up Assignment Policy

The policy for attendance and making up missed assignments is consistent with Texas A&M University Student Rule 7: (https://student-rules.tamu.edu/rule07).

Performance Expectations

Graduate study means learning to learn from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop a learning community in which individuals' ideas are freely expressed and the class works together to support and challenge each other's work and ideas. The success of the learning experience in this class and ultimately each student's grade—is critically dependent on the excellence of each student's preparation, written assignment submissions, and participation in online discussions where each student presents ideas and considers what others have to say as part of a reasoned, thoughtful discourse. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel left out, minimized, or otherwise discriminated against. The instructor will quickly and directly counter any discussions or comments that do not display professionalism and respect for the contributions of others.

Student Concerns

Students having a question, concern, or complaint about the course should raise it with the online instructor first. If, for whatever reason, the student prefers not to do that or, if the issue was raised but not resolved, the student should communicate the question, concern, or complaint to Student Services at bushschoolonline@tamu.edu. Student Services will ensure that the matter is looked into at the appropriate level and that the student receives a response.

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.

Academic Integrity

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

Students are expected to adhere to standards of academic integrity. Scholastic dishonesty consists of lying, cheating or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action. Students are expected to review, utilize and adhere to the University's Honor Council Rules and Procedures, which are posted on the University's web site at http://aggiehonor.tamu.edu. This website provides detailed information and clarification policies, procedures, and rights and responsibilities related to academic integrity.

Plagiarism

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, words, writings, 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.
Helpful Information

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 Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information, visit: http://disability.tamu.edu.

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

Texas A&M University Help Desk Central (General Tech Problems) (24/7, 365 days/year):

- Phone: Toll-free at 866.857.4112 or 979.845.8300
- Email: helpdesk@tamu.edu

Bush School Online Support Team (eCampus Specific Problems)

- Phone: 1.866.988.2874
- Email: bushschoolonline@tamu.edu

THIS IS THE LAST PAGE OF THE SYLLABUS.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☐ Undergraduate    ☑ Graduate    ☐ First Professional (DDS, MD, JD, PharmD, DVT)

2. Request submitted by (Department or Program Name): Public Service and Administration

3. Course prefix, number and complete title of course: PSAA 668, U.S. Law and Homeland Security

4. Catalog course description (not to exceed 50 words): Analyze the threat to the homeland as reflected in a number of pre and post 9/11 commission reports; master's level course intended for individuals preparing for professional careers in the conduct of international affairs

5. Prerequisite(s):
   Graduate Classification
   Cross-listed with: INTA 612, U.S. Law and Homeland Security
   Stacked with: 
   Crosslisted 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. Will this course be submitted to the Core Curriculum Council? ☐ Yes    ☑ No

10. How will this course be graded: ☑ Grade ☐ S/U ☑ P/F (CLMD)

11. 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)

   Master of Public Service and Administration

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

13. Prefix  Course #    Title (excluding punctuation)
             PSAA        668       LAW & HMLND SECURITY

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Approval recommended by:
William F. West (PSAA) 03/28/14
Leonard Bright, Chair, College of Nursing Committee 03/28/14
Ryan Crocker, Dean of College 03/28/14

Mark Zoran, Chair, GC or UCC 10/20/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
PSAA 668 U.S. Law and Homeland Security

FALL 2014 SYLLABUS

Instructor: Dr. Tobias Gibson

Communication: Through eCampus messages

Phone calls: By appointment

Course Description

The course will analyze the threat to the homeland as reflected in a number of pre and post 9/11 commission reports. This master's level course is intended for individuals preparing for professional careers in the conduct of international affairs.

Prerequisite: Graduate classification

Course Overview

This course addresses the constitutional sources and controversies surrounding the separation of powers and the institutions that share those powers. After forming a legal basis of the roles of the institutions, the latter portion of the class is dedicated to current legal issues in the area of homeland security facing the American government(s) and citizens today. Examples include, but are not limited to: borders; critical infrastructure; cyber-security; WMD; terrorism; surveillance; immigration reform; and "drones." The discussion forums explore these areas in-depth and the written assignments provide students with opportunities to present their own research and conclusions in three different formats—a literature review, a PowerPoint briefing, and a paper to be submitted to Homeland Security Affairs.
Course Schedule

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<td>Fri-Nov-07</td>
<td>Sat-Nov-03</td>
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Format and Method

The course is delivered via eCampus. Resources and materials provided with in the LMS may contain:

- Syllabus, slide handouts, scripts, audio/video lectures, messages, discussion forums, assignments, exams.

Required Textbooks


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.

Resources

There are many other resources that students are encouraged to explore:

- Become familiar with the broad scope of homeland security sources and links available from the TAMU Policy Sciences Economic Library (PSEL) (http://library.tamu.edu/subject-guides/homeland-security).

- Through PSEL, you can access a considerable amount of policy, strategy, and operational material from the Naval Postgraduate School Homeland Security Digital Library collections, including Congressional Research Service and Government Accountability Office reports pertaining to homeland security. If the PSEL link is not used, the Center for Homeland Defense and Security (http://www.chds.us/) at the Naval Postgraduate School has an easily accessible link to Homeland Security Affairs and the Center’s own podcasts and interviews. This website also has a link to all of the masters’ theses which provide students with different perspectives on homeland security research designs, observations, and findings.
• TAMU Library can be accessed at http://library.tamu.edu. 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.

• Your course provides a link to library resources under e-Reserves, but if you are accessing the library off-campus, go to the TAMU Library homepage (http://library.tamu.edu) and click on “My Portal”.

• Subscribe to the free weekly newsletter from the Homeland Security Institute (http://www.homelandsecurity.org) and policy and management alerts. The Department of Homeland Security has its own email lists and blogs.


• The Council for Foreign Affairs provides a daily news brief that often contains information important for homeland security (http://www.cfr.org/).

• RAND has a robust homeland security and terrorism program (http://www.rand.org/research_areas/terrorism/)

• Heritage Foundation (http://www.heritage.org/LeadershipForAmerica/protect-america.cfm).

Course Requirements and Grading

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

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<thead>
<tr>
<th>Weekly Discussions</th>
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<tr>
<td>Literature Review</td>
<td>20%</td>
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<tr>
<td>Homeland Security Legal Issue Review Brief Presentation</td>
<td>20%</td>
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<tr>
<td>National Security Strategy Homeland Security Critique</td>
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Final Grading Scale:
A= 90-100%
B= 80-89%
C= 70-79%
D= 60-69%
F= 59% and lower

There will be several components used in determining the final grade. Students are expected to read through all of the course information and materials provided on the course Web site. If any student has questions related to any of the information and/or course materials, they should contact the instructor as soon as possible for clarification.

Weekly Discussions (30% of grade)

• Discussion is an integral part of the learning process; it is an equivalent to the classroom.

• Effective online discussions require preparation by reading the assigned materials and answering discussion questions effectively using supporting statements with concepts from the readings.

• The lectures parallels the assigned readings, but frequently contain additional material, so discussions should relate to both, the theories and concepts from the readings, and the lecture’s materials; with the addition of references to the professional environment, as well as current events.
- 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, and apply this knowledge in responses contributing to the discussion, responding the initial question and enhancing the posts from other students.

- You will be provided a separate grade on your weekly questions. Unless the instructor has given approval for delayed submission, the window for postings will “close” at Sunday midnight as the class moves on to the next week. **Discussion board posts should consist of no less than 350 words in length.**

- On-line class discussions, including comments, should be timely and explicitly drawing from the theories and concepts from the readings and lectures. **Apply and cite this knowledge directly in the initial response (use references) to discussion questions and in subsequent responses to other students’ posts.**

- Each student’s discussion and response posts should be treated as mini-papers which are carefully researched and prepared. You may bring in related literature, examples, or experiences directly pertaining to the matter at hand.

- The Discussion Question grade will reflect your ability to understand and communicate ideas and concepts cogently and concisely, not the quantity of posts.

**Tips for writing posts and participating in class discussions:**

1. Organize your thoughts before hitting the “send” button. This is graduate level work. Clear, coherent, thoughtful analysis requires a roadmap. Postings are essentially mini-papers that should reflect substantive analysis based on authority. As one tool, consider what lawyers do. Lawyers apply a “FRAC” analysis: identify the facts, state the applicable rule of law, apply the facts to the rule, and reach a conclusion. Do not make a reader root through a disorganized product to find the insight and analysis. Read and edit your posting before you hit “send.” Ask yourself, is this the best you can do?

2. Check your grammar. Sentence fragments and grammatical errors detract from any written product. And closely related are spelling errors. Such errors lead the reader to conclude that the writer is a sloppy one or does not truly understand the difference between words that sound the same. In most cases, poor writing habits raise doubt about the quality of the analysis and conclusions.

3. Do not view the discussion forum as an informal “chat room.” Postings that exhibit the view that informal text-messaging, complete with text-message abbreviations or graphics such as “smiley faces,” is not appropriate. Remember that every post is to be professional and substantive; each is, in effect, a mini-paper.

4. Support your writing with authorities. Postings that reflect personal opinions devoid of any citation to authority are inappropriate. Personal musings are not analysis. When you write, “I think,” “I like,” and other phrases beginning with “I,” ask yourself: What is the point being made, is there authority for this, have I cited it, am I merely repeating some ideological bent, or do I even need to use “I” in my writing?

5. Practice professionalism. To repeat, this is a graduate course filled with professional people. Professional courtesy rules. Students should not engage in what might be perceived as personal challenges or disparaging remarks to other students. Inflamed, personal rhetoric simply is not acceptable.

6. Avoid raising questions without a suggested answer. Postings that merely ask questions of the author, without more, are inappropriate. While easy enough to do, such postings do not advance the discussion, unless the questioner suggests an answer or an avenue of approach to the issue.

**Written Assignments**

The two written assignments have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA). APSA is 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; is the standard for all submissions. Any source citations and/or bibliographies must be complete and use the formatting for Homeland Security Affairs (available here: [http://www.hsaj.org/?styleguide](http://www.hsaj.org/?styleguide)). Students are encouraged to use tables, graphics, and pictures as part of their written products; however, these do not count as part of the page count.

Please note late work will lead to a deduction of a minimum of 10% of the assignment grade.
**Literature Review (20% of grade)**

Each student is to prepare a literature review of no more than a 8 page (including references). Ensure this review is well-researched (at least 6 authoritative, professional grade references such as law review articles, professional journal articles, CRS works, or similar; note: up to three sources may be extended articles from professional legal blog sites, such as those listed in the “Key Resources” section). Students must pick from one of the following topics discussed at that point in the class: separations of power, president, Congress or bureaucracy. It also should examine the historical and/or current understanding of the role of these institutions, or the conflicts between them, in the creation of homeland security legal policy. Note: using work from the discussion forums is not allowed. Additionally, no more than a one-page summary of the literature review is to be posted to the Discussion Forum. Students should submit the analysis using the Assignments tool in eCampus and post the summary into the appropriate discussion forum. This Literature Review and summary are due no later than 11:59 p.m. CT on Day 7 of Week 4.

**Homeland Security In-Depth Legal Issue Brief Presentation (20% of grade)**

Each student is to prepare a 10-12 slide digital presentation briefing detailing the legal policy behind the current federal or state policy or policies in a particular legal policy space discussed in class during weeks 6-7. The exact topic is at the student’s discretion, but it should not be a broad topic such as “immigration” or “borders.” Instead, it should be highly-focused, such as the current debates in Washington over immigration reform or disputes between the national government and various states about requiring people to show IDs to local police departments when asked. The briefing presentation slides, with well-researched and annotated “speaker’s notes” on each slide must identify the current policy issues and debate and action or inaction to address the policy problem(s). The topic should be jointly agreed to by the student and the instructor. Each student briefing presentation is to be submitted to the instructor via the Assignment Tool within eCampus. Additionally, no more than a one-page written summary is to be posted on the Discussion Forum. In short, the student should envision providing a legal briefing of current debates, confusions, etc. in the legal policy space to a boss or superior in a homeland security legal environment. Students should submit their briefing presentation topic for approval to the instructor via the Messages tool no later than 11:59 p.m. CT on Day 7 of Week 5. Students should submit legal briefing to the Assignments tool and post the summary to the Discussions are due no later than 11:59 p.m. CT on Day 7 of Week 7.

**National Security Strategy Homeland Security Critique (30% of grade).** For the final assignment, each student is to develop a detailed article of the homeland security law in a policy area discussed in class, or on a policy space that was omitted from the class. While the paper may draw on class discussions, lectures, readings and assignments, this paper is primarily intended to be a research paper. Each student should produce a 20-25 page article and a one-page summary. The paper should be focused, and include an argument about the current state of the law in specific homeland security legal issue. Include strengths and weaknesses, histories, conflicts, analysis and recommendations as necessary (this will vary based on the legal issue selected). Format is to follow the format for Homeland Security Affairs. This paper should be professional grade research and writing. Students should submit the critique using the Assignments tool in eCampus and post the summary into the appropriate discussion forum. This critique and summary are due no later than 11:59 p.m. CT on Day 7 of Week 10.

**Paper Grading Criteria**
• **A range:** The paper is clear, engaging, original, and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the writer’s meaning through effective sentence structure and precise word choices. The writer successfully moves the paper through academic constructs and experiential documentation to critical analysis. The paper demonstrates a clear balance of these three components.

• **B range:** The paper is reasonably clear, focused, and well supported; ideas are adequately developed through details and examples. Organization and form are appropriate, and ideas are generally presented coherently. The voice of the writer contributes to the writer’s meaning through appropriate and varied sentence structure and word choices. Surface features do not interfere with understanding or distract from meaning. The writer has clearly brought the reader through properly cited academic constructs and experiential documentation, but has not fully developed the area of critical analysis.

• **C range:** The paper has some focus and support; ideas and content may be developed with limited details and examples. The writing may be somewhat disorganized or too obviously structured. The voice of the writer is generally absent; basic sentence structure and limited vocabulary convey a simple message. Surface feature errors may reduce understanding and interfere with meaning. The content areas of academic constructs are limited and large generalizations are made. Critical analysis is all but absent from the paper.

• **D range:** The paper has little focus and development; few details and examples support ideas and content. There is little discernible shape and no direction. The writer’s tone is flat. Awkward sentence structure and inadequate vocabulary interfere with understanding. Limited control of surface features makes paper difficult to read. Critical analysis is absent, and segments of the paper are given to rambling descriptions of life experience without academic context.

**Policies**

**Participation Policy**

Students must “visibly participate” in the online classroom 4 out of 7 days each week of the term. The act of participating in class is defined as active and positive contributions to the learning process. To meet participation requirements, students are expected to contribute substantively to the class discussion in addition to posting any written assignments for grading. Besides the initial response to a discussion question, students are expected to respond to a minimum of two of their classmates’ posts within the established deadlines.

We understand that life happens and occasionally you may be without access to the Internet. If at any time you must be away from the virtual classroom, for more than two consecutive days, you are required to notify the instructor prior to your absence.

In the event of an emergency, contact your instructor as soon as possible. If for some reason the instructor cannot be reached, contact the Office of Extended Education via email bushschoolonline@tamu.edu or at 979.845.7036 and the instructor will be notified.

**Late Assignments**

The assignments should be submitted on the days that they are due by 11:59 p.m. CT. If a student is unable to submit an assignment on time, s/he must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor’s discretion and not automatically given. If at all possible, the student’s request for extensions should be made 24–48 hours in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an approved extension), then they will not receive full credit for the late assignment. Typically, students lose 10% of the total grade per day late. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

**Performance Expectations**

Graduate study means learning to learn from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop a learning community in which individuals’ ideas are freely expressed and the class works together to support and challenge each other’s work and ideas. The success of the learning experience in this class—and ultimately each student’s
grade—is critically dependent on the excellence of each student's preparation, written assignment submissions, and participation in online discussions where each student presents ideas and considers what others have to say as part of a reasoned, thoughtful discourse. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel left out, minimized, or otherwise discriminated against. The instructor will quickly and directly counter any discussions or comments that do not display professionalism and respect for the contributions of others.

**Student Concerns**

Students having a question, concern, or complaint about the course should raise it with the online instructor first. If, for whatever reason, the student prefers not to do that or, if the issue was raised but not resolved, the student should communicate the question, concern, or complaint to Student Services at bushschoolonline@tamu.edu. Student Services will ensure that the matter is looked into at the appropriate level and that the student receives a response.

**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.

**Attendance and Make-up Assignment Policy**

The policy for attendance and making up missed assignments is consistent with Texas A&M University Student Rule 7: https://student-rules.tamu.edu/rule07).
Academic Integrity

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

Students are expected to adhere to standards of academic integrity. Scholastic dishonesty consists of lying, cheating or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action. Students are expected to review, utilize and adhere to the University’s Honor Council Rules and Procedures, which are posted on the University’s web site at http://aggiehonor.tamu.edu/. This website provides detailed information and clarification policies, procedures, and rights and responsibilities related to academic integrity.

Plagiarism

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one’s own ideas, words, writings, 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.

Helpful Information

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 Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information, visit: http://disability.tamu.edu

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.

Technical Help

Texas A&M University Help Desk Central (General Tech Problems) (24/7, 365 days/year):

- Phone: Toll-free at 866.857.4112 or 979.845.8300

- Email: helpdesk@tamu.edu

Bush School Online Support Team (eCampus Specific Problems)

- Phone: 1.866.988.2874

- Email: busheschoolonline@tamu.edu
Week 1

Course Introduction

This week we will get to know each other and begin to research how Homeland Defense (HLD) differs from Homeland Security (HLS); and the part the Department of Defense plays in each mission. We will compare and contrast the attitudes toward HLD in the United States, Canada, and Mexico. The learning goals are to explain the difference between Homeland Security and Homeland Defense; and identify which federal department is the lead for each mission.

Objectives:

1. Describe the basis of the U.S. legal system.

2. Identify and discuss the sources of law related to homeland security, the constitutional conflicts between branches of the national government, and conflicts between the national and state governments.

3. Analyze and discuss the current debates regarding the legal roles of each of the three branches of the United States government.

4. Evaluate primary and secondary documents and the facts and arguments established within related to homeland security law.

Lectures:

1. Class Introduction (3:27)

2. Overview (11:21)

Readings:


2. U.S. Constitution, Article I, sections 1, 8 and 9: http://www.law.cornell.edu/constitution/article1; Article II, sections 1 (clause 1), 2 and 3.


Optional:


Discussion Questions:

1. Welcome! Please take a few minutes to introduce yourself to your classmates. Post a brief biography on Day 1 that includes your educational background, work experience, personal interests or hobbies, and a brief statement about
what you hope to gain from this course. If you wish you may attach a photo so others can put a face with your name.

2. What is the basis of homeland security law?

3. Which branch(es) of the national government should be responsible for fixing the homeland security issues and shortcomings discussed in the 9/11 Commission Report? Is there a constitutional basis for your opinion?

**Deadlines:**

1. Post a brief biography **DQ1** by **Day 1**, and reply to at least 2 **peer posts** by **Day 3** of this week.

2. Answer **DQ2** by **Day 3**, and reply to at least 2 **peer posts** by **Day 5** of this week.

3. Answer **DQ3** by **Day 5**, and reply to at least 2 **peer posts** by **Day 6** of this week.
Week 2

Congress

This week covers a more in-depth discussion of Congress’s powers. By necessity, some of the discussion relates generally to the constitutional foundations of congressional power, the primary focus of this week is specific examples of those powers, as they relate to the governance and creation of homeland security laws. The learning objectives for this week are to have a basic understanding of the roles that Congress plays in homeland security law, and its potential strengths and weaknesses in this area.

Objectives:

1. Compare and discuss the constitutional powers and the organizational structure of Congress, including the complexities of passing laws, the impact of those laws, and congressional oversight roles.

2. Identify and discuss the political and legal environment of homeland security in the post-9/11 American context.

Lectures:

1. Congress: A Surprisingly Conflicted Branch (15:59)

Readings:


5. “Legislative Process: How a Senate Bill Becomes a Law,” http://www.wyden.senate.gov/download/?id=8a7a4fddf-382d-4d2f-aa58-ede6cb0e6c13&download=1

6. USA Patriot Act overview, http://epic.org/privacy/terrorism/usapatriot/ (note: EPIC is a well regarded privacy group, so the information here is both high quality and biased towards limiting the Patriot Act; this means that while the overview is helpful, be aware of the perceptions of the group)


Optional:


Discussion Questions:

1. Discuss the powers that Congress has to impact laws and policy. Are any of the powers more (or less) important than the others? Which ones and why?
2. Are there shortcomings in entrusting Congress with taking the lead role in creating and maintaining the laws and policies necessary to meet the threats facing the United States?

**Deadlines:**

1. Answer **DQ1** by **Day 3**, and reply to at least 2 peer posts by **Day 5** of this week.

2. Answer **DQ2** by **Day 5**, and reply to at least 2 peer posts by **Day 7** of this week.
Week 3

President and the Force of Law

This week's content centers on the power and powers of the president within the realm of U.S. law, again, obviously, with a focus on homeland security. The learning objectives for this week are to develop an understanding of the roles that the president plays, especially *viz.* Congress. In particular, sources, types, and examples of presidential power will be introduced, discussed and analyzed.

Objectives:

1. Analyze and explain the constitutional underpinnings of the President, as well as the tools of the President to impact homeland security.

Lectures:

1. The President: A Unilateral or Unitary Agent of Change? (15:47)

Reading:

1. Cooper, Phillip J. 2002. *By Order of the President*, chapters 2, 3, 6, 8 (executive orders; national security directives; issues related to unilateral power use).
2. *Patriots Debate*, chapter 1 (executive power)

Optional:


Discussion Questions:

1. Discuss the powers that the president has to impact laws and policy. Are any of the powers more (or less) important than the others? Which ones and why?
2. What trends in the role of the president regarding security can you identify using the Presidential Policy Directives, National Security Directives, Executive Orders and Homeland Security Directives? What advantages or disadvantages can you identify with allowing the president “lawmaking” abilities over those of Congress?

Deadlines:

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.
Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 4

Homeland Security Bureaucracy

For this week's topic, we will discuss the creation of the Department of Homeland Security, the issues facing homeland security bureaucracy generally, and the oversight of the bureaucracy by the elected branches. The learning objectives for this week are to assess the implications of centralizing homeland security into a single department and of the system of oversight in place for the homeland security bureaucracy.

Objectives:

1. Examine and discuss the executive branch’s place in homeland security.

2. Analyze and describe the structure and formation of the homeland security bureaucracy.

Lectures:

1. Principal Agency Theory and Oversight (9:41)

Readings:

1. Alperen, chapters 2 and 5


Optional:


Assignments:

1. Submit the Literature Review using the Assignment tool and post the summary in the Discussions area of the LMS no later than 11:59 p.m. CT on Day 7 of Week 4. For additional information regarding this assignment, please see the Course Requirements and Grading section of this syllabus.

Discussion Questions:

1. How did the creation of the Department of Homeland Security impact its mission? Did the lessons of natural disaster improve its mission or overextend its purpose?

2. How might you answer the critics of “fusion centers?”

Deadlines:

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

2. Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 5

The Judiciary

This week covers terrorism issues and strategies and criminal threats. The course will include discussion of domestic and international terrorist motives and environments and counterterrorism approaches. It also will cover transnational crime concerns. The learning objectives are to evaluate and apply policies to anticipate and confront terrorist threats and criminal threats.

Objectives:

1. Identify and discuss the powers of the judiciary, including its recent impact in areas such as detention and surveillance.

2. Analyze and discuss the competition between and among the branches of the United States government, due to the constitutional separation of powers.

Lectures:


Readings:


Optional:


Assignments:
1. Students should submit their topics for the Homeland Security In-Depth Legal Issue Brief Presentation Assignment via an email using the course Messages tool to the instructor no later than 11:59 p.m. CT on Day 7 of Week 5. For additional information regarding this assignment, please see the Course Requirements and Grading section of this syllabus.

Discussion Questions:

1. Alexander Hamilton opined in Federalist 78 that federal judiciary would be the weakest branch of the national government. Is this true in the homeland security law policy space? Why or why not?

2. What role(s) should the federal judiciary play in the conduct of the national government in security spheres?

Deadlines

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

2. Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 6

Critical Infrastructure and Cyber-Security

This week, we begin discussion of legal issues in particular policy spaces. We begin with two major issues, that of critical infrastructure and cyber-security. The learning objectives are to evaluate and apply legal reasoning to confront these threats.

Objectives:

1. Identify and describe the challenges and threats in securing the critical infrastructure and cyber capabilities of the nation.
2. Apply the information related to the powers and roles of the national branches to policy.
3. Evaluate the debates inherent in homeland security law policy.

Lectures:

1. Securing the Homeland: CI and Cyber-Security (17:24)

Readings:

1. Alperen, chapters 11 and 12
7. Patriots Debate, chapters 5, 6 and 7

Optional:


Discussion Questions:

1. Why has the legal description of “critical infrastructure” shifted over time? Which of the three branches has the most impact in the protection of CI? Is there a constitutional, statutory or historical reason for this, and how does it impact the quality of the protection?
2. Given the differing views of the legal scholars in the *Patriots Debate* chapters for this week, how have recent technology improvements led to legal questions in the area of homeland/national security?

**Deadlines**

1. Answer **DQ1** by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

2. Answer **DQ2** by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 7

**Borders, Immigration, and ID**

This week we discuss the three interrelated policy legal issues of borders, immigration and identification requirements. While the focus remains on the national government’s role in these fields, by obvious necessity we also look to the legal efforts of the states here. The learning objectives are to evaluate, critique and apply legal understandings, struggles, competitions and reactions to these issues. The written assignment of the homeland security in-depth issue brief is due this week.

**Objectives:**

1. Identify and discuss policy issues related to border protection and immigration security.

2. Analyze and critique the roles that federal and state governments play in making the law related to immigration and border security.

3. Identify and assess the comparative approaches, including advantages and weaknesses, of both the national and state/local legal actors in securing the homeland.

**Lectures:**

1. Borders, Immigration, and ID (13:03)

**Readings:**

1. Alperen, chapters 10 and 18


**Optional:**


Assignments:

1. Submit the Homeland Security In-Depth Legal Issue Brief presentation using the Assignment tool and post the summary in the Discussions area of the LMS no later than 11:59 p.m. CT on Day 7 of Week 7. For additional information regarding this assignment, please see the Course Requirements and Grading section of this syllabus.

Discussion Questions:

1. What is the proper role of the states in protecting American borders? What is the proper role of the national government in protecting American borders?

2. How does the constitutional requirement of federalism help or harm U.S. border protection?

Deadlines:

1. Answer DQ1 by Day 3, and reply to at least 2 peer posts by Day 5 of this week.

2. Answer DQ2 by Day 5, and reply to at least 2 peer posts by Day 7 of this week.
Week 8

Military Roles in Homeland Security and Legal Responses to WMD Threats

This week, we cover the legal powers and limitations of the military's role in securing the homeland and the legal response to threats posed by access to weapons of mass destruction. Learning outcomes are to evaluate, critique and recognize legal challenges in these key policy spaces.

Objectives:

1. Describe the relationship between the military and the civilian within the context of homeland security policy, both historically and also through the policy lens of weapons of mass destruction.

2. Analyze and apply laws and issues, and to think critically about the strengths, weaknesses, and cultural bases of the relationship of the military and homeland security.

Lectures:

1. Our Guns and Their Bombs: Military Responses to Homeland Security Threats (15:14)

Readings:

1. Alperen, chapters 15, 16 and 22.


Optional:


Discussion Questions:

1. How have this week’s readings altered your view of the military’s domestic roles in homeland security?
2. Which specific threat to homeland security can the military address best? Can it address this threat better than national, state and local law enforcement agencies?

**Deadlines:**

1. Answer **DQ1** by **Day 3**, and reply to at least **2 peer posts** by **Day 5** of this week.

2. Answer **DQ2** by **Day 5**, and reply to at least **2 peer posts** by **Day 7** of this week.
Week 9

Legal Responses to Terrorist Threats

This week’s topic is preventing and responding to terrorist threats to the homeland. The learning objective for this week is assessing and critiquing the legal framework the U.S. government has established to prevent terrorist groups and their actions to threaten the U.S. and its citizens.

Objectives:

1. Analyze the U.S. response to terrorism.

2. Describe how the cultural and historical reasons that the U.S. reacted to domestic terrorism affects the post-9/11 legal response to terror threats facing the homeland.

3. Apply course tenets in the current legal environment facing counter-terror and criminal justice efforts in the prevention of further terrorist attacks and movements in the U.S.

Lectures:

1. The United States: Countering Terrorism and Radicalization (16:19)

Readings:

1. Alperen, chapter 23

2. Patriots Debate, chapters 2 and 3


Optional:


Discussion Questions:

1. How can we effectively balance individual civil liberties versus the need to protect the United States and its citizens from domestic terrorist threats?

2. What do you feel is the biggest domestic terrorist threat? Briefly, what legal actions can be taken to prevent that threat from becoming a reality?
**Deadlines**

1. Answer **DQ1** by **Day 3**, and reply to at least 2 peer posts by **Day 5** of this week.

2. Submit assignment by **Day 7** of this week.
Week 10

Current and Future Controversies

This week concludes the class, and presents material on one of the most controversial issues in homeland security law, data collection; and one likely future controversy (which already has been sparking), use of unmanned aerial vehicles for domestic surveillance. The learning objective for this week is to assess the legal sources and predict the legal challenges and outcomes of these debates. The final assignment, the homeland security law critique is due this week.

Objectives:

1. Assess, analyze, and critique the current legal understanding of the domestic use of unmanned aerial vehicles (UAVs) and electronic surveillance of U.S. persons.

2. Evaluate and apply policies, laws and legal actions within current and future “hot topics” of debate and policy struggles.

Lectures:

1. Surveillance Technology and Privacy (11:57)

Readings:


4. Patriots Debate, chapters 4


Optional:


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

Form Instructions

1. Course request type:
   □ Undergraduate  ✔ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Teaching, Learning and Culture
   RDNG 610- Elementary Literacy Instruction for Facilitating STEM Learning

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

4. Catalog course description (not to exceed 50 words):
   Focuses on evidenced based instruction of literacy skills and strategies facilitating student learning of STEM content and processes; traditional literacy and new literacies.

Graduate classification

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. Will this course be submitted to the Core Curriculum Council?  □ Yes  ✔ No

9. How will this course be graded?  ✔ Grade  □ S/U  □ P/F (CLAS)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      M.Ed in Curriculum and Instruction (online Elementary Education in STEM cohort)
   b. an elective for students enrolled in the following degree programs(s) (e.g., M.S., Ph.D. in geography)
      M.Ed., M.S. in Curriculum and Instruction

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

12. ✔ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)

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Approval recommended by:

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
RDNG 610 Elementary Literacy Instruction for Facilitating STEM Learning

Fall 2015

Instructor: Dr. Jack Helfeldt
Office: 222C Harrington tower
Office Hours: By Appointment
Phone: (979) 845 8384 (TLAC OFFICE)
Email: jhelfeldt@tamu.edu

Course Description: On line course, focus on evidenced based instruction of literacy skills and strategies facilitating student learning of STEM content and processes; traditional literacy and "new" literacies (ICT, visual, media) are studied.

Prerequisite: Graduate Classification

Learning Outcomes:

Upon successful completion of the course the student will:

- Develop an understanding of the various components included in a balanced reading instructional program designed to facilitate elementary children's ability to comprehend traditional informational text materials relating to STEM topics.
- Develop an understanding of the need for teaching new literacies skills associated with ICT, media, visual, and other literacies that facilitate learning STEM related content and procedures.
- Develop the abilities to plan effective instruction for teaching the literacy skills and strategies for learning STEM content and procedures with traditional print based texts as well as digital, media and multimedia information sources.

Required Text:

There are no required texts for the course. The course will rely on articles, documents, videos which will be incorporated into various modules during the semester, or you may be asked to search for an article, video, web link or other credible sources to be shared within various modules during the semester. The following list of required readings will be integrated into instructional modules.

References for Required Readings by Topics

Principles of effective instruction and the processes involved in reading traditional texts


Comparing and contrasting traditional and 21st century literacies


Teaching word identification and word analysis strategies


**Teaching and learning new word meanings/vocabulary**


**Fluency as a bridge to comprehension**


**Facilitating comprehension of expository STEM related text**


Teaching the new literacies (ICT, visual, media)


Williams, T. L. (2007). “Reading” the painting: Exploring visual literacy in the primary grades. The Reading Teacher, 60(7), 636-642. doi: 10.1598/rt.60.7.4

Effective strategies for understanding and creating procedural text


**Writing to learn activities to facilitate STEM learning**


Critical literacies, comparatively analyzing multiple texts, and visual media information sources


On Line Participation:

On line learning activities such as blogs, wikis, discussion boards, videos, assigned readings, power point presentations will be made available. The nature, degree, and frequency of participation and expected completion will be specified at the beginning of each week.

Course Requirements & Assignments:

Assignment 1 - Online participation: Completion of weekly online activities and substantive and timely participation in online discussion boards, blogs, wikis, chats is required. (0 – 3 points each week, 42 total points possible) Participation will be evaluated each week.

Assignment 2 – Initial Position Statement: Based on your prior knowledge and professional experiences as well as the understandings that you’ve acquired during the first two weeks of the course, develop a
statement (paper, brochure, media presentation, or some other format) designed to convince your colleagues, your administrators, and/or parents, and policy makers about the necessity of teaching elementary aged students the traditional literacy and “new literacies” skills that are essential for success in the 21st century. Consider including the “What, why, when, how, how much” should be taught at the elementary grade levels. Parents and policy makers especially will not read something that is long and detailed so you need to be succinct and emphatic to have an impact and be convincing. (30 points). Assignment 2 is due on Friday of week 4.

Assignment 3 — Strategic Instruction Plan: Design a series of teaching activities for facilitation of a reading comprehension strategy to facilitate understanding of STEM related content or processes, that includes the steps of explicit strategy instruction, and explains the stages (declarative, procedural, conditional) of strategic teaching and learning accomplished at various points in the sequence of instructional activities. Include a description of the amount of projected time and effort required for students to become strategic (conditional) users of the strategy or integrated strategies that you have included in your explanation of teaching activities. (35 points). Assignment 3 is due on Friday of week 9.

Assignment 4 — Traditional and New Literacies - Integrated Technology, Instructional Plan: Develop a plan for a 3 – 5 day instructional sequence requiring students to utilize traditional and new literacies skills/strategies to access, analyze, and evaluate information and acquire knowledge of content and understanding of procedures relating to a specific STEM related topic to be identified by the student and approved by the instructor. (35 points) Assignment 4 is due on Friday of week 13.

Assignment 5 — Final Position Statement: Redesign or redevelop your statement from assignment 1. After participating in course activities, discussions, and assignments you may wish to add, delete, or change the degree of emphasis of ideas initially included in your position. Include your recast statement which can be in the same or a different format or medium along with a separate explanation of why you changed or shifted from your original. OR, if your original ideas are not changed significantly, provide a rationale or explanation of your re-affirmation with even more conviction, and additional evidence of why you “got it right the first time.” (30 points) Assignment 5 is due on the final day of the semester.

*Due dates will be specified at least 2 weeks before it is due. Assignments may be modified or adjusted based on the progress and needs of the group.

Grades:

Course Grades will be determined by applying the following scale:

A = 90% - 100% of possible points (155 pts. – 172 pts.)
B = 80% - 89% of possible points (138 pts. – 154 pts.)
C = 70% - 79% of possible points (120 pts. – 137 pts.)
D= 60%-69% of possible points (103 pts. -119 pts.)
F= <60% of possible points (102 pts. and below)
Late assignments: grades on assignments submitted after the due date, without a University Excused absence, will be reduced by 5% each day, to a maximum of 50%. Late assignments will not be accepted after the date the class assignments are graded and returned to students who submitted their assignments on time.

Excused Absence

http://student-rules.tamu.edu/rule07

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

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

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

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

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

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

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

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

Academic Integrity Statement and Policy

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

The following web link provides further information regarding the Honor Code and the Honor Council Rules and Procedures:

http://aggiehonor.tamu.edu
Americans with Disabilities Act Statement

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

Diversity Statement for the Department of Teaching, Learning and Culture

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

Plagiarism Statement

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Course Schedule*

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Understanding the processes involved in reading traditional texts and basic principles of effective instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Identifying “new” 21st century literacies and contrasting with traditional literacy.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Teaching word identification and word analysis strategies</td>
</tr>
</tbody>
</table>
Week 4  Procedures for teaching and learning word meanings (Assignment 2 Due)
Week 5  Fluency as a bridge to comprehension
Week 6  Facilitating the comprehension of narrative, and expository text forms/formats
Week 7  Comprehension of Expository STEM related text, teaching children to become strategic learners
Week 8  Teaching ICT, visual, and media literacies associated with STEM information
Week 9  Teaching new literacies of the Internet (Assignment 3 Due)
Week 10 Internet literacies, continued
Week 11 Procedural text strategies – reading to do, follow directions, construct, complete tasks relating to STEM related learning activities
Week 12 Writing to learn strategies to facilitate STEM learning
Week 13 4 C’s of Partnership for 21st Century Skills and Systems Thinking – Waters Foundation (Assignment 4 Due)
Week 14 Critical literacy, comparatively reading multiple text sources and information mediums (Assignment 5 Due)

*This schedule is subject to change, based on the rate of progress the class makes pertaining to the various topics.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - Undergraduate
   - Graduate
   [ ] First Professional (e.g., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name):
   Department of Recreation, Park and Tourism Sciences
3. Course prefix, number and complete title of course:
   RPTS 654 Amazon Field School
4. Catalog course description (not to exceed 50 words):
   Investigation of social and ecological complexities of biodiversity conservation in tropical ecosystems; biological and social science approaches to evaluate causes, consequences, and solutions to biodiversity loss through ecology, culture, and governance.

5. Prerequisite(s):
   VMTI 604 and WFSC 654
   Cross-listed with: VTPB 404, RPTS 454, and WFSC 454

6. Is this a variable credit course? [ ] Yes [ ] No
   If yes, from _______ to _______.
7. 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.
8. Will this course be submitted to the Core Curriculum Council? [ ] 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)
      any master's or doctoral program
10. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
11. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix   Course #   Title (excluding punctuation)
    RPTS 654   Amazon Field School

   Lect. Lab SCH CIP and Fund Code Admin. Unit Accl. Year HICE Code
   040004030301000052502

   Approval recommended by:
   Gary D. Ellis, PhD

   Department Head or Program Chair (Type Name & Sign) Date
   Linda L. Logan 7/11/14

   Department Head or Program Chair (if cross-listed course)
   Michael Masser

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Signed by Chair, College Review Committee
   Chair, College Review Committee 8/27/14

   Signed by Chair, College
   Dean of College 8/27/14

   Signed by Chair, GST or UCC
   Chair, GST or UCC 10/24/14

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 04/14
Syllabus

Applied Biodiversity Science NSF-IGERT Program
AMAZON FIELD SCHOOL
Summer I 2014
RPTS 654/WFSC 654/VTPB 604
11 May – 29 May 2014
Tambopata, Peru

Instructors:

Donald Brightsmith
Veterinary Pathobiology
dbrightsmith@cvm.tamu.edu
(979) 458-0563

Leslie Ruyle
Conflict and Development
ruyle@tamu.edu
(979) 458-9397

Lee Fitzgerald
Wildlife Fisheries Sciences
lfitzgerald@tamu.edu
(979) 862-7480

Amanda Stronza
Recreation, Parks and Tourism Sciences
astronza@tamu.edu
(979) 845-8931

Local Counterparts:
Rainforest Expeditions
Native Community of Infierno

Description: This course is designed to investigate the social and ecological complexities of biodiversity conservation in tropical ecosystems. We will use a variety of field methods from the biological and social sciences to evaluate the causes, consequences, and solutions to biodiversity loss through the lenses of ecology, culture, and governance.

Prerequisites: Instructor approval to participate in this course. There are no other prerequisites for participation in the course.

Textbook: There is no required textbook for this course. We will provide PDFs of selected journal articles.

Field Site: The course will take place in the Tambopata National Reserve and Bahuaja Sonene National Park in the Department of Madre de Dios, Peru. The region has some of the highest recorded levels of biodiversity in the world, but it is vulnerable to many new threats, including extensive agriculture, gold mining, illegal logging, and land speculation associated with the Inter-Oceanic Highway.

Activities: We will explore a variety of terrestrial and freshwater habitats in various settings, including two ecotourism lodges, a frontier town, a national park, and a local community. Interdisciplinary teams will examine all sides of complex issues surrounding the region's conservation challenges, talking with conservation practitioners and scientists.

Guiding Questions:
1) What are the threats to biodiversity and human livelihoods in Tambopata? What are the responses from local institutions and actors?
2) What is the role of scientific inquiry in addressing threats to biodiversity and human livelihoods?
3) How can social scientists and natural scientists collaborate in the field?
4) In “cultural landscapes,” how do we see nature? In “natural landscapes,” how do we see culture?
Learning Activities

- Collaborate in teams to gather ecological, cultural, and economic information on the following Conservation Case Studies:
  a) WILDLIFE USE AND CONSERVATION: Ecological Challenges of Balancing Consumptive and Non-consumptive Uses
  b) COMMUNITIES AND WATER: Governing Fish, Otters, Miners, and Tourists
  c) FORESTS AND CHOICES: Managing for Charcoal, Palm Fruits, Macaws, and Brazil Nuts
- Keep a journal of field notes and observations
- Present findings on Conservation Case Studies

Learning outcomes

- Students will demonstrate the ability to record relevant notes and observations in a field notebook.
- Students will employ effective communication and collaboration skills with colleagues in the biological and social sciences.
- Students will be able to explain the role of scientific inquiry in addressing threats to biodiversity and human livelihoods.
- Students will appraise the social and biological context in which issues of tropical biodiversity conservation are played out.
- Students will apply both data and perspectives from the biological and social sciences to inform decisions when addressing threats to biodiversity and human livelihoods.

Course Grades

Graduate students:

<table>
<thead>
<tr>
<th>Level of participation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>200</td>
</tr>
<tr>
<td>Field trips</td>
<td>150</td>
</tr>
<tr>
<td>Field research</td>
<td>150</td>
</tr>
<tr>
<td>Compliance with rules</td>
<td>100</td>
</tr>
</tbody>
</table>

Presentations

| Group presentation                      | 200   |
| Presentation on proposed thesis research| 100   |
| Research skill presentation            | 100   |

----------

1000


Graduate students will be required to complete a presentation of a research skill in the field to the remainder of the class. They will be graded on their ability to clearly communicate the reasons to use this technique and demonstrate its use. They will also be required to make a short (10 – 15 min) formal presentation of their proposed thesis research in the format of a presentation for a scientific meeting. The graduate students will also be graded on their leadership roles within their research groups. Leadership responsibilities during specific research activities will be rotated among graduate students and this will be evaluated by the accompanying faculty.
If an assignment is completed after the due date, the grade will be reduced at a rate of up to 10% per day. Exceptions for this rule may be made for illness, TAMU-approved excused absence or instructor permission. All students will obtain full participation for each activity if they attend the activity and listen to the presentations given by the instructors. Students who must be reprimanded for talking or otherwise interrupting course activities or not remaining with the group for the duration of the activity will receive reduced grades (reprimanded once – 5% of total activity points, reprimanded twice – 10%, and then 15% reduction for each additional reprimand).

**Attendance and make-up policies:**
Students are required to attend all activities unless they are prohibited from doing so by TAMU approved excused absence, illness, logistical problems (transportation, etc.) which are outside of their control or instructor permission. Failure to participate in required activities in the absence of illness, logistical problems or other extenuating circumstances will be penalized by the loss of up to 50 points per activity missed.

**Make-up Policy:**
There will be no makeup for regularly scheduled activities. However, students forced to miss trips, discussions or activities can request to be briefed on them by the instructors. If students are unable to give their group presentations at the appointed time, instructors will find an alternative time for the presentation if timing and logistics allow. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at: https://studentactivities.tamu.edu/app/sponsauth/index

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. NOTE: Prior notification is NOT required.

6) Injury or 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), 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://attendance.tamu.edu
      or (ii.) Confirmation of visit to a health care professional affirming date and time of visit.

7) Required participation in military duties.

8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.
Study Abroad Course Itinerary – (see attachment for proposed itinerary)

Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement

Scholastic misconduct is defined broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student.

The Aggie Honor Code

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at: http://student-rules.tamu.edu. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System: http://aggiehonor.tamu.edu.

Types of Academic Misconduct

There are several types of academic misconduct. The six most common ones that you should be aware of are:

1. CHEATING - Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
2. FABRICATION - Making up data or results, and recording or reporting them; submitting fabricated documents.
3. FALSIFICATION - Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
4. MULTIPLE SUBMISSIONS - Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.
5. PLAGIARISM - The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
6. COMPLICITY - Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.
Conservation Symposium in Puerto Maldonado (17 May).

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter</th>
<th>Organization</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Donald Brightsmith</td>
<td>Texas A&amp;M, Applied Biodiversity Sciences Program</td>
<td>Welcome and opening of symposium</td>
</tr>
<tr>
<td>9:10 am</td>
<td>Juan Carlos Flores</td>
<td>Grupo de Trabajo de la Sociedad Civil para la Interoceánica Sur – Perú</td>
<td>Posición de la sociedad civil respecto a la construcción de la carretera Interoceánica Sur.</td>
</tr>
<tr>
<td>9.55 am</td>
<td>Juan Loja</td>
<td>ISUR</td>
<td>Proyectos de desarrollo y conservación a realizarse en el ámbito de la Interoceánica Sur</td>
</tr>
<tr>
<td>10.40 am</td>
<td>Coffee Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00 am</td>
<td>Carlos Sanchez and Deyvis Huaman</td>
<td>AIDER</td>
<td>Contrato de administración parcial Reserva Nacional Tambopata y el Parque Nacional Bahuaja Sonene</td>
</tr>
<tr>
<td>11.45 am</td>
<td>Leslie Ruyle</td>
<td>TAMU</td>
<td>TBA</td>
</tr>
<tr>
<td>12.30 pm</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.30 pm</td>
<td>Ramón Rivero</td>
<td>Sociedad Peruana de Derecho Ambiental</td>
<td>Mecanismos de conservación privada desarrollándose en Madre de Dios</td>
</tr>
<tr>
<td>3.15 pm</td>
<td>Cesar Ascorra</td>
<td>CARITAS</td>
<td>Impacto social y ambiental de la mineria en Madre de Dios</td>
</tr>
<tr>
<td>4.00 pm</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.15</td>
<td>Chantelle Murtagh</td>
<td></td>
<td>Indigenous peoples of Madre de Dios - Politics and indigenous movements</td>
</tr>
<tr>
<td>5:00</td>
<td>John Janovec</td>
<td>Botanical Research Institute of Texas</td>
<td>Tropical botany and aguajales</td>
</tr>
</tbody>
</table>
Detailed schedule

11 May  Fly to Peru spend the night in Lima

12 May  Fly to Puerto Maldonado and take the boat up to Posada Amazonas
Move in to rooms
Brief guided walk in forest (depending on arrival time)
Dinner
Introduction to the course and Conservation Case Studies
Overnight: Posada Amazonas

13 May  Overnight Posada Amazonas
Breakfast
Communities and water activity: Visit to Oxbow Lake
Lunch
Basic introduction to the ecology of Conservation Case Studies: Forest walk Focus on the
forest and do NOT go to the canopy tower (wildlife, Brazil nuts, Dipterix trees, inland
water bodies, wildlife)
Field notes lecture
Dinner
Discussion: Local maps and satellite imagery: connecting ecology, culture and governance
Students choose their case study teams

14 May  Overnight Centro Ñape
Wildlife techniques: Bird and Mammal Identification (all go to canopy tower)
Breakfast
Leave after breakfast (move out of rooms take an overnight bag leave large luggage)
Tour of Centro Ñape and Don Honorato presentation about medicinal plants
Lunch at Ñape
Participatory mapping activity
Hunting and forest types walk (from late afternoon in to early evening return after dark)
Late Dinner
Brief discussion of transect methodology and estimating animal abundances

15 May  Overnight Posada Amazonas
Early AM bird and primate transect methodology activity
Breakfast
Return to Posada after Breakfast
Forests and Choices discussion and field lecture (walk down to harvested Brazil nut tree on
way to big Kapok. Go to big Kapok, sit there and talk about the ecology of hardwoods versus
softwoods, human park interactions, use of hardwoods and softwoods.)
Lunch
Tour of Posada Amazonas (with lodge manager, talk about Rainforest Alliance Certification,
Green innovations, the importance of the lodge to the community etc.)
Talk by Stronza on Tourism in Infierno
Dinner
Discussion of time at Centro Ñape

16 May  Overnight Puerto Maldonado
Early AM fishing activity (go super early 4 AM?) to make sure that we are early enough to be able to clearly see the transition from NIGHT fish to Day fish

Travel to Puerto Maldonado,
Visit to Mining site 2 hour drive to Quebrada Guacamayo
Lunch in car
Move in to Peru Amazonico
Lecture: Brief intro to the town and safety briefing
Dinner (students on their own)

17 May
Overnight Puerto Maldonado
9:00 AM – 5 PM Conservation Symposium (see schedule above)
Quick discussion on plans for visiting the market
Dinner (on your own)
Free Time

18 May
Overnight Puerto Maldonado
6 AM Visit to the local market
Students will be given instructions to search for information regarding a variety of local and regional products (wildlife, hardwood charcoal, Brazil nuts, Aguaje palm, edible palm larvae, fish, and gold). Breakfast on your own.
Lunch in PEM
2 PM Tour of farm with Victor Zambrano
Discussion of Market and or Victo Zambrano
Dinner on own

19 May
Overnight Infierno
8 AM pickup
Brief tour of the center of the community
Visit with community hunters
Meet with member of the Control Committee of the Native Community of Infierno
Box lunch provided by RFE
Transfer to homestays (split among Duran, Mishaja and one or two other sites)

20 May
Overnight Infierno
Breakfast
Ethnographic and biological field notes, participant observation, and informal conversations with local families
Lunch and Dinner with families

21 May
Overnight Infierno
Breakfast
Separate time in three households
Ethnographic and biological field notes, participant observation, and informal conversations with local families
Lunch and Dinner with families

22 May
Overnight Tambopata Research Center
11 AM Infierno to Tambopata Research Center (4 hours on river)
Move in to rooms
Dinner
Discussion about time in Infierno

23 May
Overnight Tambopata Research Center
Early AM Wildlife: Visit to parrot clay lick
Breakfast
Forest walk (wildlife observation, macaw nest sites natural and artificial in *Dipteryx*, wildlife identification, visit small water bodies in trail system)
Lunch
Free time
Dinner
Faculty Research Lecture: Brightsmith (Wildlife: Parrot community nesting)

24 May
Overnight Tambopata Research Center
Breakfast 7:30
Wildlife research activity
Lunch
Forests research activity
Dinner
Wildlife techniques: Bat mist netting

25 May
Overnight Tambopata Research Center
Optional Early AM Visit to parrot clay lick or other activity
Breakfast
Aquatics activity: Trip to a stream for net fishing
Lunch
Team work on Conservation Case Studies
Dinner
Free time or night hike

26 May
Overnight Tambopata Research Center
Free time work on Conservation Case Studies
Lunch
Presentation of Conservation Case Studies findings
Dinner

27 May
Overnight El Gato
Early departure to travel from TRC to El Gato
Lunch on boat or at El Gato
Free time for swim or forest exploration
Final dinner at El Gato

28 May
Travel from El Gato to Puerto Maldonado
11:35 AM Flight to Lima
Afternoon in Lima (shopping and museums)
Overnight flight back to the USA

29 May
Return to TAMU
Texas A&M University
Departmental Request for a New Course
Undergraduate  Graduate  Professional
- Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  
   - Undergraduate  
   - Graduate  
   - First Professional (e.g., DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name):  SCSC 640

3. Course prefix, number and complete title of course:  Intellectual Property in the Plant Sciences

4. Catalog course description (not to exceed 50 words):  This course introduces major foci of intellectual property (IP) impacting plant sciences, including: 1) traditional vs. emerging knowledge economies, 2) governing statutes and treaties, 3) forms of IP, and 4) IP asset identification, valuation, capture, and deployment towards understanding best practices for IP strategy development and IP portfolio management.

5. Prerequisite(s):  None
   Cross-listed with:  NA
   Stacked with:  NA
   Cross-listed courses require the signature of both department heads.

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

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. Will this course be submitted to the Core Curriculum Council?  
   - Yes  
   - No

9. 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)

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

11. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix  Course #  Title (excluding punctuation)
    SCSC  640  INTELL PROP PLNT SCI

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CHAP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:

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

Chair, College Review Committee  Date

Dean of College  Date

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 – 04/14
SCSC 640
Intellectual Property in the Plant Sciences
SYLLABUS

NOTE
This is an ONLINE course.

TUESDAY/THURSDAY classes will be virtual, with students expected to review online notes/podcasts and complete online quizzes as described below.

EXAMS will be web-based on dates listed below.

Course Description
This course introduces the major foci of intellectual property (IP) impacting plant sciences, including: 1) traditional vs. emerging knowledge economies, 2) governing U.S. statutes and international treaties, 3) forms of IP protection, and 4) IP asset identification, valuation, capture, and deployment towards an understanding of best practices for the development of effective IP strategies and management of IP portfolios.

Instructor
Russell W. Jessup
Soil & Crop Sciences
Heep 431B
979-315-4242
rjessup@tamu.edu

Class Notes
All course content will be available via both html website
https://IPPS.tonidoid.com/app/webshare/share/IPPS/index.html

and eCampus
https://howdy.tamu.edu/cp/home/displaylogin

***A textbook is NOT required.

Extra Credit
30 points can be earned by:


Quizzes
100 points can be earned through completion of online class quizzes.
Exercises
100 points can be earned through completion of 'mock' IP documentation activities.

Examinations
There will be three major examinations, each worth 100 points. There will be no final exam, but 30% of each major exam will be cumulative.

Exam Dates:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>February 13, 2014</td>
</tr>
<tr>
<td>Exam 2</td>
<td>March 27, 2014</td>
</tr>
<tr>
<td>Exam 3</td>
<td>April 29, 2014</td>
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</tbody>
</table>

Instructor Assessment
Feedback is encouraged & always welcome!

Grading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Maximum Points</th>
<th>Grading Scale</th>
</tr>
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<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>450 to 500</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>400 to 449</td>
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<tr>
<td>Exam 3</td>
<td>100</td>
<td>350 to 399</td>
</tr>
<tr>
<td>Mock Exercises</td>
<td>100</td>
<td>300 to 349</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
<td>Below 300</td>
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<tr>
<td>Total</td>
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</table>

Grading Scale:

- A: 450 to 500
- B: 400 to 449
- C: 350 to 399
- D: 300 to 349
- F: Below 300

Learning Outcomes
The successful student should be able to:

- Explain the scope, relevance, and impact of IP upon commercial, environmental, and societal interests.
- Identify the types of materials eligible for IP protection.
- Audit and assess whether a piece of IP merits protection.
- Discuss the major forms of IP: patents, trademarks, copyrights, and trade secrets.
- Describe the process for obtaining a patent.
- Demonstrate the process for filing a plant patent application.
- Discuss the legal environment that impacts plant breeding activities in regards to plant patents vs. plant variety patents.
- Identify restrictions and participatory countries for IP international treaties.
- Demonstrate knowledge of IP transfer and licensing agreement options.
- Evaluate existing and propose improvements for IP portfolios and strategies.
- Identify the areas where IP rights could constrain a business and identify the implications of IP for the business plan.
Course Outline

1. Introduction: IP Culture & the Knowledge Economy
2. Traditional Knowledge vs. Biopiracy
3. Sui generis Systems
4. International Treaties: UPOV
5. International Treaties: TRIPS, GATT, CBD, WTO, WIPO
6. Patents: Overview of Patentability
7. Utility Patents: Biotechnology
8. Plant Variety Patents: Germplasm

Exam 1
9. Trademarks, Copyrights, & Trade Secrets
10. USPTO: Mock Patent Search
11. Inventorship, Ownership, Compensation, IP Training: Mock Invention Disclosure
12. Confidential Information: Mock CIA
13. IP Audit: Mock IP Audit Questionnaire
14. IP Value: Core Asset Class
15. Competitive Intelligence
16. Cyberspace: IP and IT Cooperation

Exam 2
17. IP Transfer: License Agreements
18. IP Transfer: Exclusivity, Field of Use, Compensation, Termination
19. IP Transfer: Due Diligence
20. IP Enforcement: Liability, Role of Counsel
21. Case Studies: USA, EU, China, Russia, Australia, India, Brazil, South Africa
22. IP Portfolio
23. IP Strategy
24. Leveraging IP Value: Mock Boilerplate

Exam 3

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. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

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

2. Course prefix, number and complete title of course: VIBS 621 - Functional Neuroanatomy

3. Catalog course description (not to exceed 50 words):
A comprehensive review of the neuroanatomical determinants of function; rigorous neuroanatomical foundation relevant for research investigating changes in neural pathways and/or networks involved in sensory and motor functions, learning and memory, perception, selective attention, as well as recovery of function following brain damage.

4. Prerequisite(s):

<table>
<thead>
<tr>
<th>Cross-listed with:</th>
<th>Stacked with:</th>
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<tbody>
<tr>
<td>None</td>
<td>N/A</td>
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</tbody>
</table>

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)
      NRSC or BIMS

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)
---|---|---
VIBS 621 | Functional Neuroanatomy

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
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<th>HCI Code</th>
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</table>

Approval recommended by:

Evelyn Tiffany-Castiglioni
Department Head or Program Chair (Type Name & Sign) 8-21-14

G. Jane Welsh
Department Head or Program Chair (Type Name & Sign) (if cross-listed course) 8-20-14

Chair, College Review Committee 9-14-14

Dean of College 9-4-14

Chair, SC or UC 10/21/14

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: Functional Neuroanatomy 4 credits NRSC/VIBS 621

Term: Spring 2014

Meeting times and location: Functional Neuroanatomy, 4 credits NRSC 689, Reynolds Building, Room 230, on Monday and Wednesday, from 16.00 hrs to 18.00 hrs

Course Description and Prerequisites

A comprehensive review of the neuroanatomical determinants of function as a foundation course for the TAMIN neuroscience program. It will provide a rigorous neuroanatomical foundation relevant for research investigating changes in neural pathways and/or networks involved in sensory and motor functions, learning and memory, perception, selective attention, as well as recovery of function following brain damage.

There are no prerequisites for this course.

Learning Outcomes or Course Objectives

Course objectives:

It is expected the students who obtain a passing grade in this course will have gained an essential training to understand the basic integrative actions of the nervous system, which is an essential foundation for most areas of research in Neuroscience.

Goals of the course:

The primary objective is to emphasize a comprehensive knowledge of neuroanatomical connections/organization and to emphasize the ways in which morphology determines function. During the last few decades there have been major paradigm shifts in brain mapping from strict localization of function to specific centers to concepts of distributed systems which coordinate neural control programs into functional behavior. The contemporary trend is to move away from the notion of brain centers where there is a strict isomorphic relation between both specific behaviors and specific brain locations.

Instructor Information

Name: Dr. Ian Steele-Russell
Textbook and/or Resource Material

Required reading material:

Required reading materials will be available on the course website. Students are expected to read the material before attending class in order to be able to follow the lecture material and participate in classroom question and answer discussions. This material provides a unified approach to the subject and will serve as the course textbook.

Grading Policies

Grades and exams etc:

Students grades will derive from two sources. First there will be five assigned essay topics which will be available at the start of the course. This will contribute 80% of the overall grade. Second part will be points given to the students for their scores on the all of the class quizzes. This will account for 20% of the overall grade. Essays will be graded numerically both on their content and the clarity of their exposition.

A - 100 to 90 points
B - 89 to 80 points
C - 79 to 70 points
D - 69 to 60 points
F - a total score below 60.

Course Topics, Calendar of Activities, Major Assignment Dates

Schedule: Dates for 2014

<table>
<thead>
<tr>
<th>Day</th>
<th>Topics</th>
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<tbody>
<tr>
<td>TBA</td>
<td>introduction, form determines function, brain size - its significance</td>
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<tr>
<td></td>
<td>neurons, nerve impulse, nodes of Ranvier, conduction</td>
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<td></td>
<td>axoplasmic flow, transmitter vesicles, synapses, neuroglia</td>
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<td></td>
<td>cutaneous sense and muscle receptors</td>
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<td></td>
<td>spinal cord I: ascending pathways</td>
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<tr>
<td></td>
<td>spinal cord II: descending pathways and motor cortex</td>
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<tr>
<td></td>
<td>brainstem</td>
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<tr>
<td></td>
<td>reticular formation I: isodendritic core</td>
</tr>
<tr>
<td></td>
<td>reticular formation II: nuclei. Behavioral influences arousal and sleep</td>
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<tr>
<td></td>
<td>hypothalamus I: brainstem integration of ANS, major “nuclei”</td>
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<td></td>
<td>hypothalamus II: motivation-homeostasis</td>
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<td></td>
<td>hypothalamus III: hormonal functions and pituitary interactions</td>
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<td>thalamus and epithalamus - pathway control to the cortex</td>
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<tr>
<td>Topics</td>
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<tr>
<td>limbic system I: anatomy - hippocampal memory involvement</td>
<td></td>
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<tr>
<td>limbic system II: - amygdala motivational control by context filtering/linking</td>
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<tr>
<td>cerebral cortex - general anatomical features</td>
<td></td>
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<tr>
<td>sensorimotor cortex and pyramidal tracts</td>
<td></td>
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<tr>
<td>pyramidal tracts and motor control</td>
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<tr>
<td>basal ganglia and motor control</td>
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<tr>
<td>cerebellum I: gross anatomy, cerebral interconnections</td>
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<td>cerebellum II: microanatomy, fractured somatopy, microzones</td>
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<tr>
<td>cerebellum III:</td>
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<tr>
<td>Cerebral cortex - intrinsic structure and regional specialization</td>
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<tr>
<td>Cortical visual areas - how the cortex ignores and/or edits the retinal image</td>
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<tr>
<td>Retino-thalamic-striate pathways - visuomotor control</td>
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<tr>
<td>The role of the corpus callosum in cerebral integration</td>
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<tr>
<td>Critical stages in development of cortical function</td>
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<td>Hemispheric asymmetries</td>
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<tr>
<td>The exploration of the frontal lobe and its control functions</td>
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<tr>
<td>Dorsal versus ventral pathways in the cerebral cortex</td>
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<tr>
<td>the rewriting of the motor system in visual coordinates</td>
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<tr>
<td>Plasticity and recovery of function</td>
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<tr>
<td>Neural mechanisms of language</td>
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<tr>
<td>The triumph of the visual system: polysensory cells and mirror cells - their role in the binding problem.</td>
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<tr>
<td>Final term papers due by 5.00 PM</td>
<td></td>
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</table>

**Other Pertinent Course Information**

**Format of the class:**

The major part of the class will be lecture presentations of the neuroanatomical systems. At the end of each class will be a question and answer period on the material presented. From time to time there will be short anatomical lab quizzes at the beginning of class. It is important therefore to arrive to class on time.

As neuroanatomy is a highly hierarchically organized discipline it is crucial that students attend all classes. It is not possible to understand the material without the classroom presentation and discussion. After each class arrangements can be made for additional tuition on any topic that has been covered. **Accordingly no more than three absences will be permitted.**
Copyright
The handouts in this course are copyrighted. Therefore you do not have the right to copy the material unless permission is granted by the course coordinator. As commonly defined, plagiarism consists of claiming the ideas, words, writings etc of another person as your own work. This means that you are committing plagiarism if you copy work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is on the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under section “Scholastic Dishonesty”.

PLAGIARISM: You are responsible for the information on plagiarism available at on the web at http://library.tamu.edu/vgn/portal/tamulib/content/renderer/children/0.2875

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.

Form Instructions
1. Course request type: ◐ Undergraduate ◐ Graduate ◐ First Professional (e.g., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Veterinary Pathobiology
3. Course prefix, number and complete title of course: VTMI 604 Amazon Field School

4. Catalog course description (not to exceed 50 words):
Investigation of social and ecological complexities of biodiversity conservation in tropical ecosystems; biological and social science approaches to evaluate causes, consequences, and solutions to biodiversity loss through ecology, culture, and governance.

5. Prerequisite(s): Graduate classification
Cross-listed with: WFSC 654 and RPTS 654
Stacked with: VTPB 404, RPTS 454, and WFSC 454
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. Will this course be submitted to the Core Curriculum Council? ◐ 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)
      any master's or doctoral program
10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
11. ◐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix  Course #  Title (excluding punctuation)
    VTMI  304  Amazon Field School

    Lect.  Lab  SCH  CP and Fund Code  Admin. Unit  Acad. Year  ECE Code
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    Approval recommended by: Linda L. Logan

    Department Head or Program Chair (Type Name & Sign) Date 7/31/14
    Chair, College Review Committee Date

    Gary D. Ellis 7/21/14
    Department Head or Program Chair (Type Name & Sign) Date
    Dean of College Date 7/31/14

    Michael Messer 7/21/14
    Department Head or Program Chair (Type Name & Sign) Date
    Chair, GC or UCC Date 7/21/14

    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 – 04/14

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GRADUATE STUDIES
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Syllabus

Applied Biodiversity Science NSF-IGERT Program
AMAZON FIELD SCHOOL
Summer I 2014
RPTS 654/WFSC 654/VTMI 604
11 May – 29 May 2014
Tambopata, Peru

Instructors:

Donald Brightsmith
Veterinary Pathobiology
dbrightsmith@cvm.tamu.edu
(979) 458-0563

Leslie Ruyle
Conflict and Development
ruyle@tamu.edu
(979) 458-9397

Lee Fitzgerald
Wildlife Fisheries Sciences
lfitzgerald@tamu.edu
(979) 862-7480

Amanda Stronza
Recreation, Parks and Tourism Sciences
astronza@tamu.edu
(979) 845-8931

Local Counterparts:
Rainforest Expeditions
Native Community of Infierno

Description: This course is designed to investigate the social and ecological complexities of biodiversity conservation in tropical ecosystems. We will use a variety of field methods from the biological and social sciences to evaluate the causes, consequences, and solutions to biodiversity loss through the lenses of ecology, culture, and governance.

Prerequisites: Students must have a minimum 2.0 GPA, and approval from the instructor to participate in this course. There are no other prerequisites for participation in the course.

Textbook: There is no required textbook for this course. We will provide PDFs of selected journal articles.

Field Site: The course will take place in the Tambopata National Reserve and Bahuaja Sonene National Park in the Department of Madre de Dios, Peru. The region has some of the highest recorded levels of biodiversity in the world, but it is vulnerable to many new threats, including extensive agriculture, gold mining, illegal logging, and land speculation associated with the Inter-Oceanic Highway.

Activities: We will explore a variety of terrestrial and freshwater habitats in various settings, including two ecotourism lodges, a frontier town, a national park, and a local community. Interdisciplinary teams will examine all sides of complex issues surrounding the region's conservation challenges, talking with conservation practitioners and scientists.

Guiding Questions:
1) What are the threats to biodiversity and human livelihoods in Tambopata? What are the responses from local institutions and actors?
2) What is the role of scientific inquiry in addressing threats to biodiversity and human livelihoods?
3) How can social scientists and natural scientists collaborate in the field?
4) In “cultural landscapes,” how do we see nature? In “natural landscapes,” how do we see culture?
Learning Activities

- Collaborate in teams to gather ecological, cultural, and economic information on the following Conservation Case Studies:
  
a) WILDLIFE USE AND CONSERVATION: Ecological Challenges of Balancing Consumptive and Non-consumptive Uses
b) COMMUNITIES AND WATER: Governing Fish, Otters, Miners, and Tourists
c) FORESTS AND CHOICES: Managing for Charcoal, Palm Fruits, Macaws, and Brazil Nuts
- Keep a journal of field notes and observations
- Present findings on Conservation Case Studies

Learning outcomes

- Students will demonstrate the ability to record relevant notes and observations in a field notebook.
- Students will employ effective communication and collaboration skills with colleagues in the biological and social sciences.
- Students will be able to explain the role of scientific inquiry in addressing threats to biodiversity and human livelihoods.
- Students will appraise the social and biological context in which issues of tropical biodiversity conservation are played out.
- Students will apply both data and perspectives from the biological and social sciences to inform decisions when addressing threats to biodiversity and human livelihoods.

Course Grades

Graduate students:

Level of participation
- Discussions 200
- Field trips 150
- Field research 150
- Compliance with rules 100

Presentations
- Group presentation 200
- Presentation on proposed thesis research 100
- Research skill presentation 100

1000


Graduate students will be required to complete a presentation of a research skill in the field to the remainder of the class. They will be graded on their ability to clearly communicate the reasons to use this technique and demonstrate its use. They will also be required to make a short (10 – 15 min) formal presentation of their proposed thesis research in the format of a presentation for a scientific meeting. The graduate students will also be graded on their leadership roles within their research groups. Leadership responsibilities during specific research activities will be rotated among graduate students and this will be evaluated by the accompanying faculty.
If an assignment is completed after the due date, the grade will be reduced at a rate of up to 10% per day. Exceptions for this rule may be made for illness, TAMU-approved excused absence or instructor permission. All students will obtain full participation for each activity if they attend the activity and listen to the presentations given by the instructors. Students who must be reprimanded for talking or otherwise interrupting course activities or not remaining with the group for the duration of the activity will receive reduced grades (reprimanded once – 5% of total activity points, reprimanded twice – 10%, and then 15% reduction for each additional reprimand).

**Attendance and make-up policies:**
Students are required to attend all activities unless they are prohibited from doing so by TAMU approved excused absence, illness, logistical problems (transportation, etc.) which are outside of their control or instructor permission. Failure to participate in required activities in the absence of illness, logistical problems or other extenuating circumstances will be penalized by the loss of up to 50 points per activity missed.

**Make-up Policy:**
There will be no makeup for regularly scheduled activities. However, students forced to miss trips, discussions or activities can request to be briefed on them by the instructors. If students are unable to give their group presentations at the appointed time, instructors will find an alternative time for the presentation if timing and logistics allow. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at: https://studentactivities.tamu.edu/app/sponsauth/index
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. NOTE: Prior notification is NOT required.
6) Injury or 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), 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://attendance.tamu.edu
      or (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.
Study Abroad Course Itinerary – (see attachment for proposed itinerary)

Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement

Scholastic misconduct is defined broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student.

The Aggie Honor Code

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at: http://student-rules.tamu.edu. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System: http://aggiehonor.tamu.edu.

Types of Academic Misconduct

There are several types of academic misconduct. The six most common ones that you should be aware of are:

1. Cheating - Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
2. Fabrication - Making up data or results, and recording or reporting them; submitting fabricated documents.
3. Falsification - Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
4. Multiple Submissions - Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.
5. Plagiarism - The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
6. Complicity - Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.
Conservation Symposium in Puerto Maldonado (17 May).

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter</th>
<th>Organization</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Donald Brightsmith</td>
<td>Texas A&amp;M, Applied Biodiversity Sciences Program</td>
<td>Welcome and opening of symposium</td>
</tr>
<tr>
<td>9:10 am</td>
<td>Juan Carlos Flores</td>
<td>Grupo de Trabajo de la Sociedad Civil para la Interoceánica Sur – Perú</td>
<td>Posición de la sociedad civil respecto a la construcción de la carretera Interoceánica Sur.</td>
</tr>
<tr>
<td>9.55 am</td>
<td>Juan Loja</td>
<td>ISUR</td>
<td>Proyectos de desarrollo y conservación a realizarse en el ámbito de la Interoceánica Sur</td>
</tr>
<tr>
<td>10.40 am</td>
<td>Coffee Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00 am</td>
<td>Carlos Sanchez and Deyvis Huaman</td>
<td>AIDER</td>
<td>Contrato de administración parcial Reserva Nacional Tambopata y el Parque Nacional Bahuaja Sonene</td>
</tr>
<tr>
<td>11.45 am</td>
<td>Leslie Ruyle</td>
<td>TAMU</td>
<td>TBA</td>
</tr>
<tr>
<td>12.30 pm</td>
<td>Lunch</td>
<td></td>
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</tr>
<tr>
<td>2.30 pm</td>
<td>Ramón Rivero</td>
<td>Sociedad Peruana de Derecho Ambiental</td>
<td>Mecanismos de conservación privada desarrollándose en Madre de Dios</td>
</tr>
<tr>
<td>3.15 pm</td>
<td>Cesar Ascorra</td>
<td>CARITAS</td>
<td>Impacto social y ambiental de la minería en Madre de Dios</td>
</tr>
<tr>
<td>4.00 pm</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.15</td>
<td>Chantelle Murtagh</td>
<td></td>
<td>Indigenous peoples of Madre de Dios - Politics and indigenous movements</td>
</tr>
<tr>
<td>5:00</td>
<td>John Janovec</td>
<td>Botanical Research Institute of Texas</td>
<td>Tropical botany and aguajales</td>
</tr>
</tbody>
</table>
Detailed schedule

11 May  Fly to Peru spend the night in Lima

12 May  Fly to Puerto Maldonado and take the boat up to Posada Amazonas
Move in to rooms
Brief guided walk in forest (depending on arrival time)
Dinner
Introduction to the course and Conservation Case Studies
Overnight: Posada Amazonas

13 May  Overnight Posada Amazonas
Breakfast
Communities and water activity: Visit to Oxbow Lake
Lunch
Basic introduction to the ecology of Conservation Case Studies: Forest walk Focus on the
forest and do NOT go to the canopy tower (wildlife, Brazil nuts, *Dipteryx* trees, inland
water bodies, wildlife)
Field notes lecture
Dinner
Discussion: Local maps and satellite imagery: connecting ecology, culture and governance
Students choose their case study teams

14 May  Overnight Centro Ñape
Wildlife techniques: Bird and Mammal Identification (all go to canopy tower)
Breakfast
Leave after breakfast (move out of rooms take an overnight bag leave large luggage)
Tour of Centro Ñape and Don Honorato presentation about medicinal plants
Lunch at Nape
Participatory mapping activity
Hunting and forest types walk (from late afternoon in to early evening return after dark)
Late Dinner
Brief discussion of transect methodology and estimating animal abundances

15 May  Overnight Posada Amazonas
Early AM bird and primate transect methodology activity
Breakfast
Return to Posada after Breakfast
Forests and Choices discussion and field lecture (walk down to harvested Brazil nut tree on
way to big Kapok. Go to big Kapok, sit there and talk about the ecology of hardwoods versus
softwoods, human park interactions, use of hardwoods and softwoods.)
Lunch
Tour of Posada Amazonas (with lodge manager, talk about Rainforest Alliance Certification,
Green innovations, the importance of the lodge to the community etc.)
Talk by Stronza on Tourism in Infierno
Dinner
Discussion of time at Centro Ñape

16 May  Overnight Puerto Maldonado
Early AM fishing activity (go super early 4 AM?) to make sure that we are early enough to be able to clearly see the transition from NIGHT fish to Day fish
Travel to Puerto Maldonado,
Visit to Mining site 2 hour drive to Quebrada Guacamayo
Lunch in car
Move in to Peru Amazonico
Lecture: Brief intro to the town and safety briefing
Dinner (students on their own)

17 May
Overnight Puerto Maldonado
9:00 AM – 5 PM Conservation Symposium (see schedule above)
Quick discussion on plans for visiting the market
Dinner (on your own)
Free Time

18 May
Overnight Puerto Maldonado
6 AM Visit to the local market
   Students will be given instructions to search for information regarding a variety of local and regional products (wildlife, hardwood charcoal, Brazil nuts, Aguaje palm, edible palm larvae, fish, and gold). Breakfast on your own.
Lunch in PEM
2 PM Tour of farm with Victor Zambrano
Discussion of Market and or Victo Zambrano
Dinner on own

19 May
Overnight Infierno
8 AM pickup
Brief tour of the center of the community
Visit with community hunters
Meet with member of the Control Committee of the Native Community of Infierno
Box lunch provided by RFE
Transfer to homestays (split among Duran, Mishaja and one or two other sites)

20 May
Overnight Infierno
Breakfast
Ethnographic and biological field notes, participant observation, and informal conversations with local families
Lunch and Dinner with families

21 May
Overnight Infierno
Breakfast
Separate time in three households
Ethnographic and biological field notes, participant observation, and informal conversations with local families
Lunch and Dinner with families

22 May
Overnight Tambopata Research Center
11 AM Infierno to Tambopata Research Center (4 hours on river)
Move in to rooms
Dinner
Discussion about time in Infierno

23 May
Overnight Tambopata Research Center
Early AM Wildlife: Visit to parrot clay lick
Breakfast
Forest walk (wildlife observation, macaw nest sites natural and artificial in *Dipteryx*, wildlife identification, visit small water bodies in trail system)
Lunch
Free time
Dinner
Faculty Research Lecture: Brightsmith (Wildlife: Parrot community nesting)

24 May
Overnight Tambopata Research Center
Breakfast 7:30
Wildlife research activity
Lunch
Forests research activity
Dinner
Wildlife techniques: Bat mist netting

25 May
Overnight Tambopata Research Center
Optional Early AM Visit to parrot clay lick or other activity
Breakfast
Aquatics activity: Trip to a stream for net fishing
Lunch
Team work on Conservation Case Studies
Dinner
Free time or night hike

26 May
Overnight Tambopata Research Center
Free time work on Conservation Case Studies
Lunch
*Presentation of Conservation Case Studies findings*
Dinner

27 May
Overnight El Gato
Early departure to travel from TRC to El Gato
Lunch on boat or at El Gato
Free time for swim or forest exploration
Final dinner at El Gato

28 May
Travel from El Gato to Puerto Maldonado
11:35 AM Flight to Lima
Afternoon in Lima (shopping and museums)
Overnight flight back to the USA

29 May
Return to TAMU