

CRIJ 5340

# National Security

## COURSE SYLLABUS



TEXAS A&M **INTERNATIONAL** UNIVERSITY

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# I. Course Title

CRIJ 5340, National Security, March 9<sup>th</sup> through May 1<sup>st</sup>, 2020.

## II. Course Description

A description of a variety of components associated with national security, with a special emphasis on non-traditional approaches to security. Students will work in teams to govern in a virtual space and to apply course concepts to the security decision-making process. Engaging with videos, case studies, and the text, students will learn about national security both from the perspective of the United States and other countries.

Prerequisites: Graduate Standing.

Course Credit: 3 Semester Credit Hours.

## III. Course Professors

### Lead Professor

Name: Dr. Jared R. Dmello

Title: Assistant Professor of Criminal Justice

Phone: (956) 326-2623

Email: [jared.dmello@tamiu.edu](mailto:jared.dmello@tamiu.edu)

#### Office Hours:

In Person:

Wednesdays, 2PM - 3PM (Academic Innovation Center, 347)

Virtual:

Tuesdays, 7PM – 9PM & Thursdays, 11AM - 2PM

(During virtual office hours, I will be readily at my computer to rapidly respond to course messages or emails about any questions or inquiries you may have about the course. We could also schedule a Zoom video/audio chat appointment during this time.)

Or By appointment:

My goal in the class is for you to succeed. If you are unable to make my office hours listed above but would like to meet for assistance, please message me, as I would be happy to find an alternative time that works for both of us! This goes for both requests for a virtual/digital meeting or face-to-face on TAMIU's campus in Laredo.

## Course Objectives

Upon successful completion of this course, each student will:

- **CO1** - Identify, discuss, and explain the various concepts, theories, principles, and processes that are integral to different strata of security studies.
- **CO2** - Identify, critique, and evaluate the strengths and the weaknesses of case studies and analysis on non-traditional approaches to national security.
- **CO3** - Identify and solve problems countries face in the security landscape.
- **CO4** - Describe the challenges associated with decision-making in national security.

## IV. Materials

### Textbook

We will have one required textbook for this course:

Author: Caballero-Anthony, M.

Title: An Introduction to Non-Traditional Security Studies

Publisher: Sage Publications

13-ISBN: 9781446286081

### Other Resources

**Examiity** – To reduce the possibility of cheating on the final exam, we will be using the Examiity service. This service has been recommended by the Provost for implementation in online courses. This service will cost \$7.00 and is *mandatory*. Additional details on registering for this software will be posted as a course announcement on Blackboard on the first day of term.

**Statecraft Simulations (Required)** – To provide a realistic (or as “real” as possible) experience to apply concepts learned in the course, we will be using the Statecraft simulation platform; this platform costs each student \$35. Statecraft puts students into teams, with each team being its own country and members appointed to positions in the country. Over the course of the semester, you’ll work together to form a government and engage in diplomacy. You may find that promoting security interests for all the various components we talk about during the course, in addition to keeping your constituency and other governmental leaders happy is quite a challenge, even more when trying to keep both domestic and international audiences satisfied! Will there be a coup in your government (yes, you can forcibly vote out your leader)? Will there be a world war? The decision is in your hands! More information will be made available on Blackboard as a Course Announcement on the first day of term.

Note from Statecraft's CEO regarding Accessibility and Privacy policies: "We will collect only the student username and password they create for the simulation and will not sell or distribute this information. We have a secured AWS server and are constantly enhancing our systems to meet GDPR and California Data Privacy Laws. Students can access the simulation from their laptops, chrome books, tablets, or mobile phones. Statecraft also works with screen readers to provide accessibility to students with disabilities.

**MS Power Point Materials / You Tube Video Clips (Required)** – Each of the 13 Units that comprise this course will have a PowerPoint presentation and required video. The required reading will be from the Caballero-Anthony textbook, unless otherwise noted. In addition, for each unit, a supplemental reading, which is *optional*, has been selected to help students further engage with the topic should they be interested. All readings outside of the text will be posted to Blackboard for students to access.

**Peer-Reviewed Journal Articles (Option)** – For each Unit, a supplemental reading will be posted to Blackboard for students. This is an *optional* text. The purpose of this reading is to provide students with the option to further engage with the material, should they be interested in doing so.

## V. Course Outline and Expectations

### Participation/Attendance

Regular participation in class discussions is expected. More importantly, information from the lectures and discussion that is not found in the text will be incorporated into the exams.

### Academic Honesty

Academic misconduct in any form will not be tolerated. This includes but is not limited to: improper behavior in class (e.g. inappropriate verbal or written behavior towards Professor or other student), copying of other student's work and claiming it as your own work, even if that student isn't currently in my class but has been in the past (plagiarism), copying of published information and claiming it as your own work (plagiarism), cheating on any assignment/exam by copying answers, or using any other resource other than your own knowledge, to answer a question. Please note that I take Academic Misconduct very seriously and I will report you to the Honors Council if I suspect you of Academic Misconduct. If I suspect you of Academic Misconduct related to an assignment you will be given a zero for that assignment, pending investigation by the Honors Council at TAMU. If I suspect you of Academic Misconduct within my course, then I reserve the right to subject you to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Please refer to the College Policies below on Classroom Behavior, Cheating and Plagiarism, for more information on Academic Misconduct, as well as your student handbook.

## Course Structure

This 7-week course consists of 13 Units. Units are located within the Course Content tab of your Blackboard course shell. Each Unit has an opening time and date. Units cannot be accessed in advance. This timed access is intentional so that students focus only on the materials at hand, and to keep students within track and in pacing with the course schedule (**Note:** Please familiarize yourself with our course schedule).

In each of the Units, you will find the following: (1) the Unit's learning objectives, (2) the required and optional tasks associated with the Unit, and (3) the materials that students need to engage to complete the Unit. The tasks required to complete each Unit include completing a required reading, viewing an online video, and a discussion board forum. Additionally, we will be participating in an online intelligence simulation this semester using the Statecraft simulation software – decisions will be due twice per week, as listed in the course schedule.

With 13 Units to cover over a 7-week period, this is an intense and fast-paced course. Students will need to have the dedication, energy, and time to engage course materials, activities, and assessments within the prescribed period. For more details, refer to the course calendar.

## Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the [Instructional Technology and Distance Education Services' webpage](#). Additional skills required for this course include knowing how to use [VoiceThread](#) and [Turnitin](#).

## Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations. For more information, contact the online at [Office of Disability Services for Students \(DSS\)](#), or via phone at 956.326.2230, or by visiting the staff at the Senator Judith Zaffirini Student Success Center, room 138. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

## Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit Instructional Technology and Distance Education Services' page on [University Resources and Support Services](#).

## Student-Instructor Communication Policy and Response Time

- **Course Messages/Emails**

Between Monday – Friday, all emails will be responded to within 24 hours. Over the weekend (Saturday and Sunday), all efforts will be made to respond within 24 hours; however, response times may be longer. I check both Course Messages and my TAMIU e-mail daily; you may contact me on whichever platform you prefer.

- **Assignments and Assessments**

All assignments and exams will be graded and returned to the student within a week of the submission deadline.

## Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. It is vital that we consider these values as we communicate with one another. Visit [Instructional Technology and Distance Education Services' web page on Netiquette](#) for further instruction.

## VI. Technology Requirements

### Computer/Technology Requirements

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' [webpage](#) when using the learning management system (LMS) of the University.

**Additional Software.** You will need the following additional software: Microsoft PowerPoint for viewing Unit presentations and Microsoft Word for viewing course files. TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamtu.edu/>. This site also provides students access to download the Microsoft suite for educational use. [See instructions for downloading the Microsoft Office suite](#). Additionally, we will be using the Statecraft simulation platform, so students will need to register on that website.

**Note:** Students if you do not own the required hardware, software or do not have access to internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you to find solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, computer labs, and classrooms. In addition, you may also purchase any of these items at any electronic store.

## Learning Management System (Blackboard)

Students are provided with guides on how to use the Blackboard LMS. Guides may be available at <http://www.tamtu.edu/distance/students/elearning-orientation.shtml> or by contacting the eLearning team at [elearning@tamtu.edu](mailto:elearning@tamtu.edu).

## Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: [Technical Support Services](#).

# VII. Grading and Evaluation

## Grading Scale/Schema

*Grades are based on student's performance in the following course requirements:*

- Statecraft Simulation: 50% of course grade: Statecraft allows students to apply the knowledge their learning in a virtual team-based environment. For each unit, 1) teams will make decisions and input their actions into the simulation platform and 2) each student will submit a decision memo in Statecraft. Memos should be at least 300 words long and must discuss: 1) how the team decided on actions for that turn and 2) how materials from the course (i.e. required readings, lectures, videos, and supplemental readings) are informing events in the simulation, either from your team or what you're seeing in the virtual world.
- Discussion Board Posts: 25% of course grade: Engaging in conversation is important for exploring different worldviews. Each week, students should post a response to this prompt and comment on at least one other post by Saturday night at 11:59PM. Students are highly encouraged to comment on additional posts to further the conversations. As the instructor, I will also be commenting on posts to spur new ideas. Think of the discussion forum as the conversation component of a face-to-face lecture course.
- Final Exam: 25% of course grade: The final examination will be comprehensive in its scope. It will include all materials covered such as assigned chapters for the course, lecture materials in MS Power Point and You Tube film clips, and the assigned journal articles. The exam may also include items that have previously appeared in quizzes, research proposal development, and self-checks.

In terms of format, the final examination will comprise two parts: (1) a multiple-choice section and 2) a free response section. For more information on the schedule of final examination please refer to the course calendar. You will have 180 minutes to complete this exam. Once time is up, the examination portal will automatically close and student's responses will be submitted. Please note that per new University guidelines, the use of Examity online exam monitoring platform will be required. Details on this will be posted on the course Blackboard shell.



Assessments	Percentage
Statecraft Simulation (Decisions & Memos)	50%
Discussion Board Posts	25%
Final Exam	25%
<b>Total For Course</b>	<b>100%</b>

Per the University's posted schedule, the Final Examination for this course will be on Friday, May 1<sup>st</sup>, 2020 – The exam will open at midnight and close at 11:59PM.

## Grading Scale/Schema

*In determining the final course grade, the following scale is used in percentage or point value.*

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

## Rubrics

Grading rubrics can be found on the Blackboard course shell, in a folder called "Rubrics"

## Late Work Policy

Late exams and assignments will only be accepted in the case of documented medical emergency or other extenuating circumstances as per COAS Policies. You must contact me within 24 hours of the submission deadline (where possible) to inform me of the reason why you the assignment will be late. If you are unable to contact me yourself, please have a friend/family member/classmate email me on your behalf. 10% will be deducted for every 24 period, or part thereof, that the assignment is late by. There will be no exceptions to these rules.

## VIII. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

**Please see below for course schedule**

# IX. Course Topics/Course Calendar

## Course Alignment for CRIJ 5340

#	<u>COURSE</u> Objectives (CO) / Learning Outcomes (CLO)
CO1	Identify, discuss, and explain the various concepts, theories, principles, and processes that are integral to different strata of security studies
CO2	Identify, critique, and evaluate the strengths and the weaknesses of case studies and analysis on non-traditional approaches to national security
CO3	Identify and solve problems countries face in the security landscape
CO4	Describe the challenges associated with decision-making in national security

Topic for Unit	UNIT Objectives (MO) or Learning Outcomes (MLO)	Activities		Measurement / Assessment	Course Technologies & Materials Citations
		Readings/Videos	Assignments		
Week 1					
Unit #1: An Introduction to Security Studies	UO1.1: Define security studies; identify and discuss the theoretical framing of security studies as a discipline. (CO1) UO1.2: Evaluate how different nations approach security (CO2) UO1.3: Construct a governance structure and build simulated country; decide on security priorities. (CO3)	- Read Caballero-Anthony Chapter 2 (UO1.1) - Watch Video & Review Powerpoint (UO1.1, UO1.2)  - Optional Reading: Smith (1999) [Blackboard]	- Register for Statecraft and Complete Personality Profile (UO1.3)	- Final Exam (UO1.1, UO1.2)	- Blackboard Tests (UO1.1, UO1.2) - Statecraft Simulations (UO1.3) - Youtube.com (UO1.1, UO1.2)  Caballero-Anthony (2016)
Unit #2: Actors and stakeholders	UO2.1: Explain which actors and stakeholders are involved in national security studies. (CO1) UO2.2: Evaluate multilevel governance of the European Union & ASEAN. (CO2) UO2.3: Construct a governance structure and build simulated country; decide on security priorities. (CO3)	- Read Caballero-Anthony Chapter 3 (UO2.1, UO2.2) - Watch Video & Review Powerpoint (UO2.1, UO2.2)	- Statecraft Simulation: Phase 0 Decisions (UO2.3) - Statecraft Simulation: Phase 0 Memo (UO2.4) - Discussion Forum 1 (UO2.2)	- Statecraft Simulation: Phase 1 Memo (UO2.3, UO2.4) - Discussion Forum 1 (UO2.2) - Final Exam (UO2.1, UO2.2)	- Blackboard Tests (UO2.1, UO2.2) - Statecraft Simulations (UO2.3, UO2.4) - Youtube.com (UO2.1, UO2.2) - Blackboard Discussion Forums (UO2.2)

Topic for Unit	UNIT Objectives (MO) or Learning Outcomes (MLO)	Activities		Measurement / Assessment	Course Technologies & Materials Citations
		Readings/Videos	Assignments		
	<b>UO2.4:</b> Describe how evolving landscapes impact decisions made at the country-level across the world (CO4)	- Optional Reading: Goss (2006) [Blackboard]			Caballero-Anthony (2016)
Week 2					
<b>Unit #3:</b> Weapons of Mass Destruction	<b>UO3.1:</b> Explain the role of weapons of mass destruction in national security studies. (CO1) <b>UO3.2:</b> Critique the global evolution of nuclear weapons. (CO2) <b>UO3.3:</b> Solve problems governments face in maintaining domestic and international security (CO3) <b>UO3.4:</b> Describe how evolving landscapes impact decisions made at the country-level across the world (CO4)	- Read <i>The Terrorism Lectures</i> , Chapter 18 [available on Blackboard] ( <b>UO3.1, UO3.2</b> ) - Watch Video & Review Powerpoint ( <b>UO3.1, UO3.2</b> ) - Optional Reading: Rosner & Eden (2019) [Blackboard]	- Statecraft Simulation: Phase 1 Decisions ( <b>UO3.3</b> ) - Statecraft Simulation: Phase Memo ( <b>UO3.4</b> )	- Statecraft Simulation: Phase 2 Memo ( <b>UO3.3, UO3.4</b> ) - Final Exam ( <b>UO3.1, UO3.2</b> )	- Blackboard Tests ( <b>UO3.1, UO3.2</b> ) - Statecraft Simulations ( <b>UO3.3, UO3.4</b> ) - Youtube.com ( <b>UO3.1, UO3.2</b> ) Forest (2015)
<b>Unit #4:</b> Understanding Non-traditional Security	<b>UO4.1:</b> Identify the characteristics of non-traditional security. (CO1) <b>UO4.2:</b> Evaluate non-traditional security in Central Asia. (CO2) <b>UO4.3:</b> Solve problems governments face in maintaining domestic and international security (CO3) <b>UO4.4:</b> Describe how evolving landscapes impact decisions made at the country-level across the world (CO4)	- Read Caballero-Anthony Chapter 1 ( <b>UO4.1, UO4.2</b> ) - Watch Video & Review Powerpoint ( <b>UO4.1, UO4.2</b> ) - Optional Reading: Swanström (2010) [Blackboard]	- Statecraft Simulation: Phase 2 Decisions ( <b>UO4.3</b> ) - Statecraft Simulation: Phase 2 Memo ( <b>UO4.4</b> ) - Discussion Forum 2 ( <b>UO4.2</b> )	- Statecraft Simulation: Phase 3 Memo ( <b>UO4.3, UO4.4</b> ) - Discussion Forum 2 ( <b>UO4.2</b> ) - Final Exam ( <b>UO4.1, UO4.2</b> )	- Blackboard Tests ( <b>UO4.1, UO4.2</b> ) - Statecraft Simulations ( <b>UO4.3, UO4.4</b> ) - Youtube.com ( <b>UO4.1, UO4.2</b> ) - Blackboard Discussion Forums ( <b>UO4.2</b> ) Caballero-Anthony (2016)
Week 3					

Topic for Unit	UNIT Objectives (MO) or Learning Outcomes (MLO)	Activities		Measurement / Assessment	Course Technologies & Materials Citations
		Readings/Videos	Assignments		
<b>Unit #5:</b> Conflict and Community Security	<b>U05.1:</b> Explain conflict and community security. (CO1) <b>U05.2:</b> Evaluate conflict and peace in the Philippines and Myanmar. (CO2) <b>U05.3:</b> Solve problems governments face in maintaining domestic and international security (CO3) <b>U05.4:</b> Describe how evolving landscapes impact decisions made at the country-level across the world (CO4)	- Read Caballero-Anthony Chapter 4 ( <b>U05.1, U05.2</b> ) - Watch Video & Review Powerpoint ( <b>U05.1, U05.2</b> )  - Optional Reading: Bichler et al. (2019) [Blackboard]	- Statecraft Simulation: Phase 3 Decisions( <b>U05.3</b> ) - Statecraft Simulation: Phase 3 Memo ( <b>U05.4</b> )	- Statecraft Simulation: Phase 4 Memo ( <b>U05.3, U05.4</b> ) - Final Exam ( <b>U05.1, U05.2</b> )	- Blackboard Tests ( <b>U05.1, U05.2</b> ) - Statecraft Simulations ( <b>U05.3, U05.4</b> ) - Youtube.com ( <b>U05.1, U05.2</b> )  Caballero-Anthony (2016)
<b>Unit #6:</b> Poverty and Economic Security	<b>U06.1:</b> Explain poverty and economic security. (CO1) <b>U06.2:</b> Evaluate poverty as a political discourse in Indonesia. (CO2) <b>U06.3:</b> Solve problems governments face in maintaining domestic and international security (CO3) <b>U06.4:</b> Describe how evolving landscapes impact decisions made at the country-level across the world (CO4)	- Read Caballero-Anthony Chapter 5 ( <b>U06.1, U06.2</b> ) - Watch Video & Review Powerpoint ( <b>U06.1, U06.2</b> )  - Optional Reading: Sperling & Kirchner (1998) [Blackboard]	- Statecraft Simulation: Phase 4 Decisions ( <b>U06.3</b> ) - Statecraft Simulation: Phase 4 Memo ( <b>U06.4</b> ) - Discussion Forum 3 ( <b>U06.2</b> )	- Statecraft Simulation: Phase 5 Memo ( <b>U06.3, U06.4</b> ) - Discussion Forum 3 ( <b>U06.2</b> ) - Final Exam ( <b>U06.1, U06.2</b> )	- Blackboard Tests ( <b>U06.1, U06.2</b> ) - Statecraft Simulations ( <b>U06.3, U06.4</b> ) - Youtube.com ( <b>U06.1, U06.2</b> ) - Blackboard Discussion Forums ( <b>U06.2</b> )  Caballero-Anthony (2016)
Week 4					
<b>Unit #7:</b> Environmental Security	<b>U07.1:</b> Explain environmental security. (CO1) <b>U07.2:</b> Evaluate environmental security as a political discourse in Indonesia. (CO2) <b>U07.3:</b> Solve problems governments face in maintaining domestic and international security (CO3) <b>U07.4:</b> Describe how evolving landscapes impact decisions made at the country-level across the world (CO4)	- Read Caballero-Anthony Chapter 6 ( <b>U07.1, U07.2</b> ) - Watch Video & Review Powerpoint ( <b>U07.1, U07.2</b> )  - Optional Reading: Detraz & Betsill (2009) [Blackboard]	- Statecraft Simulation: Phase 5 Decisions ( <b>U07.3</b> ) - Statecraft Simulation: Phase 5 Memo ( <b>U07.4</b> )	- Statecraft Simulation: Phase 6 Memo ( <b>U07.3, U07.4</b> ) - Final Exam ( <b>U07.1, U07.2</b> )	- Blackboard Tests ( <b>U07.1, U07.2</b> ) - Statecraft Simulations ( <b>U07.3, U07.4</b> ) - Youtube.com ( <b>U07.1, U07.2</b> )  Caballero-Anthony (2016)

Topic for Unit	UNIT Objectives (MO) or Learning Outcomes (MLO)	Activities		Measurement / Assessment	Course Technologies & Materials Citations
		Readings/Videos	Assignments		
<b>Unit #8:</b> Food Security	<b>UO8.1:</b> Explain food security. (CO1) <b>UO8.2:</b> Evaluate the 2007-8 food price cuts. (CO2) <b>UO8.3:</b> Solve problems governments face in maintaining domestic and international security (CO3) <b>UO8.4:</b> Describe how evolving landscapes impact decisions made at the country-level across the world (CO4)	- Read Caballero-Anthony Chapter 7 ( <b>UO8.1, UO8.2</b> ) - Watch Video & Review Powerpoint ( <b>UO8.1, UO8.2</b> ) - Optional Reading: Dev & Sharma (2010) [Blackboard]	- Statecraft Simulation: Phase 6 Decisions ( <b>UO8.3</b> ) - Statecraft Simulation: Phase 6 Memo ( <b>UO8.4</b> ) - Discussion Forum 4 ( <b>UO8.2</b> )	- Statecraft Simulation: Phase 7 Memo ( <b>UO8.3, UO8.4</b> ) - Discussion Forum 4 ( <b>UO8.2</b> ) - Final Exam ( <b>UO8.1, UO8.2</b> )	- Blackboard Tests ( <b>UO8.1, UO8.2</b> ) - Statecraft Simulations ( <b>UO8.3, UO8.4</b> ) - Youtube.com ( <b>UO8.1, UO8.2</b> ) - Blackboard Discussion Forums ( <b>UO8.2</b> ) Caballero-Anthony (2016)
Week 5					
<b>Unit #9:</b> Energy Security	<b>UO9.1:</b> Explain energy security. (CO1) <b>UO9.2:</b> Evaluate hydropower in the Greater Mekong Subregion and Nuclear Energy in Japan. (CO2) <b>UO9.3:</b> Solve problems governments face in maintaining domestic and international security (CO3) <b>UO9.4:</b> Describe how evolving landscapes impact decisions made at the country-level across the world (CO4)	- Read Caballero-Anthony Chapter 8 ( <b>UO9.1, UO9.2</b> ) - Watch Video & Review Powerpoint ( <b>UO9.1, UO9.2</b> ) - Optional Reading: Vivoda (2012) [Blackboard]	- Statecraft Simulation: Phase 7 Decisions ( <b>UO9.3</b> ) - Statecraft Simulation: Phase 7 Memo ( <b>UO9.4</b> )	- Statecraft Simulation: Phase 8 Memo ( <b>UO9.3, UO9.4</b> ) - Final Exam ( <b>UO9.1, UO9.2</b> )	- Blackboard Tests ( <b>UO9.1, UO9.2</b> ) - Statecraft Simulations ( <b>UO9.3, UO9.4</b> ) - Youtube.com ( <b>UO9.1, UO9.2</b> ) Caballero-Anthony (2016)
<b>Unit #10:</b> Water Security	<b>UO10.1:</b> Explain water security. (CO1) <b>UO10.2:</b> Evaluate water and insurgency in Nigeria. (CO2) <b>UO10.3:</b> Solve problems governments face in maintaining domestic and international security (CO3) <b>UO10.4:</b> Describe how evolving landscapes impact decisions made at the country-level across the world (CO4)	- Read Caballero-Anthony Chapter 9 ( <b>UO10.1, UO10.2</b> ) - Watch Video & Review Powerpoint ( <b>UO10.1, UO10.2</b> ) - Optional Reading: Calow et al (2010) [Blackboard]	- Statecraft Simulation: Phase 8 Decisions ( <b>UO10.3</b> ) - Statecraft Simulation: Phase 8 Memo ( <b>UO10.4</b> ) - Discussion Forum 5 ( <b>UO10.2</b> )	- Statecraft Simulation: Phase 9 Memo ( <b>UO10.3, UO10.4</b> ) - Discussion Forum 9 ( <b>UO10.2</b> ) - Final Exam ( <b>UO10.1, UO10.2</b> )	- Blackboard Tests ( <b>UO10.1, UO10.2</b> ) - Statecraft Simulations ( <b>UO10.3, UO10.4</b> ) - Youtube.com ( <b>UO10.1, UO10.2</b> ) - Blackboard Discussion Forums ( <b>UO10.2</b> ) Caballero-Anthony (2016)
Week 6					

Topic for Unit	UNIT Objectives (MO) or Learning Outcomes (MLO)	Activities		Measurement / Assessment	Course Technologies & Materials Citations
		Readings/Videos	Assignments		
<b>Unit #11:</b> Health Security	<b>UO11.1:</b> Explain health security. (CO1) <b>UO11.2:</b> Evaluate SARS, Globalization, and Global Health Security. (CO2) <b>UO11.3:</b> Solve problems governments face in maintaining domestic and international security (CO3) <b>UO11.4:</b> Describe how evolving landscapes impact decisions made at the country-level across the world (CO4)	- Read Caballero-Anthony Chapter 10 ( <b>UO11.1, UO11.2</b> ) - Watch Video & Review Powerpoint ( <b>UO11.1, UO11.2</b> )  - Optional Reading: Alderman & Garcia (1994) [Blackboard]	- Statecraft Simulation: Phase 9 Decisions ( <b>UO11.3</b> ) - Statecraft Simulation: Phase 9 Memo ( <b>UO11.4</b> )	- Statecraft Simulation: Phase 10 Memo ( <b>UO11.3, UO11.4</b> ) - Final Exam ( <b>UO11.1, UO11.2</b> )	- Blackboard Tests ( <b>UO11.1, UO11.2</b> ) - Statecraft Simulations ( <b>UO11.3, UO11.4</b> ) - Youtube.com ( <b>UO11.1, UO11.2</b> )  Caballero-Anthony (2016)
<b>Unit #12:</b> Migration Flow and Security	<b>UO12.1:</b> Explain migration flow and security. (CO1) <b>UO12.2:</b> Evaluate Australi'a response to asylum seekers and refugees. (CO2) <b>UO12.3:</b> Describe and assess how evolving landscapes further complicate security decisions (CO4)	- Read Caballero-Anthony Chapter 11 ( <b>UO12.1, UO12.2</b> ) - Watch Video & Review Powerpoint ( <b>UO12.1, UO12.2</b> )  - Optional Reading: Kabachnik et al. (2014) [Blackboard]	- Simulation Debriefing Activity ( <b>UO12.3</b> ) - Discussion Forum 6 ( <b>UO12.2</b> )	- Simulation Debrief ( <b>UO12.3</b> ) - Discussion Forum 6 ( <b>UO12.2</b> ) - Final Exam ( <b>UO12.1, UO12.2</b> )	- Blackboard Tests ( <b>UO12.1, UO12.2</b> ) - Statecraft Simulations ( <b>UO12.3</b> ) - Youtube.com ( <b>UO12.1, UO12.2</b> ) - Blackboard Discussion Forums ( <b>UO12.2</b> ) - TurnItIn ( <b>UO12.3</b> )  Caballero-Anthony (2016)
Week 7					
<b>Unit #13:</b> Transnational Crime	<b>UO13.1:</b> Explain transnational crime. (CO1) <b>UO13.2:</b> Evaluate the illicit trade in small arms and light weapons. (CO2)	- Read Caballero-Anthony Chapter 12 - Read Bichler & Malm (2013) ( <b>UO13.1, UO13.2</b> ) - Watch Video & Review Powerpoint ( <b>UO13.1, UO13.2</b> )  - Optional Reading: Dudley (2012) [Blackboard]	- Discussion Forum 7 ( <b>UO13.2</b> )	- Discussion Forum 7 ( <b>UO13.2</b> ) - Final Exam ( <b>UO13.1, UO13.2</b> )	- Blackboard Tests ( <b>UO13.1, UO13.2</b> ) - Youtube.com ( <b>UO13.1, UO13.2</b> ) - Blackboard Discussion Forums ( <b>UO13.2</b> )  Caballero-Anthony (2016)

Topic for Unit	UNIT Objectives (MO) or Learning Outcomes (MLO)	Activities		Measurement / Assessment	Course Technologies & Materials Citations
		Readings/Videos	Assignments		
Final Exam	Friday of Week 7				- Administered via Blackboard  [using online proctoring]

## X. Additional Course Information/Other Policies

### Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

### Turnitin Policy (Required) (Or Other Types of Assignments in Other Systems)

All assignments must be processed through TURNITIN (an originality checker software) prior to submission and grading. Only submissions with a similarity index of less than 20% will be accepted and graded. Therefore, you are strongly encouraged to draft your submissions ahead of the deadline so you have plenty of opportunity to run them through TURNITIN in order to meet the 20% threshold. I will allow you to review/revise your submissions, thus if your initial check through TURNITIN returns similarity indices greater than 20%, you will need to rewrite your submission, and continue doing so until the plagiarism/similarity checker is below the 20% threshold. **Please note that the stated deadlines are fixed so that your runs through TURNITIN should be done far in advance of the submission deadline (in other words TURNITIN revisions are not acceptable reasons for late submission).** Please note that even when your submission meets the 20% threshold, it will still be subject to further scrutiny for originality and plagiarism.

### Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. In this class, we will utilize [Blackboard](#), Echo360, [SoftChalk](#), [VoiceThread](#), and [Turnitin](#). You may find the accessibility and privacy policies of these technologies on the following pages: [Accessibility Statements](#) and [Privacy Statements](#).

## XI. University/College/Department Policies

### Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

### Student Absences



Students are expected to attend class and to complete all assignments. It is the student's responsibility to communicate absences with his/her professor.

According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

The student is responsible for providing satisfactory evidence (i.e., physician note, medical release, etc.) to the faculty member within seven calendar days of his/her absence and return to class. He/she must substantiate the reason for absence. If the absence is excused, the faculty member must either provide the student with the opportunity to make up the exam or other work missed or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence.

Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their faculty member(s) with as much advance notice as possible. If an off-campus licensed physician provides evidence of a student's illness, the written excuse, orders or documentation must contain the date and time of the doctor's appointment, the prognosis of illness, doctor's opinion and recommendations for the individual student. In addition, the notice should outline whether or not the student is able to attend class. If a physician determines that the student is not ill, he or she will not receive an excused absence. If absence is not an excused absence, the faculty member will decide whether makeup work will be allowed. In some courses, attendance and in-class participation are ongoing requirements and an integral part of the work of the course. In other courses, occasional in-class assessments may occur, sometimes without advance notice. It is the responsibility of the faculty member to inform each class at the beginning of the semester of the in-class participation expected and the effect that absences will have on the student's evaluation of work in the course.

### **Plagiarism and Cheating**

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

- 1) **Borrow** someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
- 2) **Borrow** someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
- 3) **Present** someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association* (APA):

*Plagiarism:* Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e.,

summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Consult the Writing Center or a recommended guide to documentation and research such as the *Manual of the APA* or the *MLA Handbook for Writers of Research Papers* for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a “zero” for the assignment and to allow them to revise the assignment up to a grade of “F” (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse.
- **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that “it was only a draft” will not be accepted.
- **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student. The *Student Handbook* provides more details.

### **Use of Work in Two or More Courses**

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course.

### **UConnect, TAMIU E-Mail, and Dusty Alert**

Personal Announcements sent to students through TAMIU's UConnect Portal and TAMIU E-mail are the official means of communicating course and university business with students and faculty – not the U.S. Mail and no other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for *Dusty Alert* (see [www.tamtu.edu](http://www.tamtu.edu)). *Dusty Alert* is an instant cell phone text-messaging system allowing the university to communicate immediately with you if there is an on-campus emergency, something of immediate danger to you, or a campus closing.

### **Copyright Restrictions**

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

*Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.*

### **Students with Disabilities**

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

### **Student Attendance and Leave of Absence (LOA) Policy**

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.24) and the Student LOA Rule (Section 3.25), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook ([URL: http://www.tamtu.edu/studentaffairs/StudentHandbook1.shtml](http://www.tamtu.edu/studentaffairs/StudentHandbook1.shtml)).

### **Pregnant and Parenting Students**

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, [TitleIX@tamtu.edu](mailto:TitleIX@tamtu.edu), 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: [www.tamtu.edu/reportit](http://www.tamtu.edu/reportit).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, [lorissam.cortez@tamtu.edu](mailto:lorissam.cortez@tamtu.edu)) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU University urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU *Student Handbook*. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student

Handbook (<https://www.tamtu.edu/scce/studenthandbook.shtml>).

### **Anti-Discrimination/Title IX**

TAMU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, [TitleIX@tamtu.edu](mailto:TitleIX@tamtu.edu), 956.326.2857, via the anonymous electronic reporting website, ReportIt, at [www.tamtu.edu/reportit](http://www.tamtu.edu/reportit), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

### **Incompletes**

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a “W.” To qualify for an “incomplete” and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

- 1) The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a “W”, and the student must be passing the course;
- 2) The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
- 3) The student must sign an “Incomplete Grade Contract” and secure signatures of approval from the professor and the college dean.
- 4) The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the “I” to automatically be converted to an “F”; extensions to this deadline may be granted by the dean of the college.

This is the general policy regarding the circumstances under which an “incomplete” may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

### **WIN Contracts**

WIN Contracts are offered only under exceptional circumstances and are limited to seniors. Only courses offered by full-time TAMU faculty or TAMU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

### **Student Responsibility for Dropping a Course**

It is the responsibility of the STUDENT to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

### **Independent Study Course**

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

### **Grade Changes & Appeals**

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording

a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the *Student Handbook* and the *Faculty Handbook*.

### **Final Examination**

Final Examination must be comprehensive and must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.