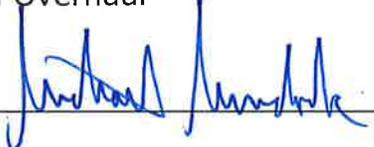


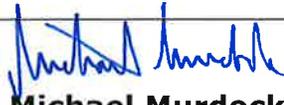
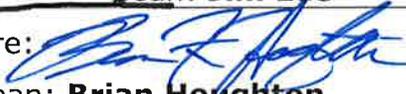
Section 1 - Approvals

Approvals

Name of Proposal: POSC FTE Surge Curriculum Overhaul

Submitted by: Michael Murdock Signature: 

Date: April 20, 2018

Procedure	Recommendation/Signature	Date
Faculty Vote: For 5, Against 0, Abstain 0, Absent 0		
1. Approved by Department	Signature:  Chair: Michael Murdock	4/20/18
2. Approved by College	Signature:  Dean: Jim Lee	4/23/2018
	Signature:  ASDC Dean: Brian Houghton	4/29/18
3. Approved by General Education (if GE is affected)	Signature:  GE: Russel Carlson	5/14/18
4. Approved by University Curriculum Committee	Signature:  UCC: Rose Ram	5-14-18
5. Approved by Deans' Council	Signature: N/A AVP: John Bell	
6. Approved by the President's Council (for new majors)	Signature: N/A Pres: John Tanner	

Section 2 – Overview (Support)

Modular Curriculum Category: no change

Summary: This proposal seeks to tighten the POSC curriculum. It seeks to change two class names, add seven new classes, mothball two old classes, and revise the major, minors, and certificates to reflect these changes.

On 12 Apr 2018, dean of the College of Business, Computing, and Government Jim Lee informed the Political Science chair of two deep-impacting changes. First, our search efforts had born fruit in that Tina Akanoa would be offered a contract as our newest FTE faculty. Second, we were informed that Mike Murdock would be moved from his split position—2/3 History and 1/3 POSC—to a full-time position in Political Science. In about 30 seconds, the Political Science department's FTE strength had increased by 30%. In terms of class commitments, because both Akanoa and Murdock have augmented 36 hour contracts, the number of classes taught by FTE faculty increased from 36 to 56, a rise of 36%.

This change, while significant in and of itself, occurred just as the university is transitioning to the Holokai model of General Education. The Political Science major and minor deservedly sit in the "science" modular curriculum category. Most of our other certificates and the Public Management minor are better fits in the "professional" modular curriculum category. The fact that GE student hours are now flowing into programs has swelled our introductory classes and raised our minors. Since Fall 2017 the number of POSC minors has risen from about 14 to 81. The number of students enrolling in our 100-level courses has doubled, requiring us to arrange second sections to accommodate the new demand.

Meanwhile, the university has graciously offered significant financial support for the Political Science field studies, specifically the New York and Washington DC student trips. This trust has been reciprocated by the department which voted to support our field studies with dedicated classes designed to prep/train the students in advance and follow up afterwards.

The department also unanimously came to the decision to seek better representation of FTE faculty in the lower-division core classes. We need our best teachers there to recruit students into the major, train students in statistics and writing at an early stage in their academic careers, build student-faculty trust and socialize young students into the culture of learning expected by the department, and lay the foundations for student success in the upper-division courses.

Collectively, these changes and new priorities have greatly impacted our POSC curriculum, requiring new frequency and occurrence arrangements, the addition of new courses, and the mothballing of old ones. The changes also affect our major, minors, and certificates. The rewards are worth the effort. This reform promises to offer a tighter curriculum, increase student exposure to FTE POSC faculty while reducing reliance on temporary instructors, and curtail overextension creep that had risen with great student demand. The reform reprioritizes the 100-level and 200-level courses without losing our range of upper-division courses. POSC will be teaching the same number of students, but smarter and better.

To visualize how best to proceed, the department conducted a thorough investigation of all courses taught in the last three years to track enrollments and student interest. While no one can predict how student choice will affect curriculum, we've rationalized the distribution of classes as best as we can, shifting some from Spring Term to Fall or Winter and visa versa, depending on anticipated student demand. The department created a draft teaching calendar for three years, each with a different field study configuration, then crunched the numbers, and then assigned the class distributions.

The Political Science department also developed a set of curriculum calendar rules, designed to improve FTE representation at all levels but particularly over the core, the basic scaffolding of our program. Temporary instructors will continue to have a role, but predominantly in the overflow classes set up to meeting rising demand. A few examples of these rules including:

- * POSC 190 must be offered twice each semester to accommodate more minors. As their preferred core option POSC 190 will always enjoy high demand.
- * Automatically set up second sections for 101, 110, 170, and 190 for Fall and Winter but only do so for Spring if early data indicates sufficient student demand.
- * Cap 100-level courses and CRMJ courses at 25 seats so second sections will be less lopsided in terms of enrollments.
- * FTE faculty should be used for section 1 of all classes but temporary instructors can be used for section 2 if such a section is needed.
- * Seek opportunities to reduce new preparations in a semester by trading classes with another if the opportunity emerges.
- * Watch Criminal Justice and move resources there as rising student demand begins to pressure existing classes. Develop new courses or open second sections as needed.

The Political Science department believes that our major/minor/certificates will continue to grow, particularly as the university expands enrollments from the target-areas. This curricular reform, a retrenchment or tightening, will help us accommodate that growth as it comes. We envision few vertical changes to our course listings, but increased horizontal flexing in terms of new sections opened to accommodate natural ebbs and flows from year to year.

In all our faculty meetings and discussions, no controversies emerged. All saw the need for adjustments and all eagerly offered input. This curricular shift does leave some temporary instructors out, largely because FTE faculty now teach more sections, but that cannot be avoided. Other than that personnel issue, which many temporary instructors across campus are facing, there is no downside to these changes.

This proposal will not affect student load or faculty load. Both remain unchanged.

Executive Summary: This proposal seeks the following changes.

1. Three new POSC classes—POSC 434R Asian Empires & Societies, POSC 345 Power in the Vietnam War, and POSC 440 Nationalism & Globalization—will come to the Political Science department as a result of Murdock's reassignment. He used to have a joint Hist/POSC position but has since been reassigned by John Bell to be 100% in the Political Science department. These courses were taught for 10 years as history courses but will now be retooled for the POSC major. John Bell asked that Murdock continue to help the History Department. Thus these classes will be cross-listed with history, allowing history majors to piggy back and continue to have access to elective options. The adoption of these classes by POSC requires changes to the POSC major, the POSC minor, and the PMGT certificate.
2. POSC 350 International Law will be added in response to needs of our international students. The course was successfully taught as a 390R in Winter 2018 and attracted 18 students. Its adoption requires changes to the POSC major, the POSC minor, and the Legal Studies certificate.
3. POSC 392R Field Study is needed to grant students and teachers alike credit for engaging the Political Science department's various field studies, including, the Chicago Mentored Research trip, the UN New York trip, and the Washington DC Practicum. Selected students will be required to enroll and will conduct all their training, assignments, papers, research, and other tasks through this class. Its adoption requires changes to the POSC major and the POSC minor.

4. Two new CRMJ classes—CRMJ 351 Financial & Fraud Investigation and CRMJ 361 Violence Threat Assessment & Management—will augment the Criminal Justice certificate. The certificate has grown from a mere handful to 64 students and is anticipated to continue growing. Earl Morris' sections have been overflowing, reaching upwards of 42 students. These two classes will lighten his burden and strengthen the range of certificate offerings. CRMJ 361 has already been taught as a 390R twice. CRMJ 351 is now being offered as a 390R and has 21 students. Because CRMJ classes are not POSC classes, only the Criminal Justice certificate requirement sheet needs to be updated.

5. This proposal also seeks to mothball two courses. The Holokai program has increased the number of minors and first-time students in our lower division courses. Eager to avoid becoming overextended, the FTE POSC faculty decided to direct some teaching resources from our upper-division offerings. The two classes selected for mothballing included POSC 480 Political Future Studies, and POSC 320 Government Policy Analysis. Their absence requires changes to the POSC major, the POSC minor, and the Governance Certificate.

6. The POSC major will thus gain four new advanced content courses—POSC 343R Asian Empires & Societies, POSC 345 Power in the Vietnam War, POSC 350 International Law, and POSC 392R Field Study—and gain one new capstone course—POSC 440 Nationalism & Globalization. At the same time it will lose two advanced content courses—POSC 320 Government Policy Analysis and POSC 380 Political Future Studies. Another advanced content option—HIST 423 Modern Nationalism and Globalization—will disappear because it has been repurposed as POSC 440.

7. The POSC minor will gain four new advanced content courses—POSC 343R Asian Empires & Societies, POSC 345 Power in the Vietnam War, POSC 350 International Law, and POSC 392R Field Study. The capstone POSC 440 Nationalism & Globalization class will also count as advanced content because the old HIST 423 Modern Nationalism and Globalization used to do so.

8. The PMGT minor has not been changed for years and was redesigned to take advantage of new offerings. Electives-Group 1 added a POSC 304 Quantitative Political Research. Electives-Group 3 lost part of its offerings when POSC 380 Government Policy Analysis was mothballed. Also, HIST 423 Modern Nationalism and Globalization has been repurposed. The department thus decided to capitalize on new courses better suited to Public Management. The new Electives-Group 3 includes POSC 230 Fundamentals of Governance, POSC 318 Federalism and Intergovernmental Relations, and POSC 420 Complexity and Public Policy.

9. The Criminal Justice certificate also has new options. As a result, the department decided to drop PMGT 360 Disaster Management from Electives-Set B and offer in its place the two newly created courses CRMJ 351 Financial & Fraud Investigation and CRMJ 361 Violence Threat Assessment & Management.

10. The Legal Studies certificate also has new options. Last year, to ground the Governance Certificate, the name of POSC 230 was changed from Governance and Public Law to Fundamentals in Governance. The law portion was dropped with the intention of moving it to an upper-division course. POSC 350 International Law is the result. Thus the certificate needs to drop POSC 230 from the Electives and add POSC 350 in its place.

11. The Governance certificate has also been changed to accommodate new options. POSC 190 Foundations of Critical Thinking has been dropped from the Core to make room for POSC 318 Federalism and Intergovernmental Relations, which is better suited and is now taught in a way that augments the principles of good governance. From the Electives list the department decided to drop POSC 318 so it could be moved to the Core. Also POSC 338 Poverty and Civil Conflict was dropped. POSC 380 Political Future Studies has already been mothballed and needs to be scratched as well.

12. Other incidental changes such as name changes, course frequency, or course occurrence in the school year will appear in the catalog updates and the new major/minor/certificate requirement sheets. (NOTE: within the catalog update, all items in red are additions or replacements. All items in blue need to be deleted.)

Changes in Graduation Requirements: This proposal will not change graduation requirements at all. Most students won't even notice. The courses remain the same, but the semester they are offered may change. The frequency could change. Some electives will appear, others will fold, but the core and capstone courses remain untouched.

Changes in Expected Teaching Load: No change.

Section 3 - Program Revision Proposal

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

Effective Date: Fall 2018

College: College of Business, Computing, and Government

Abbreviation: POSC, PMGT, CRMJ

Immediately following this page, attach the revised Major Requirements Sheet.

Following the MRS, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.



B.A. in Political Science

POSCBA.2018 (mrs 1347)
43 credits

Effective Date: 09/2018

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

I. Required courses for admission to the major 25 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
POSC 101	Introduction to Politics	3		F,W,S		
POSC 110 or POSC 170	The US Political System International Relations	3		F,W,S F,W,S		
POSC 190	Foundations of Critical Thinking	3		F,W,S		
POSC 202	History of Political Philosophy	3		F,W,S		
POSC 220	Historical Systems of Power	3		F,S		
POSC 230	Fundamentals of Good Governance	3		F,W,S		
POSC 280	Professionalism in the Political Environment	1		F,W,S		
POSC 300	Political Inquiry and Writing	3		F,W		
POSC 304	Quantitative Political Research	3	POSC 300	W,S		

To be accepted in to this major, you have a cumulative GPA of 2.0 or higher.

Academic Advisor _____

Date _____

Accepted into the major: PS Program Chair _____

Date _____

II. Advanced Content 12 Credits

POSC 318	Federalism and Intergovernmental Relations	3		F,S		
POSC 320	Government Policy Analysis	3		F		
POSC 322	Oceanic Governments and Politics	3		W		
POSC 330	Introduction to Public Administration	3		W		
POSC 331	Public Policy	3		W		
POSC 335	Issues of Terrorism	3		F		
POSC 338	Poverty and Civil Conflict	3		F		
POSC 340	Asian Governments and International Relations	3		S		
POSC 343R	Asian Empires and Societies	3		S		
POSC 345	Power in the Vietnam War	3		W		
POSC 350	International Law	3		F		
POSC 352/ BUSM 342	Ethics and the Legal Environment Business Law and Ethics	3	BUSM 180 w/C- or better and ENGL 101	F,W,S		
POSC 354	Legal Research and Writing	3		S		
POSC 356	International Legal Drafting and Transactions	3		W		
POSC 358	Comparative Law	3		F		
POSC 362	International Political Economy and Development	3		W		
POSC 364	Conflict Bargaining and Management	3		F		
POSC 366	Politics and Economics of the Developing World	3		F		
POSC 380	Political Future Studies	3		F		
POSC 384	The United Nations and Intergovernmental Organizations	3		F		
POSC 386	Pacific Regionalism and Conflict	3		F,S		
POSC 390R	Special Topics in Political Science	3		Variable		
POSC 392R	Field Study	3		Variable		

Electives may include any two of the following:

ECON 350	Economic Development	3	ECON 201 and MATH 221	F,W,S		
HIST 423	Modern Nationalism and Globalization	3		W		
PMGT 300	Public Policy	3		W		
PMGT 350	Crisis Management	3		W,S		
PMGT 360	Disaster Management	3		F		

III. Capstone & Internship 6 Credits

POSC 410 or POSC 420 or POSC 440 or POSC 470 or PMGT 499	The Constitution of the United States Complexity and Public Policy Nationalism and Globalization International Relations Theory Public Management	3		F W W S F		
POSC 498R or POSC 499	Political Science Internship Political Science Research and Writing	3	POSC 202 and POSC 300 or permission of instructor POSC 202 and POSC 300 or permission of instructor	F,W,S W Variable		

Total Credits Mapped for Graduation:

No grade less than C- will be counted towards the major.

The terms of this MRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

Last Revision 4/27/18



Political Science Minor

MIPOSC.2018 (mrs 1225)

15 credits

Effective Date: 09/2018

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

**The Political Science Minor is not available to Political Science majors.*

I. Core Requirement 3 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
POSC 190 or POSC 300 or POSC 304 or MATH 221 or PSYC 205	Foundations of Critical Thinking	3		F,W,S		
	Political Inquiry and Writing			F,W		
	Quantitative Political Research		POSC 300 or Permission of Instructor	W,S		
	Principles of Statistics		MATH 107 or 110	F,W,S		
	Applied Social Statistics		PSYC 111 and MATH 107 or equivalent or MATH 110 or equivalent	F,S		

II. Advanced Content 12 Credits

POSC 101	Introduction to Politics	3		F,W,S		
POSC 110	The US Political System	3		F,W,S		
POSC 170	International Relations	3		F,W,S		
POSC 190	Foundations of Critical Thinking	3		F,W,S		
POSC 202	History of Political Philosophy	3		F,W,S		
POSC 220	Historical Systems of Power	3		F,S		
POSC 230	Fundamentals of Good Governance	3		F,W,S		
POSC 300	Political Inquiry and Writing	3		F,W		
POSC 304	Quantitative Political Research	3	POSC 300 or Permission of Instructor	W,S		
POSC 318	Federalism and Intergovernmental Relations	3		F,S		
POSC 320	Government Policy Analysis	3		F		
POSC 322	Oceanic Governments and Politics	3		W		
POSC 330	Introduction to Public Administration	3		W		
POSC 331	Public Policy	3		W		
POSC 335	Issues of Terrorism	3		F		
POSC 338	Poverty and Civil Conflict	3		F		
POSC 340	Asian Governments and International Relations	3		S		
POSC 343R	Asian Empires and Societies	3		S		
POSC 345	Power in the Vietnam War	3		W		
POSC 350	International Law	3		F		
POSC 352/ BUSM 342	Ethics and the Legal Environment Business Law and Ethics	3	BUSM 180 w/C- or better and ENGL 101	F,W,S		
POSC 354	Legal Research and Writing	3		S		
POSC 356	International Legal Drafting and Transactions	3		W		
POSC 358	Comparative Law	3		F		
POSC 362	International Political Economy and Development	3		W		
POSC 364	Conflict Bargaining and Management	3		F		
POSC 366	Politics and Economics of the Developing World	3		F		
POSC 380	Political Future Studies	3		F		
POSC 384	The United Nations and Intergovernmental Organizations	3		F		
POSC 386	Pacific Regionalism and Conflict	3		F,S		
POSC 390R	Special Topics in Political Science	3		Variable		
POSC 392R	Field Study	3		Variable		
POSC 440	Nationalism and Globalization	3		W		

Electives may include any two of the following:

ECON 350	Economic Development	3	ECON 201 and MATH 221 both w/C- or better	F,W,S		
HIST 423	Modern Nationalism and Globalization	3		W		
PMGT 300	Public Policy	3		W		
PMGT 350	Crisis Management	3		W,S		
PMGT 360	Disaster Management	3		F		

Total Credits Mapped for Graduation:

No more than 6 credits of this certificate may overlap with credits used for another major, minor or certificate.

All passing grades will be accepted in fulfilling minor or certificate requirements.

The terms of this MRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

Last revision 4/27/18



Public Management Minor
MIPMGT.2018 (mrs 1414)
18 credits

Effective Date: 09/2018

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

Core Requirements							9 Credits	
<i>Course #</i>	<i>Title</i>	<i>Hr.</i>	<i>Prerequisites</i>	<i>Offered</i>	<i>Sem.</i>	<i>Grade</i>		
POSC 330	Introduction to Public Administration	3		W				
PMGT 300/ POSC 331	Public Policy	3		W				
PMGT 499	Public Management	3		F				
Electives							9 Credits	
Choose one from each group								
Group 1								
ECON 200	Principles of Microeconomics	3	MATH 107	F,W,S				
ECON 201	Principles of Macroeconomics	3	ECON 200	F,W,S				
MATH 221	Principles of Statistics	3	MATH 107 or 110	F,W,S				
POSC 304	Quantitative Political Research	3	POSC 300	W,S				
PSYC 205	Applied Social Statistics	3	PSYC 111, MATH 107 or equivalent or MATH 110 or equivalent	F,S				
Group 2								
BUSM 310	Leadership and Management	3	BUSM 180 w/C- or better and BUSM 320	F,W,S				
PMGT 350	Crisis Management	3		W S				
PMGT 360	Disaster Management	3		F				
Group 3*								
POSC 170	International Relations	3		F,W,S				
POSC 380	Political Future Studies	3		F				
POSC 386	Pacific Regionalism and Conflict	3		S				
HIST 423	Modern Nationalism and Globalization	3		W				
POSC 230	Fundamentals of Governance	3		F,W,S				
POSC 318	Federalism and Intergovernmental Relations	3		F				
POSC 420	Complexity and Public Policy	3		W				
Total Credits Mapped for Graduation:								

*Or other course with Public Management Program approval

No more than six (6) hours in the minor may be used in the student's major.

All passing grades will be accepted in fulfilling minor or certificate requirements.



**Certificate in
International Development**
CTINTDEV.2018 (mrs 1045)
15 credits

Effective Date: 09/2018

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

Core Courses **9 Credits**

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
POSC 362	International Political Economy and Development	3		W		
POSC 366	Politics and Economics of the Developing World	3		F		
POSC 304 or MATH 221 or PSYC 205	Quantitative Political Research Principles of Statistics Applied Social Statistics	3	POSC 300 or Permission of Instructor MATH 107 or 110 PSYC 111 and MATH 107 or equivalent or MATH 110 or equivalent	W,S F,W,S F,S		

Electives (Choose two): **6 Credits**

ANTH 447	Applied and Developmental Anthropology	3	ANTH 105 or IPB 121	W		
POSC 338	Poverty and Civil Conflict	3		F		
POSC 364	Conflict Bargaining and Management	3		F		
POSC 386	Pacific Regionalism and Conflict	3		F,S		
POSC 470	International Relations Theory	3		S		
PMGT 300/ POSC 331	Public Policy	3		W		
PMGT 350	Crisis Management	3		W,S		
PMGT 360	Disaster Management	3		F		
PMGT 499	Public Management	3		F		
ECON 200	Principles of Microeconomics	3	MATH 107	F,W,S		
ECON 201	Principles of Macroeconomics	3	ECON 200	F,W,S		

Total Credits Mapped for Graduation: **15 Credits**

**Double dipping is allowed.*

All passing grades will be accepted in fulfilling minor or certificate requirements.



**Certificate in
Emergency Management
CTEMMGT.2018 (mrs 1018)
15 credits**

Effective Date: 09/2018

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

Core Requirements						6 Credits
<i>Course #</i>	<i>Title</i>	<i>Hr.</i>	<i>Prerequisites</i>	<i>Offered</i>	<i>Sem.</i>	<i>Grade</i>
PMGT 360	Disaster Management	3		F		
EMGT 490	Emergency Management Professional Development	3	PMGT 360	F,W,S		
Electives (Choose three)						9 Credits
PMGT 300/ POSC 331	Public Policy	3		W		
POSC 335	Issues of Terrorism	3		F		
PMGT 350	Crisis Management	3		W S		
PMGT 499	Public Management	3		F		
Total Credits Mapped for Graduation:						15 Credits

No more than 6 credits of this certificate may overlap with credits used for another major or certificate.

All passing grades will be accepted in fulfilling minor or certificate requirements.



Legal Studies Certificate
CTLEGSTD.2018 (mrs 1055)
15 credits

Effective Date: 09/2018

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

Core Requirements **6 Credits**

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
POSC 354	Legal Research and Writing	3		S		
POSC 356	International Legal Drafting and Transactions	3		W		

Electives: Complete Three **9 Credits**

POSC 230	Fundamentals of Governance	3		F,W,S		
POSC 350	International Law	3		F		
POSC 352/ BUSM 342	Ethics and the Legal Environment Business Law and Ethics	3	BUSM 180 w/C- or better and ENGL 101	F,W,S		
POSC 358	Comparative Law	3		F		
POSC 410	The Constitution of the United States	3		F		

Total Credits Mapped for Graduation

No more than 6 credits of this certificate may overlap with credits used for another major, minor or certificate.

All passing grades will be accepted in fulfilling minor or certificate requirements.



Criminal Justice Certificate
CTCRMJ.2018 (mrs 1151)
15 credits

Effective Date: 09/2018

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

Required							6 Credits
<i>Course #</i>	<i>Title</i>	<i>Hr.</i>	<i>Prerequisites</i>	<i>Offered</i>	<i>Sem.</i>	<i>Grade</i>	
CRMJ 301	Introduction to Criminal Justice	3		F,S,W			
CRMJ 371	Criminal Investigation and Criminology	3		F,S,W			
Electives							9 Credits
<i>Complete 3, including at least 1 class from each set</i>							
Set A - Theory							
POSC 230	Fundamentals of Good Governance	3		F,W,S			
POSC 358	Comparative Law	3		F			
POSC 410	The Constitution of the United States	3		F			
Set B - Skills							
FORS 100	Introduction to Forensic Science	3		F,S			
POSC 335	Issues of Terrorism	3		F			
PMGT 350	Crisis Management	3		S,W			
PMGT 360	Disaster Management	3		F			
CRMJ 351	Financial and Fraud Investigation	3		F			
CRMJ 361	Violence Threat Assessment and Management	3		W			
Total Credits Mapped for Graduation:							

No more than 6 credits of this certificate may overlap with credits used for another major, minor or certificate.

All passing grades will be accepted in fulfilling minor or certificate requirements.



Governance Certificate
CTPOSCGOV.2018 (mrs 1330)
18 15 credits

Effective Date: 09/2018

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

Core Requirements							12 15 Credits
<i>Course #</i>	<i>Title</i>	<i>Hr.</i>	<i>Prerequisites</i>	<i>Offered</i>	<i>Sem.</i>	<i>Grade</i>	
POSC 110 or	The US Political System	3		F,W,S			
POSC 322 or	Oceanic Governments and Politics			W			
POSC 340	Asian Governments and International Relations			S			
POSC 190	Foundations of Critical Thinking	3		F,W			
POSC 230	Fundamentals of Good Governance	3		F,W,S			
POSC 318	Federalism and Intergovernmental Relations	3		F			
POSC 320	Government Policy Analysis	3		F			
POSC 420	Complexity and Public Policy	3		W			
Electives – Choose one							3 Credits
POSC 318	Federalism and Intergovernmental Relations	3		S			
POSC 330	Introduction to Public Administration	3		W			
POSC 331	Public Policy	3		W			
POSC 338	Poverty and Civil Conflict	3		F			
POSC 362	International Political Economy and Development	3		W			
POSC 366	Politics and Economics of the Developing World	3		F			
POSC 380	Political Future Studies	3		F			
POSC 386	Pacific Regionalism and Conflict	3		F S			
Total Credits Mapped for Graduation:							

No more than 6 credits of this certificate may overlap with credits used for another major, minor or certificate.

All passing grades will be accepted in fulfilling minor or certificate requirements.

Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2018

College: College of Business, Computing, and Government

Course Prefix: POSC

Course Number: 343R

NEW COURSE:

Full Title: Asian Empires & Societies

Short Title (for Transcript, 30-char max): Asian Empires & Societies

Catalog Entry (50-word recommended maximum):

Examines the rise, expansion, and decline of Asia's primary empires, emphasizing systems of political power, cultural connectivity, and social influence.

Prerequisites: none

Equivalency: none

Credit Hours: 3

Frequency: S

Grading Method: A-B-C

Learning Objectives: Each student who passes this course will be able to do the following:

Understand the historical context birthing one more of Asia's primary empires, such as the Mongol Empire, the Japanese Empire, the Manchu Empire, Europe's colonial empires, or any of China's numerous and significant empires.

Identify major themes of empire creation and maintenance using history as a source of case studies;

Explain the difference between centralized and federal models of empire creation.

Write a persuasive analytical essay on a book or movie;

Participate in class discussion related to subjective, open-ended subjects and persuade others;

Write a synthesis paper the draws ideas from two or more sources.

Assessment Methods: This class will use exams and quizzes to assess comprehension. Students will also write several short essays designed to generate ideas and new interpretations. The final paper will require a full synthesis of several book and movie inputs related to a particular theme of empire-building, maintenance, or decline.

Confucius once said, "One who reviews the old so as to find out the new is qualified to teach others." (Analects 2:11, 6th cen B.C.)

Mao Zedong once said: If you want knowledge you must take part in the practice of changing reality. If you want to know the taste of a pear, you must change the pear by eating it yourself. If you want to know the theory and methods of revolution, you must take part in revolution. All genuine knowledge originates in direct experience. ("On Practice," July 1937)

POSC 343R: Asian Empires & Societies – The Chinese State, Ming thru Mao

Michael G. Murdock

SSC 145 / 675-3842 / michael.murdock@byuh.edu

Aloha! Political Science 343R this semester will explore different models of the Chinese empire. Beginning with the traditional Confucian-based order, we will trace events through the twentieth century as the Chinese empire spawned, created, and adapted to global changes. Historical chronology will determine course organization but discussion, films, visuals, and will augment class lectures.

Beyond the usual purposes behind a BYU-Hawaii education I seek three additional outcomes. First, I hope you will gain an appreciation for **China's people, culture, and systems**. Part of our quest involves highlighting successes; part involves exploring challenges. Empathy and understanding for relevant struggles and accomplishments, in turn, will contextualize your own experiences and equip you to make this world a better place.

Second, I want your thinking and analysis to expand. I have little interest in minutia and do *not* aim to cram your heads with trivia. Instead, we will explore theories, ideologies, motivations, assumptions, forces, and incentives that shape **the history of modern China**. You must master these larger dynamics and acquire the ability to assess them intelligently. Facts mean nothing without an analytical or interpretative framework to give them life. Your ability to connect dots, identify patterns of significance, and articulate them convincingly will determine 80% of your grade.

Third, I intend to reinforce the value of effective life skills. Many students do as little as possible, believing they'll pursue excellence once they enter the "real world." I say seek it now because the spirit that possesses your body at BYU-Hawaii will continue to possess it after a career, spouse, children, a mortgage, and a cat arrive. A university education is not about grabbing a diploma so you can score a high-paying job. It aims to shape the thoughts, behavior, and character you'll develop during the first critical years of adulthood. Therefore, like the so-called "real world," I reward behavior that enhances class success and "de-reward" conduct that detracts. Your ability to show accountability, cooperate with others, and maintain a positive attitude will determine 20% of your grade.

I want all of you to succeed and am very sympathetic to concerns about language, health, performance schedules, work, family, and so forth. Those who come to me early and sincerely will earn my full support. Students who miss class, fail to submit assignments, or refuse to seek help before semester's end, however, will find me less accommodating.

Miscellanea: Confucius said, "You can't carve rotten wood or paint a dung wall." Some students refuse improvement, clinging to all manner of rot and disgrace. Rules can check the worst. Homework must be submitted to me before I leave the classroom on its due day; hard copy only; no name means no grade. Late work loses 20% and another 30% if a week late. Cell phones are banned from the moment I enter the classroom. If I see your cell phone you owe me a peace offering; if it rings/buzzes during class you must bring cookies for the whole class. If you get caught texting it's pizza. Laptops may be used on the front row for note taking only and are banned at the movie viewings. Anyone informing me about laptop misuse will get all the violator's participation points. Attendance policies: 1) babies, guests, and pets are welcome; 2) late arrival will hurt participation; 3) this isn't church; do not up and leave except for emergencies. Hungry students may eat in class but must tidy up and make ZERO noise. Lethal students may kill nothing but mosquitoes or flies. Ill students must stay home. Happy students may sing or whistle. Eager students may record lectures. Gracious students may bring treats for all. Sleeping students will face an abrupt awakening. Disengaged students who stare, doodle, or pick split ends will lose points. Bored students who sigh, yawn, or pick their noses will do worse. Annoying students who whine about the length of the movies, mutter under their breath, giggle to friends, roll their eyes, or pack up before class ends will do far, far worse. Plagiarizing students will fail. Tardy/absent students must get announcements from others. Snide students will earn participation points and reciprocal commentary. Great students will take notes, come on time, contribute, and have fun!

Course Requirements

Attendance—30 points: Attendance points require attendance. I'll send a roll around each class but it is your responsibility to mark it. I generally excuse absences but you must clear each one. Every unexcused absence will cost **10 points**. If you have enough, unexcused absences can accumulate negative points. The roll is law.

Movie Viewings—30 points: Points will be given for watching each movie. Those who miss a film viewing may watch it at the library or online but must do so within one week of our screening.

Participation—40 points: Participation points accrue as you engage the class. Five points are earmarked for sending me an introductory e-mail—as an email, not a lame attachment or Google doc. Hiss. You can also earn points by joining class discussion, attending student reviews, and so forth. I reward effort rather than genius. Students who arrive late, hide when they see me at Foodland, or embrace other anti-social behaviors lose participation points.

Book Reaction Papers (BRP)—25 points each: Students must submit a book reaction paper for **four** of the books. Essays must not exceed one page each and should illuminate an important theme related to the course. Do not summarize the book. Focus instead on analyzing insights. Use the book title as your paper title.

Movie Reaction Papers (MRP)—25 points each: Students must submit a movie reaction paper for **four** of the movies. Essays must not exceed one page each and should illuminate an important theme related to the course. Do not summarize the movie. Focus instead on analyzing insights. Use the movie title as your paper title.

Final Exam (FE)—100 points: Students will also take a comprehensive final exam, short essay responses to a battery of open-ended questions. Students should refer to the books, films, lectures and discussions to answer the questions.

Final Paper (FE)—100 points: Students will also submit an 8-page paper offering a synthesis of ideas discussed in class.

Grade Breakdown & Policy

Attend./Participation	100 pts. (20%)	I do not grade on a curve. All of you can get an “A” if everyone contributes to class, works hard, and performs well. Come to me <u>early</u> if you have concerns or feel you are struggling.
BRPs (4)	100 pts. (20%)	
MRPs (4)	100 pts. (20%)	
<u>FE / FP</u>	<u>200 pts. (40%)</u>	
TOTAL =	500 pts (100%)	

Required Readings: Students may follow lectures with Jonathan Spence's *The Search for Modern China (SMC)*.

Group A:	Jonathan Spence. <i>Emperor of China</i> . Vintage, 1988.	BRP#1
	Ichisada Miyazaki. <i>China's Examination Hell</i> . Yale, 1981.	BRP#2
Group B:	Pearl Buck. <i>The Good Earth</i> . Pocket, 1994.	BRP#3
	Michael Murdock. <i>Disarming the Allies of Imperialism</i> . Cornell, 2006.	BRP#4
Group C:	Jasper Becker. <i>Hungry Ghosts</i> . Henry Holt, 1998.	BRP#5
	Liang Heng. <i>Son of the Revolution</i> . Vintage, 1984.	BRP#6

Movie Schedule

Group A:	Small Happiness	MRP#1 58"	[G]	VTV 7100	Aug 10, 5:30, TBA
	Crouching Tiger Hidden Dragon	MRP#2 120"	[PG-13]	DVD 0661	Aug 17, 5:30, TBA
	Hero	MRP#3 99"	[PG-13]	DVD 0829	Aug 24, 5:30, TBA
Group B:	The Sand Pebbles	MRP#4 179"	[PG-13]	DVD 0662	Sep 14, 5:30, TBA
	Yellow Earth	MRP#5 89"	[NR]	DVD 1477	Sep 21, 5:30, TBA
	To Live	MRP#6 132"	[NR]	DVD 0602	Sep 28, 5:30, TBA
Group C:	Hongyu	MRP#7 112"	[NR]		Oct 5, 5:30, TBA
	Not One Less	MRP#8 106"	[G]	DVD 003	Oct 12, 5:30, TBA
	Together	MRP#9 119"	[PG]	DVD 0672	Oct 19, 5:30, TBA

Course Schedule

1. Aug 1 Course Introduction and General Business

Unit I. Traditional China's Foundations

2. Aug 3 Geography and Language
3. Aug 5
4. Aug 8 Philosophy and Religion
5. **Aug 10** Confucian Family Organization and Local Structures
6. Aug 12 China's Traditional System: Emperors, Exams, and Elites
7. Aug 15

Unit II. The Splendor of Late Imperial China (1500-1839)

8. **Aug 17** Late Ming Pluralism and Qing Confucian Orthodoxy (SMC ch.1-4)
9. Aug 19
10. Aug 22 Society during the High Qing (SMC: ch.5)
11. **Aug 24** Art and Material Culture during the High Qing
12. Aug 26 Controlling the Foreigner: The Tribute System (SMC: ch.6)
13. Aug 29

Group A BRP(s), MRP(s) Due

Unit III. Decline and Collapse of the Traditional Order (1840-1911)

14. Aug 31 Dynastic Decline: The Foreign Threat and Domestic Turmoil (SMC: ch.7-8)
15. Sep 2 The Qing Response: Self-Strengthening and Restoration (SMC: ch.9)
16. Sep 5 *****Labor Day*****
17. Sep 7
18. Sep 9 The Sino-Japanese War and Failed 1898 Reform (SMC: ch.10)
19. Sep 12 The Boxers, Late Qing Reforms and 1911 Revolution (SMC: ch.11)
20. **Sep 14**

Unit IV. The Search for a New Order: the Republican Era (1912-1949)

21. Sep 16 Warlords to May Fourth Movement Students (SMC: ch.12-13)
22. Sep 19
23. **Sep 21** Revolutionaries (GMD and CCP) and the Northern Expedition (SMC: ch.14)
24. Sep 23 The Nanjing Regime and Rural CCP Movement (SMC: ch.15)
25. Sep 26 The Japanese Invasion and WWII in Asia (SMC: ch.16)
26. **Sep 28**

Group B BRP(s), MRP(s) Due

Unit V. The Maoist Vision of a Socialist China (1949-1976)

27. Sep 30 Civil War: The PRC and ROC (III) (SMC: ch.18)
28. Oct 3
29. **Oct 5** The Korean Conflict and Plans for a "Brave New World" (SMC: ch.19)
30. Oct 7 The Great Leap Forward and Cultural Revolution (SMC: ch.20-21)
31. Oct 10
32. **Oct 12** The Cultural Revolution Remembered

Unit VI. The Dengist Construction of Capitalist China (1976-2000)

33. Oct 14 U.S.-China Détente (SMC: ch.22)
34. Oct 17
35. **Oct 19** Deng's Modernizations (SMC: ch.23)
36. Oct 21
37. Oct 24 Change and Pressure in the Maoist Order (SMC: ch.24)
38. Oct 26 Taiwan Comparison & Tiananmen Incident (SMC: ch.25)

Group C BRP(s), MRP(s) Due

39. Oct 29 Murdock's Office by 5:00 p.m.

FE Due

Movies and Books Note

These films/books have not been selected for your entertainment. They aim to expand understanding beyond your own experiences. Parts may be bleak but wonderfully depict features of the human condition. This too is necessary for your progression. Some feel that if a movie or book does not leave them refreshed, uplifted, and joyous, it has no value but cankers their soul. Like monks in a monastery, they prefer to sever contact with the “world.” Consider the following prophetic comments concerning our education and eternal progression.

Shall I sit down and read the Bible, the Book of Mormon, and the Book of Covenants all the time?” says one. Yes, if you please and when you have done, you may be nothing but a sectarian after all. It is your duty to study to know everything upon the face of the earth in addition to reading those books. We should not only study good, and its effects upon our race, but also evil and its consequences.

—Brigham Young, *Journal of Discourses*, 2:93-94

God doubtless, could avert war, prevent crime, destroy poverty, chase away darkness, overcome error, and make all things bright, beautiful and joyful. But this would involve the destruction of a vital and fundamental attribute of man—the right of agency. It is for the benefit of His sons and daughters that they become acquainted with evil as well as good, with darkness as well as light, with error as well as truth, and with the results of the infraction of eternal laws. The contrasts experienced in this world of mingled sorrow and joy are educational in their nature, and will be the means of raising humanity to a full appreciation of all that is right and true and good.

—*Teaching of the Prophet Joseph F. Smith*, p. 286

The tide of evil flows. It has become a veritable flood. Most of us, living somewhat sheltered lives, have little idea of the vast dimensions of it. . . . God give us the strength, the wisdom, the faith, the courage as citizens to stand in opposition to these and to let our voices be heard in defense of those virtues which, when practiced in the past, made men and nations strong, and which when neglected, brought them to decay.

—Gordon B. Hinckley, *Be Thou An Example*, p. 58

If you still feel uncomfortable viewing or reading any of these movies or books, an alternative listing will be made available if you inform me in writing why you prefer not to follow the prescribed outline. Present this request to me within the first two weeks of class so I can make arrangements.

University Standards, Mores, & Demands

Office of Honor: The Honor Code exists to provide an education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. Students, faculty and staff are expected to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. Academic honesty and dress and grooming standards are to be maintained at all times on and off campus. For specific information see <http://honorcode.byuh.edu/>

Discrimination: The University is committed to a policy of nondiscrimination on the basis of race, color, sex, pregnancy, religion, national origin, age, disability, genetic information or veteran status in admissions, employment or in any of its educational programs or activities. For specific information see the non-discrimination policy at <https://policies.byuh.edu/>

Title IX and Sexual Misconduct: The University will not tolerate any actions proscribed under Title IX legislation, specifically sexual harassment, sexual violence, domestic or dating violence or stalking perpetrated by or against any university students, university employees or participants in university programs. For specific information see <https://titleix.byuh.edu/>. All faculty and staff are deemed responsible reporting parties and as such mandated to report incidents of sexual misconduct including sexual assault to the Title IX Coordinator: Debbie Hippolite-Wright, PhD, Title IX Coordinator, Vice President of Student Development & Services, Lorenzo Snow Administrative Building, 55-220 Kulanui Street, Laie, HI 96762, Office Phone: (808) 675-4819, E-Mail: titleix@byuh.edu.

Student Academic Grievance policy: Students who feel that their work has been unfairly or inadequately evaluated by an instructor are encouraged to pursue the matter as an Academic Grievance by following the steps found in the Academic Grievance policy at <http://catalog.byuh.edu/node/300>

Disability Services: If you have a disability and need accommodations, contact the Disability Officer/Coordinator at: Disability Services, McKay 181, Phone: (808) 675-3518 or (808) 675-3999, Email: leilani.anna@byuh.edu.

Concerns: If you have a concern to report go to <http://about.byuh.edu/reportaconcern>.

Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2018

College: College of Business, Computing, and Government

Course Prefix: POSC

Course Number: 345

NEW COURSE:

Full Title: Power in the Vietnam War

Short Title (for Transcript, 30-char max): Power in the Vietnam War

Catalog Entry (50-word recommended maximum):

Explores the complex confluence of economic interests, military force, political agendas, ideological visions, technical and organizational systems, understandings, theories, and perspectives that comprise the Vietnam War.

Prerequisites: none

Equivalency: none

Credit Hours: 3

Frequency: W

Grading Method: A-B-C

Learning Objectives: Each student who passes this course will be able to do the following:

Understand the historical context that produced the Vietnam War, the nature of the war itself, and it's broad-scale consequences across the globe and across time;

Identify the primary incentives, purposes, ideologies, and systems driving major participants;

Address the role of perspective in "understanding" the Vietnam War;

Explain the consequences of entering, engaging, and exiting the conflict on an individual as well as a collective basis;

Lead an academic discussion and articulate major issues and ideas related to Vietnam Era studies, memoirs, and literature;

Write intelligent qualitative essays on themes showcased in the literature and in selected feature and documentary films.

Write a synthesis paper the draws ideas from numerous sources covered across the semester.

Assessment Methods: This class will use exams and quizzes to assess comprehension. Students will also write several short essays designed to generate ideas and new interpretations. Students will also be graded on their relative success at leading a discussion, comprehensive book notes that they must submit on each reading, and short analytical papers as well as a longer synthesis of several book and movie inputs related to a particular theme of the Vietnam War.

“You don’t know the horrible aspects of war. I’ve been through two wars and I know. I’ve seen cities and homes in ashes. I’ve seen thousands of men lying on the ground, their dead faces looking up at the skies. I tell you, war is hell!”
(William Tecumseh Sherman, 1880)

“War is an ugly thing but not the ugliest of things. The decayed and degraded state of moral and patriotic feeling which thinks nothing is worth war is much worse. A man who has nothing for which he is willing to fight, nothing he cares about more than his own personal safety, is a miserable creature who can never be free except made and kept so by the exertions of better men than himself.” (John Stuart Mill)

Political Science 345: Power in the Vietnam War

Michael G. Murdock

SSC 145 / 675-3842 / michael.murdock@byuh.edu

Aloha! **Political Science 345** will explore the foundations and dynamics of power in the Vietnam War. The Vietnam War showcases an enormous range of mechanisms of power. How they emerge, define themselves, intersect, and affect change will be the focus of this class. We will not just be reading history, but examining how players shape it.

Beyond the usual purposes behind a BYU-Hawaii education I seek three additional outcomes. First, I hope to instill within each of you a deep appreciation for all peoples **touched by war**. Part of our quest involves highlighting successes; part involves exploring challenges. Empathy and understanding for relevant struggles and accomplishments, in turn, will contextualize your own experiences and equip you to make this world a better place.

Second, I want your thinking and analysis to expand. I have little interest in minutia and do *not* aim to cram your heads with trivia. Instead, we will explore theories, ideologies, motivations, assumptions, forces, and incentives that shape **the Vietnam conflict**. You must master these larger dynamics and acquire the ability to assess them intelligently. Facts mean nothing without an analytical or interpretative framework to give them life. Your ability to connect dots, identify patterns of significance, and articulate them convincingly will determine 80% of your grade.

Third, I intend to reinforce the value of effective life skills. Many students do as little as possible, believing they’ll pursue excellence once they enter the “real world.” I say seek it now because the spirit that possesses your body at BYU-Hawaii will continue to possess it after a career, spouse, children, a mortgage, and a cat arrive. A university education is not about grabbing a diploma so you can score a high-paying job. It aims to shape the thoughts, behavior, and character you’ll develop during the first critical years of adulthood. Therefore, like the so-called “real world,” I reward behavior that enhances class success and “de-reward” conduct that detracts. Your ability to show accountability, cooperate with others, and maintain a positive attitude will determine 20% of your grade.

I want all of you to succeed and am very sympathetic to concerns about language, health, performance schedules, work, family, and so forth. Those who come to me early and sincerely will earn my full support. Students who miss class, fail to submit assignments, or refuse to seek help before semester’s end, however, will find me less accommodating.

Miscellanea: Confucius said, “You can’t carve rotten wood or paint a dung wall.” Some students refuse to improve, preferring to cling to all manner of rot and disgrace. You made it this far so Confucius clearly wasn’t describing you. Nevertheless, toxic behaviors still manage to poison our classrooms. These rules aim to rebalance our culture of learning and restore the sacred nature of learning. Late policy: homework must be submitted on its due day before I leave the classroom, hard copy only, no name or staple means no grade. Late work loses 20% and 50% if a week late. Device policy: cell phones are banned the instant I enter the classroom. If I see your cell phone you owe me a peace offering. If it rings/buzzes you must bring cookies for the whole class. If you text it’s pizza. If you try to justify illicit cell phone use with something like “class hasn’t started yet” or launch into a doomed defense of cell phone usage, you owe me a week’s worth of peace offerings. Laptops may be used on the front row for note taking only but are banned at the movie viewings. Ratting out laptop misuse will earn you the violator’s participation points—all 100 of them. Attendance policy: 1) babies, guests, and pets are welcome; 2) unexcused absences cost 10 points each; 3) tardies and randomly wandering out will cost 5 points each incident—this isn’t church. Tardy or absent students must get announcements from others. Conduct policy: students may eat lunch in class but must tidy up and make ZERO wrapper noise. Kill nothing but mosquitoes or flies. You may record lectures or bring treats. If sick, stay home. If you sleep, I’ll wake you. Participation points will sink if you share lipstick, doodle, pick split ends or your nose, sigh, yawn, roll your eyes, sprawl over your desk, whine about movie lengths, whisper in class or pack up before it ends, watch the clock, leave rubbish, act snooty, stare blankly, ignore others, lose your syllabus, fail to read it, or detach yourself from class. If you plagiarize or come barefoot you’ll fail. Snide remarks are welcome but will be reciprocated. Participation points rise as you help tidy the classroom, take notes, ask questions, engage classmates, show interest in the material, smile, laugh, and have fun!

Course Requirements

Attendance—30 points: Attendance points require your presence. I'll send a roll around each class period, but marking it is your responsibility. I generally excuse absences but you must clear each one. Every unexcused absence will cost **10 points**. Unexcused absences can accumulate negative points. The roll is law.

Movie Viewings—30 points: Points will be given for each movie you watch. Those who miss a movie may view it at the library or online but must do so within one week of our screening.

Participation—40 points: Participation points accrue as you engage the class. Points accumulate as you join class discussion, attend student reviews, and so forth. I reward effort rather than genius. Students who ignore me when they see me at Foodland or embrace other anti-social behaviors lose participation points. You can earn five points for sending me an introductory e-mail—not a lame email attachment or Google doc. Hiss.

Discussion Leading—50 points total: Each student will direct discussion for **one** book and **one** movie. Discussion leaders can offer a brief intro before raising questions to keep discussion engaging. Questions should highlight problems or insights. Leaders will be graded on coverage, quality, and involvement.

Movie Reaction Papers (MRP)—25 points each: Students must submit movie reaction papers for **four** of the movies. These essays must never exceed one page each and should illuminate a single theme. Do not summarize the movie. Focus instead on analyzing a key insight. Use the movie title as your paper title.

Book Notes—100 points total: Book notes, readied before class for use in discussion, must be submitted at the end of class. Notes summarize major points but can also include your own analyses or syntheses. Notes should include a list of questions that can be used during class discussion. Book notes less than four pages will be deemed insufficient.

Final Exam (FE)—50 points: Students will also take a comprehensive final exam, short essay responses to a battery of open-ended questions. Students should refer to the books, films, lectures and discussions to answer the questions.

Final Paper (FP)—100 points: Students will also submit an 8-page paper offering a synthesis of ideas discussed in class.

Grade Breakdown & Policy

Attend/Part	100 pts. (20%)
Discussion Leading	50 pts. (10%)
MRPs	100 pts. (20%)
Book Notes	100 pts. (40%)
<u>FE / FP</u>	<u>150 pts. (30%)</u>
TOTAL =	500 pts (100%)

I do not grade on a curve. All of you can get an “A” if everyone to class, works hard, and performs well. Come to me early if you have concerns or feel you are struggling.

Required Readings

Unit 1.	Kregg J.P. Jorgenson. <i>Acceptable Loss</i> . Ivy Books, 1995. Michael Herr. <i>Dispatches</i> . Vintage Books, 1991. Lynda Van Devanter. <i>Home Before Morning</i> . Univ. of Massachusetts Press, 2001.
Unit 2.	Frances FitzGerald. <i>Fire in the Lake</i> . Vintage Books, 1989. Michael Lind. <i>Vietnam: The Necessary War</i> . Free Press, 2002.
Unit 3.	Dang Thuy Tram. <i>Last Night I Dreamed of Peace</i> . Broadway, reprint 2008. Le Ly Hayslip. <i>When Heaven and Earth Changed Places</i> . Plume, reprint 1993. Duong Thu Huong. <i>Novel Without a Name</i> . Penguin, reprint 1996.

Required Films

A. Inside the Vietnam War (2008) [NR]	150”	MRP-A	Tues, Jan 23, 5:30, TBA
B. The Green Berets (1968) [G]	142”	MRP-B	Tues, Jan 30, 5:30, TBA
C. The Quiet American (2002) [R]	101”	MRP-C	Tues, Feb 6, 5:30, TBA
D. First Blood (1982) [R]	94”	MRP-D	Tues, Feb 20, 5:30, TBA
E. The Fog of War (2003) [PG-13]	95”	MRP-E	Tues, Feb 27, 5:30, TBA
F. Why We Fight (2005) [PG-13]	98”	MRP-F	Tues, Mar 6, 5:30, TBA
G. The Killing Fields (1984) [R]	141”	MRP-G	Tues, Mar 20, 5:30, TBA
H. We Were Soldiers Once (2002) [R]	138”	MRP-H	Tues, Apr 10, 5:30, TBA

Course Schedule

Introduction—Conceptualizations

1. Jan 11 [Lecture #1](#): Course Introduction
2. Jan 16 [Lecture #2](#): Our Formulation of Reality
3. Jan 18 [Lecture #3](#): History as Social Engineering

Unit 1. The War Zone: Front-Line Perspectives

4. Jan 23 [Lecture #4](#): Containment & Limited War
5. Jan 25 [Movie A Discussion](#): Inside the Vietnam War Movie Leader: _____

6. Jan 30 [Book #1 Discussion](#): Jorgenson Book Leader: _____
7. Feb 1 [Movie B Discussion](#): The Green Berets Movie Leader: _____

8. Feb 6 [Book #2 Discussion](#): Herr Book Leader: _____
9. Feb 8 [Movie C Discussion](#): The Quiet American Movie Leader: _____

10. Feb 13 [Book #3 Discussion](#): Van Devanter Book Leader: _____

Unit 2. The Home Front: U.S. Perspectives

11. Feb 15 [Lecture #5](#): The War's Impact on the U.S. **MRPs A-C Due**

12. Feb 20 [Lecture #6](#): Why Vietnam? + Hearts and Minds
13. Feb 22 [Movie D Discussion](#): First Blood Movie Leader: _____

14. Feb 27 [Book #4 Discussion](#): FitzGerald Book Leader: _____
15. Mar 1 [Movie E Discussion](#): The Fog of War Movie Leader: _____

16. Mar 6 [Book #5 Discussion](#): Lind Book Leader: _____
17. Mar 8 [Movie F Discussion](#): Why We Fight Movie Leader: _____

18. Mar 13 [Lecture #7](#): Born on the Fourth of July + Forrest Gump

Unit 3. War Against Aggression: Vietnamese Perspectives

19. Mar 15 [Lecture #8](#): War's Impact on Indo China **MRPs D-F Due**

20. Mar 20 [Book #6 Discussion](#): Tram Book Leader: _____
21. Mar 22 [Movie G Discussion](#): The Killing Fields Movie Leader: _____

22. Mar 27 *****Monday Classes*****
23. Mar 29 [Lecture #9](#): Night of the Dragon + Ken Burns

24. Apr 3 [Book #7 Discussion](#): Hayslip Book Leader: _____
25. Apr 5 *****Empower Your Dreams*****

26. Apr 10 [Book #8 Discussion](#): Duong Book Leader: _____
27. Apr 12 [Movie H Discussion](#): We Were Soldiers Once Movie Leader: _____

28. Apr 20 Murdock's Office by 5:00 **MRPs G-H, Final Essay Due**

Movies & Books Note

These films/books have not been selected for your entertainment but education. They aim to expand understanding beyond your own experiences. Parts may be bleak but wonderfully depict features of the human condition. This too is necessary for your progression. Some feel that if a movie or book does not leave them refreshed, uplifted, and joyous, it has no value but cankers their soul. Like monks in a monastery, they prefer to sever contact with the “world.” Consider the following prophetic comments concerning education and progression. If you still do not feel comfortable viewing or reading any of these movies or books, an alternative listing will be made available if you inform me in writing why you prefer not to follow the prescribed outline. Present this request to me within the first two weeks of class so I can make arrangements.

Shall I sit down and read the Bible, the Book of Mormon, and the Book of Covenants all the time?” says one. Yes, if you please and when you have done, you may be nothing but a sectarian after all. It is your duty to study to know everything upon the face of the earth in addition to reading those books. We should not only study good, and its effects upon our race, but also evil and its consequences.

—Brigham Young, *Journal of Discourses*, 2:93-94

God doubtless, could avert war, prevent crime, destroy poverty, chase away darkness, overcome error, and make all things bright, beautiful and joyful. But this would involve the destruction of a vital and fundamental attribute of man—the right of agency. It is for the benefit of His sons and daughters that they become acquainted with evil as well as good, with darkness as well as light, with error as well as truth, and with the results of the infraction of eternal laws. The contrasts experienced in this world of mingled sorrow and joy are educational in their nature, and will be the means of raising humanity to a full appreciation of all that is right and true and good.

—Teaching of the Prophet Joseph F. Smith, p. 286

The tide of evil flows. It has become a veritable flood. Most of us, living somewhat sheltered lives, have little idea of the vast dimensions of it. . . . God give us the strength, the wisdom, the faith, the courage as citizens to stand in opposition to these and to let our voices be heard in defense of those virtues which, when practiced in the past, made men and nations strong, and which when neglected, brought them to decay.

—Gordon B. Hinckley, *Be Thou An Example*, p. 58

University Standards, Mores, & Demands

Plagiarizing: While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. If I catch you cheating, you will fail the course. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

The Honor Code: The Honor Code exists to provide an education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. Students, faculty and staff are expected to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. Academic honesty and dress and grooming standards are to be maintained at all times on and off campus. For specific information see <http://honorcode.byuh.edu/>.

Discrimination: The University is committed to a policy of nondiscrimination on the basis of race, color, sex, pregnancy, religion, national origin, age, disability, genetic information or veteran status in admissions, employment or in any of its educational programs or activities. For specific information see the non-discrimination policy at <https://policies.byuh.edu/>.

Title IX and Sexual Misconduct: The University will not tolerate any actions proscribed under Title IX legislation, specifically sexual harassment, sexual violence, domestic or dating violence or stalking perpetrated by or against any university students, university employees or participants in university programs. For specific information see <https://titleix.byuh.edu/>. All faculty and staff are deemed responsible reporting parties and as such mandated to report incidents of sexual misconduct including sexual assault to the Title IX Coordinator: Debbie Hippolite-Wright, PhD, Title IX Coordinator, Vice President of Student Development & Services, Lorenzo Snow Administrative Building, 55-220 Kulanui Street, Laie, HI 96762, Office Phone: (808) 675-4819; E-Mail: titleix@byuh.edu.

Student Academic Grievance policy: Students who feel that their work has been unfairly or inadequately evaluated by an instructor are encouraged to pursue the matter as an Academic Grievance by following the steps found in the Academic Grievance policy at <http://catalog.byuh.edu/node/300>.

Disability Services: Students with disabilities or those who are pregnant are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of Brigham Young University Hawaii to provide flexible and individualized reasonable accommodation to students with documented disabilities or those who are pregnant. To receive accommodation services for a disability, students must be registered with the Office of Disabilities Services. If you have a disability and need accommodations, you need to contact the Disability Officer/Coordinator at: Disability Services, McKay 181, Phone: (808) 675-3518 or (808) 675-3999, Email address: leilani.auna@byuh.edu.

Report a Concern: If you have a concern to report go to <http://about.byuh.edu/reportaconcern>.

Student Learning Outcomes: Students completing this course will be able to gain a better understanding of history presentation and perspective, issues related to the war, persuasive writing, and effective communication—both written and oral.

ILOs	History Dept—PLOs	Level	Hist 485—SLOs	Means of Assessment
Inquiry	1. Information literacy	high	Analyze types of writing, perspective	Discussions, MEs, booknotes, final
Comms	2. Effective communication	high	Persuasive / analytical communicating	Discussions, MEs, booknotes, final
Analysis	3. Analytical skills	high	Perception, assessment, analysis	Discussions, MEs, booknotes, final
Analysis	4. Problem-Solving abilities	high	Cause & effect links, synthesis	Discussions, MEs, booknotes, final
	5. Context familiarity	high	Follow the Vietnam War narrative	Books, lectures, and movies, all work
	6. Disciplinary competence	high	Recognize value of history	Discussions, MEs, booknotes, final
Integrity		high	Life skills- Academic honesty	Participation, essays
Stewardship	7. Global citizenship	med	Engaging the class and wider world	Participation, discussions of ethics
Service		high	Life skills- Service, community	Participation, relations w/others

Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2018

College: College of Business, Computing, and Government

Course Prefix: POSC

Course Number: 350

NEW COURSE:

Full Title: International Law

Short Title (for Transcript, 30-char max): International Law

Catalog Entry (50-word recommended maximum):

Showcases the fundamentals of international law, the foundations of good governance, and the judicial and political applications of law in the international setting.

Prerequisites: none

Equivalency: none

Credit Hours: 3

Frequency: S

Grading Method: A-B-C

Learning Objectives: Each student who passes this course will be able to do the following:

Understand the basics of international law and its application within nation-state legal and court systems, international organizations, multinational corporations, and local governments;

Recognize the foundational theories of international law, its justification, use, and practice;

Write persuasively about law and the theories of its use;

Communicate persuasively Identify major themes of empire creation and maintenance using history as a source of case studies;

Understand how the International Court of Justice, the US Supreme Court, and the European Court of Human Rights all maintain and defend international law.

Assessment Methods: This class will use exams and quizzes to assess comprehension.

Students will also write a Rule of Law paper and section Response papers. Negotiation exercises, the peacebuilding summit, in-class debates and simulations, and group presentations will be used to assess student oral communication skills and comprehension of the specific cases. The course will also require a final paper.

Immediately following this page, attach a sample syllabus if needed.

Following this page, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.

**INTERNATIONAL LAW
POSC 390R, Winter 2018
HGB 135, MWF 2:30 PM-3:30 PM**

Professor: Jennifer Kajiyama

Office: SSC Room 185

Telephone: 808-675-3687

Fax: 808-675-3888

Email address: jennifer.kajiyama@byuh.edu

Office Hours: Appointments available upon request.

Teaching Assistants: Christine Morte (cdmorte@go.byuh.edu) and Jackie Tapia (iltpanda@go.byuh.edu).

COURSE OBJECTIVES:

To learn, understand, and analyze the fundamentals of international law, the basis of what comprises good governance, and the judicial/political applications of the rule of law. These objectives will be achieved through the linkage of theory to analysis. This process is designed to provide the student with the opportunity to develop research skills, obtain accurate knowledge, and apply the information to critically evaluate a nation-states effectiveness and legitimate use of power.

STUDENT LEARNING OUTCOMES:

Students completing this course will be able to gain a better understanding of international law and its application to the nation-state, international organizations, multinational corporations, and local governments. Students will learn to write persuasively through the Rule of Law paper and section Response Papers. Students will also learn to communicate effectively through various in-class negotiation exercises, the peacebuilding summit, in-class debates, and group presentations.

<i>Learning Outcomes</i>	<i>Extent</i>	<i>Outcome will be Covered</i>	<i>Means of Assessment</i>
1. Research Paper	High	-Every chapter in the reading -Class handouts -Class lectures on writing skills	-Final paper -Paper outline & draft -Exams & quizzes -Final paper evaluation sheet
2. Analytical Essay	Med	-Instructions included in syllabus. -Class lectures on writing response papers.	-2 Response Papers -Peacebuilding Resolution
3. Logic Skills	High	-Readings and lectures -Case study discussions -Peacebuilding Summit -In-class negotiations -In-class debates	-Exams and quizzes -Research paper -Peacebuilding negotiations/mutual interest identification. -Case Briefs
4. Political Philosophy	Med	-Class lecture on international legal philosophy -Course readings on philosophy	-Midterm exam -Quizzes -Response Papers
5. Critical Reading	High	-International Legal cases from International Court of Justice, US Supreme Court, and European Court of Human Rights.	-Response Papers -Case Briefs -Midterm Exam
6. Course Content Mastery	Med	-Every lecture thru the semester -Assigned readings	-Quizzes throughout semester -Final Paper -Peacebuilding Summit -Midterm exam
7. Oral Presentation	Low	-General Assembly Resolution -UN Security Council Simulation -Peacebuilding Summit -Course simulations	-Final Paper -Peacebuilding Summit negotiations, general assembly resolution. -Negotiation exercises

EXPECTATIONS:

Life Skills

A university education is not about grabbing a diploma so you can score a high-paying job. It aims to shape the thoughts, behavior, and character you'll develop during the first critical years of adulthood. Therefore, like the so-called "real world," I reward behavior that augments class success and "de-reward" conduct that detracts. Your ability to show accountability, cooperate with others, and contribute a positive attitude will determine 20% of your grade.

I want all of you to succeed and am very sympathetic to concerns about language, health, performance schedules, work, family, and so forth. Most will earn my empathy and full support if they come to me *early* and sincerely. Students who routinely miss class, fail to submit assignments, or wait to the end of the semester before seeking assistance, however, will find me less accommodating.

Student Expectations

- **Late Work:**
 - Late work will be penalized 25%. After one week past due the penalty rises to 50%. **NO LATE WORK IS ACCEPTED AFTER 2 WEEKS.**
- **Cell Phones/Texting/Online Chats:**
 - Turn off cell phones and other distracting devices before entering class. Class time is for class only. This includes taking notes or reviewing the chapter. It DOES NOT include watching videos, Facebooking, tweeting, chatting, or any other online activity outside of the bounds of this class.
 - If a cell phone rings in our classroom, the offending student must bring cookies for everyone by our next class or forfeit their participation points.
- **Laptops:**
 - Laptops are permitted only on the front row.
 - Students who secretly report laptop misuse will get extra credit.
- **Attendance/Tardiness:**
 - Tardiness will be noted. Three incidents of tardiness or early departure will count as 1 unexcused absence.
 - **2 unexcused absences and your grade will go down 1 letter grade. After that every unexcused absence equals a 1-letter grade drop. 5 unexcused absences and you will automatically fail the course.**
- Please respect all classmates by allowing them to share their opinions and be heard.

ATTENDANCE/PARTICIPATION:

Preparation for and active participation in class are required. Participation, of course, requires attendance. As a result, a failure to attend may affect the evaluation of a student's participation. In addition to preparation and participation, assignments may be made over the course of the semester that each student must complete successfully and on time. A student's final grade may be adjusted upward or downward by half a letter grade (e.g., from a B to a B+) for exceptional or unsatisfactory preparation, participation in class and completion of assignments.

Online Canvas Class Discussions:

Students are required to participate in the online Canvas classroom discussions BEFORE class on the date assigned. In order to receive full-points you must do the following:

1. Post a thread answering the question for the day. You may post on anything that interests you in the reading, a question you might have, reactions to the reading, or political issues you would like to debate in more detail. Your post should be about 3-4 sentences long.
2. Provide a substantive response to another classmate's post. Your response should be between 2-3 sentences long.

3. You must post your thread and respond to a classmate's post BEFORE class starts the day of the online class discussion.

COURSE REQUIREMENTS:

Attendance/Participation (75 pts.)	15%
Quizzes/Case Briefs/Other Assignments (50 pts.) *Adjusted based on need.	10%
Response Papers (2 of 5 at 50 pts. each for a total of 100 pts.)	20%
Peacebuilding Individual Mutual Interest Identification (20 pts.)	4%
Peacebuilding General Assembly Presentation, Resolution (25 pts.)	5%
Rule of Law Draft (30 pts.)	6%
Final Rule of Law Paper (100 pts.)	20%
Final Rule of Law Presentation (25 pts.)	5%
Midterm (75 pts.)	15%
TOTAL: 500 points**	100%

*Pop Quizzes throughout the semester will change this total number, based on the number of quizzes.

**The instructor has the right to change or modify the course syllabus materials during the academic year. Any changes will be shared with students. Every attempt will be made to provide those changes in writing.

RESPONSE PAPERS:

You are required to write on two of the five topics listed below. Everyone is REQUIRED to write on Response Paper #1. However you may choose which topic to write your second response paper topic on.

- **Response Paper #1**
 - Please draft a 2 paged, double spaced, Times New Roman, size 12 font, response paper answering the following questions based on our reading and class discussion. Please include a references page and parenthetical citations. 1) Is international law really law? 2) What sources of international law (ICJ art. 38) are used in your selected country? 3) How much influence do these sources have on your selected country?
- **Response Paper #2**
 - Please draft a 2 paged, double spaced, Times New Roman, size 12 font, response paper answering the following questions. Please include a references page and parenthetical citations. 1) What is *jus cogens*? 2) Identify and define three *jus cogens* norms using an international law source. 3) How has your selected country responded or adopted *jus cogen* norms?
- **Response Paper #3**
 - Please draft a 2 paged, double spaced, Times New Roman, size 12 font, response paper answering the following questions. Please include a references page and parenthetical citations. 1) What role should NGO's or private corporations have in the development of international law? 2) What influence do NGO's or private corporations have on your selected country?
- **Response Paper #4**
 - Please draft a 2 paged, double spaced, Times New Roman, size 12 font, response paper answering the following questions. Please include a references page and parenthetical citations. 1) What type of jurisdiction does the ICJ have? 2) Give an example of the ICJ influence or non-influence on your selected country?
- **Response Paper #5**
 - Please draft a 2 paged, double spaced, Times New Roman, size 12 font, response paper answering the following questions. Please include a references page and parenthetical citations.

1) Can the president of the United States violate international law? 2) Did the president of the US overstep/violate international law through his response to 9/11?

PEACE BUILDING MUTUAL INTERESTS IDENTIFICATION PAPER:

You are required to write a 1-paged paper identifying the following items:

- Your delegations interests.
- The interests of the other delegations.
- Areas of mutual interests for each delegation.
- Creative solutions for peaceful settlement of the issue.

RULE OF LAW PAPER:

In groups of two, please draft an **10-12** page paper examining whether or not your selected country follows the Rule of Law 2.0 standards created by the World Justice Project, and if not your recommended solutions.

- **Rule of Law Report Draft**
 - How is the nation-state meeting, exceeding, or failing to meet a universal/global norm in each of the indicators? This draft report represents your preliminary findings on all indicators of both rubrics. Individual meetings will be scheduled during class time to review proposed research plan.
- **Rule of Law Final Paper**
 - This paper is a compilation of your draft report with both explanations and recommended solutions.
 - For each indicator that meets or exceeds universal/global norms an explanation must accompany that indicator as to why the nation-state is succeeding.
 - For each indicator that has a marginal or failing indicator must be supported with recommendations for improvement. Papers are due the day of the final exam.
 - Please include page numbers and a works cited page.
- **Rule of Law Presentation**
 - Each student will give a 5-minute powerpoint presentation, and have 2 minutes for questions and answers (total of 7 minutes) depicting their research findings, analysis, and conclusions of whether or not their selected country is meeting the Rule of Law rubrics. Recommendations for improvement should also be covered in their presentation.
 - Sign-ups for the final presentation will be handed out in class and will be filled on a first come, first served basis.
 - Presentations will take place during the final exam hour. All students are expected to be in attendance. Papers are due the day of the presentation.

REQUIRED TEXTBOOKS/READINGS:

The readings from the course primarily come from a text by Carter, Trimble & Weiner, *International Law* (6th ed. 2011). All readings for this text are found on Canvas. In addition, all other reading assignments will be found on Canvas.

READING SCHEDULE/ASSIGNMENTS:

**Below are the anticipated readings and assignments for the semester. We will generally cover one of the numbered readings each class period. However, the syllabus is subject to change so please come to class and read your emails for the most updated information.

#	DATE **	TOPIC	READING/ASSIGNMENT
1	Wednesday, January 10, 2018	Introduction, Syllabus	None.
I. Introduction to International Law			

2	Friday, January 12, 2018	What is law? LDS Perspective on the Law	US Constitution, Religious Freedom, Patriotism and Resistance, Brotherhood and Bombs
	Monday, January 15, 2018	HOLIDAY - MARTIN LUTHER KING JR. DAY	
3	Wednesday, January 17, 2018	Definitions of International Law, History, Sources of International Law	pp. 2-14
4	Friday, January 19, 2018	Is international law really law?; Theories of International Law	pp. 33-47; pp. 49-60
5	Monday, January 22, 2018	International Law in response to 9/11	pp. 71-83; U.N. Adopts Antinuclear Resolution
6	Wednesday, January 24, 2018	IRAC/How to Brief	Toker v. Westerman; SELECTED COUNTRY DUE.
II. Sources of International Law: Treaties, Custom, and General Principles			
7	Friday, January 26, 2018	Treaties, Vienna Convention on the Law of Treaties	pp. 93-107, 120-121, Vienna Convention on the Law of Treaties, What is Jus Cogens?; TOKER V. WESTERMAN BRIEF DUE.
8	Monday, January 29, 2018	Customary International Law & General Principles; Turabian Citation Workshop	pp. 124-129 (Customary international law and general principles), Chapter 6 & 7; Turabian Cheat Sheet; Turabian; RESPONSE PAPER #1 DUE.
III. Actors in International Law: States and Other International Actors			
9	Wednesday, January 31, 2018	NORTH KOREA DOCUMENTARY I	Deterring North Korea
10	Friday, February 2, 2018	NORTH KOREA DOCUMENTARY II	Deterring North Korea
11	Monday, February 5, 2018	The Significance of State Recognition and State Succession	pp. 455-472, What is a state?, State Succession in International Law
12	Wednesday, February 7, 2018	Territories and Other Entities; International Organizations	pp. 474-481, Asia and Pacific, pp. 480-489 (UN); UN Budget
13	Friday, February 9, 2018	International and Regional Entities	pp. 496-507 (IMF/World Bank), 510-518 (WTO/GATT/Group of 8 and 77); Should American Samoans Be Citizens?
14	Monday, February 12, 2018	Regional Institutions: NATO, OSCE, ASEAN, APEC, OAS, AU	pp. 549-557; UN Budget; IS TAIWAN A STATE? DUE.

15	Wednesday, February 14, 2018	Nongovernmental Organizations and Multinational Corporations	Nongovernmental Organizations
IV. Rule of Law Paper			
16	Friday, February 16, 2018	What is the Rule of Law?	Rule of Law Index I and II
	Monday, February 19, 2018	HOLIDAY - PRESIDENT'S DAY	
17	Wednesday, February 21, 2018	Rule of Law Index I and II Standards	Rule of Law Index I and II
18	Friday, February 23, 2018	Rule of Law Recommendations/ Rule of Law Research Tips and Outline Helps	MDG Access to Basic Services; RESPONSE PAPER #2 DUE.
VI. Sources of International Law in the US Legal System			
19	Monday, February 26, 2018	United Nations Day—Security Council Simulation	UN Security Council Reform, http://dbp.idebate.org/en/index.php/Debate:_UN_Security_Council_veto
20	Wednesday, February 28, 2018	International Court of Justice	pp. 286-291, UNCITRAL, International Court of Justice; RESPONSE PAPER #3 DUE.
21	Friday, March 2, 2018	Nicaragua v. US Simulation	Chapter 11
22	Monday, March 5, 2018	Nicaragua v. US Simulation	Chapter 11
23	Wednesday, March 7, 2018	Foreign Affairs Law – Treaty Law	pp. 159-171, Asakura v. City of Seattle, Reid v. Covert
24	Friday, March 9, 2018	National Emergency Legislation/War on Terrorism	pp. 215-233, Torture Memo
25	Monday, March 12, 2018	Customary International Law as Part of US Law	pp. 239-242; HAMD V. RUMSFELD & HAMDAN V. RUMSFELD BRIEFS DUE
26	Wednesday, March 14, 2018	International Environmental Protection and Global Governances	pp. 920-21 (Antarctica), 926-27, 942-44, 945-52, 956-68; RESPONSE PAPER #4 DUE.
VI. MIDTERM			
27	Friday, March 16, 2018	From treaty structure to supranational order: the EU Legal Framework	EU, Identity Beyond the State
28	Monday, March 19, 2018	From treaty structure to supranational order: the EU Legal Framework	EU, Identity Beyond the State

29	Wednesday, March 21, 2018	Midterm Review	Review notes and midterm study guide.
30	Friday, March 23, 2018	MIDTERM (IN-CLASS)	
	Monday, March 26, 2018	HOLIDAY - PRINCE KUHIO DAY	
VII. New Ambitions, New Structures, New Questions			
31	Wednesday, March 28, 2018	Can International Human Rights Claims be Serious Law?	pp. 785-86 (Comment 24); 831-35 (Soering), Universal Declaration of Human Rights, Chapter 4. RESPONSE PAPER #5 DUE.
32	Friday, March 30, 2018	Individual Meeting on Rule of Law Draft.	RULE OF LAW DRAFT DUE
VIII. Peacebuilding and Negotiation			
33	Monday, April 2, 2018	United Nations Model - Negotiation Simulation	Getting to Yes
34	Wednesday, April 4, 2018	United Nations Model - Negotiation Simulation	Getting to Yes
35	Friday, April 6, 2018	Peace Simulation: Day 1	Materials will be emailed to you; GROUP PEACEBUILDING INTEREST STATEMENT DUE.
36	Monday, April 9, 2018	Peace Simulation: Day 2	Materials will be emailed to you; GROUP PEACE RESOLUTION DUE.
37	Wednesday, April 11, 2018	Final Presentations	PowerPoint presentations emailed by 12:00 pm.
38	Friday, April 13, 2018	Final Presentations	PowerPoint presentations emailed by 12:00 pm.
	Monday, April 16, 2018	NO CLASS - READING DAY	
39	Friday, April 20, 2018	FINAL, 5:00 PM-7:50 PM (Presentations and Final Paper Due during Final.)	

UNIVERSITY STANDARDS

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. If I catch you cheating, you will fail the course. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

ACADEMIC HONESTY:

BYUH students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct (BYU-Hawaii Honor Code). Students failing in maintaining this outlined academic honesty will be

reported to the Honor Code Office and suffer penalties in the class, such as loss of assignment points or failing grade for the course.

PLAGIARISM:

Plagiarism, whether intentional or inadvertent, will not be tolerated in this course. Students found plagiarizing will be immediately reported to the Honors Code Office **and** will suffer penalties in the class—receiving a failing grade in the course. **Always, always, always cite the reference!** The following is the description from the BYU-Hawaii Honor Code on Plagiarism:

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism. Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism. Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

UNIVERSITY GRIEVANCE POLICY:

The statements listed on the syllabus will be referenced if a student complains about the faculty member or the course. More information is available in the catalog: <http://catalog.byuh.edu/node/300>.

DISCRIMINATION:

The University is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities.

DISABILITY SERVICES:

Brigham Young University-Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have a disability and need accommodations, you may wish to self-identify by contacting:

Disability Services
McKay 181
Phone: [808]675-3518 or [808]-675-3999
Email address: leilani.auna@byuh.edu

*Disability Officer/Coordinator is Leilani Auna.

Students with disabilities who are registered with the Disability Services should schedule an appointment with the instructor to discuss accommodations. If the student does not initiate this meeting, it is assumed no accommodations will be necessary to meet the requirements of this course. After registering with Disability Services, Letters of accommodation will be sent to instructors with the permission of the student.

TITLE IX AND SEXUAL MISCONDUCT:

Sexual Misconduct is defined as:

Sexual Harassment is unwelcomed speech or conduct of a sexual nature which includes unwelcomed sexual advances, request for sexual advances, request for sexual favors and other verbal, non-verbal, or physical conduct is unwelcomed if it not requested or invited.

Stalking is repeatedly following, monitoring, harassing, threatening or intimidating another by phone, mail, electronic communication or social media without legitimate purpose.

Domestic and Dating violence is a pattern of abusive behavior in any relationship that is used by one partner to control another partner. This includes behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerces threaten, blame, hurt, injury or wound.

Sexual violence/assault is actual or attempted sexual contact with another person without that persons consent.

Consent cannot be obtained when someone is a minor, under the influence of drugs or alcohol or has certain disability. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either party is hesitant, confused, or uncertain, both parties should stop.

The following individual has been designated to handle reports of sexual misconduct and other inquiries regarding BYU-Hawaii compliance with Title IX:

Debbie Hippolite-Wright PhD
Title IX Coordinator
Vice President of Student Development & Life
Lorenzo Snow Administrative Building
55-220 Kulanui St.
Laie, HI 96762
Office Phone: [808] 675-4819
E-Mail: titleix@byuh.edu
Sexual Harassment Hotline: (808) 780-8875

BYU-Hawaii's Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

FINAL EXAMINATION POLICY:

All students should be aware of the BYUH policy that there are no early final exams. An exception to this policy is the case of a school-sponsored activity, which takes an individual, or a team away from the University at the time an examination is scheduled to take place. Faculty and Administration who are responsible for scheduling official University activities attempt in every way to avoid scheduling activities in conflict with the scheduled examinations. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Emergency situations should be presented in writing as soon as possible to the Dean of the college or school of the student's major.

"Less expensive fares, more convenient travel arrangements, and any other non-emergency reasons are not considered justification for early or late final exams. Students are responsible for making sure that family or friends who may supply tickets or make travel arrangements for a student are aware of the student's need to complete courses by taking the final examinations as scheduled."

International Law
POSC 390R Section 2 (3 credits)
Winter Semester 2018
MWF 2:00-2:50 PM, HGB 135

I have read the syllabus, including the BYU-Hawaii Honor Code definition of plagiarism. I understand the seriousness of plagiarism and also understand that should I commit an act of plagiarism in this course I will be reported to the Honor Code office and receive academic sanctions from the instructor, including possible failure of the course. I understand that it is my responsibility to come to class prepared, including reading the material. I understand it is the responsibility of the student to look on Canvas to see possible changes in the syllabus, changes in assignments, and keep track of my grade.

Print Name

Signature

Date

Please detach this last page from the syllabus and give to the instructor by the second class period.

Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2018

College: College of Business, Computing, and Government

Course Prefix: POSC

Course Number: 392R

NEW COURSE:

Full Title: Field Study

Short Title (for Transcript, 30-char max): Field Study

Catalog Entry (50-word recommended maximum):

Readies students selected for participation in a specified Political Science department field study, such as the Washington DC Practicum.

Prerequisites: none

Equivalency: none

Credit Hours: 3

Frequency: Varied

Grading Method: A-B-C

Learning Objectives: Each student who passes this course will be able to do the following:

Successfully complete a particular field study in which a group of students is shepherded through a rigorous trip off-island to engage in a number of tasks all aimed to widen vision, provide practical experience, and improve networking opportunities.

Engage professional offices and personnel in a professional manner through training in conduct, topics of discussion, current events and issues, networking, professional dress, demeanor, and carriage, resume-construction, and so forth;

Introduce one's self, career goals, and post-graduation plans to others;

Learn how to use the power of one's story or intellectual interests and creativity to open opportunities for career advancement;

Work with a group to represent BYU-Hawaii in effective ways;

Produce research that can be presented in a professional venue;

Experience the wider world where the study, practice, or theory of good government, academic study, or international cooperation all generate tangible and effective results.

Assessment Methods: Faculty will spend the class and trip assessing team-work skills, commitment, attitude, and general competence as the group prepares, executes, and follows up on a successful trip. Exercises, quizzes, mock interviews, exit interviews, dress rehearsals, papers, research projects, and such are commonly used to assess student performance.

Special Topics: American Politics & Washington, DC Trip
POSC 390R --- Spring 2018
M,W,F 12:30-1:50, GCB 184

Instructors: Troy E. Smith, Ph.D.
 Room 155, SSC Building
 (808) 675-3384
tesmith@byuh.edu

Jennifer Kajiyama
 Room 185, SSC Building
 Telephone: 808-675-3211
jennifer.kajiyama@byuh.edu

Office Hours: By appointment (always best to e-mail or call first)

Course Description and Objective: This course will provide students with an understanding of a variety of issues surrounding American politics. Students will be presented with material that can benefit them in careers in the public and political sector.

<i>Learning Outcomes</i>	<i>Extent</i>	<i>Outcome will be Covered</i>	<i>Means of Assessment</i>
General American Political Knowledge	High	Every chapter in the text Class lectures & discussion	Quizzes, Presentations, Papers
Communicate Effectively	High	Written comments, memos, oral presentation, term paper	3 Memos 3 Presentations

Required Textbook:

Alan Ehrenhalt, *The United States of Ambition*

Required Online Source: *Washington Post* – subscribe using the “Academic rate” (\$5 for 4 weeks)

General Information: Students are responsible for reading the course text and all other assigned readings. Reading assigned sections before coming to each class meeting will enhance understanding of the material. Group discussion content will include data reported in the text as well as related research and other items of interest. Students are expected to participate in group discussions and. Part of the student’s role is to demonstrate personal behavior that promotes effective instruction and learning.

Course Requirements and Grading: Your grade in this course is determined from points accumulated via exam, memos, presentations, and class participation.

Total Points Possible: 725*

- Final Exam: 100 points
- Final Paper: 100 points
- Class participation: 100 points
- Class Briefing on people or institutions we are visiting in DC: 50 points
- Personal Branding Assignment 50 points: Presentation (25 points) & Statement (25 points)
- Group Current Events Assignment 75 points: Memo (50 points) & Presentation (25 points)
- Mock Interview Assignment (100 points): Mock Interview/Interviewee (50 points); Self-Evaluation Memo (50 points)
- PAR Stories Assignment (50 points)
- Resume (25 points)
- Cover Letter (25 points)

*Pop Quizzes throughout the semester will change this total number, based on the number of quizzes.

Final Grades are based on the following grading scale:

A 93-100%	B- 80-82	D+ 67-69
A- 90-92	C+ 77-79	D 63-66
B+ 87-89	C 73-76	D- 60-62
B 83-86	C- 70-72	F Below 60%

The instructor has the right to change or modify the course syllabus materials during the academic year. Any changes will be shared with students. Every attempt will be made to provide those changes in writing.

Final Paper: Students are required to write 6-10 page paper on what you learned about/from/in DC. The paper should draw heavily from the course readings and your practical experience in DC; do this by contrasting the course readings with your practical experience in DC. For example, you could include any or all of the following:

- How did the readings help you better understand what you saw and experienced in DC?
- How were the readings wrong from what you learned or experienced in DC?
- What did you learn about DC that surprised, excited, embarrassed, or ashamed you that was not in the readings?

The final paper is due the last day of classes (June 26).

Class Participation: Students should be prepared to discuss all assigned readings as they appear in the syllabus as well as all additional readings assigned throughout the term. Since your fellow students will be leading the discussion, it is essential that you are prepared and ready to participate, so they in turn will participate for YOU. You are also required to read in the *Washington Post* every day—read the front page articles and the Politics section. Occasionally pop quizzes may be given to ensure reading is being done. Participation in discussion and attendance are also part of the grade. **Students with excessive absences (2 or more) will lose a grade (e.g. A to A-) per day after 1 absence.** Excessive tardiness may also be considered as absences.

Class Briefing: Each student will be assigned a person or institution we will be visiting in DC and provide a written and oral brief on that person/institution.

- Oral presentation - 5-7 minutes, visuals are acceptable (but should not detract), brief the audience on the person/institution's job responsibilities/mission, background, any current issues that person or institution is involved with that may be of interest to us (e.g., points upon which a productive conversation with that person might be held). They are **NOT** to just read their memo.
- Written Memo – follow the format for a written memo (see “How to Write a Memo” on Cavas). The written memo should include similar information as the oral presentation but with a bit more detail, sources where the information was obtained, and links to sources for more information. Bring twelve copies to class to provide to each student.

Current Events: As part of your daily participation points, each person in class must bring a hard copy of a Washington Post article to share with the class. You must also be prepared to lead a class discussion on this current event specifically highlighting the political issues and implications surrounding this event. The article must not be more than 3 days old. At the start of every class period we will reserve the first 10-15 minutes to review each of your current events.

Personal Branding Presentation and Personal Statement: Prepare a 1.) 4-5 minute a speech, and a 2.) 6-8 sentence statement introducing yourself. More specifically, I am interested in how you see yourself as a unique person and in developing your own “personal brand.” In doing this, consider how a particular person, environment, activity, or experience has contributed to making you the person you are today. One way you might approach this assignment is to (1) tell us an interesting story about yourself, and then (2) demonstrate what this experience says about you as a person or how it has affected you.

The main focus of this speech should *NOT* be a listing of your basic information: age, major, marital status, siblings, etc. You can include these things, but try for more in-depth information with some analysis. This speech should represent the unique, personal characteristics you want conveyed to a professional audience.

Presentation Requirements- 25 points

1. Your speech is to be 4-5 minutes in length.
2. Speech should follow appropriate organizational pattern and use audience analysis
3. You are limited to only three note cards (3x5 or 4x6 only).
4. You are to use the extemporaneous mode of delivery.

Your speech should include the following:

1. Introduction
 - a. Please attempt to get your audience’s attention (“I’m here to tell you about myself” will not count).
 - b. Be sure to include a thesis statement that gives your audience the central theme or idea of your speech (“I’m here to tell you about myself” will not count).
2. Body
 - a. Because your audience is listening, and therefore unable to review the main points of your speech, take care to use logical organization.
 - b. Moreover, it is important that each of your examples is sufficiently developed so that your audience understands the point you are making.
3. Conclusion
 - a. Remember to give your audience a brief summary of what you’ve discussed in your speech; wrap things up.
 - b. End with a clinching statement that leaves your audience something to remember you by; “that’s it” conclusions reflect a lack of preparation.
4. Delivery
 - a. You will use no more than 3 note cards for your presentation. (3x5 or 4x6 only)
 - b. Extemporaneous delivery-aim for a conversational delivery, frequent eye contact, vocal variety, etc.

Personal Brand Statement- 25 points

1. Your “personal brand statement” should be 6-8 sentences in the first person describing yourself to our DC audience.
2. Consider the kind of “personal brand” or the “way you want to market yourself to others.” It’s the sum total of value, talents and actions that you want associated with you.
3. Focus on sharing attributes of uniqueness, credibility, value and relevance, and emotional connection.
4. Your “personal brand” statement is due in hard copy and uploaded on Canvas on the day you present your speech.

5. Grading will be based on completeness, effectiveness and adherence to guidelines presented in class and this assignment.

Group Current Events Memo & Presentation: Form a group of 2-people. Each group will give an 8-10 minute presentation and draft a memo on a current event from the last week (seven days old or less). For this assignment look at one current event from multiple perspectives; the more perspectives, the better. The purpose is for you to show the class how one event could be perceived very differently if a reader only views it from one source. Your sources must show us contrasting accounts of a single event in order to demonstrate this phenomenon. *You may NOT repeat the same current event of another group.*

Current Events Memo (50 points)

- ***Format***
 - Use headings for each of the categories below: Article Title and Source, Summary, Reliability Rating, Source Differences, and Conclusion.
 - 3 pages, Times New Roman Font, double-spaced
- ***Article Title and Source***
 - Provide Turabian citations for the sources used.
 - Print the articles and attach it to your memo.
- ***Summary***
 - Provide a summary of the key political issues of your current event.
 - Identify the pros and cons of the issue.
 - Provide a summary of the key points used in the individual articles you are comparing.
- ***Reliability Rating***
 - Do some fact checking and see how fully and accurately the source covers the issue.
 - Is there bias?
 - Manipulation of facts or evidence?
 - Omission of facts or evidence?
 - Faulty facts or evidence?
 - Consider consulting:
 - Fact Checking Sites
 - <http://www.factcheck.org>
 - <http://www.Snopes.com>
 - <http://www.truthorfiction.com>
 - Research
 - Gallup Poll: <http://www.gallup.com/home.aspx>
 - Pew Center for Research: <http://pewresearch.org/>
 - Peer reviewed scholarly journals
 - Government documents
 - Office of Management and Budget: <http://www.whitehouse.gov/omb/>
 - Bureau of Justice Statistics: <http://bjs.ojp.usdoj.gov/>
 - 2010 Census Reports: <http://2010.census.gov/2010census/>
- ***Source Differences***
 - You must review at least two sources that provide differing points of view on the current event.
 - Explain how these sources present a differing point of view on the same current event. Possible but not exhaustive categories of difference:
 - Different conclusions/solutions offered
 - Different set of facts or evidence presented
 - Different case studies provided
 - Scholarly v. popular publisher

- **Conclusion**
 - Which news source was most accurate on presenting our current event? Why?
 - How do you now feel about this event?

Current Events Presentation (25 points)

- 8-10 minute PowerPoint presentation highlighting your findings.
- Lead class discussion for 5 minutes.

Mock Interview and Self-Evaluation Memo Assignment: A personal interview is the most important part of the employment process because the interviewer and interviewee get a chance to evaluate one another. Based on an interview, the employer will dismiss an impressive resume and wonderfully written application letter if the interview does not go well.

For this assignment you must choose a partner and work as both an interviewer and interviewee. As a team you should select the same job to apply for. Your task is to conduct two 5-minute mock job interviews: acting as an “interviewer” and “interviewee.” You are to record your interviews through your own recording device and upload this file to Canvas.

In addition, once you have completed your interviews you must draft a 2-page, double-spaced self-evaluation on your job as an “interviewer.” A hard copy must be brought to class and uploaded to Canvas.

Interview Requirements- 50 points

Before the interview:

1. Both partners select the job for which you will both be applying.
2. Select a time and location to record both interviews.
3. Both parties arrive on time.

Appearance:

1. Both the interviewer and interviewee should dress conservatively and neatly.
2. Clothing
 - a.If you own a tailored suit, this is the time to wear it.
 - b.If not, wear a jacket of tailored clothes.
 - c.Wear a white or light-colored blouse or shirt, a tie if you are a man, and clean, polished shoes.
 - d.You should eliminate clothes that are too tight, too baggy, too faddish, or “too” anything from your business wardrobe.
3. Hair/Make-up/Jewelry
 - a.Style your hair in a conservative, becoming manner. Long, flowing, or unkempt hair will project a casual, non business-like image.
 - b.Use makeup and jewelry sparingly. Any makeup or jewelry should enhance your general appearance and not stand out as gaudy or heavy.
 - c.Very trendy or provocative styles announce that you are unsophisticated in the ways of professional dress.
 - d.Dress in a way that reinforces the message that you would be a valuable addition to the practice staff.
4. Portfolio
 - a.To add a measure of polish to your image, carry an 8½” X 11” portfolio.
 - b.The folder holds extra copies of your resume, provides paper for taking notes, gives you something to do with your hands, and projects a business-like feeling.

During Interview Tips:

- Conduct yourself with quiet confidence and pay close attention to your behavior during your interview. Your responses to questions as well as body language will show how well you will react under pressure.
- Showing a confident, natural manner will help reduce any anxiety you feel.
- Be honest, and answer all questions thoroughly, but refrain from talking too much or speaking too loudly.
- Shake hands when you meet the interviewer and make confident eye contact without appearing bold.
- Your facial expression should be pleasant and attentive.
- Be mindful of nervous habits like running your fingers through your hair, biting your nails, fiddling with jewelry, or swinging your foot. These nervous reactions are unconscious, and they may be annoying to the interviewer.
- You should sit so that you are facing the interviewer squarely, with your arms in a relaxed, “open” posture. Hands should rest in your lap or on the arms of the chair.

Interviewer:

1. Come up with 8-10 questions in regards to employment for the job you selected.
2. Your main role as an interviewer is to get your interviewee to address the question of “why would you be a good fit for the company?” and “why should we select you for this position?”
3. Possible questions you might ask include:
 - Why do you want to work for us?
 - What experience have you had that relates to the job you are applying for?
 - Why did you leave your previous job(s)?
 - What do you think your past employers would say about you?
 - What two or three accomplishments in your life have given you the greatest satisfaction?
 - What do you consider your strengths?
 - What do you consider your weaknesses?
 - Are you able to take the initiative in doing work, or do you need supervision? (List examples)
 - Which of your past jobs did you like the best and least?
 - Have you ever had to handle an emergency situation? Describe.
 - Do you like working alone or with people?
 - Do changes and interruptions upset you?
 - How do you work under pressure? Give examples.
2. Before you end the interview make sure to ask the question “do you have any questions for me?”

Interviewee:

1. Be prepared to answer any questions relating to “why you want this position?” and “why you should be selected for this job?”
2. Make sure to incorporate at least 1 of the 3 PAR stories you have prepared.
3. The interview most likely will cover some of the questions listed in the “interviewer” section be prepared to address these questions.
4. Make sure to prepare questions to ask the interviewer. This shows your sincere interest in the position and research you have already done into this position.
5. Possible questions you might ask include:
 - What are the responsibilities of the position?

- To whom will you report?
- What is the potential for career growth?
- Does the office promote from within?
- Is the practice growing?
- What does the employer envision for the practice in five years?

Interview Self Evaluation- 50 points

- Draft a 3-page, double-spaced self-evaluation on your job as an “interviewer.”
- In your self-evaluation paper make sure to evaluate your performance in the following areas:
 - Dress/Appearance
 - Conduct/Body Languages
 - Response to Interview Questions
 - Use of PAR Stories

PAR Stories Assignment: Problem – Action – Result (PAR) story is a succinct description of an accomplishment you are proud of. It’s a way to discuss without bragging the skills, values, and talents you will bring the job you are applying for. PAR stories are also very flexible; one story can describe multiple skills.

For this assignment you must write about 3 PAR stories that describe a specific skill, talent, insight that for the dream job you are applying for. Make sure to highlight experiences that show you in the best light and that exemplify the kind of skillsets this position requires.

You must draft a 3-page, double-spaced write up of 3 PAR stories. Make sure to identify the attribute(s) exemplified in your story. Then identify the problem, action, and result. A hard copy must be brought to class and uploaded to Canvas. An example is also available on Canvas.

PAR Stories Assignment (50 points)

1. Draft 3 PAR Stories.
2. For each story do the following:
 - a. Identify Attribute(s) exemplified by your experience.
 - b. Describe a problem.
 - c. Describe the specific actions you took to resolve the problem. Use “I” rather than “We.”
 - d. Describe the results of your action. Quantify them whenever possible.
 - e. Identify what additional strengths, skills, and assets this story demonstrates.

Resume & Cover letter: Draft a resume and cover letter following the instructions from the reading.

Class Outline

May 2	<p>Introduction Read: <i>United States of Ambition</i> (hereafter <i>Ambition</i>), “Introduction,” and “Chapter 1”</p>
4	<p>TS: Read: <i>Ambition</i>, chapters 2 & 3 U.S. Constitution, Article 1</p> <p>JK: Personal Branding Through Self-Introductions (Reading: Personal Branding I)</p>
7	<p>TS: Theory of American Government Read: <i>Federalist Papers #10, #51</i> (http://www.foundingfathers.info/federalistpapers/fedindex.htm)</p> <p>JK: Personal Branding II; Current Events & Interview Assignment (Reading: Personal Branding II, Due: Personal Branding Presentation & Personal Branding Statement)</p>
9	<p>TS: Federalism Read: (1) Daniel J. Elazar, “Federalism,” <i>American Federalism: An Encyclopedia</i> -- http://encyclopedia.federalism.org/index.php?title=Federalism (2) John Dilulio, Jr., “10 Questions and Answers About America’s Big Government,” <i>Brookings Institution</i> -- https://www.brookings.edu/blog/fixgov/2017/02/13/ten-questions-and-answers-about-americas-big-government/ (3) John Kincaid, “The Eclipse of Dual Federalism by One-Way Cooperative Federalism,” <i>Arizona State Law Journal</i> 49:3 (Fall 2017): 1061-1089. (On Canvas)</p> <p>Note: be able to explain: federalism, compound republic, advantages and disadvantages of federalism; what Dilulio meant with, “It is that “Big Government” in America today is both debt-financed <i>and</i> proxy-administered;” and how the political system has changed in the last 80 years.</p> <p>JK: Professionalism/Current Events Group #1 Presentation (Reading: Professionalism; Due: Current Events Group Assignment #1)</p>
11	<p>TS: Read: <i>Ambition</i> (chapters 4, 6 – skim 5 quickly)</p> <p>Student Briefings: (1) Judge Thomas Griffith (D.C. Circuit Court of Appeals – student: _____) (2) Senator Jeff Flake – student: _____</p> <p>JK: Resume & Cover letter/ Current Events Group #2 Presentation (Reading: Resume & Cover letter, Due: Current Events Group Assignment #2)</p>
14	<p>TS: Read: <i>Ambition</i> (chapter 7, 8)</p> <p>JK: PAR Stories/ Current Events Group #3 Presentation (Reading: PAR Stories, Due: Resume & Cover letter & Current Events Group Assignment #3)</p>
16	<p>TS: Permanent Campaign Read: <i>Ambition</i> (last page of chapter 9, all of chapters 10, 11) Student Briefings: (3) Peter Carr (Department of Justice) – student: _____ (4) Bill Nixon – student: _____</p> <p>JK: Interviewing 101/ Current Event Group Presentation #4 (Reading: Interviewing I, Due: PAR Stories & Current Events Group Assignment #4)</p>

18	<p>TS: Congress Read: <i>Ambition</i> (chapter 12) ??? article on contemporary Congress</p> <p>JK: Interviewing Skills/ Current Event Group Presentation #5 (Reading: Interviewing II, Due: Current Event Group Assignment #5)</p>
21	<p>TS: Executive - Electing the President Read: <i>Federalist Papers #68</i></p> <p>Student Briefings: (5) Ambassador Naivakarurubalavu (6) Mike Lemon, Director of Federal Government Affairs and Counsel (7) Melika Carroll, Senior Vice President, Global Governemnt Affairs</p> <p>JK: Networking Skills/ Current Event Group Presentation #6 (Reading: Networking & Electronic Communication, Due: Current Event Group Presentation #6)</p>
23	<p>TS: Executive Read: <i>Ambition</i> (chapters 13, 14)</p> <p>Student Briefings: (8) Jefrey Baldwin-Bott, Senior International Affairs Analyst, U.S. Government Accountability Office (9) Cameron Kober, Partnership for Public Service</p> <p>JK: Due: Interviewing Project & Assignment</p>
25	<p>TS: Trump, Conservatives, and the Deep State Read: (1) Civil War among Conservatives (read: Publius Decius Mus, "The Flight 93 Election," <i>Claremont Review of Books</i>, -- http://www.claremont.org/crb/basicpage/the-flight-93-election/) (2) The Deep State – Are divisions between the White House and Executive agencies an inevitable result of the executive reforms introduced by Presidents Truman and Eisenhower? (a) Walter Russell Mead, "The Real Division in American Life Isn't About Trump" -- http://www.the-american-interest.com/2017/02/20/the-real-division-in-american-life-isnt-about-trump/; (b) Megan Mcardle, "America's New Mandarins" -- http://www.thedailybeast.com/articles/2013/02/21/america-s-new-mandarins.html; (c) Matthew Continetti, "Who Rules the United States" -- http://freebeacon.com/columns/rules-united-states/)</p> <p>JK:</p>
28	No Class Memorial Day
30	<p>TS: Trust & Reforms Read: (1) Thomas Edsall, "The Value of Political Corruption" (On Canvas) (2) Jonathan Rauch, "Political Realism," (May 2015) (On Canvas)</p> <p>Student Briefings: (10) Eric Baxter, Beckett Fund (11) Matt McGhie, Senate Legislative Counsel</p>
June 1	<p>TS: Judiciary Read: Richard Beeman, "Chapter 6: Supreme Court Decisions that have Shaped America's Constitutional History," <i>The Penguin Guide to the United States Constitution</i>, (2010), pp. 189-208 (on Canvas)</p>
June 4	<p>TS: The Federal Budget Read: (1) "Policy Basics: Introduction to the Federal Budget Process" -- http://www.cbpp.org/research/policy-basics-introduction-to-the-federal-budget-process</p>

	(2)Explore the website of the Peter G. Peterson Foundation: http://www.pgpf.org Key words to know: debt, deficit, Congressional Budget Resolution, debt limit, continuing resolution, reconciliation
5-12	DC trip
15	TS: Read: Mark Leibovich selections from <i>This Town</i> (2014), pp. 1-10, 279-80 (On Canvas)
18	<i>The Blue Model</i> Read: (1) Walter Russell Mead, “The Once and Future Liberalism” (on Canvas) Watch: “Walter Russell Mead on The American Mind” -part 1: https://www.youtube.com/watch?v=MrtfES_GDFk (18:30 minutes) -part 2: https://www.youtube.com/watch?v=kVwjEHnDAOc (17 minutes) --
20	(2) Rebuttal against Mead’s Blue Model: a. Toby Ash, “America’s failing powerhouse: Michael Lind traces our rise to economic dominance, and why we need more government involvement to revive it,” <i>The Browser</i> , Monday, Apr 30, 2012: http://www.salon.com/2012/04/30/americas_failing_powerhouse_salpart/ b. http://www.politico.com/magazine/story/2017/01/how-trump-could-shrink-the-government-while-still-keeping-the-good-stuff-214679
22	tba
25	<i>Tba</i>
26	Final Essay Due
	Final Exam –

APPENDIX B: Additional Class Policies

Academic Honesty: BYUH students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct (BYU-Hawaii Honor Code). Students failing in maintaining this outlined academic honesty will be reported to the Honor Code Office and suffer penalties in the class, such as loss of assignment points or a failing grade for the course.

Academic Dishonesty: Cheating on examinations or plagiarizing on papers will result in a zero for that assignment and may include failing the course; you will also be reported to the Dean and the Honor Code Office. After two infractions you will be expelled from the university. Students are directed to use great care when preparing all written work and to acknowledge fully the source of all ideas and language other than their own.

The **Honor Code** exists to provide an education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. Students, faculty and staff are expected to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. Academic honesty and dress and grooming standards are to be maintained at all times on and off campus. For specific information see <http://honorcode.byuh.edu/>

Discrimination: The University is committed to a policy of nondiscrimination on the basis of race, color, sex, pregnancy, religion, national origin, age, disability, genetic information or veteran status in admissions, employment or in any of its educational programs or activities. For specific information see the non-discrimination policy at <https://policies.byuh.edu/>

Title IX and Sexual Misconduct: The University will not tolerate any actions proscribed under Title IX legislation, specifically sexual harassment, sexual violence, domestic or dating violence or stalking

perpetrated by or against any university students, university employees or participants in university programs. For specific information see <https://titleix.byuh.edu/>

All faculty and staff are deemed responsible reporting parties and as such mandated to report incidents of sexual misconduct including sexual assault to the Title IX Coordinator:

Debbie Hippolite-Wright, PhD
Title IX Coordinator
Vice President of Student Development & Services
Lorenzo Snow Administrative Building
55-220 Kulanui Street
Laie, HI 96762
Office Phone: (808) 675-4819
E-Mail: titleix@byuh.edu

Student Academic Grievance policy: Students who feel that their work has been unfairly or inadequately evaluated by an instructor are encouraged to pursue the matter as an Academic Grievance by following the steps found in the Academic Grievance policy at <http://catalog.byuh.edu/node/300>

Disability Services: Students with disabilities or those who are pregnant are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of Brigham Young University Hawaii to provide flexible and individualized reasonable accommodation to students with documented disabilities or those who are pregnant. To receive accommodation services for a disability, students must be registered with the Office of Disabilities Services.

If you have a disability and need accommodations, you need to contact the Disability Officer/Coordinator at:

Disability Services
McKay 181
Phone: (808) 675-3518 or (808) 675-3999
Email address: leilani.auna@byuh.edu

REPORT A CONCERN: If you have a concern to report go to <http://about.byuh.edu/reportaconcern>

Special Topics: American Politics & Washington, DC Trip
POSC 390R, Spring 2018

I have read the syllabus, including the BYU-Hawaii Honor Code definition of plagiarism. I understand the seriousness of plagiarism and also understand that should I commit an act of plagiarism in this course I will be reported to the Honor Code office and receive academic sanctions from the instructor, including possible failure of the course. I understand that it is my responsibility to come to class prepared, including reading the material. I understand it is the responsibility of the student to look on Canvas to see possible changes in the syllabus, changes in assignments, and keep track of my grade.

Print Name

Signature

Date

Please detach this last page from the syllabus and give to the instructor by the second class period.

Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2018

College: College of Business, Computing, and Government

Course Prefix: POSC

Course Number: 440

NEW COURSE:

Full Title: Nationalism & Globalization

Short Title (for Transcript, 30-char max): Nationalism & Globalization

Catalog Entry (50-word recommended maximum):

Explores the emergence of the modern nation-state and identities within a global context, the impact of globalization, and the theories driving both processes.

Prerequisites: none

Equivalency: HIST 423

Credit Hours: 3

Frequency: W

Grading Method: A-B-C

Learning Objectives: Each student who passes this course will be able to do the following:

Understand the historical context that produced the emergence of modern nation-states and concomitant nationalism;

Understand the features and rise of globalization in the late 20th century and the economic, political, and social implications globalization across the world;

Explain the benefits and dangers of nationalism as a force of social organization, and the benefits and dangers of globalization as a similar force;

Lead an academic discussion and articulate major issues and ideas derived from the corpus of literature on nationalism and globalization;

Write intelligent qualitative essays on themes showcased in the literature and in selected feature and documentary films.

Write a synthesis paper the draws ideas from numerous sources covered across the semester.

Assessment Methods: Students will write several short essays designed to generate ideas and new interpretations. Students will also be graded on their relative success at leading a discussion, comprehensive book notes that they must submit on each reading, and produce a longer synthesis of several book and movie inputs related to a particular theme related to nationalism and/or globalization.

"Born in iniquity and conceived in sin, the spirit of nationalism has never ceased to bend human institutions to the service of dissension and distress." Thorstein Veblen

"Pervading nationalism imposes its dominion on man today ... with an aggressiveness that spares no one. The challenge [we face today] is the temptation to accept as true freedom what in reality is only a new form of slavery." Pope John Paul II.

Political Science 440: Nationalism & Globalization

Michael G. Murdock

SSC 145 / 675-3842 / michael.murdock@byuh.edu

Aloha! Political Science 440 will drill into the phenomena of nationalism and globalization, explore theories and paradigms, and examine the positive and negative affects of both. We'll examine how nationalism, identity, and globalization create, improve, and destroy societies.

Beyond the usual purposes behind a BYU-Hawaii education I seek three additional outcomes. First, I hope you will view our **social world differently, recognize grand forces shaping it, and appreciate their impact on others**. Part of our quest involves highlighting successes; part involves exploring challenges. Your ability to cultivate empathy for those of other nations will contextualize your own experiences and equip you to make this world a better place.

Second, I want your thinking and analysis to expand. I have little interest in minutia and do *not* aim to cram your heads with trivia. Instead, we will explore theories, ideologies, motivations, assumptions, forces, and incentives that impact culture, society, politics, identity, and economics. You must master these larger dynamics and acquire the ability to assess them intelligently. Facts mean nothing without an analytical or interpretative framework to give them life. Your ability to connect dots, identify patterns of significance, and articulate them convincingly will determine 80% of your grade.

Third, I intend to reinforce the value of effective life skills. Many students do as little as possible, believing they'll pursue excellence once they enter the "real world." I say seek it now because the spirit that possesses your body at BYU-Hawaii will continue to possess it after a career, spouse, children, a mortgage, and a cat arrive. A university education is not about grabbing a diploma so you can score a high-paying job. It aims to shape the thoughts, behavior, and character you'll develop during the first critical years of adulthood. Therefore, like the so-called "real world," I reward behavior that enhances class success and "de-reward" conduct that detracts. Your ability to show accountability, cooperate with others, and maintain a positive attitude will determine 20% of your grade.

I want all of you to succeed and am very sympathetic to concerns about language, health, performance schedules, work, family, and so forth. Those who come to me early and sincerely will earn my full support. Students who miss class, fail to submit assignments, or refuse to seek help before semester's end, however, will find me less accommodating.

Miscellanea: Confucius said, "You can't carve rotten wood or paint a dung wall." Some students refuse to improve, preferring to cling to all manner of rot and disgrace. You made it this far so Confucius clearly wasn't describing you. Nevertheless, toxic behaviors still manage to poison our classrooms. These rules aim to rebalance our culture of learning and restore the sacred nature of learning. Late policy: homework must be submitted on its due day before I leave the classroom, hard copy only, no name or staple means no grade. Late work loses 20% and 50% if a week late. Device policy: cell phones are banned the instant I enter the classroom. If I see your cell phone you owe me a peace offering. If it rings/buzzes you must bring cookies for the whole class. If you text it's pizza. If you try to justify illicit cell phone use with something like "class hasn't started yet" or launch into a doomed defense of cell phone usage, you owe me a week's worth of peace offerings. Laptops may be used on the front row for note taking only but are banned at the movie viewings. Ratting out laptop misuse will earn you the violator's participation points—all 100 of them. Attendance policy: 1) babies, guests, and pets are welcome; 2) unexcused absences cost 10 points each; 3) tardies and randomly wandering out will cost 5 points each incident—this isn't church. Tardy or absent students must get announcements from others. Conduct policy: students may eat lunch in class but must tidy up and make ZERO wrapper noise. Kill nothing but mosquitoes or flies. You may record lectures or bring treats. If sick, stay home. If you sleep, I'll wake you. Participation points will sink if you share lipstick, doodle, pick split ends or your nose, sigh, yawn, roll your eyes, sprawl over your desk, whine about movie lengths, whisper in class or pack up before it ends, watch the clock, leave rubbish, act snooty, stare blankly, ignore others, lose your syllabus, fail to read it, or detach yourself from class. If you plagiarize or come barefoot you'll fail. Snide remarks are welcome but will be reciprocated. Participation points rise as you help tidy the classroom, take notes, ask questions, engage classmates, show interest in the material, smile, laugh, and have fun!

Course Requirements

Attendance—30 points: Attendance points require your presence. I'll send a roll around each class period, but marking it is your responsibility. I generally excuse absences but you must clear each one. Every unexcused absence will cost **10 points**. Unexcused absences can accumulate negative points. The roll is law.

Movie Viewings—30 points: Points will be given for each movie you watch. Those who miss a movie may view it at the library or online but must do so within one week of our screening.

Participation—40 points: Participation points accrue as you engage the class. Points accumulate as you join class discussion, attend student reviews, and so forth. I reward effort rather than genius. Students who ignore me when they see me at Foodland or embrace other anti-social behaviors lose participation points. You can earn five points for sending me an introductory e-mail—not a lame email attachment or Google doc. Hiss.

Discussion Leading—100 points total: Each student will direct discussion for **one** book and **one** movie, depending on how many students enroll. Discussion leaders can offer a brief intro before raising questions to keep discussion engaging. Questions should highlight problems or insights. Discussion leading will be graded on coverage, quality, and involvement. Leaders who don't show for their discussion fail the class.

Movie Reaction Papers (MRP)—25 points each: Students must submit movie reaction papers for **four** of the movies. These essays must never exceed one page each and should illuminate a single theme. Do not summarize the movie. Focus instead on analyzing a key insight. Use the movie title as your paper title.

Book Notes—25 points each: Book notes, readied before class for use in discussion, must be submitted at the end of class. Notes summarize major points but can also include your own analyses or syntheses. Notes should include a list of questions that can be used during class discussion. Book notes less than four pages will be deemed insufficient.

Final Exam (FE)—50 points: Students will also take a comprehensive final exam, short essay responses to a battery of open-ended questions. Students should refer to the books, films, lectures and discussions to answer the questions.

Final Paper (FP)—100 points: Students will also submit an 8-page paper offering a synthesis of ideas discussed in class.

Grade Breakdown & Policy

Attend/Movie/Part	100 pts. (20%)	I do not grade on a curve. All of you can get an "A" if everyone contributes to class, works hard, and performs well. Come to me <u>early</u> if you have concerns or feel you are struggling.
Discussion Leading	50 pts. (10%)	
MRPs (4)	100 pts. (20%)	
Book Notes (6)	100 pts. (20%)	
FE / FP	150 pts. (30%)	
TOTAL =	500 pts (100%)	

Required Readings: Class will cover all nine books but each student must submit book notes for only **six**. Do not buy your books until assignments have been made on the first day of class.

Book #1: Benedict Anderson. *Imagined Communities*. Verso, 2006.

Book #2: Ernest Gellner. *Nations and Nationalism*. Cornell, 1983.

Book #3: Edward Said. *Orientalism*. Vintage, 1979.

Book #4: Frantz Fanon. *Wretched of the Earth*. Grove, 2005.

Book #5: George Orwell. *Nineteen Eighty-Four*. Plume, 2003.

Book #6: Thomas Friedman. *The World is Flat*. Farrer, Straus and Giroux, 2005.

Book #7: Amartya Sen. *Development as Freedom*. Anchor, 2000.

Book #8: Amy Chua. *World on Fire*. Doubleday, 2003.

Book #9: Joseph Stiglitz. *Making Globalization Work*. Norton, 2006.

Required Films: We'll view ten films in the evening hours. If you miss one, most can be found in the library.

MRP-A: Gandhi (1982) [PG]	190"	DVD	Thurs, Jan 18, 5:30, TBA
MRP-B: Japan's Longest Day (1968) [NR]	158"	DVD	Thurs, Jan 25, 5:30, TBA
MRP-C: My Fair Lady (1964) [G]	173"	DVD	Thurs, Feb 1, 5:30, TBA
MRP-D: Architecture of Doom (1989) [NR]	119"	DVD	Thurs, Feb 8, 5:30, TBA
MRP-E: Battle of Algiers (1967) [NR]	121"	DVD	Thurs, Feb 22, 5:30, TBA
MRP-F: Life and Debt (2001) [NR]	86"	DVD	Thurs, Mar 1, 5:30, TBA
MRP-G: Is Wal-Mart Good (2005) [NR]	60"	DVD	Thurs, <u>Mar 8</u> , 5:30, TBA
MRP-H: Inside Job (2010) [PG-13]	120"	DVD	Thurs, <u>Mar 8</u> , 5:30, TBA
MRP-I: The True Cost (2016) [PG-13]	93"	DVD	Thurs, Mar 22, 5:30, TBA
MRP-J: Food Inc. (2009) [PG]	91"	DVD	Thurs, Mar 29, 5:30, TBA

Discussion and Assignment Schedule

Unit I. Nationalism Theory and Practice

1. Jan 11 [Lecture #0](#): Course Intro
2. Jan 16 [Lecture #1](#): Reality, Theory, and Knowledge
3. Jan 18 [Lecture #2](#): Nations and Nationalism
4. Jan 23 [Film A Discussion](#) : Gandhi Discussion Leader: _____

Unit II. Identity Formation → Constructed and Imposed

5. Jan 25 [Lecture #3](#): Liberal Revolution—Bourgeoisie Nationalism
6. Jan 30 [Film B Discussion](#): Japan's Longest Day Discussion Leader: _____
7. Feb 1 [Book #1 Discussion](#): Anderson Discussion Leader: _____
8. Feb 6 [Film C Discussion](#): My Fair Lady Discussion Leader: _____
9. Feb 8 [Book #2 Discussion](#): Gellner Discussion Leader: _____
10. Feb 13 [Film D Discussion](#): Architecture of Doom Discussion Leader: _____

Unit III. Orientalism and Revolution → The Second Revolution

11. Feb 15 [Lecture #4](#): Orientalism—Nationalism's Antithesis
12. Feb 20 [Book #3 Discussion](#): Said Discussion Leader: _____
13. Feb 22 [Book #4 Discussion](#): Fanon Discussion Leader: _____
14. Feb 27 [Film E Discussion](#): Battle of Algiers Discussion Leader: _____

Unit IV. Marxism and Liberalism → Globalization

15. Mar 1 [Lecture #5](#): Marxist Revolution—Proletariat Globalization **MRPs A-E Due**
16. Mar 6 [Film F Discussion](#): Life & Debt Discussion Leader: _____
17. Mar 8 [Book #5 Discussion](#): Orwell Discussion Leader: _____
18. Mar 13 [Film G Discussion](#): Inside Job/Walmart Discussion Leader: _____
19. Mar 15 [Book #6 Discussion](#): Friedman Discussion Leader: _____

Unit V. Globalization & Backlash

20. Mar 20 [Lecture #6](#): New World Order—Reactions and Celebrations
21. Mar 22 [Book #7 Discussion](#): Chua Discussion Leader: _____
22. Mar 27 *****Monday Classes*****
23. Mar 29 [Film H Discussion](#): The True Cost Discussion Leader: _____
24. Apr 3 [Book #8 Discussion](#): Sen Discussion Leader: _____
25. Apr 5 *****Empower Your Dreams*****
26. Apr 10 [Film I Discussion](#): Food Inc. Discussion Leader: _____
27. Apr 12 [Book #9 Discussion](#): Stiglitz Discussion Leader: _____
28. Apr 20 Final Exam—due in Murdock's Office by 5:00 p.m. **MRPs F-J, Final Essay Due**

Movies and Books Note

These films/books have not been selected for your entertainment. They aim to expand understanding beyond your own experiences. Parts may be bleak but wonderfully depict features of the human condition. This too is necessary for your progression. Some feel that if a movie or book does not leave them refreshed, uplifted, and joyous, it has no value but cankers their soul. Like monks in a monastery, they prefer to sever contact with the “world.” Consider the following prophetic comments concerning our education and eternal progression.

Shall I sit down and read the Bible, the Book of Mormon, and the Book of Covenants all the time?” says one. Yes, if you please and when you have done, you may be nothing but a sectarian after all. It is your duty to study to know everything upon the face of the earth in addition to reading those books. We should not only study good, and its effects upon our race, but also evil and its consequences.

—Brigham Young, *Journal of Discourses*, 2:93-94

God doubtless, could avert war, prevent crime, destroy poverty, chase away darkness, overcome error, and make all things bright, beautiful and joyful. But this would involve the destruction of a vital and fundamental attribute of man—the right of agency. It is for the benefit of His sons and daughters that they become acquainted with evil as well as good, with darkness as well as light, with error as well as truth, and with the results of the infraction of eternal laws. The contrasts experienced in this world of mingled sorrow and joy are educational in their nature, and will be the means of raising humanity to a full appreciation of all that is right and true and good.

—Teaching of the Prophet Joseph F. Smith, p. 286

The tide of evil flows. It has become a veritable flood. Most of us, living somewhat sheltered lives, have little idea of the vast dimensions of it. . . . God give us the strength, the wisdom, the faith, the courage as citizens to stand in opposition to these and to let our voices be heard in defense of those virtues which, when practiced in the past, made men and nations strong, and which when neglected, brought them to decay.

—Gordon B. Hinckley, *Be Thou An Example*, p. 58

If you still feel uncomfortable viewing or reading any of these movies or books, an alternative listing will be made available if you inform me in writing why you prefer not to follow the prescribed outline. Present this request to me within the first two weeks of class so I can make arrangements.

University Standards, Mores, & Demands

Plagiarizing: While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. If I catch you cheating, you will fail the course. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

The Honor Code: The Honor Code exists to provide an education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. Students, faculty and staff are expected to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. Academic honesty and dress and grooming standards are to be maintained at all times on and off campus. For specific information see <http://honorcode.byuh.edu/>.

Discrimination: The University is committed to a policy of nondiscrimination on the basis of race, color, sex, pregnancy, religion, national origin, age, disability, genetic information or veteran status in admissions, employment or in any of its educational programs or activities. For specific information see the non-discrimination policy at <https://policies.byuh.edu/>.

Title IX and Sexual Misconduct: The University will not tolerate any actions proscribed under Title IX legislation, specifically sexual harassment, sexual violence, domestic or dating violence or stalking perpetrated by or against any university students, university employees or participants in university programs. For specific information see <https://titleix.byuh.edu/>. All faculty and staff are deemed responsible reporting parties and as such mandated to report incidents of sexual misconduct including sexual assault to the Title IX Coordinator: Debbie Hippolite-Wright, PhD, Title IX Coordinator, Vice President of Student Development & Services, Lorenzo Snow Administrative Building, 55-220 Kulanui Street, Laie, HI 96762, Office Phone: (808) 675-4819; E-Mail: titleix@byuh.edu.

Student Academic Grievance policy: Students who feel that their work has been unfairly or inadequately evaluated by an instructor are encouraged to pursue the matter as an Academic Grievance by following the steps found in the Academic Grievance policy at <http://catalog.byuh.edu/node/300>.

Disability Services: Students with disabilities or those who are pregnant are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of Brigham Young University Hawaii to provide flexible and individualized reasonable accommodation to students with documented disabilities or those who are pregnant. To receive accommodation services for a disability, students must be registered with the Office of Disabilities Services. If you have a disability and need accommodations, you need to contact the Disability Officer/Coordinator at: Disability Services, McKay 181, Phone: (808) 675-3518 or (808) 675-3999, Email address: leilani.auna@byuh.edu.

Report a Concern: If you have a concern to report go to <http://about.byuh.edu/reportaconcern>.

Student Learning Outcomes: Students completing this course will be able to gain a better understanding of history presentation and perspective, issues related to the war, persuasive writing, and effective communication—both written and oral.

ILOs	History Dept—PLOs	Level	Hist 485—SLOs	Means of Assessment
Inquiry	1. Information literacy	high	Analyze types of writing, perspective	Discussions, MRPs, booknotes, final
Comms	2. Effective communication	high	Persuasive / analytical communicating	Discussions, MRPs, booknotes, final
Analysis	3. Analytical skills	high	Perception, assessment, analysis	Discussions, MRPs, booknotes, final
Analysis	4. Problem-Solving abilities	high	Cause & effect links, synthesis	Discussions, MRPs, booknotes, final
	5. Context familiarity	high	Follow the Vietnam War narrative	Books, lectures, and movies, all work
	6. Disciplinary competence	high	Recognize value of history	Discussions, MRPs, booknotes, final
Integrity		high	Life skills- Academic honesty	Participation, essays
Stewardship	7. Global citizenship	med	Engaging the class and wider world	Participation, discussions of ethics
Service		high	Life skills- Service, community	Participation, relations w/others

(# of students) x (# of required books per student-6) = X

(# of total books for class-9) x Y = at least X -- this number Y will be the max for each book ☺

2 students	$2 \times 6 = 12$	$9 \times \underline{2} = 18$	-close each book at 2
3 students	$3 \times 6 = 18$	$9 \times \underline{2} = 18$	-close each book at 2
4 students	$4 \times 6 = 24$	$9 \times \underline{3} = 27$	-close each book at 3
5 students	$5 \times 6 = 30$	$9 \times \underline{4} = 36$	-close each book at 4
6 students	$6 \times 6 = 36$	$9 \times \underline{4} = 36$	-close each book at 4
7 students	$7 \times 6 = 42$	$9 \times \underline{5} = 45$	-close each book at 5
8 students	$8 \times 6 = 48$	$9 \times \underline{6} = 54$	-close each book at 6
9 students	$9 \times 6 = 54$	$9 \times \underline{6} = 54$	-close each book at 6
10 students	$10 \times 6 = 60$	$9 \times \underline{7} = 63$	-close each book at 7
11 students	$11 \times 6 = 66$	$9 \times \underline{8} = 72$	-close each book at 8
12 students	$12 \times 6 = 72$	$9 \times \underline{8} = 72$	-close each book at 8
13 students	$13 \times 6 = 78$	$9 \times \underline{9} = 81$	-close each book at 9
14 students	$14 \times 6 = 84$	$9 \times \underline{10} = 90$	-close each book at 10
15 students	$15 \times 6 = 90$	$9 \times \underline{10} = 90$	-close each book at 10
16 students	$16 \times 6 = 96$	$9 \times \underline{11} = 99$	-close each book at 11
17 students	$17 \times 6 = 102$	$9 \times \underline{12} = 108$	-close each book at 12
18 students	$18 \times 6 = 108$	$9 \times \underline{12} = 108$	-close each book at 12
19 students	$19 \times 6 = 114$	$9 \times \underline{13} = 117$	-close each book at 13
20 students	$20 \times 6 = 120$	$9 \times \underline{14} = 126$	-close each book at 14
21 students	$21 \times 6 = 126$	$9 \times \underline{14} = 126$	-close each book at 14
22 students	$22 \times 6 = 132$	$9 \times \underline{15} = 135$	-close each book at 15
23 students	$23 \times 6 = 138$	$9 \times \underline{16} = 144$	-close each book at 16
24 students	$24 \times 6 = 144$	$9 \times \underline{16} = 144$	-close each book at 16
25 students	$25 \times 6 = 150$	$9 \times \underline{17} = 153$	-close each book at 17
26 students	$26 \times 6 = 156$	$9 \times \underline{18} = 162$	-close each book at 18
27 students	$27 \times 6 = 162$	$9 \times \underline{18} = 162$	-close each book at 18
28 students	$28 \times 6 = 168$	$9 \times \underline{19} = 171$	-close each book at 19
29 students	$29 \times 6 = 174$	$9 \times \underline{20} = 180$	-close each book at 20
30 students	$30 \times 6 = 180$	$9 \times \underline{20} = 180$	-close each book at 20

Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2018

College: College of Business, Computing, and Government

Course Prefix: HIST

Course Number: 423

[X] Equivalency: POSC 440

Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2018

College: College of Business, Computing, and Government

Course Prefix: CRMJ

Course Number: 351

NEW COURSE:

Full Title: Financial & Fraud Investigation

Short Title (for Transcript, 30-char max): Financial & Fraud Investigatn

Catalog Entry (50-word recommended maximum):

Reveals the realm of financial and fraud crimes, including crime detection, fraud investigation processes, investigative reports, and evidence presentation in court.

Prerequisites: none

Equivalency: none

Credit Hours: 3

Frequency: F

Grading Method: A-B-C

Learning Objectives: Each student who passes this course will be able to do the following:

Understand the impact of fraud on the US and global economies;

Explain criminological theories exposing who commits fraud and why;

Identify asset misappropriation, corruption, false representation, financial fraud;

Articulate the ethics governing fraud examination and investigation;

Demonstration investigative methods: case theory, case planning, evidence collection, interviewing and interrogation;

Write a fraud investigation and examination report;

Understand the legal environment in which fraud is prohibited and resolved.

Assessment Methods: This class will use practical exams and quizzes to assess comprehension. Students will also conduct course-based exercises—such as the interviewing exercise, putting book-learning content into practice. Three reaction papers will assess student ability to study cases. Lastly, students will need to produce a class project, present their findings to the class, and submit their findings in the form of a project paper.

CRMJ 351 WHITE COLLAR CRIME INVESTIGATION/FRAUD EXAMINATION

Dr. John Tsukayama, CFE
Email: johnkt@go.byuh.edu
Cell phone: 808.779.6888
Class days/times: TBD
Office Hours: TBD

For the most part fraud in the end secures for its companions repentance and shame.
--Charles Simmons

Course Objectives:

This course is intended to provide students with an introduction to the investigation of White Collar crimes. Fraud investigation/fraud examination requires the investigator to possess specialized knowledge of these kinds of crimes as well as the normal skills used by most investigative professionals. Most law enforcement investigators, accountants and auditors do not have the combination of skills and knowledge that these cases require. This course will strengthen students' inter-disciplinary skill-sets in ways that Criminal Justice or Accounting education programs typically do not.

This course will help the student know what to do from the point that a possible fraud is detected, through active investigation and reporting, and ultimately at the presentation of facts in the judicial system.

This course is NOT an introductory accounting or auditing principles course. Criminal Justice students who are intent upon entering a career as a financial crimes investigator should enroll in introductory and intermediate accounting courses offered by the Accounting Department.

At the end of the course, students will have gained familiarity with:

- a) Impact of Fraud on the US, Businesses and the Economy
- b) Criminological theories of why fraud is committed, and by whom
- c) Common Fraud Schemes such as:
 - a. Asset Misappropriation
 - i. Skimming
 - ii. Cash Larceny
 - iii. Check Tampering
 - b. Corruption
 - c. False Representation
 - d. Financial Statement Fraud
- d) Ethics governing fraud examination and investigations
- e) Investigative methods:
 - a. Case Theory Approach
 - b. Case Planning
 - c. Documentary Evidence Collection and Review
 - d. Interviewing and Interrogation

- f) Report writing for fraud investigations/examinations
- g) The legal environment in which fraud is prohibited (laws) and resolved (civil and criminal actions)

<i>Learning Outcomes</i>	<i>Extent</i>	<i>Outcome will be Covered</i>	<i>Means of Assessment</i>
General Fraud Examination Knowledge	High	Selected chapters in the texts, films Class lectures & discussion	Exams & Quizzes
Integrate Fraud Theory and Practical Skills	Moderate	Class Discussions, exercises	Exams & Exercise Products
Communicate Effectively	High	Written comments, memos, oral presentation, term paper	3 Reaction Papers Project presentation Project Paper

Instructional Methods: The course will utilize lectures, class discussions, films, readings, writing assignments and group assignments to assist the students in obtaining the learning outcomes.

Required Texts:

1. **Principles of Fraud Examination** by Joseph T. Wells, **4th edition**, ISBN 978-1-118-58288-6. Do NOT purchase the 5th edition (it is much more expensive).
2. **Fraud Examination: Prevention, Detection, and Investigation** by Steven M. Bragg, ISBN 9781938910722.

Optional Text: Limited readings from the following text will be assigned, but it should not be necessary for students to purchase. The 3rd edition is available at the library in hard copy and e-book. Six copies of the 4th edition are on reserve at the library. Either edition will serve student requirements. NOTE: very inexpensive copies of the 3rd edition (used) can be purchased on Amazon.com for under \$20.

The Process of Investigation: Concepts and Strategies for Investigators in the Private Sector by Charles A. Sennewald and John K. Tsukayama, 3rd or 4th editions.

Website(s): Students will also be assigned readings from these websites:

The Journal of Forensic and Investigative Accounting: <https://www.nacva.com/jfia>

International Anti-Corruption Resource Center: <http://guide.iacrc.org/10-steps-of-complex-fraud-and-corruption-investigation/>

University Policies

1. The **Honor Code** exists to provide an education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. Students, faculty and staff are expected to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. Academic honesty and dress and grooming standards are to be maintained at all times on and off campus. For specific information see <http://honorcode.byuh.edu/>
2. **Discrimination:** The University is committed to a policy of nondiscrimination on the basis of race, color, sex, pregnancy, religion, national origin, age, disability, genetic information or veteran status in admissions, employment or in any of its educational programs or activities. For specific information see the non-discrimination policy at <https://policies.byuh.edu/>
3. **Title IX and Sexual Misconduct:** The University will not tolerate any actions proscribed under Title IX legislation, specifically sexual harassment, sexual violence, domestic or dating violence or stalking perpetrated by or against any university students, university employees or participants in university programs. For specific information see <https://titleix.byuh.edu/>

All faculty and staff are deemed responsible reporting parties and as such mandated to report incidents of sexual misconduct including sexual assault to the Title IX Coordinator:

Debbie Hippolite-Wright, PhD
Title IX Coordinator
Vice President of Student Development & Services
Lorenzo Snow Administrative Building
55-220 Kulanui Street
Laie, HI 96762
Office Phone: (808) 675-4819
E-Mail: titleix@byuh.edu

4. **Student Academic Grievance policy:** Students who feel that their work has been unfairly or inadequately evaluated by an instructor are encouraged to pursue the matter as an Academic Grievance by following the steps found in the Academic Grievance policy at <http://catalog.byuh.edu/node/300>
5. **Disability Services:** If you have a disability and need accommodations, you need to contact the Disability Officer/Coordinator at:
Disability Services
McKay 181
Phone: (808) 675-3518 or (808) 675-3999
Email address: leilani.auna@byuh.edu

REPORT A CONCERN: If you have a concern to report go to <http://about.byuh.edu/reportaconcern>

Final Exam Policy: It is a university policy that each class must give a comprehensive exam at the time it is scheduled. All students are expected to take the exam. Any exception can only be granted by the Dean.

Honor Code: Students will be required to observe the BYU-Hawaii Honor Code.

Dress and Grooming Standards: Students will be expected to observe the BYU-Hawaii Honor Code standards for dress and grooming. If the instructor in his judgment determines a student attending class is not conforming to the standards, he will ask the student to leave and return to class when he/she adheres to the standards. Your professor would love to regrow his beard, but he too has signed the Honor Code and strives to live by it.

Academic Honesty: BYUH students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct (BYU-Hawaii Honor Code). Students failing in maintaining this outlined academic honesty will be reported to the Honor Code Office and suffer penalties in the class, such as loss of assignment points or failing grade for the course.

Plagiarism: Plagiarism, whether intentional or inadvertent, will not be tolerated in this course. Students found plagiarizing will be immediately reported to the Honors Code Office **and** will suffer penalties in the class—receiving a failing grade in the course. **Remember: “If You Did Not Write It, CITE IT!”** The following is the description from the BYU-Hawaii Honor Code on Plagiarism:

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism. Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism. Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Students Accountable for Changes to the Syllabus: The instructor reserves the right to make changes to the syllabus throughout the semester. He will inform the class of the change in class and make an announcement on Canvas or via email. **Students should check Canvas and email regularly for announcements that may also include class cancelations, new assignments, or other important information. Students will be held accountable for all new work assigned by 5pm the day before class.**

Course Requirements, Grading, and Evaluation:

Syllabus Quiz	10
Class Participation	100
Reaction papers (25 pts. Ea. X 3)	75
Interviewing Exercise	25
Mid-term Exams (50 pts. ea. X 2)	100
Research Project Presentation	25
Research Project Paper	50
Final Exam (Take Home)	75
Final Exam (In-Class)	50
Total Points Possible	510

Final Grades are based on the following grading scale:

A 94-100%	B- 80-82	D+ 67-69
A- 90-93	C+ 77-79	D 63-66
B+ 87-89	C 73-76	D- 60-62
B 83-86	C- 70-72	F Below 60%

“80 per cent of life is showing up.”
 --Woody Allen

Attendance Policy: Students are expected to attend class every day. Students with excessive unexcused absences (more than 2) will lose a grade (e.g. A to A-) per day after the first two absences.

Note: There may be occasional quizzes and extra-credit opportunities presented during the semester at the instructor’s discretion.

Late Work: All hard-copy written assignments are to be turned in at the start of class (by the end of the opening prayer). Any work turned in late on the specified due date, either on Canvas or after the start of class, will suffer a grading penalty up to 50%. Any work turned in later than the specified due date will suffer a grading penalty up to 100%.

Class Participation: Students are expected to arrive in class having properly prepared for the session by completing readings and any other assignments. The class will be a mix of lecture and discussion. During discussion, students should be ready to contribute their thoughts. It is a policy of this course that electronic devices will not be used by students during class sessions. Students are expected to take notes on paper, unless a specific accommodation is requested via the counseling center.

Students who are observed to be using digital devices during class will lose 10 participation points per instance.

Reaction Papers:

Students will submit three reaction papers, selecting one article from each list:

For Reaction Paper 1:

1. Why I Stole from My Employer for Five Years: <http://www.noted.co.nz/currently/crime/why-i-stole-from-my-employer-for-five-years/>
2. The Female Fraud Squad: <http://www.noted.co.nz/currently/crime/the-female-fraud-squad-why-women-steal-from-their-employers/>
3. Caught Stealing from Work, What Can I Do? <http://www.expertlaw.com/forums/showthread.php?t=107146>

For Reaction Paper 2:

4. Market Watch Amy Wilson: <https://www.marketwatch.com/story/amy-wilson-an-office-manager-who-embezzled-350000-2014-07-29>
5. Embezzlement Scheme Crushes Business: https://www.tctimes.com/news/embezzlement-scheme-crushes-holly-business/article_aaba6858-71bc-5592-83b2-d13f0e04b527.html
6. Judith Oakes: <https://www.sbsun.com/2015/01/08/rialto-unified-lunch-money-embezzler-judith-oakes-gets-5-years-in-jail/>
7. Supplements Warehouse: <http://fox6now.com/2015/04/02/inside-job-former-employees-accused-of-stealing-supplements-selling-them-forcing-company-into-bankruptcy/>
8. 4 Frauds That Could Destroy Your Business: <https://www.entrepreneur.com/article/227689>

For Reaction Paper 3:

Write a paper on any case from this website on Church Embezzlement—provide the link to the case in your paper.

Church and Synagogue Security News Embezzlement Archive

<http://blog.congregationalsecurityinc.com/tag/embezzlement/#.UoUGgl2E554>

Each paper will be at least 550 words and not more than 700 words long (using one and a half spaces between lines). They will be due in on Canvas at 9:00 am on the day the paper is due, and they **MUST be submitted via Canvas on the Assignment page AND a hard copy brought to class**. Grammar **WILL** be graded (I **HIGHLY** recommend you use the Reading & Writing Center). In the paper you must use good essay form and demonstrate that you have read the assignment and have thought about it. **DO NOT SUMMARIZE THE ARTICLE. RATHER, REACT TO IT BY EXPRESSING YOUR OPINIONS AND HOW YOU SEE THE RELEVANCE OF THE ARTICLE TO WHAT YOU HAVE LEARNED ABOUT FRAUD.** You still will need to use the elements of skillful writing, including a thesis statement.

“Only an accountant could catch Al Capone.”

--IRS Criminal Investigation Division Recruiting Poster

Interview and Statement Taking Exercise:

Students will conduct an information seeking interview and will take a written statement, considering all of the factors that make such statements useful in an investigation. Specific requirements will be introduced during the course.

Fraud Case Research and Presentation:

Student teams will research a fraud case that resulted in a criminal conviction. The team will present the case describing the case and how it matches the general understanding of how fraud is perpetrated, the type of scheme, the type of victim(s), the method of initial detection, the investigative steps used to document the fraud, how closely the fraud matches the Fraud Triangle, Fraud Balance, and Fraud Diamond models, the sentence, and post-conviction outcomes for the victim(s) and perpetrator.

Students will make a presentation of the case in class and will submit a group project paper. The requirements for the research paper and presentation will be distributed early in the semester.

Examinations

There will be two mid-terms and one final examination. The final exam will be divided between a take-home section and an in-class section.

COURSE SCHEDULE

For the readings below:

Wells = Principles of Fraud Examination

Bragg= Fraud Examination: Prevention, Detection, and Investigation

ACFE= Report to the Nations, in Files on Canvas

POI = Process of Investigation

	Date	Due	Topic Readings
1	SEP 5		Course introduction; Fraud defined; Fraud Impact
2	SEP 7		Wells (pp. 3-30) ACFE (pp. 4-19)
3	SEP 10		ACFE (pp. 30-73) and NEW FRAUD TRIANGLE (Canvas)
4	SEP 12		Bragg Chapter 2(pp. 15-31) and ACFE (pp. 10-19)
5	SEP 14		CASH LARCENY: Wells Chapter 3 (pp 51-90)
6	SEP 17		Watch video on-line: American Greed Cunning Cowgirl: https://www.youtube.com/watch?v=jbOI_aVGMRk Prepare 3 questions for discussion.
7	SEP 19	REACTION PAPER 1	REGISTER DISBURSEMENT SCHEMES: (pp. 197-210)

8	SEP 21		Sodas and Fries: Case Background—prepare 3 questions for discussion
9	SEP 24		BILLING SCHEMES: Wells Chapter 4 (pp. 93-119)
10	SEP 26		Non-Existent Bidders: Case Background—prepare 3 questions for discussion
11	SEP 28		CHECK TAMPERING: Wells Chapter 5 (pp. 121-154)
12	OCT 1		Clerks and Managers: Case Background—prepare 3 questions for discussion
13	OCT 3	REACTION PAPER 2	PAYROLL SCHEMES: Wells Chapter 6 (pp. 155-176) and EXPENSE REIMBURSEMENT: Wells Chapter 7 (pp. 179-194)
14	OCT 5		Ghosts: Case Background—prepare 3 questions for discussion
15	OCT 8		CORRUPTION: Wells Chapter 10 (pp. 239-272)
16	OCT 10		Corruption: Read Articles regarding New Orleans Mayor Ray Nagin: http://www.nola.com/crime/index.ssf/2012/06/document_charging_covington_bu.html AND http://www.nola.com/crime/index.ssf/2016/05/ray_nagin_fbi_tip_new_orleans.html
17	OCT 12		FINANCIAL STATEMENT FRAUD: Bragg Chapter 3 (pp. 49-82)
18	OCT 15		FINANCIAL STATEMENT FRAUD: WELLS CHAPTER 12 (pp. 301-348)
19	OCT 17		LAWS: Reid https://www.huffingtonpost.com/brad-reid/commonly-encountered-fede-b-8912142.html and Selected Statutes handout (Canvas)
20	OCT 19	Mid-term 1	NO CLASS: IN TESTING CENTER
21	OCT 22		FRAUD DETECTION: POI Chapter 13 (pp. 167-179), ACFE (pp. 20-30), Buckhoff Fraud Hotline (Canvas)
22	OCT 24	REACTION PAPER 3	CASE PLANNING Ten Steps Webpage: http://guide.iacrc.org/10-steps-of-complex-fraud-and-corruption-investigation/ READ ALL WEBPAGES FOR THE TEN STEPS—CLICK ON THE LINKS.
23	OCT 26		Case Planning: Read “Case Planning Exercise Introduction” on Canvas
24	OCT 29		SOURCES OF INFORMATION (PEOPLE) POI Chapter 13 Use of Informants
25	OCT 31		GROUP PROJECT SESSION: Bring two potential cases to discuss with team.
26	NOV 2		INTERVIEWING: Considerations for Effective Interviewing (Canvas) AND Bragg, Chapter 9 (pp. 160-175)

27	NOV 5		INTERVIEWING: Wells Chapter 16 (pp. 417-441)
28	NOV 7		INTERVIEWING: POI Chapter 12 (pp. 153-165) AND Exercise Instructions. For Witness Group 1 ONLY, see instructions on Canvas
29	NOV 9		INTERVIEWING: For Witness Group 2 ONLY, see instructions on Canvas
30	NOV 12	INTERVIEW EXERCISE	ADMISSION SEEKING INTERVIEWS: POI Chapter 10 Interviews and Interrogations
31	NOV 14		ADMISSION SEEKING INTERVIEWS Interrogation Techniques: https://www.cga.ct.gov/2014/rpt/2014-R-0071.htm
32	NOV 16	MID-TERM 2	NO CLASS—IN TESTING CENTER
33	NOV 19		DOCUMENTARY ORGANIZATION & REPORT WRITING: Wells Chapter 15 (partial) (pp. 397-414) AND Model Report (Canvas)
34	NOV 21		LEGAL PROCESSES: CIVIL Civil Complaints and Trials (Canvas)
35	NOV 26		LEGAL PROCESSES: CRIMINAL Criminal Trials (Canvas)
36	NOV 28		LEGAL PROCESSES: TESTIFYING Hyde Witness Preparation Techniques (Canvas) AND review your interview exercise statements.
37	NOV 30		ETHICS: CFE Code of Professional Ethics Guidance (Canvas)
38	DEC 3		GROUP PRESENTATIONS
39	DEC 5	PROJECT PAPER	GROUP PRESENTATIONS/FINAL THOUGHTS
40	DEC 7		NO CLASS: READING DAY
41	TBA	TAKE HOME FINAL	FINAL EXAM: IN CLASS

FINAL NOTE: I want to guide you through the course content, and to help you be well prepared for the future expectations of work, graduate school and other responsibilities. As such, due dates are real, non-negotiable, and missing them has consequences; likewise, with cheating, or any other forms of dishonesty.

Also, I do not intend to summarize the entire content of the materials I have assigned for your reading during classes. I will also present materials in class sessions that are not in the reading and may well include the most important of those materials in exams.

This does not, however, mean that I am devoid of the qualities of reasonableness or mercy. If you know in advance that you are running into an honest problem getting something done on time, the key to obtaining a reasonable accommodation or mercy, is open, honest, and when possible, ADVANCE request

for consideration. I will contemplate such communications, but I cannot unless you speak to me. Also, please recall that I am a father of three, and have had a long career in which judging credibility has been a daily requirement. So, please talk to me, but do not strain the bounds of believability...it will not go well.

Finally, I view my job as helping you to be successful in this course. If you are having trouble understanding the material assigned or presented in class, email me, call me, come and see me. Do not feel that you are the only one struggling with some pretty challenging material. I cannot assist you if you simply stop coming to class, or skip readings, but I can help you get back on track if you run into short-term issues.

STUDENTS ARE TO REVIEW THIS SYLLABUS AND COMPLETE THE QUIZ AND ACKNOWLEDGEMENT ON THE NEXT PAGE. IT IS DUE AT THE START OF THE SECOND CLASS OF THE SEMESTER.

Quiz:

Circle the best answer for each.

1. According to Allen how much of life is showing up? a. 100% b. 0% C. 50% D. 80%
2. Are students allowed to take the Final Exam at any time other than the scheduled time?
a. No b. Sure, at student choice c. Only with the Dean's approval
3. How many unexcused absences may students have before final grade penalties apply?
a. Five b. Two c. Three d. One
4. How many Reaction Papers are students required to submit this semester?
a. Three b. Four c. Five d. Fifty
5. Late work will be downgraded by:
a. 50% b. 100% c. 50% or 100%, depending on how late it is
6. According to the IRS CID, what did it take to catch Al Capone?
a. Informants b. GPS Trackers c. Accountants d. Computer Forensics
7. How will changes to the syllabus or other announcements to the class be announced to students?
a. Via Canvas Announcement b. Via Email c. Either A or B plus in-class announcements
8. What penalties may plagiarism or other academic dishonesty trigger for the student(s) involved?
a. Grade reduction for assignment b. Grade reduction for test
c. Failing grade for course d. All of a, b, & c.
9. What is the date and time of the Final Exam?
10. What can the companions of fraud look forward to, according to Simmons?
a. Riches beyond compare b. Free federal accommodations c. Repentance and Shame
d. A lot of explaining to do.
11. Bonus Question: What crime was the gangster Al Capone convicted of? (Not in syllabus)
a. Murder b. Directing a Criminal Enterprise c. Tax Evasion d. Jaywalking

STUDENT ACKNOWLEDGEMENT

I have read the syllabus, including the section on the BYU-Hawaii Honor Code. I understand the seriousness of honesty, plagiarism and cheating and I also understand that should I commit an act of dishonesty in this course I will be reported to the Honor Code office and receive academic sanctions from the instructor, up to and including failure of the course. I understand that it is my responsibility to come to class prepared, including reading materials, watching on-line content, and completing assigned other work. I understand it is the responsibility of the student to look on Canvas to see possible changes in the syllabus, changes in assignments, and keep track of my grade.

Print Name: _____

Signature: _____

Date: _____

Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2018

College: College of Business, Computing, and Government

Course Prefix: CRMJ

Course Number: 361

NEW COURSE:

Full Title: Violence Threat Assessment and Management

Short Title (for Transcript, 30-char max): Viol Threat Assessment & Mgmt

Catalog Entry (50-word recommended maximum):

Examines interpersonal violence within relationships and occupational settings, both educational and workplace, toward understanding causation, prevention, and recovery.

Prerequisites: none

Equivalency: none

Credit Hours: 3

Frequency: W

Grading Method: A-B-C

Learning Objectives: Each student who passes this course will be able to do the following:

Understand literature and theories on the different types of interpersonal violence;

Assess the scope and scale of interpersonal violence;

Explain the characteristics of methods, victims, and perpetrators;

Recognize the collective impact on societies as well as individuals'

Analyze the causes, means of prevention, and modes to recovery of each type of violence;

Understand the role of law enforcement, social service agencies, the criminal justice system, the civil legal system, and other private and public participants;

Explain the best Threat Assessment and Management strategies;

Understand the early warning signs of violence and the components of a thorough investigation;

Formulate and evaluate possible intervention strategies and coordinate the execution of such strategies, including the Threat Assessment and Management (TAM) process.

Assessment Methods: This class will use practical exams and quizzes to assess comprehension. Students will also conduct course-based exercises, putting book-learning content into practice. Three reaction papers will assess student ability to study cases and the literature on violence. Lastly, students will need to produce a class project, present their findings to the class, and submit a term paper.

INTERPERSONAL VIOLENCE: DOMESTIC, SCHOOL & WORKPLACE
CRMJ 361, (3 Credits)
Spring Semester 2018

Instructor: John K. Tsukayama, Ph.D.
(808) 779-6888 (cell)
johnkt@go.byuh.edu

Office Hours:

1. Normally 12:20 pm to 1:30 pm M/W/F in Social Sciences Building.
2. Call for appointment, if you would like reserved, uninterrupted face to face time. I am willing to meet after class if desired. I have also been known to meet on Saturdays to assist students if necessary.
3. Feel free to call me if you have a question or issue to discuss.
4. Email me if you can await a reply.

Course Description and Objective: This course examines the phenomenon of Interpersonal Violence focusing on two main types, Intimate Partner (Domestic) Violence, and Occupational Violence. Occupational Violence will be sub-divided into two distinct categories: School and Workplace. For each type of Interpersonal Violence, we will do the following:

1. Define and describe the problem in terms of scope and scale; characteristics of methods, victims, and perpetrators; and the impacts on individuals and societies.
2. Examine theories relating to the causes of each type of violence.
3. Study law enforcement and social service agency responses to incidents involving Interpersonal Violence, including criminal justice, civil legal, and support strategies.
4. Study prevention strategies involving early warning signs, thorough investigation, formulation and evaluation of possible intervention strategies, and coordinated execution of selected interventions. Emphasis will be placed on a Threat Assessment and Management (TAM) process.

This course will draw heavily upon the literature for managing potentially violent situations that has been developed over the years in the American context, due largely to the unfortunate experience in individual and mass homicide attacks that US public and private agencies have been forced to confront. The course will also look closely at the growing research and wide-ranging response and prevention strategies relating to Intimate Partner Violence from Australia, New Zealand and many other Pacific countries

The course will utilize numerous cases from real situations to provide practical examples of the factors identified in the literature. In addition, you will be assigned to work with small teams to work through simple and complex case studies based on composites of actual cases. You will have to analyze new information as it is revealed through unfolding developments, deciding how much weight it should have on your threat assessment. You will devise initial threat management plans that are flexible enough to be modified as a result of new events. You will learn to evaluate the case and your team's approaches after the fact to formulate a "lessons learned" report for future cases.

Student Learning Outcomes:

Students completing this course will be able to gain a better understanding of current research on Intimate Partner, School, and Workplace Violence. Students will learn how to think about the cause, prevention and recovery aspects of each type of violence. Students will be challenged to consider that each of these types of interpersonal violence can be prevented as long as law enforcement and their public and private partners undertake active methods to manage potentially lethal situations away from violence. The heart of the best Threat Assessment and Management strategies is concern for both the victim AND the potential attacker. Integrated strategies to protect the potential victim often are highly effective when they include actively addressing the potential attacker’s substance abuse, mental/emotional health problems, and other factors that create the sense of desperation and rage that fuels many lethal attacks.

At the end of this course students will have the ability to think of Interpersonal Violence as an issue that can and should be prevented using a multi-disciplinary approach. Students will be familiarized with TAM methods and be able to propose them to future employers when cases of potential Interpersonal Violence arise.

<i>Learning Outcomes</i>	<i>Extent</i>	<i>Outcome will be Covered</i>	<i>Means of Assessment</i>
Interpersonal Violence Knowledge	High	Selected chapters in the text, other assigned readings Class lectures & discussion	Exams & Quizzes
Integrate theories on causation, prevention and intervention in practice	Moderate	Class Discussions, written comments, case studies	Writing Assignments, Group presentation
Communicate Effectively	High	Written comments, oral presentation, term paper	Daily discussions, Reaction Papers, Group Presentation, Term Paper

Instructional Methods: The course will utilize lectures, student-led case presentations, case studies, readings, and writing assignments to assist the students in obtaining the learning outcomes.

Required Textbooks: You are expected to read every word of the assigned parts of the book AND be prepared for quality participation. Textbooks:

1. The Gift of Fear: Survival Signals that Protect Us from Violence, Gavin de Becker
2. Threat Assessment and Management Strategies: Identifying the Howlers and Hunters, Second Edition by Calhoun and Weston.

University Policies

1. The **Honor Code** exists to provide an education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. Students, faculty and staff are expected to maintain the highest standards of honor, integrity, morality, and consideration

of others in personal behavior. Academic honesty and dress and grooming standards are to be maintained at all times on and off campus. For specific information see <http://honorcode.byuh.edu/>

2. **Discrimination:** The University is committed to a policy of nondiscrimination on the basis of race, color, sex, pregnancy, religion, national origin, age, disability, genetic information or veteran status in admissions, employment or in any of its educational programs or activities. For specific information see the non-discrimination policy at <https://policies.byuh.edu/>
3. **Title IX and Sexual Misconduct:** The University will not tolerate any actions proscribed under Title IX legislation, specifically sexual harassment, sexual violence, domestic or dating violence or stalking perpetrated by or against any university students, university employees or participants in university programs. For specific information see <https://titleix.byuh.edu/>

All faculty and staff are deemed responsible reporting parties and as such mandated to report incidents of sexual misconduct including sexual assault to the Title IX Coordinator:

Debbie Hippolite-Wright, PhD
Title IX Coordinator
Vice President of Student Development & Services
Lorenzo Snow Administrative Building
55-220 Kulanui Street
Laie, HI 96762
Office Phone: (808) 675-4819
E-Mail: titleix@byuh.edu

4. **Student Academic Grievance policy:** Students who feel that their work has been unfairly or inadequately evaluated by an instructor are encouraged to pursue the matter as an Academic Grievance by following the steps found in the Academic Grievance policy at <http://catalog.byuh.edu/node/300>
5. **Disability Services:** If you have a disability and need accommodations, you need to contact the Disability Officer/Coordinator at:

Disability Services
McKay 181
Phone: (808) 675-3518 or (808) 675-3999
Email address: leilani.auna@byuh.edu

REPORT A CONCERN:

If you have a concern to report go to <http://about.byuh.edu/reportaconcern>

Final Exam Policy

It is a university policy that each class must give a comprehensive exam at the time it is scheduled. All students are expected to take the exam. Any exception can only be granted by the Dean.

Attendance Policy: *“Eighty percent of success is showing up” Woody Allen*

Students are expected to attend all classes. Participation in discussion and attendance are also part of the grade. Attendance will be taken each day. Students who arrive after roll is taken must meet with the instructor prior to his leaving class to ensure being marked as “late” and not “absent”. Otherwise, student will be considered absent. More than three late arrivals will cost students 5 participation points per additional late arrival. **Students with excessive absences (3 or more) will lose up to a grade (e.g. A to A-) per day after the 2nd absence.**

Course Requirements, Grading, and Evaluation:

Total Points Possible: 575*

One midterm exam	100	Participation	100
One final exam	100	Syllabus Quiz	25
Four Reaction Papers (25 ea.)	100		
Group Presentation	50		
Group Term Paper	100		

*Pop quizzes throughout the semester might change this total number, based on the total number of quizzes. Also, extra credit opportunities will be presented.

Reaction Papers: You will write reaction papers to any FOUR of the assigned readings EXCEPT for those from the Threat Assessment and Management Strategies textbook.

Each paper will be at least 550 to 700 words long (using one and a half spaces between lines). They will be due at the beginning of class on the day the reading is to be discussed, and they **MUST be submitted via Canvas on the Assignment page AND a hard copy brought to class.**

You may review only one reading per day; that is, on days that multiple readings are assigned, you may write only one reaction paper. Grammar **WILL** be graded (I **HIGHLY** recommend you use the Reading & Writing Center). In the paper you must use good essay form and demonstrate that you have read the assignment and have thought about it. **DO NOT SUMMARIZE THE ARTICLE. RATHER REACT TO IT BY EXPRESSING YOUR OPINIONS AND HOW YOU SEE THE RELEVANCE OF THE ARTICLE TO YOUR OWN EXPERIENCE OR RECENT INCIDENTS FROM THE NEWS.** You still will need to use the elements of good writing, including a thesis statement. You may only submit one paper per day. You must be in attendance to submit a paper.

I will allow resubmissions for the only the first two Reaction Papers, and only if the grade is under 20 points. The due date for the resubmission will be marked on the original paper. For resubmissions to be graded, they must be turned in with the original hard copy paper and my grading sheet. After the second Reaction Paper you should understand what is expected of a good effort and will be expected to demonstrate that knowledge.

Extra Credit:

1. There is an early opportunity to earn **5 extra credit points**. This is intended to help you get the most out of doing readings in this and other classes. Go to the assignments section of the course Canvas page, watch the two linked videos, do the mark-up assignment, and turn in your original hard-copy of the assignment.

A Word on Homework: This is an upper division course and students are expected to be prepared and engaged with the course materials.

Students should expect to spend at least two (2) hours outside of class for each hour in class. In this class, you may find yourself needing to read some or all of the material twice in order to extract the important material. If you put in the work, you will be prepared. Come ready to discuss, you do not need to know all of the answers, but you must have some opinions based on sound reasoning.

Group Project Presentation and Group Term Paper: You will be part of a project group. Specific guidelines for the Group Project Presentation and Group Term Paper are found in Attachment A.

Final Grades are based on the following grading scale:

A 94-100%	B- 80-82	D+ 67-69
A- 90-93	C+ 77-79	D 63-66
B+ 87-89	C 73-76	D- 60-62
B 83-86	C- 70-72	F Below 60%

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Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism. Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism. Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Students Accountable for Changes to the Syllabus. The instructor reserves the right to make changes to the syllabus throughout the semester. He will inform the class of the change in class and make an announcement on Canvas or via email. Students should check Canvas and email regularly for announcements that may also include class cancelations, new assignments, or other important information. Students will be held accountable for all new work assigned by 5pm the day before class.

Policy on Due Dates:

Papers and other submissions are due to be turned in on-line using Canvas AND in hard copy on the class date indicated. Any work received after the opening prayer for the class session has ended will receive a 50% grade reduction. Submissions turned in later than 5 pm the day after the original due date will be given a ZERO grade.

Class Outline

SESSION	Date	Due	Topic/Readings
1	5/2		Course Introduction (No reading)
2	5/4		Course Introduction: DeBecker : Chapters 1 & 2 [Canvas]
3	5/7		PERSONAL DeBecker : Chapters 4 & 11 [Canvas]
4	5/9	EXTRA CREDIT 1	TAM (intro) Calhoun & Weston 2013 : New Concepts [Canvas]
5	5/11		TAM (intro) DeBecker : Chapters 3 & 5
6	5/14		TAM (intro) TAMS : Preface & Chapter 1
7	5/16	Reaction Paper 1	TAM (intro) TAMS : Chapter 2 and DeBecker : Chapter 6
8	5/18		TAM (threats) DeBecker : Chapter 7 AND TAMS : Chapter 3
9	5/21		DeBecker : Chapter 8
10	5/23		TAM (assessing) TAMS : pp. Chapters 5 & 6
11	5/25	Reaction Paper 2	TAM (assessing) TAMS pp. 7 & 8
	5/28		HOLIDAY
13	5/30	Project Proposal	TAM (managing) TAMS : Chapter 4 and Chapter 10 AND Case Assessment Materials Form (Print and skim, bring to class) [Canvas]
14	6/1	Mid-term	IN TESTING CENTER
15	6/4		DV: DV Theory DeBecker : Chapter 10 AND pdf: <u>prepare answers to slide 24 questions for class discussion</u> [Canvas] AND FIJI: Somebody's Life: Executive Summary pdf (pp. 1-10) [Canvas]
16	6/6		DV: DVHRT : http://dvhrt.org/about : read entire "About" page, watch video on page, browse other pages as you wish AND The New Yorker : "A Raised Hand" http://www.newyorker.com/magazine/2013/07/22/a-raised-hand read entire article
17	6/8	In-class exercise	DV: DV Case Study (Background) pdf read for class exercise [Canvas]
18	6/11		Group Project Working Session
19	6/13		WPV: DeBecker : Chapter 9 AND White : "Workplace Targeted Violence" pdf [Canvas]
20	6/15		WPV Case Study Background Part 1 [Canvas] (read and note important factors) WPV Case Study Background Part 2 [Canvas] (read and prepare Fact Summary and Current Assessment)
21	6/18		SCH/UNI Van Dreal : Student Threats I pdf [Canvas]
22	6/20	Reaction Paper 3	SCH/UNI Van Dreal : Student Threats II pdf [Canvas]
23	6/22		SCH/UNI Deisinger Randazzo Nolan : TAM in Higher Education pdf [Canvas]
24	6/25	Term Paper	Group Project Presentations
25	TBD	FINAL EXAM	IN CLASS

FINAL NOTE: I want to guide you through the course content, and to help you be well prepared for the future expectations of work, graduate school and other responsibilities. As such, due dates are real, non-negotiable, and missing them has consequences; likewise, with cheating, or any other forms of dishonesty.

This does not, however, mean that I am devoid of the qualities of reasonableness or mercy. If you know in advance that you are running into an honest problem getting something done on time, the key to obtaining a reasonable accommodation or mercy, is open, honest, and when possible, ADVANCE request for consideration. I will contemplate such communications but cannot unless you speak to me. Also, please recall that I am a father of three, and have had a prior career in which judging credibility was a daily requirement. So, please talk to me, but do not strain the bounds of believability...it will not go well.

Finally, I view my job as helping you to be successful in this course. If you are having trouble understanding the material assigned or presented in class, email me, call me, come and see me. Do not feel that you are the only one struggling with some pretty challenging material. I cannot assist you if you simply stop coming to class, do not turn in assignments, or skip readings, but I can help you get back on track if you run into short-term issues.

STUDENTS ARE TO REVIEW THIS SYLLABUS AND COMPLETE THE QUIZZ AND ACKNOWLEDGEMENT ON THE NEXT PAGE. IT IS DUE AT THE START OF THE SECOND CLASS OF THE SEMESTER.

Quiz: Circle the best answer for questions 1-8, write in correct answers for 9 and 10.

1. How many comments are students expected to turn in at the start of class for each individual reading assigned? a. Three b. Ten C. One D. None
2. Are students allowed to take the Final Exam at any time other than the scheduled time?
a. No b. Sure, at student choice c. Only with the Dean's approval
3. How many unexcused absences may students have before final grade penalties apply?
a. Five b. One c. Two
4. How many Reaction Papers are students required to submit this semester?
a. Three b. Four c. Five
5. Late work will be downgraded by:
a. 50% b. 100% c. 50% or 100%, depending on how late it is
6. How will changes to the syllabus or other announcements to the class be announced to students? a. Via Canvas Announcement b. Via Email c. Either A or B
7. What penalties may plagiarism or other academic dishonesty trigger for the student(s) involved?
a. Grade reduction for assignment b. Grade reduction for test
c. Failing grade for course d. All of a, b, & c.
8. What readings can you choose for your Reaction Papers?
a. Any assigned reading b. Any assigned reading except those from the TAMS textbook
c. Any interesting outside reading d. I do not plan to do them
9. If it will allow students to take advantage of cheaper airline tickets home, they are free to decide to take the final exam early.

Circle: TRUE FALSE

10. What is the wisdom imparted by Woody Allen that appears in this syllabus?

STUDENT ACKNOWLEDGEMENT

I have read the syllabus, including the section on the BYU-Hawaii Honor Code. I understand the seriousness of honesty, plagiarism and cheating and I also understand that should I commit an act of dishonesty in this course I will be reported to the Honor Code office and receive academic sanctions from the instructor, up to and including failure of the course. I understand that it is my responsibility to come to class prepared, including reading materials, watching on-line content, and completing assigned other work. I understand it is the responsibility of the student to look on Canvas to see possible changes in the syllabus, changes in assignments, and keep track of my grade.

Print Name: _____

Signature: _____ Date: _____

ATTACHMENT A

Interpersonal Violence Course Semester Research Assignment

Your TAM team will conduct research into an incident of predatory interpersonal violence that resulted in a completed mass shooting attack (4 or more shot). Selecting the specific incident to write about will entail ensuring that there is sufficient information available from open sources (non-confidential/non-classified materials) from which to obtain data necessary for a TAM evaluation.

Here are two listing that may be useful starting points for your research:

Mother Jones Magazine: <https://www.motherjones.com/politics/2012/12/mass-shootings-mother-jones-full-data/>

Gun Violence Archive: <http://www.gunviolencearchive.org/>

Be sure that the incident you choose is an interpersonal violence situation, where one where the shooter(s) had a direct relationship with at least one of the intended targets

All incidents for presentation will have to be cleared in advance with the instructor. Submit a proposal by the required date, with information about the date, time, place and a general description of the incident. Be sure to include the names of the instigator(s) and intended targets. The instructor will advise if the specific incident selected is deemed unsuitable for your project.

PRESENTATION:

Your TAM team will provide a Threat Assessment briefing presentation. Each member of the team must fully participate in the research, analysis of information obtained, preparation of the presentation, and take an equal share of the presentation speaking time. As such, and in order to ensure that any related criminal and civil cases have been adjudicated and reported on in the press, your incident must have occurred between January 1, 1970 and December 31, 2010.

It is your task to provide in your presentation and paper the following information.

1. **Target description:** Provide all relevant information regarding the intended target(s) and any other incidental targets that were attacked. Name, sex, age, relationship to instigator, relationship to situation in which the attack took place, should be included. Other information that you uncover that would assist in understanding the situation should be provided.
2. **Instigator description:** Provide all relevant information regarding the instigator(s). Provide the normal identifying data, plus personal background history.
3. **Situation:** Describe the locations, relationships, and prior history between the instigator and the target(s) that provide context for the grievance/violent ideation/attack. In short, what brought these people together in this circumstance where a violent attack was contemplated.
4. **Pre-attack Information:** What series of events occurred that would assist in a prediction that the instigator might have been planning, preparing, or undertaking an attack.

- a. Be sure to specifically highlight those Pre-incident Indicators that were known, or could have been known to the target or threat managers in advance of the attack. Especially in the paper, explain why you believe the information you relate in this section matches knowledge you have gained regarding pre-incident indicators.
5. **Path to Intended Violence:** Of special importance will be a section in which your team describes the pre-attack portions of the Path to Intended Violence including Grievance, Ideation, Research and Planning, and Preparation.
6. **Attack description:** You should give information relating to the date, time and location of the attack. You should also detail the methods used in the Breach and Attack. You should describe the relationship between the targeted victim(s) of the attack and whether there were additional victims who may not have been the intended target. You should also provide information about how the attack incident ended and any aftermath information, including criminal or civil cases and any resulting larger societal outcomes such as legislation or public activism.
7. **Presentation Time requirement:** The team will be given fifteen minutes to present, of which time no less than ten minutes will be the main presentation. **BE SURE THAT YOU HAVE ENOUGH INFORMATION TO DO A SOLID TEN-MINUTE PRESENTATION. If your case does not supply the required information, then drop your first incident and research another attack.**

For the for the presentation you will allot time for Questions and Answers.

Additional Research Paper Requirements

- A. The paper will be written using 12 pt. Times New Roman, double-spaced, with one inch margins.
- B. It is expected that your paper will be between 2,000 and 2,500 words long (not including cover page or bibliography).
 - a. Papers that are over or under the word count will suffer a ten (10) point penalty
- C. Follow the Chicago Manual of Style 16th edition. I recommend using the Purdue Owl website for specific guidance: <https://owl.english.purdue.edu/owl/resource/717/01/> .
- D. As such, be sure to have a cover page and bibliography, both properly formatted. The first and last names of all members of your project team must be included on the cover page.

Things not to do

1. Do not provide a management plan in your briefing presentation.
2. Do not select an incident that has been of major national or international notoriety. Therefore, do not cover Sandy Hook Elementary School, or Columbine High School, or the Aurora, Colorado cinema shooting. Also, do not cover an attack that was primarily incident to another crime such as robbery, or an organized crime or gang attack. If you are uncertain of whether the incident you are presenting is too (in)famous, check with the instructor well in advance of the presentation.

Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2018

College: College of Business, Computing, and Government

Course Prefix: POSC, CRMJ

Course Number: *see below

POSC 190

[X] Change in Offerings: **Current:** F,W **Revised:** F,W,S

Reasoning: Classes needed to be shifted around due to Mike Murdock moving to POSC from HIST and a new POSC FT faculty was hired. The course shifting needed to happen so faculty loads are spread out evenly throughout the year.

POSC 202

[X] Change in Offerings: **Current:** F,W,S **Revised:** F,W

Reasoning: Classes needed to be shifted around due to Mike Murdock moving to POSC from HIST and a new POSC FT faculty was hired. The course shifting needed to happen so faculty loads are spread out evenly throughout the year.

POSC 318

[X] Change in Offerings: **Current:** S **Revised:** F

Reasoning: Classes needed to be shifted around due to Mike Murdock moving to POSC from HIST and a new POSC FT faculty was hired. The course shifting needed to happen so faculty loads are spread out evenly throughout the year.

POSC 362

[X] Full Title:

Current: International Political Economy and Development

Revised: International Political Economy

[X] Change Short Title (for Transcript):

Current Int'l Political Economy & Dev

Revised: Internat'l Political Economy

POSC 386

[X] Change in Offerings: **Current:** S **Revised:** F

Reasoning: Classes needed to be shifted around due to Mike Murdock moving to POSC from HIST and a new POSC FT faculty was hired. The course shifting needed to happen so faculty loads are spread out evenly throughout the year.

Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Fall 2018

College: College of Business, Computing, and Government

Course Prefix: POSC, CRMJ, PMGT

Course Number: *see below

[X] Make inactive after Spring 2018: POSC 320, POSC 380

POSC 410

[X] Offerings: F

CRMJ 301

[X] Change in Offerings: **Current:** W **Revised:** F,S

Reasoning: Classes needed to be shifted around due to Mike Murdock moving to POSC from HIST and a new POSC FT faculty was hired. The course shifting needed to happen so faculty loads are spread out evenly throughout the year.

CRMJ 371

[X] Change in Offerings: **Current:** F,S **Revised:** W

Reasoning: Classes needed to be shifted around due to Mike Murdock moving to POSC from HIST and a new POSC FT faculty was hired. The course shifting needed to happen so faculty loads are spread out evenly throughout the year.

PMGT 350

[X] Change in Offerings: **Current:** S **Revised:** W

Reasoning: Classes needed to be shifted around due to Mike Murdock moving to POSC from HIST and a new POSC FT faculty was hired. The course shifting needed to happen so faculty loads are spread out evenly throughout the year.

POLITICAL SCIENCE (POSC)

101. Introduction to Politics (3) (F, W, S) An introduction to political theories, institutions, and ideologies with instruction in logic and communication.

110. The U.S. Political System (3) (F, W, S) Systematic inquiry into the national government and politics of the U.S. in the context of American society as a whole.

190. Foundations of Critical Thinking (3) (F, W, S) Introduces the fundamentals of logic and reason, fallacies, argumentation, and other aspects of critical thinking to improve oral and written persuasion.

202. History of Political Philosophy (3) (F, W, S) A survey of the great political philosophies.

318. Federalism and Intergovernmental Relations (3) (F) Examines federal systems of government and intergovernmental relations as they affect governance, citizen participation, and government outputs.

~~**320. Government Policy Analysis** (3) (F) Develops vision, understanding, skills and techniques required to engage in effective analysis of government policy and structure.~~

343R. Asian Empires & Societies (3) (S) Examines the rise, expansion, and decline of Asia's primary empires, emphasizing systems of political power, cultural connectivity, and social influence.

345. Power in the Vietnam War (3) (W) Explores the complex confluence of economic interests, military force, political agendas, ideological visions, technical and organizational systems, understandings, theories, and perspectives that comprise the Vietnam War.

350. International Law (3) (F) Showcases the fundamentals of international law, the foundations of good governance, and the judicial and political applications of law in the international setting.

~~**362. International Political Economy and Development** (3) (W) Surveys the language, theory, and modern history of international political economy and development.~~

~~**380. Political Future Studies** (3) (F) This course looks at the various methods of futures forecasting, images of the future, and societal theories of social change.~~

384. The United Nations & Intergovernmental Organizations (3) (F) Investigates the structure, purpose, function, politics, and aims of the United Nations as well as other major intergovernmental organizations.

386. Pacific Regionalism and Conflict (3) (F) The study of international and regional organizations based in the Pacific. Provides general understanding of work programs, staffing, procedures, and involvement of Pacific Island governments.

390R. Special Topics in Political Science (3) (Variable)

392R. Field Study (3) (Variable) Readies students selected for participation in a specified Political Science department field study, such as the Washington DC Practicum.

410. The Constitution of the United States (3) (F) This course is a description and analysis of the United States Constitution in its historical and continuing role as the basis of American government and politics.

420. Complexity and Public Policy (3) (W) Examines and employs complexity theory to assess public policy and examine how governments and societies can be better ordered.

440. Nationalism & Globalization (3) (W) Explores the emergence of the modern nation-state and identities within a global context, the impact of globalization, and the theories driving both processes.

CRIMINAL JUSTICE (CRMJ)

301. Introduction to Criminal Justice (3) (F,S) Introduction to the fundamentals of criminal justice, including crime and its consequences, law enforcement systems, ethics, policing, sentencing, and police institutions.

351. Financial & Fraud Investigation (3) (F) Reveals the realm of financial and fraud crimes, including crime detection, fraud investigation processes, investigative reports, and evidence presentation in court.

361. Violence Threat Assessment & Management (3) (W) Examines interpersonal violence within relationships and occupational settings, both educational and workplace, toward understanding causation, prevention, and recovery.

371. Criminal Investigation and Criminology (3) (W) Explores the techniques, methods, science, and system by which criminal investigations are handled and presented to the courts.

390R. Special Topics in Criminal Justice (1-3) (Variable)

PUBLIC MANAGEMENT (PMGT)

300. Public Policy (3) (W) The decision-making processes by which public policies are reached, and steps of analysis of those policies. (Same as POSC 331)

350. Crisis Management (3) (W) Crisis Management conveys both knowledge and practical skills related to management principles necessary in times of crisis. Students learn about crisis prevention, planning, and leadership in both the public and private sector.