

Indiana University
Paul H. O'Neill School of Public and Environmental Affairs

V 482/582 United States and United Kingdom National Security and Homeland Security

Syllabus Information:

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On-line
Country Code 317-501-9496

Summer 2020
June 27th — Aug. 8th 2020
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Course Description:

This undergraduate and graduate course is an interdisciplinary approach to National Security, Homeland Security and Atlantic Cooperation. It places an emphasis on collaboration among the United States, United Kingdom, North Atlantic Treaty Organization (NATO) and European Union (EU). The course commences with a detailed look at the US National Security Enterprise, National Security issues and strategy plus a look at world-wide nation state actors and terrorism concerns. The national security rationale from 9/11 to the present is analyzed with an emphasis on Atlantic cooperation. Our longest ally since 1585 to the present---save for 1775-1783, 1812-1815, and 1861-1865---has been the United Kingdom. How their National Security Enterprise operates is also discussed in depth in the Westminster System of Government. And from ISIS to Iraq and Syria, the course further analyzes the 2015 US National Security Strategies the 2016 UK National Security Strategy and the 2016 Russian National Security Strategy. In a changing post-bin laden world, currently impacted by Russia and China, both of which receive special emphasis, we study themes of discord and alliance. An emphasis also is placed upon U.S. and U.K Intelligence. Blending National Security into Homeland Security, how the United States Department of Homeland Security (DHS) operates in the Homeland Security Enterprise is studied and compared to that of UK Home Secretary and Civil Contingencies Office. The course also addresses the fundamental issues related to preventing, mitigating, preparing for, responding to, and recovering from major catastrophic events. **Eight guest lecturers from high levels of U.K. and U.S. Government will address the class on-line. There are also eight virtual class visits on-line of: A Tour of the city of London; the British Museum; the Tower of London; Westminster Abbey; Parliament; Stonehenge; the Churchill War Room; a tour of Parliament and the Palace of Westminster where it is located.**

Course Learning Objectives and Outcomes:

At the conclusion of the course students should be able to:
Assess both United States and United Kingdom National Security
Appraise the role of United States and United Kingdom in the Global Counterinsurgency.
Understand aspects of COVID 19 and racism as they impact Europe and the U.S.
Assess the vital interests of the United States and the Instruments of National Power
Compare the National Security Strategies of the U.K., U.S., Russia, and Germany.
Analyze the U.K., E.U. and N.A.T.O responses to the Global Counterinsurgency.
Describe the Global Terrorist Threat in Homeland Security.
Know the U.S. Constitutional benchmarks found in U.K. History.
Appraise United Kingdom Homeland Security and how it operates as "Civil Contingencies."
Summarize the new fundamentals of Homeland Security risk management in the U.S. and U.K.
Describe the roles and functions of Homeland Security in America.
Be proficient in the roles of the private sector, NGOs, and other actors in Homeland Security.

Instructor Expectations:

Due to the nature of this year's virtual class unfortunately due to the very sad COVID 19 Pandemic, the course is on-line and asynchronous...for the most part: with a mix of synchronous Zoom presentations. This means you can review each module, lecture, video, or document...whenever you wish within each week's Modules. However, there are some caveats here.

1. Zoom presentations by the eight government presenters and eight tour guides are at 0930 AM U.S. EST in the Syllabus unless otherwise noted. Please try to attend them...on-line in Zoom...with or without a camera. Here is where participation points are earned. When converting this course to on-line...I honestly did not know that to a person the Brits and U.S. presenters would opt for 100% Zoom. But they did. I realize some of you have work, other courses and personal and financial obligations which must be addressed...so the Zoom sessions will all be recorded. But we are looking at having as many students who can attend these Zooms as possible. This also allows you to ask the presenters questions directly. Some of these U.K. presenters have worked at the highest levels of their government; some of the places you will visit virtually date back to 3,000 BC.
2. There are two exams and two graded exercises. Each of the two exams pose three essay questions respectively; the two graded exercises present on-line decision-making choices for you ...with role playing.
3. Including class participation...these are the three instruments which determine your overall course grade.
4. The grade book blends these three grading instruments for both three-week students and six-week students...into one grading system.
5. Grad students owe an additional research paper, discussed below, which counts as a portion of the participation grade.
6. Even though you cannot stand in Westminster Abbey or Parliament or listen to debate...or government policy decision-making...every effort has been made to provide you a sense of and feeling for these international historical sites; and to talk personally with the representatives of U.K. and U.S. government.
7. As a last aside, please ensure your work except in the graded exercises is your own and not collaborative.

Thus, in the end...you should find this course to be a valuable addition to your knowledge of world renown cultural and historical sites and comparative domestic and international government.

Course Requirements:

Undergraduates:

1. There are two exams for six-week students which constitute 60% of the grade: and one exam for three-week students representing 60% of the grade.
2. Two graded exercises are 30% of the grade. For six-week students...you will participate in two; Three-week students will participate in only one.
3. Class participation is 10% of the grade. This includes the graduate research paper.

Graduates:

1. Graduate students will participate in the both exams and both graded exercises, totaling 90% of the overall grade.
2. A Graduate Research Paper counts as 10% of the participation grade.
3. Class participation is 10% of the grade. This includes both attendance and discussion in Zoom sessions.

Graduate students: A research paper for this course can be the study of any theme, concept, problem, or event connected to one of the eight National Security and Homeland Security concentrations below. On August 8, 2020 when the class closes in London, the research paper is due. It can be submitted through Canvas. Subjects can be:

- A. Vital Interests of the United States
- B. Global application of the Instruments of National Power
- C. United Kingdom Vital Interests
- D. US and UK National Security Strategies
- E. Counterterrorism and Terrorism
- F. How Homeland Security operates
- G. Federal and U.K. disaster mitigation
- F. Federal law enforcement U.S. and U.K.
- G. Policing...U.S. versus U.K.
- H. Specific disaster or terrorist events of U.S. or U.K.
- I. Or...any other subject connected with the course you wish to investigate; just email me in advance.**

The Length of the paper should be twelve pages (12) typed on eight and a half by eleven size, double spaced, and using **end notes**. With a cover page counting as the first and the end notes counting as the last, there should be 10 content pages. Format for the paper can be either the *American Psychological Association* (APA) <http://www.apa.org/> or *The Modern Language Association Handbook for Writers of Research Papers* http://www.mla.org/style_faq1

Grading Scale:

- A+ = 97 to 100 %
- A = 94 to 97
- A- = 90 to 93
- B+ = 87 to 89
- B = 83 to 86
- B- = 80 to 82
- C+ = 77 to 79
- C = 73 to 76
- C- = 70 to 72
- D+ = 67 to 69
- D = 63 to 66
- D- = 60 to 62
- F = 59 to 00

Required Books: (Two—George is the text; Tembo is the monograph.)

Roger Z. George and Harvey Rishikof, eds., *The National Security Enterprise: Navigating the Labyrinth*, Second Edition (Washington DC: Georgetown University Press, 2017). In the Syllabus as George.

https://www.amazon.com/National-Security-Enterprise-Navigating-Labyrinth-ebook/dp/B072Y5HR6M/ref=sr_1_2?dchild=1&keywords=roger+z+george+the+national+security+enterprise&qid=1591304946&s=b

Edgar B. Tembo, *US-UK Counterterrorism After 9/11: A Qualitative Approach* (New York: Routledge, 2014). In the Syllabus as Tembo.

https://www.amazon.com/US-UK-Counter-Terrorism-after-qualitative-Contemporary-ebook/dp/B00HSMEOG4/ref=sr_1_fkmrnull_2?keywords=tembo+counterterrorism&qid=1555446777&s=books&sr=1-2-fkmrnull

Required Articles: Twelve articles—are alphabetically found in Modules in **Readings** above the Introduction. Also, the text and monograph readings are extracted in **Readings** as well. They are further referenced in the Syllabus by week and day.

1. **BBC News**, London, “Brexit: UK leaves the European Union” February 1, 2020, Pps. 1. In Syllabus as BBC.
2. Michael E. **Brown**, “NATO’s Biggest Mistake: The Alliance Drifted from Its Core and Why it is Paying the Price”, *Foreign Affairs*, May 5, 2014. In syllabus as Brown, NATO.
3. John **Curtice**, “Buyer’s Remorse: Has Britain Changed Its mind on Brexit?” *Political Insight*, April 2018, Pps. 12-15. In syllabus as Curtice, Brexit.
4. **Economist**, “The Battle for Idlib as Turkey Pounds the Syrian Army, Russia Wants to Talk,” *The Economist*, May 5th, 2020, Pps.4,5. In syllabus as *Economist*, *Idlib*.
5. **Economist**, “An unwanted guest returns The Middle East is fighting a second wave of covid-19,” *The Economist*, June 13, 2020, Pps. 13.14.
6. **Guardian**, “The Guardian view on governing after lockdown: Boris Johnson’s grip is weak,” *The Guardian*, June 3, 2020, Pps. 6,7. In Syllabus as Guardian, Johnson.
7. Ziad **Haider**, “Can the U.S. Pivot back to Asia? How Trump should respond to China’s Belt and Road Initiative,” *Foreign Affairs*, May 23rd, 2017, Pps. 1-4. In syllabus as Haider, Pivot.
8. Francois **Murphy**, “IAEA voices serious concern at Iran's stonewalling on old sites,” *Reuters*, June 5, 2020, Pps.1,2. [In the Syllabus as Murphey, IAEA.](#)
9. Tom **Nypaver**, “The Iranian Art of War,” *The CounterTerrorist*, Vol 4, No 5, (October-November 2011): 30-42. [In the Syllabus as Nypaver, Iran.](#)
10. Walter **Purdy**, “Secret of the IRGC”, *The Counterterrorist*, August/September 2013, pages 30-42. [In the Syllabus as Purdy, IRGC.](#)

11. Cynthia A. Roberts, "The Czar of Brinkmanship: A Classic Cold War Strategy Makes a Comeback in the Kremlin", *Foreign Affairs*, May 5, 2014. In Syllabus as Roberts, Czar.
12. Tim Wilsey, "Standoff at the Top of the World," *The Cipher Brief*, Washington DC, May 31, 2020. In syllabus as Wilsey, India.

Recommended Books: (not required, but certainly recommended).

Joseph R. Betts, Conflict After the Cold War: Arguments on Causes of War and Peace (New York: Routledge, 2017).

Corneliu Bjola and Markus Kornprobst, Understanding International Diplomacy: Theory, Practice and Ethics (New York: Routledge, 2013).

Timothy Capron and Stephanie Mizrahi, Terrorism and Homeland Security: A Text and Reader (Washington, DC: Sage, 2016).

David Chandler, Resilience: The Governance of Complexity (New York: Routledge, 2014).

Steven Coll, Ghost Wars: The Secret History of the CIA, Afghanistan, and Bin Laden from the Soviet Invasion to September 10, 2001 (New York: Penguin, 2005), **Pulitzer Prize**.

Jenny Edkins and Maja Zehfuss, Global Politics: A New Introduction, 2nd Edition (New York: Routledge, 2014).

John T. Fishel, American National Security Policy: Authorities, Institutions and Cases (New York: roman and Littlefield, 2017).

James J.F. Forest, et. al., Homeland Security and Terrorism: Readings and Interpretations, Second Edition (New York: McGraw Hill, 2018).

Michael J. Glennon, National Security and Double Government (New York: Oxford University Press, 2015).

Garrett M. Graff, The Threat Matrix: The FBI at War in the Age of Global Terror (New York: Little, Brown, 2011).

Carolotta Gall, The Wrong Enemy: America in Afghanistan, 2001-2014 (New York: Houghton Mifflin, 2014). **Pulitzer Prize**.

Amos N. Guiora, Modern Geopolitics and Security: Strategies for Unwinnable Conflicts (New York: Taylor and Francis, 2014).

M. Donald Hancock, et. al., Politics in Europe, Seventh Edition (Washington: CQ Press, 2019).

Doug Hershey, Israel Rising: Ancient Prophecy/Modern Lens (New York: Kensington Publishing, 2018)

Peter Hough, Understanding Global Security, Third Edition (New York: Routledge, 2103).

John Kingdom and Paul Fairclough, Government and Politics in Britain (Cambridge, U.K.: Polity Press, 2014).

Mark Lowenthal, Intelligence: From Secrets to Policy, Eighth Edition (New York: Sage CQ Press, 2020)

Gus Martin, Essentials of Terrorism: Concepts and Controversies, Fifth Edition (Washington: Sage, 2017).

Gus Martin, Understanding Terrorism: Challenges, Perspectives and Issues, Sixth Edition (New York: Sage, 2018).

John McCormick and Jonathan Olsen, The European Union, Fifth Edition (Boulder: Westview Press, 2014).

Stephen Lee Meyers, The New Tsar: The Rise and Reign of Vladimir Putin (New York: Alfred A. Knopf, 2015).

Evan Osnos, Age of Ambition: Chasing Fortune, Truth and Faith in the New China (New York: Farrar, Straus, and Giroux, 2014).

Aparna Pande, From Chanakya to Modi: The Evolution of India's Foreign Policy (New Delhi: Harper, 2018).

Bruce E. Pease, Leading Intelligence Analysis: Lessons from the CIAs Analytic Front Lines (Thousand Oaks, CA: Sage, 2020).

Katherine Pherson, et.al., Critical Thinking for Strategic Intelligence (Thousand Oaks, CA: Sage, 2017).

Kenneth M. Pollack, Unthinkable: Iran, the Bomb and American Strategy (New York: Oxford university Press, 2015)

Thomas Powers, Intelligence Wars: American Secret History from Hitler to Al Qaeda (New York: New York Review, 2004) **Washington Post, Best Book of the Year.**

Eugene Rogan, The Fall of the Ottomans: The Great War in the Middle East (New York: Basic Books, 2015).

Richard N. Rosecrance and Steven E. Miller, eds., The Next Great War? The Roots of World War I and the Risk of U.S.-China Conflict (New York: Simon & Schuster, 2013).

Bruce Riedel, Deadly Embrace: Pakistan, America, and the future of the Global Jihad (Washington: Brookings Institution, 2011).

Donald Rumsfeld, (**former SECDEF President Bush**) Known and Unknown: A Memoir (New York: Sentinel, 2011).

Emma Sky, The Unraveling: High Hopes and Missed Opportunities in Iraq (New York: Public affairs Press, 2015).

Eve Stoddard and John Collins, Social and Cultural Foundations in Global Studies (New York: Routledge, 2017).

David M. Snow, National Security, Sixth Edition (New York: Routledge, 2017).

Bob Woodward, Obama's Wars (New York: Simon and Schuster, 2010). **Pulitzer Prize.**

United Nations, Basic Facts About the United Nations (New York: United Nations Department of Public Information, 2012)

Jonathan White, Terrorism and Homeland Security, Ninth Edition (Boston: Cengage Learning, 2017).

Paul Wilkinson, ed., Homeland Security in the UK: Future Preparedness for Terrorist Attacks Since 9/11 (London: Routledge, Taylor and Francis, 2007).

John R. Vacca, ed., Online Terrorist Propaganda, Recruitment and Radicalization (Boca Raton: Taylor and Francis, 2020).

Week One: History of the UK and Westminster Government

1. Saturday June 27th and Sunday June 28th

Review the site, syllabus, books, articles and become familiar with the course.

2. Monday, June 29th

Introduction to the Course

Strategic Overview and Nationalism

Maps—US in Comparison to Europe and the World

Ms. Anna Warrillow, M.A. Blue Badge Tour Guide:

Lecture *Early Roman Britain* 29 June at 1600 -1700 BST U.K. = 1100-1200 EST US.

History of the U.K and London

3. Tuesday June 30th

Continuation of United Kingdom History---Emphasis Forming a Unitary State and contributing to the U.S. Constitution

Ms. Paula Cooze, 2019 Blue Badge Tour Guide and “Best Guide of the Year” will present.

A virtual *Tour of the City of London* 30 June at 1430 -1600 BST UK = 0930-1100 EST US.

Ms. Anna Warrillow, M.A. Blue Badge Tour Guide:

Provides virtual tour - the *British Museum* 30 June 1600 -1700 BST U.K.=1100 -1200 EST US.

4. Wednesday July 1st

History of the U.K. (continued)

The UK and the Pandemic and Demonstrations “Black Lives Matter.”

Issues in the reign of Boris Johnson

Article: Guardian, Johnson

U.K. Gov’t -- Generalizations

5. Thursday July 2nd

U.K. Gov’t --The Prime Minister and Core

U.K. Gov’t -- Ministries

U.K. Gov’t – Politics and Elections

U.K. Gov’t – Courts

U.K. Gov’t -- Foreign Policy

Tembo, Law Enforcement, Chapter 4

Sir David Omand, Former U.K. Director of the GCHQ (their NSA), will lecture on “*Intelligence in the Digital Age*” on Zoom. 2 July 1515 UK BST = 1015 EST US.

6. Friday July 3rd

U.K. Gov’t – Security Services

U.K. Gov’t -- Parliament

U.K. Gov’t -- National Strategy and Defence Review; and Annual Reports

Article: Curtice, Brexit.

Ms. Paula Cooze, 2019 Blue Badge Tour Guide and “Best Guide of the Year” will present.

A virtual of *The Tower of London* 3 July at 1430 BST UK=0930 EST US=0930 EST US.

Week Two: Completion of UK Government and US and NSA Process

7. Monday July 6th

Pandemic and the EU and Demonstrations “Black Lives Matter.”

European Union –the EU and Committees

Brexit old and new

Article: BBC, Brexit.

United States National Security – a Discussion of Concepts and Structure

8. Tuesday July 7th

Hierarchy of Strategic Documents

Nationalism and A Nation State

National Security Enterprise

Tembo, Threat and Response, Chapter 2

Senior Special Agent (SSA) and Assistant Attaché Jason Chapman of the United States Secret Service (USSS) and American Embassy, London will be lecturing on “Operations of the United States Secret Service in Foreign Embassy Duty,”

9. Wednesday July 8th

Executive Branch

Elements of Foreign Policy --- **George, Interagency Process, 13-31.**

Cold War

Doctrines

10. Thursday July 9th

Global War on Terrorism (GWOT)

Global Counterinsurgency (GCOIN)

Obama Doctrine

George, U.S. AID, 97-119.

11. Friday July 10th

National Security Apparatus---NCA

National Security Council –and Committees

National Security Process **George, NSC, 32-80.**

Department of Defense Organization

Week Three: In Depth ...with DOS and One Bad Actor

12. Monday, July 13th

LTC and SFSO (Ret.) Jeffrey Tunis, former U.S. DOS Senior Foreign Service Officer shall discuss “The State Department, Embassy Duty & the Country Team” Zoom. 13 July 0930 EST US.

Department of State Organization---**George, DOS, 81-96.**

Current State Department Issues

NATO in detail

13. Tuesday, July 14th

Ms. Paula Cooze, 2019 Blue Badge Tour Guide and “Best Guide of the Year” will present. A virtual tour of Westminster Abbey 14 July at 1430 BST = 0930 EST US.

Iran, **Articles: Nypaver, Iran; Purdy, Secrets IRGC; and Murphey, IAEA.**

Iran and the Current Situation

Iran, Saudi Arabia, and the U.S and Iran, AQAP, and Yemen

14. Wednesday, July 15th

U.S. Intelligence Overview---**George, ODNI, 185-203.**

NSA and DIA

U.S. National Security Strategy Trump Administration

Tembo, Intelligence, Chapter 3.

Libya and the Fall of a Dictator

Nicholas Beadle, CMG, Homeland Security Advisor to Prime Ministers Tony Blair and David Cameron and Private Secretary to successive Secretaries of State and Defence and a cross-Whitehall senior advisor on policy for operations, “The National Security Council, Libya, and Civil Military Intelligence” 15 July 1430 BST UK=0930 EST US.

15. Thursday July 16th

DCS Alexis Boon, Deputy Chief Superintendent of Scotland Yard and London Metropolitan Police will be Zoom lecturing to the class on “Organization and Operations of the National Counterterrorism Center of the New Scotland Yard.” 16 July 0930-1130 EST US which is 1430-1630 BST UK. This lecture will be in MS provided by link from the New Scotland Yard. First Graded Exercise...0800 13 July '20 thru 6:00 PM 18 July '20.

16. Friday July 17th

Midterm Exam...0800 17 July '20 thru 1200 Midnight 17 July '20

Week Four: Major Nation State Actors

17. Monday, July 20th

Russia and the Pandemic
Russia, Putin, and the Economy
Putin Background and elections

Article: Roberts, Czar

Dr. James Whitman, Visiting Professor University of KwaZulu Natal, South Africa, will be lecturing on “NATO, Putin and Russia” on Zoom 20 July 1430 UK BST= 0930 EST US.

18. Tuesday, July 21st

Russian National Security Strategy
Putin: The Problem and the Solution
Update on the Ukraine
George, CIA, 204-222.

Ms. Vicky Bailey U.K. Parliament Tour Guides is providing a virtual tour of:

The Palace of Westminster – Parliament – Tuesday, 21 July 1500 BST UK=1000 EST US.

19. Wednesday, July 22nd

Russian National Security Strategy
Russia and Syria
Putin and the Baltic

Article: Brown, NATO.

Mr. Donald Brown Blue Badge Tour Guide will provide a lecture and tour virtually of the Churchill War Room 22 July 1430 BST UK = 0930 EST US.

20. Thursday, July 23rd

China and the Pandemic
China and Global Politics Article: Haider, Pivot.
China's Foreign Policy and Growth
North Korea: From Rocket Man to “Missing Man”

Dr. Richard Whitman, Indiana University- Purdue University Indianapolis will be lecturing on *Chemical, Biological, Radiological, Nuclear, and high yield Explosives (CBRNE)*. For the 23 July at 1430 = 0930 EST US.

21. Friday, July 24th

Turkey: Both Sides Against the Middle

India: Growth and Pollution

India: Battles at the Top of the World

[Article: Wilsey, Standoff](#)

Week Five: Transnational Terrorism, Regional Terrorism, and Terrorist actors

22. Monday, July 27th

Transnational Terrorism... [Tembo, Terrorism, Chapter 1.](#)

Origins of the Shiite-Sunni Split

Spread of Islam

Beyond Osama bin Laden (OBL)

[Article: Economist, Unwanted](#)

23. Tuesday, July 28th

Pakistan – Crisis in Kashmir

Afghanistan –Taliban ---Current Situation

The Haqqani Network

24. Wednesday, July 29th

ISIS: Then and Now

Global Security Issues: ISIS

Problems in Egypt

Issues with Syria

[Article: Economist, Idlib](#)

25. Thursday, July 30th North Africa, Sub-Saharan Africa and East Africa

The Sudan

Al Shabaab and Kenya

Boko Haram

Nigeria

26. Friday, July 31st Sub-Saharan, East Africa, and Gold Coast Africa

Operation Iraqi Freedom Revisited

Reasons for Operation Iraqi Freedom

Sir John Chilcot

[Tembo, Military, Chapter 5.](#)

Week Six: National Security Blends into Homeland Security and Civil Contingencies

27. Monday, August 3rd

Pandemic USA and Demonstrations Black Lives Matter”

Department of Homeland Security—Organization and Operations

Magic 7 CBP, TSA, ICE, and CIS, USSS, USCG

U.S. Cyber Security

George, DHS, 247-280.

28. Tuesday, August 4th

Partner # 1: DoD Defense Support to Civil Authorities (DSCA)

Partner # 2: Health and Human Services

Partner # 3: The DOJ and the FBI---George, FBI, 223-246.

John Tesh, prior Director of U.K. Risk Assessment and National Resilience Capabilities

Programme at the Cabinet Office (the Prime Minister's & Cabinet's Department) will present "Risk Assessment, Risk Management and Civil Contingencies" on Zoom. Tuesday 4 August 1430 BST UK=0930 EST US.

29. Wednesday, August 5th

UK and US Natural Disasters –Comparison.

US and UK Preparedness and Environmental Protection

US and UK issues in Food Safety and Mad Cow Disease UK

Ms. Anna Warrillow, M.A. Blue Badge Tour Guide:

Conducts virtual lecture and tour Stonehenge August 5 at 1430 BST UK = 0930 EST US.

30. Thursday, August 6th

Second Graded Exercise...0800 03 August '20 thru 6:00 PM 6 August '20.

31. Friday, August 7th

Final Exam...0800 07 August '20 thru 1200 Midnight 07 August '20.

32. Saturday, August 8th

Wrap up: Any other course issues

SPEA 2020 Policies

Syllabus Addendum

University Policies

a. Plagiarism

Plagiarism is a serious offense at IU, with very real consequences. See the Student Code of Conduct for details: <http://www.dsa.indiana.edu/Code/index1.html>. There is a very useful interactive tutorial about what is and what is not plagiarism at <http://www.indiana.edu/~istd/> is: Plagiarism is the most common academic misconduct violation, and some students, who have been disciplined for plagiarism, have said they were not aware that they had plagiarized their work. Be aware that 'not knowing' does not excuse academic misconduct – every student is responsible for knowing the rules. The IU School of Education's 'How to Recognize Plagiarism' is an on-line tutorial that can help you avoid plagiarism. It can be accessed at <http://www.indiana.edu/~istd/>. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

All faculty have the responsibility of fostering the "intellectual honesty as well as the intellectual development of students" and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a

course grade, or failing a student for a course. Significant violations of the Code can result in expulsion from the University.

SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read about your responsibilities in the IUPUI Code of Student Rights, Responsibilities, and Conduct to ensure that you understand what these terms mean and what penalties can be issued for academic misconduct.

The IUPUI Code of Student Rights, Responsibilities, and Conduct defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

b. Religious Holidays

We are proud of the rich mixture of religious and ethnic groups that make up our Indiana University population. To ensure freedom of religious observance throughout our increasingly diverse population, policies have been established to enable all students their religious observation with minimal disruption to the academic mission of the university. Important guidelines follow:

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day(s) because of their religious beliefs (his/her) must be given the opportunity to make up the work which was missed, provided that the makeup work does not create an unreasonable burden upon Indiana University. Upon request and timely notice, students shall be provided reasonable accommodation.

The University will not levy fees or charges of any kind when allowing for the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.

Attendance policies allowing for a specific number of dates to be missed without impact on a student's grade should not count within that number absences for religious observance.

Making accommodations requires faculty and students to find suitable accommodation to cover the material from the course and complete all required work, including exams. It is not an appropriate accommodation to permit a student to not complete a portion of material from the course, or to miss an exam, and simply reduce that student's grade.

Students are not required to prove attendance at religious services or events in order to obtain an accommodation for religious observance under IU policy. The students are requested to give notice early in the semester.

However, faculty do not have to offer accommodations for the purpose of allowing students to travel away from Bloomington for a religious observance. It is the responsibility of the student to inform their instructors, well IN ADVANCE, of a conflict based on religious observance and to cooperate with accommodations provided thereof. Students are expected to make up work either prior to the absence or at the earliest possible time afterward.

A calendar of religious holidays recognized by Indiana University can be accessed at the following site:

http://www.indiana.edu/~deanfac/rel_hol_cal.html

The Accommodation Request form that students can complete to request accommodations can be accessed at: http://www.indiana.edu/~deanfac/download/rel_obs.html#holreq

Civility and Disorderly Conduct

SPEA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. This requires each person to be courteous, tolerant, and respectful during interactions with one another in all interactions, including face-to-face interactions, e-mail, and telephone conversations. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, talking or laughing with other, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. The use of language, tone, or gestures that are inappropriate or offensive is also discourteous. These behaviors are not acceptable, and SPEA faculty and staff will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university.

Academic Misconduct

Students are responsible for upholding and maintaining academic and professional honesty and integrity (*IUPUI Code of Student Rights, Responsibilities, and Conduct*, available at <http://www.iu.edu/~code/>, Part II Student Responsibilities, G).

1. **Cheating.** A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:
 - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
 - b. A student must not use another person as a substitute in the taking of an examination or quiz.
 - c. A student must not steal examinations or other course materials.
 - d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
 - e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
 - f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.
 - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
 - h. A student must not alter a grade or score in any way.

2. **Fabrication.** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. Interference.

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

Communication between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (Canvas, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUPUI email to another account can be found at <http://uits.iu.edu/scripts/ose.cgi?berh.def.help>.

FLAGS System

SPEA faculty will be using IU's FLAGS System (Fostering Learning, Achievement, and Graduation Success) to provide real-time feedback on student performance in the course. Periodically throughout the semester, data on factors such as class attendance, participation, and success with coursework, etc. will be entered with suggestions on ways to improve performance. Students may access this information in the student center: Onestart > Student Services page > Student Center > My Academics and Grades > My Grades.

Administrative Withdrawal (AW)

If this class is utilizing the Administrative Withdrawal (AW) Policy, a student could be withdrawn from the class if they miss more than half of the required class activities within the first 25% of the course. More information can be found in the attendance and/or assessment portion of the syllabus if this policy is being used.

Course Withdrawals

Students who stop attending class without properly withdrawing from the class will receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

Withdrawal forms will not be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case.

Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar's Office. **In SPEA, a student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request and make a final decision on a case-by-case basis. The Change of Grade petition form is located at the Office of the Registrar's website at <http://registrar.iupui.edu/grdfrm.html>.

Final Exam Schedule

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of the program. Tests or major writing assignments may not be required during the week before the formal final exam week unless assigned or announced at the beginning of the semester.