

V425/550
Homeland Security: Policy and Practice
Undergraduate/Graduate Syllabus
M/W 7:00PM – 8:15PM
A335

Instructor:

David G. Henry, MPA

SPEA 412

Ph. 571-499-7965

Email: davhenry@indiana.edu

Adjunct Coordinator:

Steven Watkins

SPEA 460

Ph. 812-855-7980

Email: stewatki@indiana.edu

Office Hours: By appointment via Zoom or Phone

Welcome to Homeland Security Policy and Practice! I designed this course to reflect how practitioners have experienced Homeland Security as a policy area since its creation after September 11, 2001. As a Homeland Security practitioner, I have worked with city, state and federal partners to support the varied and complex mission of homeland security for nearly its entire existence. As just a quick glance at your feeds or apps tell you, our domestic security experiences threats internal and external, from both nature and humans with violent intent. Homeland Security is a truly multi-disciplinary policy area, and touches every other policy area by asking, “what are the risks?” “What can be prevented?” And, “what are the consequences of doing nothing?” This course can quickly devolve into a current events class, but we won’t let it. We will apply knowledge from the professions that support Homeland Security, read the policy and criticisms of the practice, and look back at case studies to inform our understanding of this dynamic and most consequential policy area to public administration—the security of our communities and country.

Course Description (Catalog): This course examines homeland security policy, through of the practice of homeland security efforts at the local, state and national level. We will analyze the policy objectives of national homeland security efforts and survey the current policy areas that comprise U.S. Homeland Security in the context of recent history since 2001. This survey will include the key concepts, threats and terminology, and primary source documents. The course will introduce students to the basics of the homeland security enterprise and will review its major participants. Furthermore, the course will explain the relationships among public, private, and non-governmental organizations and evaluate current events, the future of homeland security and its implications for federalism, fiscal policy and civil liberties.

Goals/Objectives

- Students will develop a broad knowledge of the Homeland Security mission, history, organization, and policy.
- Students will better understand homeland security from the perspective of the major disciplines within the Homeland Security Enterprise—law enforcement, infrastructure protection, emergency management, intelligence, and policy, as well as the roles of local, state, federal and private sector actors in homeland security.
- Students may discover a career interest in the Homeland Security Enterprise.
- Students will explore the implications of policy decisions through critical thinking, strategic decision-making and case studies. Students will develop their own informed opinions through policy briefs.

Classroom Standards:

- *Academic Honesty and Academic Policies:* Students will conform to the IU Student Code of Conduct and O'Neill policies on plagiarism. (See Appendix A).
- *Holidays:* This class will follow the published schedule for the term. Other holidays and observances requiring the absence of the student will be brought to the instructor's attention at the beginning of the semester or as they are known.
- *Citation: Lectures are not for citation purposes.* All questions in the course can be answered via either course readings or, when referenced in lecture, the original source of the information. Most importantly, while outside research is encouraged for your memos, do not solely rely upon "googling" your answers as you write your memos. You will miss essential information from the readings where a googled answer cannot suffice. You may use whatever citation format you desire, but be consistent (in-line, footnote/endnote, MLA, etc.)
- *Appeals:* Appealing a graded assignment will require a concise refutation of the score, based on your interpretation of the question and the answer you provided. Only in rare circumstances might an appeal be successful—put your best effort forward the first time in the assignment. The instructor will not award curved or rounded up points on an assignment without justification, and the final decision on a justification rests with the instructor.

Texts: The course will rely upon the following required texts:

Ben Rohrbach. *More or Less Afraid of Nearly Everything: Homeland Security, Borders, and Disasters in the Twenty-First Century*. Michigan. 2020. ISBN 978-0472054626

George Orwell. *1984* (Penguin (or any), 1950). ISBN 978-0-4515-2493-5

Additional Readings in the Syllabus will be distributed via Canvas: Supplementary reading materials will be drawn from textbooks, journals, commission reports and news sources (for current and emerging issues over the course of the semester).

Students are encouraged to read from the following online news sources to stay abreast of HS related news:

- HS Today (www.hstoday.us)
- Journal of Homeland Security and Emergency Management
<https://www.degruyter.com/view/j/jhsem>
- Homeland Security Magazine <https://homelandsecuritymagazine.com/>
- Emergency Management Magazine (www.emergencymgmt.com)
- In Homeland Security <https://inhomelandsecurity.com/>
- Homeland Security Affairs Journal <https://www.hsaj.org/>

In addition, students should consider applying for an account at the Naval Postgraduate School Center for Homeland Defense and Security (CHDS) Digital Library at www.chds.us and open an account. Also, students should sign up to receive updates from the CHDS Digital Library regarding new publications in the field.

V425

Undergraduate COURSE REQUIREMENTS AND GRADING:

TASK	PERCENTAGE of GRADE
Knowledge Check Quizzes	10%
Policy Memos	40%
Mid-Term Examination Paper	25%
Final Examination Paper	25%
TOTAL	100%

1. **Attendance and Class Participation:** Attendance will be determined from your participation in Canvas through knowledge checks and in person attendance. Your attendance is “complete” when you have completed the knowledge check AND attended class.
2. **Policy Memos:** Students are required to write four (4) one-page policy memos on course topics over the semester. These memos will be assigned at approximately 4 week intervals. These policy memos will help students to clearly identify an HS policy challenge, offer analysis and make recommendations based on the course reading. Those memos will serve as study aides for the final examination and may be used as “open notes” for the midterm and final examination. Policy memos will be due on the days listed in the syllabus VIA CANVAS. Please consult the course calendar.
3. **Midterm and Final Exams:** The midterm and final exam papers will consist of an open note/open book examinations to be submitted via Canvas. **Format TBD. Exams are non-cumulative.**

The rubric for grading all written products is in Appendix B.

*****V550 Only*****

MPA/Graduate Research Paper:

Each graduate student will write an original research paper on a contemporary homeland security policy issue. Students will be encouraged to meet with the lecturer early in the course during office hours to discuss and identify a topic for research. Students will complete this requirement in three steps:

1. Topic identification and pre-approval from the lecturer.
2. Paper submission.

The research paper shall not exceed 12 pages (double-spaced, 12pt Times New Roman font) and a one-page executive summary. The paper will take the following format:

1. An executive summary (1-2 pages) of the paper that includes the policy issue being evaluated, the challenges and the recommended solutions to the policy issue.
2. The paper (10 pages) shall include:
 - a. A description of the policy issue and background information needed to inform a reader who is unfamiliar with the issue.
 - b. An explanation section that identifies the key policy challenges.
 - c. An analysis section that explores the identified policy challenges and implications.
 - d. A solution section that provides a policy recommendation for overcoming each identified challenge.

V550 Grading Only:

TASK	PERCENTAGE of GRADE
Knowledge Check Quizzes	5%
Research Paper	25%
Policy Memos	20%
Mid-Term Examination Paper	25%
Final Examination Paper	25%
TOTAL	100%

Course Calendar

Class	Class Topic	Objectives	Assignment
Week 1 8/23	Course Overview Syllabus Review and Introductory Lecture on Homeland Security: Policy and Practice.		
8/25	What are We Securing? Understanding Fear and Metacognition Errors Required via Canvas: <ul style="list-style-type: none"> Welcome to Fear City (inset). Lapham's Quarterly, Fear, 207. Pg. 33, London, 1604 (from Hobbes, the Elements of the Laws), Lapham's Quarterly, Fear. Pg. 37 English, A. Metacognition and Errors in Judgment Related to Decision-Making in Homeland Security, pgs. 15-27 in Foundations of Homeland Security Law and Policy, 2nd Ed. Alperin, M., 2017 		
Week 2 8/30	Case Study : Fear and 9/11 <ul style="list-style-type: none"> Watch the PBS Frontline Documentary The Man Who Knew. Oliver, Barrett and Hill "Prologue," In "Introduction to Homeland Security: Policy, Organization and Administration" 1st Ed, 2014 (via Canvas) 		Watch Video: Lecturette: Writing for Decision Makers Read Kent via Canvas
9/1	I. FOUNDATIONS OF HOMELAND SECURITY What is Homeland Security? Taxonomies, Ontologies & Concepts Required: <ul style="list-style-type: none"> Oliver, Barrett and Hill, Chapter 1. In "Introduction to Homeland Security: Policy, Organization and Administration" 1st Ed, 2014 (via Canvas) Bellavita, "Changing Homeland Security: What is Homeland Security?" (via Canvas) Reece (CRS) "Defining Homeland Security" 		
Week 3 9/6	No CLASS LABOR DAY		

9/8	<p>Organizing for Homeland Security – Designing Federal Domestic Security</p> <p>Via Canvas:</p> <ul style="list-style-type: none"> • Wise (PAR) “Organizing for Homeland Security • Alperin. Strategic Environment in Foundations of Homeland Security Law and Policy, 2nd Ed. 2017 <p>Three Commissions and their findings:</p> <ul style="list-style-type: none"> • Executive Summary of the 9/11 Commission Report and Recommendations. Recommendations summarized in Appendix B. (via Canvas) • Perl (CRS) “National Commission on Terrorism Report: Background and Issues for Congress, 2001 (via Canvas) • Lathrop. “National Security Watch: The Commission on National Security/21st Century—Hart Rudman Commission Primer, 2001. (via Canvas) 		Memo 1 Assigned
<p>Week 4</p> <p>9/13</p>	<p>Understanding the Terrorism Threat: Origins and Theories</p> <ul style="list-style-type: none"> • Read Huntington, “The Clash of Civilizations” in Foreign Policy, 1993 (via Canvas) <p>Read Wright, “Highbrow Tribalism” in Slate, 1995 (via Canvas)</p> <ul style="list-style-type: none"> • Read Rappaport “The Four Waves of Rebel Terror and 9/11” 2001. (via Canvas) • Read Schmid, “Frameworks for Conceptualizing Terrorism” in Terrorism and Political Violence (Routledge) Vol 16. Issue 2) (via Canvas) • Read LaFree “Countering Myths about Terrorism: Some Lessons Learned from the Global Terrorism Database.” In <i>What Do We Expect From Our Government</i>, Chapter 5. 71-93. (via Canvas) • Read Jones and Libeck “How Terrorist Groups End” Executive Summary only. RAND. (via Canvas) 		
9/15	<p>LIVE CASE STUDY: 2013 Boston Marathon</p> <ul style="list-style-type: none"> • “Case 53: Boston Marathon” Mueller, in “Terrorism Since 9/11, the American Cases” pgs. 734 to 755. 		<p>Memo 1 Due Wednesday 9/15 via Canvas at Midnight Bloomington Time.</p>

Week 5			
9/20	<p>Understanding Terrorism: Domestic Terror and Responses</p> <ul style="list-style-type: none"> • White, J. Terrorism and Homeland Security. 7th ed. 2012. Chapter 13, pgs. 439 ("Jihadists") through 468 • Marion, Cronin and Oliver Threat of Terrorism on the Rise? 107-119 • National Counterterrorism Center. Mobilization and Radicalization Indicators. 2019 update. • Southers, E. Ch. 1 in Homegrown Violent Extremism. Pgs. 1-20. 2013 		
9/22	<p>CASE STUDY: 1/6/21, Right Wing Extremism and Sovereign Citizens Read Via Canvas</p> <ul style="list-style-type: none"> • Cambridge, 1965. (except, The Paranoid Style in American Politics. Hofstadter, R.) Lapham's Quarterly. Fear, 2017: Pg. 27 • Gibson and Sterns "Extreme Right Wing Ideologies, Conservative Secession and Terrorism" pgs. 79-88 in Foundations of Homeland Security Law and Policy, 2nd Ed. 2017. • Potok. M. Southern Poverty Law Center. Intelligence Report "Understanding the Threat: Sovereign Citizens and the Law" • Reitman, J. "US Law Enforcement Failed to See the Threat of White Nationalism- They Don't Know How to Stop It" New York Times Magazine. November 3, 2018. • TBD Reading 		

<p>Week 6 9/27</p>	<p>Homegrown Violent Extremism: The Curious Case of Zach Chesser and SouthPark</p> <p>Post Script:</p> <ul style="list-style-type: none"> • The Myth of the Lone Wolf Terrorist” in The Guardian, 2017 		<p>Memo 2 Assigned</p>
<p>9/29</p>	<p>Emergency Management and Homeland Security: Federalism and Consequence Management EM Foundations</p> <ul style="list-style-type: none"> • Kahan, JH. “<i>Emergency Management and Homeland Security: Exploring the relationship</i>” <i>Journal of Emergency Management Vol. 13 No. 6 Nov/Dec 2015</i> • Fugate et. al “The Federal Emergency Management Agency” 2010. Pgs. 3-41. • Read Bullock, Haddow and Coppola pgs.- 45-65, 88-98 “Hazards” • Read Ferro, Henry, MacLellan (via Canvas) 1-12, 65-71. • Clovis, <i>Federalism, Homeland Security and National Preparedness: A Case Study in the Development of Public Policy</i> • National Emergency Management Association” History and Evolution of EMAC” pgs. 1-21. (via Canvas) • JCAT Joint Counter Assessment Team Intelligence Guide for First Responders 		<p>V550 Only - GRADUATE THESIS STATEMENTS FOR REVIEW DUE</p>
<p>Week 7 10/4</p> <p>10/6</p>	<p>CASE STUDY: When Disaster Threatens Security: Complex Catastrophic Events, Haiti, 2010</p> <ul style="list-style-type: none"> • FEMA Regional Catastrophic Grant Program Comprehensive Report. Pgs. 1-19. February, 2012 • Ramsey and Kiltz, pg. 315. “Haiti “in Critical Issues in Homeland Security, 201x <p>II. PUBLIC SAFETY AND HOMELAND SECURITY</p> <p>1. Catastrophe and Last Resorts: National Guard and USDOD Domestic Support of Civil Authority</p> <ul style="list-style-type: none"> • Lowenberg “<i>The Role of the National Guard in National Defense and Homeland Security.</i>” (via Canvas) • Authority to Use Military Force pgs. 407-422 in Foundations of Homeland Security Law and Policy. Alperin, M. ed. 2017 		<p>Memo 2 Due Midnight 10/7 via Canvas</p> <p>MIDTERM ASSIGNED (Weeks 1-7)</p>

	<ul style="list-style-type: none"> Logan and Ramsey “Defense Support of Civil Authorities” pgs. 125-157 in “Introduction to Homeland Security Troy, Tevi Civil Unrest in “Shall We Wake the President?” pgs. 155-171 		
<p>Week 8 10/11</p> <p>10/13</p>	<p>CASE STUDY Hurricane Katrina and the Use of the National Guard (via Canvas)</p> <ul style="list-style-type: none"> Samaan and Verneuil, “Civil-Military Relations in Hurricane Katrina: Case Study on Crisis Management in Natural Disaster Response” All. Cox in “What DoD Homeland Security Roles Should the National Guard Fulfill During this Time of Persistent Conflict?” pgs. 1-19 ONLY <p>2. Law Enforcement and Homeland Security</p> <ul style="list-style-type: none"> Read Oliver in <i>Homeland Security for Policing</i>, pgs. 45-53; 99-127; 133-143; 145-157, 163-169) (via Canvas) Read White in <i>Defending the Homeland</i>. Chapters 4 (pgs. 32-42) via Canvas POLICY: Federal Law Enforcement Read Marion, Cronin and Oliver, 71-84 		<p>Midterm Due 10/15 Friday at Midnight Bloomington Time Via Canvas</p>
<p>Week 9 10/18</p> <p>10/20</p>	<p>3. Domestic Intelligence and Information Sharing</p> <ul style="list-style-type: none"> Read Bullock, Haddow and Coppola, pgs. 101-116 (via Canvas) Read White in <i>Defending the Homeland</i>. Chapters 3 (pgs. 16-31) via Canvas POLICY: Are Fusion Centers a Proper Role for Local Police? Read Marion, Cronin and Oliver 47-63, 89-101 Read ACLU “Fusion Center Update” (via Canvas) Read Executive Summary: National Strategy for Information Sharing and Safeguarding Washington, DC: The White House, December 2012_pgs. 1-16. (via Canvas) <p>CASE STUDY: Dearborn (MI) Police and Community Oriented Policing Post 9/11.</p> <ul style="list-style-type: none"> Read Thatcher (via Canvas) pgs. 635-637, 645-673 		

<p>Week 10 10/25</p>	<p>CASE STUDY: Tactical Intelligence and Mumbai</p> <ul style="list-style-type: none"> • Watch: "A Perfect Terrorist" PBS Frontline, 2011 https://www.pbs.org/wgbh/frontline/film/david-headley/ • Young, S. The Attack on Mumbai, India. In Critical Issues in Homeland Security, Ramsey and Kiltz eds. pgs. 176-191. 		
<p>10/27</p>	<p>III. PROBLEMS OF HOMELAND SECURITY: 1. Border Security and DHS as Law Enforcement</p> <p>LECTURE: What is a Border? Historic and Current Perspectives</p> <ul style="list-style-type: none"> • Grandin, The End of the Myth, Chs. 14-15, pgs. 233-276 • Miller, Border Patrol Nation, 11-31, 213-288 <p>DHS's Role in Border Security and Immigration</p> <ul style="list-style-type: none"> • Read Lapham's Quarterly, "ICE" pg. 21. • Read Bullock, Haddow and Coppola, pgs. 145-168 • Read Rosenblum, et. Al, in <i>Border Security: Understanding Threats at US Borders</i>. (Washington, DC, CRS, February, 2013) • Additional Reading TBD <p>Reference Only:</p> <ul style="list-style-type: none"> • Border Security, pgs. 191-203 in Foundations of Homeland Security Law and Policy, Alperin. M. 		
<p>Week 11</p> <p>11/1</p> <p>11/3</p>	<p>CASE STUDY: Unaccompanied Children. Immigration Policy and the American-Mexican Border: Humanitarian Crisis or US Invasion?</p> <ul style="list-style-type: none"> • Marion, Cronin, and Oliver 227-239 <p>EPILOGUE: Border Security and the Future</p> <ul style="list-style-type: none"> • Grandin. "The Significance of the Wall in American History" in The End of the Myth, pgs. 267-276 • Miller. The 21st Century Border in Storming the Wall: Climate Change, Migration and Homeland Security pgs. 71-106 <p>DHS ICE and Human Trafficking: The Evolving Threat of Exploitation.</p> <ul style="list-style-type: none"> • Readings TBD 		<p>Memo 3 Assigned</p>

<p>Week 12 11/8</p>	<p>IV. SECURING INFRASTRUCTURE: RISK PREVENTION and HOMELAND SECURITY CRITICAL INFRASTRUCTURE AND KEY RESOURCES</p> <p>1. Understanding CIKR</p> <ul style="list-style-type: none"> • Read Bullock, Haddow and Coppola, pgs. 169-187, 189-221 (via Canvas) • Cyber and Information Security in Introduction to Security pgs. 118-137 • Read Moteff "Critical Infrastructure: Background, Policy and Implementation" CRS 2014 • Troy in "Shall We Wake the President?" Chapter 8 : Loss of the Power Grid 		
<p>11/10</p>	<p>2. Cyber Security, Technology and Election Infrastructure</p> <p>Read via Canvas:</p> <ul style="list-style-type: none"> • Johnson and Ortmeier. Information and Cyber Security, pgs. 118-137 in Introduction to Security, 2018 • DHS Election Security Guide, July 2018 • Mueller "Cyber Coaching" in CT Sentinel • Cyber Security: How Protected is America's Infrastructure? Read Marion, Cronin and Oliver, 183-196. • EI-ISAC One Pager • Russo, J. 29. "The Power of Pop Culture in the Hands of ISIS" in Foundations of Homeland Security Law and Policy 2017 		<p>Memo 3 Due Midnight 11/10 via Canvas</p>
<p>Week 13 11/15</p>	<p>LIVE CASE STUDY: Cyber Security. The Advanced Persistent Threat and the 2016 Presidential Election</p> <ul style="list-style-type: none"> • Kessler, ,G. The Impact of Cyber Security on CI Protection: The Advanced Persistent Threat in Critical Issues in Homeland Security Ramsey and Kiltz, eds. pgs. 232-249 • Additional Reading TBD 		<p>Memo 4 Assigned</p>
<p>11/17</p>	<p>3. Transportation Infrastructure Security</p> <ul style="list-style-type: none"> • Marion, Cronin and Oliver, 227-239 How Do We Make the US Transportation Network Safer? • Additional Readings TBD 		
<p>Week 14 11/22 11/24</p>	<p>NO CLASS THANKSGIVING HOLIDAY</p>		

<p>Week 15 11/29</p>	<p>CLASS RESUMES PROBLEMS of HOMELAND SECURITY: CIVIL LIBERTIES AND HOMELAND SECURITY</p> <ul style="list-style-type: none"> • White, Terrorism and Homeland Security pgs. 537-562 • Martin, G. "Chapter 4: Civil Liberties" pgs. 85-105 in "Understanding Homeland Security" (via Canvas). • Siedschlag, A. Ethical, Legal and Social Issues in Homeland Security- What Are They and How to Address Them in Foundations of Homeland Security Law and Policy, pgs. 29-48 • Murphy, L. 47. Vigilance on Two Fronts; Civil Liberties and the Homeland Security Professional in Homeland Security Handbook, 2nd ed., McGraw-Hill, 2012. <p>Marion, Cronin and Oliver, Should the USA PATRIOT Act be Eliminated [it has? Or has it?] 167-169</p>		<p>Memo 4 Due Midnight 12/1</p>
<p>12/1</p>	<p>CASE STUDY: Is Big Brother Watching You? Homeland Security and Orwellian Archetypes</p> <ul style="list-style-type: none"> • <i>Orwell, 1984, all</i> 		<p>Graduate Papers Due at 12/4 Midnight Bloomington Time</p> <p>Final Take Home Exam Released</p>
<p>WEEK 16 12/7</p>	<p>EXERCISE: Securing the National Special Security Event: Multiagency Collaboration for the 2004 Democratic National Convention</p> <ul style="list-style-type: none"> • TBD <p>Debrief: Super Bowl LII, the Secret Service, Special Events and Critical Infrastructure: A Personal View</p> <p>Read:</p> <ul style="list-style-type: none"> • Schimmel "Protecting the NFL/militarizing the homeland: Citizen soldiers and urban resilience in post 9/11 America (via Canvas) • Reece, The USSS Evolving Mission in CRS (via Canvas) 		
<p>12/8</p>	<p>FINAL LECTURE - Strategic Foresight: The Future of Homeland Security</p> <ul style="list-style-type: none"> • Read White, Chapter 17 563-592 (via Canvas) • Read Brill, S. "Are Any We Safer" The Atlantic, September 2016. (via Canvas) • Read Marion, Cronin and Oliver 3-18 		

	<ul style="list-style-type: none"> • Read Bellavita “How Proverbs Damage Homeland Security” (Via Canvas) • Read Bakker “Towards a Theory of Fear Management in the Counterterrorism Domain” (via Canvas) • Read Edwards “Terminating the D(HS)” (via Canvas) • Read John Mueller & Mark G. Stewart, “<i>Balancing the Risks, Benefits, and Costs of Homeland Security</i>,” <i>Homeland Security Affairs</i> vol. 7, No. 16 (2011) (via Canvas) • Read <i>Tenth Anniversary Report Card: The Status of the 9-11 Commission Recommendations</i>. Bipartisan Policy Council. (via Canvas) • Read Flynn, “America the Resilient,” <i>Foreign Affairs</i> (2008). (via Canvas) 		
FINAL	Final Due Monday 12/13 at Midnight Bloomington Time Via Canvas		Final will be due via Canvas

APPENDIX A: O’Neill Academic Policies

O’Neill School expectations of civility and professional conduct¹

The O’Neill School takes matters of honesty and integrity seriously because O’Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O’Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O’Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.

¹ These expectations are excerpted from the O’Neill School Honor Code which can be found at: https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and O'NEILL faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to O'NEILL, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Communication between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current O'NEILL students to O'NEILL staff must originate from an Indiana University email account. For email communication with O'NEILL faculty, current O'NEILL students should refer to course syllabi for instructors' preferences (Canvas, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUB email to another account can be found at:

<http://kb.indiana.edu/data/beoj.html?cust=687481.87815.30>

Course Withdrawals

Students who stop attending class without properly withdrawing from the class may 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.

No withdrawal forms will 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, O'NEILL 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. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the O'NEILL Student Services window. Instructions for completing it are given on the form.

Withdrawal Deadlines	
Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)	Week 1 (last day)
Withdrawal with automatic grade of W (Advisor signature IS required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with grade of W or F (Advisor and instructor signatures ARE required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

Incompletes

A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in an O'NEILL course, the student's work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** O'NEILL follows the campus guidelines in awarding incompletes which may be accessed at the Office of the Registrar's website at:

http://registrar.indiana.edu/stu_grades.shtml

Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an 'F' if the work is not completed within the allotted timeframe established by the instructor.

Students Called to Active Duty

O'NEILL encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of

being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar's website at:

http://registrar.indiana.edu/stu_infopoli.shtml

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. Exams may not be given in the week before the final exam week. 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 Undergraduate or Graduate programs. The final exam week schedule can be found at the Office of the Registrar's website at:

http://registrar.indiana.edu/stu_calsche.shtml

APPENDIX B: Grading Criteria for Written Products

(from US State Department, Foreign Service Officers Test, 2014)

Score	Description of Essay/Written Product
10	<p>A 10 essay is <i>superior</i> and demonstrates a <i>strong and consistent</i> command of the language throughout the entire essay, with at most a few small errors. A 10 essay:</p> <ul style="list-style-type: none">• shows a firm grasp of critical thinking and takes a powerful and interesting position on the topic• supports and develops its position with appropriate and insightful examples, arguments, and evidence• is tightly organized and focused, with a smooth and coherent progression of ideas• demonstrates a facility with language through the use of descriptive and appropriate vocabulary• uses intelligent variation in sentence structure• contains, at most, a few errors in grammar, spelling, and punctuation.
9	<p>A 9 essay is <i>strong</i> and demonstrates a <i>generally consistent</i> command of language throughout the entire essay, with no more than a few significant flaws and errors. A 9 essay:</p> <ul style="list-style-type: none">• shows well-developed critical thinking skills by taking a solid position on the topic• supports and develops its position on the topic with appropriate examples, arguments, and evidence• is organized and focused and features a coherent progression of ideas• demonstrates competence with language throughout by using appropriate vocabulary• uses varied sentence structure• contains few errors in grammar, spelling, and punctuation.

8	An 8 essay is <i>competent</i> and demonstrates a basic <i>command</i> of the language throughout the entire essay. A 8 essay: <ul style="list-style-type: none"> • shows adequate critical thinking skill by taking a position on the topic and supporting that position with generally appropriate examples, arguments, and evidence • is mostly organized and focused, with a progression of ideas that is mostly coherent • demonstrates inconsistent facility with language and uses mostly appropriate vocabulary • uses some variation in sentence structure • contains some errors in grammar, spelling, and punctuation.
7	A 7 essay shows <i>developing competence</i> and contains <i>one or more</i> of the following: <ul style="list-style-type: none"> • some critical thinking skills, as demonstrated by its position on the topic • inadequate support or development of its position based on deficiencies in examples, arguments, or evidence presented • lapses in organization and focus, including ideas that are not always coherent • a capacity for competent use of language, with occasional use of vague or inappropriate vocabulary • only minor variation in sentence structure • a variety of errors in grammar, spelling, and punctuation.
6	A 6 essay is <i>seriously flawed</i> and demonstrates a <i>poor command</i> of the language throughout the entire essay. A 6 essay contains <i>one or more</i> of the following: <ul style="list-style-type: none"> • poor critical thinking skills as shown by an inconsistent or unclear position on the topic • insufficient support for the position on the topic as a result of faulty or nonexistent examples, arguments, and evidence • weak organization and focus, including ideas that are frequently incoherent • poor language skills through use of limited or wrong vocabulary • errors in sentence structure • errors in grammar, spelling, punctuation, and other rules of writing that make the meaning hard to understand
5	A 5 essay is <i>profoundly flawed</i> and demonstrates a <i>very poor command</i> of the language throughout the entire essay. A 5 essay contains <i>one or more</i> of the following: <ul style="list-style-type: none"> • no position on the topic, or almost no support or development of the position • poor organization and focus that makes the essay incoherent • numerous vocabulary errors • fundamental errors in sentence structure • errors in grammar, spelling, and punctuation that make parts of the essay unintelligible.
0	Essays written on a topic other than the one assigned will receive a score of zero.

1. Counseling and Psychological Services For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>.

2. Disability Services for Students For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

3. Sexual Harassment. [IU requests that instructors include this] As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to O'Neill to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.