Course Outline

Class and Readings

Class 1  Chapter 1& 2
Discussing the challenges of international business, and the national
differences in political economy.

Class 2  Chapter 3
Discussing the cross culture in the international management.

Class 3  Chapter 3 (continued)
Discussing the cross culture in the international management.

Class 4  Chapter 4 & 5  Case: The Rise of the Indian Software
Industry  P.167
Describing and explaining international trade theories and the trade
environment in which international business occurs.

Class 5  Chapter 6 & 7
Addressing and exploring foreign direct investment theories and the
investment environment in which international business occurs.

Class 6  Midterm Exam

Class 7  Chapter 8  Case: Boeing versus Airbus  P.295
Discussing the major issues of regional economic integration and their
influence on international businesses.

Class 8  Chapter 9 & 10
Describing and explaining the global monetary system, laying out in
detail the monetary framework in which international business
transactions are conducted.

Class 9  Chapter 11

Class 10  Chapter 12  Case: Global Strategy at General Motors  P.428
Examining the strategies that firms adopt to compete effectively in the
international business environment.

Class 11  Chapter 14  Case: Nestle: Global Strategy
Explaining and analyzing entry modes and strategic alliances, which are
two closely related and important topics.

Revised 2019.10
Class 12  **Final Examination**

**Assessment**

1. Small Group Team Presentation 15%
   - Group presentation is based on a selected case
2. Midterm exam 30%
3. Final In-class Exam 30%
4. Term Project 25%

**Total:** 100%

The course grades are assigned as:
- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

**Term Project**

Term paper requires students to write a “The Impact of Globalization on our Society”. To what extent should contemporary society respond to the legacies of historical globalization? In Romeo Dallaire’s writing, "Shake Hands with the Devil", he discusses whether or not globalization has a positive impact on our society. I agree with Romeo Dallaire comment that we should continue with legacies of globalization and it should continue to be embraced in the world around us. Mr. Dallaire states that all humans should be equal and no one should be placed above one another. "If we believe that all humans are humans then how are we going to prove it?" Globalization has also helped to improve many third world countries over the past decade or two. By the vastly increasing medical world, now that we have a better medical core than ever before many children in war torn countries and countries with disease problems such as aids in Africa are no receiving help and have a better chance of survival. Because of globalization we have multiculturalism, transnational corporations, and media and technology. Many jobs are now being created and people who struggled to find jobs in the past are now able to work. Today transnational corporations play a great deal in the
world. these multi-nation companies such as Wal-mart leave a great legacy behind. What the companies do is provide jobs, shelter and good living conditions for the people in poor countries for people in poorer countries such as parts of China. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

8. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

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At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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Reagan National University

Syllabus

1. Administrative Information:

Course Number: MKT 377
Course Title: E-Commerce
Credit Hours: 3
Prerequisite: MKT 201
Term: WI 2019
Class Time: Wednesday 9:00 – 12:45
Class Room: 2
Instructor: [Redacted]
Office Hours: F 9:00 – 12:00
Telephone:
E-Mail: [Redacted]
Catalog Description:

This course introduces the realities and implications of e-commerce from a marketer's perspective. It presents the ways in which an enterprise can become technically and operationally proficient in e-commerce. It also presents concepts and skills for the strategic use of e-commerce and related information system technologies.

Textbooks:

- Course packet containing cases and notes

Grading Criteria

10% -- Course participation grade
20% -- Essay and critiques
30% -- Midterm Exam
40% -- Final Exam

The course grades are assigned as:

\[
\begin{align*}
90 - 100\% &= A \\
80 - 89\% &= B \\
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Below 60\% &= F
\end{align*}
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Teaching Procedures:

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Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;

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• Builds on other comments;
• Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Learning in this class will be continuous and interactive; your participation will include both written and oral components. There is no final; work in this class will be front-loaded. It will be important for you to come to class having first discussed and often written up the case with your study team. Each day you can expect that there will be something to turn in for class. On the last day of class we will have student presentations.

The assignment for each class and a summary for each past class will be posted on the discussion board labeled, Daily assignments. You are responsible for reading board before class as there will often be minor clarifications or modifications in assignments.

You are expected come to all classes. You may miss one class simply by letting me know. Each additional unexcused class will result in your final grade dropping by ½ a grade group.

**Individual Essays:**

Essays provide a way for you to bring fast changing ideas to your classmates. They are to be submitted and will be returned electronically. Post your essay directly in the discussion folder, Final Essays so your classmates can have access to it. The model of an essay is a memo you might send to your boss. It should be short, focused, and lead to a change in action or thinking. It can be about a case, or concern an issue raised in class or in our text. You may also delve into one of the topics raised in the text chapters we do not cover, such as permission marketing (ch 9) or conducting online research (ch 12). A good essay has the following characteristics:

1. Under 1000 words, exclusive of tables or graphs (total file size <500KB)
2. It should focus on one well-defended idea
3. Your fellow students should find it interesting
4. It should build on the ideas of the course. An essay can be a response to another student’s essay, or to a theme discussed earlier in the course
5. Each essay should show evidence of online or journal research, by citing the publication source or the URL of the information

You can find examples of essays from past classes in the folder titled Example Essays. These illustrate the characteristics of essays for this class. I have included a range of quality in the essays shown.

**Essay evaluations:** Your job for that session involves writing comments about each essay indicating (1) what you like about the essay (2) what can be improved and (3) extensions or
elaborations on the essays. These signed critiques will be short (about 200 words) per essay and should be sent by e-mail directly to the author, with a copy to me.

**Group project/pitch:** A group project involves a major report to the class by your study group. It can be presented in one of three ways:

1. Orally during class. You will need to get permission to present during a given class. The first groups that request will get priority for class time.
2. As a written document (less than 2000 words, exclusive of Excel attachments)
3. As a PowerPoint presentation with a corresponding real audio file. (total run time of under 20 minutes)

The project will be shared with your classmates on the Folder *Group Projects.*

Like an essay, a pitch/project leaves the class with a clear set of conclusions and recommendations. Often, it will be about one of the cases in the course packet, or about a related company or industry. If it is about a current case, it is due to me before the session on that case. It is important that the team present from a clearly articulated point of view, for example from the perspective of Priceline’s hotel reservation group.

**Web searches:** To remain current in the volatile world of e-commerce you need to be a fluid user of web-searches and standard databases. The URL’s should be commonly referenced in your essays or projects. In addition, at the end of each case we will use web searches to update the business to the present.

**Referencing and crediting work of others:** Throughout the class you will be referencing work of others. Typically URL’s will be sufficient, but for some databases the URL will not bring a new person to the site. For those, you can simply give enough information so a reader wanting to know more can know where to begin (e.g. One-source: Corporate overview for Priceline).

Additionally, it is fine to write essays or reports that build on what you have done before. The rule for any use of previously written material is that you clearly note its source. For example if your essay derives from an essay you, or someone else wrote for a strategy class, you must include a note in your essay indicating how your current essay builds on that earlier material.

**The use of case updates:** Because change is so rapid, we will spend time at the end of each case discussing what has happened. When we discuss the case, you may not use what you know happened after the case to buttress your points about what they should have done at the time of the case. We will act in discussions as if we are making decisions at the time of the case. At the end of each case discussion, we will reserve some time to discuss what happened and lessons that can be drawn.

**Class Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of E-Commerce and the Course</td>
<td>Hanson Ch.1.</td>
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<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Overview of E-Commerce (contd.)</td>
<td>&amp; pp. 114-121 in Ch.4</td>
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<tr>
<td>2</td>
<td>B2C Individuals Online</td>
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<td></td>
<td>B2C E-Commerce</td>
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<td>3</td>
<td>B2C E-Commerce</td>
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<tr>
<td></td>
<td>Personalization &amp; Customization</td>
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<tr>
<td>4</td>
<td>Online Communities</td>
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<tr>
<td></td>
<td>The New Economy - Economics of the Web</td>
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<td></td>
<td>9/28 Deadline for Project request</td>
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<tr>
<td>5</td>
<td>E-Commerce Business Models - how to make money on the Internet</td>
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<tr>
<td>6</td>
<td>Midterm Exam</td>
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<tr>
<td>7</td>
<td>B2B Supply Chain Management</td>
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<td></td>
<td>B2B Other</td>
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<tr>
<td>8</td>
<td>Internet Marketing Plans</td>
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<tr>
<td></td>
<td>Organizing &amp; Implementing Internet Marketing Plans</td>
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<tr>
<td>9</td>
<td>Traffic, Brand Building &amp; IMC</td>
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<td></td>
<td>Pricing</td>
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<tr>
<td>10</td>
<td>Privacy, Security, Legal and Taxation Issues</td>
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<tr>
<td></td>
<td>Globalization of E-Commerce</td>
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<tr>
<td></td>
<td>Careers, Future Prospects &amp; Personal Web Sites</td>
</tr>
<tr>
<td>11</td>
<td>Careers and Future Prospects</td>
</tr>
<tr>
<td>12</td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
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</tbody>
</table>

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Syllabus

1. Administrative Information:

   Course Number: MKT 510
   Course Title: Electronic Commerce Strategy
   Credit Hours: 3
   Prerequisite: Permission from Instructor
   Term: WI 2019
   Class Time: SA 14:00 – 17:45
   Class Room: 1
   Instructor: [Name Redacted]
   Office Hours: F 9:00 – 12:00
   Telephone: [Number Redacted]
   E-Mail: [Email Redacted]

Revised 2019.10
1. Course Description

This course refers to corporations that have adopted e-commerce practices and designs. It explores the basic notions of changes in technology and business models looking at internal as well as external factors. It also examines the digital economy and its impact on commerce by focusing on the operation within a business ecology framework.

2. Teaching Procedures

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

• Offers a different and unique, but relevant, perspective;
• Contributes to moving the discussion and analysis forward;
• Builds on other comments;
• Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

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3. Textbook


4. Grading and Course Requirements

<table>
<thead>
<tr>
<th>#</th>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mid-term examination</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Final examination</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Written Project</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Oral Presentation</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Active Class Participation</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total course points</strong></td>
<td><strong>100</strong></td>
</tr>
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</table>

90—100% = A-
80—89% = B

Revised 2019.10
70 – 79% = C
Below 70% = F

Reading project

The written project is completed in teams of 3 to 4 people. Each team needs to:

- Select an Industry
- Identify a company in the selected industry
- Identify and describe the company’s current electronic commerce position
  - Consider both external and internal e-commerce strategies
- Make recommendations for additional e-commerce strategies
- Identify the corresponding benefits, risks, challenges and concerns of the implementation and utilization of your strategy.

Project requirement:

- Your professor needs to approve your selected topic and know the teams’ membership by the third week of class
- The project write-up should be about 10 pages
- Each team submits one project write-up and each of the team’s members earns the same grade for the project write-up.
- Each teammate must have a significant role in the oral presentation.
- The written report must be adequately annotated. All papers must follow the university approved style format. Lack of appropriate identification of source and lack of bibliography will cause deductions from the grade.

The grade for the project depends on the group’s ability to communicate while conducting the research, the quality of their research, and the logic in applying electronic commerce concepts and business concepts.

Class Operation, Policies and Expectations

a. This class will be conducted based on lecture and class discussion. Class exercises will demonstrate the applications of the concepts and procedures.

b. Students will keep current with all reading assignments. Active participation in the class discussion, exercises, and assigned problems is required.

c. No make-up examinations are possible without fully verified justification. Because make-up examinations need to be specially constructed, they are disruptive to the conduct of the course. As regrettable as it is, a missed examination without make-up will receive no points towards the grade.

d. Class attendance is required. The class will be conducted punctually.

Revised 2019.10
5. Course Schedule

The following table represents the plan for covering course material. We will follow it as closely as possible.

<table>
<thead>
<tr>
<th>Class</th>
<th>Advance Reading</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 1     | Chapter 1       | • The definition of electronic commerce  
         |                  | • The evolution of the internet and the world wide web  
         |                  | • Economic forces shaping e-commerce  
         |                  | • Value chains in electronic commerce |
| 2     | Chapters 2, 8   | • Basic understanding of packet-switched networks  
         |                  | • Basic understanding of markup languages  
         |                  | • Web clients and servers  
         |                  | • Internets, intranets and extranets  
         |                  | • Internet connection options and tradeoffs  
         |                  | • Web server hardware and performance evaluation  
         |                  | • Web server software feature sets  
         |                  | • Web server software and tools  
         |                  | • Other web server tools |
| 3     | Chapters 9, 10, 11 | • How to select the proper software solution  
         |                  | • Marketing smarts  
         |                  | • Hosting services, basic software packages, and enterprise solutions  
         |                  | • Security overview  
         |                  | • Intellectual property threats and mitigation strategies  
         |                  | • Electronic commerce threats and mitigation strategies  
         |                  | • Protecting e-commerce assets, client computers, channels, and servers |
| 4     | Chapter 12      | • Electronic payment systems  
         |                  | • Electronic cash and wallets  
         |                  | • Use of smart cards and credit cards |
| 5     | Chapters 3, 4   | • Creating an effective web presence  
         |                  | • Identifying and reaching customers  
         |                  | • Creating and maintaining brands on the web  
         |                  | • Business models for selling on the web |
| 6     | Midterm Exam    |            |
| 7     | Chapter 5       | • Purchasing, logistics, and support activities  
         |                  | • Electronic data interchange  
         |                  | • Supply chain management  
         |                  | • Software for purchasing, logistics, and support activities |
| 8     | Chapters 6      | • Auction basics  
         |                  | • Web auction strategies  
         |                  | • Virtual community strategies |

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6. Course Learning Outcome:

The successful completion of this course gives the students a firm understanding of these concepts:

- The role of electronic commerce in modern business.
- Basic understanding of internet technology, web-based tools, and software
- Security considerations of e-commerce systems
- Strategies for marketing, sales, and promotion
- Strategies for implementing e-commerce technologies to improve a company’s efficiency.
- The business and regulatory environment for e-commerce.
- Business plans for implementing e-commerce

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Syllabus

1. Administrative Information:

   Course Number: PHI 201
   Course Title: Introduction to Western Philosophy
   Credit Hours: 3
   Prerequisite: No prerequisite.
   Term: FA 2018
   Class Time: SA 9:00-12:45
   Class Room: 4
   Instructor: [Redacted]
   Office Hours: M TU 11:00 AM – 1:00 P. M.
   Telephone:
   E-Mail: [Redacted]

Revised 2019.10
Catalog Description:

This course provides an overview of the history of western philosophy from its beginnings among the ancient Greeks through the 14th century. Particular emphasis is given to Plato, Aristotle, Augustine, and Thomas Aquinas. It is a survey course of several major areas of Western philosophy: metaphysics and epistemology, ethics, philosophy of mind, philosophy of language, philosophy of religion, and philosophy of science.

Teaching Procedures:

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Participation in Class Discussion

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Text:


Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

- Contribution to Class ..... 10%
- Term Paper ................. 30%
- Midterm Exam .................. 30%
- Final ........................ 30%

No makeup exams!!!

Revised 2019.10
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**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

**Term Paper**

Term paper requires students to write a “Philosophy of Aristotle”. “All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth.” –Aristotle

Aristotle is believed to be the father of the Realism and the scientific method. He was of the view that human nature, habit and reason were important elements that needed to be cultivated in the educational process. He believed that a balance between practical and theoretical subjects was very important. He had quite explicitly laid great emphasis on subjects like Sciences, Reading, Writing, Mathematics, Physical Education, History and Literature. His main aim, through education, was to produce virtuous citizens for the society.

He believed that the role of the teacher was very important in this aspect as they were the ones who hold the knowledge and through systematic teaching, they would ingrain in the child, what is right and what is wrong. He believed that a child is not aware of this knowledge initially and it is through the teacher’s guidance that he eventually becomes more aware of this. Hence, it becomes the teacher’s responsibility until the child learns to make choices on his own.

**Influence on educational practices today**

Aristotle, though he had formed his ideas thousands of years ago, his philosophy has a great impact on the education we receive today. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

**Class Schedule:**

**Class 1. From Myth and Religion to Philosophy.**

A. Myth, religion and philosophy: The origins of speculative thought.

B. A brief survey of Minoan and Mycenaean civilization

C. The flowering of Greek culture, 500-336 BCE.

Revised 2019.10
D. The beginnings of Greek philosophy in Miletus and Southern Italy.

In this lecture we will examine the role of myth and religion in the birth of philosophy. Do they contribute significantly to the birth of philosophy as F.W. Conford argues in his book, From Religion to Philosophy? Or is philosophical thinking opposed to myth and religion? The lecture and discussion will be based on the first chapter of Bertrand Russell’s text, The History of Western Philosophy, which is also the textbook for the course. The lecture will also provide a brief overview of the rise of Greek civilization and the Milesian school from which the first philosophers emerged.

Literature:

Recommended:

Class 2. The Development of Greek Thought.

A. Beginnings of Greek Philosophy.

B. The development of pre-Socratic thought: Pythagoras, Heraclitus, Parmenides and the Atomists.

Literature:
Bertrand Russell, History of Western Philosophy, Read chapters on Pythagoras, Heraclitus, Parmenides and the Atomists. Chapters 3, 4, 5 and 9 in the English text. The most important figures to focus on are Pythagoras, Heraclitus, Parmenides and Democritus.


Class 3. The Sophists and Socrates.

A. The Sophists and their rejection of cosmology, metaphysics and truth.

B. Socrates in the early dialogues of Plato. Sources of our knowledge of the historical Socrates.

C. The last days of Socrates and the argument of the Apology and the Crito

D. Why is Socrates considered the ideal philosopher?

Literature:
Socrates, http://plato.stanford.edu/entries/socrates/ (especially section 3 A)
Russell, History of Western Philosophy. Read Russell’s discussion of Protagoras in Chapter 10.

Recommended secondary source for a discussion of Socrates: Frederick Copleston, A Revised 2019.10
History of Philosophy: Volume 1, Chapter 14.

Recommended for understanding the Sophists: Copleston, volume 1, chapters 12 and 13.

Class 4. Plato.

A. Life of Plato and the influence of Socrates upon him.
B. Plato’s philosophy of virtue and the good life.
C. Plato’s theory of love.
D. The Plato’s theory of Forms and its importance for the interpretation of Truth.
E. Plato’s allegory of the cave: What is its significance?
F. Plato’s politics. What is Justice?

Literature:
The Euthyphro. The Internet Classic Archives: http://classics.mit.edu Go to 441 titles and select Plato.
Bertrand Russell, History of Western Philosophy. Book 1, Part 2. Plato’s Utopia, The Theory of Ideas. Chapters 14 and 15. It is essential to read these two chapters in Russell.
Recommended reading for essays and examination.
Copleston, Volume 1, Chapters 20, 22, and 23.
Plato’s ethics and politics in The Stanford Encyclopedia of Philosophy
http://plato.stanford.edu/entries/plato-ethics-politics/

Class 5. Aristotle.

A. Aristotle and his teacher Plato. How do they differ?
B. Aristotle the great scientist, metaphysician and logician.
C. The Four Causes: Meaning and Purpose in Nature.
D. Politics as the supreme practical science.
E. Ethics and the search for happiness.
F. The role of friendship in Aristotle’s moral philosophy

Literature:
Aristotle, Nicomachean Ethics: Book 1, chapters 1 through 8, and 13. Book 2, chapters 1 and 6, especially the last page of chapter 6. Book 6, chapters 12 and 13. Book 7, chapters 1 and 2. Book 10, chapters 7 and 8. Several of these chapters are no more than one or two pages. Please read carefully these texts that you can find at The Internet Classic Archives:

Revised 2019.10
Bertrand Russell, Chapters on Aristotle’s Metaphysics, Ethics and Politics. These chapters will be discussed in the seminars. Chapters 19-21 in the English text.

Recommended:
Bryan Magee, Aristotle. Interview with Martha Nussbaum in The Great Philosophers.
The Reader. This can also be viewed on YouTube under Bryan Magee.
Aristotle’s Ethics: The Stanford Encyclopedia of Philosophy: Aristotle ethics:
http://plato.stanford.edu/entries/aristotle-ethics/
Aristotle’s Politics: http://plato.stanford.edu/entries/aristotle-politics

Class 6. Midterm Exam

Class 7. Philosophy and Christianity in the Roman Empire.
A. Plotinus to Boethius
B. Early Jewish and Christian uses of philosophy: The role of Greek Philosophy in the writings of Philo of Alexandria, Justin Martyr, Clement of Alexandria, and Origen.
C. Arguments for toleration in an age of persecution.
D. The Latin tradition in early Christian philosophy.

Literature:
Russell, Chapter on Plotinus in Book 1, part 3, chapter 30. Read the discussion of Boethius in Book 2, Chapter 5. It is towards the end of the chapter.
The Acts of the Apostles in the Bible (The New Testament). Read chapter 17, verse 16-34. (Chapter 17 is an account of Saint Paul in Athens and his speech to the philosophers.)
Recommended: Justin Martyr, First Apology to the Romans.
http://www.newadvent.org/fathers/0126.htm

Class 8. Augustine and the Transformation of Ancient Thought.
A. Augustine as the Christian Plato.
B. Augustine’s life and his search for truth: Augustine’s Neo-Platonic quest.
C. Augustine’s theory of time and his philosophy of history. The Two Cities.
D. Augustine’s political philosophy: Church, state and society.
E. Augustine’s philosophy of love and desire

Literature:

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Although it is long and comprehensive, for motivated students Copleston’s discussion of Augustine is worth reading. Copleston, The History of Philosophy, Book 2, Part 1, Chapters 3, 4, 5.


Class 9. Medieval Islamic and Jewish Philosophy.

A. Jewish and early Muslim Neo-Platonism.
B. Abu Nasr Muhammed al Farabi, Avicenna, Al-Ghazali
C. Averroes
D. Moses Maimonides
E. Jewish Averroism
F. Isaac Luria and the Kabbalah

Literature: Russell, Chapter 10. Muslim Culture and Philosophy.
Coplestone, The History of Philosophy. Volume 2, Chapters 19-20
Recommended: Stanford Encyclopedia of Philosophy. Read sections 1, 2, 3 and 5 on Maimonides

Class 10. The Golden Age of Medieval Scholasticism (Two lectures. The second will be on

Thomas Aquinas and late medieval philosophy.)

A. The rediscovery of Aristotle.
B. The scope of reason. The unity of philosophy and faith in medieval Scholasticism.
C. Anselm and the Ontological Argument
D. Realism and Nominalism in Medieval Philosophy.
E. Aquinas and Natural Law
F. Aquinas on money and usury (charging interest).
G. Moral and political theory of Aquinas.
H. Collapse of the medieval synthesis with the rise of Nominalism: William of Ockham

Literature:
A general survey of all the main themes of medieval philosophy can be found here: http://plato.stanford.edu/entries/medieval-philosophy/


Read the whole of chapter 13 on Saint Thomas Aquinas.

Of Reason and Faith: Baumer, 51-53


Russell, Book 2, Chapter 14, The Franciscan Schoolmen. Read the sections on Duns Scotus and William of Ockham. For a more comprehensive discussion, curious readers should look at Copleston, volume 3, chapters 3-5.


Bryan Magee and Anthony Kenny on YouTube: Discussion of Medieval Philosophy.

**Class 11. Renaissance Philosophies.**

A. The rediscovery of classical civilization

B. Renaissance Platonism

C. Renaissance Aristotelianism

D. Renaissance humanism from Petrarch to Erasmus.

E. The new politics: Machiavelli.

Literature:


Petrarch, Letter to Classical Authors: Baumer, 123-126;

Mirandola, Oration on the Dignity of Man: Baumer, 126-128;

Erasmus, Christian Humanism: Baumer, 149-161.

**Class 12. Final Exam**

**Classroom Policies:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Revised 2019.10
Attendance, Absence, Lateness, Incomplete:

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has completed at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

Students who successfully complete the course will be able to:

1. describe some important aspects of the cultural heritage and contributions of Western philosophy;
2. discuss the general historical development of the discipline of philosophy;
3. evaluate questions of knowledge and reality, virtue and moral character, from the standpoint of the Western philosophical tradition; understand strengths and weaknesses of Western philosophical theories of knowledge and reality.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general - students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quarter with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which
students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.

- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.

- All members of the class arrive on time and leave the class only on breaks or in case of emergency.

- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.

- Each student turns in work that is his or her own.

- Consideration is always given to other classes that are taking place in adjoining classrooms.

- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

**Reagan National University Library Services:**

RNU’s online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal (library@rnu.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

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Syllabus

1. Administrative Information:

Course Number: PHI 301
Course Title: Logic
Credit Hours: 3
Prerequisite: N/A
Term: WI 2019
Class Time: TU 9:00 – 12:45
Class Room: 2
Instructor: [Name]
Office Hours: M – TH 1:00 – 3:00 P. M.
Telephone: [Number]
E-Mail: [Email]

Revised 2019.10
2. **Catalog Description:**

This course covers some basic rules, concepts, and skills of logic. It focuses on the symbolic logic, sentential and predicate logic. It also presents the evaluation of arguments, the basic principles of formal logic, and the evaluation of arguments. Special emphasis will be placed upon the logical appraisal of everyday arguments and the analysis of value arguments.

3. **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

**Participation in Class Discussion**

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.


5. **Course Requirements:**

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

**Examinations**

There are two in-class exams and they are scheduled as:

- **Midterm:** 6th class period
- **Final:** last class

Revised 2019.10
6. **Course Requirements:**

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

- Homework .................. 10%
- Midterm ..................... 30%
- Final ......................... 30%
- Term Paper .................. 30%

No makeup exams!!!

The course grades are assigned as:

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

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

**Term Paper:**

Term paper requires students to write a “Logic, Reasoning, And Intuition”. “When making a decision, how does one come up with the proper structure followed to reach a conclusion? Does one simply guess and take a risk, or does it take deeper consideration and thought? Logic, reasoning, and intuition commonly are set to oppose each other, but a possibility requiring great consideration is the fact that they tend to work together each time to produce better, more intelligent results. Primarily, reasoning displays high importance in the existence of logic. That connection between reasoning and logic is closely linked to intuition. Furthermore, a common misleading statement of a logical mind when referring to university choices, allows for the analysis of how all three parts affect decision making. Thus, although humans tend to disagree about reasonability, and logic rarely emerges an issue, one must combine both, as well as the use of intuition, to create meaningful connections with the outside world.

A common myth often heard is that logic is always the answer. Although that might be partially true, that sometimes it can help lead to a conclusion, this statement is misinterpreted. Logic is based off of theories and facts that help one communicate an idea, yet, “Logic, while very pretty, is by itself quite useless. Logic is self-contained, and doesn’t by itself hook onto the material world” (Castel & Sismondo, 2008, pg. 71). It uses previous studies and validates other things such as reasoning. The science of statements, known to us as logic (2008), is the basis of the patterns learned in cognitive decisions that are influenced by beliefs and observations are

Revised 2019.10
developed over time. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>1</td>
<td>Basic notions of logic; arguments; the connectives</td>
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<tr>
<td></td>
<td>Truth-functionality; introduction to sentential logic (SL) syntax and semantics; translation</td>
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<tr>
<td>2</td>
<td>Translation continued; problems with conditionals and other phenomena of natural language; truth-tables</td>
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<td></td>
<td>Truth-tables and logical properties of compound sentences</td>
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<td>3</td>
<td>Entailment and validity with truth-tables</td>
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<td>4</td>
<td>Derivations in sentential logic (SD)</td>
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<td></td>
<td>Derivations in SD/SD+</td>
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<td>5</td>
<td>Theorem-proving, review</td>
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<td></td>
<td>Introduction to meta-theory; mathematical induction</td>
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<td>6</td>
<td>Midterm Exam</td>
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<td>7</td>
<td>Soundness of SD/SD+</td>
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<td></td>
<td>Completeness of SD/SD+</td>
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<td>8</td>
<td>Introduction to predicate logic: quantifiers, variables, constants, predicates, universe of discourse</td>
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<td>Open sentences; free vs. bound variables; scope, multiply quantified sentences; definite descriptions; properties of relations</td>
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<tr>
<td>9</td>
<td>Identity; functions, translation to and from predicate logic (PL)</td>
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<td></td>
<td>Translation to and from PL/PLE; &quot;most&quot;; donkey sentences</td>
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<tr>
<td></td>
<td>Informal PL/PLE semantics: Interpretations, substitutions, quantification truth, falsity, consistency, and equivalence, quantificational argument validity</td>
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<table>
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<tr>
<th>CLASS</th>
<th>TOPICS</th>
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<tr>
<td></td>
<td>Formal PL/PLE semantics: Extensions, interpretations, variable assignments, satisfaction, truth and falsity under interpretations and variable assignments</td>
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<tr>
<td>10</td>
<td>Formal PL/PLE semantics continued; review</td>
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<td>Derivations in PD</td>
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<td>Derivations in PD+/PDE</td>
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<td>Derivations in PDE continued; preliminaries for meta-theory</td>
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<td>11</td>
<td>Meta-theory: Soundness of PD, PD+, PDE</td>
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<td>Meta-theory: Completeness of PD</td>
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<td>Meta-theory: Completeness continued; PD+, PDE</td>
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<tr>
<td>12</td>
<td>Final Exam</td>
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7. **Classroom Policies:**

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

8. **Attendance, Absence, Lateness, Incomplete:**

In accordance with the policies of the Reagan National University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

9. **Course Outcome:**

- Students will explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse;
- Students will use investigative and analytical thinking skills to examine alternatives, explore complex questions and solve challenging problems;
- Students will synthesize information in order to arrive at reasoned conclusions;
- Students will evaluate the logic and validity of arguments, and the relevance of data and

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Students will recognize and avoid common logical and rhetorical fallacies.

10. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

11. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the semester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

12. The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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Reagan National University Library Services:

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.
Reagan National University

Syllabus

1. Administrative Information:

Course Number: PHI 302
Course Title: Ethics
Credit Hours: 3
Prerequisite: No prerequisite.
Term: FA 2018
Class Time: W 14:00-17:45
Class Room: 2
Instructor: [name redacted]
Office Hours: M TU 11:00 AM – 1:00 P. M.
Telephone: [number redacted]
E-Mail: [email redacted]
2. **Catalog Description:**

This course introduces philosophical ethics and ethical theory about the nature of morality. It covers the fundamental questions related to human conduct and the basis of moral rightness and moral wrongness. It presents an evaluation of classical and contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.

3. **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, and examinations.

**Participation in Class Discussion**

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. **Text:**


5. **Course Requirements:**

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

**Examinations**

There are two in-class exams and they are scheduled as:

- **Midterm:** 6th class period
- **Final:** last class

Revised 2019.10
6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

- Midterm .................. 40%
- Final .......................... 40%
- Term Paper .................. 20%

The course grades are assigned as:

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

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper:

Term paper requires students to write a “Ethics And Personal Ethics”. Ethics refers to the moral principles that affect ways of decision making by people and their lifestyles. Moral principles refer to the individuals and societal goods. Ethics enables people to deal with dilemmas including a realization of their rights and responsibilities, differentiation between right and wrong, understanding how to lead a good life and making moral decisions. Ethics is also concerned with examination and critique of moral beliefs and practices. Examination and critiquing of moral beliefs and practices involves investigation on specific norms, behaviors and behaviors, then judging them to determine if they are mutually contradictory.

Ethics is structured according to the code of conduct of people, including consideration of every person’s opinion. Attempts are then made to establish a fundamental principles and theories that could rationalize and harmonize people’s diverse moral beliefs. Ability to identify the right behaviors are supposed to improve the relationship between people, therefore, making the world a better place. There are two standards of ethics namely organizational ethics and personal ethics. This paper will focus organizational ethics and personal ethics on how they converge in the place of work (BBC, 2014).

Personal ethics is also referred to as morality, and they provide a reflection regarding the general societal expectation of an individual. Notably, this applied to any member of the society serving in any capacity. Education and training targeted to instill personal ethics begins with children ethics, where they are then expected to formalize it in future. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be

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developed throughout the course.

Class Schedule:

Class I.

A. Introduction to Philosophy and Ethics, and Moral Context, Moral Conflict, and Moral Luck
Reading(s):
Introduction to Philosophy, Ethics, and Morality (on my Website), Sections I – Ill.

B. What is the Role of Religion in Ethics?
Reading(s):
Introduction to Philosophy, Ethics, and Morality (on my Website), Section IV.

C. Ethical Relativism: Individual Relativism and Cultural Relativism
Reading(s):
Introduction to Philosophy, Ethics, and Morality (on my Website), Section V.

D. Great Traditions in Ethics, Chapter 1, Lecture
Reading(s):
Introduction to Philosophy, Ethics, and Morality (on my Website), Section V.
DWP, Great Traditions in Ethics, Chapter 1, pp. 2-6.

Class II. Plato: Knowledge and Virtue
Reading(s):
Plato I, Chapter 2, Sections 1 – 5, pp. 10-15.
Plato II, Sections 6 – 11, pp. 15-19.

Aristotle: Moral Character
Reading(s):
Aristotle I, Chapter 3, Sections 1 – 7, pp. 21-28.
Aristotle II, Sections 8 - 14, pp. 28-33.

Class III: Epicurus: The Pleasant Life
Reading(s):
Epicurus I, Chapter 4, Sections 1 – 5, pp. 35-42.
Epicurus II, Sections 6 – 10, pp. 42-45.

Class IV. Epictetus: Self-Discipline

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Reading(s):
Epictetus I, Chapter 5, Sections 1 – 5, pp. 47-53.
Epictetus II, Sections 6 – 11, pp. 53-57.

**St. Augustine: The Love of God**

Reading(s):
St. Augustine I, Chapter 6, Sections 1 – 6, pp. 59-67.
St. Augustine II, Sections 7 – 12, pp. 67-72.

**Class V. St. Thomas Aquinas: Morality and Natural Law**

Reading(s):
St. Thomas Aquinas I, Chapter 7, Sections 1 – 5, pp. 74-81.
St. Thomas Aquinas II, Sections 6 – 11, pp. 81-86.

**Thomas Hobbes: Social Contract Ethics**

Reading(s):
Thomas Hobbes I, Chapter 8, Sections 1 – 6, pp. 88-96.
Thomas Hobbes II, Sections 7 – 12, pp. 96-100.

**Class VI. Midterm Exam**

**Class VII. David Hume: Morality and Sentiment**

Reading(s):
David Hume I, Chapter 11, Sections 1 – 6, pp. 129-135.
David Hume II, Sections 7 – 12, pp. 135-140.

**Immanuel Kant: Duty and Reason**

Reading(s):
Immanuel Kant I, Chapter 12, Sections 1 – 7, pp. 142-149.
Immanuel Kant II, Sections 8 – 14, pp. 149-154.

**Class VIII. John Stuart Mill: The Greatest Happiness Principle**

Reading(s):
John Stuart Mill I, Chapter 13, Sections 1 – 6, pp. 156-163.

**Karl Marx: Morality as Ideology**

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Reading(s):
Karl Marx I, Chapter 15, Sections 1 – 5, pp. 186-193.
Karl Marx II, Sections 6 – 9, pp. 193-198.

Class IX. Friedrich Nietzsche: The Transvaluation of Values
Reading(s):
Friedrich Nietzsche I, Chapter 17, Sections 1 – 6, pp. 211-218.
Friedrich Nietzsche II, Sections 7 – 13, pp. 218-224.

Jean-Paul Sartre: Radical Freedom
Reading(s):
Jean-Paul Sartre I, Chapter 22, Sections 1 – 4, pp. 277-283.
Jean-Paul Sartre II, Sections 5 – 8, pp. 283-286.

Class X. John Rawls: Ethics and Social Justice
Reading(s):
John Rawls I, Chapter 25, Sections 1 – 4, pp. 300-307.
John Rawls II, Sections 5 – 9, pp. 307-310.

Class XI. Annette Baier: Ethics as Trusting in Trust
Reading(s):
Annette Baier I, Chapter 26, Sections 1 – 5, pp. 323-330.
Annette Baier II, Sections 6 – 10, pp. 330-335.

Class XII. Final Exam

7. Classroom Policies:

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

8. Attendance, Absence, Lateness, Incomplete:

In accordance with the policies of the Reagan National University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when

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an incomplete contract is signed and approved.

9. **Course Outcome:**

- Understand the techniques of moral reasoning and argumentation that are needed to analyze moral issues in business;
- Analyze the presuppositions of business—both moral presuppositions and the presuppositions from a moral point of view;
- Evaluate the individual actions in economic and business transactions within a variety of moral frameworks;
- Apply general ethical principles to particular cases or practices in business;
- Critically evaluate the morality of the American free-enterprise system;
- Critically evaluate the comparative morality of various different types of economic systems;

10. **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

11. **Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the semester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

12. **The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

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- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
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- Each student turns in work that is his or her own.

- Consideration is always given to other classes that are taking place in adjoining classrooms.

- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.
Reagan National University

Syllabus

1. Administrative Information:

Course Number: POL 120
Course Title: American Political Thought
Credit Hours: 3
Prerequisite: N/A
Term: FA 2018
Class Time: W 9:00-12:45
Class Room: 3
Instructor: 
Office Hours: M TU 11:00 AM – 1:00 P. M.
Telephone:
E-Mail:

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**Catalog Description:**

This course is an introduction to American political institutions and behavior. It is a study of governmental politics, functions, and programs. It introduces the primary intellectual traditions and key political questions that have motivated and shaped American political thought. It also covers the public opinion, political culture, parties, and elections of the United States.

**Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

**Text:**


**Course Requirements:**

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to Class</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

The course grades are assigned as:

90 – 100% = A-

Revised 2019.10
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a “Theodore Roosevelt's Contributions To American Political Thought.” Throughout his tenure as a civil servant, Theodore Roosevelt perpetually involved himself in matters of reform. Well read and well traveled, Roosevelt expressed his wide array of political thought out of experience as well as an underlying desire to see the United States establish itself as a world power under the ideals of a democratic republic -- a wolf amongst sheep on the world scene. The nation's twenty-sixth president laid the framework for foreign policy as we know it. He pressed reform amongst big business, and rallied for the rights of the laborer. Conservationism as well as environmental protection and preservation became issues at the forefront of Teddy's agenda. Another vital contribution to American political thought was Roosevelt's idea of the "New Nationalism," an analysis of American society and the roles which government and individuals ought to play. Theodore Roosevelt's progressive attitude, adherence to a strong moral basis, and genuine concern for his fellow countrymen all define him as a quintessential American political thinker.

Teddy Roosevelt always believed that in order to be appointed to a public office, that appointment should be based on merit rather than patronage. In 1889, President Benjamin Harrison appointed Roosevelt to the four-man Civil Service Commission. This was to be the beginning of the execution of Roosevelt's ideas of reform. He wanted to ensure that all government appointments were made on the merit system. "Against nothing is fearless and specific criticism more urgently needed than against the spoils system." The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule

Class 1. Thinking about American Political Thought

Louis Hartz, The Liberal Tradition in America, ch. 1
Daniel Rodgers, “Republicanism: The Career of a Concept”
James Kloppenberg, "The Virtues of Liberalism"
Rogers Smith, “Beyond Tocqueville, Myrdal and Hartz,” APSR (1993)
Keith Whittington, “Introduction to American Political Thought”

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Class 2. Colonial Thought
John Winthrop, “Little Speech on Liberty”
Roger Williams, The Bloody Tenent
John Cotton, “Limitation of Government”
John Wise, A Vindication of the Government of New England Churches
John Winthrop, A Modell of Christian Charity
Benjamin Franklin, “The Way to Wealth”

Class 3. Revolution
Thomas Paine, Common Sense
John Dickinson, Letters from a Farmer in Pennsylvania
Daniel Leonard, Massachusettensis
Thomas Jefferson, Declaration of Independence

Class 4. Founding
John Adams, “Thoughts on Government”
Carter Braxton, An Address to the Convention of the Colony
Alexander Hamilton, Letter to James Duane
James Madison, “Vices of the Political System of the United States”
The Federalist Papers

Class 5. The “Other” Founding
Samuel Adams, Creed of Good Americans
Dissent of Pennsylvania Minority
Richard Henry Lee, Letters from a Federal Farmer
Robert Yates, “Brutus”
Correspondence of Thomas Jefferson and James Madison
Correspondence of Abigail Adams and John Adams

Launching American Politics
Alexander Hamilton, First Report on Public Credit
Alexander Hamilton, Report on Manufacturers

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Alexander Hamilton, “Tully”  
George Washington, Farewell Address  
Thomas Jefferson, First Inaugural Address  
Thomas Jefferson, To the Danbury Baptists  
Thomas Jefferson, To Samuel Kercheval  
Thomas Jefferson, To John Adams  

Class 6 Midterm Exam  

Class 7. Democratizing Politics  
Selections from New York Constitutional Convention of 1821  
Selections from Virginia Constitutional Convention of 1829  
George Bancroft, “Office of the People in Art, Government and Religion”  
Horace Greeley, “Why I am a Whig”  
George Colton, “Responsibility of the Ballot Box”  
Elizabeth Cady Stanton, “Seneca Falls Declaration of Sentiments”  
Andrew Jackson, Veto of the Bank Bill  
William Leggett, “True Functions of Government”  
Henry Clay, Speech on the American System  

Class 8. Individualism  
Henry David Thoreau, “Civil Disobedience”  
Ralph Waldo Emerson, “Self-Reliance”  
Ralph Waldo Emerson, “On Politics”  
John C. Calhoun, A Disquisition on Government  

Class 9. America in the World  
George Washington, Farewell Address  
John Quincy Adams, Speech on Independence Day  
James Monroe, Seventh Annual Message  
Samuel F.B. Morse, Imminent Dangers to the Free Institutions of the United States  

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John L. O'Sullivan, “Manifest Destiny”

Robert Winthrop and John Chipman, The Oregon Question and Manifest Destiny

Charles Sumner, The True Grandeur of Nations

Adin Ballou, Christian Non-Resistance

**Class 10. Slavery and Equality**

Thomas Jefferson, Notes on the State of Virginia

Correspondence of Benjamin Banneker and Thomas Jefferson

William Lloyd Garrison, Declaration of Principles of the Liberator

Frederick Douglass, “What to the Slave is the Fourth of July?”

William West, “Wages Slavery and Chattel Slavery”

George Fitzhugh, Cannibals All!

James Hammond, Speech to the Senate on Slavery

Abraham Lincoln, Speech at New Haven

**Class 11. Union**

John Marshall, Opinion in McCulloch v. Maryland

John Taylor, Constructions Construed and Constitutions Vindicated

Daniel Webster, Second Speech on Foot’s Resolution

John Calhoun, Fort Hill Address

Abraham Lincoln, House Divided Speech at Springfield

Abraham Lincoln, First Inaugural

Alexander H. Stephens, A Constitutional view of the Late War Between the States

Texas v. White

**Class 12. Final Exam**

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**Classroom Policies:**

Teaching procedures for this course will include online classes, professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

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Attendance, Absence, Lateness, Incomplete:

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

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

1. compare and contrast the differing opinions on the role of the government that the founders expressed;
2. possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought;
3. examine the evolution of race in the American political system;
4. identify the major research traditions that structure the study of politics;
5. Analyze, think, and write critically about political theories and situations.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

The Learning Environment:

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Syllabus

1. Administrative Information:
   
   Course Number: POL 130
   
   Course Title: Climate Changes and International Politics
   
   Credit Hours: 3
   
   Prerequisite: N/A
   
   Term: SP 2019
   
   Class Time: Monday 14:00-17:45
   
   Class Room: 3
   
   Instructor: [Redacted]
   
   Office Hours: M TU 11:00 AM – 1:00 P. M.
   
   Telephone: [Redacted]
   
   E-Mail: [Redacted]

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2. **Catalog Description:**

This course introduces the complex political phenomenon as climate change in decision-making in international society. It explores the difficulty to build collective action at the global level. It discusses possible avenues forward and the sources and impacts of climate change at international policies. It also covers the world’s effort to effectively meet the prospect of catastrophic climate change.

3. **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

**Participation in Class Discussion**

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. **Text:**

*International Relations and Global Climate Change* by Urs Luterbacher, Detlef F. Sprinz ISBN-13: 978-0262621496


5. **Course Requirements:**

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

- **Contribution to Class** ...... **20%**
- **Term Paper** ............... **20%**

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Midterm .................... 30%
Final ......................... 30%

No makeup exams!!!

The course grades are assigned as:
- 90 – 100% = A-
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a “The Problem Of Climate Change”. Anthony Giddens believes that the main reason why we ignore the problems of the climate is our obsession with immediate problems. He believes that we do not care about what will happen ten, twenty, or fifty years from now, and that we rather worry about what is going to happen today (Giddens, 2009). He claims that the international community does in fact see that the future of the world is at risk due to climate change, but other impeding problems like war, poverty, and economic status is more important to them. He does not see the world as having a “systematic politics of climate change” hindering any chance of significant climate change measures to be done (Giddens, 2009). He concludes by claiming that politics will hold up the bill indefinitely and that energy security is the most valued entity that these governments protect.

Paul G. Harris exams the growth of climate change after policy was put into place in the late 1990s. He shows how the problem has only increased, and how there is now a general consensus in the scientific community that the effects are only going to get worse (Harris, 2010). The climate change issue has a strong correlation to the rise in poverty throughout the world, as climate change creates more poverty, and poverty has a negative effect on climate change. Sadly enough, Harris shows that those who suffer the most from climate change are the ones who contribute the least to it, like the middle class (Harris, 2010). As the problem gets worse, there is little being done to slow down the effects of climate change because the international community is looking at the nations to take initiative, and the nations are looking at the international community (Harris, 2010). The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule

Class 1. Introduction

Causes, impacts and current debates

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Class 2. IR and Climate Change I
Realism and hegemony

Class 3. IR and Climate Change II
Liberalism and liberal institutionalism

Class 4. IR and Climate Change III
Complexes and regime theory

Class 5. Political Ideology and Climate Change
Risk, perceptions and cost-benefit analysis
Political Interests and Climate Change

Class 6. Midterm Exam

Class 7. Materialism, Malthusianism, and the Epistemic Community
Climate Change Policy-making Issues I
Carbon regulation and market instruments

Class 8. Essay assigned
Climate Change Policy-making Issues II
The changing climate policy agenda

Class 9. International Climate Negotiations: the ‘why’
International organizations
International Climate Negotiations: the ‘who’ States, domestic preferences and international positions

Class 10. International Climate Negotiations: the strategies
Agenda-setting and climate diplomacy

Class 11. International Climate Negotiations: the outcomes
The implications of decision-making
Further investigation
On data, methods and analysis

Class 12. Final Exam

6. Classroom Policies:
You can get policies regarding to the University academic policies from the Student Handbook
Revised 2019.10
7. **Attendance, Absence, Lateness, Incomplete:**

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

8. **Course Outcome:**

On successful completion of this module, students will be able to:

1. be exposed to a range of current critical issues relative to climate change;
2. understand the interplay between the science and politics of climate change;
3. examine the broad and deep domestic and international policy debates and options in climate changes;
4. intertwine relationships between scientific and political systems that shape climate change policy;
5. discuss the role of globalization in the face of global climate change.

9. **Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

10. **Academic Honesty:**

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11. **Special Needs and Accommodations:**

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12. **The Learning Environment:**

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Syllabus

1. Administrative Information:
   - Course Number: SCI 124
   - Course Title: Introduction to Chemistry
   - Credit Hours: 3
   - Prerequisite: N/A
   - Term: SP 2019
   - Class Time: W 14:00-17:45
   - Class Room: 2
   - Instructor: [name redacted]
   - Office Hours: M TU 11:00 AM – 1:00 P. M.
   - Telephone:
   - E-Mail: [email redacted]

Revised 2019.10
Catalog Description:

A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, the properties and states of matter, energy relations, periodicity and mole concepts. Topics include the concept of energy and its uses, gas laws, kinetic molecular theory, laws of chemical combination, atomic and molecular structure, periodic classification of the elements, and chemical bonding.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

• Offers a different and unique, but relevant, perspective;
• Contributes to moving the discussion and analysis forward;
• Builds on other comments;
• Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:


Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class ...... 10%
Term Paper ............... 20%
Midterm .................. 30%
Final ....................... 40%

Revised 2019.10
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The course grades are assigned as:

- 90 – 100% = A-
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Term Paper

Term paper requires students to write a “Using Chemicals as Weapons in War”. There has been war since man has been on Earth. Over time, war tactics, weapon, armor, and even the soldier has changed. The main weapon that has changed the battlefield has been the use of chemicals to stun, immobilize, or cause death. Chemical warfare isn’t a new form of fighting; it has been around since 400 B.C., but even a powerful and versatile weapon has its disadvantages. Nature always finds a way to fight in a battle too. The threat of a chemical attack haunts every country today. The extreme tension in the Middle East leaves the United States crippled because of their supply of chemical weapons and nervous about what the future will hold. The advancements in chemistry has altered the war front since its introduction during ancient history until present conflicts, and it will continue to evolve become more of a threat in the future.

Chemistry has been used in war since ancient history. At this time, life and war were very simple. The battlefield looked different, had different rules, different weapons, and different armor. In the time of the Greek Spartans, the greatest warriors of the ancient world, they discovered that mixing copper and tin while melted created a compound metal that was very hard and easy to produce. This new metal was Bronze (Grossman). Fighting was usually fought with swords, bow and arrows, and any other weapon that would cause serious damage. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule:

<table>
<thead>
<tr>
<th>Class</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chemistry: Methods &amp; Measurements</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Structure of the Atom &amp; the Periodic Table</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Structure &amp; Properties of Ionic &amp; Covalent Compounds</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Calculations and the Chemical Equation</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

Revised 2019.10
| 5 | States of Matter: Gases, Liquids, and Solids | Chapter 5 |
| 6 | Midterm Exam |  |
| 7 | Properties of Solutions | Chapter 6 |
| 8 | Energy, Rate, and Equilibrium | Chapter 7 |
| 9 | Acids and Bases and Oxidation-Reduction | Chapter 8 |
| 10 | The Nucleus, Radioactivity & Nuclear Medicine | Chapter 9 |
| 11 | An Introduction to Organic Chemistry: The Saturated Hydrocarbons | Chapter 10 |
| 12 | The Unsaturated Hydrocarbons: Alkenes, Alkynes and Aromatics | Chapter 11 |
| 13 | Review for final exam |  |
| 14 | Final Exam |  |

**Attendance, Absence, Lateness, Incomplete:**

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

**Course Outcome:**

At the end of the course, students will be able to:

1. Understand and be able to explain the general principles, laws, and theories of chemistry that are discussed and presented throughout the quadmester.
2. Use critical thinking and logic in the solution of problems.
3. Apply learned chemistry skills to new situations.
4. Demonstrate an understanding of chemistry through technological advancement.
5. Apply chemical principles in the laboratory setting.
6. Develop independent and cooperative learning skills.
7. Recognize and acquire attitudes that are characteristic of the successful worker regardless of the major field of study.
8. Develop an awareness of the value of chemistry in our daily living.

**Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be

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counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

**Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

**Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

**The Learning Environment:**

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Reagan National University

Syllabus

1. Administrative Information:

   Course Number: SCI 134
   Course Title: Introduction to Biology
   Credit Hours: 3
   Prerequisite: N/A
   Term: WI 2019
   Class Time: Monday 14:00 – 17:45
   Class Room: 4
   Instructor: [Redacted]
   Office Hours: M 11:00 AM – 1:00 P. M.
   Telephone: [Redacted]
   E-Mail: [Redacted]
Catalog Description:

This course introduces to basic principles of biology in the areas of cell biology, genetics, development, vertebrate physiology, ecology and evolution. Functions of cellular organelles, including protein synthesis, genetics, cellular respiration, and cell reproduction will be emphasized. Topics include chemistry of living organisms, cell structure and function, energy and its transformations, cell division process, genetics and review of current biology research will be covered.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

• Offers a different and unique, but relevant, perspective;
• Contributes to moving the discussion and analysis forward;
• Builds on other comments;
• Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:


Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class ….. 10%
Homework .............. 10%
Midterm ................. 30%

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Final ..................... 30%
Term Paper .............. 20%

No makeup exams!!!

The course grades are assigned as:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100%</td>
<td>A-</td>
</tr>
<tr>
<td>80 - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a “The World of Biotechnology”. According to Campbell et al. (2008) biotechnology is the manipulation of organism or their components to make useful products. The word “Biotechnology” originates from the word “Biology” and “Technology”. By looking at the word, we can say that biotechnology is a technology based on biology. Human had practiced biotechnology since centuries ago mostly involving food. Biotechnology can be classify into two; traditional and modem biotechnology.

Traditional biotechnology is a way of using living organism to make new product or manipulate the existing ones. It relies on nature and natural processes. Traditional biotechnology processes often takes a longer time to get the desired product as the chemical reactions carried out by the microorganism are slow. Traditional biotechnology involves fermentation of food and beverage, animal and plant breeding, and the utilization of waste product. All these processes occurs over a time until the final product can be obtained.

Whereas modem biotechnology are related manipulation of genes, cells and living tissue with controlled manner to make any changes in the genetic make-up of an organism. Other modem biotechnology involves protein or enzyme manipulation and manipulation of reproduction process. Biotechnology are aiming to improve the quality of lives. In the recent years, modem biotechnology industries are growing at a fast pace and more biotechnology products are being produce and used, especially in medical industry. With the advancement of modern biotechnology, more medicines and vaccines were produced to help in life saving.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Revised 2019.10
<table>
<thead>
<tr>
<th>Class</th>
<th>TOPIC</th>
<th>READING (optional in parenthesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, Scientific Method, Molecules</td>
<td>1 (2) 3 + Understanding Science site: see Sakai assignments</td>
</tr>
<tr>
<td></td>
<td>Prokaryotes, Eukaryotes</td>
<td>16: modules 16.1-16.11</td>
</tr>
<tr>
<td></td>
<td>Cell Structure, Cell Function</td>
<td>4, 5</td>
</tr>
<tr>
<td>2</td>
<td>Harvesting Energy</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Photosynthesis</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Cell Cycle: Mitosis, Meiosis</td>
<td>8, and 11.15-11.19</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to Inheritance</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Introduction to DNA</td>
<td>10.1-10.15</td>
</tr>
<tr>
<td>4</td>
<td>Protein Synthesis</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Control of Gene Expression, Human Genetics</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>Evolutionary History, Population Genetics</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Speciation</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Introduction to Organisms <em>(a hodge podge)</em></td>
<td>15.3-4 &amp; 10-19; 20.1-2 &amp; 12-1</td>
</tr>
<tr>
<td></td>
<td>Chemical Regulation in Animals</td>
<td>26</td>
</tr>
<tr>
<td>8</td>
<td>Reproduction</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Hormonal Control of Reproduction</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>Plant Reproduction and Control</td>
<td>31.9-31.15, 33.1-33.9</td>
</tr>
<tr>
<td></td>
<td>Biosphere &amp; Population Ecology</td>
<td>34.1-4, 34.9-34.18, 36</td>
</tr>
<tr>
<td>10</td>
<td>Community &amp; Ecosystem Ecology</td>
<td>37</td>
</tr>
<tr>
<td>11</td>
<td>Behavior</td>
<td>35</td>
</tr>
<tr>
<td>12</td>
<td><strong>FINAL EXAM</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Classroom Policies:**

Teaching procedures for this course will include online classes, professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Revised 2019.10
**Attendance, Absence, Lateness, Incomplete:**

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has completed at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

**Course Outcome:**

At the end of the course, students will be able to:

1. analyze problems that integrate basic knowledge associated with modern biology and its sub-disciplines;
2. identify the chemicals of life and how they interact at the cellular level;
3. discuss the diversity of life, including bacteria, fungi, plants, animals, and viruses;
4. have a basic knowledge and understanding of plant form, function, and reproduction;
5. explain principles of genetics and solve genetic problems;
6. understand and explain cell division, DNA replication and protein synthesis.

**Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

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Reagan National University

Syllabus

1. Administrative Information:
   Course Number: SCI 144
   Course Title: Introduction to Physics
   Credit Hours: 3
   Prerequisite: N/A
   Term: W1 2019
   Class Time: SA 2:00 – 5:45
   Class Room: 2
   Instructor: [Name]
   Office Hours: M TU 11:00 AM – 1:00 P. M.
   Telephone: [Number]
   E-Mail: [Email]

Revised 2019.10
Catalog Description:

This course covers an introduction to fundamental principles of mechanics, waves, heat, electricity and magnetism, light, atomic and nuclear physics are covered. This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

• Offers a different and unique, but relevant, perspective;
• Contributes to moving the discussion and analysis forward;
• Builds on other comments;
• Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:


*Physlet Physics*, Christian & Belloni, 4th ed. Pearson Publisher

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Term Paper .......... 20%
Midterm ............... 40%

Revised 2019.10
No makeup exams!!!

The course grades are assigned as:
- 90 - 100% = A-
- 80 - 89% = B
- 70 - 79% = C
- 60 - 69% = D
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Term Paper:

Term paper requires students to write a “Solar Physics”. The star we call the Sun has a number of small objects circling around it. Many other stars in our Galaxy have objects orbiting them too and astronomers have recently discovered a few of these other systems already. The largest members of the Sun's family are called planets, and one of these we call home. That planet, Earth, has many unique characteristics that enable life to exist on it. What are the other planets like? We have learned more about our solar system in the past few decades than probably any other field of astronomy. The planets are no longer just objects up in our sky, but places we have been and explored—worlds in their own right. To give an adequate coverage of each of the planets would fill up a whole book (or more)! Since this web site is an introduction to all of astronomy, I will not explore each planet individually. Instead, I will focus on the common characteristics of the planets such as their Distance relative to us, mass, size and etc.

Several hundred years ago Copernicus was able to determine approximate distances between the planets through trigonometry. The distances were all found relative to the distance between the Earth and the Sun, the astronomical unit. Kepler refined these measurements to take into account the elliptical orbits. However, they did not know how large an astronomical unit was.

To establish an absolute distance scale, the actual distance to one of the planets had to be measured. Distances to Venus and Mars were measured from the parallax effect by observers at different parts of the Earth when the planets were closest to the Earth.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.
## Class Schedule:

<table>
<thead>
<tr>
<th>Class</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
</table>
| 1     | Introduction  
A. Physics defined and relationships to other fields  
B. Models and Theories  
C. Orders of Magnitude | Chapter 1 |
| 2     | Kinematics in One Dimension  
A. Speed, Velocity and Displacement  
B. Frames of Reference  
C. Acceleration  
D. Free Falling Motion | Chapter 2 |
| 3     | Kinematics in Two Dimensions  
A. Adding vectors using graphical techniques  
B. Using analytical methods for adding vectors  
C. Projectile motion | Chapter 3 |
| 4     | Dynamics  
A. Force  
B. Newton's Laws of Motion  
C. Weight  
D. Friction and Inclines | Chapter 4 |
| 5     | Circular Motion  
A. Kinematics of circular motion  
B. Dynamics of circular motion  
C. Gravitation  
D. Satellites and Weightlessness  
E. Kepler's laws and Newton's Synthesis  
F. Fundamental forces | Chapter 5 |
| 6     | Work and Energy  
A. Work  
B. Kinetic Energy  
C. Potential Energy  
D. Conservation of Energy  
E. Power | Chapter 6 |
| 7     | Linear Momentum  
A. Momentum and force  
B. Conservation of momentum  
C. Collisions and impulse  
D. Center of mass | Chapter 7 |
| 8     | Rotational Motion  
A. Angular quantities  
B. Kinematics of uniformly accelerated rotational motion  
C. Torque  
D. Rotational Dynamics  
E. Rotational Kinetic Energy  
F. Angular Momentum | Chapter 8 |
| 9     | Bodies in Equilibrium  
A. Statics and Equilibrium  
B. Statics problems | Chapter 9 |
| 9     | Temperature and Kinetic Energy  
A. Temperature  
B. Expansion  
C. The Gas Laws and Absolute Temperature  
D. Kinetic Theory | Chapter 13 |
| 10    | Heat  
A. Heat and Energy  
B. Specific Heat and Calorimetry  
C. Latent Heat | Chapter 14 |
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Course Outcome:

At the end of the course, students will be able to:

1. Analyze elementary motion problems involving constant acceleration or uniform circular motion.
3. Understand introductory concepts involved in momentum and energy conservation.
4. Apply introductory principles dealing with oscillations and wave propagation.
5. Analyze elementary problems involving both the particle and wave nature of light.
6. Understand certain elementary concepts in electricity and magnetism, including Coulomb and magnetic forces, fields, and circuits Develop independent and cooperative learning skills.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be

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# Syllabus

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<table>
<thead>
<tr>
<th>Item</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>SCI 154</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Geology</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>N/A</td>
</tr>
<tr>
<td>Term</td>
<td>SP 2019</td>
</tr>
<tr>
<td>Class Time</td>
<td>W 9:00-12:45</td>
</tr>
<tr>
<td>Class Room</td>
<td>2</td>
</tr>
<tr>
<td>Instructor</td>
<td>[Redacted]</td>
</tr>
<tr>
<td>Office Hours</td>
<td>M TU 11:00 AM – 1:00 P. M.</td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>E-Mail</td>
<td>[Redacted]</td>
</tr>
</tbody>
</table>

Revised 2019.10
Catalog Description:

This course is a general survey of the rocks and minerals composing the earth. It focuses on the chemistry and properties of minerals, the composition of igneous, sedimentary and metamorphic rocks. It examines the common rock-forming minerals and their properties, different geologic environments, plate tectonics and other issues related to geology.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

• Offers a different and unique, but relevant, perspective;
• Contributes to moving the discussion and analysis forward;
• Builds on other comments;
• Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:


Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class ...... 10%
Term Paper .................. 20%
Midterm ...................... 30%
Final ......................... 40%

Revised 2019.10
No makeup exams!!!

The course grades are assigned as:

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

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a “Earths Interior”. For millennia mankind has inhabited the third planet from the sun; the planet that supports life and is know to us as Earth. Although there has been life on Earth for quite sometime, it is only in the past few centuries that man has come to learn about what makes up the interior of this planet.

The English scientist, Isaac Newton, can be seen as a pioneer in regards to learning about the Earth’s interior, as he calculated from his studies of planets and the force of gravity, that the average density of the Earth is twice that of surface rocks and therefore that the Earth’s interior must be composed of a much denser material. Our knowledge of what’s inside the Earth has improved immensely since Newton’s time, but his estimate of the density remains essentially unchanged.

So what is this new knowledge of the Earth’s interior?

A round sphere with many layers, all varying in thickness, each having it’s own colour and taste...’ this is a description of a gob-stopper and also bares a close resemblance to the internal structure of the Earth; a sphere divided into three layers, differing in density, composition, strength, and state.

The densest of these layers is the core, which is composed largely of metallic iron, with small amounts of nickel and other elements. The less dense mantle then covers this layer, being composed of magnesium and iron silicates. The outermost layer is that of the crust, it has the lowest density of all the layers and can be separated further as its thickness varies greatly from place to place, with the difference being distinguished by land and sea and also its composition. For this reason the core is subdivided into the continental crust (average thickness 45km with a granitic composition) and the oceanic crust (average thickness 8km with a basaltic composition). Similarly the core can also be subdivided, but the difference is not one between compositions but one by physical state. The inner core of the Earth is solid iron; this is because it is under such high pressure, so high that temperature has no bearing on its state. The outer core has a balance between temperature and pressure so it’s iron composition is in the molten state.

Revised 2019.10
The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

**Course schedule and content**

Topics are subjected to change upon notice

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plate tectonics Plate Tectonics</td>
</tr>
<tr>
<td></td>
<td>Minerals Minerals</td>
</tr>
<tr>
<td>2</td>
<td>Igneous rocks Igneous rocks</td>
</tr>
<tr>
<td></td>
<td>Weathering and soil Sedimentary rocks</td>
</tr>
<tr>
<td>3</td>
<td>Sedimentary rocks</td>
</tr>
<tr>
<td>4</td>
<td>Metamorphic rocks Metamorphic rocks</td>
</tr>
<tr>
<td>5</td>
<td>Geologic time</td>
</tr>
<tr>
<td>6</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>7</td>
<td>Geologic time Map basics</td>
</tr>
<tr>
<td>8</td>
<td>Geologic structure</td>
</tr>
<tr>
<td></td>
<td>Surface water Map basics</td>
</tr>
<tr>
<td>9</td>
<td>Groundwater</td>
</tr>
<tr>
<td>10</td>
<td>Glacier and desert Topographic map</td>
</tr>
<tr>
<td></td>
<td>Earthquake Topographic map</td>
</tr>
<tr>
<td>11</td>
<td>Earth interior</td>
</tr>
<tr>
<td></td>
<td>Plate tectonics</td>
</tr>
<tr>
<td>12</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Classroom Policies:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Revised 2019.10
Attendance, Absence, Lateness, Incomplete:

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has completed at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

Upon successfully completing this course, students will be able to:

- demonstrate an understanding of Earth processes, both internally and at the Earth's surface;
- distinguish common rocks and minerals;
- identify basic rock forming minerals and common igneous, sedimentary and metamorphic rocks;
- have the basic evidences and ideas that support the Theory of Plate Tectonics;
- develop topographic map and geologic map skills.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general - students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

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Revised 2019.10
The Learning Environment:

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Syllabus

1. Administrative Information:

   Course Number: SCI 160
   Course Title: Weather and Climates
   Credit Hours: 3
   Prerequisite: N/A
   Term: SP 2019
   Class Time: Friday 9:00-12:30
   Class Room: 1
   Instructor: [Redacted]
   Office Hours: M TU 11:00 AM – 1:00 P. M.
   Telephone: [Redacted]
   E-Mail: [Redacted]

Revised 2019.10
2. **Catalog Description:**

This course introduces the basic of meteorology and the nature of relating to weather and the distribution of the climates of the earth. It focuses on short-term energy, atmospheric motion and moisture considerations along with weather forecasting. Topics like atmospheric structure, energy transfer, water balance, wind systems, air pollution and climate will be covered in this course.

3. **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

**Participation in Class Discussion**

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- Builds on other comments;
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4. **Text:**

*Understanding Weather and Climate* - 7th edition, by Edward Aguado and James E. Burt

5. **Course Requirements:**

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

**Examinations**

There are two in-class exams and they are scheduled as:

- Midterm: 6th class period

Revised 2019.10
6. **Course Requirements:**

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

- Contribution to Class ........ 10%
- Homework .................... 10%
- Midterm ...................... 30%
- Final ......................... 30%
- Term Paper ................... 20%

No makeup exams!!!

The course grades are assigned as:

- 90 – 100% = A-
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Term paper requires students to write a “Earths Interior”. For millennia mankind has inhabited the third planet from the sun; the planet that supports life and is know to us as Earth. Although there has been life on Earth for quite sometime, it is only in the past few centuries that man has come to learn about what makes up the interior of this planet.

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The densest of these layers is the core, which is composed largely of metallic iron, with small amounts of nickel and other elements. The less dense mantle then covers this layer, being composed of magnesium and iron silicates. The outermost layer is that of the crust, it has the lowest density of all the layers and can be separated further as its thickness varies greatly from place to place, with the difference being distinguished by land and sea and also its composition. For this reason the core is subdivided into the continental crust (average thickness 45km with a granitic composition) and the oceanic crust (average thickness 8km with a basaltic composition). Similarly the core can also be subdivided, but the difference is not one between compositions but one by physical state. The inner core of the Earth is solid iron; this is because it is under such high pressure, so high that temperature has no bearing on its state. The outer core has a balance between temperature and pressure so it's iron composition is in the molten state.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

**Tentative schedule (subject to change)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Intro to class/course expectations</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Origin of Earth/Origin of atmosphere</td>
<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Structure of Earth's atmosphere</td>
<td>Chapter 1, 2</td>
</tr>
<tr>
<td></td>
<td>Energy and energy balance</td>
<td></td>
</tr>
<tr>
<td>WEEK 3</td>
<td>Solar energy</td>
<td>Chapter 2 &amp; class notes</td>
</tr>
<tr>
<td></td>
<td>Temperature</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>WEEK 4</td>
<td>The water cycle/moisture</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Clouds and fog</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>Stability &amp; cloud development</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Midterm Exam</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Stability</td>
<td>Chapter 5</td>
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<tr>
<td></td>
<td>Precipitation</td>
<td></td>
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<tr>
<td></td>
<td>Atmospheric pressure</td>
<td>Chapter 6</td>
</tr>
</tbody>
</table>

Revised 2019.10
7. **Classroom Policies:**

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8. **Attendance, Absence, Lateness, Incomplete:**

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9. **Course Outcome:**

By the end of this module, students should be able to:

1. understand fundamental concepts of weather and climate;
2. understand the mechanisms that drive atmospheric water and energy cycles;
3. analyze, describe and diagram the spatial patterns of weather systems;
4. understand the weather systems including mid-latitude cyclones and hurricanes;
5. describe some of the impacts of weather on human activity;

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6. interpret at general features of the surface weather maps.

10. **Moodle Forum:**

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Revised 2019.10
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Reagan National University

Syllabus

1. Administrative Information:

Course Number: SCI 164
Course Title: Introduction to Environmental Science
Credit Hours: 3
Prerequisite: N/A
Term: WI 2019
Class Time: Wednesday 9:00 – 12:45
Class Room: 1
Instructor: [Redacted]
Office Hours: M TU 11:00 AM – 1:00 P. M.
Telephone:
E-Mail: [Redacted]

Revised 2019.10
Catalog Description:

Introduction to the ecological foundation of environmental systems, the ecological impacts of environmental degradation by humans, and strategies for sustainable management of environment and natural resources. The course addresses problems related to human society and explores possibilities for alleviating these problems. The course will provide the student with knowledge of how the environment functions and understanding of the issues of scale, complexity and conflict resolution.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

• Offers a different and unique, but relevant, perspective;
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• Builds on other comments;
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Text:


Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

- Contribution to Class ...... 10%
- Homework .................. 10%
- Midterm ..................... 30%
- Final ......................... 30%

Revised 2019.10
Term Paper …………… 20%

No makeup exams!!!

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Term Paper

Term paper requires students to write a “Environmental Economics”. With the rampant deterioration of the environment taking place, panic striking and scandalizing environmental issues like global warming and greenhouse effect making banner headlines in our newspapers and bulletins. Entire world is busy in devising energy reforms that can save the planet from plunging deep into the pit of destruction and catastrophe. In order to counter the looming energy crisis that is engulfing the world, research scientists all over the world are busy brainstorming their ageing heads in order to devise reliable energy systems, which can prove effective in resolving environmental disasters.

In order to achieve this objective, substantial progress has been made in the form of accentuating greater usage for energy production and consumption by making use of renewable energy resources which do not undergo exhaustion unlike conventional resources of energy such as coal, oil and natural gas. Another reason due to which the significance of renewable resources has reached unprecedented levels is the economic feasibility involved and it is due to this importance a new discipline of environmental economics has invaded the ecological mainstream this century. According to the National Bureau of Economic Research the environmental economics is the science of empirical and theoretical studies which studies the effect of ‘national or local environmental policies around the world’ it further deals with the economic aspects of environmental policies through cost benefit analysis and ways to counter the rising threat of air pollution, global warming and water quality.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

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### Class Schedule:

<table>
<thead>
<tr>
<th>Class</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Science and the Environment</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Economics, Politics and Public Policy</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>2</td>
<td>Basic Needs of Living Things</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>Populations and Communities</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Energy, Patterns and Disturbance</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>4</td>
<td>Wild Species and Biodiversity</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>The Use and Restoration of Ecosystems</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>5</td>
<td>The Human Population</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Population and Development</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>6</td>
<td>Midterm Exam</td>
<td></td>
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<tr>
<td>7</td>
<td>Water: Hydrologic Cycle and Human Use</td>
<td>Chapter 10</td>
</tr>
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<td></td>
<td>Soil: The Foundation for Land Ecosystems</td>
<td>Chapter 11</td>
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<tr>
<td>8</td>
<td>The Production and Distribution of Food</td>
<td>Chapter 12</td>
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<td></td>
<td>Pests and Pest Control</td>
<td>Chapter 13</td>
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<td>9</td>
<td>Energy from Fossil Fuels</td>
<td>Chapter 14</td>
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<td>Nuclear Power</td>
<td>Chapter 15</td>
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<td>Renewable Energy</td>
<td>Chapter 16</td>
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<td>10</td>
<td>Environmental Hazards and Health</td>
<td>Chapter 17</td>
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<td>Global Climate Change</td>
<td>Chapter 18</td>
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<td></td>
<td>Atmospheric Pollution</td>
<td>Chapter 19</td>
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<tr>
<td></td>
<td>Water Pollution</td>
<td>Chapter 20</td>
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<tr>
<td>11</td>
<td>Municipal Solid Waste</td>
<td>Chapter 21</td>
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<td></td>
<td>Hazardous Chemicals</td>
<td>Chapter 22</td>
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<tr>
<td></td>
<td>Sustainable Communities</td>
<td>Chapter 23</td>
</tr>
<tr>
<td>12</td>
<td>Review for final exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

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an incomplete contract is signed and approved.

**Course Learning Outcome:**

Students mastering the material of this class will be able to do the following:

1. understand and define terminology commonly used in environmental science;
2. briefly summarize and describe global, regional, and landscape scale environmental processes and systems;
3. students will be able to list common and adverse human impacts on biotic communities, soil, water, and air quality and suggest sustainable strategies to mitigate these impacts;
4. students will be able to read, critically evaluate presented information and data using scientific principles and concepts, synthesize popular media reports/articles discussing environmental issues, and verbally discuss and defend their positions on scientific issues;
5. apply learned information to postulated environmental scenarios to predict potential outcomes.

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Reagan National University

Syllabus

1. Administrative Information:

   Course Number: SOC 200
   Course Title: American Social Policy
   Credit Hours: 3
   Prerequisite: N/A
   Term: WI 2019
   Class Time: Saturday 9:00-12:30
   Class Room: 4
   Instructor: [Redacted]
   Office Hours: M, TH 1:00 – 3:00 P. M.
   Telephone:
   E-Mail: [Redacted]

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2. **Catalog Description:**

This course examines social welfare policy and the significance of social, economic, and political factors that influence policymaking and implementation. It provides theoretically based models for the analysis and presentation of social policy in legislative, administrative, and agency arenas. It focuses on state and federal level social policies in the US, but also includes a comparison from the social policy experiences of other countries.

3. **Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

**Participation in Class Discussion**

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. **Text:**


5. **Course Requirements:**

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

- Exams (3) ......................... 20% Each
- Term Paper ..................... 20%
- Homework Assignments ...... 20%

**No makeup exams!!!**

The course grades are assigned as:

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

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

6. Term Paper:

Term paper requires students to write a “Social Policy Development”. It was not until the time of Sigmund Freud that people looked at the psyches of an individual and how that could impact an individual’s life. Before that time, children were viewed as extra farm hands and generally as cheap labor. Families did not consider the possible negative impact this could have on their development. Later, Erikson and Piaget furthered the study of human development and expanded the thought processes that Freud had pioneered. While all consider Freud the father of psychoanalytic thinking, few turn to many of his first theories about human development. Freud created the doorway by which all future developmental researchers were able to walk through to advance the study. While, experts have clearly not agreed on every measure by which development of an individual’s cognitive development should be measured, each have agreed that risks are involved to cognitive and emotional development during the infancy and early childhood stages that could later lead to serious consequences.

Infancy by all standards is when the individual is most vulnerable physically. They are dependent for every need to be fulfilled by another. It is during this time that attachment begins to form and the learning process from caregivers and their environment take place. As with every stage of development, risks factors exist and need to be acknowledged, this way, possible interventions can occur or social programs offered to address how to minimize these factors to give the individual the best opportunity to thrive. Some major risk factors at this stage of development are poverty and child abuse.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

7. Classroom Policies:

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

8. Attendance, Absence, Lateness, Incomplete:

In accordance with the policies of the Reagan National University, class attendance is required,
and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Warning: Any cheating and plagiarism will result in a failing grade in the course.

9. **Class Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture: Introduction to Sociology</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | Lecture: Perspective, Theory and Method  
      Lecture: Culture | Macionis Ch. 1  
      Macionis Ch. 2 |
| 3    | Lecture: Socialization  
      **Assignment on “Growing Up is Harder To Do” DUE**  
      Lecture: Social Interaction & Groups | Macionis Ch. 3  
      Macionis Ch. 4 & Pp. 107-115 |
| 4    | Lecture: Deviance & Crime  
      **OBSERVATIONAL STUDY DUE**  
      Lecture: Human Sexuality  
      #1 Exam Review | Macionis Ch. 6  
      Macionis Ch. 7  
      Macionis Ch. 8 |
| 5    | Lecture: **EXAMINATION #1**  
      Stratification Exercise | Macionis Ch. 8  
      Macionis Ch. 10 |
| 6    | Lecture: Global Stratification  
      Lecture: Race and Ethnicity  
      **Assignment on “Why Are There So Many ‘Minorities’?” DUE** | Macionis Ch. 9  
      Macionis Ch. 11 |
| 7    | Lecture: Gender Stratification  
      **SURVEY HYPOTHESES/QUESTIONNAIRE DUE**  
      Lecture: Education and Medicine  
      #2 Exam Review | Macionis Ch. 10  
      Macionis Ch. 14 |
| 8    | Lecture: **EXAMINATION #2**  
      Lecture: Formal Organizations & Work | Macionis Pp. 115-131 |
| 9    | Lecture: Post-Industrial Capitalism  
      Lecture: Politics & Power  
      **SURVEY PAPER DUE** | Macionis Pp. 301-316  
      Macionis Pp. 335-52  
      Macionis Pp. 316-333 |
| 10   | Lecture: Family Change  
      Macionis Ch. 15 |

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10. **Course Outcome:**

- The student will trace cultural development and identify the major components of Culture.
- The student will identify the characteristics of a society, and compare and contrast the three major social theories that seek to explain society.
- The student will recognize the importance of socialization in the maintenance and development of culture.
- The student will analyze the structure of social interaction in everyday life.
- The student will characterize the social groups and their importance in social organization.
- The student will identify the major theories of deviance, and identify characteristics of each.

11. **Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

12. **Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quarter with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

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