



Graduate Board
57 Stodder Hall
Thursday, December 20, 2018
3:00 pm - refreshments
3:15 pm - meeting

AGENDA

1. Quick items:
 - Committee on graduate student mentoring
 - CGS meeting update
 - 3MT competition update
 - Use of standardized test scores for admission and award decisions
2. Update on Graduate School website project
3. CAS in Educational Leadership – concentration in district level leadership development
4. University of Maine Strategic Visioning and Research Plans
5. National Academy of Sciences Report on Graduate STEM Education for the 21st Century
6. Update on Graduate School competitive awards
7. Items arising



**Graduate Board
Room 57, Stodder Hall
Thursday, November 1, 2018
Refreshments: 3:00 pm
Meeting: 3:15 pm**

In attendance: P. Agrawal, J. Artesani, J. Bomar, D. Bousfield, S. Delcourt, D. Dryer, S. Ell, T. Waring, H. Greig, C. Grindrod, K. Harding-Heber, C. Isenhour, S. Jain, Z. Jin, M. Kienzler, M. LaRocque, I. Mette, S. Ohno, J. Dimmel, A. Reeve, L. Rickard, A. Roche, O. Smith, M. Tajvidi, K. Vekasi, C. Villacorta Gonzales

Meeting Minutes

1. Welcome / Introductions - Associate VP Scott Delcourt
 - a. Vice President Varahramyan sends his apologies since he has another meeting and cannot attend today
 - b. Attendance sheet – If serving as a proxy for someone else, please list your name in that section
2. Review/approval of the September 27, 2018 Graduate Board minutes
 - a. motion to approve minutes - O. Smith
 - b. seconded the motion - J. Artesani
 - c. unanimous vote to approve
3. Review/approval of the October 9, 2018 Curriculum Committee report
 - a. The Curriculum Committee met on October 9, 2018 and recommends the following courses to the Graduate Board for approval (four new courses/one previous)
 1. EDT 570 - Leveraging Crowd-Based Knowledge in K-12 Classrooms
 2. SMS 564 - Marine Resource Management
 3. ERS 501 - Paleoceanography
 4. BIO 501 - Evolutionary Theory and Application
 5. *ECO 532 - Applied Time Series Econometrics: was presented at September's Curriculum Committee meeting but was pending approval (needed College Dean's signature)
 - i. Motion to accept Curriculum Committee report - K. Vekasi
 - ii. Seconded the motion - J. Artesani
4. Announcements - Scott Delcourt
 - a. Introduction of new Graduate School staff members/position reorganization

- i. Lauren Dupee - Grad Board minutes and customer relations management system
 - 1. finished Masters in Higher Education
 - 2. hired as academic advisor position at EMCC
 - 3. took that opportunity to realign the responsibilities of a few positions in the Graduate School
- ii. Crystal Burgess - new CRM Director / Communication Director
- iii. Katie Rossignol - Student Success Manager
 - 1. early admissions & intake counseling, tracking of student progress, Programs of Study, Low Grade Reports, Thesis Review, Completion of Requirements, Degree Audit
 - 2. previously with Husson School of Pharmacy, University of Maine Alumni Association, University of Maine Collins Center for the Arts
- iv. Kacey Beckwith
 - 1. filling in for Grad Board in December during Kathleen's leave of absence
 - 2. continuing with the Graduate Curriculum Committee
- v. Fiona Libby (Jensen) - Strategic Recruiter in the Graduate School
 - 1. previously worked for Jason Charland in the Office of Research Development as Graduate Assistant and then as a full time employee
 - 2. earned MBA from University of Maine
 - 3. worked one year for Colby College in the Office of Admission as Associate Director of Admission
 - 4. has expertise in student recruiting/admissions and, social media is supervising a team of Graduate Assistants to improve the Graduate School's social media presence and brand awareness
 - 5. available to help Departments with social media
- vi. Ashlie Crabtree - UMaineGOLD Program Digital Marketing
 - 1. working with Graduate School and Division of Lifelong Learning on digital marketing of graduate online degree programs
 - 2. expertise with social media and other digital methods to promote graduate programs
 - 3. O. Smith - asked if Ashlie Crabtree was working exclusively with UMaineGOLD at this time
 - a. M. Larocque - confirmed Ashlie Crabtree is exclusively with UMaineGold for first two years
- b. Enrollment Management update
 - i. final census for Fall 2018 - 2,040+ enrolled graduate students
 - 1. topped 2,000 for the first time in several years
 - 2. substantial number of new enrolled grad students are in online programs and providing online option is one key way to get additional students in programs
- c. Reminder regarding 4+1 admissions process

- i. Linda Reid in Student Records has sent a reminder regarding Enrolling undergraduate students in 4+1 programs
 - 1. first part - internal process at undergraduate level
 - a. for students not yet applying to Graduate School
 - b. students should be in contact with Graduate Coordinator for the program to determine if admissible in the 4+1 track with written communication sent to student alerting him/her of acceptance and 4+1 program expectations
 - c. template on Graduate School web site for programs to use as guide for 4+1 admission
 - d. copy Graduate School so we know which students are in 4+1 tracks so record can be kept - Katie Rossignol or Debbi Clements
 - e. Office of Student Records has process to indicate on student's undergraduate record acceptance in a 4+1 program (helpful for running queries)
 - f. Graduate School has seen 4+1 students accepted into grad programs who do not have the undergraduate 4+1 coding
- d. Syllabus language for holiday observances (see attachment)
 - i. proposal passed by Faculty Senate last year but never came to Grad Board to be officially adopted
 - ii. one of the five policy statements required on each syllabus
 - 1. Center for Innovation in Teaching and Learning (CITL) has a section on their website under "Teaching Resources" called "Required Syllabus Language" that can be linked for most current information (umaine.edu/citl/teaching-resources-2/required-syllabus-information/)
- e. Update on regulations for H1B visas (see general information sheet in packet)
 - i. for graduate students seeking permanent resident status
 - ii. changes in the procedure for students applying for H1B visas
 - iii. included in the packet for general knowledge
- f. DOE Scholars program
 - i. General information in the packet
 - 1. requires visiting one of the national labs affiliated with DOE
- g. Switzer Environmental fellowships (general information packet)
 - i. seeking applications
 - ii. UMaine has had several Switzer fellows including Kimberley Miner and Joshua Stoll
- h. S. Delcourt distributed sheet listing Graduate School staff responsibilities and contact information - handed out to those in attendance
- i. Template letter for graduate assistantship appointments - handed out to those in attendance
 - i. template letter for GA / TA responsibilities - available on the Graduate School website

1. M. Musavi asked about describing the total value of the assistantship. Note in the beginning of the 2nd paragraph- actual total value of support is \$51,162
 - j. First request for nominations for competitively awarded Graduate School Assistantships and Fellowships
 - i. first rounds - students who have been here for at least one year
 1. Janet Waldron Fellowship
 - a. most coveted - up to two years at \$25,000 per year plus tuition and health insurance
 - b. only two-three of these available each year
 - c. each unit can nominate up to two students
 - d. December 7th nomination deadline - decisions out shortly after new year
 2. Susan Hunter Teaching Fellowships
 - a. for PhD students interested in getting real teaching experience
 - b. intended for utilization of graduate students to teach an undergrad course while faculty advisor teaches a grad course (two for the price of one)
 - c. three-four of these available for next academic year teaching schedule
 3. Shared Teaching Assistantships
 - a. launched a couple years ago in Chemistry, Physics, and Biology, now also offering in Mathematics
 - b. Office of Academic Affairs has provided section funds to fill the funding needs but often not enough to cover stipend, tuition, and health insurance
 - i. Graduate School provides tuition and health insurance coverage to make it a full assistantship offer
 - ii. In exchange, hiring units share the TA as long as they have the academic qualifications to teach in the programs
 - c. first round will be due January 15th for students already here and enrolled
 - d. second round for incoming students after January 15th
 - e. Graduate School website - faculty/staff page will have full set of guidelines
 - k. ROQ's - Record of Qualification
 - i. each department has a checklist for various categories
 1. shows review at department level has been completed
 2. please ensure the checklist comes to the Graduate School with ROQ for review
 - ii. please send ROQ with name, address, category of faculty appointment filled in accompanying CV and checklist
5. Round 2 of UMaineGOLD proposals

- a. S. Delcourt and Associate Provost M. LaRocque introduced the program
 - i. UMaineGOLD program was established last year
 - ii. partnership between Academic Programs, Graduate School, and Division of Lifelong Learning
 - iii. goals were to develop and produce high quality online programs, counter the decline in graduate enrollment over the past few years, and provide access to graduate education for those students employed in full time jobs / living outside of the Orono area
 - iv. currently approved GOLD Programs
 - 1. Master of Business Administration
 - 2. PSM in Bioinformatics
 - 3. Graduate Certificate in Surveying Engineering
 - 4. MEd in Curriculum Assessment and Instruction
 - 5. MEd in Instructional Technology (cooperative between UMaine, UMFand USM)
 - 6. MEd in Special Education
 - v. College of Education and Human Development had largest increase in graduate enrollment from last fall to this due to online enrollment
 - vi. seeking second round of programs to develop GOLD Programs now
 - 1. existing programs with distance education component but missing fully developed online component
 - 2. existing programs with classroom format and no online component
 - 3. new programs that do not currently exist
 - vii. available financial incentives
 - 1. course development stipends
 - 2. Center for Innovation in Teaching and Learning (CITL) works with teaching faculty on instructional design of courses
 - 3. tuition return incentive when GOLD status is met (\$200 per student per 3 credit course) for all GOLD courses taught
 - viii. pre-proposal process removed and proposal process are now more streamlined with a tight turn-around, but is comprehensive in information (requires thought)
 - ix. M. LaRocque suggested the steps in the process
 - 1. read through UMaineGOLD documents (on website)
 - 2. set up a meeting with department and UMaineGOLD team
 - 3. submission of application
 - x. work on Round 2 UMaineGOLD courses will begin in Spring 2019 semester
 - xi. S. Jain asked if the revenue sharing applies on the 4+1 program as well
 - 1. S. Delcourt reminded group that if departments have admitted 4+1 students that are self-supported, 20% of the tuition revenue for all graduate courses taken as a graduate student will go back to department
 - xii. Would like to implement a tuition incentive similar to UMaineGOLD for nonthesis programs that are not online. For example, the School of

Forestry has seen a 400% increase in number of enrolled students in the MF program (from 3 to 14 students)

6. Review of MA proposal in Intermedia (in packet)
 - a. S. Delcourt explained the fast track (substantive change to an existing degree program) program approval process for programs where a substantial part of the curriculum already exists within an existing degree program
 - i. Used for the MA in Anthropology and CAS in Instructional Technology program approval processes
 - b. O. Smith explained that the MFA is 3 year / 60 credit program (more in line with PhD)
 - i. large number of students interested in 2 year / 30 credit program
 - ii. in MA, they would skip the research / thesis portion and do creative project only
 - iii. already have seen a fair amount of interest
 - iv. all courses drawn from existing courses in MFA, no additional funds needed
 - v. program has quick start-up
 - vi. once approved, MA could be used to develop pilot program with Humanities and Medicine (Eastern Maine Medical Association / Northern Light)
 - vii. Art and Science / Art and Engineering are other possibilities
 1. S. Delcourt mentioned that integrating STEM programs with the Humanities is a NSF strategic priority
 - viii. MA could develop opportunities for a 4+1 program
 1. possibility of partnering with UMS universities (Presque Isle, Fort Kent, Machias, and Augusta)
 - c. S. Delcourt asked for a recommendation from the Graduate Board to move this proposal forward
 - i. Graduate Board voted and unanimously approved to move the 4+1 and MA forward to Dean
7. Continued discussion of Graduate Advisor-Advisee Handbook (information in packet)
 - a. S. Delcourt noted that each program has its own rules and policies and the appended guidelines from last year were overly specific in some areas
 - i. GSG President and Vice President J. Bomar & E. Kilroy have had discussions with President Ferrini-Mundy and Senior Leadership about advising, mentoring and professional development for graduate students - individualized development plan (IDP)
 - b. S. Delcourt called upon J. Bomar to further explain:
 - i. Graduate students would like to develop transferable, professional skills in addition to training in academics and research
 1. Concern that advisors may not approve / students nervous to bring up topic
 - a. want Graduate School to help implement IDPs and to facilitate conversation between advisors and students with a goal for student and advisor to be on the same page
 - b. semi-formalized and regularly occurring process

2. S. Delcourt added: potential to earn teaching certification along with PhD, without adding additional years to their degree requirements
 - a. RISE Center offered to assist
 - b. Michigan State has a professional development program called PREP
 - i. focused on teaching/workshops
 - c. S. Delcourt will invite Graduate Board members, GSG representatives and other interested faculty and students to form a working committee on graduate student mentorship.
 - d. S. Delcourt will send out Council of Graduate School's monograph on best practices in mentoring to the Graduate Board for reference
 - i. Committee volunteers: D. Dryer, O. Smith and C. Grindrod
8. Items arising
- a. O. Smith - discussed workshop series
 - i. free programs open to all - IMRC Center (listed on the imrccenter.com)
 - ii. M. LaRocque - discussed the University's CCAUE campaign
 1. campaign runs through the beginning of December (maine.edu/ccaue)
 2. pre-tax donations available through payroll (ie. can contribute to United Way or other agency)
 3. S. Delcourt: 9% contribution at UMPI was the highest participation across University of Maine system last year!
 - b. S. Delcourt will be chairing committee for honorary degrees for 2020 commencement and asked interested GB members to submit nominations by mid-November

Meeting adjourned at 4:39 pm

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on November 27th, 2018 and recommends the following courses to the Graduate Board for approval at its December 20th, 2018 meeting.

New Courses:

SPI 501 Research Methods and Design

SPI 575 Politics of Development

MEE 552 Aircraft and Automobile Structures

CAN 501 Understanding Canada

MES 501 Maine Studies: An Interdisciplinary Approach

SFR 546 Forest Resource Policy

Modifications:

BUA 515 Tax Planning for Small Business Owners

ENG MA Subplan Name Change

November 20, 2018

To: Curriculum Committee:
Scott Delcourt
Qian Xue
Stuart Marrs
Craig Mason
Grant Miles
Josh Kelley
Deborah Rollins
Lisa Stillely

Fr: Kacey Beckwith, Administrative Specialist

Re: **Curriculum Committee, November 27, 2018 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, November 27th at 2:15 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 2:20-2:40 **SPI 501 & SPI 575**

Kristin Vekasi

2. 2:40-2:50 **MEE 552**

Masoud Rais-Rohani

3. 2:50-3:00 **CAN 501**

Stefano Tijerina

4. 3:00-3:10 **MES 501**

Kreg Ettenger

5. 3:10-3:20 **SFR 546**

Adam Daigneault

6. 3:20-3:25 **BUA 515**

No presentation

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT School of Policy & International Affairs

COURSE DESIGNATOR SPI COURSE NUMBER 501 EFFECTIVE SEMESTER Spring 2019

COURSE TITLE Research Methods and Design

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)¹
- Number Change
- Prerequisite Change
- Other (specify) _____
- Title Change
- Credit Change

ELIMINATION:

- Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

J.D. Settle

College(s) Curriculum Committee Chair(s) [if applicable]

James W. Warlock

College Dean(s)

Michael A. Rother

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

SPI 501: Research Methods and Design
This course introduces students to the social science techniques in international policy and international affairs and their critiques. Students gain experience with various forms of data collection and analysis, the visual representation of data, and discuss ethics of research and publishing. This course fulfills the responsible conduct of research requirement. Prerequisites: graduate student in SPIA or instructor's permission. 3 credits.

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- | | | | | |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Kosuku Imai. Quantitative Social Science. Princeton Uni. Press (2017).
Gary King, Robert Keohane, and Sidney Verba. Designing Social Inquiry. Princeton Uni. Press (1994).

Course Instructor (include name, position, teaching load):

Kristin Vekasi, Asst. Professor in POS, SPIA, 2-3 teaching load

Reason for new course:

Understanding the basics of research design is fundamental to a rigorous graduate program. SPIA students need basic research skills to be successful in their careers government, policy, NGOs etc. This class offers material specific to the challenges of the interdisciplinary nature of SPIA and its international focus.

This course has been listed as one of SPIA's four required courses. Prior to Professor Vekasi joining the faculty, it was not offered. Professor Vekasi initially offered the

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

None

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Typically, every fall as part of Professor Vekasi's regular course rotation.

Research Methods and Design

Class Meeting:

M/W: 10:00-10:50 North Stevens 117

F: 10:00-11:50, Little Hall 215

Course Website: Blackboard

(bb.courses.maine.edu)

Instructor: Kristin Vekasi**Office Hours:** M/W 11:00-12:00

or by appointment

Email: kristin.vekasi@maine.edu**Office:** North Stevens 111**Teaching Assistant:** Mingu Lee**Email:** mingu.lee@maine.edu**Office Hours:**

T/Th 11:00-12:00 and by appt.

Overview

How do we know what we know about political, social, and economic events? How can we conduct research to expand the frontiers of our knowledge, understand the forces that drive outcomes, and contribute to theoretical understanding and policy debates? How can we answer questions, resolve puzzles, and explain phenomena? How can we evaluate existing research such that we can use existing knowledge to persuasively make a policy point or convince others that a policy direction is the most appropriate?

This course provides an introduction to research design, research methods, and data analysis. It introduces a theoretical-empirical approach to social, political, and economic problems, the basics of causal inference, and many of the many (but not all!) methods and approaches used in scholarly research. With your peers, you will develop the tools to ask interesting and important questions, generate and test theories and hypotheses, choose cases and measure concepts, collect and analyze data, and present results.

Learning to conduct research is a hands-on process, and requires active engagement. Everything we do in this course will be structured around developing your ability to understand approaches to research. Nearly all assignments will be structured around applying the course material to your own topical interests. You will learn how to formulate a strong research question, develop a quality literature review, evaluate alternative approaches, and conduct both qualitative and quantitative preliminary analysis including collection, presentation, and evaluation of existing data sets.

The goal is for you to become educated consumers and producers of research, coming out of the course with the skills and ability to pursue social science research, and to understand and apply the appropriate tools to any given research question.

Assignments and Grading

Grades for the course will be assigned according to completion of all course assignments:

- Class Participation: 10%
- Brief assignments: 40%
- Research design project: 50% broken down as follows
 - Visual display of data (October 20): 25%
 - Quantitative analysis (November 17): 25%
 - Final project presentation (December 4, 6, 8): 25%
 - Self critique (December 13): 25%

In order to receive a passing grade, students must complete all components. I.e. never attending lecture, turning in no weekly assignments, or failing to turn any of the major assignments will lead to a failing grade).

Class participation: Active participation in our course discussions is an essential element of the course, and will be critical to successfully learning the material. Students will learn research methods by directly engaging with these methods, and constantly thinking about (and discussing) the importance of different elements, the strengths and weaknesses of different approaches, and the way knowledge can be created about social, political, or economic topics. Discussion is critical for learning; answer questions that are posed, ask questions about concepts that are not clear, (respectfully) challenge viewpoints that are presented, and think critically.

Brief assignments: The brief assignments consist of a series of eight short (1-2 typed single-spaced page or less) pieces of work relating to the material we are covering in class that week. These assignments are generally (in less otherwise noted) due on Blackboard at 8:00 AM on the Wednesday before the class we will discuss them. These assignments consist of finding existing research on a topic, interpreting and critiquing published work, discussing the application of a particular method to a research question, or performing simple data analysis. These assignments will be used as the basis of discussion on many Wednesdays, and students should be prepared to discuss them.

Final Project: There are data and design project components of this class, which require you to use the methods discussed and developed in the class to develop a research design, and implement a part of it. **These assignments can be done solo or with a partner.** It is expected, though not required, that you will do your final project on the same or a similar topic that you write about in your brief assignments. The components, each equally weighted in your final grade, are as follows:

- Visual display of data: collect, compile, and clean existing quantitative or other visual data. Make (at least two) compelling visuals that tell a story or make an important point. Write a 1-2 paragraph description of each visual.
- Basic quantitative analysis: collect, compile, and clean existing quantitative data. Form a hypothesis and test. Write up your methods and results. I expect the write up will be approximately 5 pages.
- Final project presentation: present a research question, your approach to answering

it, and some preliminary results and discussion during the last week of class. The presentation must include original visuals, but need not include the results of your quantitative analysis if you do not wish.

- Self critique: critique your final project using course material. Think about causality, sampling, measurement, endogeneity, uniqueness, real-world implications, choice of methods, and more. The self critique should be approximately 5 pages.

The first two components (visual display of data and quantitative analysis) should be thought of as rough drafts that you will improve upon for the final presentation. They are opportunities to receive feedback from myself or the TA.

Late work and grading policy: Please take note of all due dates and make plans around them. Except in extraordinary and unavoidable circumstances, the short assignments will not be accepted late - they will relate directly to class that week and thus must be completed to participate fully in the class. Requests for extensions must be made in advance of the deadline to be considered. Late components will be penalized one third of a letter grade (i.e. from a B to a B-) for each day or fraction of a day late. Any requests for accommodations must be made at least one week in advance to be considered.

Course Resources and Readings

Readings for each week are indicated on the syllabus, and should be completed prior to class on Monday of the week in which they are assigned. There are two book you should purchase for this class:

- King, Gary, Robert O. Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press, 1994.
- Imai, Kosuke. *Quantitative Social Science: An Introduction*. Princeton University Press. 2017.

In addition to this text, there will be numerous readings and resources posted online at the Blackboard site. Class slides will also be posted on the Blackboard site at the end of each week. These will be sparse outlines, and should not be seen as a substitute for attending class, doing the readings, or taking notes.

For the Monday labs, and the statistical portion of this course, we will be using the data analysis software R. You may wish to install it on your laptop or home computer (the software is free). R is also available in campus computer labs on PCs, although R can be installed on Apple, PC, or Linux systems. There are many online guides, tutorials, and MOOCs for using R available for free online. Links and attachments for some of them are on the course Blackboard page R section.

Schedule: Discussion

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

I. Overview of Empirical Analysis

Empirical Analysis in Social Science

August 28: Course Overview

August 30: Empirical Social Science

- King, Keohane, and Verba, Chapter 1, 1-33
- Bardach, Eugene. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. CQ Press, 2009. pp. 1-10

September 6: Questions and Theories

- King, Keohane, and Verba, 34-74
- Brief assignment #1: Describe the topic (or one of the topics) that brought you to graduate school. Within this topic, define a policy problem as described by Bardach and write social science research question. These two things should not be the same.

II. Building Blocks of Political Research

This section will cover the core building blocks of strong social science research: identifying topics, formulating research questions, thinking theoretically and scientifically, developing theoretical explanations and testable hypotheses, understanding the existing state of knowledge on an issue, and establishing causality.

Causality, Variables, Sampling and Measurement

September 11: Causality and the Logic of Control

- King, Keohane, and Verba, 75-114

September 13: Constructing and Assessing Causal Theories

- Brief Assignment #2: Find a peer-reviewed article-length piece of research from your field of interest. Describe the causal argument in the piece, and evaluate the strength of the claim. Do the authors account for alternative explanations? How do they convince you that what they have found is not simply correlation without causation, spurious correlation, or epiphenomenal?

September 18: Social Phenomena as Variables; Endogeneity

- King, Keohane, and Verba, Chapter 4-5, pp.115-207

September 20: Sampling and Uncertainty; Measurement and Validity

- Brief Assignment #3: Find a peer-reviewed article-length piece of research from your field of interest. Identify the dependent (or outcome) variables, and the key independent variables of interest. Explain how the outcome variable and key independent vari-

able are measured, and evaluate the validity of the measurement technique (whether the authors are capturing what they want to measure).

Literature Review

September 25: Finding and Reading Literature; the peer review process and conduct of responsible research

- Knopf, Jeffrey W. “Doing a literature review.” *PS: Political Science & Politics* 39.01 (2006): 127-132.
- McMnamin, Iain. “Process and text: Teaching students to review the literature.” *PS: Political Science & Politics* 39.01 (2006): 133-135.
- Brief Assignment #4: Pick an important, seminal study related to your area of interest, and briefly summarize its main argument. Find three pieces of peer-reviewed research that engage with that work and critically engage with the seminal research. You should engage with the way the new material reinforces or challenges the existing arguments.

You have two weeks to complete this assignment, which should be no more than three single-spaced pages. It is due October 4 by 8:00 AM

September 27: Workshop on finding appropriate literature

- Bring your topic; bonus points if you have already found and read the seminal piece from your field
- Some exemplars of literature reviews. FYI only.
 - Pevehouse, Jon C. “Interdependence theory and the measurement of international conflict.” *Journal of Politics* 66.1 (2004): 247-266: read pages 247-254.
 - Krueger, Alan B., and Jitka Malečková. “Education, poverty and terrorism: Is there a causal connection?.” *The Journal of Economic Perspectives* 17.4 (2003): 119-144. read pages 119-124
 - Drury, A. Cooper. “Revisiting economic sanctions reconsidered.” *Journal of Peace Research* 35.4 (1998): 497-509. read pages 497-500.

October 2: Replication and reproducibility, ethics of responsible data collection and reporting

- Pashler, Harold, and Christine R. Harris. “Is the replicability crisis overblown? Three arguments examined.” *Perspectives on Psychological Science* 7.6 (2012): 531-536.
- Open Science Collaboration. “Estimating the reproducibility of psychological science.” *Science* 349.6251 (2015): aac4716.
- Gilbert, Daniel T., et al. “Comment on Estimating the reproducibility of psychological science.” *Science* 351.6277 (2016): 1037-1037.

October 4: Discussion of literature review assignments

Ethnics and Research

October 11: Ethics and the Institutional Review Board

- Take the online training for the protection of human subjects (link available via Blackboard). Turn in your certificate of completion as a PDF via Blackboard.
- American Anthropology Society 2012 Ethics Statement

October 16: Ethics discussion

- Read two cases from American Anthropology Society Handbook on Ethics

IV. Methods of Political Research

This section surveys several prominent methods of research in social science: experiments, case studies and process tracing, interviews and surveys, and formal game theoretic models. These represent different approaches to understanding, making causal arguments about, and generating knowledge on important questions in political science. We will discuss what each approach is, how it is used to generate evidence and gain leverage, its strengths and weaknesses, and how you can apply it to your topic.

Experiments and Quasi-Experiments

October 18: Experiments, Quasi-Experiments, Surveys; Ethics of experiments

- Campbell, Donald T., and Julian C. Stanley. *Experimental and quasi-experimental designs for research*. Houghton Mifflin, 1963. **reading is long; skim entire piece, but focus on pages 1-6, table on page 8, 13-24**
- Paluck, Elizabeth Levy. 2009. “Methods and Ethics with Research Teams and NGOs: Comparing Experiences across the Border of Rwanda and Democratic Republic of Congo.” In *Surviving Field Research: Working in Violent and Difficult Situations*, ed. C. L. Sriram, J. C. King, J. A. Mertus, O. Martin-Ortega and J. Herman. London: Routledge.
- skim these articles so you can discuss their research question, experimental design:
 - Bhavnani, Rikhil R. “Do electoral quotas work after they are withdrawn? Evidence from a natural experiment in India.” *American Political Science Review* 103.01 (2009): 23-35.
 - Fearon, Humphreys, and Weinstein “Can Development Aid Contribute to Social Cohesion After Civil War? Evidence from a Field Experiment in Post-Conflict Liberia” *The American Economic Review* (2009): pp.287-291
 - Olken, Benjamin A. “Monitoring corruption: evidence from a field experiment in Indonesia”. *Journal of Political Economy*. 115.2 (2007): 200-249.

**** October 20: Visual Display of Data Project Due ****

October 23: Introduction to Surveys, Ethical survey design

- Pew Research Center, “Sampling” and “Questionnaire design”

October 25: Discussion

- Brief Assignment #6: State a social science question from your field of interest. Design an experiment or survey (or identify the conditions for a natural experiment) that would answer the question. Imagine that you have a virtually unlimited budget, but you remain an ethical person and the project needs to pass the standards of your institutional review board.

October 30: Class survey design I

- Open a UMaine account and familiarize yourself with Qualtrics (<https://umaine.edu/qualtrics/>)
- Design a survey experiment as a class.

November 1: Class survey design II

- Continue to work on survey
- American Psychological Association, “Facebook as a research tool”

Case Studies, Process Tracing, Interviews, Participant Observation

November 6: Case Studies, Process Tracing

- Gerring, John. “What is a case study and what is it good for?.” *American political science review* 98.02 (2004): 341-354.
- Seawright, Jason, and John Gerring. “Case selection techniques in case study research: a menu of qualitative and quantitative options.” *Political Research Quarterly* 61.2 (2008): 294-308.
- Geddes, Barbara. “How the cases you choose affect the answers you get: Selection bias in comparative politics.” *Political analysis* (1990): 131-150.
- Checkel, Jeffrey T. “Tracing causal mechanisms.” *International Studies Review* 8.2 (2006): 362-370.
- Munck, Gerardo L. “Tools for qualitative research.” in *Rethinking social inquiry: Diverse tools, shared standards* (2004): 105-121.

November 8: Application and Examples

- Brief Assignment #7: Revisit your social science question. Outline how the question could be answered using a case study or process tracing approach.

November 13: Interviews and Participant Observation, Ethics of Fieldwork

- Scoggins, Suzanne E. “Navigating fieldwork as an outsider: observations from interviewing police officers in China.” *PS: Political Science & Politics* 47.2 (2014): 394-397.
- Leech, Beth L. “Asking questions: techniques for semistructured interviews.” *Political Science & Politics* 35.04 (2002): 665-668.
- “The Methodology of Participant Observation.” in *Participant Observation: a methodology for human studies*. Ed. Danny L. Jorgensen. Thousand Oaks, CA: SAGE Publications, Inc., 1989. 12-26.

- Gillespie, Andra, and Melissa R. Michelson. "Participant Observation and the Political Scientist: Possibilities, Priorities, and Practicalities." *PS: Political Science & Politics* 44.02 (2011): 261-265.

November 15: Application and Examples

- Brief Assignment #7: Revisit your social science question. Outline how the question could be answered using an interview or participant observation approach.

**** November 17: Quantitative Analysis Project Due ****

November 20: Survey analysis

- No readings, work on your projects, play with survey data before class

Game Theory and Formal Models

November 27: Game Theory and Formal Models

- Gates, Scott, and Brian D. Humes. *Games, information, and politics: applying game theoretic models to political science*. University of Michigan Press, 1997. pp. 1-59
- Fearon, James D. "Rationalist explanations for war." *International Organization* 49.03 (1995): 379-414.

November 29: Application and Examples

- Brief Assignment #8: Watch video on blackboard page, and complete game theory problem set in class.

December 4, 6, 8: Final presentations

****Self critiques due by midnight, December 13****

Friday Lab Schedule

A note on the readings from Imai, which I recommend you approach differently than other readings. You should familiarize yourself with the assigned chapters prior to lab, but will likely find the readings more helpful to do later, when you run into a problem. They are a reference and a guide.

September 1: Introduction to R

- Imai, pp. 10-28
- Load R and R Studio onto your computer (see Blackboard for resources)
- Do the Introduction to R tutorial on DataCamp (link on Blackboard)

September 8: Finding, loading, and looking at data in R; privacy and quantitative data

- Imai, pp. 32-54

September 15: Organizing data and descriptive statistics in R

- Watch video on Blackboard prior to coming to lab
- Imai, 54-69

September 22: Data visualization and univariate statistics

- Watch video on Blackboard prior to coming to lab
- Imai, 76-97

September 29: Data visualization and bivariate statistics

- Watch video on Blackboard prior to coming to lab
- Imai, 97-116

October 6: Data visualization

- Practice day! There will be plenty of exercises, but it's also a good idea to bring your own data to this class if possible.

October 13: Regression in R I

- Watch video on Blackboard prior to coming to lab
- Imai, 139-56

October 20: Regression in R II

- Watch video on Blackboard prior to coming to lab
- Imai, 156-82
- Kennedy, Peter. *A guide to econometrics*. MIT press, 2003. pp. 40-42

October 27: Regression in R III

- Practice day! There will be plenty of exercises, but it's also a good idea to bring your own data to this class if possible.

November 3: Text Analysis

- Imai, 189-205

November 10: Spatial Data

- Imai, 220-235

November 17: Practice day with Mingu (professor at conference)

December 1: Workshop your projects

Notes

Please find the official University of Maine academic policy statements here:
<https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>

Academic Integrity

I have zero tolerance for any instances of cheating on exams, plagiarism on papers, or other academic misconduct. Information on the University Maine academic integrity policy, and

on what constitutes academic misconduct, can be found at:

<http://umaine.edu/judicialaffairs/academic-integrity/academic-dishonest-policy/>

Expect violations of these rules to result in consequences on the more severe end of the scale.

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Inclusiveness

I will make every effort to enable full participation in this course by all students. Students needing special accommodations should contact me as early as possible (within the first three weeks of the semester, or as soon as those needs arise) to discuss how they can be met within the structure of the course. Every effort will be made to maintain the confidentiality of personal information.

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your

teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

- For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Partners for Peace: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Student Learning Outcomes

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

- Identify an empirical, answerable social science research question and write one related to their own research interests.
- Find peer-reviewed academic literature related to their field of interest.
 - Identify major core texts in their field of interests and follow a citation network to build a literature review.
 - Use databases such as Web of Science, Worldwide Political Science Abstracts, and Google Scholar to build a literature review.
- Define challenges to research design such as endogeneity, multicollinearity, causal identification, and measurement validity. Discuss and critique how different research approaches solve those problems in different ways.
- Define the following approaches, and identify the strengths and weaknesses in establishing causal inference:
 - Experiments
 - Quasi-experiments
 - Surveys
 - Case studies
 - Process tracing
 - Participant observation
 - Ethnography
 - Game theory and formal models
 - Statistical analysis
- Find and clean existing quantitative datasets related their field of interest.
- Visually explore and describe quantitative data using the program R.
- Present quantitative data visually to make an argument related to their research question of interest using ggplot2.
- Identify when a linear regression, chi-squared test, or difference of means test, or logit/probit model is appropriate.
- Do a linear regression, chi-squared test, and difference of means test, and logit/probit model using R and present the results visually.

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT SPIA

COURSE DESIGNATOR SPI COURSE NUMBER 575 EFFECTIVE SEMESTER Spring 2019

COURSE TITLE Politics of Development

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)¹
- Number Change
- Prerequisite Change
- Other (specify) _____
- Title Change
- Credit Change

ELIMINATION:

- Course Elimination

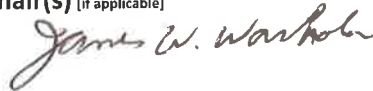
ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)



College(s) Curriculum Committee Chair(s) [if applicable]



College Dean(s)



Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

SPI 575: Politics of Development
This seminar provides a graduate level introduction to the study of the political economy of development. It explores questions such as why some countries are rich and others poor, some stable and others wracked with violence, and why citizens of some countries enjoy individual freedoms and rule of law, while others do not. 3 credit hours. Prerequisites: SPIA student or permission of instructor

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- | | | | | |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

See attached syllabus
? Collier, Paul. The bottom billion: Why the poorest countries are failing and what can be done about it. Oxford University Press, 2008.
? Rodrik Dani. One economics, many recipes: globalization, institutions, and economic

Course Instructor (include name, position, teaching load):

Kristin Vekasi, Assistant Professor, 2-3 load

Reason for new course:

This course explores questions of importance to students in all three of the SPIA tracks: trade and economy, security, and environmental security. It will be a regularly offered elective for all SPIA students. It also fulfills an important intellectual need for students interested in working in the development community after graduation, of whom we have many.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

None.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Typically every other spring as part of the professor's regular teaching load.

The Politics of Development

Course Information

Professor Kristin Vekasi
Email: kristin.vekasi@maine.edu
Course: Thursday 12:30-3:20
North Stevens 241/TBD

Office Hours

Location: North Stevens 111
T/Th 11:00-12:00 or by appointment
Course website: Blackboard

Why are some countries rich while others are poor? Some regions of the world such as East Asia have been broadly seen as economic development success stories, others such as sub-Saharan Africa as development failures, and others, such as India or Latin America as “mixed” successes. This course will provide a graduate level introduction to the study of the political economy of development, and find answers to these central questions. In this quest, we will analyze, unpack, critique, and examine:

- definitions of “development”
- markets and states in development
- political institutions and development
- globalization and development
- international institutions and development
- regime type and development
- security and development
- natural resources and development
- gender and development

Answers to these questions will also lead to an exploration of why are some countries stable and others wracked with violence, and why citizens of some countries enjoy individual freedoms and rule of law, while others do not. In addition to gaining broad theoretical and substantive knowledge about development, students will gain deep knowledge in a region of their choice. Each student will choose one country, and become area experts on the politics of development for that country for each theme.

Expectations, Assignments, and Grading

The success of this course is contingent upon enthusiastic and active participation by all members. Your attendance and active participation are required. Please send me an email as soon as possible (preferably before class) if you are unable to attend.

This class has a reading heavy load, appropriate to the advanced level of the students and the seminar style. I expect you to have completed the reading in advance, and to

come to seminar prepared to discuss the ideas therein. I do not expect that you will understand or have fully processed the content, but I do expect familiarity, thoughtfulness, and critical responses. Class sessions will be largely discussion based, though I will on occasion give brief informative lectures to contextualize the content of the readings in the broader literature or scope of world events. In addition to reading the assigned readings, you are also expected to read your classmate's weekly country reports before coming to class.

You will be graded as follows:

- Leading class discussion: 10% of grade (5% each)
- Participation in class discussion: 10%
- "Big idea" critical review: 20 %
- Weekly country reports: 40%
- Professional presentation of specific research topic: 20%

Leading Class Discussion

Each student is responsible for leading seminar discussions two times in the semester beginning March 1. You will sign up for these dates on the second week of class, and will meet me one-on-one or two-on-one on either Thursday or Friday the week prior to plan. Sometime you will do this task alone, and sometimes with a classmate.

"Big Idea" Critical Review

By the second week of class, you will choose a book from the "Big Idea" list distributed in class (and available on Blackboard). You will read this book, and write a critical review of its theory of development, due by class on February 22nd. Your job is to read the book closely, identify its theory, and discuss its merits. What are the assumptions the author(s) are making about why growth happens in some places and times? Do they offer lessons to countries struggling to grow in today's world? What evidence do the author(s) provide? Where is it convincing and where does it fall short?

Your review should be 1200-1600 words (4-6 double-spaced pages). You should also write up a 1-page executive review that describes the book's theory, your main points of critique, and a few points that you think are the book's primary contributions to contemporary problems in development. We will use the executive reviews to motivate discussion on February 22.

Weekly Country Reports

You will write a brief (500-1000 words) report most weeks that critically analyzes your country in the context of that week's themes. These reports must be published on the course blog on Blackboard by noon of the Wednesday before the class where we will discuss them. In grading these reports, I will be looking for the following elements:

- Depth of analysis; level of detail; connections to week's themes
- Clear, concise writing free of grammatical errors and typos

- Use of high-quality sources, and appropriate citation of sources
 - Peer-reviewed articles and books
 - Reports and data from governments, international organizations, or respectable non-profits or think tanks
 - Newspaper articles are fine for referencing current or recent events
 - Note on citations: you can use a traditional bibliography style or linked citations using the Blackboard tools (the latter is preferred).
- Use and display of data: whenever possible and appropriate, you should back up your claims with appropriate quantitative and qualitative data. Much development data are available from the World Bank, United Nations, International Monetary Fund, non-profit organizations, and national governments. I will tolerate the use of graphs and visuals made by third parties if properly cited, but the skill to quickly find and analyze data independently is one that will serve you well in the future and you should cultivate it.

Final presentation

Each student will give a professional quality presentation on some focused topic related to your region of specialty at the end of the semester. For this assignment, I expect you to go deeper within one specific development theme. There are things we are not covering in this class, and if you wish to pursue a theme not included in the syllabus, you are free to although I encourage you to discuss it with me first. I will invite outside members of the university community to these presentations, including political science and international affairs faculty.

Note that late work will not be accepted except under extraordinary circumstances.

Required Texts

Required readings for this class include assigned books and supplementary articles. I expect students to come to class having fully read the assigned texts.

You should buy three books:

- Collier, Paul. *The bottom billion: Why the poorest countries are failing and what can be done about it*. Oxford University Press, 2008.
- Giugale, Marcelo M. *Economic Development: What Everyone Needs to Know*. Oxford University Press, 2017.
- Rodrik, Dani. *One economics, many recipes: globalization, institutions, and economic growth*. Princeton University Press, 2008.

All other readings are available for download on blackboard (courses.umaine.edu).

Course Schedule

- January 25: Defining the issues and course introduction: What are some of the central questions, debates, and problems in the politics of development?
 - Paul Collier (2008). *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Chapters 1 and 6
 - Nicholas Kristof, “Why 2017 Was the Best Year in Human History.” *New York Times*. January 6, 2018.
- February 1: What is “development”? How have the definitions and political debates around “development” evolved over time?
 - Rodrik, Dani. *One economics, many recipes: globalization, institutions, and economic growth*. Princeton University Press, 2008. Chapter 1. pp. 13-55
 - Giugale, Marcelo M. *Economic Development: What Everyone Needs to Know*. Oxford University Press, 2017. Overview, pp. 1-7
 - Sen, Amartya (1999). *Development as Freedom*. Anchor Books. Introduction: pp. 3-12
 - William Easterly, “The Ideology of Development,” *Foreign Policy* 161 (July / August 2007), pp. 31-35.
 - Paul Collier (2008). *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Part II: pp. 17-78
- February 8: Theories of Economic Development: States and Markets I
 - Giugale, Marcelo M. *Economic Development: What Everyone Needs to Know*. Oxford University Press, 2017. Chapters 1 and 2, pp. 8-65
 - Rodrik, Dani. *One economics, many recipes: globalization, institutions, and economic growth*. Princeton University Press, 2008. Chapters 2 and 3. pp. 56-98

Assignment #1: Write a brief country profile that introduces your country’s development story to the class. Is your country generally considered a developmental success, failure, mixed case? Why? What are the major salient features of your country (e.g. its economic, political, sociocultural characteristics)? Which elements of the country’s position give it a favorable development trajectory? Which ones are more challenging?

- February 15: Theories of Economic Development: States and Markets II
 - Acemoglu, Daron, Simon Johnson, and James A. Robinson. “Institutions as a fundamental cause of long-run growth.” *Handbook of economic growth*. (2005): 385-472.
 - * *optional background readings*
 - * Yusuf, Shahid, and Joseph Stiglitz. “Development issues: settled and open.” *Frontiers of development economics: The future in perspective* (2001): 227-268. *optional*

- * Hoff, Karla, and Joseph Stiglitz. "Modern economic theory and development." *Frontiers of development economics: The future in perspective* (2001): 389-459. *optional*

Assignment #2: Describe the domestic and international debates about the roles of politics versus the market in your country. In what ways is your country's economic development trajectory seen as market-oriented? politically-oriented? Is the country praised or critiqued for being one way or the other within domestically and internationally?

- February 22: Big Ideas in Development
 - Discuss big theories of development; rehash weeks 1-3; build an agenda of questions and issues
- March 1: Theories of the development state
 - Rodrik. Part B. 99-194.
 - Woo-Cumings, Meredith. *The developmental state*. Cornell University Press, 1999. Chapter 6: "The Economic Theory of the Developmental State". pp. 182-199
 - Sokoloff, Kenneth L., and Stanley L. Engerman. 2000. "History Lessons: Institutions, Factors Endowments, and Paths of Development in the New World." *The Journal of Economic Perspectives* 14 (3): 217-32.

Assignment #3: Which institutions are particularly effective in promoting economic development in your country? How did they get that way? How is their success sustained over time? How do you know that it is the institution that is important and not other social, economic, or political factors?

- March 8: Institutional failures and recoveries
 - Acemoglu, Daron, James A. Robinson, and Dan Woren. *Why nations fail: the origins of power, prosperity and poverty*. 2012. Chapters 9, 12, and 13.
 - Giugale, Marcelo M. *Economic Development: What Everyone Needs to Know*. Oxford University Press, 2017. Chapter 3, pp. 66-88

Assignment #4: Which institutions are particularly ineffective in promoting economic development in your country? How did they get that way? Why have they failed to improve performance? How do you know that it is the institution that is important and not other social, economic, or political factors?

Spring Break: March 15

- March 22: Globalization as opportunity and constraint
 - Rodrik, Part C. pp. 195-242.

- Collier. Chapter 10. 157-174.
- Giugale, Marcelo M. *Economic Development: What Everyone Needs to Know*. Oxford University Press, 2017. Chapters 5 and 6, pp. 110-93
- Reading on the IMF to be determined

Assignment #5: How have processes of economic globalization affected your country's development? In what respects has globalization been pro-development? In what respects has it been otherwise? You may also want to consider domestic political debates about globalization and development within your country. What has the role of international organizations such as the World Bank or International Monetary Fund been in the development of your country? In what ways have these actions led to pro-development outcomes? In what ways have they led to more negative developmental outcomes? You may also want to consider domestic political debates about the role of international organizations within your country.

- March 29: Development and regime type: democracy, authoritarianism, and more
 - Boix, Carles. "Democracy, development, and the international system." *American Political Science Review* 105.04 (2011): 809-828.
 - Freeman, John R., and Dennis P. Quinn. "The economic origins of democracy reconsidered." *American Political Science Review* 106.01 (2012): 58-80.
 - Saez, Lawrence, and Julia Gallagher. "Authoritarianism and development in the Third World." *Brown Journal of World Affairs* 15 (2008): 87.

Assignment #6: Return to a description of your country's basic political system, and consider what elements of the political system are important in your country's development. In what ways has regime type affected development? In what ways has development affected regime type?

- April 5: Gender and development
 - Sen, Amartya (1999). *Development as Freedom*. Anchor Books. Chapter 8: 189-203.
 - Giugale, Marcelo M. *Economic Development: What Everyone Needs to Know*. Oxford University Press, 2017. Chapter 4, pp. 89-109
 - Chant, Sylvia, and Caroline Sweetman. "Fixing women or fixing the world? 'Smart economics', efficiency approaches, and gender equality in development." *Gender & Development* 20.3 (2012): 517-529.
 - For reference: World Development Report 2012: Gender equality and development

Assignment #7: Consider questions of gender equality and inequality within your country. How have gender equality or inequality affected development? How do you know that these elements are instrumental in development outcomes rather than other factors? You may want to consider factors such as workforce participation, access to education, health outcomes, local and national governance, and more.

- April 12: Natural resources and development
 - Ross, Michael. *The oil curse: how petroleum wealth shapes the development of nations*. Princeton University Press, 2012. Chapters 1 and 6: 1-26; 189-222
 - Easterly, William, and Ross Levine. "Tropics, germs, and crops: how endowments influence economic development." *Journal of monetary economics* 50.1 (2003): 3-39.
 - Wennmann, Achim. "Breaking the conflict trap? Addressing the resource curse in peace processes." *Global Governance* 17.2 (2011): 265-279.

Assignment #8: How has the presence or absence of natural resources (particularly oil, but also diamonds or other precious natural resources) affected the course of your country's development? In what ways have natural resources been a "curse" or "blessing" for your country? What strategies has your country adopted in the face of resource abundance or scarcity?

- April 19: The Politics of Global Climate and Development
 - Bulkeley, Harriet, and Peter Newell. *Governing climate change*. Routledge, 2015. Chapters 1 and 2: pp. 17-53
 - Mellinger, Andrew D., Jeffrey D. Sachs, and John Luke Gallup. "Climate, water navigability, and economic development." (1999). Working Paper.
 - O'Brien, Karen L., and Robin M. Leichenko. "Double exposure: assessing the impacts of climate change within the context of economic globalization." *Global environmental change* 10.3 (2000): 221-232.

Assignment #9: How has global climate change affected your country? What are the projections for the future? What countermeasures is the country taking (or not taking) in response to the effects of climate change? What are the potential consequences of those policies for development prospects?

- April 26: Security and development
 - Collier. Chapter 8: 124-134
 - Collier, Paul. *Breaking the conflict trap: Civil war and development policy*. World Bank Publications and Oxford University Press, 2003. Chapters 1 and 2: pp. 11-50 (available as an ebook via Fogler)

Assignment #10: Consider your country's security environment. How have security elements such as international security alliances, Cold War-era politics, civil war, ethnic tensions, terrorism, or other security factors affected your country's development? How do you know that these elements are instrumental in development outcomes rather than other factors?

- May 3: Final Presentations

Note: In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Notes

Please find the official University of Maine academic policy statements here:
<https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>

Academic Integrity

I have zero tolerance for any instances of cheating on exams, plagiarism on papers, or other academic misconduct. Information on the University of Maine academic integrity policy, and on what constitutes academic misconduct, can be found at:

<http://umaine.edu/judicialaffairs/academic-integrity/academic-dishonest-policy/>

Expect violations of these rules to result in consequences on the more severe end of the scale.

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Inclusiveness

I will make every effort to enable full participation in this course by all students. Students needing special accommodations should contact me as early as possible (within the first three weeks of the semester, or as soon as those needs arise) to discuss how they can be met within the structure of the course. Every effort will be made to maintain the confidentiality of personal information.

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me privately as soon as possible.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for

the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

- For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Partners for Peace: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Student Learning Outcomes

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

- Identify, discuss, and critique definitions of development.
- Accurately describe and explain the development history of at least one country or region of the world.
- Distinguish between what constitutes a developmental 'success' and 'failure' and critique the definitions from a variety of perspectives.
- Identify challenges to development within the following categories:
 - Gender inequality
 - Colonialism and post-colonialism
 - War, civil war, terrorism
 - Trade openness versus autarky
 - Financial liberalization
 - Natural resource abundance/scarcity
- Illustrate and describe one development challenge for a specific country or region verbally to classmates.
- Assess how institutions and regime type affect development outcomes.
- Locate and utilize qualitative and quantitative country or region-specific development data.



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Mechanical Engineering

COURSE DESIGNATOR MEE COURSE NUMBER 552 EFFECTIVE SEMESTER Spring 2019

COURSE TITLE Aircraft and Automobile Structures

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
 New Course with Electronic Learning
 Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change Description Change Cross Listing (must be at least 400-level)¹
 Number Change Prerequisite Change Other (specify) _____
 Title Change Credit Change

ELIMINATION:

- Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

Masoud Rais-Rohani Digitally signed by Masoud Rais-Rohani
Date: 2018.10.04 12:41:39 -04'00'

College(s) Curriculum Committee Chair(s) (if applicable)

Mohamad MUGRAVI 10-16-18
College Dean(s) [Signature] 10-16-18

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

MEE 552 Aircraft and Automobile Structures (Credits 3); Introduction to aircraft and automobile structures. Structural mechanics of thin-walled stiffened and unstiffened members. Analysis and design of single- and multi-cell structures under torsion, bending, shear, and combined loading conditions. Instability and failure analysis of thin-walled columns and stiffened panels. Energy absorption in single- and multi-cell tubular members.

Students who have completed MEE 452 with a passing grade are not eligible to take MEE 552 or vice versa.

Prerequisites: MEE 251 (Strength of Materials)

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- Applied Music Clinical Field Experience/Internship Research Studio
 Laboratory Lecture/Seminar Recitation Independent Study Thesis

Text(s) planned for use:

None required in lieu of extensive handouts. However, it is strongly recommended for each student to borrow or purchase a book on aircraft or automobile structures for reference.

Course Instructor (include name, position, teaching load):

Masoud Rais-Rohani, Richard C. Hill Profess and Department Chair, Mechanical Engineering, 25%

Reason for new course:

The list of graduate level courses currently offered by mechanical engineering or other engineering programs at UMaine does not include one that specifically targets the analysis and design of thin-walled structures commonly found in aircraft and automobile applications.

The proposed course will help diversify the graduate-level courses offered to mechanical engineering students as well as those in other engineering fields with interest in thin-walled structures.

The proposed course is suited for senior-level and graduate students. A 400 level version of this course (MEE 452 Aircraft and Automobile Structure) is also proposed in parallel to be taught for the first time in spring 2019.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

None.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Once per year. There will be no overload.

MEE 452/552: AIRCRAFT AND AUTOMOBILE STRUCTURES

Spring 2019 (MWF, 10:00 – 10:50 AM)

Instructor: Dr. Masoud Rais-Rohani, Richard C. Hill Prof. of Mechanical Engineering
Office: 219 A Boardman Hall; 581-4120; masoud.raisrohani@maine.edu

Office Hours: 9:30 – 11:00 AM (Tuesday), 3:00 – 4:30 PM (Thursday)

Course Description: (Credits 3) Introduction to aircraft and automobile structures. Structural mechanics of thin-walled stiffened and unstiffened members. Analysis and design of single- and multi-cell structures under torsion, bending, shear, and combined loading conditions. Instability and failure analysis of thin-walled columns and stiffened panels. Energy absorption in single- and multi-cell tubular members.

Prerequisite: MEE 251 – Strength of Materials

Textbook: None required in lieu of extensive handouts. However, it is strongly recommended for each student to borrow or purchase a book on aircraft or automobile structures for reference.

Recommended References: (Check Fogler Library for additional references)

1. Aircraft Structures for Engineering Students, 3rd Ed., T.H.G. Megson, John Wiley & Sons, Inc., 1999. <https://ursus.maine.edu/record=b5236732~S1>
2. Fundamentals of Aircraft Structural Analysis, H.D. Curtis, Irwin, 1997.
3. Analysis of Aircraft Structures, An Introduction, B.K. Donaldson, McGraw-Hill, Inc., 1993.
4. Introduction to Aerospace Structural Analysis, D.H. Allen and W.E. Haisler, John Wiley & Sons, Inc., 1985. <https://ursus.maine.edu/record=b1007494~S1>
5. Aircraft Structures, D.J. Peery and J.J. Azar, McGraw-Hill, Inc., 1982. <https://ursus.maine.edu/record=b1079316~S1>
6. Analysis and Design of Flight Vehicle Structures, E.F. Bruhn, Jacobs & Assoc., 1973.
7. Fundamentals of Automobile Body Structure Design, D. Malen, SAE International, 2011.

Course Goal: Develop the necessary skills for analyzing and designing thin-walled structures commonly found in aircraft and automobiles.

Instructional Objectives:

1. Introduce students to structural mechanics of thin-walled structures.
2. Teach a variety of analytical methods that can be used for preliminary analysis and design of thin-walled structures for aircraft or automobile applications.

Learning Outcomes: By the end of the course, students will be able to

1. Summarize key attributes of aircraft and automobile structures, loads, choice of materials and manufacturing techniques, and regulations governing their safety.
2. Analyze thin-walled and stiffened structural members under torsion, bending, and shear loading and calculate the resulting stresses.
3. Predict elastic or inelastic buckling instability in columns with stable cross-sections.
4. Predict the bending and buckling responses of thin rectangular plates.
5. Determine the compressive strength and failure mode of structural members with unstable cross-sections.
6. Analyze and design sheet-stiffener panels under axial loading.
7. Perform preliminary analysis of wing and fuselage structures.

Assessment: Assignments* (30%), Preliminary Exams (45%), Final Exam (25%)

* Students enrolled in MEE 552 are required to write a research report on a topic of relevance to aircraft or automobile structures as defined in the course. The project grade will count as one-third of the assignments credit.

Grading Scale: $94 \leq A < 100$; $90 \leq A^- < 94$; $87 \leq B^+ < 90$; $83 \leq B < 87$; $80 \leq B^- < 83$; $77 \leq C^+ < 80$; $73 \leq C < 77$; $70 \leq C^- < 73$; $67 \leq D^+ < 70$; $63 \leq D < 67$; $60 \leq D^- < 63$; $F < 60$

Attendance: Students are responsible for signing the attendance sheet in each class.

Make-up Exam: There is no make-up exam. If a preliminary exam is missed for a valid reason with the instructor's consent, the average of the other exam and the final exam will be used for the missed exam. Else, a grade of zero is assigned.

Electronics: The use of electronic devices, such as cell phone, tablet, or computer, during each lecture is prohibited unless authorized by the instructor.

Course Schedule Disclaimer: In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

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Accommodation Statement: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services (SAS), 121 East Annex, 207-581-2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the course instructor) privately as soon as possible.

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MEE 452/552

Aircraft and Automobile Structures

Handout 1 (5.5 lectures)

Anatomy of Aircraft and Automobile Structures

[0.5 lecture]

- Aircraft structural systems
- Automobile structural systems
- Survey of structural components and functions

Materials

[1.5 lectures]

- Metallic and composite materials
- Strength, stiffness, ductility, toughness, creep, fatigue, corrosion

Manufacturing of Aircraft and Automobile Structures

[1 lecture]

- Extrusion, Forming, Stamping, Forging, Milling
- Methods of assembly in air and ground vehicle structures

Loads

[1.5 lectures]

- Loads experienced by aircraft and automobiles in motion
- Limit and ultimate loads
- Static, dynamic, and cyclic loading
- Flight loads – flight envelopes and load factors
- Wing, fuselage, and control surface loads
- Ground and impact loads
- Tension, compression, shear, torsion, bending, and combined loading

Safety Standards

[1 lecture]

- Federal Aviation Regulations
- Federal Motor Vehicle Safety Standards

Handout 2 (12 lectures)

Elastic Torsion of Thin-Walled Structures

[5 lectures]

- Open sections
- Single- and multi-cell sections
- Closed sections with longitudinal stiffeners
- Shear flow and shear stress
- Angle of twist

Elastic Bending of Thin-Walled Structures

Assignment 1
[7 lectures]

- Unsymmetric bending of open sections and box beams
 - Bending stress under general unsymmetric loading
- Transverse shear loading of open sections and box beams
 - Shear center in open and closed sections
 - Shear flow and shear stress

Assignment 2
Preliminary Exam 1

Handout 3 (4 lectures)

Buckling of Structural Members with Stable Cross-Sections

[4 lectures]

- Elastic and inelastic instability
- Effects of boundary conditions and imperfections

Assignment 3

Handout 4 (5 lectures)

Bending and Buckling of Thin Rectangular Plates

[5 lectures]

- Bending stress and deflection
- Buckling instability under compression, shear, bending, and combined loading

Assignment 4

Handout 5 (5 lectures)

Strength of Structural Members with Unstable Cross-Sections

[5 lectures]

- Tubular and multi-corner open sections
- Elastic and inelastic buckling
- Crippling of short members
- Local buckling and failure
- Crushing and energy absorption

Assignment 5

Preliminary Exam 2

Handout 6 (3.5 lectures)

Analysis and Design of Sheet-Stiffener Panels

[3.5 lectures]

- Open and closed stiffeners
- Elastic and inelastic buckling
- Local buckling
- Inter-fastener buckling
- Wrinkling

Assignment 6

Handout 7 (5 lectures)

Wing and Fuselage Structures

[5 lectures]

- Structural members
- Single and multi-spar wings
- Strut-braced and cantilevered wings
- Stress analysis

Assignment 7

The End

- February 4 – Last day to drop classes for refund
February 21 – Classes dropped on or before this date will not appear on transcript
April 10 – Last day to withdraw from a class and receive “W” grade



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GRADUATE PROGRAM/UNIT CANADIAN - AMERICAN CENTER

COURSE DESIGNATOR CAN COURSE NUMBER 501 EFFECTIVE SEMESTER SUMMER

2019

COURSE TITLE UNDERSTANDING CANADA

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)¹
- Number Change
- Prerequisite Change
- Other (specify) _____
- Title Change
- Credit Change

ELIMINATION:

- Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

Stephen J. Hovind
College(s) Curriculum Committee Chair(s) (if applicable)

College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.



GRADUATE COURSE PROPOSAL

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours)

CAN 501: Understanding Canada

- no prerequisites
- 3 credit hours
- online lecture/seminar

This course provides a multidisciplinary grounding in Canadian history to contemporary issues, using multimedia components, readings, research and writing. The course objective is to expand students' knowledge base of Canada by highlighting the historical trajectory that resulted in the development of a unique culture, economy, and political system. By the end of the course, students shall clearly understand the key cultural, social, political, and economic characteristics that distinguish Canada within the international system.

Texts planned for use:

Primary text: James, Patrick, and Mark J. Kasoff. *Canadian Studies in the New Millennium*. 2nd ed., University of Toronto Press, 2013.

In addition to the text, students will be asked to read from a list of specific external readings that will be available to them through the online platform or on designated websites. The course will also be taught via multimedia components that will be available through the online platform or on designated websites.

Course Instructor

Dr. Stefano Tijerina, stefano.tijerina@maine.edu
Maine Business School Lecturer in Management; and CLAS Political Science and Canadian Studies Adjunct Assistant Professor. Dr. Tijerina is a multidisciplinary scholar with experience in the areas of Political Science, Public Policy, Public Management, History, Economics, Business, International Relations, and Area Studies

(Canada/LatinAmerica). He has been teaching at the U Maine since 2007 and at Husson University since 2011. The proposed course is to be taught online during Summer Session

Reason for New Course

Two professors in the College of Education, Dr. Bryan Silverman and Instructor Evan Mooney, described to Canadian Studies and Maine Business School professor Dr. Tijerina, that two populations of their masters students will benefit from an online masters level content course. The two populations are MAT students who are seeking a teaching degree, and MEd students who are in-service teachers seeking an MA. They predict that these two groups will benefit from more online content offerings, particularly Canadian Studies. They further predicted that a Canadian content course will be relevant for their professional development because most students in the course are from Maine and many are from northern Maine.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

No. The department will not request additional resources for this course.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

This online course, when taken as an elective, may benefit students in masters programs from disciplines in addition to the College of Education, such as History and Journalism and Communication for examples. There are no known course overlaps and there are no prerequisites.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This is an online course to be offered in any semester including summer sessions. Typically it will be offered online, and in the summer session through the DLL, and that department will provide Dr. Tijerina compensation based on number of enrolled students. Teaching CAN 501 in the summer avoids course overload for the instructor.



Program name: **Canadian-American Center**

Summary of changes:

NEW GRADUATE LEVEL COURSE: CAN 501: Understanding Canada

CAN 501: Understanding Canada will provide students a multidisciplinary grounding in Canadian history to contemporary issues. Multimedia components, readings, research and writing make up the core of this online class. The course objective is to expand students' knowledge base of Canada by highlighting the historical trajectory that resulted in the development of a unique culture, economy, and political system. By the end of the course, students shall clearly understand the key cultural, social, political, and economic characteristics that distinguish Canada within the international system.

The signatures below indicate approval of the program proposal summarized above



First Name Last Name
Chair, Department of Canadian-American Center

26/10/18


Date



First Name Last Name
Chair, Academic Council, CLAS

11/15/18

Date



First Name Last Name
Dean, CLAS

11/15/18

Date

First Name Last Name
Associate Vice-President for Graduate Studies

Date



(Online) CAN 501: Understanding Canada

Instructor: Dr. Stefano Tijerina, stefano.tijerina@maine.edu

Office: 311 D.P Corbett, Maine Business School

Office Hours: TBD

Course Description:

This course provides a multidisciplinary grounding in Canadian history to contemporary issues. Multimedia components, readings, research and writing make up the core of this online class. The course objective is to expand students' knowledge base of Canada by highlighting the historical trajectory that resulted in the development of a unique culture, economy, and political system. By the end of the course, students shall clearly understand the key cultural, social, political, and economic characteristics that distinguish Canada within the international system.

Instructional Materials:

- James, Patrick, and Mark J. Kasoff. *Canadian Studies in the New Millennium*. 2nd ed., University of Toronto Press, 2013.
- In addition to the text, students will be asked to read from a list of specific external readings that will be available to them through the online platform or on designated websites.
- The course will also be taught via multimedia components that will be available through the online platform or on designated websites.

Course Goals:

The course goal is to expand students' knowledge base of Canada by highlighting the historical trajectory that resulted in the development of a unique culture, economy, and political system.

Instructional Objectives:

By the end of the course, students shall clearly understand the key cultural, social, political, and economic characteristics that distinguish Canada within the international system. Students shall:

- Identify and discuss Canada's main political, economic, social, and cultural features that have shaped its past and current realities.
- Compare and contrast the political, economic, social, and cultural trends that have shaped its relationships with Britain, Europe, the United States and the global system.
- Understand how the world sees Canada and how Canada sees the world.
- Understand the dynamics and unique characteristics of a nation state that has evolved from the clash of interests between First Nation, Anglophone, and Francophone, and the global market system.
- Compare and contrast the differences between the Canadian Cultural Mosaic and the American Melting Pot.

Grading and Course Expectations:

Students will be evaluated on six assignments totaling 60% of the grade, and one research paper totaling 40% of the grade.

Four of the assignments will be based on the readings, multimedia viewings, and independent research. Students will be expected to communicate their informed opinion of the points in the material being analyzed, and use cited sources to support and develop their opinion statement. These assignments shall be no longer than two single-spaced pages, not including bibliography.

Two of the assignments will ask students to connect the material learned with the current realities experienced by Canada at the local, regional, federal, bilateral, multilateral, and international levels. Students will be expected to review multiple non-US news sources and connect the global political, social, cultural, environmental, and economic dynamics to particular nation states. These assignments shall be no longer than two single-spaced pages, not including bibliography.

The research paper of ten single-spaced pages (not including bibliography) will allow the student to engage in in-depth research about a topic that is of particular interest to the student. Students must hand in a research proposal by the second week of classes, and the final version of the research project will be due the last week of classes.

In all of the assignments, the papers must follow the conventions of formal essay writing and use the *Chicago Manual of Style* for citations. www.chicagomanualofstyle.org/tools_citationguide.html

Letter Grade	(Grade-Point Average)	Numeric Grade
A	4.0	95-100
A-	3.7	90- 94
B+	3.3	87- 89
B	3.0	83- 86
B-	2.7	80- 82
C+	2.3	77- 79
C	2.0	73- 76
C-	1.7	70- 72
D+	1.3	67-69
D	1.0	63- 66
D-	0.7	60- 62
F	0.0	Below 60

University of Maine policy statements:

Academic Honesty Statement:

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken

by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

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Course Schedule Disclaimer (Disruption Clause):

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campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

Behaviors that can be “sexual discrimination” include Therefore, all of these behaviors must be reported.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.
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Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

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Course Schedule:

Section I – First Settlers and the Landscape

Summer Session Week 1

Course introduction

Readings:

- Michael J. Broadway, “Canada: Too Much Geography?”, in Canadian Studies in the New Millennium (pp. 8-37)
- Cole Harris, “Regionalism and the Canadian Archipelago” (e-reserve).

Videos:

- <https://www.youtube.com/watch?v=OdbKzrjogAk>
- <https://www.youtube.com/watch?v=K9MkWlI8Tcc>

Cultural geography

Videos:

- https://www.youtube.com/watch?v=I0lf_f1p3gM
- <https://www.youtube.com/watch?v=M08YqptDR5I>
- <http://www.cbc.ca/archives/categories/politics/language-culture/making-the-mosaic-multiculturalism-in-canada/true-canadians.html>

Archeology and First Nations

Readings:

- Graeme Wynn, "First Peoples/Faunal Extinctions" and "Northern North America a Thousand Years Ago" (e-reserve).
- Michael Lusztig, "Native Peoples," in *Canadian Studies in the New Millennium* (pp. 225-50).

Movie: *We will be Free*

- <https://www.youtube.com/watch?v=OXT2JXe8mnA>

Video: First Nations residential schools:

- https://www.youtube.com/watch?v=_4-TYwFS-PO

Assignment 1 (due by midnight of the last day of Week One):

Title: First Nations Realities

(specific prompt will be assigned at the beginning of the week.)

Section II – Colonial experience and the construction of the nation state

Summer Session Week 2

Colonialism and fur trading

Readings:

- Richard White, "The Middle Ground" (e-reserve)
- Richard White, "Fur Trade," in *The Middle Ground* (e-reserve)

Videos:

- <https://www.youtube.com/watch?v=uEWcSr89IXc>
- <https://www.youtube.com/watch?v=eFsbm2Q97Jg>
- <https://www.youtube.com/watch?v=i5mNcsSOuqg>

British North America

Readings:

- John J. Thompson and Mark P. Richard, "Canadian History in

North American Context," pp. 37-64. (e-reserve)

Video:

•<https://www.youtube.com/watch?v=yIKaweBVj2E>

Acadians, Planters and Loyalists

Readings:

- John Mack Faragher, "'A Great and Noble Scheme': Thoughts on the Expulsion of the Acadians," *Acadiensis*, XXXVI, no. 1 (Autumn 2006), pp. 82-92.

Videos:

•<https://www.youtube.com/watch?v=8gHt74uTIFg>

•<https://www.youtube.com/watch?v=ZOJIqNS82FA>

Assignment 2 (due by midnight of the last day of Week Two):

Title: Colonial Experience and Nation Building

(specific prompt will be assigned at the beginning of the week.)

Assignment 3 (research proposal)

Extra credit: View *The Revenant* and write a one-page review placing the story into historical context, citing sources on a second page.

Summer Session Week 3

Confederation

Readings:

- Douglas Francis, Richard Jones, and Donald B. Smith. *Destinies: Canadian History Since Confederation* (Toronto: Nelson Education, 2008), 32-51. (e-reserve)

Videos:

•<https://www.youtube.com/watch?v=iFjkaY4JMh4>

•<https://www.youtube.com/watch?v=SPHywgd0JRQ>

•<https://www.youtube.com/watch?v=O59oEVniByQ>

Canada after Confederation

Readings:

- Douglas Francis, Richard Jones, and Donald B. Smith. *Destinies: Canadian History Since Confederation* (Toronto: Nelson Education, 2008), 106-26. (e-reserve)

- "Canada Opening up its New Country," New York Times, January 28, 1910, p. 10.

Video:

•<https://www.youtube.com/watch?v=QQIGo6ztXZA>

Nation building

Readings:

- "Why many prominent Canadian public men favor reciprocity a business bargain that will help both producer and consumer," Lethbridge Herald, August 8, 1911, 7.
- Stefano Tijerina. "The Role of Financial Entities in the Development of Colombia's Financial Market, 1896-1939," Ensayos Sobre Política Económica (2012).
- Lauren D. Lyman, "Canada Air Mail links continent," New York Times, October 7, 1928, 14.

Video:

•<https://www.youtube.com/watch?v=AO1XE-8OTGY>

Assignment 3 (due by midnight of the last day of Week Three):

Title: The Nation Building Process and Sovereignty

(specific prompt will be assigned at the beginning of the week.)

Section III- Politics, the Economy and Current Realities

Summer Session Week 4

Canadian Politics and Economics

Readings:

- Monroe Eagles and Sharon A. Manna, "Politics and Government," in Canadian Studies for the New Millennium (pp. 66-103)
- Why many prominent Canadian public men favor reciprocity a business bargain that will help both producer and consumer," Lethbridge Herald, August 8, 1911, 7.
- "Bound by a border" (e-reserve)

Videos:

•<https://www.youtube.com/watch?v=lv6UFZwSlk8>

•<https://www.youtube.com/watch?v=JU-zMOGcURw>

•<https://www.youtube.com/watch?v=cdOiWsc0kj0>

•https://www.youtube.com/watch?v=7a4Rf_yz8Zk

Canadian Foreign Policy

Readings:

- Douglas Nord and Heather Smith, "Canadian Foreign Policy," in Canadian Studies in the New Millennium (pp. 284-303)

Videos:

•<https://www.youtube.com/watch?v=3bgAcc-P6Bc>

Canadian international trade and NAFTA

Videos:

Interconnectivity with the U.S.

•<http://www.eia.gov/countries/cab.cfm?fips=CA>

NAFTA (USMCA agreement) today

•<http://www.pbs.org/wnet/need-to-know/video/video-after-nafta/12153/>

•https://www.youtube.com/watch?v=QfSH4kZ_y0g

Assignment 4 (due by midnight of the last day of Week Four):

Title: Issues of domestic politics and their connection to foreign policy

(specific prompt will be assigned at the beginning of the week.)

Section IV – Culture

Summer Session Week 5

Anglo Canadian Culture

Readings:

- Andrew Holman and Robert Thacker, "Literary and Popular Culture," in Canadian Studies for the New Millennium (pp. 125-65)

Videos:

Group of Seven painters

•<https://www.youtube.com/watch?v=bafbl3JB1ok>

Hockey and culture

•<https://www.youtube.com/watch?v=hGIAaaCqEWw>

"What does it mean to be Canadian?"

•<http://www.bbc.com/news/world-radio-and-tv-18086952>

Franco Canadian Culture

Readings:

- Louis Bélanger and Charles Doran, "Quebec's Destiny," in Canadian Studies for the New Millennium (pp. 165-85)

Videos:

Crac by Frederic Black

- <https://www.youtube.com/watch?v=xsWU-nksQWA>

Cultural preservation

- <http://www.cbc.ca/player/News/ID/2646071314/>

Assignment 5 (due by midnight of the last day of Week Five):

Title: Current cultural issues their connection to North American Culture(s)

(specific prompt will be assigned at the beginning of the week.)

Section V – Current Realities

Summer Session Week 6

Current Realities

Readings:

Individual readings and other assigned readings based on current debates in the news, including US-Canadian relations, international trade, legalization of marijuana, nationalism, and other issues that will surface during the course.

Assignment 6 (due by midnight of the last day of Week Six):

Title: Canada's relations across the world

(specific prompt will be assigned at the beginning of the week.)

Research Paper (due by midnight of the last day of Week Seven)

List of suggested Canadian news media:

- APTN: www.aptn.ca/news (Indigenous news)
- Calgary Herald: www.calgaryherald.com (western Canadian newspaper)
- CBC: www.cbc.ca/news (public broadcaster)
- The Chronicle Herald: www.thechronicleherald.ca (eastern Canadian newspaper)

- CTV: www.ctvnews.ca (private broadcaster)
- Global News: www.globalnews.ca (private broadcaster)
- The Globe and Mail: www.theglobeandmail.com (national newspaper)
- Maclean's Magazine: www.macleans.ca (national magazine)
- Montreal Gazette: www.montrealgazette.com (Quebec newspaper)
- National Post: www.nationalpost.com (national newspaper, conservative)
- rabble.ca: www.rabble.ca (alternative news)
- Toronto Star: www.thestar.com (central Canadian newspaper)
- Vancouver Observer: www.vancouverobserver.com (western alternative news)



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Maine Studies

COURSE DESIGNATOR MES COURSE NUMBER 501 EFFECTIVE SEMESTER Fall 2019

COURSE TITLE Maine Studies: An Interdisciplinary Approach

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)¹
- Number Change
- Prerequisite Change
- Other (specify) _____
- Title Change
- Credit Change

ELIMINATION:

- Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s) *Kay Stage*

Jan W. Went 11/16/18
College(s) Curriculum Committee Chair(s) (if applicable)

Michael R. [Signature] 11/16/18
College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

This course offers an interdisciplinary approach to the study of Maine through sources in English, history, geology, anthropology, political science, Native American studies, Franco-American studies and other fields. At the broadest level, the course considers the landscapes and people of Maine, and the connections between the two. Other topics covered include industries such as farming, fishing, lumbering, and tourism; environmental concerns and regulations; economic challenges and opportunities; and demographic trends including an aging population and the development of recent immigrant communities. This course is required for students in the MA in Interdisciplinary Studies (Maine Studies track) and the graduate Certificate in Maine Studies. 3 credits hours.

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- Applied Music Clinical Field Experience/Internship Research Studio
 Laboratory Lecture/Seminar Recitation Independent Study Thesis

Text(s) planned for use:

Cassidy, Donna, Elizabeth Finch, and Randall Griffey. *Marsden Hartley's Maine*. New York, New York, The Metropolitan Museum of Art, 2017.
Fleetwood Pride, 1864–1960: The Autobiography of a Maine Woodman. Edited by Edward D. Ives and David C. Smith. (Orono, ME.: Northeast Folklore Society) Vol. IX, 1967.
McBride, Bunny and Harold Prins. *Indians in Eden: Wabanakis and Puscicalors on Maine's Mt. Desert Island*. DownEast Books 2009. Chapters 2-8, 10

Course Instructor (include name, position, teaching load):

Jennifer Pickard, Asst. Professor (Adjunct), 2 courses a semester

Reason for new course:

This course will meet an identified need for a general introduction to an existing track within the MA in Interdisciplinary Studies (MAIS) degree, and a planned 12-credit graduate certificate in Maine Studies. Currently there is no required introductory course in either of these programs. Many students have expressed their desire for such a course to help them enter the program and gain a better understanding of the breadth and scope of Maine Studies. It will also provide them with an opportunity to develop an idea for a master's project, as required for their Program of Study.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other departments or programs will be affected by this course.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will initially be offered every third semester, with the goal of offering it once per year (fall semester) as student numbers grow.

MES 501

Maine Studies: An Interdisciplinary Approach

COURSE SYLLABUS

Instructor: Jennifer Pickard

Email: jennifer.pickard@maine.edu

Phone: TBA

Office Hours: I am committed to being available to students throughout the semester by email, phone, and Zoom. Please feel free to set up an appointment.

Course Description

This course offers an interdisciplinary approach to the study of Maine through sources in English, history, geology, anthropology, political science, Native American studies, Franco-American studies and other fields. At the broadest level, the course considers the landscapes and people of Maine, and the connections between the two. Other topics covered include industries such as farming, fishing, lumbering, and tourism; environmental concerns and regulations; economic challenges and opportunities; and demographic trends including an aging population and the development of recent immigrant communities. This course is required for students in the MA in Interdisciplinary Studies (Maine Studies track) and the graduate Certificate in Maine Studies. 3 credits hours.

Course Goals and Objectives

As a result of this course, students should be able to:

- understand the interdisciplinary approach through the scholarly study of Maine;
- appreciate how Maine residents and visitors interact with their various landscapes;
- understand how Maine is shaped by human choices through an examination of both historical and contemporary issues;
- comprehend fundamental themes in Maine Studies including economic, social, political, geographic, historical, and environmental issues;
- assess interconnections between key industries, the workforce, government and the state's environment;
- understand the policy implications of contemporary issues related to population growth, immigration, and conservation of the state's environment and resources; and
- gain critical thinking and writing skills including construction of a thesis statement, selection and evaluation of evidence, and development of arguments.

Introduction to Online Class

This online class is designed for graduate students who want to know more about Maine through an interdisciplinary or multi-disciplinary lens. Many courses at the University take a discipline specific approach. This course, by contrast, seeks to draw upon and link various disciplines in order to examine several aspects of Maine. To aid us in this endeavor we will host guest speakers from an assortment of backgrounds. Our speakers may include politicians, researchers, community organizers, journalists, directors of non-profit organizations, workers and others.

We will meet most weeks for an hour and a half on Zoom. There will be two meeting sessions each week we meet. The days and times of those meetings will be determined in an effort to accommodate students' schedules

You will have assignments due throughout the semester. There are times when you will be studying on your own. In general, we will cover one lesson per week. Lessons will start Monday and end midnight Sunday, unless noted otherwise on the Course Schedule or Lesson Assignment. (The lesson assignment appears in the lesson folder on Blackboard.) You will need to access Blackboard regularly to check for announcements, changes, or instructions.

All students must have a Blackboard account. You are put into courses in Blackboard automatically after you register. To access Blackboard go to <https://bb.courses.maine.edu> and log in with your "@maine.edu" username and the password for that account. If you have problems with login procedures and usernames and passwords, you can get help by calling tech support at 1-800-696-4357.

Required Readings

You will need to purchase the following books:

Cassidy, Donna, Elizabeth Finch, and Randall Griffey. *Marsden Hartley's Maine*. New York, New York, The Metropolitan Museum of Art. 2017.

Fleetwood Pride, 1864–1960: The Autobiography of a Maine Woodsman. Edited by Edward D. Ives and David C. Smith. (Orono, ME.: Northeast Folklore Society) Vol. IX, 1967.

McBride, Bunny and Harald Prins. *Indians in Eden: Wabanakis and Rusticators on Maine's Mt. Desert Island*. DownEast Books 2009. Chapters 2-8, 10

MES 501 Syllabus – Page Three

Course Requirements

<u>Requirement</u>	<u>Points</u>
Participation	15
Weekly Writing Assignments (Best 9 out of 12 scores)	45
Initial proposal for Final Assignment	5
Update on final assignment (Outline and bibliography)	10
Final Project	<u>25</u>
Total Points	100

Grading System

- A (90-100)= Excellent work, well written and insightful.
- B (80-89) = Very good work, with perhaps a few weak points.
- C (70-79) = Average work, solid effort, but with some errors or confusion.
- D (60-69) = Major problems and misunderstanding, or failure to follow directions.
- F (below 60) = Inadequate work, failure to complete the assignment as directed.

Participation

Active, ongoing participation by all is fundamental to the success of this course. You will be responsible for actively engaging in discussion, drawing on the reading and viewing materials.

Weekly Writing Assignments

There are 12 weekly writing assignments; generally they are based on prompts included in each lesson assignment located in the lesson folder. They are due by midnight Thursday of the lesson week unless otherwise noted. Students need to submit at least 9 of 12 assignments. Please send your weekly writing assignments to the appropriate lesson folder no later than midnight each Thursday unless otherwise noted. These assignments should be a *minimum* of 800 words long unless specified otherwise.

For most lessons throughout the semester, students will complete the assigned readings and write an essay in response to questions posed by the instructor. Through these weekly writing assignments, you will be asked to analyze sources, reflect on

interpretations, and provide evidence to support or refute the authors' theses, or develop suitable questions based on sources for guest speakers. When appropriate, you should integrate ideas from previous lessons in your analysis. (Please note that we may occasionally stray from the standard essay form. When this is the case, the lesson assignment will clearly indicate what you need to do.)

MES 501 Syllabus – Page Four

Final Project

All students will submit a final project, which can be a standard research paper OR a prospectus OR a major literature review. Further guidelines will be given. If you opt to do a prospectus or literature review, it must be related to your master's thesis. This might be a good opportunity to view the final assignment as a way to work on your master's thesis or project, if you have a subject in mind.

Students will need to submit an initial proposal in Lesson 4 and an update on the project in Lesson 11. Everyone will need to check with the instructor for feedback on proposal ideas. Please see the course schedule. When time allows during our meeting times on Zoom, students can discuss their progress on the final project. Sharing experiences researching can be educational for all. All students will provide a short presentation (3-5 minute) based on the final project to the class through Zoom. The project is due during finals week (see course schedule).

Late Assignment Policy

Late work will not be accepted. Students are responsible to communicate with the instructor prior to the assignment due date if special circumstances prohibit completion of work.

Center for Innovation in Teaching and Learning site at

<https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/> for **Additional Information on:**

Academic Honesty Statement

Students Accessibility Services Statement

Course Schedule Disclaimer (Disruption Clause)

Observance of Religious Holidays/Events

Sexual Discrimination Reporting

Non-Sexist Language Policy

Nonsexist language is written, verbal or nonverbal communication that is inclusive and does not reflect a bias based on sex. Language is sexist if it discriminates because of one's sex; reinforces the idea of one sex's superiority; or perpetuates sex and gender role stereotypes. Language that ignores, limits, or trivializes women and girls, and language that excludes or belittles women's values, perspectives, and experiences is sexist, as would be comparable language related to men and boys. Often language can unintentionally communicate sexism. The University of Maine's nonsexist language policy can be accessed at: <http://www.umaine.edu/WIC/both/language.htm>

MES 501 Course Topic Outline

Please be aware that the course schedule is subject to change and it is best to consult the lesson introduction and assignment in each lesson folder.

Lesson 1: Introduction to course, instructor and concept of interdisciplinarity

What is interdisciplinary research? We will explore this approach to research while evaluating its challenges and benefits. The lesson provides the foundation for the course, as we will consider the subject of Maine through a variety of disciplinary lenses. At the same time, this first lesson is designed to get students thinking about Maine. What do we mean when we refer to Maine and, more specifically, Maine Studies?

- Gilbert, Stephen. "The Pros and Cons of Interdisciplinary Research." by ELO @ Iowa State University. April 17, 2014. (27.48) (<https://vimeo.com/92246617>)
- Beem, Edgar Allen. "What is the Real Maine?" *DownEast*, January 3, 2011.

Lesson 2: Geology, Landforms and Topography of Maine

What makes Maine, Maine? To start to answer this question we look at Maine from the ground up by reading about the state's geology and ecology. How was Maine formed? How has Maine's geology influenced the culture and economy? Students will be asked to analyze a Google Earth map of Maine and consider the impact of Maine's physical make up and how it influences the "experience" of Maine, both past and present.

- Caldwell, Dabney. *The Roadside Geology of Maine*. Missoula, MT, Mountain Press Publishing, 1998. pp. 1-36 (**Stop at heading: Interstate 95**)
- Conkling, Philip. "Landforms: Island Cliffs, Caves, Cobbles, and Domes." In *Islands in Time: A Natural and Cultural History of the Islands of the Gulf of Maine*. Camden, ME, DownEast Publishers, 1999. pp. 114-129.
- Google Earth- <https://earth.google.com/web>

Writing Assignment #1 Due

Lesson 3: First Peoples and Early Settlers

Who were the early inhabitants of Maine? Using sources from three disciplines we will read about First Peoples and early European settlers. We will look at who settled in the area we call Maine, the adaptation strategies they employed, how they interacted, and the impact of cultural differences. Underpinning all of this is location theory, which suggests that people settle in locations for resources. While we focus on the early inhabitants, we will also compare the assigned sources to understand the disciplines at work, by considering the sources they utilize, the questions they ask, and the purpose behind their methodologies.

- Hornsby, Stephen J. and Richard W. Judd, eds. *Historical Atlas of Maine*. Orono, Maine: University of Maine Press, 2015. Part I Plate 2, 3 4 & 7.
- Prins, Harald and Bunny McBride. "Chapter 2: Ethnographic Baseline: Wabanaki Cultures c.1600." *Asticou's Island Domain: Wabanaki Peoples at Mount Desert Island 1500-2000*. National Park Service Boston, Massachusetts, National Park Service. 2nd Printing, December, 2012.
- Woodard, Colin. "The First Frontier" in *The Lobster Coast*. New York, New York, Penguin Books, 2005. pp. 76-115.
- Sanger, David and Mary Jo Sanger. "The Damariscotta Oyster Shell Heaps," in *Northeastern Naturalist*, 1997. Vol. 4, No.2 pp. 93-102. [optional]

Writing Assignment #2 Due

Lesson 4: Maine Woods & "Woodsmen"

What have the Maine Woods meant to people over the centuries? To consider this question, we will read the words of two men, Henry David Thoreau and Fleetwood Pride. How have their views of and relationships with the woods influenced attitudes today? We will consider the significance of class in forming attitudes toward the woods. We will also read an interdisciplinary report that discusses the value we place on the woods today.

- Thoreau, Henry David. "Ktaadn" in *The Maine Woods*.
- *Fleetwood Pride, 1864–1960: The Autobiography of a Maine Woodsman*. Edited by Edward D. Ives and David C. Smith. (Orono, ME.: Northeast Folklore Society) Vol. IX, 1967.
- *Wildlands and Woodlands, Farmlands and Communities: Broadening the Vision for New England*. Harvard Forest, Harvard University September 2017.

Optional:

- Auerbach, Adam. "A Century of National Park Conflict: Class, Geography, and the Changing Values of Conservation Discourse in Maine." *Maine History* Vol 52 Winter 2017-2018. pp 76-
- Judd, Richard. "Lumbering and the Farming Frontier in Aroostook County, Maine, 1840-1880." *Journal of Forest History* Vol. 28, No. 2 (April, 1984), pp. 56-67.
- Judd, Richard W. . "The Maine Woods: A Legacy of Controversy." *Maine Policy Review* 16.2 (2007) : 8 -10, <https://digitalcommons.library.umaine.edu/mpr/vol16/iss2/3>.
- McKane, Sumner. *In the Blood : Uncovering the Life, Skills, & Character of the Turn of the Century Maine Lumbermen and River Drivers*. 2011. 73:00
- Moore, Elizabeth H. and Jack W. Witham. "From Forest to Farm and Back Again: Land Use History as a Dimension of Ecological Research in Coastal Maine." *Environmental History* Vol. 1, No. 3 (Jul., 1996), pp. 50-69.

Writing Assignment #3 & Initial Proposal for Final Assignment Due

Lesson 5: Maine Agriculture & Farmers

Maine may not be known for its farming, but that could be changing. In this lesson we look at the early history of farming and more recent trends, and we will "meet" some farmers. We will examine changes in Maine farming, such as who farms, farming methods, and types of crops. We will also explore the role of location theory.

- Bulan, Kiera, Chris Hamilton, Daniel McPhee and Ted Quaday. *Securing the Future of Maine's Organic Farms*. Maine Organic Farmers And Gardeners Association. 2016.
- Hornsby, Stephen J. and Richard W. Judd, eds. *Historical Atlas of Maine*. Orono, Maine: University of Maine Press, 2015. Part II Plate 29, Part III Plate 53 & 56, Part IV Plate 67.
- McCandlish, Laura. "Reconnecting Refugee Farmers To Their Agricultural Roots." <http://smallfarms.cornell.edu/2013/03/27/reconnecting-refugee-farmers-to-their-agricultural-roots-3/>
- Pingree, Cecily and Jason Mann. *Meet Your Farmer*. Pull Start Films. 2010.
(Eight short video clips. Select 4)
- Vickery, James B., Richard W. Judd, and Sheila McDonald. "Maine Agriculture 1783-1861." In *Maine: the Pine Tree State from Prehistory to the Present*. Richard Judd ed. (Orono, ME: University of Maine Press, 1995.) 242-261.

Optional:

- Hanes, S., Collum, K., Hoshide, A., & Asare, E. (2015). "Grower Perceptions of Native Pollinators and Pollination Strategies in the Lowbush Blueberry Industry." *Renewable Agriculture and Food Systems*, 30(2), 124-131

Writing Assignment #4 Due

Lesson 6: Maine Fisherpeople and Marine Policy

“The Commons”- a concept associated with such things as air, water, and land, but it can be applied to natural resources such as fish or lobster. How does one regulate the harvesting of a natural resource held in common? Who should determine the policy? All stakeholders? Scientists? We will analyze issues surrounding marine policy, explore the culture of lobstering, examine how the opioid crisis plays out in the lobstering industry, and introduce the attributes of natural resource-based industries.

- Maine Coast Oral History Initiative. Maine Coast Fishermen's Association.
<https://www.maineoastfishermen.org/oral-history>
- Overton, Penelope. “Trapped By Heroin: Lobster Industry Struggles with its Deadly Secret.” *Portland Press Herald*. April 2, 2017.
<https://www.pressherald.com/2017/04/02/lobstermen-under-siege-heroin-epidemic-feeds-on-an-iconic-way-of-life/>
- Sanders, John. “A Tiny Fish and a Big Problem: Natives, Elvers, and the Maine Indian Claims Settlement Act of 1980,” *William & Mary Law Review*. 2287 (2016),
<http://scholarship.law.wm.edu/wmlr/vol57/iss6/7/>.
- Waring, T. & James Acheson. “Evidence of Cultural Group Selection in Territorial Lobstering in Maine.” *Sustainability Science* (2018) 13: 21.
<https://doi-org.prxy4.ursus.maine.edu/10.1007/s11625-017-0501-x>

Optional:

- Brehme, Christopher E., Patrice McCarron & Heather Tetreault (2015) “A Dasymetric Map of Maine Lobster Trap Distribution Using Local Knowledge”, *The Professional Geographer*, 67:1, 98-109. <https://doi.org/10.1080/00330124.2014.883956>
- Hanes, Samuel P. “Aquaculture and the Postproductive Transition on the Maine Coast.” *Geographical Review*. April 2018. 108:2 pp 185-202.
- Watson, Jonathan, “Effects of Dam Removal on Assemblage Composition and the Interactions of Fishes in the Penobscot River, Maine” (2017). *Electronic Theses and Dissertations*. 2680. <http://digitalcommons.library.umaine.edu/etd/2680>

Writing Assignment #5 Due

Lesson 7: Maine Art and Artists

What or who is a “Maine artist?” Using Marsden Hartley as an example, we will deconstruct the concept of a “Maine artist.” Is the “Maine artist” identity based on the artist’s work, or the artist’s personal history and connection to Maine? Is there a Maine network among artists, especially artists coming to Maine, and what is its connection to NYC and Boston? We will consider whether being labeled a “regional” artist is

favorable, whether it depends on the artwork (e.g., fine artist or writer), and whether the answer has changed over time.

- Cassidy, Donna, Elizabeth Finch, and Randall Griffey. *Marsden Hartley's Maine*. New York, New York, The Metropolitan Museum of Art. 2017.

Optional:

- Barry, William David. "Maine & the Arts." In *Maine: the Pine Tree State from Prehistory to the Present*. Richard Judd ed. (Orono, ME: University of Maine Press., 1995) 480-505.
- Bennett, Troy. "Kosti Ruohomaa, Rediscovering A Once-Famed Photographer Who Captured the True Character of Maine."
(<http://external.bangordailynews.com/projects/2016/03/kosti-ruohomaa/#.VwLIQy-ZOU0>)
- Keyes, Bob. "John Marin: An artist, his shack and the sea." Medium.com. January 2, 2017. (<https://medium.com/@bobkeyes/john-marin-an-artist-his-shack-and-the-sea-765690fd50bd>)
- Smee, Sebastian. "Langlais's Folksy Art Defies Cynicism." *Boston Globe*. July 26, 2014
- Celeste Roberge - <http://www.celesteroberge.com>
- Jill Hoy- <http://jillhoy.com>

Writing Assignment: Initial Proposal for Final Assignment

Lesson 8: Maine Writers

"Insider" and "Outsider." If you have spent much time in Maine you will be familiar with the idea. Are you a "Mainer" or are you "from away." Why does it matter if one is a "Mainer" or not? This lesson analyzes short stories and poems to further our understanding of what Maine means to different people and what life is like for Maine residents. In particular, we will consider the significance of who is an "insider" and who is an "outsider." Also, who writes Maine literature? What kinds of imprints have notable Maine writers left on the public perception of Maine and Mainers?

Short Stories: (Select 2)

- Alex, Jack. "Letter from Maine." *Maine Speaks*, ed. Jeff Fischer (Maine Writers & Publishers Alliance) 1989. (Referred to as MS.)
- Baker, Catharine. "Island Girl." *MS*.
- Fahy, Christopher. "Glow of Copper." *MS*.
- Phippen, Sandy. "The Returned Native." *The Police Know Everything*. Puckerbrush Press, 1982.

Poems: (Select 4)

- Adams, David. "In a Parking Lot at Rockland Harbor".
(<https://dll.umaine.edu/welcome/wom/poets.html>)
- Aldridge Richard. "A Sharing of Silences." *MS*.
- Connellan, Leo. "Maine" and "In Maine We Own the Sea." From *The Maine Poems* (Blackberry Books) 1995.
- Fallon, Tom. "Work Piece." *MS*.
- Haskins, Sturgis. "Cap't Bunker's Boy." *MS*.
- Joe, Rita. "Aye! No Monuments!" *MS*.
- Morse, Samuel French. "A Poem About the Red Paint People." *MS*.

Response Essay #6 Due

Lesson 9: Maine Women

Much is known about Maine's lumbermen, fishermen, and male politicians, but little is known about Maine women. This lesson will focus on the intersection of place, gender and class. In particular, students will look at how various Maine women have navigated gender roles with an emphasis on the women as active agents finding ways to use gender to their advantage.

- Fournier, Constance A. "Navigating Women: Exploring the Roles of Nineteenth-Century New England Sailing Wives," *Maine History*, 35 (1995):46-61.
- Hunter, Julia and Earle Shettleworth Jr. *Fly Rod Crosby: The Woman Who Marketed Maine*. Gardiner, Maine, Tilbury House Publishers, 2000. (A selection from the book.)
- von Herrlich, Phyllis Herrick, "'Absolute Equality for Women in Law and Custom"; Gail Laughlin's Fight for Gender Equality in the Maine Legislature" (2010). *Electronic Theses and Dissertations*. 1312. <https://digitalcommons.library.umaine.edu/etd/1312>

Writing Assignment: Response Essay #7 Due

Lesson 10: Maine Tourism

Tourism—love it or hate it? In Maine it is a topic that can generate strong feelings. It tends to be looked at in economic terms when viewed in a favorable light. We will look at a report that covers the economics of tourism. We will also be looking at some “costs” of tourism, and see how Native Americans navigated the rise of tourism on Mt. Desert Island. We will consider the tensions that arise between residents and tourists and the subsequent stereotypes.

- Chute, Carolyn. "The Other Maine." Originally published in *The Quotable Moose A Contemporary Maine Reader* edited by Wesley McNair (1994).

- Eichacker, Charles. "Maine's Ideal Tourists Fall Into Three Categories." *The Ellsworth American*. November 16, 2015 (<https://www.ellsworthamerican.com/maine-news/maines-ideal-tourists-fall-into-three-categories/#>)
- Maine Office of Tourism and Maine Department of Economic & Community Development, "Maine Office of Tourism Annual Report, 2016" (2016). Economic and Community Development Documents. 168. http://digitalmaine.com/decd_docs/168
- McBride, Bunny and Harald Prins. *Indians in Eden: Wabanakis and Rusticators on Maine's Mt. Desert Island*. DownEast Books 2009. Chapters 2-8, 10.

Optional:

- Ednie, A & Daigle, John & Leahy, Jessica. "The Development of Recreation Place Attachment on the Maine Coast: User Characteristics and Reasons for Visiting." *Journal of Park and Recreation Administration*. (2010) 28. 36-51.

Writing Assignment: Response Essay #8

Lesson 11: Immigration, Migrant Communities, & Race Relations

Maine is known as one of the "whitest" states in the country (second to Vermont). It also has one of the oldest populations. We will analyze the impact of these demographics and will consider immigration patterns both past and present. We will zero in on the experience of Franco-Americans in Lewiston and the Irish in Benedicta, as case studies for ethnic experience in Maine. We will consider migration patterns such as chain migration and secondary migration. We also will explore the role of race in Maine's past and present.

- "Race & Ethnicity" in *Healthy Maine 2010: Opportunities for All*. Augusta, Maine. Pp 15-32 (<https://www.maine.gov/dhhs/mecdc/healthy-maine/documents/oppforall/b04raeth.pdf>)
- Tierney, James. "Immigration and Diversity in Maine: A Necessity" Speech given at the Maine World Affairs Council. Portland, Maine January 13, 2015

Choose 2 of these sources:

- Black Girl in Maine: <http://blackgirlinmaine.com>
- Frenette, Yves. "Understanding the French Canadians of Lewiston, 1860-1900." In *Voyages: A Maine Franco-American Reader*. Edited by Nelson Madore and Barry Rodrigue. Gardiner, Maine: Tilbury House Publisher, 2007. pp 107- 126.
- Malaga Island: A Story Best Left Untold. A project of the Salt Institute for Documentary Studies, Portland, Maine. 2009. <http://www.malagaislandmaine.org/index.htm>
- McCarron, Edward. "A Brave New World: The Irish Agrarian Colony of Benedicta, Maine," in *They Change Their Sky: The Irish in Maine*, Michael C. Connolly, ed. (University of Maine Press, 2004), 121-137.

Writing Assignment: Response Essay #9 & Update on Final Project

Lesson 12: Maine Politics & Tribal-State Relations

It is no secret that Maine's political climate has changed over the past two decades. Students will read a recent update of Maine's politics and then focus on tribal-state relations. They will read and evaluate perspectives by a non-Native American political consultant and a Native American leader. There is an opportunity to learn about "Truth and Reconciliation" and struggles over rights involving the Penobscot River.

- Brimley, Stephen. "Native American Sovereignty in Maine." *Maine Policy Review* 13.2 (2004) : 12 -26, <https://digitalcommons.library.umaine.edu/mpr/vol13/iss2/4>.
- Loring, Donna M. . "Tribal-State Relations." *Maine Policy Review* 13.2 (2004) : 27-29, <https://digitalcommons.library.umaine.edu/mpr/vol13/iss2/5>.
- Melcher, James & Amy Fried. "A Summer 2017 Update on Maine Politics." *The New England Journal of Political Science*, 10/2016, Volume 9, Issue 2.

Choose two from:

- *First Light*(film) produced by Adam Mazo and N. Bruce Duthu. Upstander Project. (2015) 13.0 <https://upstanderproject.org/firstlight/>
- Hornsby, Stephen J. and Richard W. Judd, eds. *Historical Atlas of Maine*. Orono, Maine: University of Maine Press, 2015. Part IV Plate 75 .
- *Penobscot: Ancestral River, Contested Territory, The*. Maine Public Community Films, Maine Public December 17, 2015. 44:22
- *Invisible* (film) produced by Gunnar Hansen, David Westphal and James Eric Francis. Northeast Harbor, ME : Acadia Film Video, 2005.

Optional:

- Palmer, Kenneth; Taylor, G Thomas; Lavigne, Jean E.; and LiBrizzi, Marcus A., "Maine Politics and Government" (2009). *Faculty and Staff Monograph Publications*. 135. https://digitalcommons.library.umaine.edu/fac_monographs/135

Writing Assignment: Response Essay #10

Lesson 13: How Will Climate Change Affect Maine?

What impact will climate change have on Maine? Students will be asked to conduct interdisciplinary research on an aspect of Maine and how climate change will impact it. This will be an interdisciplinary lesson as the assigned report draws on several fields and it is likely that students will locate humanities-based sources.

- Fernandez, I.J., C.V. Schmit, S.D. Birkel, E. Stancio , A.J. Pershing, J.T. Kelley, J.A. Runge, G.L. Jacobson, and P.A. Mayewski. *Maine's Climate Future: Update 2015*. Orono, ME: University of Maine, 2015.
- New England News Collaborative. Next podcast May 17, 2018.
<https://nenc.news/podcast/episode-94-climate-change-global-warming/>

Writing Assignment: Response Essay #11

Lesson 14: Creative Economy, Innovation, and Innovators

Creative and innovative. Are these terms you associate with Maine's economy? This lesson will challenge your ideas about Maine's industry, economy and workforce.

Maine's image as a place lost in time does not align with the growth in the state's high tech industries (Think IDEXX and Jackson Labs) and general innovation. The University of Maine plays a key role in some of the innovation, especially involving wind energy and wood products.

- Kappos, David J. . "Natural Advantages Are Key to Achieving a Vibrant Innovation Ecosystem in Maine." *Maine Policy Review* 23.1 (2014) : 8 -10,
<http://digitalcommons.library.umaine.edu/mpr/vol23/iss1/3>.
- Smith, Jonathan. "The Arts Economy in Maine." *Maine Calling*. February 23, 2018 (49:45): <http://mainepublic.org/post/arts-economy-maine#stream/0>

Writing Assignment: Response Essay #12

Final Project due during Finals Week



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT School of Forest Resources

COURSE DESIGNATOR SFR COURSE NUMBER 546 EFFECTIVE SEMESTER Sp 2019

COURSE TITLE Forest Resource Policy

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
 New Course with Electronic Learning
 Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change Description Change Cross Listing (must be at least 400-level)¹
 Number Change Prerequisite Change Other (specify) _____
 Title Change Credit Change

ELIMINATION:

- Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

College(s) Curriculum Committee Chair(s) (if applicable)

College Dean(s)

Graduate School (sign and date)

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

SFR 546, Forest Resources Policy, 3 credits (no pre-requisites):
Mechanisms involved in, and influences on the evolution of national, state and private forest policies in the United States and other nations. Development of professional codes of ethics in Forestry and examination of professional, private business, environmental, and public sector ethical challenges, particularly in the formation of forest and land use policies. Students may not receive credit for both SFR 446 and SFR 546.

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- Applied Music Clinical Field Experience/Internship Research Studio
 Laboratory Lecture/Seminar Recitation Independent Study Thesis

Text(s) planned for use:

Cabbage, F.W., J. O'Laughlin, and M.N. Peterson. 2016. Natural Resource Policy. Supplemented by primary literature.

Course Instructor (include name, position, teaching load):

Dr. Adam Daigneault, E.L. Giddings Assistant Professor of Forest, Conservation, and Recreation Policy, 50% Teaching Appointment in the School of Forest Resources.

Reason for new course:

A undergraduate-level version of this course has been taught level (SFR 446) for several years and is required for the Society of American Foresters (SAF) accredited degree. In recent years, there has been interest from graduate students of varying degrees (MF, MS, PhD) and disciplines (SFR, EES, INT, ECO) in taking a more intensive version of the course. These students have done this by registering for SFR 617 (Special Programs in Forest Policy), and then participate in the SFR 446 lectures and course work, plus completing additional assignments. Formally cross-listing the course with SFR 446 will acknowledge that graduate-level course on this topic exists, thereby raising awareness and graduate student enrollment.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- No. The department will not request additional resources for this course.
 Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

There are no other graduate level courses on forest and land use policy offered at UMaine.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

The course will be offered every Spring. As it is cross-listed with a course that is already being taught (SFR 446), it will not result in overload payments.

SFR 446/546
Forest Resources Policy
Spring 2019 Syllabus

Course Description (3 Credits)

“Mechanisms involved in, and influences on the evolution of national, state and private forest policies in the United States and other nations. Development of professional codes of ethics in Forestry and examination of professional, private business, environmental, and public sector ethical challenges, particularly in the formation of forest and land use policies. Students may not receive credit for both SFR 446 and SFR 546.”

Class Schedule

Tuesday/Thursday 9:30 –10:45 a.m. Bryand Global Science Center 100

Professor

Dr. Adam Daigneault, Assistant Professor of Forest, Conservation, and Recreation Policy
University of Maine School of Forest Resources
Office: 219 Nutting Hall
Phone: (207) 581-2805
Email: adam.daigneault@maine.edu

Office Hours: Nutting 219, Tuesday/Thursday 1:00 to 3:00 p.m, or by appointment

General Education Requirements: “Social Contexts & Institutions” and “Ethics”

Prerequisites: None

Course Credits: 3

Required Textbook

Cabbage, F.W., J. O’Laughlin, and M.N. Peterson. 2016. *Natural Resource Policy*.

Other Materials

Other reading will be assigned in class and/or posted on the course website, which is being administered through Google Classroom. Please contact me if you have not received an invitation.

Course Objectives

This course examines the goals, issues, and policies affecting the management of forests in in Maine, New England, and the United States. The course is composed of three sections. First, we will examine the political processes that distribute and allocate power and resources. The second section addresses the participants in the policy process, including the three branches of government, interest groups and the media. The third section of the course reviews important forest-related programs, laws, and policies. Throughout the course, we discuss ethics from a number of perspectives (professional, environmental, personal, intergenerational, etc.). The course will feature several case studies and empirical examples to illustrate the complexities of the policy-making process and align theory with reality. Various programs related to federal, state, private, and global forest resource policies will also be scrutinized. This integration of

Forest Resource Policy

process, participants, and programs should help students understand how public values and opinions about forest resources have been formed and developed into current day policy. While we will primarily focus on forests and related issues in the Maine and the U.S., additional readings will evaluate forest policy from an international perspective.

Student Learning Outcomes

The following outcomes are expected of students upon completion of this course:

- Understand forest policy, and the historical context of and processes by which it is developed.
- Recognize how federal, state, and local laws and regulations govern the practice of forestry and forest operations.
- Understand social and economic structures, processes, and institutions across a broad range of human experience and culture
- Understand the administration, ownership, organization, human resource, and legal aspects of forest management enterprises.
- Understand how the existence of market externalities, ecosystem services, and non-market goods and services affect forestry decisions and resource conditions.
- Understand the valuation, market forces, and non-market forces that allow humans to enjoy outdoor recreation from forests and other natural areas.
- Comprehend and critically evaluate information presented in a variety of writing styles.
- Compose presentations, papers, presentations and reports that effectively communicate ideas.
- Evaluate moral and ethical questions by using critical reasoning skills.

These learning outcomes will be measured by students being able to:

- Demonstrate knowledge of local, state, regional, national, and international political and economic systems.
- Identify the multi-functional uses of forests and other natural resources.
- Generalize how political, social & economic structures, processes and institutions have changed over time.
- Describe the role of resource professionals in social & economic structures, processes & institutions.
- Demonstrate an understanding of the history & development of human moral codes and professional ethics.

SFR 446 Grading

Exams and assignments are based on lectures and assigned readings. Final grades for undergraduates will be based on the following assignments and breakdown:

Component	Maximum Points
Class participation	20
Exam 1	20
Exam 2	20
Individual Policy summary (policy project part 1)	10
Group term paper (policy project part 2)	15
Group final presentation (policy project part 3)	15
Total	100

SFR 546 Grading

Forest Resource Policy

Exams and assignments are based on lectures and assigned readings. Final grades for graduate students will be based on the following assignments and breakdown:

Component	Maximum Points
Class participation	10
Weekly Policy Brief	10
Exam 1	20
Exam 2	20
Policy summary (policy project part 1)	10
Term paper (policy project part 2)	15
Final presentation (policy project part 3)	15
Total	100

All graduate students are expected to complete each component of the course on their own (i.e., no group papers or presentations).

Grades are assigned based on the total accumulated points over the course of the semester:

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	< 60

I reserve the right to adjust the grade threshold down. **No late assignments are accepted.** If you are absent, come see me or catch up with classmates. Alternative/make-up exams are given **ONLY** at the discretion of the instructor – with prior arrangement for extreme circumstances.

Policy Project

The policy project will comprise of three components: (1) a policy brief summarizing the key aspects of a forest resources policy issue of your choosing; (2) a term paper that looks in depth at the important aspects of a key forest resources policy; and (3) a presentation to the entire class on the highlights of the findings discussed in the term paper. All students are required to submit a policy brief, while undergraduates will be grouped together to develop the term paper and final presentation. I will then use these summaries as a guide to create the groups of 3-4 undergraduate students with mutual interests, who will then be assigned a specific policy to assess for the term paper and presentation. ***Graduate students are expected to complete all three components on their own.***

All students are invited to discuss potential topics with me prior to starting their policy summary.

The brief and term paper are required to follow specific lengths and formatting, as discussed below. The format and delivery of the final presentation is at the discretion of each group.

Policy Summary: The policy summary paper must be typed, and both a hard copy and an electronic (MS Word or Google Docs) copy are required for submission. The summary

Forest Resource Policy

should be at between 3 and 5 pages long, including references. It should be formatted into double space, 12 Times New Roman, and one inch margin.

Term Paper: The term paper must be typed, and both a hard copy and an electronic (MS Word or Google Docs) copy are required for submission. The final paper should be at least 10 pages long, and no longer than 16 pages, including references. It should be formatted into double space, 12 Times New Roman, and one inch margin. The paper requires at least 10 references, of which at least five are from peer-reviewed journals.

Presentation: We will have group presentations in lieu of a final exam. Presentations will be 15 minutes in length. Most presentations will be given during the time of the final exam, which is scheduled for **May TBD; from X-Ypm** in BGSC 100. Due to the large class size, some students will be asked to give a presentation in the final regular week of classes.

Weekly Policy Tracking Assignment (SFR 546 students only)

SFR 546 students are also required to submit a weekly assignment over the course of the entire semester that tracks and summarizes a current natural resource policy issue. The specific topic is at the discretion of the student, with the key requirement being that you track the same issue for the duration of the semester. Potential topics include U.S. forest fire management, conservation lands, or forestland taxation. Another option is to track the weekly hearings and business conducted by one of the Maine Legislature's committees related to natural resources. The summary should be developed and presented with the intent that it can be quickly scanned and interpreted by a high-level policymaker (e.g., Forest Service Chief or U.S. Senator) who is looking for a concise yet sufficiently detailed overview of the topic. The weekly brief should be a maximum of 2 pages, and can include a mix of text, bullets, and figures.

Expectations and Professionalism

You are expected to follow the Professional Guidelines and Expectations for SFR Students. You can find it online at: <https://forest.umaine.edu/wp-content/uploads/sites/231/2017/11/Professional-Guidelines-and-Expectations-for-SFR-Students-Oct2017.pdf>

Civility in the Classroom

The goal of the University of Maine is to provide students with the knowledge, skills, and wisdom you need to contribute to society. My expectations are formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. In this class, I expect students to follow a few simple courtesies that will help me teach in an atmosphere conducive to learning:

1. **Come to class on time.** If you must be late, please enter as quietly as possible.
2. **Come to class prepared and ready to participate.** Sound policy development requires active participation and vibrant discussion.
3. **Do not disturb the class** by rustling papers, zipping backpacks, standing up, or leaving while lecture is going on or while students are raising questions for discussion.

4. **Questions are encouraged at any time.** Give students who raise questions the courtesy of your attention. If your question requires a particularly lengthy answer, I may ask you to meet me after class.

Students with family or military responsibilities and those for whom English is not a primary language are invited to discuss their situations with me at the beginning of the term.

I am dedicated to establishing a learning environment that promotes diversity of race, cultures, genders, sexual orientations, learning styles, and physical abilities. If you notice discriminatory comments in this class, or if you feel discriminated against, please let me know. **Behaviors or language that create a hostile, offensive or intimidating environment will not be tolerated.**

Academic Honesty

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Students with Disabilities

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with Dr. Adam Daigneault privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting

Forest Resource Policy

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.

For *confidential resources off campus*: **Rape Response Services: 1-800-310-0000** or **Partners for Peace: 1-800-863-9909**.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040** or **911**. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Forest Resource Policy

Course Schedule*

The following is a schedule for the general structure of the course. It is subject to change to accommodate other schedule conflicts or need. Students should consult the Google Classroom site on a regular basis to confirm the order of lecture topics, assigned readings, and due dates.

Week	Day	Date	Topic	Textbook Chapter	Major Assignment
1	T	22-Jan	Forest Resource Management and Public Policy	1	
	Th	24-Jan			
2	T	29-Jan	Policy and Political Processes	2	
	Th	31-Jan			
3	T	5-Feb	Policy Issues, Agendas, and Formulation	3	
	Th	7-Feb			
4	T	12-Feb	Policy Analysis and Criteria for Decisions	4	
	Th	14-Feb			
5	T	19-Feb	Policy Implementation, Evaluation, and Monitoring	5	
	Th	21-Feb			
6	T	26-Feb	Environmental Ethics and Professionalism	6	Exam 1
	Th	28-Feb			
7	T	5-Mar			
	Th	7-Mar			
8	T	12-Mar	Branches of Government	7&8	
	Th	14-Mar			Policy Brief
9	T	19-Mar	Spring Break		
	Th	21-Mar			
10	T	26-Mar	Interest Groups and the Media	9 & 10	
	Th	28-Mar			
11	T	2-Apr	Policy Instruments	11	
	Th	4-Apr			
12	T	9-Apr	Land Use Regulation	12 & 13	
	Th	11-Apr			
13	T	16-Apr	Wildlife Management Policy	14	
	Th	18-Apr			
14	T	23-Apr	Financial Assistance and Market Instruments	15	Exam 2
	Th	25-Apr			Term Paper
15	T	30-Apr	Wrap up and review		
	Th	2-May	Final Presentations		Presentations

Forest Resource Policy

Final s	T	7-May	Final Presentations	Presentations
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*Order and timing of topics subject to change, but major assignment due dates are fixed.

Some Useful Forest Policy Websites (also on the Classroom site for all of us to add to)

<u>For Maine and U.S. legislation:</u>	
Maine legislature bills	http://www.mainelegislature.org/legis/bills
Library of Congress	http://thomas.loc.gov
Federal Register	https://www.federalregister.gov/
FDsys - federal gov't docs & info	http://www.gpo.gov/fdsys/
<u>(Just a few of the many) other useful sites:</u>	
U.S. Forest Service	http://www.fs.fed.us/
Maine Forest Service	http://www.maine.gov/doc/mfs/
Society of American Foresters	http://www.safnet.org
Natural Resources Council of Maine	http://www.nrcm.org/
Maine Forest Products Council	http://www.maineforest.org
Center for Int'l Forestry Research	http://www.cifor.cgiar.org
UN Food and Agriculture Org	http://www.fao.org/
SAF Wiki Site	http://wiki.safnet.org/index.php/Main_Page_SAF_Wiki_Site
American Forestry Foundation	https://www.forestfoundation.org/policy-advocacy-current-issues
E&E News	https://www.eenews.net/
High Country News	https://www.hcn.org/
NYTimes Forests and Forestry	https://www.nytimes.com/topic/subject/forests-and-forestry
Science Daily – Forests	https://www.sciencedaily.com/news/earth_climate/forests/



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Maine Business School

COURSE DESIGNATOR BUA COURSE NUMBER 515 EFFECTIVE SEMESTER Fall 2019

COURSE TITLE Tax Planning for Small Business Owners

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)¹
- Number Change
- Prerequisite Change
- Other (specify)
- Title Change
- Credit Change

ELIMINATION:

- Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

College(s) Curriculum Committee Chair(s) (if applicable)

College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 2 (FOR COURSE MODIFICATIONS)

Current catalog description (include designator, number, title, prerequisites, credit hours):

BUA 515 - Tax Planning for Small Business Owners

Examines the formation and taxation of corporations, LLCs, S corporations and estates and trusts. Focuses on minimizing federal income taxes for the small business owner through: 1) choice of business entity and 2) strategies regarding timing of a) contributions to your business, b) withdrawals from your business, and c) sale or other disposition of your business. Also covers wealth planning aspects of making gifts, creating trusts, and estate taxation.

Prerequisites & Notes

BUA 312 or equivalent or permission from Business School Office of Graduate Programs.

Credits 3

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

New Title: BUA 515 Advanced Federal Tax Topics

New Description: The course examines federal tax principles associated with the formation and operation of corporations, partnerships and S corporations. The basic concepts and process of doing tax research are also introduced. An overview of other topics such as the federal estate and gift taxes, tax-exempt organizations, and current tax issues are discussed.

Prerequisites & Notes

BUA 312 or equivalent or permission from Business School Office of Graduate Programs

Credits 3

Reason for course modification:

Title reason - To more clearly reflect that the course has always covered more than just small business.

Description reason - To more accurately reflect that the course content covers a variety of ownership structures and is applicable to both large and small businesses.

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT ENG

COURSE DESIGNATOR _____ COURSE NUMBER _____ EFFECTIVE SEMESTER F19

COURSE TITLE MA Concentration in "Composition & Pedagogy" [Mainstreet Designation "COMPPEDAG"]

REQUESTED ACTION

NEW COURSE (check all that apply, complete Section 1, and submit a complete syllabus):

- New Course
- New Course with Electronic Learning
- Experimental

MODIFICATION (Check all that apply and complete Section 2):

- Designator Change
- Description Change
- Cross Listing (must be at least 400-level)¹
- Number Change
- Prerequisite Change
- Other (specify) change to name of MA subplan
- Title Change
- Credit Change

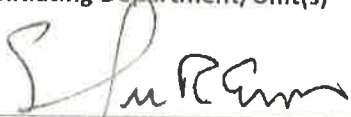
ELIMINATION:

- Course Elimination

ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)



SEP 07 2018

College(s) Curriculum Committee Chair(s) (if applicable)



College Dean(s)

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 2 (FOR COURSE MODIFICATIONS)

Current catalog description (include designator, number, title, prerequisites, credit hours):

Currently titled "Composition & Pedagogy," this subplan consists of 9-12 credits, which must include:

ENG 693: Teaching College Composition
ENG 579: The Theory of Composition
ENG 606/COM 606: Rhetorical Theory.

Proposed catalog description (include designator, number, title, prerequisites, credit hours):

Changing the subplan name to "Writing Studies," and keeping the current distribution of requirements.

Reason for course modification:

In 2010, our field was given its own CIP classification (23.13 "Rhetoric and Composition/Writing Studies"). We find the designation "Writing Studies" to

- a) more accurately describe a field no longer exclusively concerned with writing pedagogy;
- b) be more recognizable in international contexts, since "first-year composition" is an almost exclusively US phenomenon; and
- c) be more inclusive of our Technical Communication faculty's interests and expertise

SECTION 3 FOR COURSE ELIMINATIONS

Reason for Elimination

[Empty box for Reason for Elimination]

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to graduate@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

December 17, 2018

To: Associate Vice President Scott G. Delcourt

From: Dr. Ian Mette
Assistant Professor in Educational Leadership
College of Education and Human Development



Re: Educational Leadership CAS in District Leadership

The Educational Leadership (EDL) Department has created a track of our Certificate of Advanced Studies (CAS) degree that would explicitly focus on district level leadership. The primary focus of the track of this professional degree would be workforce development, specifically the opportunity to earn a terminal degree that would allow EDL class members to apply for superintendent certification after three years. In addition to superintendents, the program would focus on other district level leadership development, such as curriculum coordinators and district level directors.

This track of the CAS would be a cohort-based program that would use Zoom to deliver coursework throughout the State of Maine. Class members from the entire state would be able to join classes weekly to complete their coursework. The University of Maine would provide the only program in the state that explicitly focuses on district level educational leadership development. The first cohort would be recruited by asking superintendents across various regions of the state to select promising educators they would like developed into future district leaders. This type of pipeline approach would allow the pilot version of this program to provide 12-15 additional EDL students who require no financial support and would take nine credits the first two years and 15 credits the last year of the CAS.

**Certificate of Advanced Study
 District Leadership Specialist Program Overview
 (Superintendents, Assistant Superintendents, Special Education Directors, Assistant Special
 Education Directors, Curriculum Coordinators, Instructional Coaches)**

Program Overview

- EHD 643 Seminar in District Leadership (3 credits)
- EAD 630 School Finance and Business Management (3 credits)
- EAD 634 School Personnel Management (3 credits)
- EAD 640 Contract Negotiation and Management for Ed Admin (3 credits)
- EAD XXX Policy Development and Analysis for Central Office Admin (3 credits)
- EHD 595 Leadership in Curriculum and Assessment Design (3 credits)
- EHD 510 Introduction to Educational Research (3 credits)
- EHD 573 Statistical Methods in Education I (3 credits)
- EHD 571 Qualitative Data Analysis (3 credits)
- EAD 692 Superintendent Internship I (3 credits)
- EAD 693 Superintendent Internship II (3 credits)

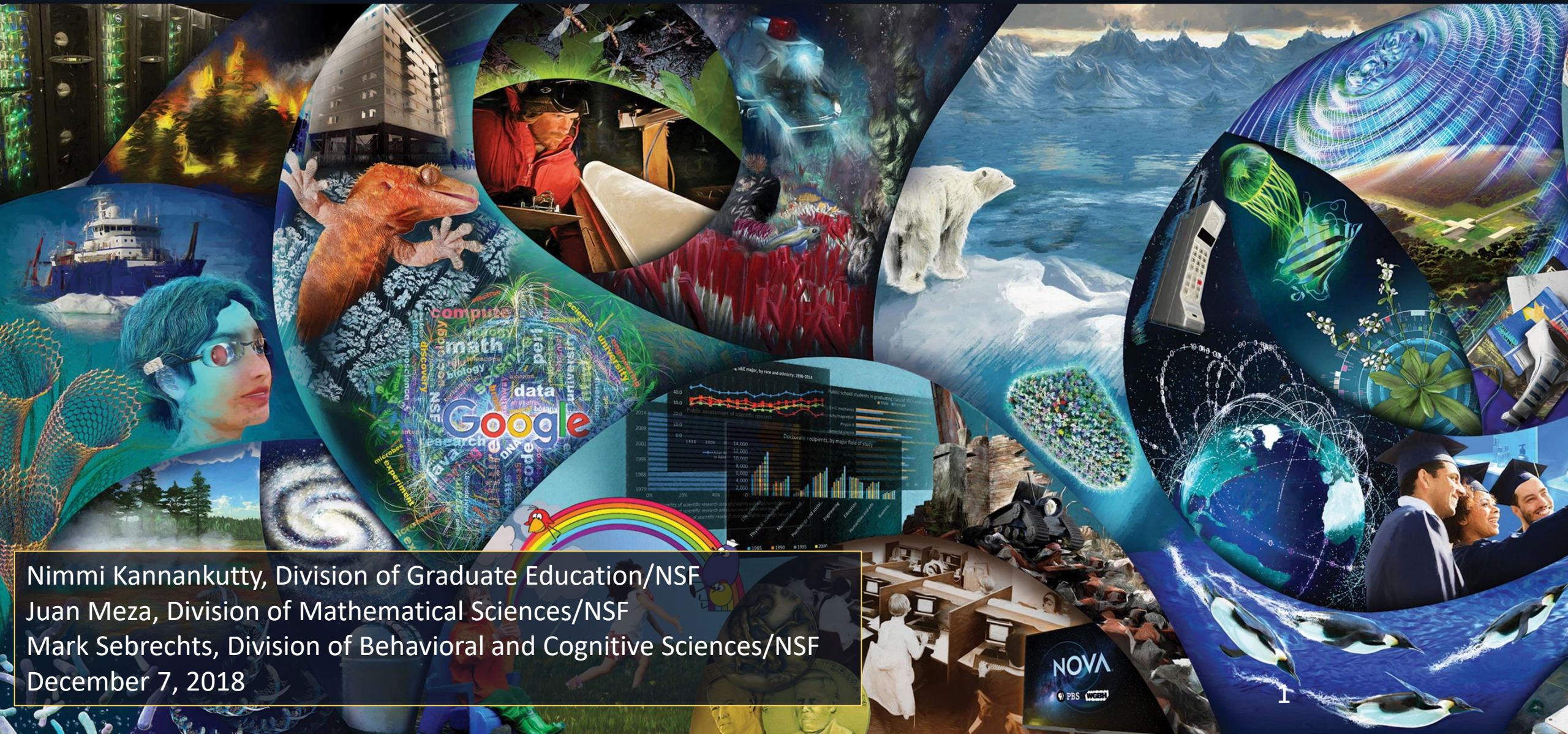
(33 credits total)

Semester	<i>Year One</i>	<i>Year Two</i>	<i>Year Three</i>
Fall	EHD 643 Seminar in District Leadership (3 credits)	EHD 573 Statistical Methods in Education (3 credits)	EAD 634 School Personnel Management (3 credits) EAD 692 Internship I (3 credits)
Spring	EHD 510 Introduction to Educational Research (3 credits)	EAD 640 Contract Negotiation and Management for Educational Admin (3 credits)	EAD 630 School Finance and Business Management (3 credits) EAD 693 Internship II (3 credits)
Summer (typically runs through May and June)	EHD 595 Leadership in Curriculum and Assessment Design (3 credits)	EHD 571 Qualitative Data Analysis (3 Credits)	EAD XXX Policy Development and Analysis for Central Office Admin (3 credits)



Initiatives to Improve US STEM Graduate Education

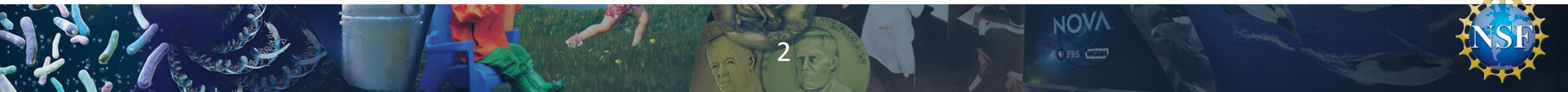
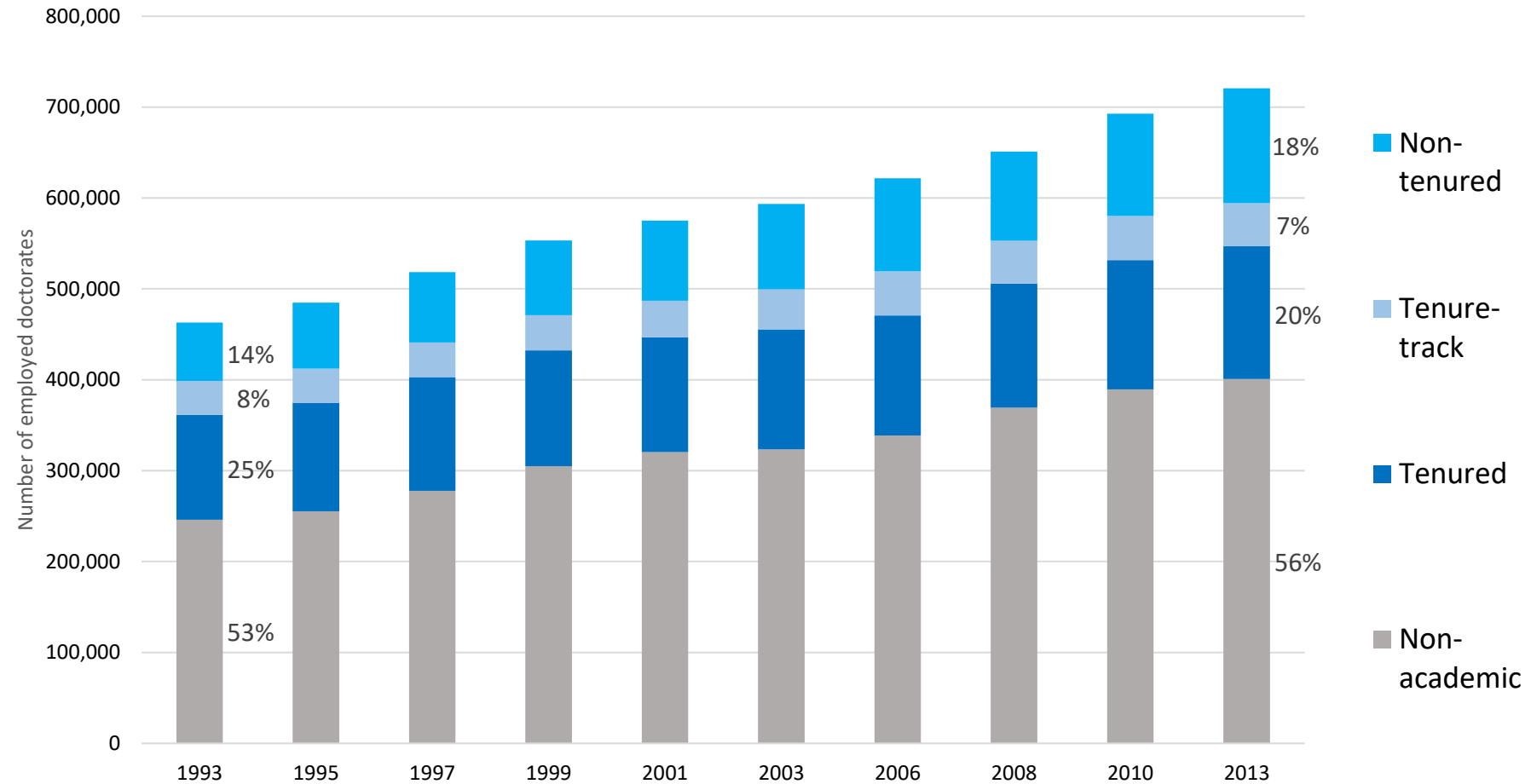
Council of Graduate Schools Annual Meeting



Nimmi Kannankutty, Division of Graduate Education/NSF
Juan Meza, Division of Mathematical Sciences/NSF
Mark Sebrects, Division of Behavioral and Cognitive Sciences/NSF
December 7, 2018

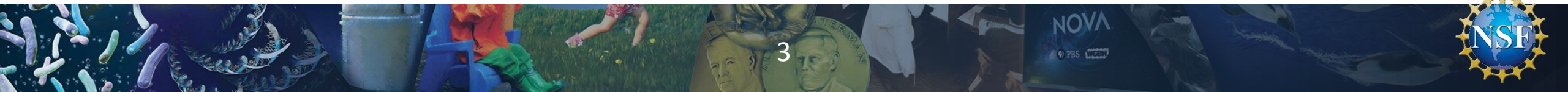
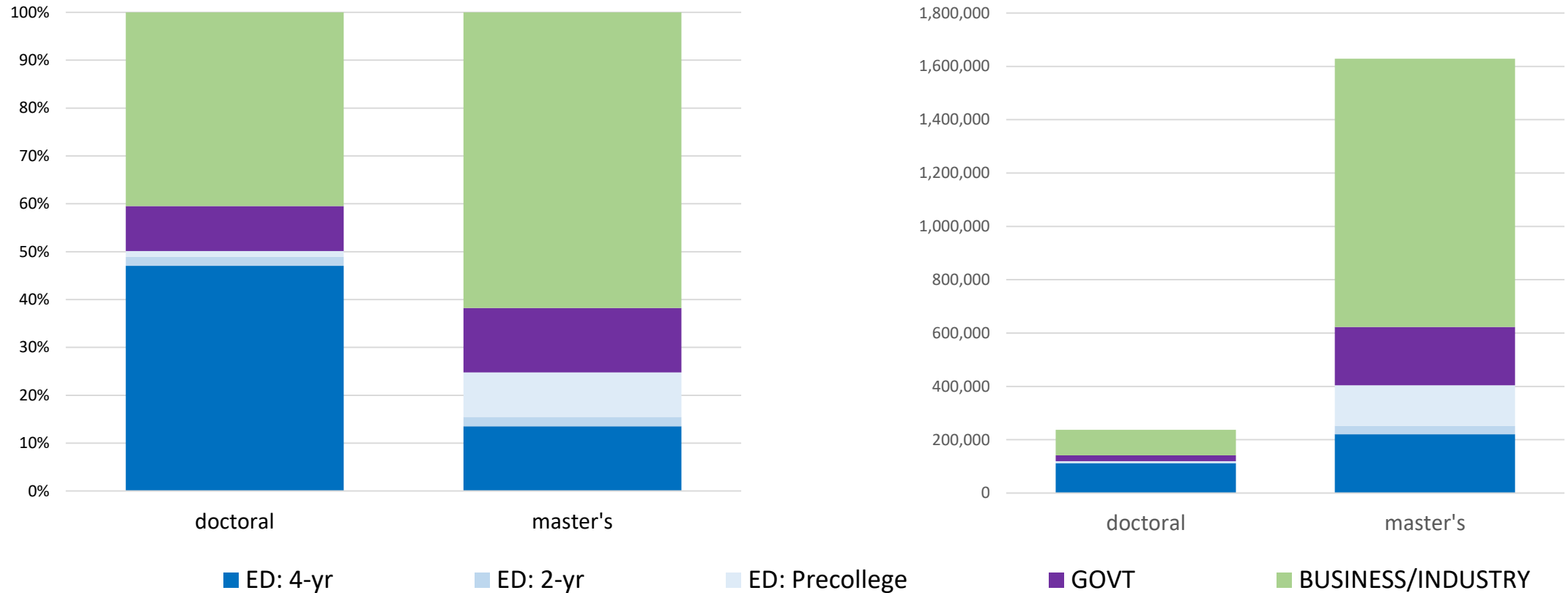
Pathways and Careers: Types of Positions

Employed, U.S.-trained STEM doctorates by type of position: 1993-2013



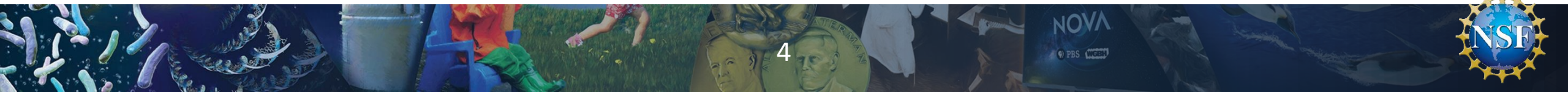
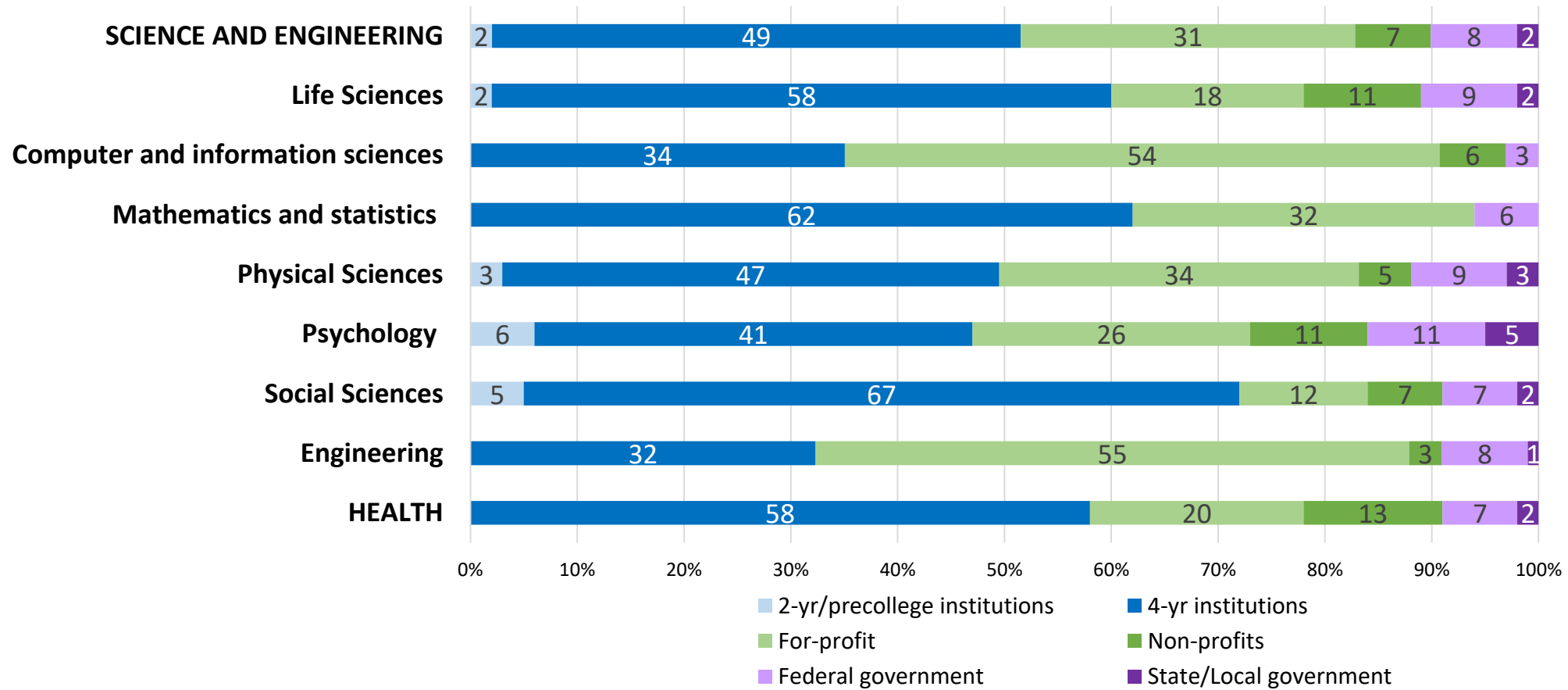
Pathways and Careers: Employment Sector

Recent STEM doctoral and master's degree recipients by sector: 2013



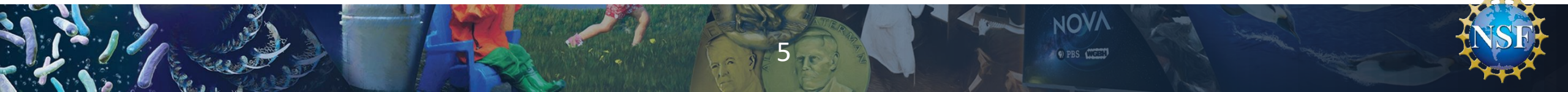
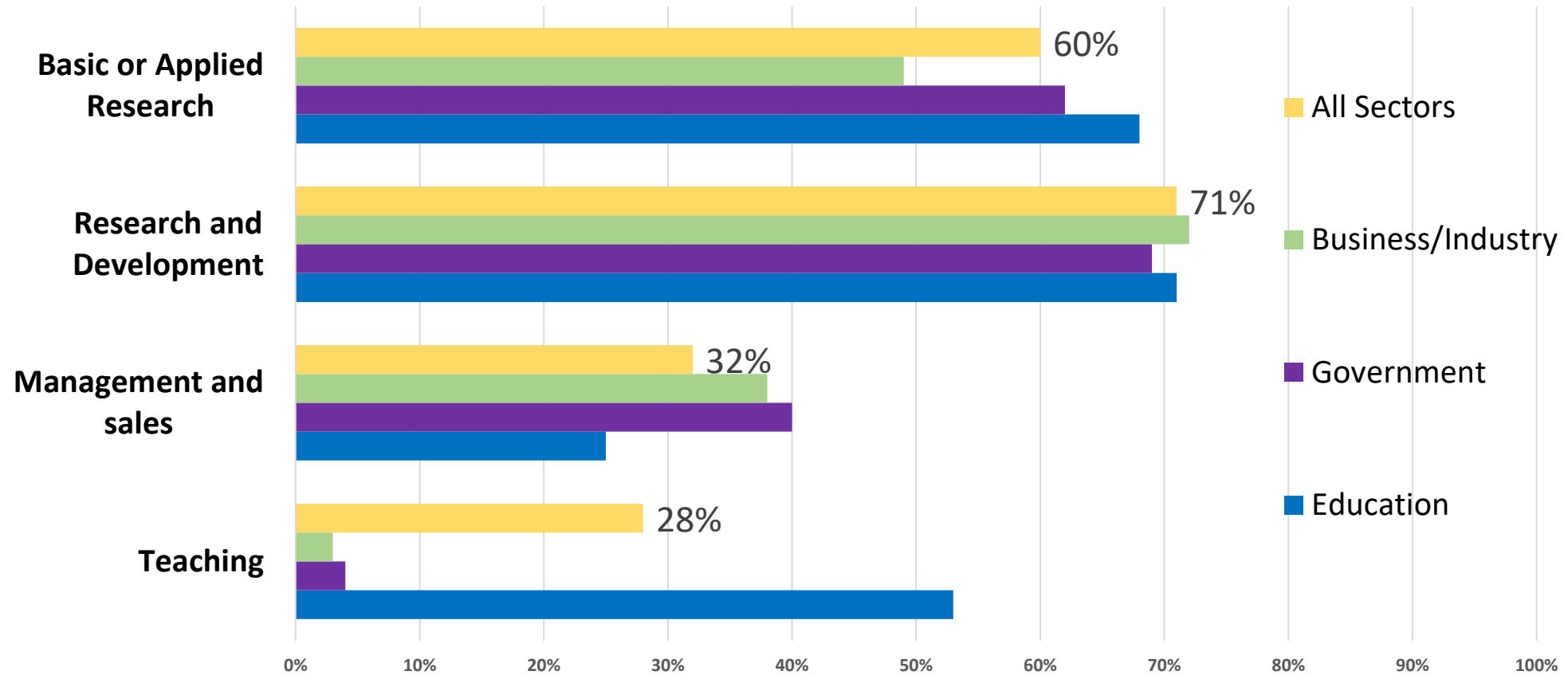
Pathways and Careers: Employment Sector

Recent SEH Doctorates (1-4 Years Since Degree)
by Employment Sector: 2013



Pathways and Careers: Work Activities

Recent STEM doctorates by employment sector and whether their primary or secondary activity is research, R&D, management or teaching: 2013



Traditional Model of Graduate Education vs. NSF's Strategic Objective

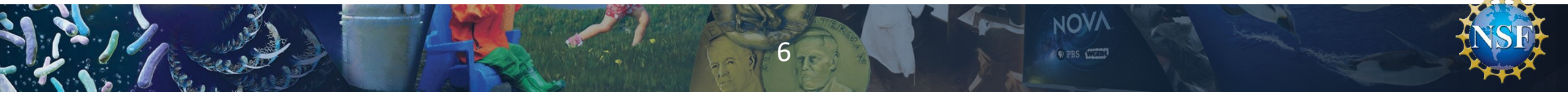
Traditional model of graduate education

- Combines research and education
- An apprenticeship emphasizing preparation for an academic career
- Autonomy for the mentor and student to craft a unique educational experience
- Primacy is given to the development of disciplinary research expertise

NSF's Strategic Objective

- Foster the growth of a more capable and diverse research workforce and advance the scientific and innovation skills of the Nation.

NSF's goals and the needs of students are broader than the production of disciplinary specialists.



Graduate Education: Strategic Activities at NSF

2015 National Science Board Report – Revisiting the STEM Workforce – *focused on building a STEM-capable workforce*

2015 Strategic Review on Graduate Education

- Recommended that NSF conduct an analysis of *approaches that aim to improve graduate student preparedness for the workforce* beyond traditional roles in academia



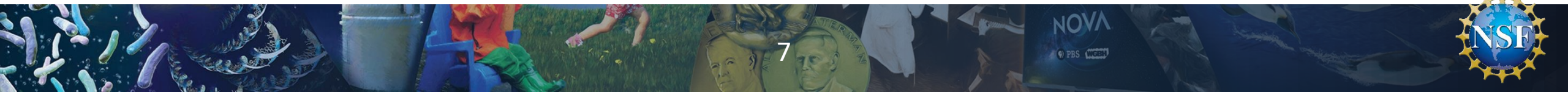
2016-2017 Agency Priority Goal on *Graduate Student Preparedness*

2016 Strategic Review on Graduate Education

- The review focused on the *alignment of NSF's educational and strategic objectives with employment outcomes* of STEM graduate students.

2016 Strategic Framework for Investments in Graduate Education

- Advance Science and Engineering Research
- Broaden Participation to Promote Excellence in Research and *Build the Next Generation STEM Workforce*
 - *Invest in Broad Research and Educational Experiences*
 - *Build Effective Models of Graduate Education and Workforce Development*



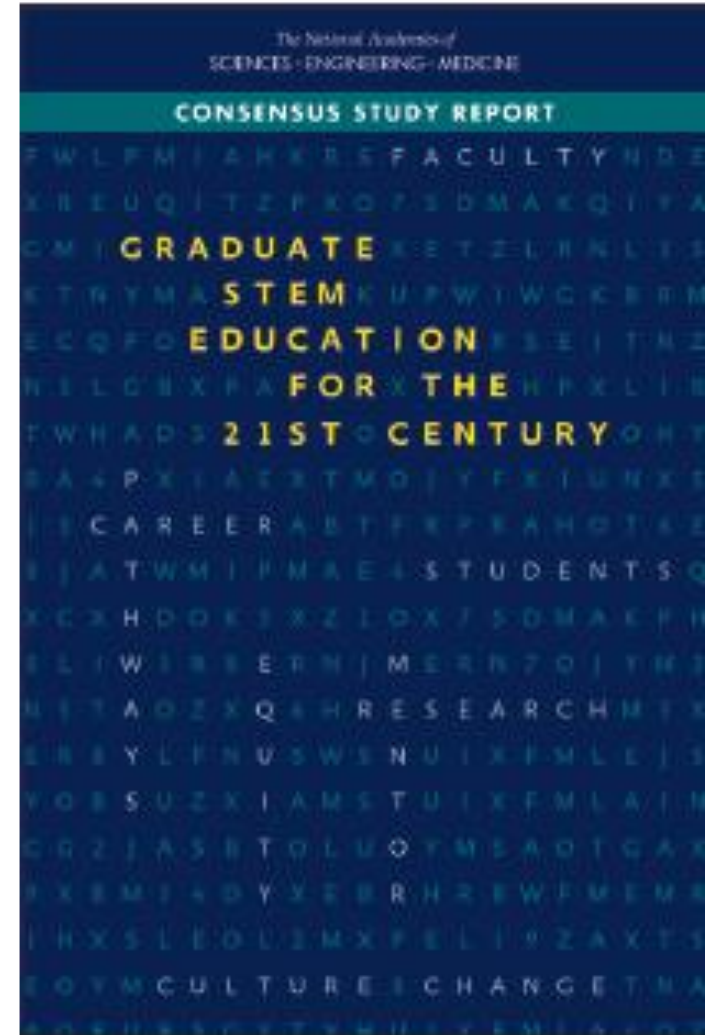
NASEM Consensus Study on Graduate Education

Outcomes

- Affirmation of the strength of US STEM graduate education - “gold standard”
- Adaptation needed to address emerging needs

Key Themes in the Recommendations

- Foster institutional change and educational improvement
- Improve the learning environment
- Develop better data and tools



Institutional Change, Educational Improvement, Learning Environment

NSF Research Traineeship (NRT): NSF 19-522

- Focus on institutional capacity building for interdisciplinary training
- Combine research training with professional development
- Recently realigned to NSF's Big Ideas

Innovations in Graduate Education (IGE): NSF 17-585

- Research to develop transformative approaches to STEM graduate education

Education and Human Resources Core Research Program (ECR): NSF 19-508

- Research on impacts and usefulness of STEM education projects and programs
- Improve the theoretical foundations for evaluating STEM education and workforce development initiatives
- Grow capacity and infrastructure in evaluation

ADVANCE (Forthcoming)

- Addressing academic culture and institutional structure to increase the representation and advancement of women in academic careers

Alliances for Graduate Education and the Professoriate (AGEP): NSF 16-552

- Advance knowledge and models to improve academic career pathways for underrepresented groups

NSF INCLUDES: NSF 18-529

- Systemic and collaborative change to broaden participation in STEM
- Substantial advances to achieve a diverse and inclusive STEM workforce
 - *IGEN – Inclusive Graduate Education Network*



Better Data and Tools

Improved National Data on STEM Career Pathways

NSF/NCSES

- Larger Sample, More Field Detail in the *Survey of Earned Doctorates*
- Disaggregation of Master's and Doctoral Enrollments in the *Survey of Graduate Students and Postdoctorates in S&E*

CGS

- Understanding PhD Career Pathways for Program Improvement
- Labor Market Outcomes of STEM Master's Education

NSF-Funded Research Projects

- National conference on how universities can collect and utilize data on STEM PhD career pathways
- Institute for Research on Innovation in Science (IRIS)
 - An infrastructure to support use of university-housed data to understand innovation, including the careers of research trained individuals

Data Tools

- Science, Engineering and Health Doctorates in the Workforce (1993-2013) – NSB Infographic
- NCSES Interactive Toolkit – a successor to WebCASPAR



Education Initiatives and Updates

STEM Education Strategic Plan for the Federal Government

- INTERN – *internships* for graduate students in non-academic settings (NSF 18-102)
- Data Science Corps – promote data literacy at the local, state and national levels
- NSF INCLUDES – expanding to other agencies

Examples of Other NSF Opportunities

- Growing Convergence Research (NSF 18-058)
- NSF Mathematical Sciences Graduate *Internship* (NSF-17-042)
- International Research Experiences for Students (IRES) (NSF 18-505)
 - A new track was introduced – *New Concepts in International Graduate Experience*



Disciplinary Perspectives

Dr. Juan Meza

- NSF
 - Division Director
 - Division of Mathematical Sciences
- University of California – Merced
 - Professor of Applied Mathematics
 - Dean, School of Natural Sciences

Dr. Mark Sebrechts

- NSF
 - Division Director
 - Division of Behavioral and Cognitive Sciences
- Catholic University of America
 - Professor and Chair
 - Department of Psychology



Report Recommendations for Federal/State Funding Agencies

1. Support research on the graduate education system, interventions and policies, and outcomes of funding mechanisms
2. Support research on adapting the graduate education enterprise to the changing nature of science
3. Require data collection on graduate students (long-term outcomes); provide this data in proposals for traineeships, fellowships, research assistantships
4. Align policies and award criteria to ensure an “Ideal” graduate education
5. Incentivize diversity, equity and inclusion metrics in funding criteria; include accountability in reporting mechanisms
6. Require Individual Development Plans (IDPs) for graduate students; update annually

Research

- Institutional change and educational improvement
- Improved learning environment

Policy Changes

- Informed decision-making