

AAE 590: Fundamentals of Space Systems Thinking and Engineering

AAE 59000-

January ___ – May _____, 2026

On-line

3 Credit Hours

Dan Dumbacher

Office Location: Online at email and zoom meetings

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, Teaching Assistant

Office Location:

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Office hours:

Course Description

The course will provide students with the opportunity to study and gain skills in the tools, methods, and processes of designing, analyzing, controlling, and improving complex engineered space systems. The course is designed to produce students with firm grounding in space systems thinking and engineering. The course will help prepare students to lead and execute transdisciplinary processes that result in space systems that are responsive to stakeholder's needs. Specifically, the course will educate students to develop new products, services, and organizations to address grand challenges facing society in space in the commercial space, civil space and national security space sectors.

Dan Dumbacher is a Professor of Practice in the School of Aeronautics and Astronautics, former CEO of the American Institute of Aeronautics and Astronautics (AIAA), and former NASA Deputy Associate Administrator for Exploration Systems

Learning Objectives

- 1) Analyze critical components, subsystems and interfaces of space systems;
- 2) Analyze key requirements and constraints (safety, performance, cost) of space system utilizing common industry tools such as hazard analysis and failure modes and effects analysis
- 3) Create professional mission and system documentation using industry accepted formats such as defined in the NASA Systems Engineering handbook to communicate system design and operational concepts;
- 4) Analyze successful and unsuccessful teams in the aerospace industry to productively participate in a successful technical team to design, develop, and operate a space system.

Text Books:

Space Vehicle Design 2nd Edition - Griffin, French

How to Succeed in this Course

To be a successful student:

- Be self-motivated and self-disciplined.
- Be willing to “speak up” if problems arise.
- Be willing and able to commit to 4 hours per week per course.
- Be able to communicate through discussion and writing.
- Be able to meet the minimum requirements for the course.
- Accept critical thinking and decision making as part of the learning process.

In contrast, here are some common behaviors that lead to failing the course.

- Don’t read until the night before the discussion.
- Wait until the last day to begin assignments.
- Forget about deadlines.
- Ignore emails from the instructor and/or your peers regarding course activities.
- Don’t get familiar with the readings, grading criteria and syllabus.

Learning Resources, Technology, & Texts

- Textbooks:
 - Space Vehicle Design 2nd Edition - Griffin, French
 - Space to Grow, Weinzierl and Rosseau, Introduction and Chapter 1
 - An Introduction to System Safety Engineering, Chapter 3 and Chapter 9, Leveson
- Additional Readings: The list of additional readings is below, however, as we progress through the course, other resources may be added. Access to additional readings and online chapters will be through the Brightspace course readings folder and through the Library Resources Link.
- Software/web resources.
 - Word Processor (i.e. MS Word), remember that MS Office is free for all students.
- Tutoring support
- Brightspace page
 - You can access the course via Brightspace. It is strongly suggested that you explore and become familiar not only with the site navigation, but with content and resources available for this course.

Course Logistics

The course format is that of a reading / on-line discussion / project course. During most class on-line sessions, the focus will be on discussing the reading assignments. Check the Brightspace page often, as the schedule and assignments could change as the semester progresses. Access to Brightspace is restricted to students currently enrolled in the course.

Discussions/Readings

This course is a reading and on-line discussion based course, there will be no weekly problem sets or assignments, the assignments are the readings. Completing the readings and participating in on-line discussion are key parts of this course. As such, students will be graded on participation in discussions. At a few points throughout the semester, class may be canceled so students can attend a lecture or conference. Any assignments related to these will be included under the participation grade. Quizzes and written responses to questions on the assigned readings will be expected from each student at the discretion of the Instructors as part of the participation grade.

Reading Summaries

Each student will provide a report summarizing a reading from the enclosed list. The report should contain:

1. The Main Theme or themes;
2. Personal description of 3-5 major lessons learned;
3. How you intend to apply the major lessons in your career
4. Use proper citations for others people's original work

The report should be no more than 3 pages, single space, no smaller than 12 point font, and will be graded consistent with the Grading Scale shown below.

- Harvard Business Review Critical Thinking,
- <file:///Users/daniel/Downloads/H07078-PDF-ENG.PDF>
- Augustine's Laws 6th edition, N.F. Augustine, AIAA 1997
- Ryan, R.S. " A History of Aerospace Problems, Their Solutions, Their Lessons, NASA TP-365 1996
- Ryan, R.S. , Blair, J., and Verderaime, V., " Working on the Bounbaries, Philosophies and P of the Design Process, NASA TP-3642, 1996
- What Made Apollo a Success? , NASA Sp-287, 1971
- Hubble Optics Failure Report,
<https://ntrs.nasa.gov/api/citations/19910003124/downloads/19910003124.pdf>

Team Project

Each group will complete a final project to assess a past, existing or potential future systems challenge in the space industry.

This is the major assignment for the course and accounts for 50% of the final grade. The components of the exercise are as follows:

- General description for class understanding, include key project objectives and why this project is important
- Key challenges and Risks that the project must address for project success
- Mitigation strategies to be addressed for the key risks, no more than 3 key risks or challenges need to be addressed

- Assessment of likelihood of success by the class project team, consensus is greatly preferred, dissenting opinions with supporting rationale permitted (even expected!)
- Proper citations required (similar to peer reviewed journal article) when quoting other people's work

Written report - 1-2 page Executive Summary, No more than 15 pages from each project team covering points above, single space, no smaller than 12 point font, Figures and plots encouraged, Length guidelines are inclusive of figures and footnotes but exclusive of works cited and sources.

Class Presentation: No more than 30 minutes total, 20 minutes presentation, 10 minutes for questions

Office Hours

Student Meetings are available by email request with either instructor or TA and will be scheduled as possible within instructor scheduling constraints

Instructor's Email Availability and Policies

Instructor and TA will be available via email daily, and try to respond as soon as possible (generally within 24-48) hours. When emailing, please place the course number/section and the topic in the subject line of the email (*e.g.*, AAE 590 – Assignment 2 Question). This will help tremendously in locating and responding to your emails quickly.

Assignments and Points

Your learning will be assessed through a combination of participation, projects, a book report, spread throughout the semester. Details on these assignments and exams, including rubrics to guide evaluation, and guidelines on discussion participation and evaluation will be posted on the course website.

Assignments	Due	Points
Participation	Throughout the semester	30
Individual Book report	Session 10, Session 20, Session 30 (one-third of students in each session)	20
Team Project	April --- & ___, as noted below	50
		Total: 100

- Participation (30 points). Participation points will be earned each week through your engagement in on line discussions. Please read the feedback provided for ways to enhance this grade going forward, and contact myself or the TA if you find yourself struggling to participate so we can develop appropriate strategies together.

- Individual Book Report (20 points). A 2 page summary of the important learnings obtained through the class
- Class Project (50 points). Details about this project will be shared in the first Session.

Grading Scale

Criteria for grading writing assignments

- Completeness and readability 50%
- Grammar, spelling, and cohesiveness (logic of argument) 50%

Grade assignment will use a criterion (straight-scale) approach, but the instructor reserves the right to curve the grades if appropriate. The grade scale is:

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	below 65

Missed or Late Work

Missed assignments may only be made up when you notify an Instructor ahead of time with an explanation and plan for completion. These requests will be accepted at the Instructor's discretion and may include a point penalty of 5% per day late. Asking for an extension does not guarantee it will be granted.

Incompletes

A grade of incomplete (I) will be given only in unusual circumstances. To receive an "I" grade, a written request must be submitted prior to October 1, and approved by the instructor. The request must describe the circumstances, along with a proposed timeline for completing the course work. Submitting a request does not ensure that an incomplete grade will be granted. If granted, you will be required to fill out and sign an "Incomplete Contract" form that will be turned in with the course grades. Any requests made after the course is completed will not be considered for an incomplete grade.

Course Schedule

Week	Topic	Reading and Assignments
Jan 12-16 Session 1	Space Systems Engineering and Thinking Introduction	<p>Reading: Preface and Chapter 1 “Space Vehicle Design” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. 🔗 Self-Enroll for Book Report Submittal Saturday, January 17, 2026 at 11:59 pm, Use the Groups--Enrolling, Communicating and Assignments link in the Table of Contents menu to access all information 2. <i>Students select Project Teams by Saturday, January 17 2026, Instructor can rearrange group team members to assure inclusion of various perspectives and backgrounds.</i>
Jan 12-16 Session 2	Mission Design (Part 1)	<p>Reading: Ch 2 – 2.4, “Space Vehicle Design” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 2 2) Participate in On-line Discussions
Jan 19-23 Session 3	<i>Mission Design (Part 2)</i>	<p>Reading: Ch. 2.5 – 2.6 “Space Vehicle Design” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 4 2) Participate in On-line Discussions

Week	Topic	Reading and Assignments
Jan 19 - 23 Session 4	<i>Environments (Part 1)</i>	<p>Reading: Ch. 3-3.4 “Space Vehicle Design” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Participate in On-line Discussions
Jan 26-30 Session 5	<i>Environments (Part 2)</i>	<p>Reading: Ch. 3.5 “Space Vehicle Design” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 6 2) Participate in On-line Discussions
Jan 26-30 Session 6	<i>Aerodynamics</i>	<p>Reading: Ch. 4.1-4.2 “Space Vehicle Design” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit Project Team Weekly Report to Brightspace PRIOR to Session 6 2) Participate in On-line Discussions
Feb 2-6, Session 7	<i>Propulsion</i>	<p>Reading: Ch. 5-5.1 “Space Vehicle Design” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 8 2) Participate in On-line Discussions
Feb 2-6 Session 8	<i>Atmospheric Entry</i>	<p>Reading: Ch. 6-6.2 “Space Vehicle Design” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p>

Week	Topic	Reading and Assignments
		<p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 project weekly progress report to Brightspace PRIOR to Session 8 2) Participate in On-line Discussions
Feb 9-13 Session 9	<i>Attitude Determination and Control</i>	<p>Reading: Ch. 7-7.2, and 7.9 "<i>Space Vehicle Design</i>" 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 10 2) Participate in On-line Discussions
Feb 9-13 Session 10	<i>Configuration and Structural Design Part 1 – Design Drivers</i>	<p>Reading: Ch. 8-8.2 "<i>Space Vehicle Design</i>" 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit Project Team Weekly Report to Brightspace PRIOR to Session 10 2) Book Reports Submitted by students signed up for submittal #1 (~ 1/3 of students) by 11:59 PM Feb 13 3) Participate in On-line Discussions
Feb 16-20 Session 11	<i>Configuration and Structural Design – Part 2</i>	<p>Reading: Ch. 8.4, 8.5, 8.7 "<i>Space Vehicle Design</i>" 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 12 2) Participate in On-line Discussions
Feb 16-20 Session 12	<i>Thermal Control</i>	<p>Reading: Ch. 9-9.4 "<i>Space Vehicle Design</i>" 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit Project Team Weekly Report to Brightspace PRIOR to Session 12 2) Participate in On-line Discussions

Week	Topic	Reading and Assignments
Feb 23 - 27 Session 13	<i>Power Systems</i>	<p>Reading: Ch. 10-10.5, 10.12, 10.13 “<i>Space Vehicle Design</i>” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 14 2) Participate in On-line Discussions
Feb 23- 27 Session 14	<i>Telecommunications</i>	<p>Reading: Ch. 11-11.5 “<i>Space Vehicle Design</i>” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit Project Team Weekly Report to Brightspace PRIOR to Session 14 2) Participate in On-line Discussions
March 2- 6 Session 15	<i>Reliability Analysis</i>	<p>Reading: Ch. 12-12.4 “<i>Space Vehicle Design</i>” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 16 2) Participate in On-line Discussions
March 2- 6 Session 16	<i>Reliability Analysis</i>	<p>Reading: Ch. 12.5, 12.7 “<i>Space Vehicle Design</i>” 2nd Edition - Griffin, French</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit Project Team Weekly Report to Brightspace PRIOR to Session 16 2) Participate in On-line Discussions

Week	Topic	Reading and Assignments
March 9 – 13 Session 17	<i>Hazard Analysis</i>	<p>Reading:</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 18 2) Participate in On-line Discussions
March 9-13 Session 18	<i>Failure Mode and Effect Analysis</i>	<p>Reading:</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit Project Team Weekly Report to Brightspace PRIOR to Session 18 2) Participate in On-line Discussions
March 16-20		<i>SPRING BREAK</i>
March 23-27 Session 19	<i>Teamwork</i>	<p>Reading:</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 20 2) Participate in On-line Discussions
March 23-27 Session 20	<i>Teamwork</i>	<p>Reading:</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit Project Team Weekly Report to Brightspace PRIOR to Session 20 2) Book Reports Submitted by students signed up for submittal #2 (~ 1/3 of students), by 11:59 PM March 27 3) Participate in On-line Discussions
March 30- April 3	<i>Leadership</i>	<p>Reading:</p> <p>Videos: See Videos listed for session on Bright Space</p>

Week	Topic	Reading and Assignments
Session 21		<p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 22 2) Participate in On-line Discussions
March 30- April 3 Session 22	<i>Ethics</i>	<p>Reading:</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit Project Team Weekly Report to Brightspace PRIOR to Session 22 2) Participate in On-line Discussions
April 6-10 Session 23	<i>Private Enterprise Context</i>	<p>Reading:</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 24 2) Participate in On-line Discussions
April 6-10 Session 24	<i>Privagte Enterprise Context</i>	<p>Reading:</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit Project Team Weekly Report to Brightspace PRIOR to Session 24 2) Participate in On-line Discussions
April 13-17 Session 25	<i>Proectj / Program Management</i>	<p>Reading:</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1) Submit 3 key learning points from the weeks readings to Brightspace PRIOR to Session 26 2) Participate in On-line Discussions
April 13-17 Section 26	Project / Program Management	<p>Reading:</p> <p>Videos: See Videos listed for session on Bright Space</p> <p>Assignments:</p>

Week	Topic	Reading and Assignments
		1) Submit Project Team Weekly Report to Brightspace PRIOR to Session 26 2) Book Reports Submitted by students signed up for submittal #3 (~ 1/3 of students) by 11:59 PM April 17 3) Participate in On-line Discussions
April 20-24 Session 27	<i>Current Mission Examples</i>	<i>TBD</i>
April 20-24 Session 28	<i>Current Mission Examples</i>	<i>TBD</i>
April 27 – May 1 Session 29	<i>Project Presentations</i>	<i>Team Presentations due noon EDT, April 27 Written Report due noon, May 7</i>
April 27- May 1 Session 30	<i>Project Presentations</i>	<i>Team Presentations due noon EDT, April 29 Written Report due noon, May 7</i>

* Schedule and assignments subject to change. Any changes will be posted in the learning management system.

Key dates:

- Classes begin on January 12, 2026.
- Martin Luther King Day, University Closed January 19, 2026
- Spring Break is March 16-21, 2026
- The last day of class is May 2, 2026.
- Grades are due by 5:00 pm May ____, 2026.
- Commencement is May 16-17, 2026.

Attendance Policy

Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email or phone. When the student is unable to make direct contact with the instructor and is unable to leave

word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students via [email](#) or phone at 765-494-1747.

More than two unexcused absences will result in grading penalties of 5 points per absence after the second instance

*Please note that PUSH **does not** provide students with "excuse" notes. Unless the student is acutely ill, there is nothing for PUSH to verify. Students should communicate with the Instructor as soon as possible, in the event of an illness, to work together for a positive solution to their absence. In situations where a student is hospitalized or may need to go home for medical care, the Dean of Students will notify the student's instructors.*

Academic Integrity

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either [emailing integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

The [Purdue Honor Pledge](#) "As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue"

Unfair Use of AI Tools

Per Purdue regulations, "Students are expected to adhere to the guidelines provided by instructors for academic work so that no student gains an unfair advantage. Using or attempting to use unauthorized materials, information, study aids, notes, or any other device in any academic exercise will not be tolerated. Unauthorized materials may include anything which or anyone who gives a student assistance that has not been approved by the instructor in advance."

Use of generative AI tools, such as ChatGPT, is NOT authorized in this course. All the work produced by students in assignments and the final project need to be produced by the students. Violation of the AI use policies in the course will be treated as Academic Dishonesty and will cause loss of grades up to failing grade, as well as make the student liable to consequences prescribed by Purdue University regulations in case of Academic Dishonesty.

Nondiscrimination Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the

institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. [Link to Purdue's nondiscrimination policy statement.](#)

Students with Disabilities

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Emergency Preparation

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Guidelines regarding ensuring access to emergency information:

- *Keep your cell phone on to receive a Purdue ALERT text message.*
- *Log into a Purdue computer connected to the network to receive any Desktop Popups Alerts.*
- *If you have a "no cell phone" in class policy allow one or two students who have signed up for Purdue ALERT to keep their phones on to receive any alerts*

Mental Health Statement

- **If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#).** Sign in and find information and tools at your fingertips, available to you at any time.
- **If you need support and information about options and resources,** please see the [Office of the Dean of Students](#) for drop-in hours (M-F, 8 am- 5 pm).
- **If you're struggling and need mental health services:** Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Netiquette

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea, but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to

this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience. Please read the Netiquette rules for this course:

- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Keep an open mind and be willing to express even your minority opinion.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.

Violent Behavior Policy

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

See the [University’s full violent behavior policy](#) for more detail.

Diversity and Inclusion Statement

In our discussions, structured and unstructured, we will explore a variety of challenging issues, which can help us enhance our understanding of different experiences and perspectives. This can be challenging, but in overcoming these challenges we find the greatest rewards. While we will design guidelines as a group, everyone should remember the following points:

- We are all in the process of learning about others and their experiences. Please speak with me, anonymously if needed, if something has made you uncomfortable.
- Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the speaker’s intention.
- We all come to the class with a variety of experiences and a range of expertise, we should respect these in others while critically examining them in ourselves.

Course Evaluation

During the last two weeks of the course, you will be provided with an opportunity to evaluate this course and your instructor. Purdue uses an online course evaluation system. You will receive an official email from evaluation administrators with a link to the online evaluation site. You will have up to two weeks to complete this evaluation. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

Disclaimer

This syllabus is subject to change. The instructors will update the syllabus and reading material and advise students in-class; however you are encouraged to check for updates on a regular basis.