The University Curriculum Committee recommends approval of the following:

1. New Courses

   EHRD 405. Principles and Practices of Leadership in HRD. (3-0). Credit 3. Theories and concepts associated with learning in individuals and organizations; overview of leadership theories and learning theories within a context of developing leadership programs. Prerequisite: Junior or senior classification or approval of instructor.

   EHRD 408. Diversity Issues and Practices in HRD. (3-0). Credit 3. Intended to help educators in HRD contexts to identify and understand diversity issues in work and community settings; emphasis on application of knowledge to professional practice of employees, educators, trainers and managers in an HRD context. Prerequisite: Junior or senior classification.

   ENGL 204. Introduction to African American Literature. (3-0). Credit 3. Introduction to the writings of African Americans from the 18th century to the present, emphasizing the major themes and traditions. Prerequisite: ENGL 104.

   ENGL 205. Introduction to Africana Literature. (3-0). Credit 3. Works, literary movements and genres of authors of African descent in the Americas, Europe and Africa. Prerequisite: ENGL 104.

   ENGL 329. African American Literature Pre-1930. (3-0). Credit 3. Major works of the African American literary tradition from the 18th century to 1930 studied within cultural and historical context. Prerequisites: 3 credits of literature at 200-level or above; junior or senior classification or approval of instructor.

   ENGL 393. Studies in Africana Literature and Culture. (3-0). Credit 3. Literary movements, genres, groups of authors, topics or issues in the literature and culture of people of African descent. Prerequisites: 3 credits of literature at 200-level or above; junior or senior classification or approval of instructor.

   GENE 302. Principles of Genetics. (3-3). Credit 4. Mechanisms of inheritance, stressing the conservation of fundamental genetic processes throughout evolution, from bacteria to humans; mutations and phenotypes, Mendelian genetics, population genetics and evolution, and complex inheritance; course designed for biochemistry, genetics and all B.S. majors in biology. Credit will not be given for more than one of GENE 301, 302, 315 and 320. Prerequisite: BIOL 114; junior or senior classification.

   NUEN 431. Technical Communications Issues in the Nuclear Industries. (1-0). Credit 1. Introduce students to a variety of topics that present communication challenges; opportunities to learn from a variety of visiting experts concerning the nuances and challenges of, as well as successful methods for communicating with concerned audiences about technically challenging topics. Prerequisite: Junior or senior classification or approval of instructor.

2. Course Deletion

3. Changes in Courses

**ENGL 339. African American Literature.**

Course title
From: African-American Literature.
To: African-American Literature Post-1930.

Course description
From: Major works of the African-American literary tradition studied in their cultural and historical context, including authors such as Douglass, DuBois, Hurston, Wright and Morrison.
To: Major works of the African-American literary tradition from the 1930s to the present studied in their cultural and historical context.

Prerequisite
From: 3 credits of literature at 200-level or above.
To: 3 credits of literature at 200-level or above; junior or senior classification or approval of instructor.

**ENTO 222. Insects in Human Society.**

Course number
From: ENTO 222.
To: ENTO 322.

Prerequisite
From: None.
To: Junior or senior classification.

**GENE 301. Genetics.**

Course title
From: Genetics.
To: Comprehensive Genetics.

Course description
From: Fundamental principles of genetics: physical basis of Mendelian inheritance, expression and interaction of genes, linkage, sex linkage, biochemical nature of genetic material and mutation. Credit cannot be given for both GENE 301 and 320.
To: Survey of the fundamental principles of genetics: Physical basis of Mendelian inheritance, expression and interaction of genes, linkage, sex linkage, biochemical nature of genetic material and mutation. Credit will not be given for more than one of GENE 301, 302, 315 or 320.

Prerequisite
From: BOTN 101; BIOL 113 or ZOOL 107.
To: BIOL 114; junior or senior classification.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Educational Admin. & Human Resource Development
2. Course prefix, number and complete title: EHRD 403, Principles & Practices of Leadership in HRD

3. Course description (not more than 50 words): Theories and concepts associated with learning in individuals and organizations; overview of leadership theories and learning theories within a context of developing leadership programs.

4. Prerequisite(s): Junior classification or above Cross-listed with ____________________________

5. Is this a variable credit course? □ Yes □ No If yes, from ________ to ________.

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Interdisciplinary Studies - Technology Management; Interdisciplinary Studies - Human Resource Development
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    EHRD 403 LEADERSHIP IN HRD

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 9 9 9 9 2 2 0 1 0 8 7 5 0 4 - 0 3 0 0 3 6 3 2

Approval recommended by: ____________________________ Date: 2-2-15

Head of Department ____________________________ Date

Head of Department (if cross-listed course) ____________________________ Date

Submitted to Coordinating Board by: ____________________________ Date

Director of Academic Support Services ____________________________ Date

Effective Date ____________________________

* Attach a syllabus with a course outline of sufficient detail to permit an accurate evaluation of the course content. Include a list of books (indicate authors), titles of scientific journals or other resource materials. Also include the method by which students will be evaluated.

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265.
EHRD 405: Principles & Practices of Leadership in HRD
Texas A&M University


Instructor:
Dr. Jamie Callahan
Assistant Professor
551 Harrington Tower
979-458-3584
jcallahan@tamu.edu

Course Description

The essence of human resource development is using theories and concepts associated with learning to help individuals and organizations develop. This can include developing humans as resources and it can also include developing resources for humans. Part of accomplishing both of these tasks is developing individuals as leaders. Thus, the assumption that underlies this course is that leaders can be developed.

Too often, however, attempts to create leadership development programs are based on ideas about leadership without thoughtful consideration of the learning theories and practices that will best yield the types of leaders we seek. This course provides an overview of leadership theories and learning theories within a context of preparing to develop a leadership development program. A background in leadership theory, learning theory, or both is helpful but not necessary to be successful in this course.

Objectives

By the end of this course, students will have been expected to:

1. Explain at least one key theory of leadership from each of the four major categories of leadership theory
2. Describe the major categories of learning theory
3. Compare and contrast the categories of leadership and learning theories
4. Apply the concepts of leadership and learning theory in class simulations and written assignments
5. Develop a personal definition of leadership
6. Create a learning program to develop leaders
7. Critically analyze at least one theory of leadership

Required Texts

*Indicated as ‘C’ on the class schedule

*Indicated as ‘N’ on the class schedule

Additional Readings
## Class Schedule

Below is a summary of the class topics, readings, and assignments. You will notice that the Thursday meeting of most weeks is dedicated to either a "Leadership Lab" or a "Learning Lab." These labs will consist of in-class exercises, case studies, and simulations in which you will apply the content from the readings and class discussion from the Tuesday meeting.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the class</td>
<td>Sashkin article; N: Ch 1</td>
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<tr>
<td></td>
<td>Introduction to the course</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Leadership Theory Overview</td>
<td>MC: Ch 7; Zinn handout; Bigge &amp; Shermis handout</td>
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<tr>
<td></td>
<td>Learning Theory Overview</td>
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<tr>
<td>Week 3</td>
<td>Trait and Action Theories of Leadership</td>
<td>N: Ch 2, 3, 4</td>
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<tr>
<td></td>
<td>• Leadership Lab</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Situational Theories of Leadership</td>
<td>N: Ch 5, 6, 7</td>
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<td></td>
<td>• Leadership Lab</td>
<td><em>Interview Report due</em></td>
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<tr>
<td>Week 5</td>
<td>Transformational Theories of Leadership</td>
<td>N: Ch 9</td>
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<td></td>
<td>• Leadership Lab</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Leader-Member Exchange</td>
<td>N: Ch 8</td>
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<td></td>
<td>• Leadership Lab</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Review for Mid-Term</td>
<td>Short Paper #1 due</td>
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<td></td>
<td>MID-TERM</td>
<td>MID-TERM</td>
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<tr>
<td>Week 8</td>
<td>Learning Theory &amp; Program Development</td>
<td>C: Ch 1, 2, 3</td>
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<td></td>
<td>• Learning Lab</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Program Development – Foundation for design</td>
<td>C: Ch 7, 12</td>
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<td></td>
<td>• Learning Lab</td>
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<tr>
<td>Week 10</td>
<td>Program Development – Planning for evaluation</td>
<td>C: Ch 8, 9</td>
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<td></td>
<td>• Learning Lab</td>
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<tr>
<td>Week 11</td>
<td>Application of Theories</td>
<td>Attend evening class!!</td>
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<tr>
<td>Week 12</td>
<td>Program Development &amp; Leadership</td>
<td>Short Paper #2 due</td>
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<td></td>
<td>Project Preparation</td>
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<tr>
<td>Week 13</td>
<td>Presentations</td>
<td>LDP Portfolios due</td>
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<td></td>
<td>THANKSGIVING</td>
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<tr>
<td>Week 14</td>
<td>Presentations</td>
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<tr>
<td></td>
<td>Presentations</td>
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<tr>
<td></td>
<td>Review for Final Exam</td>
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</tbody>
</table>
Assignments

Each class member is expected to accomplish the following individual and group assignments. There will be no make-up exams or quizzes.

Quizzes

10 points each

There will be ten short quizzes given randomly throughout the semester. These quizzes will be in short answer format based on assigned readings, class lectures, or personal reflection.

Midterm Exam – October 16, 2003

150 points

The midterm exam will be held in class on October 16, 2003. The exam will cover all materials presented in the first half of the semester. The exam questions will consist of multiple choice, true/false, fill-in-the-blank, and short answer.

Final Exam

200 points

The final exam will be held during the regularly scheduled university exam period. The exam is comprehensive and will include all materials presented during the semester. The exam questions will consist of multiple choice, true/false, fill-in-the-blank, and short answer.

Interview Report – September 23, 2003

50 points

Conduct an interview with someone whom you consider to be a leader; the individual you interview must be different from you in race, gender, or national origin. The interview should focus on the leadership style, practices, and beliefs of the leader you are interviewing. Write a 5-8 page paper that reports what you learned in the interview. While not required, attempts to link what you learned about your interviewed leader to leadership theories discussed in class will be viewed favorably. If references are used, be sure to appropriately cite your sources using APA 4th or 5th edition format.

Short Papers – October 14, 2003 and November 18, 2003

50 points for first paper/100 points for second paper

Each short paper is designed to allow you to focus on a topic of interest within the context of the course.

Paper #1 – 50 points

The text of this paper should be no more than 5 pages long. You should select one of the leadership theories discussed in class or in the readings and write a critical analysis of the theory. You should use at least two references from scholarly journal articles to support your analysis.
Paper #2 – 100 points

The text of this paper should be no more than *10 pages* long and should include at least five references from scholarly journal articles. This paper may be on any topic of your choice as long as it is relevant to the context of the course. Some possible topics include (feel free to develop your own ideas):

- Gender and leadership
- History of a particular theory of leadership
- Theory-based case study of a well-known leader in history
- Application of learning theories to developing leaders within a particular theory of leadership

*Leadership Development Program Group Project Portfolio – November 25, 2003*

*200 points*

This project will be done in groups of 2 to 4 members. Your task is to develop a leadership development program by applying learning theory and program development concepts to one or more leadership theories discussed in class. Using Caffarella’s model of program planning, you will develop a program to develop leaders in a context of your choice.

As a practical matter, your final product should include information on all elements necessary to implement the program (e.g., the content of the program, logistical arrangements, evaluation procedures, etc.).

As a scholarly matter, your final product should include an overview summary that describes the leadership theory (or theories) selected and the rationale for the learning theories applied to specific learning activities in the leadership development program.

*LDP Group Project Presentation – November 25, December 2 & 4, 2003*

*50 points*

Your group will present the highlights of your leadership development program. The amount of time available will depend upon the number of groups. Platform presentation skills, knowledge of topic, accuracy of information, and time management will form the basis for your grade on this assignment.

*Attendance*

*30 points*

Attendance is expected in this class as much of the learning occurs through interactions with the instructor and fellow students. However, absences are sometimes necessary for university-approved reasons. Attendance will be noted for each of the scheduled meeting times. If you are absent for 20% or more of the course (6 classes), you will receive a failing grade for the course.

*Participation*

*70 points*

Participation is not mere attendance in the class! In order to effectively participate in the course, it is critical that each member of the team read the course assignments and participate in class discussions and simulations.
The participation grade will be based on your participation both in class as a whole and in small groups. This grade is a "value added" assessment; in other words, sheer frequency or volume of verbal activity is not necessarily the goal of class participation. The grade is derived from meaningful dialogue based on reading and thinking reflectively.

To participate in class more fully, you might consider, for example, commenting on specific issues raised in the class readings; illustrating specific issues from the readings with examples from your personal experience; raising questions not covered in the readings; comparing or contrasting ideas of various theorists from the readings; or supporting or debating the insight or conclusions of a classmate (or the instructor!) by referencing concepts, experiences or logical reasoning.

Part of participation is creating an environment in which we all can engage in the learning that occurs in the classroom. To help facilitate that kind of environment, I ask that each of you demonstrate awareness of appropriate interpersonal communication and sensitivity to others. For example, use "I" statements instead of "you" statements, listen at least as much (if not more) than you speak, be assertive instead of passive or aggressive, provide constructive feedback to others.

Also, I would prefer that you do not bring cell phones or other handheld electronic devices to class. If you must bring these items to class, ensure that they are turned off and stored for the duration of class. If your phone rings during class or if you are distracted or distracting others by using other electronic devices, I will take the device for the duration of class and you may retrieve it by making an appointment with me.

**Incompletes**

In general, I prefer that students complete all assignments by the end of each semester. However, I do realize that extreme circumstances require that students occasionally take an incomplete. If you feel that you cannot meet the class requirements by the end of the semester, you should contact me as soon as possible.

Texas A&M University policy requires that grades submitted as incomplete (I) be converted to a letter grade no later than the end of the semester following the semester in which the course was taken. If the coursework has not been completed and, therefore, a grade change is not submitted, the "I" automatically converts to an "F". My policy is that I will not consider converting an "F" to another letter grade if the coursework to complete the class was not turned in by the last class day of my class in the semester following the semester in which the course was taken.

**Grading**

The grades for this course will be based on the number of points you receive for each of the graded areas. The total possible points is 1000.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Score</th>
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<tbody>
<tr>
<td>A</td>
<td>901-1000</td>
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<td>B</td>
<td>801-900</td>
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<td>C</td>
<td>701-800</td>
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<td>D</td>
<td>601-700</td>
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<tr>
<td>F</td>
<td>600 or below</td>
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</table>
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 979-845-1637.

Individuals who have any disability that might affect their ability to perform in this class are encouraged to inform the instructor at the start of the course. Adaptation of methods, materials, or testing may be made as required to provide for equitable participation.

Scholastic Misconduct

Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty or misconduct. Scholastic misconduct is broadly defined by this university as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work is considered scholastic misconduct.” Scholastic dishonesty includes, but is not necessarily limited to:

- Cheating on assignments or examinations;
- Plagiarizing, which means misrepresenting someone else’s work as your own, or submitting the same paper or substantially similar papers to meet the requirements of more than one course without the approval of all involved instructors;
- Interfering with another student’s work;
- Depriving another student of necessary course materials.

Any student who engages in scholastic misconduct will be subject to University disciplinary action. Please review the Student Rules at [http://student-rules.tamu.edu](http://student-rules.tamu.edu) for more information regarding these policies.

Advising

My goal is to be as available as possible to meet your needs during the semester. There are three basic ways you can reach me:

- E-mail: This is the best way to contact me. I check e-mail frequently and, unless I am out of town, I will usually respond to your e-mail within 24 hours.
- In Person: Although I will try to make myself available to you if you ‘drop by’, please do not expect a substantive conversation; I may have other commitments. I am available for appointments, however, and will be happy to meet with you in person.
- Phone: If you are just trying to contact me, the phone is perhaps the least reliable mechanism since I often overlook my voice mail! However, I do try to check voice mail several times each week. I am happy to do advising by phone and will make appointments to do so.
Guidelines for Written Assignments

Written assignments should follow the below guidelines as a minimum, unless alternative arrangements are made with the instructor:

- Use APA formatting for your papers. Either 4th or 5th edition is acceptable.
- Papers should be stapled in the upper left corner (please do not use folders, covers, etc.)
- Please double-space, use 12-point font, and left justify your papers

For additional assistance, please contact the Writing Center on the 2d floor of Evans Library or consult the Writing Center website at http://uwc.tamu.edu/.

Some basics you should consider in all written assignments:

- Have a clear and concise thesis statement very near the beginning of your paper. Thesis statements in the social sciences are somewhat different than what you might have experienced in the humanities. While in the humanities the general preference is to make the thesis statement blend seamlessly with the introduction, the general preference in the social sciences is to make the thesis statement stand out very clearly in articulating the purpose of the paper. In many cases, thesis statements begin with phrases such as, “The purpose of this paper is” or “In this paper, I will.”
- If a sentence requires more than four lines, it is probably too long. Break it up into two or more sentences.
- If a paragraph takes up more than one computer screen or more than half of a double-spaced page, it is probably too long. Break it down into two or more paragraphs. I suggest that you try to have a minimum of three sentences per paragraph.
- Proofread before you turn in any materials. If you find a typing error, at least make the correction with a pen or pencil. If errors become distracting, your grade will suffer.
- Follow basic grammar guidelines. For example, be sure that your sentences have subject-verb and tense agreement and that you are using punctuation appropriately. Do not trust blindly the spell and grammar checkers on your word processor; they are often incorrect!
- Make effective use of structuring techniques for your paper. Academic papers should be written in a professional, formal manner. (Note: This does not mean that you cannot use “I” in your papers. See the APA manual for guidelines on when and how to use “I” in your writing.) Every paper should have a beginning, a middle, and an end. Help the reader understand the structure of your paper by including appropriate headings (e.g., Literature Review, Conclusion).
  - The introduction informs the reader where you are going by introducing the main points. It is the “roadmap” for the rest of the paper and should include the thesis statement.
  - The body of the paper often contains separate sections for each of the main points. In these sections, each of the points is explained in detail and, in particularly long papers, separate headings are even used for each point.
  - The conclusion or summary of the paper should summarize how the points you developed in the body of the paper support the main points you described in the introduction. Just as its name suggests, the summary ‘sums up’ your paper by tying it all together.
Library Resources

Quick Reference Sheets

The below reference sheets will help you critically assess the sources you have found:

_Critically analyzing information sources:_
http://library.tamu.edu/bi/handouts/Critically%20Analyzing%20Information%20Sources.pdf

_Checklist for analyzing information sources:_
http://library.tamu.edu/bi/handouts/Critical%20Analysis%20Checklist.pdf

_Evaluating Web sources:_
http://library.tamu.edu/bi/handouts/Evaluating%20Web%20Sources.pdf

In general, I am skeptical about WWW sources. When they are reported as references for class assignments, it is difficult for me to easily assess the quality of the resource. While WWW sources are often quite appropriate for the topic at hand, I typically prefer scholarly journal articles as a primary source. That said, how do you find ‘scholarly’ journal articles?

The below reference sheets will help you identify scholarly journals and how to find articles within them:

_Scholarly vs. Popular?_
http://library.tamu.edu/bi/handouts/Scholarly%20Journal%20or%20Popular%20Magazine.pdf

This reference sheet gives some basic guidelines about the differences between scholarly and trade/professional/popular journals. I would add a few more distinctions to help you identify the different types of publications.

1. Non-sequential ordering of page numbers on the citation usually indicates a popular article. For example, if the index for the article lists the page numbers as “31+”, it is probably a popular journal. If the pages are listed as “31-45” it is more likely to be a scholarly journal.
2. Very short (i.e., 1-2 pages) articles usually are either popular journal articles or non-refereed articles in scholarly journals. Abstract publications (such as Psychological Bulletin) are an exception to this guideline.
3. Some examples of popular journals in fields associated with HRD include: Training & Development, Phi Delta Kappan, HRMagazine, and OD Practitioner.

_Finding articles in journals:_
http://library.tamu.edu/bi/handouts/Finding%20Articles%20in%20Journals.pdf

This reference sheet will help you understand what you’ll get when you use one of the hundreds of databases (or ‘indexes’) maintained by the TAMU Library system. You pay for this resource; use it! Some indexes I use frequently include: ABI-Inform, Web of Science Social Science Citation Index, ERIC, EBSCO, and Academic Search Premier.

For a listing of journals relevant to things ‘management’ or ‘organizational’, refer to:

http://library.tamu.edu/wcl/buguides/management_journals.htm

For a listing of journals relevant to things ‘adult learning’ or, to a certain extent, ‘education’ in general, refer to:
http://people.tamu.edu/~leemcq/adultteaching.html

For a listing of journals relevant to the ‘psychological’ realm of HRD (as well as some ‘sociological’ areas), refer to:

http://library.tamu.edu/bi/handouts/Psych%20and%20EdPsych%20Resources%20Guide.pdf

Please remember that sometimes database search engines give you the opportunity to select whether or not you want ‘peer reviewed’ or ‘refereed’ or ‘scholarly’ publications. Just because you select that you do want this type of article does not mean that all the articles that emerge in your search will be from scholarly sources. I cannot stress this enough!!! You must follow the critical analysis guidelines to determine if you have a scholarly source or not.

**My perception of the differences between books, conference papers, and journal articles**

I encourage the use of scholarly journal articles as the primary source material for most work done in my classes. They typically represent the highest quality work because: 1. They have been blind reviewed (usually), and 2. They have been revised multiple times based on reviewer and editor comments in order to increase the quality of the document. Tips for identifying whether or not a journal is scholarly can be found in the quick reference sheet listed above. Just because an article is in a scholarly journal does not mean it is blind reviewed. For example, the Forum section of Human Resource Development Quarterly is a non-refereed section (i.e., the articles are not blind reviewed). So get familiar with the journals that you tend to use!

**Papers presented at conferences** and included in conference proceedings are useful if they are very recent. Typically, conference proceedings are the fastest way to get theoretical ideas and research to the public. However, although conference papers are often blind reviewed, the review process is rarely rigid; many people gain experience in how to review articles by reviewing for conferences. Those that do a good job of reviewing are often asked to review for scholarly publications. This means that conference papers may or may not have received substantive feedback to improve the quality of the paper and the author is rarely under obligation to address any of the reviewer concerns. When considering the use of a conference paper, first look at the date of the conference. Is it within the last two or three years? Have you checked the library indexes to see if a journal article has been published from the conference paper? If the conference paper is three or more years old and you cannot find a journal article from the paper, you must rigorously assess the quality of the paper yourself.

**Books** are a last line of resort in most cases. I advocate using books as resources when the book is seminal or core to the issue at hand and is generally considered to be a scholarly resource. For example, Karl Weick’s book The social psychology of organizing is a standard for those interested in issues associated with managerial and organizational cognition. John Dewey’s writings on Experience and Education would be another example of a seminal or core book. Scholarly books usually build on scholarly journal publications that have appeared before the book is published. A good example is Arlie Russell Hochschild’s book The Managed Heart. Her original ideas on the topic of the book appeared in a sociology journal four years before the book appeared! Most books are not blind reviewed, which means that there was not a ‘dialogue’ between reviewers and author about how to improve the quality of the publication.

In summary, my first preference is always journal articles. If the paper is within the last three years, conference proceedings or independent conference papers might be acceptable or could be used as a supplement to journal articles. If the book is considered an indispensable resource or is used as a supplement to journal articles, a book might be appropriate in your reference list.
Although the below guidelines were developed for graduate students, you may find some of the information helpful as you begin your search for scholarly journal articles to use for writing assignments.

General Guidelines for Searching Databases

By
Polly Silva
Virginia Tech

&
Jamie Callahan
Texas A&M University

Searching for resources to support your research and writing is almost an art. It can be very difficult to begin a search when you don’t have a foundation of literature on which to build. The purpose of this brief handout is to help you develop strategies for finding a variety of works to use in your own writing as you as you study HRD.

If you are unfamiliar to a topic, we suggest the following approaches.

A. Look for general information
B. Search for information on some component of the topic
C. Look at the different worldviews, to find different approaches to the topic
D. Decide what disciplinary approach (or multidisciplinary approach) you want to take (psychology, business, linguistics, sociological) etc.
E. Relate the topic to a particular field.

A. General Information
1. Read the relevant materials provided in your class and use the bibliographies offered.

2. Databases –
   a. ABI-Inform: For topics associated with the field of management, such as HRD, you may want to start by using ABI (Business and social sciences) and search for the terms “human resource development” and whatever topic interests you at the time (e.g., leadership, globalization, technology); then select “combine” to see which articles have both terms. Keep in mind, however, that many articles that are very relevant to the field of HRD do not actually use the term ‘HRD’. Be open and creative in selecting the terms for your search.
   b. ERIC: Because we are concerned with human resource development, doing a similar search from ERIC (educational database) is also appropriate.
   c. Texas A&M University has hundreds of electronic databases that can be accessed by students from any location. Many of these databases include full-text articles! For other possible database sources, see the handout on library resources or contact the reference librarian.

3. ERIC Clearinghouse on Adult, Career, and Vocational Education (http://ericacve.org/) has many good summary pieces on topics. There are Trends and Issues Alerts and ERIC digests (and other reports) that give you overviews on major topics, including lists of the major theories and many references.

4. Annual Reviews - this is another database that provides overview articles on topics. While not all of our areas of interest will be covered, it is an excellent resource to check out to get overviews (or at the end of your research to make sure you covered key topics/authors.

B. Search for information on some component of the topic

Sometimes, it is most useful to explore one or two aspects of complex or multi-faceted topics. You can use many of the tools listed above, but focus the research more narrowly. A few examples include -
• global leadership development
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Educational Admin & Human Resource Development

2. Course prefix, number and complete title: EHRD 408 - Diversity Issues and Practices in HRD

3. Course description (not more than 50 words) Intended to help educators in HRD contexts, identifying and understanding diversity issues in work and community settings; emphasis on application of knowledge to professional practice of employees, educators, trainers, and managers in an HRD context.

4. Prerequisite(s) Junior or Senior classification Cross-listed with

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from ______ to ______

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) Interdisciplinary Studies-Technology Management; Interdisciplinary Studies-Human Resource Development

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)

<table>
<thead>
<tr>
<th>EHRD</th>
<th>408</th>
<th>DIVERSITY ISSUES IN HRD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
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<td>03</td>
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<td>03 3</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date Effective Date

* Attach a syllabus with a course outline of sufficient detail to permit an accurate evaluation of the course content. Include a list of books (indicate authors), titles of scientific journals or other resource materials. Also include the method by which students will be evaluated.

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265.
EHRD 408
Diversity Issues and Practices in HRD
3 Credits

COURSE DESCRIPTION: This course is intended to help educators in HRD contexts, as well as trainers, employees and managers, effectively identify and understand diversity issues in work and community settings.

STATEMENT OF OBJECTIVES:
Upon completion of the course, students will be able to:
1. Explore definitions of the term “diversity” as it is used in work and community settings.
2. Understand key demographic trends and their impacts on work and community settings.
3. Identify key diversity-related resources within work and community settings.
4. Recognize the existence of human biases toward others and the potential impact in related contexts.
5. Identify individual biases associated with human differences.
6. Develop an understanding of challenges faced by various U.S. groups and individuals.
7. Describe strategies that could be deployed to better understand unfamiliar differences in interpersonal, group, organizational & community settings.
8. Explore diversity-related systems change strategies and outcomes in organizational settings.
9. Examine options for policy creation and the intersections between diversity and the law.
10. Explore the ethics associated with diversity education.

REQUIRED TEXT AND MATERIALS:
1. Reading Packet and Handouts.

CLASS STRUCTURE:
Class sessions will include lectures, small and large discussion groups, guest speakers and/or audio-visual materials. During class we will strive to clarify, supplement, and analyze text materials. We will learn much more through sharing opinions, knowledge and experience; you are all encouraged to contribute in class. You are responsible for all assigned readings and all materials presented in class.

EXPECTATIONS
It is expected that students will:
• ... conduct themselves as professionals in WCSE related fields
• ... maintain a respectful classroom environment
• ... use inclusive language in speaking and writing
• ... raise relevant questions and contribute relevant observations
• ... be responsible for text content and other readings, even if not covered in class discussions
• ... practice good and constructive group participation methods and behaviors
• ... take active responsibility in building and ensuring a constructive learning community and environment in the classroom
• ... complete their assignments on time. (late assignments will result in a lower grade --a minimum of 1 grade point per day will be deducted for late assignments)
• ... treat information shared in class with respect and sensitivity
• ... interact with each other in an open, honest and sensitive way
• ... meet other expectations as requested by the instructor and class members.
- cross-cultural or multi-cultural understandings
- diversity and HRD
- developing work groups from those with differing values and beliefs
- jobs of the future
- immigrant workforce
- ex-patriots/repatrilotization
- skills needed for a global marketplace
- virtual workplace
- HRD and varying political/legal requirements

C. Look at the different worldviews, to find different approaches to the topic

There are many different views of any topic that we might study within the field of HRD. One way to approach this is to look at literature from various countries and from various resource methods. Begin to ask questions about the assumptions held by the authors. What questions are the authors trying to address? What paradigm informs their work (i.e., functionalism, structuralism, interpretivism, etc.)?

Another good resource is to consider alternative research methods. Researchers taking a critical theory perspective provide one avenue. Another approach would be social constructionism or symbolic interactionism. How do researchers approach their topic methodologically?


You can also keep some issues central to your own mind as you read articles. Consider what the underlying norms of the authors. Also, consider what changes may need to be made in the field, based on what the authors are discussing. What changes will we want to incorporate into our HRD programs?

D. Decide what disciplinary approach (or multidisciplinary approach) you want to take (psychology, business, linguistics, sociological) etc.

Your preference will help guide which databases you use (librarians can help). Also, it may provide you some alternative approaches. For example, if you are looking at cross-cultural issues in the workplace, you may want to approach it through the study of linguistics, discourse analysis, or conversation. This can address both problems and solutions that we are likely to encounter in organizations on a day-to-day basis.

E. Relate the topic to a particular field.

This can be particularly useful if you have a specialty interest. For example, if you work in the school system and are interested in HRD as it relates to school administrators, use the research databases or resources that you are familiar with and focus on a component topic. This can lead to interesting discussions for your writing and for our class discussions as we can begin to look at themes and issues across disciplines. Sometimes, we may find the research is fairly similar. Other times, we may find that there are theories in one field (e.g., school administration) that would help inform another (e.g., business).
**COURSE OUTLINE:**

The following course outline is tentative and is subject to modification as the term progresses. (STUDENTS ARE RESPONSIBLE FOR TEXT CONTENT & ADDITIONAL READINGS EVEN IF NOT COVERED IN CLASS.)

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GRADING AND ASSIGNMENTS:

INTRODUCTION PAPER
(total 5%) [Due: class #4]
This paper asks students to describe a specific individual focus related to WCFE and how diversity relates to this area. Specifics for assignment will be distributed during week #3 (approx. 2-4 pages).

REACTION/REFLECTION PAPER
(total 10%) [Due: Classes #7]
Once during the semester students will be asked to react to the issues raised during that part of the course and link their perspectives to areas of professional/educational focus. This will focus on specific diversity related issues from the introductory readings and class sessions. (approx. 4-6 pages).

EXAMS
(total 40%) [During Classes #8 and #15]
There will be two class exams on the material covered in readings and in class. Each will consist of true-false, multiple choice, completion, and short essay questions. The second exam will also ask students to synthesize learning using the course materials.

TEAM LED PRESENTATIONS/LEARNING SESSIONS
(total 15%) [Due: Classes #13 & #14].
Each learning team will lead a 20-30 minute learning session relating to a diversity issue or a specific area of implementation. Students will have an opportunity to create a presentation that focuses on their specific areas of interest, reports on a topic related to diversity, discusses a visit to an organization, describes a discussion with a practitioner, or other areas of interest. Part of the evaluation will be intra-team evaluation. Specific criteria will be outlined during weeks 5 & 6. Students will be given time during half of two class meetings to prepare and will be expected to agree on the necessary commitment outside of the regular class meeting time.

FINAL PAPER
(total 25%) [Due: Week #14]
The final paper will be a research-to-practice paper focusing on a practical application for diversity education in the context you select. Several structured options will be provided. (approx. 10-12 pages).

ATTENDANCE AND PARTICIPATION
Students will be expected to attend all class sessions and participate in class discussions. Students are encouraged to share articles, resources, and other information in class. Team assignments and exercises will be conducted during class and students will need to be present to fully understand these related experiences. Absences will be handled in accordance with University Policy. Please talk with the instructor if you have any concerns about this minimum attendance expectation.

7. GRADING SCALE FOR FINAL GRADE (ALL STUDENTS)
Please Note: The plus and minus grading system will be used in this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>79-70</td>
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<tr>
<td>D: Below 70%</td>
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<td>F: Below 60%</td>
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</tbody>
</table>

Failure to meet course requirements or attendance expectations will result in a "no pass" grade.

All written assignments will have minimum requirements of typewritten/word processed, left justified, using indented paragraphs and stapled in upper left hand corner. Other requirements will be listed with each assignment.

STUDENTS WITH DISABILITIES/UNIQUE NEEDS
Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. If you have a disability or believe you have a
disability requiring accommodations, please contact the Department of Student Life, Services with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637.

Individuals who have any disability that might affect their participation or ability to perform in this class are encouraged to discuss these matters with the instructor. Adaptation of methods, materials, or testing will be made as required to provide for equitable participation. It is expected that students who have specific needs related to a disability or other matters will discuss accommodations with the instructor during the first two weeks of class. Failure to raise the issue well in advance of an established course requirement may complicate the timeline needed for accommodations. Course materials are available in alternative formats.

INCOMPLETES
A grade of I (incomplete) will not be assigned except in the case of documented emergency. Late assignments will be penalized as identified with each project. Extra work to raise a grade is not permitted by University policy.

SCHOLASTIC MISCONDUCT
Scholastic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own work any part of work done by another); submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Students who participate in any of these activities will receive a "no pass" grade in this class and will be subject to University disciplinary action.

Faculty Senate Statement on Plagiarism
The handouts used in this course are copyrighted. All materials generated for this class are considered "handouts," including, but not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless expressly granted permission to do so by the instructor. A commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys trust among colleagues without whom the research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest edition of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

SEXUAL HARASSMENT
Texas A & M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available at Complaints about sexual harassment should be reported to the EAHR Department or University Human Resources

MAKE-UP EXAMINATIONS/ASSIGNMENTS
There will be no make-up examinations/assignments except in the case of an officially documented emergency.

INCLUSIVE LANGUAGE
It is imperative in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usage such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward of one's habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. "workers...they" rather than "worker...he"), some combination of pronouns (e.g., (s)he, s/he, he/she or alternative words (e.g., "people" rather than "mankind").

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of organizations are white U. S. citizens. Respect for the diversity of the class and the multicultural world in which organizations operate will be expected. Another aspect of broadened worldview is the appropriate use of words with reference to one's own culture. I am particularly sensitive to the use of the word "American," to refer to those who live in the United States. Any person living in North, Central, or South America is an American. You may wish to use "U.S. American."
APPOINTMENTS WITH INSTRUCTOR
Appointments (either in person or by phone) can be scheduled by using the number(s) provided. Appointments are normally 20 minutes and generally need to be made a week in advance. Please feel free to e-mail me to schedule appointments or with regard to questions or issues pertaining to the course.

ASK QUESTIONS
If you have any concerns during the academic term, please discuss them with the instructor.
| Course Week | Date of Class Meeting  
(Tuesdays) | Course Packet  
Section/Reference |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>September 5&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Course Introduction</td>
</tr>
</tbody>
</table>
B2: Search Internet for US Census Bureau/Global Demographic Data--find three areas of interest related to population trends |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading and Notes</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>P: Privilege handout.</td>
<td></td>
</tr>
<tr>
<td>October 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Midterm Exam</strong> Review all reading materials through Week 7; Handouts and in-class material are part of the Midterm Exam.</td>
<td></td>
</tr>
</tbody>
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responsibility in a multicultural world. Swarthmore, PA: Swarthmore College.


SEE CLASSWEB "RESOURCE LINKS" FOR DIRECT CONNECTIONS TO WEB ARTICLES:
S1: http://www.amexp.org/publications/culture/culture32.htm (read through page 6; before the panel discussion)

11


SEE CLASSWEB "RESOURCE LINKS" FOR DIRECT CONNECTIONS TO WEB ARTICLES:
V: http://www.amexp.org/srib/srib11096.htm

12


**In Class Presentations**


SEE CLASSWEB "RESOURCE LINKS" FOR DIRECT CONNECTIONS TO WEB ARTICLES:

X3: [http://www.amexp.org/strib/strib11597.htm](http://www.amexp.org/strib/strib11597.htm)


**In Class Presentations**


**Final Exam**

Review All Reading Materials

Handouts and in-class material are part of the Final Exam.
September 10, 2003

To: Dr. Jane Close-Conoley, Dean
   College of Education
   Texas A&M University

Through: Dr. James Kracht, Associate Dean
         College of Education
         Texas A&M University

Through: Dr. Yvonna Lincoln, Department Head
         Educational Administration and Human Resource Development
         College of Education

From: Lloyd Korhonen, Professor, Director
      Center for Distance Learning Research
      College of Education

Attached is the syllabus for an undergraduate class: EHRD 408 with the title: Diversity Issues in Human Resource Development. The course is scheduled to be taught by Dr. Toby Egan. We are asking to have the course approved as a diversity elective for the University requirement.

Thank you for your assistance.

Attachment
EHRD 408
Diversity Issues and Practices in HRD
3 Credits

COURSE DESCRIPTION: This course is intended to help educators in HRD contexts, as well as trainers, employees and managers, effectively identify and understand diversity issues in work and community settings.

STATEMENT OF OBJECTIVES:
Upon completion of the course, students will be able to:
1. Explore definitions of the term “diversity” as it used in work and community settings.
2. Understand key demographic trends and their impacts on work and community settings.
3. Identify key diversity-related resources within work and community settings.
4. Recognize the existence of human biases toward others and the potential impact in related contexts.
5. Identify individual biases associated with human differences.
6. Develop an understanding of challenges faced by various U.S. groups and individuals.
7. Describe strategies that could be deployed to better understand unfamiliar differences in interpersonal, group, organizational & community settings.
8. Explore diversity-related systems change strategies and outcomes in organizational settings.
9. Examine options for policy creation and the intersections between diversity and the law.
10. Explore the ethics associated with diversity education.

REQUIRED TEXT AND MATERIALS:
1. Reading Packet and Handouts.

CLASS STRUCTURE:
Class sessions will include lectures, small and large discussion groups, guest speakers and/or audio-visual materials. During class we will strive to clarify, supplement, and analyze text materials. We will learn much more through sharing opinions, knowledge and experience; you are all encouraged to contribute in class. You are responsible for all assigned readings and all materials presented in class.

EXPECTATIONS
It is expected that students will:
• ... conduct themselves as professionals in WCPE related fields
• ... maintain a respectful classroom environment
• ... use inclusive language in speaking and writing
• ... raise relevant questions and contribute relevant observations
• ... be responsible for text content and other readings, even if not covered in class discussions
• ... practice good and constructive group participation methods and behaviors
• ... take active responsibility in building and ensuring a constructive learning community and environment in the classroom
• ... complete their assignments on time.
 (Late assignments will result in a lower grade --a minimum of 1 grade point per day will be deducted for late assignments)
• ... treat information shared in class with respect and sensitivity
• ... interact with each other in an open, honest and sensitive way
• ... meet other expectations as requested by the instructor and class members.
# COURSE OUTLINE:

The following course outline is tentative and is subject to modification as the term progresses. **(Students are responsible for text content & additional readings even if not covered in class.)**

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GRADING AND ASSIGNMENTS:

INTRODUCTION PAPER (total 5%) [Due: class #4]
This paper asks students to describe a specific individual focus related to WCPE and how diversity relates to this area. Specifies for assignment will be distributed during week #3 (approx. 2-4 pages).

REACTION/REFLECTION PAPER (total 10%) [Due: Classes #7]
Once during the semester students will be asked to react to the issues raised during that part of the course and link their perspectives to areas of professional/educational focus. This will focus on specific diversity related issues from the introductory readings and class sessions. (approx. 4-6 pages).

EXAMS (total 40%) [During Classes #8 and #15]
There will be two class exams on the material covered in readings and in class. Each will consist of true-false, multiple choice, completion, and short essay questions. The second exam will also ask students to synthesize learning using the course materials.

TEAM LED PRESENTATIONS/LEARNING SESSIONS (total 15%) [Due: Classes #13 & #14]
Each learning team will lead a 20-30 minute learning session relating to a diversity issue or a specific area of implementation. Students will have an opportunity to create a presentation that focuses on their specific areas of interest, reports on a topic related to diversity, discusses a visit to an organization, describes a discussion with a practitioner, or other areas of interest. Part of the evaluation will be intra-team evaluation. Specific criteria will be outlined during weeks 5 & 6. Students will be given time during half of two class meetings to prepare and will be expected to agree on the necessary commitment outside of the regular class meeting time.

FINAL PAPER (total 25%) [Due: Week #14]
The final paper will be a research-to-practice paper focusing on a practical application for diversity education in the context you select. Several structured options will be provided. (approx. 10-12 pages).

ATTENDANCE AND PARTICIPATION
Students will be expected to attend all class sessions and participate in class discussions. Students are encouraged to share articles, resources, and other information in class. Team assignments and exercises will be conducted during class and students will need to be present to fully understand these related experiences. Absences will be handled in accordance with University Policy. Please talk with the instructor if you have any concerns about this minimum attendance expectation.

7. GRADING SCALE FOR FINAL GRADE (ALL STUDENTS)
   Please Note: The plus and minus grading system will be used in this course.

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

Failure to meet course requirements or attendance expectations will result in a “no pass” grade.

All written assignments will have minimum requirements of typewritten/word processed, left justified, using indented paragraphs and stapled in upper left hand corner. Other requirements will be listed with each assignment.

STUDENTS WITH DISABILITIES/UNIQUE NEEDS
Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. If you have a disability or believe you have a...
disability requiring accommodations, please contact the Department of Student Life, Services with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637.

Individuals who have any disability that might affect their participation or ability to perform in this class are encouraged to discuss these matters with the instructor. Adaptation of methods, materials, or testing will be made as required to provide for equitable participation. It is expected that students who have specific needs related to a disability or other matters will discuss accommodations with the instructor during the first two weeks of class. Failure to raise the issue well in advance of an established course requirement may complicate the timeline needed for accommodations. Course materials are available in alternative formats.

INCOMPLETES
A grade of I (incomplete) will not be assigned except in the case of documented emergency. Late assignments will be penalized as identified with each project. Extra work to raise a grade is not permitted by University policy.

SCHOLASTIC MISCONDUCT
Scholastic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own work any part of work done by another); submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Students who participate in any of these activities will receive a "no pass" grade in this class and will be subject to University disciplinary action.

Faculty Senate Statement on Plagiarism
The handouts used in this course are copyrighted. All materials generated for this class are considered “handouts,” including, but not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless expressly granted permission to do so by the instructor. A commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys trust among colleagues without whom the research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest edition of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

SEXUAL HARASSMENT
Texas A & M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available at Complaints about sexual harassment should be reported to the EAHR Department or University Human Resources

MAKE-UP EXAMINATIONS/ASSIGNEDMENTS
There will be no make-up examinations/assignments except in the case of an officially documented emergency.

INCLUSIVE LANGUAGE
It is imperative in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usage such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward of one's habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. "workers...they," rather than "worker...he"), some combination of pronouns (e.g., (s)he, s/he, he/she or alternative words (e.g., "people" rather than "mankind").

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of organizations are white U.S. citizens. Respect for the diversity of the class and the multicultural world in which organizations operate will be expected. Another aspect of broadened worldview is the appropriate use of words with reference to one's own culture. I am particularly sensitive to the use of the word "American," to refer to those who live in the United States. Any person living in North, Central, or South America is an American. You may wish to use "U.S. American."
APPOINTMENTS WITH INSTRUCTOR
Appointments (either in person or by phone) can be scheduled by using the number(s) provided. Appointments are normally 20 minutes and generally need to be made a week in advance. Please feel free to e-mail me to schedule appointments or with regard to questions or issues pertaining to the course.

ASK QUESTIONS
If you have any concerns during the academic term, please discuss them with the instructor.
<table>
<thead>
<tr>
<th>Course Week</th>
<th>Date of Class Meeting (Tuesdays)</th>
<th>Course Packet Section/Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Course Introduction</td>
</tr>
</tbody>
</table>
B2: Search Internet for US Census Bureau/Global Demographic Data—find three areas of interest related to population trends |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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</thead>
</table>
|            | October 3rd    | K. E. & Travis, T. C. (Eds.), *The meaning of difference* (pp. 120-129). NY,
|            |                | I: Levine, H. & Evans, N. J. (1996). The development of gay, lesbian, and
|            |                | bisexual identities. In Rosenblum, K. E. & Travis, T. C. (Eds.), *The
|            |                | (Ed.) *Staring back: The disability experience from the inside out* (pp.
|            |                | J2: Tollifson, J. (1997). Imperfection is a beautiful thing: on disability and
|            |                | meditation. In Fries, K. (Ed.) *Staring back: The disability experience from the
|            | October 10th   | look at multiethnicity. In Rosenblum, K. E. & Travis, T. C. (Eds.), *The
|            |                | meaning of difference* (pp. 43-51). NY, NY: McGraw Hill.               |
|            |                | & Travis, T. C. (Eds.), *The meaning of difference* (pp. 51-61). NY, NY:
|            |                | McGraw Hill.                                                            |
|            |                | M: Forbes, J. D. (1998) "Indian" and "Black" as radically different types of
|            |                | categories. In Ferrante, J. & Brown, P. (Eds.), *The social construction of race
|            |                | and ethnicity in the United States* (pp. 120-122). NY, NY: Addison Wesley
|            |                | Longman.                                                               |
|            | October 17th   | Ferrante, J. & Brown, P. (Eds.), *The social construction of race and ethnicity in the
|            |                | into our top colleges? Because their dads are alumni. In Rosenblum, K. E.
|            |                | & Travis, T. C. (Eds.), *The meaning of difference* (pp. 208-213). NY, NY:
|            |                | McGraw Hill.                                                            |
|            |                | P: Privilege handout.                                                   |
| 8 October  |                | Midterm Exam                                                            |
|            | October 24th   | Review all reading materials through Week 7;                             |
|            |                | Handouts and in-class material are part of the Midterm Exam.             |
|            |                | education in a multicultural world. In Schwartz, B. (Ed.), *Educating for civic
responsibility in a multicultural world. Swarthmore, PA: Swarthmore College.


SEE CLASSWEB "RESOURCE LINKS" FOR DIRECT CONNECTIONS TO WEB ARTICLES:

S1: http://www.amexp.org/publications/culture/culture32.htm (read through page 6; before the panel discussion)

11


SEE CLASSWEB "RESOURCE LINKS" FOR DIRECT CONNECTIONS TO WEB ARTICLES:

V: http://www.amexp.org/strib/strib11096.htm

12


SEE CLASSWEB "RESOURCE LINKS" FOR DIRECT CONNECTIONS TO WEB ARTICLES:
X3: http://www.amexp.org/strib/strib11597.htm


13

In Class Presentations


14

In Class Presentations

Final Exam

Review All Reading Materials

Handouts and in-class material are part of the Final Exam.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of __________________________.

2. Course prefix, number and complete title: ENGL 204 Introduction to African American Literature

3. Course description (not more than 50 words): Introduction to the writings of African Americans from the 18th century to the present, emphasizing the major themes and traditions.

4. Prerequisite(s): ENGL 104________ Cross-listed with __________________________.

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from ________ to ________.

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken ________ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught. __________________________

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Undergraduate general academic

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with those departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) ENGL 204 INTRO TO AFRICAN AM LIT

<table>
<thead>
<tr>
<th>Lect.</th>
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<th>SCH</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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Do not complete shaded area.

Approval recommended by: ____________________________________________

Head of Department Date Chair, College Review Committee Date

Head of Department (if cross-listed course) Date Dean of College Date

Submitted to Coordinating Board by: _________________________________

Dean of College Date

Director of Academic Support Services Date Effective Date

* Attach a syllabus according to the guidelines on the Internet site oar-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
English 204: Introduction to African-American Literature
Prerequisite: ENGL 104

Professor: Kimberly N. Brown
Office: 221F Blocker
Office Hours: Monday 3:00-5:00pm, and by appointment.
Office Number: 979-458-1230
E-mail: brown@english.tamu.edu

REQUIRED TEXTS: Frederick Douglass, Narrative of the Life of Frederick Douglass.
Richard Wright, Native Son.
Chester Himes, If He Hollers Let Him Go.
Gayl Jones, Corregidora
George C. Woolfe, The Colored Museum.
Course Packet (CP) – to be purchased at Notes and Quotes-
With selected readings from the 18th C

COURSE DESCRIPTION:

English 204 is designed to be an introductory course on African-American literature and therefore offers a historical/chronological approach to a survey of writings from the late 18th Century to the present. Particular emphasis will be given to: 1) literature that can be considered “revolutionary” in content and/or form; 2) literature that is vested in resisting stereotypical notions of “blackness,” and; 3) literature that interrogates the gaps between American ideals and American socioeconomic practices when dealing with African-American subjects. By the end of this course, students should expect to have a basic understanding of the major themes and traditions that arise in African-American literature (such as the quest for literacy, masking, double-consciousness, folklore, the Civil Rights Era, and feminist issues), as well as of the historical period in which each text appears.

COURSE REQUIREMENTS:

Four (4) Response Papers. I will assign topic for discussion. Papers must be double-spaced in 12 point font (Times New Roman or equivalent) and have 1 inch margins.
Midterm. (In Class).
Prospectus for Research Paper. Your prospectus must include a working thesis statement, an annotated bibliography of 5 critical sources (not included in your course packet). No internet sources will be accepted. In addition to summarizing each article, please explain how each article works with your thesis. Will you be arguing against the article, and why? Does it support your thesis, and how? Must be submitted for my approval and commentary. (Thesis statement = 50pts, Annotated Bib. = 100pts.)
Research Paper (Final Exam). 5-7 pages. Paper must be double-spaced in 12 point font and have 1 inch margins. Please use MLA format for citation.
ASSIGNMENT WEIGHTS:  GRADE SCALE:

Response Papers – 30%  A =  90-100%
Midterm – 20%  B =  80-89%
Prospectus – 10%  C =  70-79%
Research Paper – 40%  D =  60-69%  F =  0-59%

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

ACADEMIC INTEGRITY: The Aggie Code of Honor states that – Aggies do not lie, cheat, or steal, nor do they tolerate those who do. Please go to [http://student-rules.tamu.edu](http://student-rules.tamu.edu) and familiarize yourself with Student Rules, Part I, Section 20, “Scholastic Dishonesty,” which offers a clear, concise explanation of what constitutes plagiarism (it also discusses other violations of academic integrity). Possession of this syllabus means that you understand that you are required to comply with Texas A&M University’s policies.

SYLLABUS:

Week One – General Introductions
Week Two: Discussion Topic: Middle Passage and Slavery
        Robert Hayden, “Middle Passage.”

Week Three: Phillis Wheatley, “To Maecenas,” “To the University of Cambridge, in New-England,” “On Being Brought from Africa to America,” “To S.M., a Young African Painter, on Seeing His Works.”
        Alice Walker, “In Search of Our Mother’s Gardens.”
        June Jordan, “The Difficult Miracle of Black Poetry in America: Or, Something Like a Sonnet for Phillis Wheatley”
        1st Response Paper Due End of Week Three

Week Four – Frederick Douglass, Narrative of the Life of Frederick Douglass.
Week Five: 2nd Response Paper Due End of Week 5

Week Six – Discussion Topics: Reconstruction and Post-Reconstruction
Week Seven: Paul Laurence Dunbar, “We Wear the Mask”
        Zora Neale Hurston, “How it Feels to be Colored Me”
        Midterm Week 7

Week Eight – Discussion Topic: The Harlem Renaissance
Week Nine:  
In Class Viewing of Film: *From These Roots*.  
Poems in Course Packet:  
Claude McKay, "Harlem Dancer."
Warren Cune,y, "No Images."
Langston Hughes, "Negro."
Langston Hughes, "I, Too."
Countee Cullen, "Heritage.

3rd Response Paper Due  End of Week 8

Week Ten –  Discussion Topics: WW II and Post-WW II Literature
Week Eleven: Richard Wright, *Native Son.*
Chester Himes, *If He Hollers Let Him Go.*

4th Response Paper Due  End of Week 11

Week Twelve: Discussion Topic: The Black Aesthetic Movement
Poems in Course Packet:  
Larry Neal, "The Black Arts Movement."
Hoyt W. Fuller, "Towards a Black Aesthetic."
LeRoi Jones/Amiri Baraka, "Black Art."
LeRoi Jones/Amiri Baraka, "Nation Time."
Nikki Giovanni, "Ego-Tripping."
Jayne Cortez, "Rape."
Jayne Cortez, "If the Drum is a Woman."

Research Prospectus Due Beginning of Week Twelve

Week Thirteen – Discussion Topic: The 1980s to the Present
Week Fourteen: Gayl Jones, *Corregidora.*
George C. Woolfe, *The Colored Museum.*

Research Paper Due During Finals Week.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of English

2. Course prefix, number and complete title ENGL 205 Introduction to Africana Literature

3. Course description (not more than 50 words) Works, literary movements and genres of authors of African descent in the Americas, Europe, and Africa.

4. Prerequisite(s) ENGL 104 Cross-listed with

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Undergraduate general academic

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    ENGL 205 INTRO TO AFRICANA LIT

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 0 3 2 3 0 7 0 1 0 0 0 0 1 0 9 9 0 0 4 - 0 5 0 0 3 6 3 2
    Level 2

    Do not complete shaded area.

Approval recommended by:

Head of Department Date
Chair, College Review Committee Date

Head of Department (if cross-listed course) Date
Dean of College Date

Submitted to Coordinating Board by:
Dean of College Date

Director of Academic Support Services Date Effective Date

*Attach a syllabus according to the guidelines on the Internet site ear-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
English 205: Introduction to Africana Literature
TTh 10:00-11:10

Instructor: Michael Collins
Office: 219B Blocker
Office Hours: MF 3:00-4:30
(979) 458-3368
mikec@tamu.edu

Prerequisite: English 104

Course Description: This course will introduce the works of important African, West Indian and African-American writers—writers of the Pan African world as it was defined at the beginning of the century by W.E.B. DuBois. Du Bois effectively drew the map within which we will be working with his 1900 declaration that “the... problem of the 20th century is the problem of the Color line—the question of the relation of the... races of men who happen to be white to the great majority... of mankind who happen to be yellow, brown, or black...”

For the purposes of this course, Africana literature is that created by those born along the color line in Africa, the West Indies or the United States—whether the particular authors view (or viewed) themselves primarily in Pan African terms or not. Our discussion will center on the tensions (and harmonies) between formal, aesthetic, social and political values in the texts studied.

Course Requirements: One in-class examination worth 10% of the final grade; one 3-page and one 5-page paper worth 15% and 45% of the final grade, respectively; a final examination worth 30% of the final grade.

No make-up exams will be given and no incompletes will be given except for the verifiable excused reasons listed in Student Rule 7 at http://student-rules.tamu.edu.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 or Above</td>
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<tr>
<td>A-</td>
<td>88 - 89</td>
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<tr>
<td>B+</td>
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Papers will be evaluated on the basis of (1) evidence of understanding of the details and implications of the passages, chapters, and/or themes written about; (2) clarity and lucidity of presentation; (3) insightfulness of the presentation; (4) overall grammatical correctness.

**Plagiarism & Scholastic Dishonesty:**
Students who use phrases, passages, or pages written or conceived by others in their papers and do not clearly indicate this (i.e., by placing said phrases, passages, or pages in quotation marks or by tagging what is paraphrased and using appropriate citation) will face the penalties described in **Student Rule 20** at [http://student-rules.tamu.edu](http://student-rules.tamu.edu).

**University Policy on Students with Disabilities:**
"The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637."

**Required Texts:**

*Zora Neale Hurston, Their Eyes Were Watching God*
*Wole Soyinka, Death and the King's Horseman*
*Sembene Ousmane, God's Bits of Wood*
*Derek Walcott, Omeros*
*Edwidge Danticat, The Farming Bones*

A Reading Packet: Selections from W.E.B. DuBois, James Baldwin, Aime Cesaire, Bessie Head and Others

**Reading Schedule:**

Sept 3  Introduction

Sept 5  W.E.B. DuBois’ “Apology” and Excerpts from *The Souls of Black Folk*

Sept 8  DuBois Continued

Sept 10 – 15  Negritude: Reading Packet, Selections from Aime Cesaire

Sept 17 – 26  *Zora Neale Hurston’s Their Eyes Were Watching God*  
(Plus Xeroxed materials)
Sept 29  
*Their Eyes Were Watching God* Continued

Oct 1 – 3  
*Their Eyes Were Watching God* Concluded

In-class Exam Oct 3

Oct 6  
Reading Packet, Selections from Bessie Head

Oct 8 – 15  
Wole Soyinka’s *Death and the King’s Horseman*

3-page Paper Due Oct 15

Oct 17 – 27  
Ousmane Sembene’s *God’s Bits of Wood*

Oct 31 – Nov 10  
Edgwide Danicat’s *The Farming of Bones*

Nov 10 – 26  
Derek Walcott’s *Omeros*

5-page paper Due Nov 19

Nov 28  
Thanksgiving No Class

Dec 1 – 9  
Reading Packet, Selections from James Baldwin

Dec 16  
Final Exam
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of ___________ English

2. Course prefix, number and complete title ___________ ENGL 329 African-American Literature Pre-1930

3. Course description (not more than 50 words) Major works of the African-American literary tradition from the 18th century to 1930 studied within cultural and historical context.

4. Prerequisite(s) 3 credits of literature at the 200-level or above, junior class standing or instructor approval

Cross-listed with ___________.

Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from ________ to ________.

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken ________ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as 489/689? ☐ Yes ☐ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Undergraduate general academic

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) ENGL 329 AFRICAN-AM LIT PRE-1930

<table>
<thead>
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Approval recommended by:

Head of Department ___________ Date ________

Chair, College Review Committee ___________ Date 19-05-03

Head of Department (if cross-listed course) ___________ Date 9-22-03

Dean of College ___________ Date 9-22-03

Submitted to Coordinating Board by:

Dean of College ___________ Date 9-22-03

Director of Academic Support Services ___________ Date

Effective Date ___________ Date

* Attach a syllabus according to the guidelines on the internet site cocr.as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.

OAR/AS-5/01
English 329: African-American Literature Pre-1930
Prerequisite: 3 credits of literature at 200 level or above;
Junior standing or instructor's approval.

Professor: Dr. Kimberly N. Brown
Office: 221F Blocker
Office Hours: Tues. 2:30 - 3:30, Thurs. 11:00 - 12:00, and by appointment.
Office Number: 458-1230
E-mail: brown@english.tamu.edu

COURSE DESCRIPTION:

This course will examine African-American literature and its context from the eighteenth century to 1930. In addition to examining works that were produced during the Antebellum Period, particular emphasis will be given to texts by African-American writers who seek to usurp the Plantation Tradition (works that idealized and defended slavery on the racist theory that African Americans were inherently inferior, dependent, and needed white masters to take care of them). We will also analyze texts by black authors who articulate the struggle of emancipated African Americans to achieve the elusive freedom and equality promised them by the 13th, 14th, and 15th amendments to the Constitution. Discussion of issues raised by different writers, texts, and literary movements, and how these issues may relate to particular historical and cultural events; such issues may include the notion of "America" and "being an American," race and racism, the rise of industry, selfhood and alienation, regionalism, modernity, feminism, and multiculturalism.

REQUIRED TEXTS: Frederick Douglass, The Narrative of the Life of Frederick Douglass (1845)
Harriet Wilson, Our Nig (1959)
William Wells Brown, Clotel: Or the President's Daughter (1853). Pauline Hopkins, Contending Forces (1900).
Charles Chesnutt, The Marrow of Tradition (1901)
Paul Laurence Dunbar, Sport of the Gods (1901). Jean Toomer, Cane (1923)
Jessie Redmond Fauset, There is Confusion (1924).
Claude McKay, Home to Harlem (1928).
Zora Neale Hurston, Their Eyes Were Watching God (1937)
Course Packet — to be purchased at Notes and Quotes-
Readings from the 18th C: Olaudah Equiano & Phyllis Wheatley,

COURSE REQUIREMENTS:

Four (4) Response Papers. I will assign topics for discussion. Papers must be double-spaced in 12 point font (Times New Roman or equivalent) and have 1 inch margins.
Midterm. (In Class).
Prospectus for Research Paper. Your prospectus must include a working thesis statement, an annotated bibliography of 5 critical sources (not included in your course packet). No internet sources will be accepted. In addition to summarizing each article, please explain how each article works with your thesis. Will you be arguing against the article, and why? Does it support your thesis, and how? Must be submitted for my approval and commentary. (Thesis statement = 50pts, Annotated Bib. = 100pts.)

Research Paper (Final Exam), 5-7 pages. Paper must be double-spaced with 12 point font and have 1 inch margins. Please use MLA format for citation.

ASSIGNMENT WEIGHTS: |
<table>
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<tr>
<td>Response Papers ~ 30%</td>
<td>A = 90-100%</td>
</tr>
<tr>
<td>Midterm ~ 20%</td>
<td>B = 80-89%</td>
</tr>
<tr>
<td>Prospectus ~ 10%</td>
<td>C = 70-79%</td>
</tr>
<tr>
<td>Research Paper ~ 40%</td>
<td>D = 60-69%</td>
</tr>
</tbody>
</table>

GRADING SCALE: |

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

ACADEMIC INTEGRITY: The Aggie Code of Honor states that – Aggies do not lie, cheat, or steal, nor do they tolerate those who do. Please go to http://student-rules.tamu.edu and familiarize yourself with Student Rules. Part I, Section 20, “Scholastic Dishonesty,” which offers a clear, concise explanation of what constitutes plagiarism (it also discusses other violations of academic integrity). Possession of this syllabus means that you understand that you are required to comply with Texas A&M University’s policies.

SYLLABUS:

Week One – Course introductions. Discussion Topics: (Antebellum Period: 1821-1860) Slavery and Indentured Servitude
Week Five: Discussion Topic: African American Oratory
David Walker, “Appeal, in Four Articles. to the Coloured Citizens of the World.”
Henry Highland Garnet, “An Address to the Slaves of the United States of America.”
Frederick Douglass, “Oration, Delivered in Corinth Hall, July 5, 1852.”
Sojourner Truth, “Ain’t I a Woman?”
2nd Response Paper Due

Week Six – Discussion Topics: Miscegenation and the Nation
Week Eight: William Wells Brown, Clotel: Or the President’s Daughter (1853).
Pauline Hopkins, Contending Forces (1900).
Midterm (Week 7)
3rd Response Paper Due (Week 8)

Week Nine – Discussion Topic: Reconstruction and Beyond
Week Ten: Charles Chesnutt, The Marrow of Tradition (1901)
Paul Laurence Dunbar, Sport of the Gods (1901).
4th Response Paper Due (Week 11)

Week Eleven – Discussion Topics: Who is the New Negro? What is the Harlem Renaissance?
Week Fourteen: In Class Viewing of Film: From These Roots.
Alain Locke, excerpts from The New Negro.
Jean Toomer, Cane (1923)
Jessie Redmond Fauset, There is Confusion (1924).
Claude McKay, Home to Harlem (1928).
Zora Neale Hurston, Their Eyes Were Watching God (1937)
Research Prospectus Due (Week 13)

Research Paper Due During Finals Week.
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of ____________________________

2. Course prefix, number and complete title ________________

3. Course description (not more than 50 words) ____________________________

4. Prerequisite(s) ____________________________

5. Is this a variable credit course? ☐ Yes ☐ No ____________________________

6. Is this a repeatable course? ☐ Yes ☐ No ____________________________

7. Has this course been taught as a 489/689? ☐ Yes ☐ No ____________________________

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix __________ Course # __________ Title (exclude punctuation) ____________________________

    | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-----|-----------------------------|-------------|------------|----------|
    | 03    | 00  | 03  | 32 30 70 01 00 01 09 90 04 | 05          | 00 36 32  |

    Do not complete shaded area.

   ____________________________
   Approval recommended by:

   ____________________________
   Head of Department Date

   ____________________________
   Chair, College Review Committee Date

   ____________________________
   Head of Department (if cross-listed course) Date

   ____________________________
   Dean of College Date

   ____________________________
   Submitted to Coordinating Board by: Date

   ____________________________
   Dean of College Date

   ____________________________
   Director of Academic Support Services Date

   ____________________________
   Effective Date

* Attach a syllabus according to the guidelines on the Internet site oar-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacy, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
English 393: Studies in Africana Literature and Culture
Prerequisite: 3 credits of literature at 200 level or above; junior standing or instructor's approval

Professor: Kimberly N. Brown
Office: 221F Blocker
Office Hours: Monday 3:00-5:00pm, and by appointment.
Office Number: 979-458-1230
E-mail: brown@english.tamu.edu

COURSE DESCRIPTION:

This course is an investigation of the cultures and literatures of Africa and the African diaspora (consisting primarily of black literature written in the United States, South America, Canada, Great Britain, and the Caribbean). “Africana Literature” is also designed to encourage a comparative study of the multifarious literary traditions and cultural practices emergent in Africa and the subsequent evolution of black cultural production throughout the diaspora. Students will be persuaded to employ a simultaneous method of critique: Continuity (connections between texts, histories, cultures) and Diversity (dissonance between histories, nations, authors, cultures). “Africana Literature” will also address, define, and deconstruct the underlining terms that will frame our discussions of texts, such as “diaspora,” “African,” and “Pan-African.” Students will be invited not only to interrogate these terms, but to also discuss who is included or excluded by such labeling. Theories such as Black Aesthetics, Africology, Afrocentricism/Afrocentricity, Africana Womanism, Pan-Africanism, and Transformationism will also be incorporated in our discussions of the texts throughout the course.

REQUIRED TEXTS:

Cesaire, Aime (Martinique), Collected Poetry.
Conde, Maryse (Guadelope), Crossing the Mangrove.
Couto, Mía (Brazil), Everyman Is a Race.
Danticat, Edwidge (Haiti), The Farming of Bones.
De Jesus, Carolina Maria (Brazil), Bitita's Diary.
Morejon, Nancy (Cuba), Where the Island Sleeps Like a Wing.
Olivella, Manuel Zapata (Colombia), Chambacú: Black Slum.
Ortiz, Adalberto (Ecuador), Juyungo: A Classic Afro-Hispanic Novel.
Schwarz-Bart, Simone (Guadelope), The Bridge of Beyond.
Smith, Zadie (UK), White Teeth.
Wa Thiongo, Ngugi (Kenya), Matigari.

COURSE REQUIREMENTS:

Four (4) Response Papers. I will assign topics for discussion. Papers must be double-spaced in 12 point font (Times New Roman or equivalent) and have 1 inch margins. Midterm. (In Class).
**Prospectus for Research Paper:** Your prospectus must include a working thesis statement, an annotated bibliography of 5 critical sources (not included in your course packet). No internet sources will be accepted. In addition to summarizing each article, please explain how each article works with your thesis. Will you be arguing against the article, and why? Does it support your thesis, and how? Must be submitted for my approval and commentary. *(Thesis statement = 50pts, Annotated Bib. = 100pts.)*

**Research Paper (Final Exam):** 5-7 pages. Paper must be double-spaced in 12 point font and have 1 inch margins. Please use MLA format for citation.

**Assignment Weights:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Response Papers</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Prospectus</td>
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</tr>
<tr>
<td>Research Paper</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Grading Scale:**

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

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

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**Syllabus:**

- **Week One:** General Introductions
- **Week Three:** Defining Class Concepts (What is the African Diaspora?)
  - Historical and Cultural Contexts
  - Slavery and Plantation Economies
  - Language (Ebonics/Creole and Creolization)
  - 1st Response Paper Due End of Week Three

- **Week Four:** Negritude Movement
  - Cesaire, *Collected Poetry* and selected works of Leopold Senghor

- **Week Five:** Wa Thiongo, *Matigari.*
  - 2nd Response Paper Due End of Week Five

- **Week Six:** Couto, *Everyman Is a Race.*
Week Seven: Danticat, *The Farming of Bones.*

Midterm


Week Nine: Olivella, Manuel Zapata (Colombia), *Chambacú: Black Slum.*

3rd Response Paper Due End of Week Nine

Week Ten: Morejon, Nancy (Cuba), *Where the Island Sleeps Like a Wing.*

Week Eleven: Conde, *Crossing the Mangrove.*

4th Response Paper Due End of Week Eleven

Week Twelve: Schwarz-Bart, *The Bridge of Beyond.*

Week Thirteen: De Jesus, Carolina Maria (Brazil), *Bitita's Diary.*

Research Prospectus Due End Beginning of Week Thirteen

Week Fourteen: Smith, Zadie (UK), *White Teeth.*

Research Paper Due During Finals Week.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and 25 copies. Attach a course syllabus to each.*  

1. This request is submitted by the Department of Biochemistry & Biophysics.  

2. Course prefix, number and complete title: **GENE 302 Principles of Genetics (3-3)** Credit 4 I, II  

3. Course description (not more than 50 words): Mechanisms of inheritance, stressing the conservation of fundamental genetic processes throughout evolution, from bacteria to humans: mutations and phenotypes, Mendelian genetics, population genetics and evolution, and complex inheritance. Course designed for biochemistry, genetics and all BS majors in Biology. Credit will not be given for more than one of GENE 301, 302, 315 and 320.  

4. Prerequisite(s): **BIOL 114** Cross-listed with **______**  

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from ______ to ______.  

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No  

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. ______  

8. This course will be:  
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)  
   **BICH, GENE, BIOL (BS only), BMCB, BOTN, MICR, ZOOL**  

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.  

10. Prefix | Course # | Title (exclude punctuation)  
--- | --- | ---  
**GENE 302 PRINCIPLES OF GENETICS**  

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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</table>

Approval recommended by:  

Head of Department: **7/30/02**  

Chair, College Review Committee: **8/15/02**  

Dean of College: **8/22/02**  

Submitted to Coordinating Board by:  

Dean of College: Date  

Director of Academic Support Services: Date  

Effective Date: Date  

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
Syllabus - Genetics 302 Principles of Genetics (3-3) Credit 4
Mechanisms of inheritance, stressing the conservation of fundamental genetic processes throughout evolution, from bacteria to humans: mutations and phenotypes, Mendelian genetics, population genetics and evolution, and complex inheritance. Course designed for biochemistry, genetics and all BS majors in Biology. Credit will not be given for more than one of GENE 301, 302, 315 and 320.

Dr. Michael Polynenis
Office Hours: By appointment (Biochemistry Building, Room 435). You may contact Dr. Polynenis at polynenis@tamu.edu.

Texts:
- Additional reading material, as indicated below.
- The Genetics 302 Lab Manual is available in the Biochemistry Stockroom.

Genetics 302 is an integrated lecture-laboratory course. It has been developed for students in biochemistry, genetics and all of the BS degrees in the Biology Department. Emphasis will be on the principles and mechanisms of inheritance, stressing the conservation of these phenomena throughout evolution, from microbes to humans. A manual has been specifically developed for the laboratory.

Exams:
- Laboratory Grade 25% 100 points
- Exams (two) 50% 100 points each
- Final (comprehensive) 25% 100 points

Grades A 400 - 358, B 357-318, C 317-278, D 277-238, F ≤ 237
The lab section of GENE 302 is worth 25% of your final grade in the course. There will be a total of 10 lab reports each worth 10 points (100 points total).

Attendance Policies: Only University approved absences will be accepted as valid reasons for missing exams. If you miss an exam for any verified and excused reason, you must make it up, even with an excused absence. In addition, throughout the course there will be frequent problem-solving sessions and every student will be expected to participate. Active participation during these sessions will be rewarded with extra points.
Attendance in the laboratory is mandatory. If you miss a laboratory, you must make it up, even with an excused absence. Only University approved absences will be accepted as valid reasons for missing labs. The missed lab must be made up.

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.
Students with disabilities as defined by the Americans with Disabilities Act should contact Dr. Polynenis for accommodation.

Academic Integrity: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.
If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty", or visit the academic integrity website at http://www.tamu.edu/aggiehonor/
**Syllabus**

**Schedule of lecture topics**
The page numbers refer to Principles of Genetics, Snustad and Simmons, Third Edition, 2003. Other numbers under Readings refer to material referenced in the footnotes.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1-2</td>
<td>Foundations of modern genetics</td>
<td>pp 719-721.</td>
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<tr>
<td></td>
<td>Evolution of the cell</td>
<td>pp 23-26, and #1</td>
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<tr>
<td></td>
<td>Growth of microbial populations</td>
<td>#2</td>
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<td></td>
<td>Mutation in microbial cultures</td>
<td>pp. 333-337.</td>
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<td></td>
<td>Measurement of mutation rates</td>
<td>#3</td>
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<td></td>
<td>DNA as the genetic material</td>
<td>pp. 204-216.</td>
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<tr>
<td></td>
<td>The central dogma</td>
<td>pp. 274-278.</td>
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<td></td>
<td>Molecular basis of mutation</td>
<td>pp. 345-353.</td>
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<td></td>
<td>Chromosome structure</td>
<td>pp. 217-228.</td>
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<td>3-5</td>
<td>Mendel: Segregation (one and more genes)</td>
<td>pp. 52-58</td>
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<td></td>
<td>Probability, goodness of fit</td>
<td>pp. 58-63</td>
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<td></td>
<td>Human pedigrees</td>
<td>pp. 63-67</td>
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<td></td>
<td>Allelic variation and gene function</td>
<td>pp. 72-80</td>
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<td></td>
<td>From genotype to phenotype</td>
<td>pp. 80-86</td>
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<td></td>
<td>Mutant Screens (the cdc mutant hunt)</td>
<td>pp. 367-387, and</td>
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<td></td>
<td>Complementation test and the concept of the gene</td>
<td>#4</td>
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<td><strong>Exam 1</strong></td>
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<tr>
<td></td>
<td>The chromosome theory of heredity</td>
<td>pp. 114-121.</td>
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<td></td>
<td>The benefits of sex</td>
<td>#5</td>
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<td></td>
<td>Mitosis and meiosis</td>
<td>pp. 28-37 and #6</td>
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<td>Sex-linked inheritance</td>
<td>pp. 122-130</td>
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<td>7</td>
<td>Variation in chromosome number and structure</td>
<td>pp. 134-152</td>
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<tr>
<td>8-9</td>
<td>Linkage and recombination in eukaryotes</td>
<td>pp. 156-201</td>
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<tr>
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<td><strong>Exam 2</strong></td>
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<tr>
<td>10-12</td>
<td>Recombination in bacteriophages</td>
<td>pp. 396-417</td>
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<td>Recombination in bacteria</td>
<td>pp. 439</td>
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<td>Transposable genetic elements</td>
<td>pp. 440-458</td>
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<td></td>
<td>Extranuclear inheritance, organelle heredity</td>
<td>pp. 462-472</td>
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<td>Evolutionary origin of organelles</td>
<td>pp. 474-475</td>
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<td>Prions</td>
<td>#7</td>
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<tr>
<td>13-14</td>
<td>Population genetics and evolution</td>
<td>pp. 719-748 and #8</td>
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<tr>
<td></td>
<td>Inheritance of complex traits</td>
<td>pp. 90-113</td>
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<tr>
<td></td>
<td><strong>Comprehensive final exam</strong></td>
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</tbody>
</table>
Additional readings:
#1. Alberts et al, Molecular Biology of the Cell (free online edition, from the National Institutes of Health)
#2. F.W. Stahl, Mechanisms of Inheritance, pp. 2-5. This is an out-of-print book. The corresponding material will be provided to you electronically.
#3. F.W. Stahl, Mechanisms of Inheritance, pp. 8-10.
#4. Griffiths et al, An Introduction to Genetic Analysis (free online edition, from the National Institutes of Health)
#5. from Alberts et al, Molecular Biology of the Cell (free online edition, from the National Institutes of Health)
#6. check these movies from the Univ. of Arizona
mitosis http://www.biology.arizona.edu/cell_bio/tutorials/cell_cycle/cells3.html
and meiosis http://www.biology.arizona.edu/cell_bio/tutorials/meiosis/page3.html
#7. The Nobel lecture delivered by S. Prusiner
free at http://www.pnas.org/cgi/content/full/95/23/13363
#8. Griffiths et al, Chapter 17, An Introduction to Genetic Analysis (free online edition, from the National Institutes of Health)

Schedule of lab exercises.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lab exercise</th>
</tr>
</thead>
</table>
| 1    | Introduction and orientation  
Morphology of Saccharomyces cerevisiae |
| 2    | S cerevisiae growth curves and doubling times |
| 3    | Mutation rates in S cerevisiae |
| 4    | Mendelian segregation: genetic crosses in S cerevisia. |
| 5    | Sporulation of diploid S cerevisiae |
| 6    | Isolation of random spores |
| 7    | Check phenotypes of random spores |
| 8    | Score plate phenotypes of random spore colony patches |
| 9-10 | Bacteriophage genetics: reversion, complemation and deletion mapping |
| 11-12| Population genetics in Drosophila. |
| 13   | Review |
Texas A&M University
Departmental Request for a New Course
Undergraduate - Graduate - Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Nuclear Engineering

2. Course prefix, number and complete title NUEN 431 Technical Communications Issues in the Nuclear Industries

3. Course description (not more than 50 words) Introduce students to a variety of topics that present communication challenges; opportunities to learn from a variety of visiting experts concerning the nuances and challenges of, as well as successful methods for communicating with concerned audiences about technically challenging topics

4. Prerequisite(s) Junior or Senior classification or approval of instructor Cross-listed with NA

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from ______ to ______

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught: 11 - Spring 2001; 24 - Spring 2002

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Nuclear Engineering (BS) and Radiological Health Engineering (BS)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (exclude punctuation) | Admin. Unit | Acad. Year | FICE Code
        | NUEN | 431 Tech Comm iss in Nuc Eng |
          | Lect. | Lab | SCH | Subject Matter Content Code | 0100011423010006209004 - 05 | 010366
          |       |     |     |                               |                             | Level | 4

Approval recommended by:
Head of Department

Date

Chair, College Review Committee

9/25/03

Date

Head of Department (if cross-listed course)

Date

Dean of College

9/25/03

Date

Submitted to Coordinating Board by:

Dean of College

Date

Director of Academic Support Services

Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
TEXAS A&M UNIVERSITY  
Department of Nuclear Engineering  
NUEN 489; W, 12:30-1:30 PM  
TECHNICAL COMMUNICATION ISSUES IN THE NUCLEAR INDUSTRIES  
Course Syllabus  
Spring 2004  

Instructor: Ian Scott Hamilton, Ph.D., CHP  
Office: 58B Zachry EC  
Phone: 979-845-8101  
E-mail: hamilton@cedar.tamu.edu  
Office Hours: MW 9:00-11:00 a.m., or by appt.  

Instructor: John W. Poston, Sr., Ph.D.  
Office: 129G Zachry EC  
Phone: 979-845-4175  
E-mail: poston@ne.tamu.edu  
Office Hours: By appt.  

Instructor: William E. Burchill, Ph.D.  
Office: 129E Zachry EC  
Phone: 979-845-1670  
E-mail: Burchill@ne.tamu.edu  
Office Hours: By appt.  

Instructor: K. Lee Peddicord, Ph.D., PE  
Office: 129G Zachry EC  
Phone: 979-845-4175  
E-mail: k-peddicord@tamu.edu  
Office Hours: By appt.  

COURSE DESCRIPTION  
This course is meant to introduce the student to a variety of topics that present communication challenges, as well as (or perhaps rather than) technical hurdles within the nuclear industries. Emphasis will be placed on two areas. First, students will have the opportunity to listen to a number of topical lectures concerning “hot button” topics that are radiation related. The emphasis here is to help round out the student’s knowledge of issues within the nuclear profession that are of particular concern to members of the public, the media, and elected officials. Second, students will have the opportunity to learn from a variety of visiting experts concerning the nuances and challenges of, as well as successful methods for communicating successfully with a concerned audience about a technically challenging topic. Finally, each student will have the opportunity to hone both oral and written communication skills.  

REQUIRED TEXT  
None – Students will be provided with some materials and required to come by some on their own.  

COURSE OBJECTIVES  
The specific objectives of this course are the following:  

• To become familiar with the scientific facts concerning several important issues facing the nuclear industries;  
• To become familiar with effective methods for communicating a technical message to a variety of target audiences;  
• To understand, analyze, and produce effective written examples of technical communication work;  
• To understand, analyze, and deliver an oral presentation as an effective example of defending a position on a radiation-related issue of the student’s choice; and  
• To enhance research, computer, and professional writing skills.
COURSE REQUIREMENTS

Individual performance on the requirements outlined in Table 1 will determine final grades.

Table 1: Assignments and Weights

<table>
<thead>
<tr>
<th>Document/Exam</th>
<th>Points</th>
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<td>Required writing assignments</td>
<td>700</td>
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<tr>
<td>Interview with journalist/follow-up response</td>
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<tr>
<td>Final presentation write-up</td>
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<tr>
<td>Final presentation (oral)</td>
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<td>TOTAL</td>
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GRADING SCALE

Table 2 below presents the grading scale in this course.

Table 2: Calculation of Final Grade

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<tr>
<td>0-599</td>
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</table>

An important note suggested by the Faculty Senate:

The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
GRADING/COURSE POLICIES

- Work is considered late if not handed in by the beginning of class on the due date.

- Any act of cheating or plagiarism will result in a grade of F in the course and a referral to the department head for further action.

- The instructors will endeavor to return graded papers within two weeks after the submission date.

- Grade disputes will be handled in the instructors’ respective offices on a case-by-case basis.

- Grade disputes must be taken care of before the next due-date, i.e., any dispute concerning an assignment must be addressed prior to the hand-in date of the next assignment or test.

- Attendance is mandatory for all lectures. Absences must be for University-approved excuses only. No exceptions. Unexcused absences exceeding three lectures will result in automatic failure of the course.

- In the case of borderline grades, the instructor will consider good attendance (three or fewer absences) and active class participation.

- In class students will conduct themselves professionally as if at work and will remain in the class until it is dismissed.

- All work should be submitted professionally, laser or ink jet printed on clean white paper, and backed up on disk.

- Spelling, grammar, punctuation, neatness, etc. all “count” and lack of attention to these details may adversely affect grades.

- Students should retain copies of their work for their protection.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate  Graduate  Professional
Submit original form and 25 copies.

1. This course is submitted by the Department of  Animal Science

2. Course prefix, number and complete title of course:  ANSC 438 – Marketing of Livestock (lab)

3. Change requested:
   a) Prerequisite(s): From __________________________ To __________________________
   b) Withdrawal (reason)  Lab will be combined with existing ANSC 437.
   c) Cross-list with __________________________
      Cross-listed courses require the signatures of both department heads
   d) Change in course title and description. Enter complete current course title and current course description;
      complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.*

4. Complete current course title and course description:

5. Complete proposed course title and course description (not to exceed 50 words):

6. a) As currently in course inventory:

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<th>Prefix</th>
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<th>Title (exclude punctuation)</th>
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Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  FICE Code

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Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  Academic Year  FICE Code

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Approval recommended by:

Head of Department  Date

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

Dean of College  Date

Director of Academic Support Services  Date  Effective Date
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of English

2. Course prefix, number and complete title of course: ENGL 339 African-American Literature Post-1930

3. Change requested:
   a) Prerequisite(s): From 3 credits of literature at 200-level or above To 3 credits of literature at 200-level or above. Junior classification or instructor approval required.
   b) Withdrawal (reason)
   c) Cross-list with
   Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.*

4. Complete current course title and current course description: African-American Literature
   Major works of the African-American literary tradition studied in their cultural and historical context, including authors such as Douglass, Du Bois, Hurston, Wright, and Morrison.

5. Complete proposed course title and proposed course description (not to exceed 50 words): African-American Literature Post-1930
   Major works of the African-American literary tradition from the 1930's to the present studied in their cultural and historical context.

6. a) As currently in course inventory:

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<td>AFRICAN-AMERICAN LIT POST-1930</td>
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<td>307</td>
<td>010001099004050363</td>
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   Approval recommended by:

   Head of Department: [Signature]
   Date: [Date]

   Chair, College Review Committee: [Signature]
   Date: 19 Sep 03

   Head of Department (if cross-listed course) Date: [Signature]
   Date: [Date]

   Dean of College Date: [Signature]
   Date: [Date]

   Submitted to Coordinating Board by: [Signature]
   Date: [Date]

   Director of Academic Support Services Date: [Signature]
   Effective Date: [Date]

   * Attach a syllabus according to the guidelines on the Internet site our-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-5737.
   OA/AS/503
English 339: African-American Literature Post-1930

Prerequisite: 3 credits of literature at 200 level or above;
Junior standing or at instructor's approval.

Professor: Dr. Kimberly N. Brown
Office: 221F Blocker
Office Hours: Tues. 2:30 - 3:30, Thurs. 11:00 - 12:00, and by appointment.
Office Number: 458-1230
E-mail: brown@english.tamu.edu

COURSE DESCRIPTION:

This course examines African-American literature after the end of the Harlem Renaissance to the present. Focusing on the periods of Realism, Naturalism, the Black Aesthetic (Arts) Movement of the 1960s and 70s and beyond, particular emphasis will be given to the changing role of the African-American writer. Emphasis will be placed on the following themes: black masculinity, black feminism/womanism, double-consciousness (and other concepts of black identity formation), and orality and the black vernacular tradition. By the end of the course, students should have a basic understanding of the major themes and traditions associated with contemporary African-American writing, as well as the historical context that undergird each work.

REQUIRED TEXTS:

Ralph Ellison, Invisible Man (1952)
Gwendolyn Brooks, Maud Martha (1953)
Amiri Baraka, Dutchman (Play–1964)
August Wilson, Fences (Play–1986)
Toni Morrison, Beloved (1987)
Rita Dove, The Darker Face of the Earth (Play–1994)
Danzy Senna, Caucasia (1998)

COURSE REQUIREMENTS:

Four (4) Response Papers. I will assign topics for discussion. Papers must be double-spaced, in 12 point font (Times New Roman or equivalent) and have 1 inch margins.

Midterm. (In Class).

Prospectus for Research Paper. Your prospectus must include a working thesis statement, an annotated bibliography of 5 critical sources (not included in your course packet). No internet sources will be accepted. In addition to summarizing each article, please explain how each article works with your thesis. Will you be arguing against the article, and why? Does it support your thesis, and how? Must be submitted for my approval and commentary. (Thesis statement = 50pts, Annotated Bib. = 100pts.)

Research Paper (Final Exam). 5-7 pages. Paper must be double-spaced in 12 point font and have 1 inch margins. Please use MLA format for citation.
**ASSIGNMENT WEIGHTS:**

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<th>Weight</th>
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<tr>
<td>Midterm</td>
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<td>Prospectus</td>
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<td>Research Paper</td>
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**GRADING SCALE:**

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<tr>
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<tr>
<td>A</td>
<td>90-100%</td>
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<td>80-89%</td>
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<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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**AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

**ACADEMIC INTEGRITY:** The Aggie Code of Honor states that – Aggies do not lie, cheat, or steal, nor do they tolerate those who do. Please go to [http://student-rules.tamu.edu](http://student-rules.tamu.edu) and familiarize yourself with Student Rules, Part I, Section 20, “Scholastic Dishonesty,” which offers a clear, concise explanation of what constitutes plagiarism (it also discusses other violations of academic integrity). Possession of this syllabus means that you understand that you are required to comply with Texas A&M University’s policies.

**Week One – General Introductions**

**Week Two:**

**Discussion Topic:** Double-Consciousness, Masking, and other Tropes of Black Identity

W.E.B. Du Bois, “Of Our Spiritual Strivings” (Essay)
Richard Wright, “The Ethics of Living Jim Crow” (Autobiographical Essay)
Paul Lawrence Dunbar, “We Wear the Mask” (Poem)

1st Response Paper Due End of Week Two

**Week Three – Discussion Topics: Realism, Naturalism, Modernism**

Week Six:

Richard Wright, “Blueprint for Negro Writing” (Essay)
Ann Petry, “The Novel as Social Criticism” (Essay)
Ralph Ellison, “Change the Joke and Slip Yoke” (Essay)
Ralph Ellison, Invisible Man (1952)
Gwendolyn Brooks, Maud Martha (1953)

2nd Response Paper Due End of Week Six

**Week Seven – Discussion Topic: The Black Aesthetic Movement**
Week Eight: Amiri Baraka, *Dutchman* (Play–1964)
Larry Neal, “The Black Arts Movement.” (Essay)
Hoyt W. Fuller, “Towards a Black Aesthetic.” (Essay)

**Midterm (Week 7)**

Week Nine – Discussion Topic: Literature Since the 1970s
August Wilson, *Fences* (Play–1986)

3rd Response Paper Due End of Week Ten

Week Eleven – Discussion Topic: The Neo-Slave Narrative

4th Response Paper Due End of Week Twelve

Week Thirteen – Discussion Topic: Literature of the Post-Segregationist Generation
Week Fourteen: Danzy Senna, “To Be Real” (Essay)

Research Prospectus Due End of Week 13

Research Paper Due During Finals Week.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Entomology.

2. Course prefix, number and complete title of course: ENTO 222 Insects in Human Society

3. Change requested: Change of course number only.
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) ____________________________
   c) Cross-list with ____________________________
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.*

4. Complete current course title and current course description:

5. Complete proposed course title and proposed course description (not to exceed 50 words):

6. a) As currently in course inventory:

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<td>Insects in Human Society</td>
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<td>ENTO</td>
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Approval recommended by:

Head of Department 9/22/03
Chair, College Review Committee 9/22/03
Dean of College 9/23/03

Submitted to Coordinating Board by:

Dean of College

Director of Academic Support Services

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/qaas. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
MEMORANDUM

To: Dr. Dave Apple, Chair, COALS UPC

From: Dr. Pete D. Teel, Assoc. Head, Department of Entomology

Subject: Course Change Request for ENTO 222.

Per the attached TAMU Course Change Request form, we respectfully request the COALS Undergraduate Programs Council's approval to change the course number of ENTO 222 to ENTO 322 at their August meeting. No other aspects of the course will change. The demographics of students in this course indicate that the course is now serving mostly upper division students. Our request for a course number change is to appropriately reflect this shift.

We have consulted with Don Wood in OIPS, Linda Lacey in Academic Support Services, and Dr. Guy Curry in Faculty Senate, Core Curriculum Committee, in making this decision. If you need any additional information, please let us know.

Attachments: TAMU Course Change Form & ENTO 222 Syllabus

Cc: Dr. Kevin Heinz, Acting Head
    Dr. Julio Bernal, Education Committee, Chair
    Dr. Roger Gold, Instructor
    Linda Lacey, Academic Support Services
Entomology 322
Insects in Human Society
Fall 2004

Instructor: Dr. Roger E. Gold
Teaching Assistant: Barry Furman

Center for Urban and Structural Entomology
Department of Entomology
Texas A&M University
College Station, TX 77843

979-845-5855
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<td>Mead, Wax, and Embalming Fluid</td>
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<td>102</td>
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College of Agriculture and Life Sciences
Department of Entomology
Center for Urban and Structural Entomology
College Station, Texas 77843-2475
(979) 845-5855
FAX (979) 845-5926

Entomology 322 – Insects in Human Society

Official Syllabus
Fall 2004

Dr. Roger E. Gold
Professor & Endowed Chair
E-mail: r-gold@tamu.edu
Room 102 Center for Urban and Structural Entomology
(on Agronomy across from the Vet School parking lot)

Teaching Assistant

Room 109 Center for Urban and Structural Entomology
(979) 458-0854

Introduction to the Course

This is an introductory course on insects and related arthropods for non-entomology majors. The course deals with insects both as resources and as competitors for food and space. Insects are the most abundant and diverse multi-cellular life forms on earth, and their role in nature is essential for human existence. Insects have affected the development of human civilizations and cultures through impacts ranging from health, sanitation, food production and storage, to music, art and architecture. The course offers an overview of the historic, present day, and future roles of insects and other arthropods in affecting the culture of all countries and societies.
Goals of the Course

1. To provide an introduction to insects as a unique life form. To instill in the student an appreciation for the diversity of form and function that exists in the insect world.

2. To develop an understanding of insects as organisms that live and interact with other animals and plants. Students will learn about insect lifestyles, and how insects survive and function in our environment.

3. To understand how insects and humans interact, and the effects of these interactions. Students will learn how to protect themselves and their properties from insect invasion.

4. To encourage students to develop and improve their academic performance by completing assignments on time, attending class, and participating in lectures, demonstrations and readings throughout the semester.

Course Format

The course utilizes a lecture format, with outside reading assignments and projects. Demonstrations and guest lecturers will augment the lecture and reading material.

Prerequisites

Junior or Senior classification or approval of instructor.

Requirements of the Course

Attendance

Students are expected to attend and participate in all phases of this course. Each student is allowed 5 unexcused absences during the semester. After the 5 absences are used, the student’s grade will drop one letter grade (in the final grade). If the student misses a class period due to illness or an official university function, a written excuse is required within one week (7 days) or the absence will be counted toward the 5 unexcused absences. Attendance will be taken at every lecture 15 minutes after class has started. If the student is not in his or her assigned seat at this time, he or she will be counted absent, even if he or she comes to class later. A seating chart will be developed to help monitor class attendance. Students must sit in their assigned seat. If it becomes necessary, attendance might be taken a second time, later in the period, and if the student has left early, will be counted absent.

Notice About All Assignments

All assignments must be turned in on time! “On time” means by the end of the day (5 pm) the project is due. If the student knows that he will be absent the day the project is due, turn it in the class before. If the student is absent the day an assignment is due, it will be counted late. Late work will be penalized at the rate of 5 points per day. Early work will be smiled upon. All work must be the original work of the student, cheating will not be tolerated. All assignments must be typed and points will be deducted if the assignment
is hand-written. Students have the option of faxing or e-mailing assignments to the TA, but it is their responsibility to call and check to see if the assignment was received. Once again, if it is e-mailed or faxed after 5 pm, it will be counted late. If the assignment is sent by email, and is not received due to a technical difficulty, it will be counted as late. It is the student’s responsibility to make sure it gets received. So, plan ahead! E-mail transmissions of assignments will be acknowledged when they are received. So, if no acknowledgement reply is received, then it probably was not received. If there are questions regarding a grade on any assignment, talk to the TA the same day that the assignment is returned. The semester project and all four exams must be completed and turned in to pass this course. If one requirement is missing, a failing grade will be awarded. Grading sheets that will be used by the TA to grade projects are provided in the syllabus. Please attach the grading sheets to each assignment with name and student number and turn them in with the assignment.

Movie Review (Extra Credit: 10 Points)
During the semester, the students may view and critique a movie with arthropods as the theme. There is a list of movie suggestions in the note packet under the “Insects in Movies” section of the notes. If the student does not own a VCR or DVD, can’t afford to rent a movie, or just don’t want to rent one, the TA will be renting a movie before the due date and students are welcome to watch it at no cost. The time and place will be announced in class. Some of these movies are available to be checked out from the instructor’s office, and are on reserve at the West campus library. Make sure the following is contained in the movie review:

1. Title of the movie
2. Date of release
3. List of insects and the order or class to which they belong (and arthropods represented in the movie)
4. How the morphology and behavior of the arthropods were portrayed correctly and incorrectly
5. A brief description of the plot
6. Your opinion of the movie (would you recommend it to a friend)

Make sure that the review is typed. The length of the review is not designated, but be sure to give full attention to the required criteria. Keep in mind the TA reads these. Check the schedule for the due date.

Insect Poem/ Song (Extra Credit: 10 Points)
Each student has the opportunity to write a poem or song about insects and to perform it in class. The class or order of the subject of your work must be indicated. This work may be of any reasonable length (minimum of 6 lines). Be creative! Please be sensitive to the feelings of other students, and refrain from using offensive language and themes. The TA has examples of previous work, as examples. Guidelines should be followed as for all of the other assignments. Check the schedule for the due date. During the specified class periods, the song must be performed or poem must be read to the class for the 10 extra credit points.
Insect Pet (Extra Credit: 10 Points)
Each student has the opportunity to keep an insect (or arthropod) pet during the semester. To get credit, the pet must be kept for at least 30 days. The student is responsible for providing the arthropod with shelter, food, and water. A typed report of reasonable length must be prepared. The report must include the following:
1. Common name and Order designation of the pet
2. Date and place captured, and the date the assignment was completed
3. Description of its general biology and ecology
4. Observations on the pet’s behavior (Don’t put, “It just laid there.”)
5. What was learned from the experience
6. A photograph of the student with the pet! Credit will not be given for this project without a photograph of the student (showing your face) and the pet TOGETHER, so plan ahead!

Pet project recommendations. Insects are everywhere! They do not need to be purchased from the store, but that is allowed. They can be kept in anything from a shoebox to Tupperware. Something that can be seen through would be best for observations. Those disposable Tupperware-type things are inexpensive and will work well. Insect pets frequently drown. Insects don’t drink like a dog, so it’s best not to give them a beer cap full of water (or beer for that matter). Instead, put a cotton ball in the container and keep it moist. Do a few minutes of research on what they eat and put in the appropriate food. Roaches make good pets because they eat just about anything. Praying mantids make even better pets because they eat roaches! Have fun with this!

Semester Project (Required: 50 points)
All students must complete and turn in a semester project to receive a passing grade from Entomology 222. The project may be selected from one of the two options described below. The project must be submitted on time (check the schedule) in order to receive full credit. If the student wishes to keep the project, he or she is responsible for picking it up from the Urban building after it has been graded. Any projects that are not picked up by the date of the optional comprehensive final will be discarded.

Option 1: CURRENT EVENTS JOURNAL OR SCRAPBOOK - Under this option, the student will collect a minimum of 21 currently (during this semester-Sept. 1-Dec. 1) published newspaper, magazine, or journal articles about specific Arthropod Classes or Insecta Orders. These must be cut out of, or photocopied from, a hard copy periodical-not from the internet. Each periodical article is worth 2 points if it is labeled correctly and fits into the proper criteria. Two points will be awarded for a representative of each Class of Arthropoda and for a representative of each Order of Insecta up to a maximum of two articles (4 points) per criteria (Class or Order). A label must be prepared for each article that provides a minimum of the following information: date collected, name of student who collected the article, the location where the article was collected, complete and proper bibliographic reference for the article, the category for which the article is being submitted (i.e., Coleoptera), and a brief summary of what the article was about. The label must be attached to the article, (or directly before or after it). A total of 50 possible
points will be awarded for this assignment, with points awarded for neatness and originality (be creative). The student may not use the work of other students for this assignment, even if permission has been given.

The student cannot use internet published materials, pamphlets, phone books, or any other sources that aren't periodically published with new articles.

Note: West campus library will have some articles on reserve. At the library homepage, type the name of one of the following indexes in the “Find a Database or Index”.

1. Reader's Guide Abstracts: popular literature, the periodicals you might see at any newsstand. Some full text. Can be limited to the latest year. There are several databases; you must select one or more.

2. Newspaper Source: some major newspapers, you can limit to month and year. Some full text.

3. Infotrac Custom Newspaper: a selection of newspapers, you can limit to month and year. Full text.

4. Academic Search Premier: academic/scholarly articles from all disciplines. Some full text. Can be limited to month and year.

Many of the articles will be available from the library even if they are not full text in the database. Check either the catalog or the ERL (the box on the home page to find e-journals) for the periodical title.

Option 2: ARTHROPOD COLLECTION- Under this option, the student will collect and preserve a minimum of 25 arthropod specimens, which will be submitted for grading.

A total of 2 points will be given for each properly labeled and presented specimen, up to a total of 50 possible points. Two points will be awarded for a representative of each Class of Arthropoda and for a representative of each Order of Insecta up to a maximum of two representatives for each Class and Order. Therefore, if the submission is to get points for the Order Lepidoptera, only two points will be given for two different species of butterflies, but not three.

Two labels will be required for each specimen. On the first label, the following information must be included: date collected, location of collection (include both county and state), and the name of the collector. On the second label, provide the Class and/or Order for which you are seeking a score. Neatness counts, so be careful in preparing the specimens and preparing the labels. Even though it is allowable to “go collecting” in groups, specimens of another student may not be used. Do not submit the work of others, even if their permission has been given. If needed, insect pins and vials will be provided to preserve the specimens. The student is responsible for providing the display container, which can be as simple as a piece of cardboard, or a pizza box (please no greasy, old boxes). Make them neat and original (be creative).

Examinations (Required: 400 points)
There will be four major examinations and an optional comprehensive exam during the semester. Each major exam is worth 100 points and will cover the lectures (including Orders of the Day) presented since the last examination (see schedule for details), reading assignments, and information from the syllabus. The optional, comprehensive examination is available for students who have missed an examination, achieved a poor
score on one of the major examinations, or want to improve their grade. This comprehensive examination is worth 100 points, and can be taken during the week of finals. The score from this examination will be substituted for a missing examination or for the lowest examination score during the semester.

Make-up examinations are discouraged; however, if a make-up exam is needed, the student must bring an official University excuse to the TA. These are obtained from the Dean of your College, your advisor or from Student Affairs. These are the only excuses that will be accepted. There are absolutely no provisions for early, late, or make-up examinations for the optional comprehensive final.

**Grading**

In order to earn a passing grade in this course, ALL required assignments and examinations must be completed and submitted to the instructor. Late work will be penalized. See the “Notice About All Assignments” section for guidelines. Final grades will be calculated based on the total points received during the semester. A summary of the points available is as follows:

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<tr>
<td>Journal/Collection</td>
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<td>Examinations</td>
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<td>Total</td>
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**Approximate Grading Scale***

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
0-59% = F (non-passing)  

*Instructor may have to scale the grades

**Required Text**

* *Bugs in the System* by May R. Berenbaum is the required text. You will be assigned readings from this book. Other texts that are useful to students, but not required, are: *A Field Guide To The Insects* by Borrer and White and *A Field Guide to Common Texas Insects* by B.M. Drees and J.A. Jackman.

**Guest Lecturers**

There will be guest lecturers from time to time during the semester. The student is responsible for the information presented during these classes. There will also be a number of demonstrations, and the student will also be responsible for this information. The instructor is interested in ways to make this class more interesting, so any suggestions and comments are always encouraged. If assistance is needed from a person other than your instructor, Dr. Pete Teel is the Associate Department Head For Teaching in the Department of Entomology. Dr. Teel can be reached at 845-3253.
Course Web Page

The TA maintains a web page at:

http://insects.tamu.edu/students/undergrad/ento222/index.html

If problems are experienced, you can also reach the website by typing the following:
insects.tamu.edu (academic program/undergraduate courses/222) or for a direct link go
to:

1. Type in http://insects.tamu.edu
2. Go to “Students”
3. Go to “Undergraduate Courses” under Undergraduate Studies
4. Go to “222. Insects and Human Society”
5. Go to “222. Insects and Human Society”

This page will give updates on what is happening in the class, recommendations for
assignments, current grade reports, and links to interesting entomology pages, as well as
copies of the syllabus, the lecture schedule, and reading assignments, etc. Links will also
be provided to the instructor’s and TA's e-mail addresses.

NOTE TO STUDENTS*:

The handouts used in this course are copyrighted. By “handouts”, it is meant all materials
generated for this class, which include, but are not limited to, syllabi, quizzes, exams, in-
class materials, review sheets, and problem sets. Because these materials are copyrighted,
no person has the right to copy the handouts, unless the instructor expressly grants
permission. The instructor has authorized NO CLASS NOTES other than those made
available through this class.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words,
 writings, etc., which belong to another. In accordance with this definition, THE
STUDENT IS COMMITTING PLAGIARISM IF THE WORK OF ANOTHER
PERSON IS COPIED AND TURNED IN AS HIS OR HER OWN, EVEN IF
PERMISSION FROM THAT PERSON HAS BEEN GIVEN. Plagiarism is one of the
worst academic sins, for the plagiarist destroys the trust among colleagues without which
research cannot be safely communicated. Plagiarism will not be tolerated in this course.
Offenders of this policy will be punished according to University policies, which may
include being expelled from the Institution. In addition, there will be no cheating of any
type tolerated in this course. All exams will be proctored and all excused absences will
be checked.

If there are any questions regarding plagiarism, please consult the latest issue of the
Texas A&M University Student Rules, under the section “Scholastic Dishonesty”

* Statement from the Texas A&M University Faculty Senate-January 9, 1997
American Disability Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes he or she has a disability requiring an accommodation, he or she should contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Building (845-1637) so that such accommodations can be made. If these services are needed, let us know before the first examination.
# ENTOMOLOGY 322-INSECTS IN HUMAN SOCIETY

## Official Syllabus

*Fall Semester 2004*

**Dr. Roger E. Gold**  
Professor & Endowed Chair  
&  
Teaching Assistant  

Department of Entomology  
845-5855  
FAX: 845-5926  
Dr. Gold’s email: r-gold@tamu.edu

## OFFICIAL SCHEDULE

<table>
<thead>
<tr>
<th>Lec. #</th>
<th>TOPIC</th>
<th>Scheduled reading (pages)</th>
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<tr>
<td>1</td>
<td>Intro. To Course &amp; to Insects</td>
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<tr>
<td>2</td>
<td>Classification of Insects &amp; Other Arthropods</td>
<td>1-11</td>
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<tr>
<td>3</td>
<td>Putting Order Into the Insect World</td>
<td>351-361</td>
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<tr>
<td>4</td>
<td>Insect Museums and Collections</td>
<td>332-340</td>
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<td>5</td>
<td>Entomologist's Paraphernalia</td>
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<td>6</td>
<td>Insect Structure &amp; Function (Morphology)</td>
<td>12-20</td>
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<tr>
<td>7</td>
<td>Insect Structure &amp; Function (Internal)</td>
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<tr>
<td>8</td>
<td>Insect Metamorphosis &amp; Growth</td>
<td>20-24</td>
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<td>9</td>
<td>Insect Metamorphosis &amp; Growth part 2 and Exam Review</td>
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<td>10</td>
<td>1st MAJOR EXAM (1-9)100 PTS*</td>
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<tr>
<td>11</td>
<td>Insect Reproductive Behavior (sex, bugs &amp; rock n' roll)</td>
<td>24-30</td>
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<tr>
<td>12</td>
<td>Insects in the Movies (last day to turn in extra credit movie reviews)*</td>
<td>327-332</td>
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<tr>
<td>13</td>
<td>Social Insects – Who does the work?</td>
<td>59-72; 255-259</td>
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<td>14</td>
<td>Insect Communications (Demonstration)</td>
<td>38-50</td>
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<td>15</td>
<td>Insects as Models for Survival</td>
<td>159-164</td>
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<td>16</td>
<td>Insect Movement and Dispersal</td>
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<td>17</td>
<td>Insects that are Beneficial to Humans</td>
<td>81-90; 118-127; 133-143; 165-177</td>
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<td>18</td>
<td>The Honey Bee—Something Sweet for Y'all</td>
<td>72-81</td>
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<td>19</td>
<td>Mead, Wax, and Embalming Fluid – Bee Aware</td>
<td>90-96</td>
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<td>20</td>
<td>2nd MAJOR EXAM (11-19) 100 Pts**</td>
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<tr>
<td>21</td>
<td>Insects as Food (Entomophagy)</td>
<td>177-186</td>
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<td>22</td>
<td>Insects in Music and Literature</td>
<td>315-327</td>
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<td>23</td>
<td>Insects in Cartoon and Art</td>
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<td>24</td>
<td>Your Poetry/Songs/Art (last day to turn in extra credit Poem/Song/Art)*</td>
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<td>25</td>
<td>Plant/Insect interaction</td>
<td>99-105; 127-133</td>
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<td>26</td>
<td>Insect Interactions with Animals</td>
<td>151-156; 240-246</td>
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<td>27</td>
<td>Relationships of Insects to Human Disease</td>
<td>191-237</td>
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<td>28</td>
<td>Relationships of Insects to Human Disease part 2</td>
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<td>29</td>
<td>Entomophobia—There is Nothing to Fear Here</td>
<td>300-305</td>
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<td>30</td>
<td>3rd MAJOR EXAM (21-29) 100 Pts **</td>
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<tr>
<td>31</td>
<td>Insect Population Dynamics</td>
<td>108-118</td>
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<tr>
<td>32</td>
<td>Control of Insect Populations (last day to turn in extra credit pet project)*</td>
<td>284-295</td>
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<td>33</td>
<td>Integrated Pest Management</td>
<td>156-159</td>
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<td>34</td>
<td>Insects as Endangered Species</td>
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<td>Insects in a Green Society</td>
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<td>36</td>
<td>Insect Pests in Texas</td>
<td>143-146; 252-255</td>
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<td>37</td>
<td>Using Insects for Teaching and IPM in the Classroom</td>
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<td>38</td>
<td>Special Reading Day</td>
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<tr>
<td>39</td>
<td>Thanksgiving Holiday</td>
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<td>40</td>
<td>Forensic Entomology (last day to turn in Semester project)*</td>
<td>246-252</td>
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<tr>
<td>41</td>
<td>Economic Impact &amp; Future of PC &amp; Review for 4th Exam</td>
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<td>42</td>
<td>4th MAJOR EXAM (31-41) 100 Pts **</td>
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<td>43</td>
<td>Last day of class – Review for Comprehensive Final</td>
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<tr>
<td>44</td>
<td>COMPREHENSIVE FINAL ** 8:00-10:00am 101 Heep</td>
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<tr>
<td></td>
<td>Last day to pick up your semester project if you want to keep it.</td>
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</table>

* ORIGINAL WORK BY THE STUDENT (NO PLAGIARISM WILL BE TOLERATED). THESE ARE THE LAST DATES THAT ASSIGNMENTS CAN BE SUBMITTED WITHOUT LATE PENALTIES

**EXAMINATIONS WILL BE PROCTORED (THERE IS "0" TOLERANCE FOR CHEATING)
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
* Submit original form and 25 copies *

1. This request is submitted by the Department of Biochemistry & Biophysics

2. Course prefix, number and complete title of course: GENE 301 Genetics. (3-3). Credit 4. I, II, S

3. Change requested:  
a) Prerequisite(s): From BOTN 101; BIOL 113 or ZOOL 107  
To BIOL 114

b) Withdrawal (reason) 

c) Cross-list with

4. Complete current course title and current course description: Genetics. Fundamental principles of genetics; physical basis of Mendelian inheritance, expression and interaction of genes, linkage, sex linkage, biochemical nature of genetic material and mutation. Credit cannot be given for both GENE 301 and GENE 320.

5. Complete proposed course title and proposed course description (not to exceed 50 words): Comprehensive Genetics.  
Survey of the fundamental principles of genetics; physical basis of Mendelian inheritance, expression and interaction of genes, linkage, sex linkage, biochemical nature of genetic material and mutation. Credit will not be given for more than one of GENE 301, 302, 315 or 320.

6. a) As currently in course inventory:

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<th>Admin. Unit</th>
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b) Changed to:

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<td>COMPREHENSIVE GENETICS</td>
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Approval recommended by:  

Head of Department  
Date

Chair, College Review Committee  
Date

Head of Department (if cross-listed course)  
Date

Dean of College  
Date

Submitted to Coordinating Board by:  
Dean of College  
Date

Director of Academic Support Services  
Date  
Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oars. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-737.

Dr. Vincent Cassone
Professor and Head
Biology Department
Campus MS # 3258

Dear Dr. Cassone:

The Department of Biochemistry & Biophysics wishes to change the prerequisites for GENE 301 from BOTN 101, BIOL 113 or ZOOL 107 to BIOL 114. During our recent review of GENE 301 it became apparent that students wishing to take GENE 301 will benefit from a full year of freshman biology, not just the first semester. This change will not significantly impact the freshman Biology Program as most students taking GENE 301 already have a full year of freshman biology.

If you approve of these changes please sign below and return this memo to my office.

Yours sincerely,

J. Martyn Gunn
Professor and Associate Head

Approved:  

Vincent M. Cassone  

Date: 2-17-03