REPORT OF GRADUATE COUNCIL
March 3, 2005

Department Requests for New Courses:

A611 BUSH 640 Energy Policy and Security (3-0) Credit 3. Course will examine policy and economic issues related to increasing global reliance on fossil fuels, including the resulting impact on security concerns and global warming. Course will utilize competitive and non-competitive market theories, non-renewable resource analysis, and cost-benefit analysis. Students should have course experience in microeconomics and quantitative modeling. Prerequisite(s): Graduate classification; BUSH 621.

A612 ENGL 666 Histories of the Book (3-0) Credit 3. Focus on the physical book as a carrier of literary and cultural meaning; research methodologies; survey of the history of printing, book production, and distribution in the United States and Europe. Prerequisite(s): Graduate classification.

A613 ENGL 688 Introduction to Comparative Literature (3-0) Credit 3. Introduction to the discipline of Comparative Literature by examples of specific area studies or by an overview of the field; introduction to the pedagogical practices of teaching Comparative Literature and Culture. Prerequisite(s): Graduate classification.

A614 ENGL 695 Publication and Professionalization (3-0) Credit 3. For advanced PhD students in English. Discussion of publication and professionalization; standards and practices of publication in academic journals; academic job market; writing, revision, and submission of scholarly articles. To be taken as S/U only. Prerequisite(s): Must have passed prelims in English.

A615 HIST 678 Comparative Border Studies (3-0) Credit 3. Questions how groups create, articulate, enforce, and challenge difference; brings together disparate historiographies to consider a variety of theoretical and methodological approaches used in understanding borders; examines contact, conflict, and change across various kinds of historical and cultural boundaries. Prerequisite(s): Graduate classification.

A616 HIST 679 Topics in Comparative Border Studies (3-0) Credit 3. Selected topics and themes in an identified area of Comparative Border Studies. May be taken two times for credit as content varies. Prerequisites(s): Graduate classification.
REPORT OF GRADUATE COUNCIL  
March 3, 2005

Department Requests for Course Changes:

Prerequisite(s):

C603 EHRD 601     Foundations of Human Resource Development

From:  Masters and Doctorate Students only

To:  Doctoral classification only

C605 EDAD 690     Theory of Educational Administration Research

From:  None

To:  EHRD 651 or equivalent

C606 EHRD 690     Theory of Educational Human Resource Development

From:  None

To:  EHRD 651 or equivalent

Prerequisite(s), Description and Title Change:

C604 EHRD 603     Supervision of Educational Human Resource Development

From:  Supervision of Education Human Resource Development
        SUPERV OF EHRD

To:  Applied Theoretical Foundations of Human Resource Development
        APPLIED THRETL FOUND HRD

From:  None

To:  A master’s classification only

From:  Problems of administrators and supervisors of programs in educational human resource development.

To:  Challenges of supervision associated with human resource development settings; how to apply theoretical foundations of human resource development to ensure employees obtain the necessary skills for current and future job demands.
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 Educational Administration and Human Resource Development

2. Course prefix, number and complete title of course: EHRD 601 Foundations of Human Resource Development

3. Change requested:
   a) Prerequisite(s): From Masters and Doctorate students only To Doctoral classification only
   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: Foundations of Human Resource Development — Survey of the set of systematic and planned activities designed by an organization to provide its employees with the necessary skills to meet current and future job demands: learning and human resource development needs assessments, task analysis, designingimplementing and evaluating training programs, career development, organization development.

5. Complete proposed course title and proposed course description (not to exceed 50 words): same, no change

6. a) As currently in course inventory:

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Approval recommended by: ____________________________ 2/18/05

Head of Department Date: ____________________________ 2/18/05

Head of Department (if cross-listed course) Date: ____________________________ 2/18/05

Submitted to Coordinating Board by: ____________________________ 2/18/05

Director of Academic Support Services Date: ____________________________ 2/18/05

Effective Date: ____________________________ 2/18/05

* Attach a syllabus according to the guidelines on the Internet site ora-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.
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 Educational Administration and Human Resource Development

2. Course prefix, number and complete title of course: EDAD 690 — Theory of Educational Administration Research

3. Change requested:
   a) Prerequisite(s): From none To EHRD 651 or equivalent
   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. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Theory of Educational Administration Research---
   Theory and design of research and inquiry in various applications of models and research procedures including quantitative analyses, naturalistic inquiry, research design and preparation of research proposals, as they relate to the discipline of educational administration.

5. Complete proposed course title and proposed course description (not to exceed 50 words): same, no change

6. a) As currently in course inventory:

   Prefix | Course # | Title (exclude punctuation)
   ------|----------|----------------------
   EDAD 690 | THEORY EDAD RESEARCH |

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   b) Changed to:

   Prefix | Course # | Title (exclude punctuation)
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   Lect. Lab SCH Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
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   Approval recommended by: [Signature] 2/11/05
   Head of Department

   Chain College Review Committee Date: 2/11/05
   Dean of College Date: 2/18/05

   Submitted to Coordinating Board by: [Signature] 2/18/05
   Dean of College Date: 2/18/05

   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.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate \ Graduate \ Professional

1. This request is submitted by the Department of Educational Administration and Human Resource Development

2. Course prefix, number and complete title of course: EHRD 690 -- Theory of Educational Human Resource Development Research

3. Change requested:
   a) Prerequisite(s): From none To EHRD 651 or equivalent
   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: Theory of Educational Human Resource Development Research --- Theory and design of research and inquiry in various applications of models and research procedures including quantitative analyses, naturalistic inquiry, research design and preparation of research proposals, as they relate to the discipline of educational human resource development.

5. Complete proposed course title and proposed course description (not to exceed 50 words): same, no change

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Approval recommended by:

Head of Department

Head of Department (if cross-listed course)

Submitted to Coordinating Board by:

Director of Academic Support Services

* 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.
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 Educational Administration and Human Resource Development.

2. Course prefix, number and complete title of course: EHRD 603 Supervision of Educational Human Resource Development

3. Change requested:
   a) Prerequisite(s): From none To A Master's classification only
   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.*


5. Complete proposed course title and proposed course description (not to exceed 50 words): Applied Theoretical Foundations of Human Resource Development --- Challenges of supervision associated with human resource development settings; how to apply theoretical foundations of human resource development to ensure employees obtain the necessary skills for current and future job demands.

6. a) As currently in course inventory:

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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:

Director of Academic Support Services Date Effective Date

* Attach a syllabus according to the guidelines on the Internet site oar-os.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 845-8737.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to EAB.

1. This request is submitted by the Department of [Department Name].
2. Course prefix, number and complete title: BUSH 640: Energy Policy and Security

3. Course description (not more than 50 words): Course will examine policy and economic issues related to increasing global reliance on fossil fuels, including the resulting impact on security concerns and global warming. Course will utilize competitive and non-competitive market theories, non-renewable resource analysis, and cost-benefit analysis. Students should have course experience in microeconomics and quantitative modeling.

4. Prerequisite(s): Graduate Classification; BUSH 621

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)

Master of Public Service and Administration

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)

| BUSH640 | ENERGY POLICY AND SECURITY |

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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

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/04
Energy Policy and Security

Bush 640

Dr. James M. Griffin
Professor of Economics and Public Policy
The George Bush School of Government and Public Service
giffin@bushschool.tamu.edu
979-845-6140

Description:

Energy is critical to all aspects of modern-day society. For the foreseeable future, the world economy will be reliant on fossil fuels. In particular, oil from the Middle East will according to most forecasts provide an increasing share of the total. This eventuality poses major security concerns. Furthermore, concerns over the contribution of fossil fuels to global warming demand that we take a hard look at the policy options open to the U.S. and other developed nations. The course will utilize basic economic models such as competitive and non-competitive market theories, non-renewable resource analysis, and cost-benefit analysis. Students should have a good understanding of microeconomics (Bush 621) and quantitative modeling from prior undergraduate or graduate courses. The course will require approximately 8 - 10 hours of class room and outside work per week.

Course Objectives:

1. Understanding of international energy markets including oil, natural gas, and coal.
2. Critically analysis of selected energy and security issues and how they relate to broader national and international policy
3. Utilizing quantitative and analytic tools from microeconomics.
4. Refining persuasive reasoning, debating, and writing skills on energy policy issues that have multiple dimensions, stakeholders, and perspectives
5. Maintaining currentness on energy policy issues and decisions through aggressive following of newspapers, magazines, and online websites

Course Grade:

MidTerm (30%) + 2 Short Papers (35%) + Final (30%) + Class Participation (5%) = 100%

Maximum class size will be 20 students
Syllabus:
Selected readings—current list is not complete

Reading:
(R= Required, O= Optional, assignments to be read before the indicated lecture, and students should come prepared to discuss the material in class)

1. Introduction to Energy Policy and Security—2 lectures

Objectives and goals of course, overview and motivation for course in Energy, Security and Public Policy, student requirements, and instructions for term paper. Overview of world supply and demand for energy giving broad parameters of what energy sources fill what demands, etc.

2. The Economics of Non-Renewable Fuels -- 2 lectures

Discussion of oil, gas, coal and nuclear resources from the perspective of the economics of non-renewable resources. Explain the basic Hotelling model and how inter-temporal arbitrage results in prices (net of extraction costs) rising at the rate of interest. Extend the basic model to account for technological change. Contrast economic models of resource scarcity with Hubbert’s geological approach.

R: Griffin & Steele, Energy Economics & Policy, Chapter 3

3. International Oil and OPEC (Griffin)—3 lectures

Begin by reviewing the history of the world oil market from pre-OPEC through today. Review various cartel models to see what best explains OPEC. Examine cheating tendencies within the cartel and the payoffs to various members from participation in the cartel. Explain how political considerations and economic considerations affect decision making by the members. Finally, what are the prospects that OPEC will continue to play a key role in the world oil market and what does this imply about the future price path of oil.

R: Griffin & Steele, Ch 4
Griffin, 2002 Presentation

4. Environmental Issues: Global Climate Change -- 3 lectures

What types of pollution are associated with the various energy sources? Review various types of air pollution and record of abatement. Finally, examine global climate change and show why this will be particularly difficult both economically, technologically, and politically to find a solution.

R: Griffin, “Introduction: the many dimension of the climate change issue”,
R: North, Climate change over the next century”,
R: David Victor, “International agreements and the struggle to tame carbon,”
Griffin monograph

Mid Term about here
5. Prospects for Natural Gas — 2 lectures

Introductory discussion of natural gas fundamentals in international markets. Basic drivers of supply, demand, and prices. Study of trading centers (e.g., Henry Hub), price differentials, and futures markets. Discussion of demand responses to high gas prices (e.g., short term elasticities, substitution effects, DSM). Discussion of supply responses to high gas prices (e.g., depletion of reserves, marginal productivity of drilling activity, economics of more difficult fields and locations.) Identification of alternatives, substitutes, and interfuel competition with NG. Long-term price outlook for natural gas in different regions of world (upside and downside potential); implications on economies.

R: Short Paper I Due

6. Liquefied Natural Gas (LNG) — 1 lecture

Based on long-term NG outlook, development of need for LNG shipments to maintain world supply/demand balance. Discussion of three trading basins and three alternative pricing models (Pacific, North America, Europe Markets). Introduce arbitrage opportunities among markets, constraints and facilitators. Discussion of LNG value-chain, costs, and factors that may drive prices downwards (or upwards). Short- and long-run pricing of LNG. Competition with other fuels as well as pipeline gas from new sources. National and international security issues with LNG, e.g., LNG dependency, risky sources of LNG, overlap with OPEC countries. Address risks and mitigation of fire, explosions, and terrorism threats.

R: DOE, The Global Liquefied Natural Gas Market: Status & Outlook

7. Coal—1 lecture

Given the environmental problems associated with coal, what is its likely future role. Will Western coal continue to be a major fuel source for US electricity generation?

8. Prospects for Nuclear Energy—1 lecture

Until recently, nuclear energy was not competitive with coal and natural gas for electricity generation, but price increases in natural gas and environmental concerns over coal, now require that we take a fresh look at nuclear energy. After Chernobyl and Three Mile Island, what have we learned? How have public attitudes changed and how might they be changed?

9. Economics of Non-Conventional Energy Forms—1 lecture

Review technologies and economics of fusion, coal liquefaction and gasification, oil shale, solar power, wind power, hydrogen, fuel cells, and biomass with emphasis on what are their environmental consequences and what price would be necessary for them to be economic. Cost structures of new technologies and prospects for reducing costs to be competitive with traditional resources through new developments, break-throughts, and manufacturing and marketing economies of scale.
10. **Economics of Risk and Uncertainty — 2 lectures**

Definition and examples of uncertainties and risks in other familiar situations — e.g., health, insurance, gambling. Application to energy markets, examples, weather, price volatility in tight markets, supply shortages and curtailments, OPEC (oligopoly) behavior, and terrorism. Methods for quantifying risks and uncertainties introducing probabilistic concepts and expected value of benefits and costs.


We begin by assessing the political instability of the Middle East, the new oil reserves being developed in the FSU, costs of incremental supplies in the US and whether it is realistic for the US to be self sufficient in oil or more generally in energy. What would that mean in terms of costs? Would the world be a safer place, given Europe’s dependency on the Middle East?

*R: Griffin & Steele, Energy Economics & Policy, Ch. 6*

12. **Management of the Strategic Petroleum Reserve (SPR) — 1 lecture**

What is the optimal size of the SPR (cover US, OECD countries and Asia)? How much security does the SPR provide relative to magnitude of potential disruptions? Under what conditions should one sell out of the SPR? How should it be managed — i.e. should government announce magnitude of sales, or should it be kept secret?

*R: Horwich and Weimer volume*

13. **Policy options for Global Warming in a Post Kyoto World — 2 Lectures**

What role should the US play in shaping a new world policy for dealing with global warming? Should China and India be exempted? Is trading of worldwide carbon rights feasible? Are carbon taxes the answer? How about a purely technological approach?


Application of uncertainty and risk theory to energy systems. Example may include (1) reliability of transmission networks [n-1, n-2, contingencies analysis]; (2) Strategic Petroleum Reserve, (3) fuel supply and generation asset diversification, and (3) demand-side management/distributed energy. Discuss policies and programs for risk mitigation. Roles and responsibilities of national and international organizations (e.g., Department of Homeland Security, States, Local Government, and Department of Energy.)

**Final Exam**
The Americans with Disabilities 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 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.

Aggie Honor Code
"An Aggie does not lie, cheat, or steal or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/
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) Focus on the physical book as a carrier of literary and cultural meaning; research methodologies; survey of the history of printing, book production, and distribution in the United States and Europe.
4. Prerequisite(s) ____________
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)
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 6866 HIST OF BOOK
    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    03 0003
    Do not complete shaded area.

   Approval recommended by:
   Head of Department Date
   Chair, College Review Committee Date
   Dean of College Date
   Submitted to Coordinating Board by:
   Director of Academic Support Services Date Effective Date

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

The Course. This seminar is designed to provoke students of English and American literature into looking at the books they read rather than through them, to see the physical form of a book as a carrier of meaning along with the text. Part of the course is ‘practical,’ in the sense that students will learn, for example, how books have been bound and why this matters, but the emphasis is not here. We shall focus our attentions on the history of printing, not as an end in itself, but as a way to begin discussions on topics like the dissemination of texts and the scientific revolution from a new and different perspective. These discussions will be enriched throughout the course by reference to materials drawn from the Dawson Collection, a newly acquired repository in the Cushing Library that contains some 10,000 books and manuscripts ranging from the Middle Ages to the present. Throughout the semester we shall pay special attention to how book history can illuminate research in areas like class and gender that are also at the center of literary studies today.

Texts.
Course Packet.

Grading.
Final examination (take home): 40%
Research paper: 40%
Class participation: 20%

Schedule of Readings.

I. Framework.

Week 1: What is book history, and why does it matter?
Week 2: Materials
Avril, *Scribes*, chaps. 1-2 (writing), 12 (paper), 13 (binding)
(session to be held in the Cushing Library)

Week 3: Methods
(London, 1986), 1-76.

II. History

Week 4: Antiquity
Avril, *Scribes*, chaps. 3 (Mesopotamia), 4 (Egypt), 5 (Hebrew book), 6 (Greece), 7
(Rome)
42-81.

Week 5: The Medieval Manuscript
Martin, *History*, chap. 4
Avril, *Scribes*, chaps. 8 (script), 9 (medieval codex), 10 (illumination), 11 (Islamic book)

Week 6: The Printing Revolution (?)
Martin, *History*, chap. 5

Week 7: The Early Sixteenth Century
Martin, *History*, chap. 6

Week 8: The Era of Consolidation, I (1550-1800)
Martin, *History*, chap. 7

Week 9: The Era of Consolidation, II (1550-1800)  
Martin, *History*, chap. 8  

Week 10: The Nineteenth and Twentieth Centuries in Print  
Martin, *History*, chap. 9

Week 11, The Twenty-First Century and Beyond  
Martin, *History*, chap. 10  
Eduardo Urbina, introduction to the Cervantes Project (through class visit?)

III. Significances

Week 12: Reading and Its Histories  

Week 13: The Social Construction of Texts  

Week 14: The Book as Body  

Policies
Texas A&M University encourages academic integrity and strictly enforces policies against any form of scholastic dishonesty. Please review the student rules at http://student-rules-tamu.edu for more information regarding these policies.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides 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 (845-1637).
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 688
   Introduction to Comparative Literature

3. Course description (not more than 50 words) ____________
   Introduction to the discipline of Comparative Literature by
   examples of specific area studies or by an overview of the field; introduction to the pedagogical
   practices of teaching Comparative Literature and Culture.

4. Prerequisite(s) ________
   Graduate classification ________
   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 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)
   M.A. and Ph.D. in English

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 688 | INTRO COMPARATIVE LIT

   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
   03   | 00 | 03 | ________ | ________ | ________ | ________ | 010366
   Level

Do not complete shaded area.

Approval recommended by:

[Signature] 1/21/05
Head of Department

[Signature] 1/21/05
Head of Department (if cross-listed course)

[Signature] 1/24/05
Chair, College Review Committee

[Signature] 2/9/05
Dean of College

Submitted to Coordinating Board by:

[Signature] 1/21/05
Dean of College

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.

OAR/AS-10/99
COML 603 / ENGL 689

Introduction to Comparative Literature

The course. This course is designed to provide an introduction to literary study for students of comparative literature and of English and American literature. For those entering the program in comparative literature, COML 603 will provide an overview of the field with an emphasis on the changes that have transformed the theory and practice of comparative literature in the last generation. For graduate students in the Department of English, ENGL 689 will provide access to ideas and trends that in many cases originated outside the Anglophone world but have had a profound impact on the way we currently talk about English and American literature.

The goal of the course is to come to an understanding of the key elements of literary study, both intrinsic and extrinsic, as they are practiced today. Influence studies, for example, are ‘out’, but reception theory is ‘in’ and deals with many of the same concerns, albeit in a very different way. In each case new practices have emerged as innovation met, then prevailed over, traditional ways of studying literature.

Texts.
Course Packet

Grading.
Midterm examination: 1/4
Final examination: 1/4
Paper: 1/4 (twelve pages, comparing two works of literature written in two different languages, using a methodology studied in the course; students registered for ENGL 689 may do all work in translation)
Class participation: 1/4

Schedule of Readings.
All readings are from the course packet except those followed by ‘MC’.

I. Where has comparative literature come from? The course begins with an attempt to define the field and a quick look at language and criticism, as a way to introduce basic issues and to provide a base line for the measurement of change.

Week 1: Origins
Rene Wellek and Austin Warren, Theory of Literature, pp.15-53
Lowry Nelson, “Defining and Defending Comparative Literature”

Week 2: Language, translation, and rhetoric
Walter Benjamin, “The Task of the Translator”
Jacques Derrida, “Writing Before the Letter,” from Of Grammatology
Stanley Fish, “Rhetoric”
II. Old wine in new wineskins. Here we shall take concepts that have traditionally been of concern to scholars writing about literature and show how an older way of working has been replaced by a newer, more sophisticated approach.

Week 4: From influence to intertextuality and reception
Charles Martindale, *Redeeming the Text*, pp. 1-34
Graham Allen, “Postmodern Conclusions,” from *Intertextuality*
C. Kallendorf, “Milton, Virgil, and Reception”

Week 5: Genre
Jacques Derrida, “What’s the Problem with Genre?”
M. M. Bakhtin, “Epic and Novel,” from *The Dialogic Imagination*

Week 6: From literary history to ‘new historicism’
Catherine Gallagher and Stephen Greenblatt, “Introduction,” in *Practicing New Historicism*
Jeffrey N. Cox and Larry J. Reynolds, “Introduction” to *New Historical Literary Study*
Stephen Greenblatt, “Learning to Curse,” MC

Week 7: The ‘Great Books’ in a postmodern world
Gerald Graff, from *Beyond the Culture Wars: How Teaching the Conflicts can Revitalize American Education*
Mary Louise Pratt, “Humanities for the Future: Reflections on the Western Culture Debate at Stanford,” MC
John Guillory, “Canonical and Noncanonical: The Current Debate,” MC

Week 8: From aesthetics to power
Michel Foucault, from *Power*, ed. James D. Faubion

III. Problematizing the concept of literature. Comparative literature has always emphasized the relationship between literature and other fields of study. Recently, however, this has led to doubts about the value and existence of literature as a separate category. For this unit we shall explore how ‘literature and …’ can lead to ‘literature?’

Week 9: Picture and space as text
Leo Bersani, from *Caravaggio’s Secrets*
Leonard Barkan, “Fragments,” from *Unearthing the Past*
Victoria Rosner, from *Modernism and the Architecture of Private Life*
Week 10: The psyche as text
Sigmund Freud, "Gradyva"
Jacques Lacan, "The Mirror Stage as Formative of the Function of the I as Revealed in
Psychoanalytic Experience," MC
Elizabeth Grosz, "Psychoanalytic Literary Criticism"
(visit by Larson Powell)

Week 11: Trauma as text: slavery and the Holocaust
Jean Améry, "Torture," in At the Mind’s Limits: Contemplations by a Survivor on
Auschwitz and Its Realities, trans. S. Rosenfeld and S. Rosenfeld
Laurie Vickroy, "Beloved and Shoah: Witnessing the Unspeakable"
Toni Morrison, from Beloved (selections)
R. Clifton Spargo, "Trauma and the Specters of Enslavement in Morrison’s Beloved"

Week 12: The material text, or the book as body
D. W. Freese and K. O’Keeffe (eds.), The Book and the Body, chaps. 1 (Mary
Carruthers, "Reading with Attitude, and Remembering the Book") and 4 (C. Dimshaw,
"Getting Medieval: Pulp Fiction, Gawain, Foucault")
Juliet Fleming, Graffiti and the Writing Arts of Early Modern England, 79-112 ("Tattoo")
J. M. Goulemot, Forbidden Texts: Erotic Literature and Its Readers in Eighteenth-

IV. Where is comparative literature going? Gazing into crystal balls is always risky,
but the methodological future is likely to grow from current practice in a couple of key
areas.

Week 13: The challenge to Eurocentrism
David Damrosch, "Introduction," from What is World Literature?
Frantz Fanon, "On National Culture," MC
Homi Bhabha, "Border Lives: The Art of the Present," MC

Week 14: The cultural studies turn
Stuart Hall, "Cultural Studies and Its Theoretical Legacy," from Cultural Studies, ed.
Lawrence Grossberg et al.
"Resistance through Rituals: Youth Subcultures in Post-War Britain," ed. by Stuart Hall
and Tony Jefferson (Birmingham)
(visit by Giovanna Del Negro)
final discussion on change and continuity in comparative literary studies

In conjunction with this course, I shall be working with Patricia Phillippy to schedule a
visit and lecture by Elizabeth Richmond-Garza, Coordinator of Comparative Literature at
the University of Texas and Executive Director of the American Comparative Literature
Association, who will give her perspective on where a field in flux appears to be going.
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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 695 — Publication and Professionalization

3. Course description (not more than 50 words) For advanced Ph.D. students in English. Discussion of publication and professionalization; standards and practices of publication in academic journals; academic job market; writing, revision, and submission of scholarly articles. To be taken as S/U only.

4. Prerequisite(s) Must have passed prelims in English _________ 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. 7 students ____________

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)

   Ph.D. in English

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 695 PUBLICATION & PROFESSIONALIZATION

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Approval recommended by:

Head of Department ____________________ Date 11/15/04

Chair, College Review Committee ____________________ Date 11/22/2004

Head of Department (if cross-listed course) ____________________ Date 2/16/05

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/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-1099
Sally Robinson  
Blocker 241 C  
845-8355  
sallyr@tamu.edu  

English 695  
Publication and Professionalization

This course is a practicum in scholarly publication for advanced English Ph.D. students and focuses on larger questions about how we determine what a “publishable article” is in general and with reference to particular (sub)fields and, even more generally, what professional standards govern writing, editing, and reading articles for journals. One goal of the course is that students have publishable papers ready to send out to academic journals at the end of the semester. The course will also help students define their primary field and conceptualize what it means to contribute to that field. Finally, the course aims to make students better, more critical, readers of their own work and the work of their peers.

In order to accomplish these tasks, the course will have a workshop component and a reading/discussion/research component. I will be giving various assignments in the early weeks of the course, assignments meant to help students conceptualize what constitutes a publishable essay in their fields, and to think about how to get there themselves. I will also be assembling panels of graduate students and faculty members to discuss issues around publication, and we will also be reading some material attempting to untangle the many complicated issues about the “professionalization” of graduate study in general.

Prerequisites
Students must be done with coursework, finished with prelims or be taking prelims before the beginning of Spring semester. You’ll also need a paper you want to work on in your field. This last stipulation is important for two reasons: 1) One of the goals of the course is to help students solidify what it means to write publishable essays in their fields; and, 2) I don’t want the work you do with revising the paper to derail you from your dissertations. Ideally, students will choose a chapter or portion of a chapter to work on in the seminar. (This revised chapter, perhaps on its way to publication, would be a perfect writing sample for people seeking jobs within the next two years.) If an interested student has not yet drafted a dissertation chapter, a second alternative would be a seminar paper or conference paper that is strongly tied to the dissertation topic.

Work load
1) Writing: There will be several relatively short writing assignments (in addition to revising your paper).

2) Reading: Five or six straightforward essays and position papers on professionalization of graduate students, scholarly publication, and the pedagogy of research. All reading will be available online, including your peers’ papers.

3) Going to the library: In order to understand what constitutes a “publishable essay” in your field, you need to be reading what the top journals are publishing.

4) Reading peers’ papers: Each student in the seminar will be responsible for writing one (very detailed) reader’s report. I will ask faculty to provide samples of reader’s reports they’ve written
and/or received, and we will discuss these, as well, in weeks 2, 4 and 6. You’ll be responsible for reading (but not commenting on) all of the other papers. I will post both the papers and the reader’s reports on the course website.

5) Like any other graduate course, you’re making a commitment to come to class every week prepared to contribute to the work the class is doing, either by reading and being ready to discuss articles, or having read and commented on your peers’ writing. If you are concerned about fitting the class into your schedule, please consult with me before signing up.

Grading
Students will be graded on a S/U basis. Everyone who participates fully will receive an “S.”

Tentative schedule of activities.

Week 1
Students will come to the seminar with the paper they plan to revise and answers to the following questions: What is the greatest strength of this paper? What is its weakness? What is the paper’s argument, and how does that argument enter into debate within a field? How is the argument framed? In other words, what methodology does the paper utilize? What do you need to know in order to make the paper publishable? In other words, what reading and thinking do you need to do in order to move from seminar paper, conference paper, or dissertation chapter to publication?

Discussion of elements of good critical writing: can we “map out” the typical moves of a piece of literary or cultural scholarship?

Assignment: Read selected essays on “professionalization” of graduate students and on graduate student publication. Find time in your busy week to browse among the journals in your field to see what kinds of things are being published.

Week 2
Come to class with three clean copies of your selected paper. Each of the papers will be “sent out” to two readers, one a member of the seminar, and the other a faculty member who works in the area. Each reader will write a reader’s report as if s/he were responding to an article submitted to a journal. These reports will be due in four weeks, and will serve as the basis of our workshopping of the individual student papers. The third copy is for me to scan and post on the class website, so everyone in the seminar can read it when the time comes.

Discussion of essays on professionalization.
Circulation of sample “reader’s reports”, and initial discussion of them. Faculty visitors.

Assignment:
Reread a published article or book chapter that you have found to be exemplary of the best work in your field. Come to class with notes (or prose) that will enable you to articulate what is good about the article and why it represents the most excellent and useful work in the field. Outline a “map” of the article (based on our discussion in Week 1). Do the same for the published article or book chapter that you have found to be exemplary of the worst work in your field.

Week 3
Depending on enrollment, we might divide up into groups based on field to discuss the above assignment. General discussion about what “publishable work” means in a particular field, and new evaluation of where students’ individual papers are in relation to that standard.

Discussion of publication from the perspective of journal editors, editorial consultants, and habitual readers of submitted articles (faculty panel).

**Assignment:** Read selected essays on publication in the humanities. Find time in your busy week to browse among the journals in your field to see what kinds of things are being published. Reader’s reports due next week.

**Week 4**
Faculty panel on publication; discussion of the realities of publication, revision, rejection, etc.

More discussion of the elements of publishable critical writing; more discussion of the norms of writing reader’s reports. Discussion of editing practices and standards.

**Assignment:** Go the the library and read around in the journals in your field. Xerox the editorial pages and table of contents for three journals to which you might consider submitting your revised essay.

**Week 5**
Discussion of journals, with faculty from various subfields present to ask and answer questions.

**Assignment:** Find time in your busy week to browse among the journals in your field to see what kinds of things are being published.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

In Week 6, we will begin the workshop portion of the seminar. We will discuss 1 or 2 papers per class (depending on enrollment), and use the remainder of each class to discuss more general issues of interest and concern to the seminar participants. I will periodically invite faculty and graduate students in to discuss various issues related to professional research, professional training, and publication. We will also keep reading selected essays on these topics.

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**Academic Integrity**
The Aggie Honor Code states: "An Aggie does not lie, cheat, or steal or tolerate those who do."
Please familiar yourself with the Honor Council Rules by visiting [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of History

2. Course prefix, number and complete title HIST 678: Comparative Border Studies

3. Course description (not more than 50 words) Questions how groups create, articulate, enforce, and challenge difference; brings together disparate historiographies to consider a variety of theoretical and methodological approaches used in understanding borders; examines contact, conflict, and change across various kinds of historical and cultural boundaries.

4. Prerequisite(s) Graduate classification 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 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) M.A./Ph.D. in History

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 | Level | Effective Date
     HIST 678 COMPAREATIVE BORDER STDS 0 3 0 0 0 0 3 5 4 0 1 0 1 0 0 0 1 1 4 5 0 0 0 5 - 0 6 0 0 3 6 3 2

Do not complete shaded area.

Approval recommended by:
Walter F. Buenker 12/1/14
Head of Department

Mark Foster 1/24/2008
Chair, College Review Committee

Dean of College 2-16-00

Dean of College

Submitted to Coordinating Board by:

Date

Director of Academic Support Services

Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-584
Comparative Border Studies is an emerging field that questions how groups create, articulate, enforce, and challenge difference. This seminar brings together disparate historiographies to consider a variety of approaches used in understanding those borders. We will examine contact, conflict, and change across various kinds of historical and cultural boundaries, paying particular attention to theoretical and methodological issues for understanding the multiple processes that define, for example, social, racial, political, ethnic, gender, and class borders. Our objectives for this class will center on building critical interpretive skills by examining border studies through a comparative perspective so that students can then apply those skills to their own fields of research.

This seminar’s success depends on careful preparation by each student. We will explore the major themes of each class by discussing the readings as a group. Every participant is expected to attend every seminar meeting, come prepared with questions and comments about the assigned reading for group discussion. Attendance and active participation are expected, with the understanding that missed classes without university-approved excuses will be penalized as outlined below.


Bertrand Van Ruymbeke and Randy J. Sparks, *Memory and Identity: The Huguenots in France and the Atlantic Diaspora*. Columbia: University of South Carolina Press,
2003.

“Further Reading” listed in the syllabus is for background and reference and is not required.

REQUIREMENTS AND ATTENDANCE POLICY:

Students should expect reading and writing assignments appropriate for a graduate level history class. The final grade will be computed based on the assignments described below: Attendance and participation (worth 20% of final grade); three written response papers (4-5 pages) and discussion leadership (worth 10% each); a midterm project proposal (worth 10%), a final paper (worth 30%), and a formal presentation based on that paper (worth 10%).

PAPERS:

As indicated above, each student will lead class discussion three times during the semester and submit short papers over that week’s reading. These 5-page papers should focus on your own reaction to the reading. As these papers are brief, focus on the major theme of the readings for the week. No one will be able to cover everything; however, do use the papers to engage with the author’s main thesis. The goal for these papers is to demonstrate general knowledge about the reading and to sharpen your own thoughts for leading discussion.

The final project will be a 15-20 page research paper in which each student applies some aspect of comparative borders methodology as explored in class readings and discussion to his or her own thesis or dissertation topic. Students who are uncertain about their thesis or dissertation topic should write a paper that they believe will fit with their future research plans. The mid-term proposal should outline the major argument and the border studies methodology you will use in writing this paper and should include a bibliography of primary and secondary sources. This proposal is due October 18. The final paper will bring this project to completion by December 19.

Late papers incur severe grade penalties. A paper will receive an automatic grade
reduction of one letter grade if it is not turned in at the start of class time on the date due. Each additional calendar day that passes will result in an additional grade reduction of one letter grade (the “late clock” includes days we do not meet for class sessions). For example, if a student turns in a paper on Thursday that was originally due on Tuesday, their “A” would turn into a “C.” Some latitude can be granted to students with approved excuses provided they contact the professor before the due date. Computer/printer problems are not legitimate excuses. Be sure to back up your work often and save in multiple locations. This late penalty includes both the five-page papers and the final paper. There is no possibility of turning in the final paper late without a university-approved excuse.

STUDENT PRESENTATIONS:

The final two weeks of the course will be devoted to student presentations. These presentations will be 20 minutes each (the length of most conference papers) and should present the results and significance of your research in a way that will be compelling to listeners. This means that you must prepare separately for the presentation with your audience in mind. Whether you decide to use an outline or a written text, you should practice and time your presentation. If you choose to use a written text, do not simply read from your research paper. Rewrite for a listening audience. A question and answer period following the presentations should provide feedback for improving the final paper.

AMERICANS WITH DISABILITIES ACT (ADA):

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ACADEMIC DISHONESTY/PLAGIARISM/PROFESSIONALISM IN THE CLASSROOM:

Texas A&M operates on an Honor System that presumes the integrity of its students. Students violate the honors policy and betray the Aggie tradition by plagiarizing or participating in other forms of academic dishonesty. Plagiarism includes failing to credit sources used in your work and/or attempting to receive credit for work performed in part or in whole by another person. The Aggie Honor web site extensively outlines the meaning of “Academic Dishonesty and Plagiarism.”

This information is available online at http://www.tamu.edu/aggiehonor. Plagiarism is a
serious offense and will result in receiving an “F” on the assignment and failing this course.
SCHEDULE:

WEEK ONE: Historiography

READING:


Further Reading:


**WEEK TWO: Theory**

**READING:**


**Further Reading:**


George M. Fredrickson, *The Comparative Imagination: On the History of


WEEK THREE: Physical Borders

READING:


Further Reading:


Thomas R. Dunlap. Nature and the English Diaspora: Environment and


WEEK FOUR: Race and Ethnicity

READING:


Further Reading:


Mark Elliott. The Manchu Way: the Eight Banners and Ethnic Identity in


*The William and Mary Quarterly* 3rd ser. 54:1 (1997) special issue:


**WEEK FIVE: Economy & Trade**

**READING:**


**Further Reading:**


Olivia Remie Constable. *Trade and Traders in Muslim Spain: The*


WEEK SIX: Gender

READING:


Further Reading:


Elizabeth Quay Hutchison. Labors Apprriate to their Sex: Gender, Labor, and Politics in Urban Chile, 1900-1930. Durham: Duke


**WEEK SEVEN: Political Boundaries**

**READING:**


**Further Reading:**


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**WEEK EIGHT: Religion**

**READING:**


**Further Reading:**


**WEEK NINE: Nation and Empire**

**READING:**


**Further Reading:**


Peter H. Hoffenberg. *An Empire on Display: English, Indian, and
Australian Exhibitions from the Crystal Palace to the Great War.
Amy Kaplan and Donald E. Pease. *Cultures of United States Imperialism.
Mahmood Mamdani. *Citizen and Subject: Contemporary Africa and the
Legacy of Late Colonialism*. Princeton: Princeton University
Press, 1996.
Melani McAlister. *Epic Encounters; Culture, Media, and U.S. Interests in
the Middle East, 1945-2000*. Berkeley: University of California
S. C. M. Paine. *Imperial Rivals: China, Russia and Their Disputed
Walter Pohl, ed. *Kingdoms of the Empire: The Integration of Barbarians
Matthew Romaniello. *Absolutism and Empire: Governance along the
Early Modern Frontier*. Ph.D. diss: The Ohio State University,
2003.
Anthony Pagden. *Lords of All the World: Ideologies of Empire in Spain,
Britain, and France, c. 1500-c. 1800*. New Haven: Yale University
Mary Louise Pratt. *Imperial Eyes: Travel Writing and Transculturation.
Shelley Streeby. *American Sensations: Class, Empire, and the Production
of Popular Culture*. Berkeley: University of California Press,
2002.
Ssu-yu Teng, et. al. *China’s Response to the West*. New York: Atheneum,
1963.
Chris Wilson. *The Myth of Santa Fe: Creating a Modern Regional
WEEK TEN: Class

READING:


Further Reading:


WEEK ELEVEN: Sexuality

READING:


Further Reading:


**WEEK TWELVE: Frontiers**

**READING:**


**Further Reading:**

Armando Alonzo. *Tejano Legacy: Rancheros and Settlers in South Texas,*
Walter Pohl, Ian Wood and Helmut Reimitz, eds., *The Transformation of*
Frontiers from Late Antiquity to the Carolingians. Leiden: Brill, 2000.


WEEK THIRTEEN: Student Presentations

WEEK FOURTEEN: Student Presentations
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of History

2. Course prefix, number and complete title HIST 679: Topics in Comparative Border Studies

3. Course description (not more than 50 words) Selected topics and themes in an identified area of Comparative Border Studies. May be taken two times for credit as content varies.

4. Prerequisite(s) Graduate classification Cross-listed with

5. Is this a variable credit course? Yes ☐ No ☐ If yes, from _______ to _______. Cross-listed courses require the signatures of both department heads.

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. Five (5) by P. Hamalainen/Spring 2003

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)

M.A./Ph.D. in History

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) HIST 679 TOPICS COMP BORDER STDS

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Do not complete shaded area.

Approval recommended by:

Walter F. Berliner 1/21/005
Head of Department Date

Chair, College-Review Committee 1/21/005
Date

Dean of College 3-15-05
Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-504
History 679:
Topics in Comparative Border Studies

DESCRIPTION:

This reading seminar examines various North American borders, socially-charged spaces where different peoples, cultures, economic systems, local societies, and states have collided, competed, and coexisted through history. The course will concentrate on comparing borders between different colonial regimes and between Native Americans and Euro Americans in the eighteenth and nineteenth centuries, but we will also explore the origins of the “Atlantic World” as well as cultural, ethnic, and economic borders in twentieth-century North America. We will discuss methodologies of border studies and assess the utility of different conceptual frameworks and theoretical models—such as frontier, borderland, the middle ground thesis, world-systems theory, and ethnogenesis—in examining intercolonial, multicultural, and transnational histories of North America.

FORMAT:

This course will involve a seminar setting. Its success depends on your preparation. We will explore the major themes of each class by discussing the readings as a group. Every participant is expected to attend every seminar meeting, come prepared with questions and comments about the assigned reading for group discussion. Attendance and active participation are expected, with the understanding that missed classes without university-approved excuses will be penalized as outlined below.

REQUIRED READINGS:


REQUIREMENTS AND ATTENDANCE POLICY:

1. Seminar Participation: 100 points will be awarded for class participation. Each student will be expected to attend and participate in discussions during the week’s meeting.

2. Short Essays: Between February 5 and April 16, students will prepare ten short summaries (500 words) of assigned readings, each worth 20 points. A short summary should discuss the following points: (a) the author’s thesis or argument; (b) the methodologies and theories employed by the author; (c) major strengths and weaknesses of the book; and (d) the book’s contribution to border studies. The summaries are due by noon the day before class, and should be emailed as an attachment to the professor. Preparedness, insight, and ability to make intellectual connections will be expected in both written and oral work.

3. Historiographical Essay: In addition to seminar readings, students will write a 12-15 page historiographical essay that draws from the course readings, discusses them critically, and identifies broad themes and connections. This essay is worth 200 points and is due April 23.

Late papers incur severe grade penalties. A paper will receive an automatic grade reduction of one letter grade if it is not turned in at the start of class time on the date due. Each additional calendar day that passes will result in an additional grade reduction of one letter grade (the “late clock” includes days we do not meet for class sessions). For example, if a student turns in a paper on Thursday that was originally due on Tuesday, their “A” would turn into a “C.” Some latitude can be granted to students with approved excuses provided they contact the professor before the due date. Computer/printer problems are not legitimate excuses. Be sure to back up your work often and save in multiple locations. This late
penalty includes both the five-page papers and the final paper. There is no possibility of turning in the final paper late without a university-approved excuse.

The final grade will be computed based on the assignments described above: Attendance and participation (worth 100 points); ten short response papers (worth 200 points total); and a historiography project (worth 200 points). Letter grades will be assigned based on percent of total points as follows: A= 90-100, B= 80-89, C= 70-79, D= 60-69, F = 0 - 59.

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 accommodation, please contact the Department of Student Life, Service for Students with Disabilities in 116B, Cain Hall, or call 979-845-1637. It is the student’s responsibility to contact the Department of Student Life and the professor.

ACADEMIC DISHONESTY/PLAGIARISM/PROFESSIONALISM IN THE CLASSROOM: /

Texas A&M operates on an Honor System that presumes the integrity of its students. Students violate the honors policy and betray the Aggie tradition by plagiarizing or participating in other forms of academic dishonesty. Plagiarism includes failing to credit sources used in your work and/or attempting to receive credit for work performed in part or in whole by another person. The Aggie Honor web site extensively outlines the meaning of “Academic Dishonesty and Plagiarism.”

This information is available online at http://www.tamu.edu/aggiehonor. Plagiarism is a serious offense and will result in receiving an “F” on the assignment and failing this course.
COURSE SCHEDULE:

WEEK ONE: Introduction to the Seminar

WEEK TWO: Border Studies: Definitions, Traditions, and Significance

READING:


WEEK THREE: Comparative Borders: Theories, Methods, and Significance

READING:


WEEK FOUR: Spanish Borderlands: The Southwest

READING (Short Essay Required):

James F. Brooks, Captives & Cousins: Slavery, Kinship, and Community in the Southwest Borderlands.

WEEK FIVE: Spanish Borderlands: Gender and Sexuality

READING (Short Essay Required):

Ramón Gutiérrez, When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1550-1846.

WEEK SIX: Reconfiguring American History: The Middle Ground

READING (Short Essay Required):


WEEK SEVEN: The Moral Economy of the Eighteenth-Century Lower Mississippi Valley

READING (Short Essay Required):

Daniel Usner, Jr., Indians, Settlers, & Slaves in a Frontier Exchange Economy: The Lower Mississippi Valley before 1783.
WEEK EIGHT: Words, Wars, Borders, and American Identity

READING (Short Essay Required):


WEEK NINE: Rethinking the American Frontier

READING (Short Essay Required):


WEEK TEN: Borders Within

READING (Short Essay Required):


WEEK ELEVEN: Beyond Black and White

READING (Short Essay Required):


WEEK TWELVE: The Border that Wasn’t There? The United States and Canada

READING (Short Essay Required):


WEEK THIRTEEN: Crossing Borders, Forging Identities

READING (Short Essay Required):


Timothy J. Dunn, *The Militarization of the U.S. Mexico Border: Low Intensify*
*Conflict Doctrine Comes Home*, Chapters 1 and 5.


WEEK FOURTEEN: **Final Essay Due/Discussion**
MEMORANDUM

TO: John R. Giardino
Dean, Office of Graduate Studies

FROM: Larry Oliver
Associate Dean

SUBJECT: Agenda Items for Graduate Council

Please add the following items to the Graduate Council agenda for consideration and approval. These have been approved by both the College of Liberal Arts Graduate Instruction Committee and the Liberal Arts Council.

New Course Requests:

1. **ENGL 666: Histories of the Book**
   
   **Description:** Focus on the physical book as a carrier of literary and cultural meaning; research methodologies; survey of the history of printing, book production, and distribution in the United States and Europe.
   
   **Prerequisite(s):** Graduate classification

2. **ENGL 688: Introduction to Comparative Literature**
   
   **Description:** Introduction to the discipline of Comparative Literature by examples of specific area studies or by an overview of the field; introduction to the pedagogical practices of teaching Comparative Literature and Culture.
   
   **Prerequisite(s):** Graduate classification

3. **ENGL 695: Publication and Professionalization**
   
   **Description:** For advanced Ph.D. students in English; discussion of publication and professionalization; standards and practices of publication in academic journals; academic job market; writing, revision, and submission of scholarly articles. To be taken as S/U only.
   
   **Prerequisite(s):** Must have passed prelims in English

4. **HIST 678: Comparative Border Studies**
   
   **Description:** Questions how groups create, articulate, enforce, and challenge difference; brings together disparate historiographies to consider a variety of theoretical and methodological approaches used in understanding borders; examines contact, conflict, and change across various kinds of historical and cultural boundaries.
   
   **Prerequisite(s):** Graduate classification

5. **HIST 679: Topics in Comparative Border Studies**
   
   **Description:** Selected topics and themes in an identified area of Comparative Border Studies. May be taken two times for credit as content varies.
   
   **Prerequisite(s):** Graduate classification
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 Educational Administration and Human Resource Development

2. Course prefix, number and complete title of course: EHRD 601 Foundations of Human Resource Development

3. Change requested:
   a) Prerequisite(s): From Masters and Doctorate students only To Doctoral classification only
   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: Foundations of Human Resource Development -- Survey of the set of systematic and planned activities designed by an organization to provide its employees with the necessary skills to meet current and future job demands: learning and human resource development needs assessments, task analysis, designing/implementation and evaluating training programs, career development, organization development.

5. Complete proposed course title and proposed course description (not to exceed 50 words): same, no change

6. a) As currently in course inventory:

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Approval recommended by: ________

Head of Department Date 2/14/05

Chair, College Review Committee Date 2/18/05

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 onr.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.
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 Educational Administration and Human Resource Development

2. Course prefix, number and complete title of course: EDAD 690 — Theory of Educational Administration Research

3. Change requested:
   a) Prerequisite(s): From none To EHRD 651 or equivalent
   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. Underscore change(s). Attach a course syllabus.*

4. Complete current course title and current course description:
   Theory of Educational Administration Research---Theory and design of research and inquiry in various applications of models and research procedures including quantitative analyses, naturalistic inquiry, research design and preparation of research proposals, as they relate to the discipline of educational administration.

5. Complete proposed course title and proposed course description (not to exceed 50 words): same, no change

6. a) As currently in course inventory:

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Approval recommended by:
Head of Department

Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Date

Director of Academic Support Services Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site oar-ns.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.

OAAS-5/02
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Educational Administration and Human Resource Development
   Research

2. Course prefix, number and complete title of course: EHRD 690 — Theory of Educational Human Resource Development
   Research

3. Change requested:
   a) Prerequisite(s): From none to EHRD 651 or equivalent
   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: Theory of Educational Human Resource Development
   Research --- Theory and design of research and inquiry in various applications of models and research procedures
   including quantitative analyses, naturalistic inquiry, research design and preparation of research proposals, as they
   relate to the discipline of educational human resource development.

5. Complete proposed course title and proposed course description (not to exceed 50 words): same, no change

6. a) As currently in course inventory:

   Prefix  Course #  Title (exclude punctuation)
   EHRD 690  THRY OF EHRD RESEARCH

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   b) Changed to:

   Prefix  Course #  Title (exclude punctuation)

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

   Approval recommended by: [Signature]

   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: [Signature]
   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.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Educational Administration and Human Resource Development.

2. Course prefix, number and complete title of course: EHRD 603 Supervision of Educational Human Resource Development

3. Change requested:
   a) Prerequisite(s): From none To A Master's classification only
   b) Withdrawal (reason)
   c) Cross-list with


5. Complete proposed course title and proposed course description (not to exceed 50 words): Applied Theoretical Foundations of Human Resource Development --- Challenges of supervision associated with human resource development settings; how to apply theoretical foundations of human resource development to ensure employees obtain the necessary skills for current and future job demands.

6. a) As currently in course inventory:

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Approval recommended by:

Head of Department [Signature] 21/10/05

Head of Department (if cross-listed course) [Signature] 2-18-05

Submitted to Coordinating Board by:

Director of Academic Support Services [Signature] Date

* Attach a syllabus according to the guidelines on the Internet site oar-os.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.