Graduate Council Report
7 December 2006

thermal behavior; damage phenomena, morphology; crystallization; liquid crystallinity; nanocomposites. Prerequisite(s): MEEN 222 (or other intro to materials science course.) Cross-listed with MSEN 607.

A719 OCEN 675 Nonlinear Wave Dynamics (3-0) Credit 3. Nonlinear wave-wave interactions in steep ocean waves significantly affect wave properties and long-term wave evolution. Strong and weak wave interactions and their respective effects on waves are studied, using various perturbation methods. Applications are shown through using Hybrid Wave Models to analyze wave measurements and predict wave loads on structures. Prerequisite(s): OCEN 671.

A720 PLAN 629 Neighborhood Revitalization (3-0) Credit 3. This course addresses the social, political and economic theory of neighborhoods-their growth, function and design. Students will gain an understanding of how neighborhoods experience change, as well as the consequences of this change for residents. Prerequisite(s): None.

A721 PLAN 627 Economic Development (3-0) Credit 3. Examines the strategies employed in the pursuit of local economic development. Discusses basic principals for critically assessing alternative development policies and programs; reflects on the goals and objectives of economic development efforts; and identifies tools for structure and financing local projects. Prerequisite(s): None.

A722 PLAN 628 Affordable Housing Development (3-0) Credit 3. Affordable Housing Development is designed to teach planning and land development students how the development of affordable housing through public, private and non-profit partnerships can meet the housing needs of low-and-moderate-income households. Prerequisite(s): None.

A694 POLS 625 Seminar in Comparative Race and Ethnic Politics (3-0) Credit 3. Significant themes in comparative study of race and ethnic politics; includes racial and ethnic identities, government and diversity, racial and ethnic violence, managing conflict. May be taken three times for credit. Prerequisite(s): Graduate classification.

A695 POLS 644 Seminar in Politics of Race, Ethnicity and Public Policy (3-0) Credit 3. Examines race, ethnicity, and public policy; emphasizes how policy process considers race and ethnicity, and differential impact of policy on racial groups. May be taken three times for credit. Prerequisite(s): Graduate classification.

A696 POLS 674 Seminar in Race, Ethnicity and American Politics (3-0) Credit 3. This seminar examines social science theories of race, ethnicity and politics in the United States. The course highlights the political behavior of Latinos, African-Americans, and Asian Americans. May be taken three times for credit. Prerequisite(s): Graduate classification.

A697 PSYC 635 Behavioral & Cellular Research Seminar (2-0) Credit 2. Expose graduate students to neuroscience research, theory, and proposal development; research presentations by guest speakers, faculty, and graduate students; Discussions, readings and presentations on issues related to research design, statistics, methodology, ethics, IACUC, grant writing, presentation skills, job talks, and other relevant topics. May be taken four times for credit. Prerequisite(s): Graduate classification.
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 __Civil Engineering__

2. Course prefix, number and complete title __OCEN 675 Nonlinear Wave Dynamics__

3. Course description (not more than 50 words) Nonlinear wave-wave interactions in steep ocean waves significantly affect wave properties and long-term wave evolution. Strong and weak wave interactions and their respective effects on waves are studied, using various perturbation methods. Applications are shown through using Hybrid Wave Models to analyze wave measurements and predict wave loads on Cross-listed with structures. Cross-listed courses require the signatures of both department heads.

4. Prerequisite(s) __OCEN 671__

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. __6 x's in 2003/8 x's in 2005__

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., M.S., and M.E. in Ocean Engineering__

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

10. Prefix Course # Title (exclude punctuation) __0 OCEN 675 Nonlinear Wave Dynamics__

<table>
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<tr>
<th>Lect.</th>
<th>Lab</th>
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<th>FICE Code</th>
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Do not complete shaded area.

Approval recommended by:

Head of Department __Anthony J. Millikin__ 11/11/06

Chair, College Review Committee __Nick K. Amund__ 12/11/06

Dean of College __Nick K. Amund__ 12/11/06

Submitted to Coordinating Board by:

Director of Academic Support Services __John Miller__

* 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.

2 of 57 H
Nonlinear Wave-Wave Interaction In Ocean Waves & Its Implication To Ocean Engineering
Spring 2007

Lectures Time & Location  MWF 1:50-2:40 pm  CE 104
Lecturer:  Dr. Jun Zhang  E-mail: jun-zhang@tamu.edu
            CE/TTI 808E  Telephone: (979) 845-2168

Textbook:  Notes of "Nonlinear Wave-Wave Interaction In Ocean Waves & Its Implication To Ocean
            Engineering", by Jun Zhang

References:
1. Electronic Class Notes (E-notes), J. Zhang, 2005. Website: http://ceprofs.tamu.edu

Course Description
Nonlinear wave-wave interactions in steep ocean waves significantly affect wave properties and long-term wave evolution, which is crucial to many ocean scientific and engineering practices. This course introduces the concepts of strong and weak wave interactions and physically and mathematically explains how they affect ocean waves. To quantify and predict the effects of wave interactions, various perturbation methods, in particular Mode Coupling Method (MCM) and Phase Modulation Method (PMM) are studied for deriving the solutions for wave interactions. Applications of the knowledge on nonlinear wave interactions are demonstrated in using Hybrid Wave Models to analyze wave measurements.

Tentative Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Text Assignment</th>
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<tbody>
<tr>
<td>1st</td>
<td>Introduction, Governing Equations</td>
<td>Ref. 1. Ch 1,</td>
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<td></td>
<td>Review of Linear Spectral Wave Theory</td>
<td>Ref. 2, Ch. 1,</td>
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<td>Ref. 4 Ch 1.</td>
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<tr>
<td>2nd</td>
<td>Periodic Waves and Perturbation method (Stokes Expansion)</td>
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<tr>
<td>3rd</td>
<td>Finite Amplitude Wave Theory; Irregular Waves and Wave-Wave Interactions</td>
<td>Notes Ch. 1</td>
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<tr>
<td>4th</td>
<td>Strong and Weak Interactions, Free and Bound Waves Resultant and Free Wave Spectra</td>
<td>Notes, Ch. 2</td>
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<tr>
<td>5th</td>
<td>Mode Coupling Method and Phase Modulation Method, Solution for Three-Wave Interaction up to Third Order</td>
<td>Notes Ch4.3</td>
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<tr>
<td>6th</td>
<td>Narrow-Band Assumption and Schrodinger Equations, Side-Band Instability and Wave Instability</td>
<td>Ref. 2, Ch. 12</td>
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<td>7th</td>
<td>Weak (resonance) Wave Interaction WAM Model and Long-Term Wave Evolutions</td>
<td>Notes Ch.6</td>
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<tr>
<td>8th</td>
<td>Phase Modulation Method, Solution for Three-Wave Interaction up to Third Order</td>
<td>Notes Ch 7.</td>
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<thead>
<tr>
<th>Week</th>
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<tr>
<td>9th Week</td>
<td>Spring Break</td>
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<tr>
<td>10th Week</td>
<td>1st Project Due, Convergence Criteria, Nonlinear Decomposition</td>
<td>Notes Ch. 8</td>
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<td>11th Week</td>
<td>Hybrid Wave Model (HWM), Wave Band Divisions</td>
<td>Notes Ch.8</td>
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<td>12th Week</td>
<td>Unidirectional HWM, Applications of UHWM</td>
<td>Note Ch, 8</td>
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<td>13th Week</td>
<td>Short Crest Ocean Waves, Directional Spreading</td>
<td>Notes Ch. 6.2</td>
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<td>Data-Adaptive Method (Maximum Likelihood Method)</td>
<td>Notes Ch. 6.3</td>
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<td>14th Week</td>
<td>Directional Hybrid Wave Model</td>
<td>Notes Ch. 6.4</td>
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<td>Double and Single Summation</td>
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<tr>
<td>15th Week</td>
<td>Application of DHWM to Data Analysis of Field Measurements*</td>
<td>Notes Ch. 7.4-6</td>
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<tr>
<td>16th Week</td>
<td>2nd Project Due, Review</td>
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<tr>
<td>May 10</td>
<td>3:30 – 5:30 pm Final Exam</td>
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*These topics may or may not be offered, depending on the class progress.

**Homework:** Homework assignments must be handed in by the due date before the end of the class. Late homework will be penalized unless you have strong reasons.

Projects: Two written projects will be signed and due respectively at the mid and end of the semester.

**Exams:** Only final exam will be given. Its grading will be based on both the approach and the final answer.

**Course Grade:** The final grade in the course is based on our best assessment of your understanding of the material and participation during the semester. The final exam 40%, two written projects 30% and homework 30%. However, other factors, such as interaction with the teacher, participation in lecture and recitation, etc. can make a significant difference in the final grade. The process of assigning the final grade also involves a careful review of the final exam to look "behind the numbers" to understand better the kinds of mistakes that were made.

**Academic Integrity Statements**

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 TAMU community from the requirements or the processes of the Honor System.
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 Landscape Architecture and Urban Planning

2. Course prefix, number and complete title PLAN 629 Neighborhood Revitalization

3. Course description (not more than 50 words) This course addresses the social, political and economic theory of neighborhoods—their growth, function and design. Students will gain an understanding of how neighborhoods experience change, as well as the consequences of this change for residents.

4. Prerequisite(s) None

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

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)

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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

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-504

5 of 57 H
PLAN 6/6: NEIGHBORHOOD REVITALIZATION

Professor Elise Bright  
Office: ARC 327  
Office phone: 862-2730  
E-mail: ebright@archmail.tamu.edu

CLASS OBJECTIVES

There is probably no greater challenge facing urban professionals today than that of redeveloping our central cities and urban neighborhoods. As public alarm rises over crime, drugs, unemployment, homelessness, and other perceived "inner city" problems, polarization increases and calls are heard for overhaul of welfare and other related programs. Elected officials and "experts" provide the public with a stream of supposed causes ranging from loss of family values to laziness, and billions of dollars continue to pour into ineffective programs based on these "causes"; meanwhile, the problems increase. Planners and public administrators seem powerless to stem the tide of lost infrastructure, dollars, productivity, and lives that flows from our declining central cities.

Projects based on incorrect or incomplete guesses regarding the nature, extent and causes of the problem are doomed to failure. This course will attempt to examine the causes of decline, with the goal of developing a realistic view of who is affected, how they are affected, and why, so that a realistic foundation can be laid for redevelopment projects that will succeed. Finally, an examination of success stories will be undertaken.

In order to cover as much of this topic as possible, the first class sessions will be spent on downtown decline and redevelopment—that is, commercial, office, entertainment and retail revitalization in the downtown core. The majority of class sessions will focus on the problems of older city neighborhoods (generally surrounding the downtown core), and will take a close look at the causes of these problems. The last few sessions will focus on retrofitting the suburbs, and/or on case studies of successful redevelopment.

Although there is a great deal of high-quality academic literature regarding this problem, it is important also to get a feeling for the intangible aspects of inner city neighborhood life. Kevin Lynch, in his classic book, Site Planning, advises planners to "spend time on the site," sitting and walking the land for several hours at different times of day and seasons of the year, observing the sunsets, the sounds of birds or traffic, the smell of pollutants or dew, the pathways taken by pedestrians, etc. This is also important in planning for developed areas, particularly troubled ones; however, concerns of safety and time constraints prevent this from occurring directly. Therefore, some "nonacademic" readings have been assigned; also, films are suggested for viewing on your own time for some class sessions. Although these films are not required, they will be discussed at times and are recommended to help provide the intangible aspect of planning that is missing from academic writing.

GRADING

There will be a midterm exam, a paper or project, and a final exam. Each of these will account for 25% of the course grade. Exam format has not yet been determined; both take-homes
and in-class exams are possibilities. Each exam will cover a separate part of the class material. The final 25% of the student's grade will be based on class participation, which includes regularly reading each week's assignment; demonstrating an understanding of its content in our class discussions; actively participating in seminar discussions; regularly attending class; and reading reports (described below). If you cannot be present on a given day, please try your best to leave a message for me before class. Also, bring in articles or notes on any related issues which you see in the news. Meeting deadlines is also very important, so please do your best to make all deadlines listed in the syllabus or given in class—lateness for almost any reason causes a loss of ½ grade, i.e. a B paper would receive a B-.

PAPER

Papers should be 8-10 pages long and should be well researched, with bibliographies and footnotes. Analysis of the information you find is encouraged, but opinion should not compose the main body of the paper or project. Submissions should be typed, double-spaced, and use a professional style (for example, avoid slang, use a spell check, follow a style manual for footnotes and bibliographic citations), so that the final product could be shown to a prospective employer with pride, as well as being a class product. Use of graphics is encouraged, as long as the source is given. Use of nontraditional data sources—for example, the Internet, or personal interviews with experts—is fine, as long as sources are cited. Of course a paper based solely on library research (without graphics, interview data or use of the Internet) is also fine. Please also prepare a short (1-2 page) summary of your work for distribution to the class. If time allows, we will hear a little from you about your most important findings.

The topic may be based on any of the following aspects of revitalization:

A.) An investigation of innovative approaches to battling one of the contributors to urban decline (for example, redlining or lack of services), or innovative approaches that illustrate one of the success factors (for example, resident control or crime-reducing design).

B.) a case study of a downtown, neighborhood residential or mixed-use redevelopment project. In preparing the case study, the following questions can serve as a guide:

* WHO was involved?
* WHAT was proposed? built?
* WHEN was the project conceived? planned? implemented?
* WHERE is it located? what are the characteristics of the surrounding neighborhood?
* WHY was the project conceived? What was the goal? Was it met?
* HOW was the project carried out? Include its history, financing, etc.

READING REPORTS

There are many fascinating books and articles on various aspects of urban decline and/or redevelopment—far more than can be assigned for all students to read. Therefore, in order to gain familiarity with as much of this material as possible, each student will select items from the lists
under "Reading Reports" in the "Calendar and Readings" section below; read the listed material, prepare a short written summary for the rest of the students, and present it/lead a discussion with the class. Unlike textbooks, these readings are not necessarily "academic" reading—some will probably grab your attention, perhaps angering or saddening you in the process. Please try to think of some questions, or written class exercises, to stimulate discussion during your presentation.

TEXTS

The following texts are required:
DOWNTOWN, INC. (DI), by Frieden and Sagalyn
REVIVING AMERICA’S FORGOTTEN NEIGHBORHOODS (RAFN), by Elise Bright
A course pack is also required.

Further, I highly recommend this modern-day "Diary of Anne Frank"-type book: GO ASK ALICE by Anonymous, available at Barnes and Noble.

Americans with Disabilities Act (ADA) Policy Statement

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 Cain Hall or call 845-1637.

Academic Integrity Statement

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CALENDAR AND READINGS

Week 1: INTRODUCTION

Week 2: WITH FRIENDS LIKE THIS, PART 1: A DOWNTOWN HISTORY
READINGS: Packet, read Forward and chs. 8 (Urban Dispersal) & 12 (Culprits) from The Living City, and ch. 5 (Central City Revitalization: The Fort Worth Experience) from Urban Revitalization
Week 3: AGGRAVATED ASSAULT? THE DECLINE OF DOWNTOWN
READINGS: DI, chs. 1-4
Packet, read Chapter 1 (Regional Growth Management and Central City Vitality) from Urban Revitalization

Week 4: DOWNTOWN SOLUTIONS, PART 1
READINGS: DI chs. 6, 7, 8 & 12
Packet, read ch. 14 (Old Areas Flourish Anew) from The Living City

Week 5: DOWNTOWN SOLUTIONS, PART 2
READINGS: DI chs. 9, 13 & 14
Packet, read ch. 6 (Rebuilding Downtown) from Urban Revitalization

Week 6: WITH FRIENDS LIKE THIS, PART 2: LENDERS AND INSURERS
READINGS: Packet: "Discrimination in Housing" (ch. 4 of Discrimination American Style by Joe Feagin), "The First 20 Years of HUD," "Restructuring, Place and Race" (ch. 1 of Capital and Communities in Black and White by G. Squires)
READING REPORT: Capital and Communities in Black and White (all other chapters)
Suggested Films: Other People's Money gives a good, clear picture of business and corporate finance as well as neighborhood issues, and even has Danny de Vito! Many (not me!) like Roger and Me for another view of employment loss creating neighborhood and civic devastation.

Week 7: NEIGHBORHOOD SAFETY AND SOCIAL SUPPORT
For safety, topics focus on what many consider our worst redevelopment barriers: crime and substance abuse—although other health problems (infant mortality, immunization, exposure to toxics, etc.) will also be covered. For social support, topics include defining the problem, i.e. what constitutes neighborhood "quality of life"; how to define neighborhoods; and the importance and character of networking, social structure and personal support as components of community life.
READINGS: RAFN, Preface and ch. 1
Packet: introduction, part III and conclusion of Street Corner Society by Wm. Whyte; "Neighborhood Effects on Teenage Pregnancy" by E. Anderson (from The Urban Underclass); Go Ask Alice is highly recommended.
READING REPORTS: Land of Opportunity; A Nation in Denial and related articles
Suggested Films: for a realistic view of the addiction battle see Ironweed, Clean and Sober, When a Man Loves a Woman, 28 Days; for a look at the world of the dealer and the effects on neighborhoods see New Jack City, Clockers and Traffic; for social support networks see West Side Story, Witness, and especially Boyz in the Hood

Week 8: MIDTERM
Week 9: NEIGHBORHOOD SERVICES AND SHELTER
Topics include the demographics of poverty (including feminization, its effects on child welfare and implications for welfare and related policies); the changing structure of American families; the working poor and the "underclass"; needs for transportation, child care, education, employment opportunities, and access to retail business and related services

READINGS: Packet, read "The Hidden Agenda" (ch. 7 from The Truly Disadvantaged by W.J. Wilson), "The Ideology of Individualism" (ch. 4 from Subordinating the Poor), "A Review of National Housing Policy"

READING REPORTS: Working from the Margins by V. Schein, and related parts of Rachel and Her Children
Suggested films: A Home of Their Own, Jupiter's Wife, Hoop Dreams, Do the Right Thing

Week 10: SPRING/FALL BREAK

Week 11: SOLUTIONS 1
TOPICS for all "solutions" classes include how to measure or otherwise determine whether a project has been successful; successful low-income neighborhoods in other states and nations, and through history; ingredients for success locally; community development corporations, NGOs, churches, and other important players; the microplanning approach

READINGS: RAFN, ch. 4
Packet, read ch. 3 (Gentrification and Displacement) from The Living City, ch. 4 (The Revitalization of New Orleans) from Urban Revitalization, "The Ghetto as a Resource" by W. Goldsmith, "Rebuilding the Ghetto Doesn't Work" from the New York Times

READING REPORT: TBA

Week 12: SOLUTIONS 2
READINGS: RAFN, ch. 5
Packet, read chs. 4 (winning Skirmishes, Losing Wars) & 5 (Understanding the Lessons) from The Living City

READING REPORT: Organizing the South Bronx by J. Rooney

Week 13: SOLUTIONS 3
READINGS: RAFN, ch. 6
Packet: “An Argument for Slums” by L. Peattie; “The Competitive Advantage of the Inner City” by M. Porter; ch. 1 of Under One Roof

READING REPORT: Comeback Cities by Paul Grogan and Tony Proscio

Week 14: Guest Speaker
Week 15: SOLUTIONS 4
PAPERS DUE; include a 2-page summary with copies for the class.
READING: RAFN, chs. 2 & 3
READING REPORT: TBA

Week 16: Slippage and wrap-up

FINAL EXAM
Other Good Readings:
On Successful and Failed Efforts (many examples)

*Affordable Housing and Urban Redevelopment* in the US by van Vliet
*Revitalizing Urban Neighborhoods* by Keating et al

On Urban Design

*City: Revitalizing the Center* by WH Whyte
*The Image of the City* by Kevin Lynch

"Crime Prevention Through Environmental Design," and "The Second Coming of the American Small Town" by Duany and Plater-Zyberk

* Discrimination by Design

FILMS:
A. West Side Story, Witness and Boyz in the Hood:

- Why did they form close-knit groups (gangs, the Amish)?
- What is the film's main message? (STOP THE VIOLENCE)
- How did the people utilize, claim, and defend physical spaces? (guns, acceptance of violence in Boyz; discomfort about weapons in West Side; passive resistance in Witness)
- What was the social structure? (role of the father in Boyz, tribal structure in all three, role of drugs in Boyz, supervised dances in West Side Story, complete social life in Witness, role of women—from extreme degradation (Boyz—EXCEPT for his girlfriend) to powerful, respected but still very male-controlled caregiver (Witness) to several roles—wannabe gang member, sex objects but with some respect)
- What economic opportunities were presented?
- What lessons for planners/redevelopers can be gleaned?

B. A Home of Their Own, Jupiter's Wife, Hoop Dreams, Do the Right Thing

- What are the messages regarding economic opportunity?
- What outside support did the heroes need to achieve their dreams? What did they get? What obstacles were in their way?

Lessons for planners/redevelopers?

C. Ironweed, Clean and Sober, When a Man Loves a Woman (KIDS, Crack House, Clockers, Basketball Diaries, Fisher King, What's Love Got to Do with It, The Color Purple, Mommie Dearest, Cocktail)

- Why did these people develop the problems they had?
- What did they do socially to try and survive? (attach to another addict/codependency) How successful was it? (lousy—two died, third ended up breaking up the family)
- How did it affect the family members? Employment?
- What resources were available to help them recover? What role did they play? What WOULD/DID it take to help them?

Lessons for us?

C.) Instead of a paper, develop an end product designed to convey the message about "what works" to policymakers/decisionmakers who could do something about the problem. For example, you could prepare a nice-looking handout, website, oral presentation and/or video designed to get leaders' attention; you could write part of a P.A.S.-type "hands on" manual for nonprofit developers, CDCs or city planners to use; or you could develop, and outline in detail, a campaign to lobby for reform at the city or federal level. I strongly urge you to consider this option, as I have learned that solutions are possible but are blocked by policymaker inaction and an ill-informed public. We have to get the word out!
Signature Sheet for College of Architecture New Course Requests

As a courtesy to your departmental representative on the Academic Affairs Committee, we ask that you submit this form as a cover sheet to all new course requests within the College of Architecture. This use includes all 489, 689 and permanent course requests effective November 1, 2004.

1. Department submitting the request: Landscape Architecture & Urban Planning

2. Prefix and number of new course: PLAN 629

3. Complete course title: Neighborhood Revitalization

4. Justification for offering this course:
   We have a new emphasis area in Housing, Community and Economic Development. This is a key course for that emphasis. It also fits well with new faculty expertise.

5. Has this course been reviewed by your departmental Academic Affairs Committee?
   [ ] Yes, Date April 2006
   [ ] No

Please attach the appropriate new course request form and a course syllabus complete with the following items required by the Dean of Faculties:

- Course Title and Number
- Course Description (see reverse for examples from the catalog)
- Instructor information
- Prerequisite(s)
- Course topics/calendar
- Grading
- List of assignments, tests, etc.
- No statements contrary to University rules re. attendance, approved absences, etc.
- Textbook and/or resource materials listing
- Americans with Disabilities Act (ADA) Policy Statement
- Academic Integrity Statement

(For copies of the appropriate ADA and Academic Integrity statements, please see http://www.tamu.edu/dof/faculty/syllabus.php).

Signature of faculty member proposing course

Signature of departmental AAC representative
(see reverse for current membership)
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 ___________________________.

2. Course prefix, number and complete title ____________________________

3. Course description (not more than 50 words)
   Examines the strategies employed in the pursuit of local economic development. Discusses basic principals for critically assessing alternative development policies and programs; reflects on the goals and objectives of economic development efforts; and identifies tools for structure and financing local projects.

4. Prerequisite(s) ____________________________ 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)
      n/a
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      any

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)
    PLAN 627 ECONOMIC DEVELOPMENT

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year HIC Code
    0 3 0 3 0 3 6 3 2 Level

Approval recommended by: ____________________________

Head of Department Date 9-11-06

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date 11/9/06

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.

GAR/AS-5/04

14 of 57 H
PLAN (627): ECONOMIC DEVELOPMENT

Professor Elise Bright
Office: ARC 327
Office phone: 862-2730
E-mail: ebright@archmail.tamu.edu

COURSE OBJECTIVES:

This course is intended to introduce students to important concepts upon which the economic development function in public and private agencies is based, including the economic development planning process, theoretical considerations, ethical issues, location factors, site selection, assessing economic development's impacts, intergovernmental relations, and the techniques used to implement economic development— particularly budgeting and public sector revenue generation. Many specific approaches are covered, including attracting basic industries, developing the wholesale and retail sectors, revitalizing downtown and low income neighborhoods, marketing, attracting tourists, enticing high tech industries and encouraging foreign trade. Students should finish this course with sufficient knowledge to perform basic economic development tasks and to understand and assess the value of more detailed studies completed by specialists.

REQUIREMENTS:

Grading Policy:

Your grade will be based 25% on class participation (including attendance, contributing to class discussions, demonstrating knowledge of the assigned reading, etc.), 50% on exams (midterm and final), and 25% on a paper or project. The exam format has not been determined, both take-homes and in-class exams are possibilities. Each exam will cover a separate part of the course material. Class participation is very important, so if you will not be able to attend class I would appreciate a call. Meeting deadlines is also very important, so please do your best to make all deadlines listed in the syllabus or set in class (lateness for almost any reason causes a loss of ½ a grade, i.e. a B paper would receive a B-).

Paper:

You may select any topic relating to economic development (for example, small business development, grassroots economic development planning, historic preservation, festival marketplaces, public-private partnerships, etc.), which is of interest to you and which is approved by the professor. Papers should be 8-10 pages long without counting title page or references, double-spaced typed, and formatted in a professional manner (don’t use contractions, slang, or first/second person, use a spellcheck, follow a style manual when preparing your footnotes and bibliographic citations, etc.). Use of graphics is encouraged, as long as the source is given. Use of nontraditional data sources—for
example, websites or personal interviews—is fine, as long as the person’s full name, place and date of interview are given and the entire website access information is listed along with date of access. Of course a paper based entirely on library materials is fine too. Please also prepare a short (1-2 page) summary of your work for distribution to the class. If time allows, we will be able to hear a summary of the most interesting findings from you in one of the final classes.

TEXTS:

**Americans with Disabilities Act (ADA) Policy Statement**
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 Cain Hall or call 845-1637.

**Academic Integrity Statement**
**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 TAMU community from the requirements or the processes of the Honor System.

**Course Schedule**

Session 1: INTRODUCTION

Pass out syllabus; discuss paper; go over class organization, i.e. location factors, planning process, implementation, specialized types of development, ethical and distributional issues, defining the subject.

Session 2: WELCOME TO THE REAL WORLD--INTERCITY LOCATION FACTORS

Overview of the factors that affect intercity business location decisions, including tax abatements and other incentives; variations among business types; analyzing a community’s business location profile; and using the results.
READINGS: Blair chs 1, 3 & 4
Session 3: INTRACITY FACTORS--LOCATION. LOCATION, LOCATION
Site selection factors--infrastructure, transportation, environmental concerns, Phase I assessments, inner city sites v. the 'burbs, market analysis, etc.
READINGS: Blair chs. 2 & 13
McLean/Voytek ch. 1, and skim Appendices A-C
Packet: E.D. Quarterly pp. 343-351
PAS 358 pp. 1-22
Babcock/Weaver, pp. 77-85

Session 4: WHO'S IN CHARGE HERE? ECONOMIC DEVELOPMENT PLANNING
Goalsetting techniques, stakeholders, data sources, analysis methods, judgment, ethics, planning processes.
START thinking about a paper or project topic
READINGS: Blair ch. 5 & 7
McLean/Voytek ch. 2, 3 & 4
Packet: PAS 353, pp. 1-19

Session 5: EXPECTING THE UNEXPECTED--ESTIMATING IMPACTS
Economic, fiscal, political, social, and environmental impact estimation; ethical considerations; techniques for summing impacts to aid decisionmaking.
READINGS: McLean/Voytek ch. 5
Blair ch. 6, 8, & pp 295-303 (end of ch 12)
Packet: Econ Growth & Environ Decay ch. 8
People or Penguins pp. 1-13

Session 6: PUBLIC SECTOR IMPLEMENTATION, PART ONE
Infrastructure provision, intergovernmental transfers, tax types and effects, budgeting and revenue sources, and relationship to location decisions.
PAPER bibliographies due
READINGS: Blair, rest of ch. 12
McLean/Voytek chs. 6 & 8
Packet: PAS 390, ch. 1
PPUP ch 14, “Programming Community Development”

Session 7: PSI, PART TWO
Packet: Paying for Growth—Introduction and chs. 1, 2, 3, 6 & 7
Bingham/Hill/White ch. 6
Nunn, pp. 273-287

Session 8: CATCHUP DAY
Last day to have paper/project topics approved.
Session 9: MIDTERM

Session 10: NO CLASS, Spring Break!

Session 11: PRIVATE SECTOR IMPLEMENTATION
Mortgage finance, ROI, risk v. profit, partnerships and other public sector assistance, zoning and other regulations, small business finance.
READINGS: Blair ch. 10
Packet: Bingham/Hill/White chs. 11, 15, 16, & 17
Moriarty pp. 261-75
Levy pp. 162-67

Session 12: DO WHAT WITH OUR BOOTSTRAPS? COMMUNITY DEVELOPMENT
LAST day to turn in draft papers/project reports
READINGS: Blair ch. 11
Packet: Kotler, pp. 1-12
CDCs, pp. 10-24
Bingham/Hill/White chs. 8 & 10

Session 13: NO CLASS, attending APA National Conference in Chicago

Session 14: FORGET THE BOOTSTRAPS! PUBLIC-PRIVATE PARTNERSHIPS
READINGS: Packet: Gratz, pp. 46-120 (chs. 2-4)
Public-Private Partnerships, pp. 27-60

Session 15: TOURISM, ENTERTAINMENT, HIGH TECH AND FOREIGN TRADE—TOMORROW'S BASIC INDUSTRIES?
Papers/projects due.
READINGS: Blair ch. 9
Packet: Bingham/Hill/White ch 9
Gunn, ch 1-4
Hartshorn ch. 17
Langan, pp. 57-68

Session 16: Slippage and wrapup—discuss findings of papers/projects?

Session 17: Final exam
Signature Sheet for College of Architecture New Course Requests

As a courtesy to your departmental representative on the Academic Affairs Committee, we ask that you submit this form as a cover sheet to all new course requests within the College of Architecture. This use includes all 489, 689 and permanent course requests effective November 1, 2004.

1. Department submitting the request: Landscape Architecture + Urban Planning

2. Prefix and number of new course: PLAN 627

3. Complete course title: Economic Development

4. Justification for offering this course:
   Student + employer demand has convinced us to add a new emphasis in economic development. This is the required course for that emphasis. We also expect DEV students to benefit, as many have already shown interest.

5. Has this course been reviewed by your departmental Academic Affairs Committee?
   □ Yes, Date April 2006   □ No

Please attach the appropriate new course request form and a course syllabus complete with the following items required by the Dean of Faculties:

- Course Title and Number
- Course Description (see reverse for examples from the catalog)
- Instructor information
- Prerequisite(s)
- Course topics/calendar
- Grading
- List of assignments, tests, etc.
- No statements contrary to University rules re. attendance, approved absences, etc.
- Textbook and/or resource materials listing
- Americans with Disabilities Act (ADA) Policy Statement
- Academic Integrity Statement

(For copies of the appropriate ADA and Academic Integrity statements, please see http://www.tamu.edu/duff/faculty/syllabus.php).

Signature of faculty member proposing course

Signature of departmental AAC representative (see reverse for current membership)

RECEIVED
NOV 13 2006

ACADEMIC SUPPORT SERVICES
Hi Sandra:

I've checked with each department and all the proposed new courses in LAUP and COSC from the College of Architecture at 3 credit courses.

If there are any remaining issues please let me know.

Thanks

lou

---

"Colamus humanitatem" [Seneca]

To violate a person's ability to distinguish fact from fantasy is the epistemological equivalent of rape [Noretta Koertge]

Louis G. Tassinary, PhD, JD
Professor and Associate Dean
College of Architecture - TAMU
College Station, TX 77843-3137
979-847-9351

1400 Brook Hollow Drive
Bryan, TX 77802
979-823-6983

http://archone.tamu.edu/architecture/faculty/tassinary/mainframe.html

Suzi, (graduate)

here are course forms we received.

thanks.

Sandra
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 ____________________________

2. Course prefix, number and complete title  PLAN 628 Affordable Housing Development

3. Course description (not more than 50 words) Affordable Housing Development is designed to teach planning and land development students how the development of affordable housing through public, private and non-profit partnerships can meet the housing needs of low-and-moderate-income households.

4. Prerequisite(s) None 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) n/a

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

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)

    PLAN 628 AFFORDABLE HOUSING DEV

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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

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-504

21 of 57 H
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 Landscape Architecture and Urban Planning.

2. Course prefix, number and complete title: PLAN 628 Affordable Housing Development

3. Course description (not more than 50 words): Examines the strategies employed in the pursuit of local economic development. Discusses basic principals for critically assessing alternative development policies and programs; reflects on the goals and objectives of economic development efforts; and identifies tools for structure and financing local projects.

4. Prerequisite(s): None

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

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| PLAN | 628 | AFFORDABLE HOUSING DEV |

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Admin. Unit Acad. Year FICE Code
003 632

Approval recommended by:

Forster Nauburn

Head of Department Date 9-11-06

Chair, College Review Committee Date 11/9/06

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Dean 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

22 of 57 H
PLAN: Affordable Housing Development

Professor Shannon Van Zandt
Office: ARC 313
Office phone: 458-1223
E-mail: svanzandt@tamu.edu

Course Description

Affordable Housing Development is designed to teach planning and land development students how the development of affordable housing through public, private and non-profit partnerships can meet the housing needs of low- and moderate-income households. Students will:

- Gain an understanding of the basic types of private and public sector real estate financing resources (development, construction and permanent financing) available for affordable rental and homeownership developments; learn conventional underwriting guidelines for such lending.

- Apply the techniques of real estate investment analysis to affordable housing development models, policy and program circumstances; determine financing gaps in capital funding or operating cash flow and optimum approaches to address such gaps.

- Master the financial structuring and sale of real estate investments which feature low-income tax credits and historic rehabilitation tax credits using limited partnerships and limited liability corporations.

Course Format

The first half of the semester will focus on basic real estate investment analysis techniques with an emphasis on problem solving through spreadsheet analysis using Excel. The latter half of the class will be devoted to case studies augmented by lectures presented by practitioners of affordable housing in the private for-profit, non-profit and government sectors. There are no pre-requisites for this course.

Readings and Case Assignments

The readings and case assignments are set forth in the attached syllabus. Primary references used are:


Students are required to purchase the Hecht text. The Stevens and Tracy book is recommended, particularly for land development students. Both texts and additional course readings will be placed on reserve in the Technical Reference Center and Sterling Evans Library.

Case studies will be made available during the semester.

**Grading**

Grades will be based upon written assignments, case study presentations, class participation and a final exam. Relative weights are:

- Problem sets 20%
- Class exam 20%
- Case studies 45%
- Case presentations 5%
- Class participation 10%

Teams for all cases will be determined by random draw. New teams will be established for each case study.

**Summary of Case Studies**

**Case 1: Parkworth: New Homeownership Opportunities in the Inner City (two parts)** In the first part of this case study, students will prepare a development budget for a 24 unit single-family inner-city affordable homeownership development. The second part of the case involves the estimation of first mortgage and subordinate gap financing that will be required to assist lower income homebuyers. Students will be required to prepare their underwriting template using spreadsheet analysis.

**Case 2: Parkview Manor: The Halifax Court HOPE VI Redevelopment.** In this case students will learn the basics of the Low Income Housing Tax Credits and the practice of syndication. Students will be encouraged to create a multi-faceted pro forma to help understand the relationship between the investor, the developer, and the syndicator. The end product will show how the tax credits work for all parties including those individuals to whom they provide safe, decent, and affordable housing.
Case 3: Mount Olive Apartments: The Rehabilitation of Mount Olive Schools. This case study deals with the redevelopment of an old school building in Mount Olive, North Carolina. Students will again work with Low Income Housing Tax Credits and tax credit syndication but will also be introduced to the federal and state Historic Rehabilitation Tax Credits. Students will combine equity from tax credit syndication with other equity sources to convert the school into affordable apartments. This case study will build on the spreadsheet skills students gain in the first two case studies.

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COURSE SCHEDULE

Note: Syllabus changes may occur depending on the availability of guest lecturers.

PART I: INTRODUCTION TO DEVELOPING AFFORDABLE HOUSING

Session 1
Overview of Course and Student Responsibilities

Session 2: Introduction to Affordable Housing
Hecht, Chapter 1: Real Estate Development by Nonprofit Organizations: Coming of Age, pp 3-7.

Nenno, Mary K. Changes and Challenges in Affordable Housing and Urban Development. Chapter 1 in van Vleit, Affordable Housing and Urban Redevelopment, pp.1-22.

Session 3: Housing Finance in the U.S. and the Secondary Market


Session 4: Conventional and Affordable Mortgage Lending


Session 5: An Overview of the Real Estate Development Process

*Introduction to Case 1: Parkworth: New Homeownership Opportunities in the Inner City*  
Problem set #1 due

**PART II: PROJECT DEVELOPMENT**
Session 6: Guest speaker Charles Graham: Financing construction projects

**Session 7: Projecting Costs**
Hecht, Chapter 4: Project Feasibility and Total Development Costs, pp. 31-56.

**Session 8 Projecting Income and Expenses**
Hecht, Chapter 5: Determining Projected Income and Expenses, pp. 53-68.  
In class lab—spreadsheets and pro formas

**Session 9**
Case study # 1, Part 1 draft due  
In class lab—spreadsheets and pro formas

**Session 10**
Case study #1, Part 1 & 2 due – Student presentations

**Session 11: Enhancing Feasibility**
Hecht, Chapter 11: Enhancing the Feasibility of an Affordable Housing Project, pp. 270-310.

**PART III: RAISING CAPITAL FOR AFFORDABLE HOUSING**
Session 12: Meeting Total Development Costs
Hecht, Chapter 6: Raising Capital to Meet Total Development Costs, pp. 69-85.

Session 13: Equity Sources
Hecht, Chapter 9: Sources of Capital: Equity, pp. 220-236.


Session 14: Low-Income Housing Tax Credit
Housing Developments Reporter (HDR). Low-Income Housing Tax Credits.

Introduction to Case Study 2: Parkview Manor
Problem set #2 due.

Session 15 Guest Speaker from Texas Affiliation of Affordable Housing Providers (TAAHP)

Session 16: LIHTC, continued
Tax Credit Guide, Chapter 4: Forming the Limited Partnership, pp. 97-111; Chapter 5, Marketing the Tax Credit – Investor Considerations, pp. 113-138.

Session 17
In class lab

Session 18
In class lab

Session 19
Case Study #2 Due - Student Presentations

Session 20: Evaluating the LIHTC


Session 21: Other Sources of Equity


*Introduction to class exam (feasibility study)*

**Session 22: Alternative forms: The Community Land Trust**

**Session 23: Design Issues for Affordable Housing**
Review Affordable Housing Design Advisor website

**Session 24: Guest speaker: Paul Turney, Brazos Valley Affordable Housing Corporation**

*Introduction to Case Study #3*

**Exam Due**

**Session 25: Managing Affordable Housing**
Bratt et al. Confronting the Management Challenge: Affordable Housing in The Non-Profit Sector, Executive Summary, pp. 1-20.

Tax Credit Guide, Chapter 6, Project Management, pp. 139-157.

**Session 26: Maintaining Affordable Housing**

**Session 27**
In class lab

**Session 28**
Case study #3 due – Student presentations
Signature Sheet for College of Architecture New Course Requests

As a courtesy to your departmental representative on the Academic Affairs Committee, we ask that you submit this form as a cover sheet to all new course requests within the College of Architecture. This use includes all 489, 689 and permanent course requests effective November 1, 2004.

1. Department submitting the request: Landscape Architecture + Urban Planning

2. Prefix and number of new course: PLAN 628

3. Complete course title: Affordable Housing Development

4. Justification for offering this course:
   We have a new emphasis area in Housing, Community and Economic Development. This is a key course for that emphasis. It also fits well with new faculty expertise.

5. Has this course been reviewed by your departmental Academic Affairs Committee?
   [X] Yes, Date April 2006  [ ] No

Please attach the appropriate new course request form and a course syllabus complete with the following items required by the Dean of Faculties:

- Course Title and Number
- Course Description (see reverse for examples from the catalog)
- Instructor information
- Prerequisite(s)
- Course topics/calendar
- Grading
- List of assignments, tests, etc.
- No statements contrary to University rules re. attendance, approved absences, etc.
- Textbook and/or resource materials listing
- Americans with Disabilities Act (ADA) Policy Statement
- Academic Integrity Statement

(For copies of the appropriate ADA and Academic Integrity statements, please see http://www.tamu.edu/dof/faculty/syllabus.php).

Signature of faculty member proposing course

Signature of departmental AAC representative
(see reverse for current membership)
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 [Political Science]

2. Course prefix, number and complete title: POLS 625

   Seminar in Comparative Race and Ethnic Politics

3. Course description (not more than 50 words): Significant themes in comparative study of race and ethnic politics, includes racial and ethnic identities, government and diversity, racial and ethnic violence, managing conflict. May be taken three times for credit.

4. Prerequisite(s): None

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)

   Ph.D. in Political Science

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) | ETHNIC
     --- | --- | --- | ---
     POLS | 625 | Seminar in Comparative Race and Ethnic Politics

     Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
     0 | 3 | 0 | 0 | 3 | 0 | 0 | 6 | 3 | 2

   Do not complete shaded area.

   Approval recommended by:

   [Signature] 7-19-06
   Head of Department

   Chair, College Review Committee 9-28-06
   Date

   Head of Department (if cross-listed course) 9-28-06
   Date

   Dean of College

   Submitted to Coordinating Board by:

   Dean of College

   Director of Academic Support Services

   Date

   Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mall Stop 1265 or fax to 847-8737.
OAR/AS-504
Political Science 625
Seminar in Comparative Race and Ethnic Politics
Spring Semester 2004

Instructor: Matthew Hoddie
Class Schedule: Tuesday 9:00-11:50
Class Location: Allen 2064
Office Hours: Tuesday/Thursday 2:30-3:30 and by appointment
Office Location: Allen 2051
Office Phone: 845-3747
E-Mail Address: mshoddie@polisci.tamu.edu

Course Overview

This course is designed to provide students with an understanding of themes and debates in the comparative study of nationalism and ethnic politics. The material is divided into four sections. First, we will consider competing understandings of the origins and significance of racial and ethnic identities. Second, we will explore the different institutional structures and policies that governments have adopted in an effort to accommodate the diversity of their populations. Third, we will consider the different avenues through which racial and ethnic violence has the potential to emerge within states. We will conclude the course with a consideration of the different mechanisms by which racial and ethnic violence might be resolved successfully.

Assignments and Grading

Grades will be determined on the basis of both (a) course participation and (b) a research design.

Course Participation

A student's participation grade will comprise forty percent of their course grade and will be based on the following criteria:

(a) class attendance
(b) participation in seminar discussions
(c) performance as a discussion leader for a minimum of one class meeting
(d) one-page, single-spaced critical summary of reading assignments to be submitted at the start of each class

Research Design

Each student is required to submit a research design on a topic approved by me. Please
note that research designs focusing on a single case study are unlikely to be allowed.

Research designs are due on May 7th and will determine sixty percent of the course grade. One letter grade will be deducted for each day that the paper is late.

Content requirements for research designs are as follows:

(a) a review of the relevant literature
(b) identifying a testable hypothesis or series of hypotheses
(c) specifying appropriate data sources
(d) providing a discussion of how the research question would be tested

Style requirements for research designs are as follows:

(a) papers must be typed and between 15 and 20 pages in length (not including the bibliography)
(b) font size should not exceed 12-point.
(c) the margins (left, right, top, and bottom) should be no more than one-inch in length
(d) both in-text citations and a bibliography should be included
(e) there should be no more than two extensive quotations (in excess of three lines of text) included.

Plagiarism Statement

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with the 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 the person. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Copyright Statement

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, exams, and review sheets. Because these items are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act 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 B118 of Cain Hall, or call 845-1637.

Schedule and Reading Assignments

January 20 Course Introduction

January 27 Ethnic Identities


February 3 Nationalism


February 10 Governing Diversity: Consociationalism


February 17 Governing Diversity: Alternatives to Consociationalism


February 24 Governing Diversity: Ethnically-Based Preferential Government Policies


**March 2 Governing Diversity: Elections, Political Parties and Ethnicity**


**March 9 Explaining Ethnic Violence: The Security Dilemma**


Kaufmann, Stuart J. "Spiraling to Ethnic War: Elites, Masses and Moscow in Moldova's


**March 23 Explaining Ethnic Violence: The Processes of Modernization and Democratization**


**March 30 Explaining Ethnic Violence: New Perspectives**


**April 6 Resolving Ethnic Violence: Partition**


**April 13 Resolving Ethnic Violence: Power Sharing**


**April 20 Resolving Ethnic Violence: Peacekeeping Operations**


**April 27 Resolving Ethnic Violence: Challenges Associated with Peacekeeping Operations**


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 Political Science.

2. Course prefix, number and complete title: POLS 644
   Seminar in Politics of Race, Ethnicity and Public Policy

3. Course description (not more than 50 words): This seminar examines race, ethnicity, and public policy. Emphasizes how policy process considers race and ethnicity, and differential impact of policy on racial groups. May be taken three times for credit.

4. Prerequisite(s): None
   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? □ Yes ☐ No
   (6 as POLS 642)
   Indicates the number of students enrolled for each academic period it was taught. Has been taught as POLS 642.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   Ph.D. in Political Science
   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)
    PUB POL
    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year

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FICE Code: 0 0 3 6 3 2
Level: 6

Approval recommended by:

Patricia A. Huley 7-19-06
Head of Department

Chair, College Review Committee

Dean of College

Submitted to Coordinating Board by:

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
POLITICAL SCIENCE 644 SEMINAR IN THE POLITICS OF RACE, ETHNICITY AND PUBLIC POLICY

Ken Meier
Office Hours: Th: 1:00-4:00 and by appointment
Office: 2033

This seminar is a research seminar on the general topic of race and public policy. It is designed to give the student an opportunity to conduct original research in this area. The focus is on race and public policy in the American context, but individual students willing to do extra work might well do work on public policy in other countries. Of primary concern will be questions related to inequities in terms of policy outcomes-income, health care, educational attainment, crime, etc. The literature in this field is relatively light; as a result more of the class will be spent on gathering data and interacting with others on the research projects than in a traditional literature based class. A substantial emphasis will be placed on education policy both because it has received the most focus and because educational inequities are then reflected in other policy inequities. Because race and public policy is a relatively underdeveloped field in political science, a significant portion of the reading will be done outside the discipline.

Grades

Each student has two responsibilities: 1. to read and be able to discuss the material assigned, and 2. design and implement a research project that investigates race and public policy. Grades will be based on the following: 20% class participation 80% the research paper. Included in the research paper grade are periodic presentations on the status of the paper as well as a final presentation of about 10 minutes. All papers should conform to the APSA style manual. Paper presentations should be similar to the presentation of a conference paper. The instructor does not accept late work without a university approved excuse.

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 B118 of Cain Hall Building, or call 845-1637.

Texas AM has an honor code. Students are expected to be familiar with the code (http://www.tamu.edu/aqqiehonor/). Integrity in the process of research and scholarship is a requirement in this class and, the instructor thinks, in the profession. If you have questions, ask.

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 are
copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

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Books


Class Outline:

1. Intro

A structural approach to race and public policy

2. Two-Tiered Pluralism

Hero, entire book

3. Social Distance Theory. Education.


4. Districting Issues

Welch and Bledsoe, entire book


5. Interlinked polices


Wilson, entire book.

6. Urban Politics

Browning, Marshall and Tabb, entire book


7. Change by Political Institutions

Rosenberg, entire book


8. Crime

Balkwell, "Ethnic Inequality and the Rate of Homicide." 69 *Social Forces* (1990), 53-70.

9. Welfare Policy


10. Education, Test Scores

Jencks and Phillips, entire book

11. The Politics of Race, Ethnicity and Education


Handout of materials on race, representation, and education policy.
12. Diversity Policy and Management


Recommended:


13. Health Care Politics

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 Political Science

2. Course prefix, number and complete title: POLS 674
   Seminar in Race, Ethnicity and American Politics

3. Course description (not more than 50 words): This seminar examines social science theories of race, ethnicity and politics in the United States. The course highlights the political behavior of Latinos, African-Americans, and Asian Americans. May be taken three times for credit.

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)

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)
    POLS 674 Seminar in Race, Ethnicity & American Politics
    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 3 4 5 1 6 6 2 0 0 0 1 2 3 4 0 6 7 - 0 8 0 0 3 6 3 2

   Approval recommended by:
   [Signatures and dates]

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-3/04

44 of 57 H
POLS 674 Seminar in Race, Ethnicity and American Politics
Spring Semester, 2006
Wednesdays 2- 4:50pm, Allen Building 2064
Professor Brian D. McKenzie
Department of Political Science Texas A&M University
Office Hrs. (By Appt. on Wednesday and Friday Afternoons) Allen Building, RM2108
email: mckenzie@polisci.tamu.edu

Description:

This graduate-level seminar examines social science theories of race, ethnicity and politics in the United States. In this class we discuss the historical and contemporary political involvement of various racial/ethnic groups in American political life. The course specifically highlights the political behavior of America's three largest racial/ethnic groups: Latinos, African Americans, and Asian Americans. We also seek to assess the explanatory value of various theories of racial politics for understanding individual and group political behavior. Throughout this seminar we will highlight important distinctions between the political attitudes and behaviors of various racial groups and their white counterparts. In addition, we will discuss how these differences matter for understanding American political behavior. Topics include: The historical legacy of race and ethnicity in American political life, the social and legal construction of "race" in American politics, theories of racial group political participation, the role of indigenous civic and cultural organizations, immigration policies and demographic trends, ethnic-based political information networks, cultural influences on political ideologies, and prospects for coalition among various groups.

Course Requirements and Evaluation Procedures:

In accordance with the general guidelines for graduate education in the department, your final grades will be determined on the basis of course participation and an original research design. Please note that make up assignments and incomplete grades will only be given in cases outlined by TAMU policies at: (http://student-rules.tamu.edu/).

Participation Component:

A student's participation grade will constitute twenty percent of their course grade and will be based on the following criteria:
1) class attendance 2) participation in seminar discussions 3) duties as a discussion leader in class 4) one page, critical evaluation of weekly readings.

Research Design Guidelines:
Each student is required to submit an original research design on a topic approved by me. Research design papers are due on Friday, May 6th and will determine eighty percent of your final grade. These papers must be typed, 20-25 pages, standard fonts and margins, and include a references page.

The research design must include: 1) a review of the relevant research literature 2) identifying a series of hypotheses to investigate 3) a detailed discussion of data sources you would utilize 4) a discussion of how your research questions would be tested 5) a discussion of what the author hopes to find 6) a discussion of how these potential findings contribute to the existing literature.
The required books and readings for the course are:


POLS 677 Race, Ethnicity and Politics in America Coursepack (Coursepack on the syllabus)

These books can be purchased at the Texas A&M University Bookstore. The coursepack is available via the University Library Electronic Course Reserves System.

Grading Policy:

Your final course grade will be assigned according to the following percentage scale:

90 and up = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = Failing

Academic Integrity Statement:
"An Aggie does not lie, cheat or steal or tolerate those who do."


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Statement on Grade Disputes:
First, let me say that I spend a lot of time evaluating your assignments. I ask in return that students are equally considerate when raising concerns about grades. To this end, I require that grade disputes be made in the form of a typed statement outlining the specific concern. The student must offer concrete reasoning (with appropriate supporting citations from the readings) as to why they feel their work should be re-evaluated. In addition, please note that a request for re-evaluation means that I will examine your entire assignment for a second time. This means that you could receive a lower grade upon closer inspection of your work. Finally, I will not consider grade disputes past one week from the date assignments are returned.

Students with Disabilities:

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Wed., Jan. 19th Themes in the Study of Race, Ethnicity and Politics

Wed., Jan. 26th Thinking About "Race" and Ethnicity in American Political Life


Wed., Feb. 2nd Historical and Contemporary Perspectives on Race and Ethnicity in America

**Weds., Feb. 9th The Politics of Emancipation and Reconstruction**

**Weds., Feb. 16th African-American Public Opinion and Voting Behavior**

**Weds., Feb. 23rd African-American Civic and Political Participation**

**Weds., Mar. 2nd Race, Gender, Intersectionality and African-American Politics**

**Weds., Mar. 9 th -Topics for Research Design Due Today!**
Latino Politics in America

**Weds., Mar. 16th -SPRING BREAK- NO CLASS.**

**Weds., Mar. 23rd**

**Weds., Mar. 30th Asian-American Politics**

**Weds., Apr. 6th Asian-American Politics II**

**Weds., Apr. 13th Interethnic Conflict and Coalitional Politics II**

Weds., Apr. 20th. Immigration and Immigrant Policy in the U.S.

Weds., Apr. 27th –LAST DAY OF CLASS.
Contemporary Issues in Race and Politics
Friday, May 6, 2005-Research Designs are due in my Office by 3:00pm.
Patricia Hurley

From: West, William [WWest@bushschool.tamu.edu]
Sent: Wednesday, May 10, 2006 10:00 AM
To: Patricia Hurley
Subject: RE: POLS Race & ethnic politics courses proposals

I don't see any problems with these Pat. On a completely different note, where can I find documentation of the political science department's current ranking? I would like to pass that along to a friend who is trying to talk his daughter into coming here.

Bill

From: Patricia Hurley [mailto:PAT_HURLEY@politics.tamu.edu]
Sent: Tuesday, May 09, 2006 3:10 PM
To: w-buenger@tamu.edu; 'Fossett, Mark'; West, William
Subject: POLS Race & ethnic politics courses proposals

Walter, Mark, and BillIL

The department of political science is developing some new course proposals for a minor field in race and ethnicity that we have added to our PhD program. I don't think any of these courses would infringe upon your turf, but I wanted to check with you. If you have no objection to POLS pursuing approval of these courses please just respond to this message confirming that.

thanks much,

Pat

---

Patricia A. Hurley
Professor and Head
Department of Political Science
Texas A&M University
4348 TAMU
College Station, TX 77843-4348
Phone: 979-845-8833  Fax: 979-847-8924
http://www-pollsci.tamu.edu

5/10/2006
Patricia Hurley

From: Walter Buenger [w-buenger@tamu.edu]
Sent: Tuesday, May 09, 2006 3:30 PM
To: Patricia Hurley
Subject: Re: POLS Race & ethnic politics courses proposals

Pat,

I have looked over the three courses and I have no objection to POLS seeking approval of these courses.

Walter

At 03:10 PM 5/9/2006 -0500, you wrote:

Walter, Mark, and BillL

The department of political science is developing some new course proposals for a minor field in race and ethnicity that we have added to our PhD program. I don't think any of these courses would infringe upon your turf, but I wanted to check with you. If you have no objection to POLS pursuing approval of these courses please just respond to this message confirming that.

thanks much,

Pat

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4348 TAMU
College Station, TX 77843-4348
Phone: 979-845-8633  Fax: 979-847-0924
http://www.polisci.tamu.edu

Walter Buenger
Professor & Head
Department of History
Texas A&M University
College Station, Texas 77843-4236
(979) 845-7170
FAX (979) 862-4314

5/9/2006
Patricia Hurley

From: Fossett, Mark [m-fossett@tamu.edu]
Sent: Tuesday, May 09, 2006 5:28 PM
To: Patricia Hurley
Subject: RE: POLS Race & ethnic politics courses proposals

Pat,

Not only do I not object to these courses, I think they would provide very attractive options for our students. Racial and ethnic relations is the largest specialty area for our graduate students. Many of them would not doubt find these courses appealing. I hope they get approved.

Mark

From: Patricia Hurley [mailto:PAT_HURLEY@politics.tamu.edu]
Sent: Tuesday, May 09, 2006 3:10 PM
To: Buenger, Walter; Fossett, Mark; 'wwest@bushschool.tamu.edu'
Subject: POLS Race & ethnic politics courses proposals

Walter, Mark, and BillL

The department of political science is developing some new course proposals for a minor field in race and ethnicity that we have added to our PhD program. I don't think any of these courses would infringe upon your turf, but I wanted to check with you. If you have no objection to POLS pursuing approval of these courses please just respond to this message confirming that.

thanks much,

Pat

Patricia A. Hurley
Professor and Head
Department of Political Science
Texas A&M University
4348 TAMU
College Station, TX 77843-4348
Phone: 979-845-8833 Fax: 979-847-8924
http://www-polisci.tamu.edu

5/10/2006
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 Psychology.

2. Course prefix, number and complete title: Psych 635 Behavioral & Cellular Research Seminar

3. Course description (not more than 50 words): This course will expose graduate students to neuroscience research, theory, and proposal development. Guest speakers, faculty, and graduate students will make research presentations. Discussions, readings and presentations will address issues related to research design, statistics, methodology, ethics, IACUC, grant writing, presentation skills, job talks, and other relevant topics. May be taken four times.

4. Prerequisite(s): Graduate standing in the Behavioral & Cellular Neuroscience Doctoral Program

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. 6 in Spring 2005, 7 in Spring 2006.

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

   ____________________________
   Graduate enrollment in the Behavioral & Cellular Neuroscience Program within the Psychology Department

   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) | RESEARCH
        | PSYC 635 | Behavioral & Cellular Neuroscience Seminar |

Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
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Do not complete shaded area.

Approval recommended by:

C.D. Hammond
Head of Department
For W.S. Rhodes
Date

For W.S. Rhodes
Date

Head of Department (if cross-listed course) Date

Chair, College Review Committee
Date

Dean of College
Date

Dean of College
Date

Submitted to Coordinating Board by:

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

54 of 57 H
COURSE TITLE: PSYC 635 Behavioral & Cellular Neuroscience Research Seminar

ABBREVIATION: Behav & Cell Neurosci Sem

COURSE PREREQUISITES: Graduate enrollment in the Ph.D. Behavioral & Cellular Neuroscience program in the Department of Psychology

INSTRUCTOR:

Dr. Mary W. Meagher
Psychology Building Room 281
Department of Psychology
Texas A&M University
College Station, TX 77843
Phone: 979-845-2564
Fax: 979-845-4727

Course Outline and Objectives
The goal of this course is designed to expose Behavioral & Cellular Neuroscience graduate students to neuroscience research, theory, and proposal development. To achieve this goal, presentations will be made by guest speakers, faculty, and graduate students. Guest speakers will be invited from other relevant programs within the department, university, and region. At least once per year a speaker of national prominence will make a seminar presentation. Presentations will include original research, research proposals, grant proposals, and skills involved in writing grant proposals and research presentations. Graduate students will present their own research in progress. Issues of research design, statistics, research ethics, the ULACC/IACUC process, grant writing, preparation for national presentations and job talks, and other relevant topics will be covered via discussion, readings, demonstrations, and presentations.

Course Structure
The Behavioral & Cellular Neuroscience Seminar is taken in the Fall and Spring semesters by all Behavioral & Cellular Neuroscience students until they graduate. The Research Seminar will meet every other week, alternating with the Behavioral & Cellular Neuroscience area organizational meetings. The course is structured as an interactive seminar. One week prior to visiting speaker presentations, readings will be circulated. Each speaker’s presentation will be followed by a group discussion that will involve active graduate student participation. Guest speakers will be taken to lunch by a group of students and faculty to provide further opportunities for discussion and networking with the speaker.

A major portion of the course will focus on graduate student research presentations. This will provide students with an opportunity to organize and present their research and will serve as a means of training students for formal presentations such as thesis and dissertation proposal and defense presentations, classroom lectures, research presentations at national conferences, and job talks. First year students will present their first year project during their second year and their master thesis project during their second year. Students are also required to present their dissertation research prior to graduation. Behavioral & Cellular Neuroscience faculty will provide graduate students
with structured feedback designed to improve their presentation content and style, as well as advice on how to advance their research program and academic career.

**Course Topics**
Below we provide a listing of speakers that are currently scheduled for the Fall and Spring semester. The seminar will meet on Mondays 12-1:00 in Psychology Room 336. This calendar will be updated due to rescheduling of outside and national speakers.

**FALL 2006 BCN RESEARCH SEMINAR**

Sept 4 Rajesh Miranda, Ph.D. (Associate Professor, Texas A&M Health Sciences Center). Title "Mechanisms of estrogen action and neurotrophins in the developing cerebral cortex"

Sept 18 Dr. Melanie Ihrig (Director, Comparative Medicine Program). Title: "Developing transgenic mouse models"

Oct 2 Mary Meagher, Ph.D. (Professor, BCN Program). Title: "NSF/NRSA grant proposal writing"

Oct 16 Society for Neuroscience Conference

Oct 23 Russell Huie (2nd Year BCN Graduate Student 1st Year Project Presentation). Title "Spinal Cord Plasticity"

Oct 30 Bill Griffith, Ph.D. (Professor, Texas A&M Health Sciences Center). Title: Physiology of Age-Related Changes in Cholinergic Basal Forebrain Neurons"

Nov 13 Shannon Copeland, M.S. (2nd Year BCN Graduate Student 1st Year Project Presentation)

Nov 27 Kevin Hoy (2nd Year BCN Graduate Student 1st Year Project Presentation).

**SPRING 2007 BCN RESEARCH SEMINAR**

Monday 12-1:00 Room 336

Jan 22 Farida Sohrabji, Ph.D. (Associate Professor, Texas A&M Health Sciences Center). Title: "Mechanisms and consequences of estrogen action"

Feb 5 Stephanie Washburn, M.S. (5th Year BCN Graduate Student, Dissertation Research Presentation).

Feb 19 Mar 5 Amanda Gabriel (4th Year BCN Graduate Student, Dissertation Research Presentation).

March 12-16 Spring Break

March 19 Nick Simons (3rd Year BCN Graduate Student, Masters Thesis Presentation).

April 2 Jim Grau, Ph.D. (Professor, BCN Program) Title: "Learning without a brain"

April 16 Candi LaSarge (3rd Year BCN Graduate Student, Masters Thesis Presentation).

April 30 Ian Mendez (3rd Year BCN Graduate Student, Masters Thesis Presentation).

Shoshy Eitan, Ph.D. (Assistant Professor BCN Program, UCLA postdoc)
Textbook/Resource Materials
Readings related to visiting speaker presentations will be circulated one week in advance of the presentation. A list of background readings and resource material regarding research design, IACUC, proposal writing, NSF fellowships, and individual NIMH/NRSA grants will be made available in the main office file cabinet near the reception desk.

Grading
Grades will be assigned based on the quality of class participation (33%, discussions with local and outside speakers), the quality of their research presentations (34%), and the quality of their NSF and/or NRSA grant proposals (33%).

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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/

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."