Memorandum

January 25, 2007

To: Executive Committee
   Faculty Senate

From: Valerie Balester, Chair
   W Course Advisory Committee

RE: Request for course additions to the W Course graduation requirement

The W Course Advisory Committee voted to approve the following courses to satisfy the writing requirement for graduation. The W Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W Course status requirement. Therefore, these courses should be included in the “W Designated Course” category to meet the writing intensive requirement for graduation.

COMM 435 Rhetoric of Television and Film
COMM 454 Telecommunication Policy
POLS 309 Polimetrics: Quantitative Analysis in Political Science
POLS 442 Social Welfare Policy
PHIL 480 Medical Ethics
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Nancy Street, Dept. of Communication  
Srividya Ramasubramanian, Dept. of Communication  
Richard L. Street, Head, Dept. of Communication  
Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: January 29, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: COMM 435

We recommend that COMM 435, Rhetoric of Television and Film, be certified as a writing-intensive (W) course for the next four academic years (2/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 3000-4000
4. Instructor to student ratio for one section: 1:25

Students receive written feedback on eight one to two page writing assignments through the semester and on the draft of the final paper, and they participate in peer response groups and group presentations.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   COMM 4315 - Rhetoric of Persuasion and Film

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: Nancy J. Street / W Course Coord 12-13-06
(Course Instructor / Coordinator) Dept of Comm (Date)

Received: Valerie Balester 12-14-06
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Donald J. Carter 12-13-06
(Department Head: 12-13-06
(Date)
COMM 435 W (Rhetoric of Television and Film)

Tuesdays and Thursdays 3:55PM- 5:10PM
Bolton 006

Instructor information

Dr. Srividya Ramasubramanian
Email: srivi@tamu.edu
Phone: 845-5178
Office: 211 Bolton
Office hours: Tuesdays and Thursdays 2:30 to 3:30 PM and by appointment

Required text


Course description

This course will focus on the persuasive appeal of TV and film content from an academic perspective. The primary objective of the course is to critically analyze TV and film content in a systematic fashion. Such analyses will be grounded in theories drawn from rhetorical studies, psychology, sociology, and cultural studies. Emphasis will be placed on popular media entertainment forms such as comedy, drama, suspense, horror, sports, and music videos.

This is a writing-intensive 400-level W course with several opportunities to improve your writing skills throughout the semester. A substantial portion of your grade will be based on writing assignments. You will not be able to pass this course without having completed the writing assignments. Written feedback will be provided by the instructor on the critical essays/reaction papers and the final paper. Samples of good writing will be discussed in the beginning of the semester to help you model your essays and final paper on these examples. Formative written feedback will be provided on your final paper drafts. You are encouraged to make appointments for one-on-one consultations with experienced writing consultants at the University Writing Center (go to writingcenter.tamu.edu for more details).

Grading policies

Your grades in this course will be determined by your performance in the midterm exam, writing assignments, final exam, screening, and class presentation.

- Critical essays/reaction papers - 25%
- Mid-term exam - 25%
- Final paper - 25%
- Screening and class presentation - 25%
Course requirements

Critical essays/Reaction papers: Several times during the semester you will turn in a brief typed (1-2 pages) reaction papers. Reaction papers will include your critical analysis of the screenings and assigned readings for the given week. The reaction papers should also include at least one of the following types of responses (1) personal connections that you made with the readings or screenings (b) theoretical critique of readings (c) compare and contrast readings and screenings from different weeks (d) ideas for research studies based on the readings and screenings. Not all of these four perspectives need to be covered each week but all of them should be included at least once during the course of the semester.

Written comments will be provided on these writing assignments. The instructor will share sample of good reaction papers with the entire class to help students model their future assignments on these examples. Insightful papers that go beyond just the class readings will get an A. Satisfactory effort that shows that you have completed the class readings will be given a B. Below average responses that do not reflect synthesis of readings, screenings and discussion points will receive a C or lesser grade. Missing and late assignments will be awarded zero points.

Mid-term exam: This exam will be conducted during class hours. It will contain short-answer questions drawn from the readings, class discussions, and screenings. There will be a review session before each exam. This is a closed-book, closed notes exam.

Final paper: In the final paper you should clearly demonstrate that you have carefully reflected on the theories discussed in the assigned readings as you link these materials to examples from TV shows and movies screened in class. The final paper integrates materials from the readings, screenings, and class discussions.

All students should submit a draft of their final paper two weeks prior to the deadline for the final paper submission to get written and oral feedback from the instructor.

Screening and class presentation: You can pick a television show, a movie, several edited clips from multiple sources, or an educational video related to your topic for screening on Tuesday. On Thursday, the group will make a presentation for the first 20-30 minutes of class. The presentation can be as creative and interactive as you would like. Feel free to make a multi-media presentation using any props, posters, slides etc. It is not sufficient to simply summarize the main points of the readings. You should bring in several examples to explain the main concepts, include your own insights beyond the assigned readings, and make the presentation interactive by involving the rest of class. Groups have to consult with the instructor at least one week before their assigned week to get their plans approved by the instructor. Groups will be evaluated on the quality and relevance of the screening, presentation, and questions provided for the discussion/reaction paper.
## Course schedule/calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic of the week</th>
<th>Readings etc.</th>
<th>Group leadership schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 19</td>
<td>What is media entertainment?</td>
<td>Chap 1</td>
<td></td>
</tr>
<tr>
<td>Jan 24</td>
<td>History of media entertainment</td>
<td>Chap 1</td>
<td>Group formation; Sign up for group leadership</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Audience interactivity in entertainment</td>
<td>Chap 2</td>
<td></td>
</tr>
<tr>
<td>Jan 31</td>
<td>Commercials on TV</td>
<td>See handout</td>
<td></td>
</tr>
<tr>
<td>Feb 2</td>
<td>Commercials on TV</td>
<td>See handout</td>
<td>Reaction paper 1 due</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Television news</td>
<td>See handout</td>
<td></td>
</tr>
<tr>
<td>Feb 9</td>
<td>Television news</td>
<td>See handout</td>
<td>Reaction paper 2 due</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Humor and comedy</td>
<td>Chap 3</td>
<td>Group 1 screening</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Humor and comedy</td>
<td>Chap 3</td>
<td>Group 1 leads class; Reaction paper 3 due</td>
</tr>
<tr>
<td>Feb 21</td>
<td>Suspense and drama</td>
<td>Chap 4</td>
<td>Group 2 screening</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Suspense and drama</td>
<td>Chap 4</td>
<td>Group 2 leads class; Reaction paper 4 due</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Violence and horror</td>
<td>Chap 5</td>
<td>Review sheet handed out; Group 3 screening</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Violence and horror</td>
<td>Chap 5</td>
<td>Group 3 leads class; Reaction paper 5 due</td>
</tr>
<tr>
<td>Mar 7</td>
<td>Pathos and sadness</td>
<td>See handout</td>
<td>Group 4 screening</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Pathos and sadness</td>
<td>See handout</td>
<td>Group 4 leads class; review sheet handed out; Reaction paper 6 due</td>
</tr>
<tr>
<td>Mar 14</td>
<td>No class</td>
<td></td>
<td>Spring break</td>
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<tr>
<td>Mar 16</td>
<td>No class</td>
<td></td>
<td>Spring break</td>
</tr>
<tr>
<td>Mar 21</td>
<td>Review session for Midterm</td>
<td>Chap 1-5 and all handouts</td>
<td></td>
</tr>
<tr>
<td>Mar 23</td>
<td>Midterm Exam</td>
<td>Chap 1-5 and all handouts</td>
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<tr>
<td>Mar 28</td>
<td>Sex and sexuality</td>
<td>Chap 6</td>
<td>Group 5 screening</td>
</tr>
<tr>
<td>Mar 30</td>
<td>Sex and sexuality</td>
<td>Chap 6</td>
<td>Group 5 leads class; Reaction paper 7</td>
</tr>
<tr>
<td>Apr 4</td>
<td>Children’s entertainment</td>
<td>Chap 8</td>
<td>Group 6 screening</td>
</tr>
<tr>
<td>Apr 6</td>
<td>Children’s entertainment</td>
<td>Chap 8</td>
<td>Group 6 leads class; Reaction paper 8</td>
</tr>
<tr>
<td>Apr 11</td>
<td>Sports</td>
<td>Chap 9</td>
<td>Group 7 screening</td>
</tr>
<tr>
<td>Apr 13</td>
<td>Sports</td>
<td>Chap 9</td>
<td>Group 7 leads class; Reaction paper 9</td>
</tr>
<tr>
<td>Apr 18</td>
<td>Music videos</td>
<td>Chap 10</td>
<td>Group 8 screening</td>
</tr>
<tr>
<td>Apr 20</td>
<td>Music videos</td>
<td>Chap 10</td>
<td>Group 8 leads class; Reaction paper 10 Final paper draft due</td>
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<tr>
<td>Apr 25</td>
<td>Work day for Final Paper draft based on instructor feedback</td>
<td>All readings</td>
<td></td>
</tr>
<tr>
<td>Apr 27</td>
<td>Final paper is due at the beginning of class</td>
<td>All readings</td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td>Wrap up and goodbyes</td>
<td></td>
<td></td>
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</tbody>
</table>

**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.” As a student of Texas A&M University, you are committed to following the Aggie honor code. Plagiarism, falsification, cheating, fabrication, complicity, multiple submissions, abuse and unauthorized access to university resources will not be tolerated in this course. All students of this course should read up details about the aggie code in the following website: [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). In particular, you should read the links under 'Student Rules'.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Nancy Street, Dept. of Communication
Patrick Burkart, Dept. of Communication
Richard L. Street, Head, Dept. of Communication
Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: January 29, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: COMM 454

We recommend that COMM 454, Telecommunications Policy, be certified as a writing-intensive (W) course for the next four academic years (2/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 30%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:25

Instructor feedback is provided for the annotated bibliography, the outline, and the two page papers. Students receive peer feedback on the rough draft of their paper. Students also receive peer feedback in blogs. Students receive writing instruction through in-class lectures.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: Nancy Street
(Course Instructor/Coordinator) 12-13-06

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 12-14-06

Approvals:
College Dean: Donald Z. 12-13-2006
(Department Head: 12-13-06)
COMM 454 – W – Telecommunications Policy – Writing Component
Fall 2005
Dr. Patrick Burkart, Bolton 204, pburkart@tamu.edu
Texas A&M University
Office Hours: Tuesdays 11-12:30, and by appointment

Course Schedule
Tuesdays and Thursdays, 3:55 to 5:10, CE222

Course Description

Media and telecom policies strongly reflect crosscutting influences of markets and economics, technological innovation, and politics. This course identifies and analyzes these influences using a variety of approaches to policy studies. It also presents a historical approach to policymaking and regulation for media and telecommunications industries in the United States from the Progressive Era to the Telecommunications Act of 1996. Case studies focus on deregulation of telephony, broadcasting, cable, and the Internet. *As this is a “W” course, we will spend considerable time improving your academic writing skills. It is not possible to pass this course without successful completion of the writing assignments.*

The specific goals of this course are to:

- Identify the economic and technological rationales for telecom and media regulations within a US context,
- Elaborate linkages between technological development, political change, and policy reforms,
- Describe key features of US telecom policies before and after the Telecommunications Act of 1996,
- Explain the policy implications of the “digital transition” for regulated telecommunications platforms, and
- Describe specific trajectories and key disputes surrounding policies for telephony (fixed and wireless), broadcasting (radio and television, and terrestrial and satellite), cable, and the Internet.
- Articulate the changing telecom policy landscape in an in-depth case study, using good academic writing style and appropriate research methods.

Required Readings

The following books are required readings. Other required readings are as assigned by the instructor during the course of the semester.


**Recommended readings:**


**Evaluation Criteria and Percentage of Grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation &amp; Blog</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>5%</td>
</tr>
<tr>
<td>Blog</td>
<td>5%</td>
</tr>
<tr>
<td>Exam One</td>
<td>20%</td>
</tr>
<tr>
<td>Exam Two</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Paper Outline</td>
<td>5%</td>
</tr>
<tr>
<td>“2-pager”</td>
<td>5%</td>
</tr>
<tr>
<td>Final paper</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Exams will have multiple choice questions. The final exam will be cumulative in scope.

The research paper is due the last day of class, at the beginning of class. The paper should be exactly ten pages in length. It must be word-processed and proofread for spelling and grammatical errors. It must be in APA format, with 12 point font, and one inch margins. It must be stapled. The paper is due on or before the beginning of the last day of class.

**Late papers will not be accepted. Emailed papers will not be accepted. Only printed papers submitted on or before the last day of class will be accepted.**

Class participation grades will be assigned on the basis of attendance, writing assignments completed, responses to questions in discussion, questions posed regarding the readings, and informed commentary on the assigned readings. It is your responsibility to come to each class day having read all of the week's assignments, and prepared to ask and answer questions about the readings. Additionally, you will participate in a required blog discussion forum (on livejournal).
**Reading and examination schedule**

**Week One (Tuesday, August 30 and Thursday, September 1)**

**Introduction to telecom policy studies in the US.** What do telecom policymakers do, and who are they? On what economic and technological bases have justifications been made for telephony regulation? For broadcasting regulation? What does deregulation do? *Writing component: Mini-lecture on the case study as a research method in communication policy studies.*

Read: Brock, Chapter 2, pp. 11 – 26, and Aufderheide, Introduction and Chapter 1, pp. 1 – 36.

**Week Two (Tuesday, September 6, and Thursday, September 8)**

**Telephony.** How was the Ma Bell monopoly regulated under the Communications Act of 1934? Which public interests were served by AT&T's monopoly provision of telephony? Who regulates common carriers? What is universal service? What is POTS? *Writing component: Mini-lecture on how to prepare to write a case study, by identifying a field of research interest.*

Read: Brock, Chapters 4 and 5, pp. 49 – 78.

**Week Three (Tuesday, September 13, and Thursday, September 15)**

**Lecture: Case study: AT&T.** How did the FCC protect AT&T’s interests in telegraphy, telephony, and broadcasting markets? *Writing component: Mini-lecture on preparing an annotated bibliography.*

Read: Horwitz, Chapters 4 and 5, pp. 90 – 153.

**Week Four (Tuesday, September 20, and Thursday, September 22)**

**Competitive telephony.** What was the Modified Final Judgment, and what did it do? Which telecom services were the first to open to competition, and why? *Writing component: mini-lecture on writing chapter/article summaries for key sources.*

Read: Brock, Chapter 9, pp. 149-172.

**EXAM ONE: Thursday, September 22.**

**Week Five (Tuesday, September 27, and Thursday, September 29)**

**Lecture: Case study: MCI.** What was MCI’s business plan? How and why did it compete with AT&T? *Writing component: Mini-lecture on library research.*
Read: Horwitz Chapter 8 (first half), pp. 221 – 244.

Week Six (Tuesday, October 3 and Thursday, October 5)

Broadcasting. What have been the FCC's main areas of regulatory concern in the broadcasting industry? On what bases has the FCC decided to allocate electromagnetic spectrum? How does a business obtain a license to broadcast?

Writing component: mini-lecture on library research, continued. Class visits from Evans and West Campus librarians.

Read: Horwitz, Chapter 6, pp. 154 – 195.

Week Seven (Tuesday, October 10 and Thursday, October 12)

Deregulation in broadcasting. How were structural and content controls loosened during the Reagan administration, and who loosened them? Why did CATV pose a competitive threat to broadcast TV? What did “superstations” do?

Writing component: Annotated bibliographies due in class.

Read: Horwitz, Chapter 8 (second half), pp. 244 – 263.

Week Eight (Tuesday, October 17 and Thursday, October 19)

The Telecommunications Act of 1996: Intentions. Which social goods are supposed to flow from competition in telecoms and media? What is the “two-wire scenario?” How did TCA96 promote facilities-based competition in telecoms? What did TCA96 offer incumbent broadcasters and cablecasters? How does TCA96 affect media content?

Writing component: Paper outlines due in class; annotated bibliographies marked-up and returned.

Read: Aufderheide, Chapter 3, pp. 61 – 79.

Week Nine (Tuesday, October 25 and Thursday, October 27)

The Telecommunications Act of 1996: Impacts. What is unbundling? Where did competition take hold in the wake of TCA96? Why did merger and acquisition activities and cross-industry consolidation increase? In which industries did consumer prices fall? How was employment in the telecom & media sectors affected? How did TCA96 redefine universal service?

Writing component: 2-pagers due in class. Paper outlines marked-up and returned.

Read: Aufderheide, Chapter 4, pp. 80 – 103

EXAM TWO: Thursday, October 27
Week Ten (Tuesday, November 1 and Thursday, November 3)

Impacts II: Obstacles to competition in telephony. What are some remaining obstacles to competition in local phone service? What is the role of state-level regulators since the passage of TCA96? Which special benefits exist for computer-based advanced services and information services? Writing component: Return 2-pagers; make Writing Center appointments for help with 2-pager revisions.

Read: Assigned selections from “Telecom Act five years later: Is it promoting competition?” Hearing before the Subcommittee on Antitrust, Business Rights, and Competition of the Committee on the Judiciary, United States Senate, One Hundred Seventh Congress, first session, May 2, 2001. Available at: http://purl.access.gpo.gov/GPO/LPS18418

Week Eleven (Tuesday, November 8 and Thursday, November 10)

Case study: cable & satellite multichannel TV. What is a cable MSO? Who regulates cable MSOs? Why have prices increased, and customer service degraded, for cable TV customers, while most cable MSOs’ profitability has increased? Writing component: Writing Center appointments for revising 2-pagers.


Week Twelve (Tuesday, November 15 and Thursday, November 17)

Federal Internet Policy. ICANN’s institutional role in Internet regulation; The US Department of Commerce’s re-assertion of authority. Writing component: Return revised 2-pagers, prepare 10 page case study rough drafts.

Readings to be announced.

Week Thirteen (Tuesday, November 22 only. NO CLASS on Thursday, November 24 – Thanksgiving holiday.)

Writing component: Week-long guided library research and writing week at Evans Library.

Week Fourteen (Tuesday, November 29 and Thursday, December 1)

Writing component: Research continues, and small group peer reviews of rough drafts.
Week Fifteen (Tuesday, December 6 – LAST DAY of class.)

**Final paper due in class, at the beginning of class.**

Final Exam: December 13, Tuesday, 1-3 p.m.

**About Scholastic Dishonesty**

Scholastic dishonesty, including plagiarism, carries severe consequences. Make sure that you understand what constitutes scholastic dishonesty at TAMU. See [http://student.rules.tamu.edu/rules20.htm](http://student.rules.tamu.edu/rules20.htm) for more information. An Aggie does not lie, steal or cheat or tolerate those who do.

**About the Writing Center**

The Writing Center will help you with paper conceptualization and style. Proofreading and polishing your paper is, however, ultimately your own responsibility. See [http://uwc.tamu.edu/](http://uwc.tamu.edu/) for information about the Writing Center resources.

**Special Accommodations**

If you require accommodation for a disability, please contact me during the first week of class so that I may make arrangements for you.

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 B-116 of Cain Hall, call 845-1637, or e-mail ssd@tamu.edu

**Bibliography**


TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Kenneth J. Meier, Dept. of Political Science
Patricia Hurley, Head, Dept. of Political Science
Donald Curtis, AOC Dean, College of Liberal Arts

DATE: January 29, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: POLS 309

We recommend that POLS 309, Polimetrics: Quantitative Analysis in Political Science, be certified as a writing-intensive (W) course for the next four academic years (2/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:20

Students receive feedback on the abstract and the major paper drafts. Students will be asked to rewrite and revise their work based on these written comments. Students also receive comments on their homework assignments, and because the assignments have a common format, comments on one assignment apply to future assignments as well. Writing instruction will be provided in the form of lecture, including the use of guest speakers, and models.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: 
(Course Instructor / Coordinator) 11/20/06 (Date)

Received: 
(W Course Coordinator, University Writing Center) 11/25/07 (Date)

Approvals:

College Dean: 
11/27/06 (Date)

Department Head: 
11-20-06 (Date)
Syllabus Proposed for consideration as a writing-intensive (W) course

POLITICAL SCIENCE 309

Polimetrics: Quantitative Analysis in Political Science

Kenneth J. Meier

Office Hours: T 1-4 and by appointment
kmeier@polisci.tamu.edu
Allen Building 2033

Political Science 309 an advanced undergraduate level course in quantitative methods. Students taking this course should have completed Political Science 209. The course will cover a variety of regression based techniques that are commonly used in political science. The primary focus will be on the evaluation of political theories using quantitative methods. A secondary focus will be on issues of measurement in political science. In both cases the emphasis is on clear written communication of the results. The class stresses the interpretation of statistics and relies on computer software to do the grunt work. The statistical package that will be used is STATA. Students with access to other comprehensive statistical packages are free to use them; if you take this option, please make sure your package can do everything required for this course. Matching packages in time series analysis is exceptionally difficult. This is a writing intensive course. The class requires a draft of both an abstract and the major research paper, and students are expected to revise their work based on the feedback provided.

PREREQUISITE: Political Science 209 and a sense of humor. It would also help to reread prior material on elementary inference and hypothesis testing. Chapters 10-13 in Meier and Brudney would be adequate for this task.

GRADES: A scholarly research paper will count 50% of the total course grade. The objective is to prepare an original research paper that can be submitted either to a conference or as a writing sample for a graduate school application. The substantive focus of the paper is the student's choice. A draft of the paper is due in class two weeks before the last day of class. The revised paper is due in class on the last day of class. Papers should follow the APSA style guide in regard to format, pagination, tables, and references except for their silly requirements on margins and font size. If you do not have an APSA style guide, ask for one. A midterm exam on Date will count 20% and a final exam held as per the exam schedule will cover the remaining 30% of the course grade.

In addition to these graded assignments, the course also requires that each student prepare an abstract of their proposed research paper four weeks before the end of class and include a revised version of the abstract with the draft research paper. I will also make weekly homework assignments designed to replicate the research process and give you the opportunity to become more familiar with the analysis of political data and how to express such analysis in clear prose. These exercises are cumulative so that feedback on early exercises is frequently useful to later exercises, as well as to the exams and written work.

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WARNING: The professor does not accept late work without a university approved excuse.
Quantitative research papers are more difficult to write than regular papers. There will be
problems in getting data sets, in specifying the correct model, and in getting usable results.
Count on problems and begin work early. You may consult the professor for advice on your
research, but the final product is your responsibility alone.

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.

Academic Integrity Statement

Texas A&M has an honor code. “An Aggie does not lie, cheat or steal or tolerate those who do.”
Students are expected to be familiar with the code (http://www.tamu.edu/aggiehonor/). 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.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words,
writing, 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. Plagiarism is one of the worst academic sins, for the
plagiarist destroys the trust among colleagues without which research cannot be safely
communicated. If you have any questions regarding plagiarism, please consult the 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.”

BOOKS: The following have been ordered through the bookstore:


OTHER MATERIALS:

Political Science 309. Handouts and Exercises. Will be provided electronically.

Meier and Brudney, Applied Statistics for Public Administration, Chapters 4, 5, 6 are available in
the graduate student lounge for copying.

COURSE OUTLINE

I. Review of Probability
   Meier and Brudney, Chapters 4-6

II. Introduction to Regression
    Gujarati Ch 1-5, 7

III. Dummy Variables and Interaction Effects
     Parts of previous chapters, and Gujarati Chapter 15

IV. Regression Diagnostics, Influence and Leverage
     no reading

V. Collinearity & Heteroscedasticity: Weighted Least Squares and Iterative Techniques
    Gujarati Chapters 10, 11

VI. Nonlinear Forms
    Gujarati Chapter 6, and Section 7.11

Midterm Exam

VII. Dummy Dependent Variables: Logit, Probit
     Gujarati Chapter 16

VIII. Time Series Analysis (the old fashioned way)
      Gujarati Chapter 12

IX. Time Series the ARIMA approach
     Gujarati, Chapters 21-2

X. Substantive Weighted Least Squares
    Meier and Gill, Entire book

XI. Final Exam
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee

CC: Warren A. Dixon, Dept. of Political Science
Patricia Hurley, Head, Dept. of Political Science
Donald Curtis, AOC Dean, College of Liberal Arts

DATE: January 29, 2007

SUBJECT: REPORT ON PROPOSED W COURSE: POLS 442

We recommend that POLS 442, Social Welfare Policy, be certified as a writing-intensive (W) course for the next four academic years (2/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:20

Students receive feedback in the form of instructor comments, and because the assignments have a common format, comments and feedback on one assignment apply to future assignments as well. Writing instruction is provided in the form of instructor-led lecture and discussion.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

   PS 442 - Social Welfare Policy

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: ___________________________  11-20-06
(Course Instructor / Coordinator) (Date)

Received: ___________________________  1/25/07
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: ______________________  11/27/06
(Department Head: __________________  11-20-06

(Date) (Date)
Political Science 442
SOCIAL WELFARE POLICY
Spring 2007

Dr. Warren A. Dixon
2123 Allen Building (979-845-2845)
w-dixon@polisci.tamu.edu

Office Hours: 2-3:30 Monday, Wednesday & Friday
(other days & times by appointment)

Course Readings

Washington: Department of Health, Education, and Welfare.**
* this reading is available ONLY through TAMU Library's Electronic Reserves
** now Department of Health and Human Services

2nd ed. Armonk, NY: M.E. Sharpe. (paperback)

New York: Macmillan Publishing. (paperback)

2nd ed. Boston: Allyn & Bacon. (paperback)


Chicago: The University of Chicago Press. (paperback)

selected Electronic Reserves & Internet-based readings
...especially for some additional resources & guides to writing about quantitative-based analysis
Course Overview

"Social welfare" - as an area of study or as a summary phrase for a range of private and public activities - almost defies definition. It can refer to everything from efforts to secure human dignity and self-actualization to the receipt by an unwed mother of her welfare check. For purposes of this course we will emphasize primarily those publicly funded "public assistance" programs that provide a financial or service floor under individuals and families or attempt to alter the opportunity structure for low-income individuals and families.

We will begin with a brief historical and programmatic review of American social welfare efforts (mostly by private charities and state and local governments) that preceded the enactment in 1935 of the Social Security Act. With this landmark national legislation as a window onto our modern social welfare system, we will then sketch in its basic contours - a "system" that ranges from the premier publicly funded retirement and health care programs in the United States ("social security" and "Medicare") to the most controversial public assistance or "welfare" one, Temporary Assistance for Needy Families (TANF), formerly known as AFDC (Aid to Families with Dependent Children).

We will then turn to an examination of poverty and income inequality. Issues of modern American poverty and inequality range from some technical measurement ones to some partly technical, partly political ones about whether these conditions are even any longer significant problems in the United States. In dealing with these matters we will examine the measurement of (and data on) poverty and income inequality and review different explanations for these social and economic conditions.

Finally, we will conclude the course with a detailed analysis of "welfare." Initiated in the states nearly a century ago to assist (mostly) white widows with young children, this "mothers' aid" program eventually developed by the late-20th Century into a minority-dominated program for unwed mothers one (AFDC) that also became a powerful metaphor in America's culture wars. We will examine the antecedents of this program, the political struggle between the Clinton Administration and the Republican-controlled Congress to "end welfare as we know it" (culminating with "welfare reform" legislation in 1996, which created TANF as the program successor to AFDC), and evaluate the current and future impact of this re-designed welfare system on poverty and dependency in America.

Course Requirements

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Date/Duration</th>
<th>Course Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Wednesday, February 14</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Wednesday, April 4</td>
<td>20%</td>
</tr>
<tr>
<td>Data Analysis Project</td>
<td>throughout the semester</td>
<td>35%</td>
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</tbody>
</table>
Examinations: There will be two class-length exams and a two-hour Final Exam. These exams will test your knowledge of the lecture and reading material using a "mixed" format [e.g., "fill in the blanks," short answer, short to long(er) essay questions].

Data Analysis Project (DAP): This requirement involves a computer-assisted statistical analysis of the differences among the American states in their social and welfare policies. The statistical analysis software (and "manual" on how to use it) is Le Roy & Corbett, Research Methods in Political Science: An Introduction Using MicroCase (6th ed.). While this book and the software are user-friendly enough to be self-paced, I use considerable class time exploring basic research design issues and the MicroCase software. In addition to some workbook-type exercises (validated by some pre-announced "pop" quizzes on the assigned chapters in Le Roy & Corbett and by some exam questions) and several additional writing assignments linked to these exercises, the project also involves a 10-page Final Research Report (due at the end of the semester).

This course satisfies the current university "Writing" course requirement for political science majors. As an integral part of the course, there will be several opportunities for you to develop (with appropriate feedback from me) your discipline-related writing skills, especially those involved with the formatting, interpretation and presentation of statistical analyses of social science data. The weekly Worksheet exercises from Le Roy & Corbett (see the separate "Course Calendar & Schedule..." for a list of assigned chapters and due dates) range from some minimal "filling in the blanks" tasks to more extensive compositions in which you interpret and write up the results of your computer-assisted statistical analyses of already-collected data. (There are, as part of the MicroCase package, several data sets, ranging from public opinion and congressional roll-call data to aggregate measures of the characteristics of the 50 American states and the world's nations.) The additional writing assignments that are attached to several of these Worksheet exercises will be about one page each in length, with the Final Research Report being about 10 pages (and its preceding "draft" and "final" research proposals being about three pages).

These Worksheet exercises and enhanced writing assignments are graded, although the degree of my scrutiny and grading of the Worksheet exercises varies. For some I will use pre-announced "pop" quizzes, for others I will merely log in the exercises (noting only that you completed all the assigned parts in a timely manner); on others I will assign a numerical score for either particular parts of them or on them over-all. The additional writing assignments are spaced far enough apart from each other that I will have adequate time to provide the necessary feedback to you in case you need to re-do them (and still complete the assignments in a timely fashion). Finally, your Final Research Report is intended to be the culmination of a semester-long effort to develop your interpretation and writing skills, so while you will not have an opportunity to "redo" it, it will not be a high-stake writing exercise for those who have
worked conscientiously throughout the semester at improving these important skills.

Even though this course may well refresh your knowledge of social science statistics, the DAP component is not intended to be a mini-course in statistics. Rather it is designed to help you present, interpret and write up your quantitative analysis of social science data. And the development and improvement of these skills should serve you well in other data-oriented endeavors, whether they be in other political science courses or in some aspect of your post-baccalaureate career.

Finally, I encourage students to collaborate with each other in learning the research design and the data analysis presentation and interpretation skills that are part of the DAP component. There is, of course, a line between "collaborating" and turning in someone else's work as if it were your own. Also, since I include on each of the exams a few questions from these exercises, it is in your interest to understand the relevant material, which best comes from doing your own work. Besides, significant disparity between your performance on these exam questions and, for example, your previously completed Worksheet exercises and written assignments on the same topics will obviously raise some red flags. Finally, the University is now taking much more seriously the Aggie honor code ("An Aggie does not lie, cheat or steal, or tolerate those who do"). For some examples of "academic misconduct" that have been compiled by the Aggie Honor System Office, see their website at http://www.tamu.edu/aggiehonor.

Class Attendance & Participation: I expect regular class attendance and participation because for most students such behavior enhances their understanding of the course material (additionally, in using something like MicroCase it is very disruptive if some students are irregular in their attendance). I realize that the day and time of this course (twice a week with 75-minute sessions at the end of what for some of you will have been a very long day) may present a special challenge. But excessive class absences or serious inattention to what is going on in class can be very costly. Thus I note your attendance (and attentiveness) throughout the semester, and it is included in my overall assessment of your performance.

Internet-based Study Aids and Class Attendance: I utilize computer-assisted and Internet-based technology in this course. For example, as we proceed through the course I will be sending to your NEO e-mail account various items, ranging from the details of the Le Roy & Corbett Worksheet exercises, the enhanced writing assignments that expand on these Worksheet exercises, links to Internet-based readings (optional and required), some PowerPoint slides (on occasion) and other reminders about course-related matters. Learn early in the semester how to view and print these items (including how to avoid deleting them accidentally from your NEO account).

As computer and Internet-based technology is increasingly incorporated into college classes, "distance learning" is clearly becoming more feasible. But after all is said and done, I still believe that regular class attendance (and attentiveness) is important. So please do not interpret my use of your NEO e-mail account to mean that I consider this course to be either an "on-line" or
correspondence one. To emphasize this point, I reserve the right to remove your name from my NEO-roster distribution list for these course-related items if you have excessive absences. With a satisfactory explanation to me for these excessive absences, your NEO-roster "privileges" can, at my discretion, be reinstated.

Make-up Policy: In the event of an excused absence, make-up exams will be given in accordance with University policy. I do reserve the right, however, to limit the number of "allowances" (be they exams, DAP assignments, a late research proposal or the final paper) for any given student (and to modify the format of any exam from its originally scheduled one). Regardless of the reason for missing an exam (or being absent on a MicroCase day), it is your responsibility to make contact with me within a day or so (minimally you should e-mail me or call 845-2845 and leave a message on my answering machine). Failure to make such contact may result in a significant grade penalty. Finally, the Final Exam (Monday, May 7) must be taken as scheduled. Any individual rescheduling to accommodate you for a University-approved reason probably cannot be done until after course grades have been submitted.

Computation of Course Grades: Your performance on each component* of the course is assigned a numerical value, corresponding roughly to a letter grade (e.g., 

\[90 = A+, \ 89-80 = B+, \ 79-70 = C+, \ 69-60 = D+ \text{ and } <60 = F]\]. These numerical values usually reflect some adjustments on my part to take into consideration the component's level of difficulty (and to achieve an appropriate grade distribution). To compute your course average (which will be converted into a letter grade on the TAMU grade sheets), these numerical scores are then averaged according to the weights of each course component.**

* The Data Analysis Project (DAP) component of your course grade (35%) represents a summary measurement, involving the assigned chapters & exercises in Le Roy & Corbett, Research Methods... (including the additional writing assignments linked to these Worksheet exercises), a draft (& final) "research proposal" for your Final Research Report (due at the end of the semester), and class attendance (especially on those days when MicroCase-related issues are explored or Worksheet exercises and writing assignments are due).

Your over-all DAP grade is computed as follows: the Worksheet exercises from Le Roy & Corbett (and the enhanced writing assignments linked to these exercises) represent about 50% of it, the draft and final versions of a "research proposal" for your Final Research Report represent about 15%, and the Final Research Report itself represents about 25%, with class attendance making up the remaining 10% (I assign a numerical value for your attendance based on the percentage of class days you are present, with absences on MicroCase days counting double).

** "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 [B-118 Cain Hall] or call 845-1637."

...Texas A&M University Faculty Senate, May 12, 1997
Some concluding (and cautionary) comments...

Texas A&M intends to be among the top 10 public universities in the United States within the next few years, joining the likes of the University of Michigan and the University of California at Berkeley. This worthy goal has, however, some important implications for undergraduate education. Especially in an upper division course such as this one, I assume that most of you are able to absorb a large amount of factual and analytical detail, recognize and understand the patterns and implications of that detail, follow complex, multi-layered lectures, and be evaluated by exam questions that require more than mere memorization on your part. But with all this said, I have also taught long enough to know that students bring to a course significantly different academic capacities and interests. So if you find yourself having difficulty absorbing and understanding the course material, you need to address that difficulty by, minimally, seeing me earlier rather than later in the semester.

In addition to class and office-hour contacts I also encourage you to contact me through e-mail. I am usually able to respond quickly (especially if your message needs only a short reply). I do not, however, respond to e-mail aliases (so include in your e-mail your first and last name) or to requests for specific information that is readily available (or soon will be) from in-class (or NEO roster-distributed) announcements.

I use PowerPoint slides extensively in my lectures. Perhaps unlike some other instructors who use this presentation software, I do not merely provide a list of "bulleted points" on each slide for you to write down and memorize (although there are some of those). Instead, I use the PowerPoint software to create in effect a series of slides that mimic an "electronic blackboard" with overlays, diagrams, tables, etc. (often in different colors to highlight different facts and concepts). You not only need to record these slides as part of your class notes, but you also need to write down enough of my accompanying remarks and explanations so that the material makes sense to you, especially when you return later to your notes to study for the exams.
**Schedule of Course Readings***

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of the American Social Welfare System</td>
<td>Poverty &amp; Inequality</td>
<td>Welfare: Mothers' Aid to TANF</td>
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</table>

Coll ..... *in its entirety* .....  
Rodgers ..... *Chs. 1 & 7* ..... *Chs. 2, 3 & 4* ..... *Chs. 5, 6, 8 & 9* .....  
Harrington ..... *in its entirety* .....  
Seccombe ..... *in its entirety* .....  
Le Roy & Corbett** ..... *specific text & Worksheet exercises* ..... *throughout semester* .....  
Miller ..... *available for consultation & reference throughout the semester* .....  

**selected Electronic Reserves***

& Internet-based readings ..... *assignments throughout semester*  

** Specific reading assignments will be announced in class as we proceed through the semester  

** See DAP assignment schedule on reverse side of this page  

*** The URL for TAMU Library's *Electronic Reserves* is [http://ereserves.tamu.edu](http://ereserves.tamu.edu)  

** Note: if you are NOT on the TAMU campus network when accessing this website, you may be prompted for your NetId and password (which is the same as your NEO Username and NEO password)
## Course Calendar & Schedule for the Data Analysis Project (DAP)
*(Le Roy & Corbett, *Research Methods in Political Science...*)

<table>
<thead>
<tr>
<th>DAP assign #</th>
<th>due date for Worksheet exercises*</th>
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<tbody>
<tr>
<td>1</td>
<td>Mon, Jan 22 by class time</td>
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<tr>
<td></td>
<td>Getting Started</td>
</tr>
<tr>
<td>2</td>
<td>Wed, Jan 24 by class time</td>
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<tr>
<td></td>
<td>Ch. 1 A Brief Overview of Research Methods...</td>
</tr>
<tr>
<td>3</td>
<td>Wed, Jan 31 by class time</td>
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<tr>
<td></td>
<td>Ch. 2 Measurement I: The Basic Ideas</td>
</tr>
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<td></td>
<td>Ch. 3 Measurement II: Types of Data</td>
</tr>
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<td>4**</td>
<td>Wed, Feb 7 by class time</td>
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<tr>
<td></td>
<td>Ch. 4 Variables, Variation, and Explanation</td>
</tr>
<tr>
<td>5**</td>
<td>Mon, Feb 12 by class time</td>
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<tr>
<td></td>
<td>Ch. 8 Descriptive Statistics</td>
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<tr>
<td></td>
<td><strong>Exam 1 - Wednesday, February 14</strong></td>
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<tr>
<td>6**</td>
<td>Wed, Feb 21 by class time</td>
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<tr>
<td></td>
<td>Ch. 9 How to Read a Cross-Tabulation</td>
</tr>
<tr>
<td></td>
<td>Ch. 11 Bivariate Analysis Using ANOVA</td>
</tr>
<tr>
<td>7**</td>
<td>Wed, Mar 7 by class time</td>
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<tr>
<td></td>
<td>Ch. 12 Cross-tabulation and Statistics: Controlling for a Third Variable</td>
</tr>
<tr>
<td></td>
<td>Ch. 13 Correlation and Regression</td>
</tr>
<tr>
<td></td>
<td><strong>Spring Break (March 11-16)</strong></td>
</tr>
<tr>
<td>8</td>
<td>Mon, Mar 19 by class time</td>
</tr>
<tr>
<td></td>
<td>Guidelines for DAP Final Report</td>
</tr>
<tr>
<td>9**</td>
<td>Wed, Mar 28 by class time</td>
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<td></td>
<td>Ch. 5 Hypotheses</td>
</tr>
<tr>
<td></td>
<td>preliminary draft of &quot;research proposal&quot; for Final Research Report</td>
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<tr>
<td></td>
<td><strong>Exam 2 - Wednesday, April 4</strong></td>
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<tr>
<td>10**</td>
<td>Mon, Apr 9 by class time</td>
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<tr>
<td></td>
<td>Ch. 14 The Overall Process</td>
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<tr>
<td></td>
<td>final draft of your &quot;research proposal&quot; for the Final Research Report</td>
</tr>
<tr>
<td></td>
<td><strong>Final Research Report</strong></td>
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</tbody>
</table>

* Not all text pages and *Worksheet* exercises within each assigned chapter are required; specific ones will be announced in class. Any "pop quiz" on the assignment will be announced in class at least one class day in advance.

** This DAP assignment also includes an enhanced writing one in addition to any assigned *Worksheet* exercises.
Guidelines for the DAP Final Report

Due: Tuesday, May 2 (by 5:00 pm)

Format:

$ 10-12 text pages (with tables & graphs integrated into the text the paper should not exceed 15 pages)

$ double-spaced, normal margins and fonts; think of this Final Report as a professional research note, thus write in the formal third person (and proofread for spelling, grammar, language, and pagination); use the APSA, Style Manual for Political Science (available on Electronic Reserves under POLS 442) as your authoritative "style" guide

$ be especially careful in formatting tables and other data-based data presentations (e.g., table and graph titles, variable names, row and column labels, etc.); review Le Roy & Corbett, Research Methods in Political Science for examples of how to present data and statistical analyses, supplemented with the Chicago Manual of Style, Ch. 2 on "Tables" (also available on Electronic Reserves under POLS 442); don't rely on the primitive word processing capacities of MicroCase to do this formatting for you (use MicroCase, in other words, for your statistical analysis, not for your Final Report preparation)

$ cite in footnotes at the bottom of your tables in an appropriate and consistent manner the "operational" definition of each variable used in each table or graph (mirror the "reader-friendly" templates presented in class) - IMPORTANT QUALIFICATION: Your identification, description, and discussion of the "dependent" variable will probably occur near the beginning of your Final Report. Since you will likely have only one dependent variable, there is no need to repeat its "operational" definition in every table or graph.

$ if any of your variables are NOT from one of the data files in MicroCase, provide a complete source citation and attach as an Appendix a coding sheet (or copy of the original data values) for each of these non-MicroCase variables

$ regardless of the source(s) of your data, include as an Appendix a printout in spreadsheet form of the data values for each variable used in your report; most likely, you will need to "copy & paste" into either a new MicroCase (or Excel) data file these variables in order to print this Appendix in useable form (NOTE: this Appendix is NOT optional - your Final Report will be incomplete without it)
$ your over-riding goal is to turn in to me an informative, technically correct, visually pleasing and gracefully written Final Report
Body of Final Report

The purpose of your Final Report is to explain, using the statistical analysis software program in MicroCase, the differences among the states (as the "unit of analysis") in their social welfare efforts. For help in thinking about and selecting your topic, review your lecture notes and the course readings, especially Rodgers, The American Poor.... Once you have selected a particular social welfare program or activity, start thinking fairly quickly in terms of "how-do-I-measure-this." For example, if you are interested in examining "welfare" in the states, narrow that interest down to a particular measurable aspect of it (e.g., the dollar level of the states' TANF welfare standard, its adequacy relative to the poverty standard, the current TANF dependency rate in the states, the decline in TANF caseloads since the 1996 welfare reform legislation, differences among the states in their TANF expenditures devoted to work readiness, etc.). Check out the website of the Urban Institute (http://www.urban.org); browse its "welfare" menu (and links to, e.g., its Assessing the New Federalism project) for an exceptionally good source of state-based data and analyses on TANF-related programs and activities.

Once you have selected your topic (i.e., your dependent variable), identify and measure the effects of several plausible independent ("causal") variables on your dependent variable. You will need to consider carefully your choices of these independent variables. There are, after all, scores of possible ones in, for example, the STATES data file, and the selection of some independent variables over other possible ones needs to reflect some serious thought on your part. In other words, the selection of your independent variables needs to be driven by your "theory" or "model" (however primitive that "theory" or "model" may be). For starters think in "categories" of independent variables — for example, those factors that are mostly economic or demographic in nature, those that are more political or cultural, those that are more "institutional" (e.g., characteristics of the program itself or of state government decision making processes).

You must identify your dependent and some of your independent variables on a form I provide for that purpose (I will return it to you with my comments and approval). This exercise constitutes DAP Assignment #10, and it is due by noon, Friday, April 14 (this "research proposal" will substitute for the Worksheet exercises in Ch. 14). NOTE: This DAP assignment is NOT optional; failure to complete it in a timely fashion raises the possibility that I may NOT accept your completed Final Report.

Finally, the particular kind of statistical analysis you do must be appropriate for the type of data you are using. While there is no requirement that only one kind of statistical analysis be used throughout your Final Report, I expect that most of you will use primarily scatterplot & correlation (Pearson's r) and multiple regression (with ANOVA used with independent variables such as "region" and "political ideology"). Also, depending on your variables, you may need to "copy & paste" these from the STATES file (or from some other data source) into a data file of your own creation (or add them to the STATES file as additional variables). If you are uncertain about how to do this, review Ch. 7 ("Data Preparation and Entry") in Le Roy & Corbett or see me.
the following is a suggested outline for your Final Report with the "welfare (TANF) dependency rate" (Variable #53: % TANF) from the STATES data file as the dependent variable...

Q Introduction & Literature Review - Provide a verbal and numerical description of the variation among the states in their post-1996 "welfare" (especially TANF) programs and their different "welfare (TANF) dependency" rates. What are some alternative ways to think about "welfare dependency," and how might it be related in complex ways to a variety of socioeconomic, cultural, political, and governmental institutional variables? Review the relevant course material (readings & lectures) to not only enhance your knowledge of TANF (and its predecessor, AFDC), but also to gain some insight into the impact of the 1996 welfare reform on both the states' welfare programs and TANF caseloads. While I don't expect an exhaustive "review of the literature," you are expected to anchor your paper to the existing state-level "welfare dependency" literature. For example, review the relevant text pages (and citations to other studies) in Rodgers, The American Poor..., especially Chs. 5, 6 & 8. With these "theoretical" speculations as an introduction, offer some explanation and justification for your choice of the particular set of independent (i.e., "causal") variables you will be using in your analysis. Finally, conclude this part of your paper with some hypotheses, expressed correctly and with linguistic gracefulness (see Le Roy & Corbett, Ch. 5:88-91 for a minimalist guide to stating hypotheses correctly); also, for purposes of this paper, it is neither necessary nor desirable for you to use the "null hypothesis" format.

Q Data - Describe briefly the data you will be using (together with any limitations of the data and/or measurements).

Q Statistical Analysis - This part of your Final Report should be the major part of it. You might find it useful to review again the basic research design chapters in Le Roy & Corbett (Chs. 2 through 4 & 14, including Ch. 3:49-51 on the "ecological fallacy") before beginning your statistical analysis. Also, I have placed on Electronic Reserves several readings on writing about numbers and multivariate statistical analysis. The two Jane Miller pieces from The Chicago Guide to Writing about Numbers (Ch. 2 - "Seven Basic Principles" and Ch. 11 - "Writing Introductions, Results, and Conclusions") are a sort of "Miller Lite" introduction to the topics; the two chapters from her Chicago Guide...Multivariate Analysis (Ch. 13 - "Writing about Distributions and Associations" and Ch. 14 - "Writing about Multivariate Models"), while more meaty, are especially useful because she provides numerous examples of "poor" versus "better" ways to express yourself when writing about complex statistical analyses.

Start simply at first - display a series of simple correlations between your dependent variable and each of your independent ones. For example, using the scatterplot routine in MicroCase, present the statistical correlations in visual form between the measure of "welfare (TANF) dependency" in the states (as, in this case, your dependent variable) and some selected socioeconomic and cultural variables (e.g., measures of the states' income & wealth, inequality,
economic development, urbanization, ethnic make-up, religious culture, etc.)

and some political and governmental ones (e.g., political ideology, electoral
turnout and/or competition, measures of governmental activism, characteristics
of the states' TANF programs, etc.). Once you have presented some simple
correlations of the dependent variable with your several independent variables,
disentangle any inter-correlations among these independent variables (using,
for example, the multiple regression routine in MicroCase).

It is in this part of your Final Report where you need to be creative and
imaginative yet systematic and careful in how you report your statistical
analyses. Pay very close attention to how you describe and measure your
variables, and how you present and interpret your tables and results (be
especially careful to avoid the "ecological fallacy" in explaining your
aggregate data-based findings - review again Le Roy & Corbett, Ch. 3:49-51 for
a data-based example of this very seductive fallacy). Finally, express your
conclusions and interpretations in substantive and (if appropriate) directional
terms (it is better, for example, to write "Conservative states have lower TANF
rates than liberal states" than to write "There is a difference between
conservative and liberal states in their TANF rates").

Q Summary and Conclusions - In this concluding section provide an accurate
and integrated summary of your findings. It is also quite appropriate in this
section for you to speculate on why some of the variables you offered as
explanations for the variation in your dependent variable proved to be much
weaker (or perhaps even irrelevant) than you initially expected (also, do not
overlook problems with the data itself as a source of "disappointing" results).

8 2006 by Warren A. Dixon
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Colleen Murphy, Dept. of Philosophy
     Robin A. Smith Head, Dept. of Philosophy
     Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: January 29, 2007
SUBJECT: REPORT ON PROPOSED W COURSE: PHIL 480

We recommend that PHIL 480, Medical Ethics, be certified as a writing-intensive (W) course for the next four academic years (2/07 to 1/11). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. **Total number of words: 2000-3000**
4. Instructor to student ratio for one section: 1:22

Students receive extensive feedback in the form of written comments on drafts seven days before their final drafts are due in order to provide them with ample time to revise their work. The instructor models the format for writing papers in the class discussions.
1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter course prefix, number, and complete title of course):

2. Please have this form signed by both the Department Head and the College Dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Signature: ____________________________ 
(Course Instructor / Coordinator) 
(Date) 

Received: ____________________________ 
(W Course Coordinator, University Writing Center) 
(Date) 

Approvals:

College Dean: ____________________________ 
(Date) 

Department Head: ____________________________ 
(Date)
Philosophy 480.500: MEDICAL ETHICS
TTH 12:45am-2:00pm
O&M 103

Instructor: Dr. Colleen Murphy
Office: 302E Bolton Hall
Office phone: 979-862-4856
Mailbox: 314 Bolton Hall
Email: cmmurphy@philosophy.tamu.edu
Webpage: http://philosophy.tamu.edu/~cmmurphy/
Office Hours: Tuesdays 2-5pm and by appointment

Grader: TBD
Office: TBD
Office phone: TBD
Mailbox: 314 Bolton Hall
Email: TBD
Office Hours: TBD

Course Description:
This course aims to introduce students to some of the ethical issues that arise in medicine. Among the questions we will address in this course are: How should we think about the inequalities in the opportunity for health care and the quality of health care available? Is health care a right or a privilege? If a right, to what kind of care are individuals entitled? How should the allocation of medical resources be decided? How should health care priorities be set? What moral constraints should apply to medical research, in particular research that relies upon human-subjects? When, if ever, is euthanasia permissible? When, if ever, is abortion permissible?

Course Prerequisites:
There are no prerequisites for this course.

Required Text:

Course Requirements and Expectations:
Attendance and Participation 15%
Paper #1 (3 pages)* 20%
Exam 25%
Final Paper (6 pages)* 40%

* Note about Papers:
Drafts of the Paper #1 and the Final Paper must be turned in 9 days prior to the due date for the paper. Comments on your draft will be provided within 7 days of the due date, so that you have 7 days to incorporate the comments into the final version of your paper.

Grading Scale:
In this course, course has a grading scale of 90%=A, 80%=B, 70%=C, 60%=D, 59% and below = F
Course Readings and Schedule:

Allocation, Social Justice, and Health Policy

Week 1
Tuesday, August 29
First day of class
Introduction

Thursday, August 31
"An Ethical Framework for Access to Health Care" (155-162)
"Equal Opportunity and Health Care" Norman Daniels (164-166)

Week 2
Tuesday, September 5
"Class, Health, and Justice" Sarah Marchand, Daniel Wikler, and Bruce Landesman (167-176)

Thursday, September 7
"Freedom and Moral Diversity: The Moral Failures of Health Care in the welfare state"
H. Tristram Engelhardt, Jr. (177-186)
Instructions on writing philosophy paper

Methods and Strategies for Rationing Health Care

Week 3
Tuesday, September 12
"The Individual Vs Society; Resolving the Conflict" David M Eddy (194-201)

Thursday, September 14
"Toward a Broader View of values in Cost-Effectiveness Analysis of Health" Paul Menzel et al. (201-210)

Week 4
Tuesday, September 19
"Last-Chance Therapies and Managed Care: Pluralism, Fair Procedures, and Legitimacy"
Norman Daniels et al. (210-222)
Draft of Paper #1 Due

Equality and the ends of Medicine

Thursday, September 21
"Should Alcoholics compete equally for liver transplantation?" Alvin H Moss et al. (223-228),
"Alcoholics and Liver Transplantation" Carl Cohen et al. (228-232)

The Definition of Death

Week 5
Tuesday, September 26
"Defining Death" President's Commission for the Study of Ethical Problems in Medicine and Biomedical and Behavioral Research (259-268)

Thursday, September 28
"The Impending Collapse of the Whole-Brain Definition of Death" Robert M Veatch (268-276)
"How Much of the Brain Must be Dead?" Baruch A Brody (277-282)
Paper #1 Due

Decisional Capacity and the Right to Refuse Treatment

Week 6
Tuesday, October 3
"Deciding for Others: Competency" Allen Buchanan and Dan W. Brock (290-301)

Thursday, October 5
"A Chronicle: Dax's Case as it Happened" Keith Burton (301-304)
"Commentary" Robert B. White (305-306)
"Commentary" H. Tristam Engelhardt, Jr. (307-308)
Physician-Assisted Suicide

Week 7
Tuesday, October 10
"The Philosopher's Brief" Ronald Dworkin et al. (386-394)
"Physician-Assisted Suicide: A Tragic View" John D. Arras (394-400)

Thursday, October 12
"Is There a Duty to Die?" John Hardwig (416-425)
"For Now Have I My Death": The "Duty to Die" versus the Duty to Help the Ill Stay Alive" Felicia Ackerman (426-434)

The Morality of Abortion

Week 8
Tuesday, October 17
"The Unspeakable Crime of Abortion" Pope John Paul II (461-463)
"Why Abortion is Immoral" Don Marquis (463-471)

Thursday, October 19
"Why Most Abortions Are Not Wrong" Bonnie Steinbock (471-482)

Week 9
Tuesday, October 24
"A Defense of Abortion" Judith Jarvis Thompson (483-492)

Thursday, October 26
"The Morality of Abortion" Margaret Olivia Little (492-500)

Week 10
Tuesday, October 31
Review for Mid-term Exam

Thursday, November 2
Mid-Term Exam

Carrier Screening, Prenatal Testing, and Reproductive Decisions

Week 11
Tuesday, November 7
"The Introduction of Cystic Fibrosis Carrier Screening into Clinical Practice: Policy Considerations" Benjamin S. Wilfond and Norman Frost (501-512)

Thursday, November 9
"Ethical Issues Related to Prenatal Genetic Testing" The Council on Ethical and Judicial Affairs, American Medical Association (selections, 513-523)
"Prenatal Diagnosis and Selective Abortion: A Challenge to Policy and Practice" Adrienne Asch (selections, 523-533)

Born in Scandal: The Origins of U.S. Research Ethics

Week 12
Tuesday, November 14
"The Nuremburg Code" 705-706
"The Jewish Chronic Disease Hospital Case" Jay Katz (706-717)

Thursday, November 16
"Racism and Research: The Case of the Tuskegee Syphilis Study" Allan M Brandt (727-738)
Ethical Issues in International Research

Week 13
Tuesday, November 21
"Unethical Trials of Interventions to Reduce Perinatal transmission of the Human Immunodeficiency Virus in Developing Countries" Peter Laurie et al. (761-766)
"AZT Trials and Tribulation" Robert A. Crouch et al. (766-771)

Thursday, November 23
No class

Week 14
Tuesday, November 28
"The Ambiguity and the Exigency: Clarifying ‘Standard of Care’ Arguments in International Research" Alex John London (771-780)
Draft of Final Paper Due

Thursday, November 30
"Research in Developing Countries: Taking ‘Benefit’ Seriously" Leonard H. Glatz (781-786)

Friday, December 8, 12:30-2:30pm
Final paper Due
POLICIES

1. All assignments are due at the beginning of class. Please review the dates on which exams and papers are scheduled to see if you face any conflicts. You are responsible for arranging other commitments you may have such that you are able to take the exams when scheduled. Exams will be rescheduled only when there is a university sanctioned excuse. Written confirmation for illnesses of any length is necessary. For an illness or injury of less than three days, a student may sign the “Texas A&M University Explanatory Statement for Absence from Class form” to confirm their condition and receive an excused absence (See SR 7.1.6.2.a).

2. Grade complaints-
I will be more than happy to discuss your grade with you on a couple of conditions. First, you must wait at least 24 hours after you get the assignment back. Take this time to carefully read all the comments I have given you. Second, you must come with a written statement about why you think that there is a discrepancy between the quality of the work and the grade it received.

3. 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 or call 845-1637.

4. Academic Integrity Statement

"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.

For additional information please visit: www.tamu.edu/aggiehonor/

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

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


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