The University Curriculum Committee recommends approval of the following:

1. New Courses

**ALED 201. Introduction to Leadership. (2-0). Credit 2.** Introduction to the academic and scholarly development of leadership theory and leadership models; investigation of leadership theory when applied to a specific context; development of a leadership definition as an inquiry investigation. Prerequisite: University Studies-Leadership Studies major or approval of department head.

**ANSC 411. Equine Nutrition & Health. (2-0). Credit 2.** Designed to provide students with knowledge of nutrition and health in the horse; gastrointestinal anatomy, nutrient utilization, feeding management and nutritional requirements; metabolic diseases, infectious diseases, internal and external parasites, and herd health management. Prerequisite: Junior or senior classification.

**ANSC 421. Stock Horse Advanced Training. (2-2). Credit 3.** Theory and practice of applying scientific principles of psychology and behavior modification to advanced training of the stock horse; exercise conditioning and humane training methods to maximize learning effectiveness; current industry trends for preparing horses and showing in stock horse events. Prerequisites: ANSC 311 and previous riding experience.

**ANSC 497. Applied Microbiology for Foods of Animal Origin: Processing, Sanitation and Sanitary Design. (3-0). Credit 3.** Application of basic food microbiology knowledge and principles to food production processes and products; sources of microbiological contamination and their impact on food safety and spoilage; application of sanitary design and validation; testing and auditing to monitor and trouble-shoot the process. Prerequisite: DASC 326 or FSTC 326 or FSTC 606 or equivalent. Cross-listed with FSTC 497.

**FSTC 497. Applied Microbiology for Foods of Animal Origin: Processing, Sanitation and Sanitary Design. (3-0). Credit 3.** Application of basic food microbiology knowledge and principles to food production processes and products; sources of microbiological contamination and their impact on food safety and spoilage; application of sanitary design and validation; testing and auditing to monitor and trouble-shoot the process. Prerequisite: DASC 326 or FSTC 326 or FSTC 606 or equivalent. Cross-listed with ANSC 497.

**GEOS 210. Climate Change. (3-2). Credit 4.** Examination of the science of climate change; how greenhouse gases warm the planet; scientific evidence that the earth is warming; scientific evidence that humans are causing this warming; what warming we can expect in the future and impacts of that warming.

**HIST 321. The Age of Revolution in the Atlantic World. (3-0). Credit 3.** Origins and events of the revolutions that transformed the Atlantic empires of Great Britain, France, and Spain in the late eighteenth and nineteenth centuries; disruption of old political and economic orders; creation of independent states in the Americas. Prerequisite: Junior or senior classification.

**HIST 326. History of the Caribbean to Emancipation. (3-0). Credit 3.** History of the Caribbean region from human settlement to the late nineteenth century; indigenous peoples; European colonization; colonial societies; challenges to the imperial plantation model. Prerequisite: Junior or senior classification.
HIST 327. History of the Caribbean Since Emancipation. (3-0). Credit 3. History of the Caribbean region from the late nineteenth century to the present; links to earlier plantation societies; economic, cultural, social, and political developments. Prerequisite: Junior or senior classification.

HIST 431. The Kingdom of Ireland, 1541-1800. (3-0). Credit 3. History of Ireland from the mid sixteenth century through the end of the eighteenth century; impact of religion, politics, warfare, land disputes, famine, and international developments; creation of the United Kingdom. Prerequisite: Junior or senior classification.

HIST 432. The Nation of Ireland, 1800 to the Present. (3-0). Credit 3. History of Ireland from the creation of the United Kingdom through the end of the twentieth century; British-Irish relations; agrarian unrest and violence; famine; political, cultural, and religious developments. Prerequisite: Junior or senior classification.

SCSC 316. Theory & Practice of Plant Physiology. (2-3). Credit 3. Theory of plant physiology related to purposeful practices for improving plant adaptation, productivity and quality and for protecting and remediating environments in agriculture; laboratory experiments of physiology of plant structure, components and culture; water relations and stress; nitrogen and mineral nutrition; gas exchange; hormonal regulation. Prerequisites: BIOL 101; CHEM 101; junior or senior classification. Cross-listed with MEPS 316.

2. Withdrawal of Courses

BIOL 114. Introductory Biology.
BIOL 124. Introductory Biology Laboratory.
BIOL 304. Comparative Biology of Plants.
BIOL 439. Growth of Biological Thought.
BIOL 453. Plant Anatomy.

3. Change in Courses

BIOL 113. Introductory Biology.

Course title
From: Introductory Biology.
To: Essentials in Biology.

BIOL 123. Introductory Biology Laboratory.

Course title
From: Introductory Biology Laboratory.
To: Essentials in Biology Laboratory.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Agricultural Leadership, Education, and Communications

2. Course prefix, number and complete title of course: ALED 201, Introduction to Leadership

3. Course description (not more than 50 words): Introduction to the academic and scholarly development of leadership theory and leadership models; investigation of leadership theory when applied to a specific context; development of a leadership definition as an inquiry investigation

4. Prerequisite(s) USAL-LED major or permission of department head

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 289/489/689? ☑ Yes ☐ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. Fall, 2008 (120)

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   USAL-LED
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) none

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 (excluding punctuation)
    ALED 201 INTRO TO LEADERSHIP

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

    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:
    ___________________________
    Director of Academic Support Services  Date
    ___________________________
    Dean of College  Date

    Questions regarding this form should be directed to Sandra Williams at 845-8836.
    OAR/AS – 04/07

    3 of 93 C
DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION, & COMMUNICATIONS
TEXAS A&M UNIVERSITY

COURSE NUMBER  ALED 201

COURSE TITLE  INTRODUCTION TO LEADERSHIP (2CR)

PREREQUISITE  Majors only: University Studies-Leadership Studies or permission of department head

INSTRUCTOR  Dr. Christine D. Townsend, 143 Scoates Hall, leader@tamu.edu, 458-3705


NATURE OF THE COURSE
This course is an introduction to the academic and scholarly development of leadership theory. Based on the learning theory outlined by John Tagg in The Learning Paradigm College (2003), students will participate in inquiry-based lessons where they will develop significant meaning of leadership theory; be an active learner, and seek the holistic view of leadership theory. Students will integrate their investigation of leadership theory into their semantic memory for use in future coursework.

COURSE OBJECTIVES:
Following an inquiry-based model, upon completion of the course the student will be able to:
1. identify data sources to develop the leadership definition
2. define a context for leadership practice
3. develop a learning community evaluation matrix
4. create, define, and defend contextual leadership definitions

LIST OF ASSIGNMENTS, POINT TOTALS, & DUE DATES:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>Personal Best Essay</td>
<td>150</td>
<td>Week 2</td>
</tr>
<tr>
<td>Project Reinforcement 1: Individual Learning Plan</td>
<td>100</td>
<td>Week 4</td>
</tr>
<tr>
<td>Project Reinforcement 2: Data Sources for Inquiry</td>
<td>100</td>
<td>Week 5</td>
</tr>
<tr>
<td>Project Reinforcement 3: Definition of Leadership Context</td>
<td>100</td>
<td>Week 7</td>
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<tr>
<td>Project Reinforcement 4: Learning Community Evaluation Matrix</td>
<td>100</td>
<td>Week 9</td>
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<tr>
<td>Project Reinforcement 5: Preliminary Leadership Definition</td>
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<td>Week 11</td>
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<tr>
<td>Project Reinforcement 6: Revised Leadership Definition</td>
<td>100</td>
<td>Week 13</td>
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<tr>
<td>Final Exam: cumulative exam</td>
<td>200</td>
<td>Final Exam Week</td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
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</table>

COURSE GRADE:
1000 - 900 points = A
800 - 899 points = B
700 - 799 points = C
600 - 699 points = D
599 or below = F

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. For further information please visit http://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."

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 Room B118 Cain Hall or call 845-1637.
<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Course Topic</th>
<th>Readings</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to leadership</td>
<td></td>
<td>Create class inquiry site</td>
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<tr>
<td></td>
<td>Identify contextual applications of leadership</td>
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<td>Komives Chpt 1</td>
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<tr>
<td>2</td>
<td>Relational model of leadership</td>
<td></td>
<td>Komives Chpt 3</td>
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<td></td>
<td>Discover learner leadership context</td>
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<td>Personal Best Leadership Essay</td>
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<tr>
<td>3</td>
<td>Create course inquiry learning plan</td>
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<td>DUE</td>
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<td>Investigate and develop project reinforcement 1</td>
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<td>4</td>
<td>Identify leadership data sources (Learning Plan)</td>
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<td>Project reinforcement 1 DUE</td>
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<td>Investigate and develop project reinforcement 2</td>
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<td>5</td>
<td>Investigate self and others in leadership contexts</td>
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<td>Komives Chpt 4 + 5</td>
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<td></td>
<td>Inquiry results and reports (Data Sources)</td>
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<td>Project reinforcement 2 DUE</td>
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<tr>
<td>6</td>
<td>Gather and interpret data for development of contexts</td>
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<td>Investigate and develop project reinforcement 3</td>
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<td>7</td>
<td>Incorporate integrity and moral purpose</td>
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<td>Komives Chpt 6</td>
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<td>Inquiry results and reports (Contexts)</td>
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<td>Project reinforcement 3 DUE</td>
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<td>8</td>
<td>Form inquiry learning communities and create evaluation plans</td>
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<td>Investigate and develop project reinforcement 4</td>
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<td>9</td>
<td>Leadership in complex organizations</td>
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<td>Komives Chpt 7 + 8</td>
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<td>Inquiry results and reports (Evaluation)</td>
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<td>Project reinforcement 4 DUE</td>
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<td>Leadership in communities of practice</td>
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<td>Komives Chpt 9</td>
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<td>Investigate and develop project reinforcement 5</td>
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<tr>
<td></td>
<td>(Preliminary leadership definition story board)</td>
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<td>11</td>
<td>Leadership and change</td>
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<td>Komives Chpt 11 + 12</td>
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<tr>
<td></td>
<td>Inquiry results and reports (Prelim definition)</td>
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<td>Project reinforcement 5 DUE</td>
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<td>12</td>
<td>Leadership and individual identity</td>
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<td>Komives Chpt 13</td>
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<td>Investigate and develop project reinforcement 6</td>
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<td>(Revised leadership definition story board)</td>
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<td>13</td>
<td>Results and interpretation</td>
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<td>Project reinforcement 6 DUE</td>
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<td>Individual/community</td>
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<td>14</td>
<td>Results and interpretation</td>
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<td>Individual/community</td>
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<td>FINAL EXAM</td>
<td>TAMU Final Exam Schedule date</td>
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<td>cumulative exam</td>
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</table>
ALED 201 REFERENCE MATERIALS


Fast Company. www.fastcompany.com


Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

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

2. Course prefix, number and complete title of course: ANSC 411 - Equine Nutrition & Health

3. Course description (not more than 50 words): Designed to provide students with knowledge of nutrition and health in the horse; gastrointestinal anatomy, nutrient utilization, feeding management and nutritional requirements; metabolic diseases, infectious diseases, internal and external parasites, and herd health management.

4. Prerequisite(s) Junior or Senior classification Cross-listed with
Cross-listed courses require the signature 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 289/489/689? ☑ Yes □ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught. 07A-27; 08A-18

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)
      B.S. in Animal 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 (excluding punctuation)

    ANSC 411 EQUINE NUTR & HEALTH

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

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:

Director of Academic Support Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
ANSC 411  
Equine Nutrition and Health  
Spring 2009  
Tuesday/Thursday 11:10 – 12:20

Instructor: Dr. Josie Coverdale  
249B Kleberg  
862-3654  
jecover@tamu.edu

Course Description: Designed to provide students with knowledge of nutrition and health in the horse; gastrointestinal anatomy, nutrient utilization, feeding management and nutritional requirements; metabolic diseases, infectious diseases, internal and external parasites, and herd health management.

Prerequisites: Junior or Senior Classification

Text: There is no required or recommended text for this course. Lecture notes will be provided in the form of Power Point notes or outlines. These notes are not to be considered the only source of information and can not take the place of class attendance. For those seeking additional information, I have a large number of equine nutrition texts available for your use.

For those desiring more information, the following texts may useful:
Feeding and Care of the Horse. 2nd ed. L. Lewis. 1996. Blackwell Publishing.

Grading:
Exams (2) 200 pts. A = 90 - 100
Final Exam 80 pts. B = 80 - 89
Current Topic Papers (3) 120 pts. C = 70 – 79
                      D = 60 - 69
                      F = <60

Hourly exams will be predominately short answer questions designed to test critical thinking skills. The final exam will also be largely short answer and comprehensive. There will be no make-up work allowed without an authorized absence, but an authorized absence does not excuse a student from any course work. If possible, please make arrangements to make-up material before any planned absence. Any missed work due to an unauthorized absence will be recorded as a grade of zero, and any missed work due to an authorized absence must be made up or a grade of zero will be recorded.

Current Topic Papers: Papers will be due mid-way before each exam (January 29, March 5, and April 16). These scientific papers will summarize a current topic in equine nutrition or health related to classroom materials presented. More specific instructions to follow.

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-118 in the Cain Building, or call 845-1637.

“An Aggie does not lie, cheat or steal or tolerate those who do.” http://www.tamu.edu/aggiehonor
**Attendance Policy:** Class attendance will be governed by Texas A&M University attendance policies found at [http://studentrules.tamu.edu](http://studentrules.tamu.edu)

**ANSC 411**  
**Equine Nutrition and Health**  
**Spring 2009**  
*Schedule Subject to Change*

<table>
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<tr>
<th>Month</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January</td>
<td>20</td>
<td>Introduction; Gastrointestinal Anatomy</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>GI Anatomy</td>
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<td></td>
<td>27</td>
<td>Nutrient Utilization – Carbohydrates</td>
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<td></td>
<td>29</td>
<td>Nutrient Utilization – Carbohydrates</td>
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<tr>
<td>February</td>
<td>3</td>
<td>Nutrient Utilization – Protein</td>
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<td>Nutrient Utilization – Lipids; <em>Current Topic Paper Due</em></td>
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<td>10</td>
<td>Nutrient Utilization – Vitamins and Minerals</td>
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<td>Nutrient Utilization – Vitamins and Minerals</td>
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<td>17</td>
<td>Nutrient Utilization – Energy Metabolism</td>
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<td>19</td>
<td>Feedstuffs – Forages</td>
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<td>24</td>
<td>Feedstuffs – Cereal grains</td>
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<td>26</td>
<td><strong>Exam 1</strong></td>
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<td>March</td>
<td>3</td>
<td>Feedstuffs – By-product feeds</td>
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<td>Feedstuffs - Supplements</td>
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<td>10</td>
<td>Nutrient Requirements - Mature</td>
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<td>Nutrient Requirements – Pregnancy/Lactation; <em>Current Topic Paper Due</em></td>
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<td>Nutrient Requirements - Growth</td>
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<td>Nutrient Requirements - Exercise</td>
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<td>Feeding Management</td>
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<td>April</td>
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<td>Metabolic Disease</td>
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<td><strong>Exam 2</strong></td>
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<td>14</td>
<td>Infectious Disease</td>
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<td>16</td>
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<td>21</td>
<td>Internal and External Parasites</td>
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<td>23</td>
<td>Vaccinations and Deworming; <em>Current Topic Paper Due</em></td>
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<td>28</td>
<td>Vaccinations and Deworming</td>
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<td>30</td>
<td>Herd Health Management</td>
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<td>May</td>
<td>5</td>
<td>Redefined Day - Attend Friday Classes</td>
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<td>7</td>
<td>Reading Day</td>
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<td><strong>Final Exam</strong></td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate ▪ Graduate ▪ Professional

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

2. Course prefix, number and complete title of course: **ANSC 421 - Stock Horse Advanced Training**

3. Course description (not more than 50 words): Theory and practice of applying scientific principles of psychology and behavior modification to advanced training of the stock horse; exercise conditioning and humane training methods to maximize learning effectiveness; current industry trends for preparing horses and showing in stock horse events.

4. Prerequisite(s) **ANSC 311 and previous riding experience.** 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 289/489/689? ☑ Yes ☐ No If yes, how many times? 3 times. Indicate the number of students enrolled for each academic period it was taught. 07A-11; 07C-10; 08C-15

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) B.S. in Animal 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 (excluding punctuation) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
     | ANSC 421 | STOCK HORSE ADV TRAINING | 0 | 2 | 0 | 2 | 0 | 3 | 0 | 1 | 0 | 9 | 0 | 1 | 0 | 0 | 0 | 5 | 0 | 2 | 7 | 0 | 0 | 9 | 1 | 0 | 0 | 3 | 6 | 3 | 2 | Level 4

Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Director of Academic Support Services

Chair, College Review Committee Date

Dean of College Date

Questions regarding this form should be directed to Sandra Williams at 845-8366.

OAR/AS – 04/07

10 of 93 C
ANSC 421  
Stock Horse Advanced Training  

Syllabus

Instructor: Dr. Dennis Sigler, Professor of Animal Science, Texas A&M University

Course Description: Theory and practice of applying scientific principles of psychology and behavior modification to advanced training of the stock horse; exercise conditioning and humane training methods to maximize learning effectiveness; current industry trends for preparing horses and showing in stock horse events.

Prerequisites: ANS 311 and previous riding experience.

Course Topics:

Week 1 – Introduction to the Stock Horse Industry, course objectives, review of basic equine psychology and behavior modification. Application of advanced training techniques for the athletic horse. Pre-course riding evaluations.


Week 4-7 – Stock Horse Trail. Rules, class objectives, course designs appropriate for stock horses. Emphasis on safety and developing proper manners and obedience over obstacles. Trail maneuvers which will be discussed and practiced are walk-overs, trot-overs, lope-overs, back, side pass, bridge, working a gate, rope work and negotiating around and through obstacles.

Week 8-11 Reining. Objectives of the event. Demonstration and practice of all performance maneuvers required to perform patterns. Review of required patterns. Advanced training and practice routines to keep horses physically and mentally fit to run show patterns. Development of stops, spins, circles, rollbacks and advanced techniques in lead changes and speed control.

Week 12-14 Cow Work. Overall objectives. Rules and regulations for the cowhorse events. Safe and effective handling of cattle. Basic maneuvers required to begin cow work. Introducing horses to the mechanical cow. Advanced cow work including boxing a cow to show the horse’s ability, driving a cow and circling. Will include observation and critique of live and video runs of trained cowhorses in action. Review and final horse evaluations.
**Grading:** Students will complete two written evaluations based on knowledge of rules for Stock Horse contests, lecture material and assigned reading. A final evaluation on the progress made on class projects will be given and scored according to standard SHOT scoring methods. In addition, students will be graded weekly on levels of improvement, class involvement, grooming of horses and stall management.

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Points</th>
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<tbody>
<tr>
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<td>Weekly evaluations</td>
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<td>Final riding evaluation</td>
<td>100</td>
<td>C = 70 to 79</td>
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<td><strong>Total</strong></td>
<td>400</td>
<td>D = 60 to 69</td>
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<td>F = &lt; 60</td>
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</tbody>
</table>

**References:**
Stock Horse of Texas Official Handbook, B.F. Yeates
Western Training – Theory and Practice, Jack Brainard
Cutting, Leon Harrel
Cutting – One Run at a Time, Barbara Schulte
Reining – The Art of Performance in Horses, Bob Loomis
TAMU Summer Horsemanship School Program – A Lesson Plan Approach, Texas AgriLife Extension

Attendance Policy – Class attendance will be governed by TAMU attendance policies found at [http://student-rules.tamu.edu](http://student-rules.tamu.edu).

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

**Aggie Honor Code**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules for 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](http://www.tamu.edu/aggiehonor).
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

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


3. Course description (not more than 50 words): Application of basic food microbiology knowledge and principles to food production processes and products; sources of microbiological contamination and their impact on food safety and spoilage; application of sanitary design and validation; testing and auditing to monitor and trouble-shoot the process.

4. Prerequisite(s) DASC/FSTC 326 or FSTC 606 or equivalent

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 289/489/689? ☑ Yes □ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. 1-08A

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)

   B.S. in Animal Science or Food Science

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

10. Prefix Course # Title (excluding punctuation)
    ANSC 497 APPL MIC FOODS ANIM ORIG
    Lcct. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 3 0 1 0 9 0 1 0 0 0 5 0 2 7 0 0 9 - 10 0 0 3 6 3 2

Approval recommended by:

Head of Department 8/14/08

Head of Department (if cross-listed course) 8/14/2008

Submitted to Coordinating Board by:

Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

13 of 93 C
ANSC 497
Applied Microbiology for Foods of Animal Origin: Processing, Sanitation & Sanitary Design

Instructor: Margaret Hardin; 310A Kleberg; Tel: 979-862-7675; e-mail: Margaret.hardin@tamu.edu

Office Hours: Tuesday & Thursday: 3:30-4:30
Open Door Policy and by appointment

Class Schedule: TTH 12:45 – 2:10; Kleberg Center

Prerequisite Requirement: DASC/FSTC 326 or FSTC 606 or equivalent

Course Description: Application of basic food microbiology knowledge and principles to food production processes and products; sources of microbiological contamination and their impact on food safety and spoilage; application of sanitary design and validation; testing and auditing to monitor and trouble shoot the process.

A.

<table>
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| 24   | Indicator Organisms  
Testing, Rapid Methods, and Challenge Studies  
Current Issues in Meat and Poultry |
| 26   | Sanitation and the Food Industry  
Sources of Food Contamination – Raw Materials, Niches, and Transfer Points  
The Relationship of Microorganisms to Sanitation |
| Mar. 3 | Biofilms |
| 5 | Exam 2 |
| **SPRING BREAK: March 16-20** |
| 24 | Cleaners and the Cleaning Process  
Sanitizers and the Sanitizing Process  
Chemical Safety  
Sanitary Design Principles for Facilities |
| 26 | Sanitary Design Principles for Equipment  
Personnel Hygiene, GMPs and Operational Sanitation  
Sanitation and Allergens |
| April 31 | Measuring the Effectiveness of Cleaners, Sanitizers and the Cleaning/Sanitizing Process – How Clean is Clean?  
Environmental sampling: How do you do it? What do you do with the data? |
| 2 | Exam 3  
Pest Control  
Self-audits, Inspection |
| 7 | Presentations I  
Presentations II |
| 9 | Training, Education and Trouble Shooting |
| 14 | Sanitation for Foodservice and Retail Operations  
Current Issues in Sanitation  
Guest Speaker (Optional) |
| May 13 | Final Exam 8-10 am |

**B. Written and Presentation Assignments:**
Being able to communicate with individuals from a wide variety of socioeconomic and educational backgrounds is key to applied microbiology. Students will be asked to prepare a presentation and a written paper on a topic of their choosing related to either sanitation or food safety.

C. **Evaluation:**
   1. Exams: 60%
   2. Presentation: 20%
   3. Written Assignment: 20%

D. **Grading System:**
   A = ≥ 90
   B = 80 – 89
   C = 70 – 79
   D = 60 – 69
   F = ≤ 60

E. **Resource Materials**
   1. Peer Reviewed Scientific Journals
      a. Journal of Food Protections
      b. International Journal of Food Microbiology
      c. Food Microbiology
      d. Journal of Food Science
   2. Non-refereed Journals
      a. Food Protection Trends
      b. Food Safety Magazine
      c. Food Processing
      d. Meatingplace Magazine
      e. Meat and Poultry Magazine
      f. Food Packaging
      g. Provisioner
   3. Books:


4. Web Sites & Links
   e. http://www.fda.gov/

F. Americans with Disabilities Act:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Rm. B118 or call 845-1637.

G. Academic Integrity and Honesty
   "An Aggie does not lie, cheat or steal, or tolerate those who do."

   It is the personal responsibility of each student to maintain the highest level of scholastic integrity at the university by refusing to participate in or tolerate any form of scholastic dishonesty. The Aggie Honor System (AHS) became effective September 1, 2004 and includes rules on how to handle scholastic dishonesty. Additional information may be obtained from the AHS web site (http://www.tamu.edu/aggiehonor/).

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

   Integrity comes from within an individual and reflects who you really are. The personal values that contribute to integrity and gain the respect of others are honesty, trustworthiness, dependability, loyalty, high moral standards, a good work ethic, teamwork, fairness, discretion and the desire to live by these standards. Historically,
Aggies have been known for their integrity. Don't allow the influence of others or personal choices destroy your integrity. Once destroyed, integrity can never be regained.

H. **Attendance/ Audit Policy/ Make-Up Exams:**
Regular attendance and participation in the course is expected of all students. Anticipated absences should be cleared with the instructor prior to the absence. Emergency absences (serious illness, injury, death, etc.) should be reported as soon as possible. Those students auditing the course are expected to participate in all sessions. Make-up work and exams will be allowed for university excused absences and extenuating circumstances for which written excuses are provided.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Nutrition and Food Science.


3. Course description (not more than 50 words): Application of basic food microbiology knowledge and principles to food production processes and products; sources of microbiological contamination and their impact on food safety and spoilage; application of sanitary design and validation; testing and auditing to monitor and trouble-shoot the process.

4. Prerequisite(s) DASC/FSTC 326 or FSTC 606 or equivalent Cross-listed with ANSC 497

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 289/489/689? ☑ Yes □ No If yes, how many times? 1. Indicate the number of students enrolled for each academic period it was taught. 108A

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) B.S. in Animal Science or Food 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 (excluding punctuation) | Level |
      | FSTC | 497 | APPL | MIC | FOODS | ANIM | ORIG |
      | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
      | 0 | 3 | 0 | 0 | 3 | 0 | 1 | 0 | 9 | 0 | 1 | 0 | 0 | 0 | 5 | 0 | 2 | 7 | 0 | 0 | 9 | 1 | 0 |
      | 0 | 0 | 3 | 6 | 3 | 2 |
      | Level | 4 |

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

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

19 of 93 C
**FSTC 497**  
**Applied Microbiology for Foods of Animal Origin: Processing, Sanitation & Sanitary Design**

**Instructor:** Margaret Hardin; 310A Kleberg; Tel: 979-862-7675;  
e-mail: [Margaret.hardin@tamu.edu](mailto:Margaret.hardin@tamu.edu)

**Office Hours:** Tuesday & Thursday: 3:30-4:30  
Open Door Policy and by appointment

**Class Schedule:** TTH 12:45 – 2:10; Kleberg Center

**Prerequisite Requirement:** DASC/FSTC 326 or FSTC 606 or equivalent

**Course Description:** Application of basic food microbiology knowledge and principles to food production processes and products; sources of microbiological contamination and their impact on food safety and spoilage; application of sanitary design and validation; testing and auditing to monitor and trouble shoot the process.

### A.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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| Jan. | 20    | Microbial Ecology of Meat and Poultry  
Microbiological Contamination of Meat During Harvesting and Processing of Meat and Meat Products |
| 22   |       | |
| 29   |       | Pathogens: Part II – *Staphylococci*, *Campylobacter*, *Yersinia*…and the rest of the story… |
|      | Yeasts & Molds – The Good, The Bad and The Fuzzy |
|      | Sporeforming Bacteria in Meat and Poultry Products |

<p>| Feb. | 3     | Microbial Spoilage, and Control—Fresh Meat |
|      | 5     | Chilling, Freezing, Thawing &amp; The Microbiology of Chilled Meat Storage |
|      | 10    | Processing and Microbiology of Meat Industry By-Products |
|      | 12    | <strong>Exam 1</strong> |
| 17   |       | Fermented, Dried and Dry-Cured Meat and Poultry Products |
| 19   |       | Process Control and Validation – Cooking, Chilling, Fermenting, and Drying |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
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|      | Testing, Rapid Methods, and Challenge Studies  
|      | Current Issues in Meat and Poultry |
| 26   | |
| **Mar.** | 3 | Sanitation and the Food Industry  
| | | Sources of Food Contamination – Raw Materials, Niches, and Transfer Points  
| | | The Relationship of Microorganisms to Sanitation |
|      | 10 | Biofilms |
|      | 12 | **Exam 2** |
| | **SPRING BREAK: March 16-20** |
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|      | Chemical Safety  
|      | Sanitary Design Principles for Facilities |
| **April** | 31 | Sanitary Design Principles for Equipment  
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|      | Sanitation and Allergens |
|      | 7 | Measuring the Effectiveness of Cleaners, Sanitizers and the Cleaning/Sanitizing Process – How Clean is Clean?  
|      | 9 | Environmental sampling: How do you do it? What do you do with the data? |
|      | 14 | **Exam 3** |
|      | 16 | Pest Control  
|      | Self-audits, Inspection |
|      | **Presentations I**  
|      | **Presentations II** |
|      | 21 | Training, Education and Trouble Shooting |
|      | 28 | Sanitation for Foodservice and Retail Operations  
|      | 30 | Current Issues in Sanitation  
|      | Guest Speaker (Optional) |
| **May** | 13 | **Final Exam 8-10 am** |

B. **Written and Presentation Assignments:**
Being able to communicate with individuals from a wide variety of socioeconomic and educational backgrounds is key to applied microbiology. Students will be asked to prepare a presentation and a written paper on a topic of their choosing related to either sanitation or food safety.

C. Evaluation:
   1. Exams: 60%
   2. Presentation: 20%
   3. Written Assignment: 20%

D. Grading System:
   A = ≥ 90
   B = 80 – 89
   C = 70 – 79
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      a. Journal of Food Protections
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      c. Food Microbiology
      d. Journal of Food Science
   2. Non-refereed Journals
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      b. Food Safety Magazine
      c. Food Processing
      d. Meatingplace Magazine
      e. Meat and Poultry Magazine
      f. Food Packaging
      g. Provisioner
   3. Books:


4. Web Sites & Links
   e. http://www.fda.gov/

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Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Atmospheric Sciences.

2. Course prefix, number and complete title of course: GEOS 210 Climate Change

3. Course description (not to exceed 50 words): An examination of the science of climate change; how greenhouse gases warm the planet; scientific evidence that the Earth is warming; scientific evidence that humans are causing this warming; what warming we can expect in the future and the impacts of that warming.

4. Prerequisite(s):

Cross-listed with:

Cross-listed courses require the signature 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
   Will this course be repeated within the same semester? ☑ Yes ☐ No
   If yes, this course may be taken _______ times.

7. Has this course been taught as a 489/689? ☑ Yes ☐ No
   Indicate the number of students enrolled for each academic period it was taught. 18 (GEOS 289 08A)
   If yes, how many times? 1

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)

   B.S. Environmental Studies, B.S. Environmental Geosciences

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 (excluding punctuation) GEOS 210 CLIMATE CHANGE

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<td>09 - 10</td>
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Approval recommended by:

Head of Department

Head of Department (if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07

25 of 93 C
Syllabus for GEOS 210 – Climate change

Lecturer: Prof. Andrew Dessler
O&M 906a
adessler@tamu.edu, 862-1427

Lab instructor: Prof. R. Saravanan
O&M 1014b
r.saravanan@tamu.edu, 845-0175

Office hours: 10:30-11:30 am Mon & Wed. Office hours: 1:30-2:30 pm Mon & Wed

Other readings will be posted on WebCT

This course will investigate the science of climate change: how greenhouse gases warm the planet; scientific evidence that the Earth is warming; scientific evidence that humans are causing this warming; what warming we can expect in the future; the impacts of that warming. The course will focus on all aspects of the climate system, including the atmosphere, oceans, cryosphere, and biosphere.

Studying Tips: With the amount of material to cover during one semester, it is easy to get behind in an introductory course. In this course, we will constantly be building on what has been done before. Therefore, it is particularly important to attend class and to keep up with the reading. A little bit each day is much more effective than five hours in one session of study. You should be spending about 2 hours, at least, outside class for every hour you spend in class. Since this is an introductory course, it is important to learn the terminology to understand what is being asked on exam questions. After each class, I strongly recommend you review your lecture notes, supplementing them with readings from the text and what you have learned from the online resources.

Exam scores and other information (such as the syllabus) will be posted on WebCT. WebCT is accessed by going to http://elearning.tamu.edu. Go to the “TAMU (NetID)” link. You will need your NetID and password. Please check WebCT at least weekly for class announcements.

We will use a classroom response system (aka “clickers”) in this class. You will need to buy a clicker at the bookstore and then register it on-line at http://einstruction.com. The key for this class is XXX. When you register, make sure you enter your name exactly as it appears on your university records. For your student ID, please enter your UIN. If you run into problems, please contact einstruction’s customer support at http://einstruction.com/Support/index.cfm

26 of 93 C
**Class Schedule**

You are responsible for ALL material in the assigned reading, even if it is not discussed in class.

Class 1: Introduction
- Class details + background discussion of the climate change debate

Class 2: Set up the problem
- *Chapters 1 & 2 of Rholi and Vega (handout)*
- Class survey
- Define climate and weather
- Define climate variability and climate change (including spatial (local to global) and temporal (short (interannual) to long (millennial)) scales of change)
- Climatology of College Station and Texas
- Why do we care about the climate? Discuss the ways we rely on the climate’s stability

Lab #1: Intro to lab software (Excel), account setup etc.

Class 4: Energy
- *Chapter 2 of Archer*
- Energy and radiation: photons and wavelength

Lab #2: Infrared Lab

Class 6: Blackbody radiation
- Wien’s displacement law
- Infrared radiation in your everyday life

Class 7: Ocean fundamentals
- *Reading for this lecture is TBD*
- General circulation of the ocean, ocean gyres
- Thermohaline circulation and deep water formation
- El Nino
- The role of the ocean in the climate

Class 8: Cryosphere Fundamentals
- *Reading for this lecture is TBD*
- The role of the cryosphere in the climate
- Paleoclimate perspective of the cryosphere
- How is it changing today?

Class 9: Exam #1

Class 10: Greenhouse gases
- *Chapter 4 of Archer*
Class 11: The simplest climate model
   Chapter 3 of Archer
   Zero- and one-layer model of the atmosphere

Lab #3: Blackbody radiation + radiative transfer

Class 13: Feedbacks
   Chapter 7 of Archer
   Stability and multiple equilibria
   How oceans and cryosphere maintain and amplify atmospheric perturbations, e.g.
   ENSO, ice-albedo feedback, store heat and/or change the heat balance.
   Biosphere’s role in feedbacks
   Multiple interactions between systems: Younger Dryas cooling and the
   thermohaline circulation of the oceans

Class 14: El Nino

Lab #4: Ice-albedo feedback in a zero-layer model, Daisyworld

Class 16: Natural Carbon cycle
   Chapter 8 of Archer
   Reservoirs, flows, time scales
   Carbon reservoirs, carbon flows
   Role of oceans and biosphere in regulating C
   Ocean carbonate chemistry

Class 17: Perturbed Carbon cycle
   Chapter 10 of Archer
   Perturbations of the carbon cycle
   Acidification of the oceans
   Energy systems, Kaya identity
   Manipulating the carbon cycle: Planting trees, Fe fertilization of the oceans

Lab #5: Keeling curves

Class 19: Is the climate changing?
   Chapter 11 of Archer
   Climate from 1850 to present

Class 20: Paleoclimate
   Methods
   Evidence of variations: snowball Earth, Eocene optimum, PETM, ice ages

Lab #6: Keeling curve lab
Class 21: Is the climate changing? (cont’d)  
   Reading: Dessler and Parson Chapter 4  
   Climate from 1000 AD to 1850

Class 22: Attribution of today’s warming

Class 23: EXAM #2

Class 24: Predicting future climate change  
   IPAT section of Archer (in Chap. 9)  
   IPAT relation

Class 25: Impacts of climate change on the physical climate system  
   Chapter 12 of Archer  
   What do know and what do we not know

Class 26: Reading day (no lab)

Class 27: Impacts of climate system  
   Evidence that humans are to blame for the recent warming

Lab #8: Curve fitting by eye, adding various forcings to recreate the observed warming

Class 29: Oil & Hubbert’s Peak  
   Chapter 9 of Archer

Class 30: Impacts on humans  
   Age of consequences  
   How are we adapted to the present climate

Class 31: EXAM #3

Class 32: Policy responses to climate change

Class 33: Mitigation  
   Carbon taxes, cap and trade

Lab #9: SCENARIOS OF FUTURE CLIMATE CHANGE  
   IPAT & emissions scenarios

Class 35: Adaptation + Geoengineering

Class 36: Discounting

Class 37: Lab #10: Lab: IMPACTS OF CLIMATE CHANGE  
   Prisoner’s dilemma game + discounting
Class 38: The political debate

Class 39: Discounting/Cost-Benefit analyses
Implications for mitigation vs. adaptation options

Lab #11: TBD

Class 41: Putting it all together
What should we do about climate change?

Class 42: Exam review

May 5: Final Exam, 10:30-12:30

Class evaluation:
3 exams of 75 points each: 225 points
Final Exam of 125 points
Lab Grade of 150 points
Total points possible 500 points
425 – 500 points A
375 – 424 points B
325 – 374 points C
275 – 324 points D
000 – 274 points F

For the final, 75 points of the exam will cover the material from April 7-29, and 50 points will cover material from Jan.14-April 2.

Extra credit
Clicker questions given in class (usually around 5 per class period) will be counted as extra credit. The person who gets the most questions right will get 30 points of extra credit. The rest of the class will get a scaled fraction of 30 points based on how many questions they got right.

Extra credit questions will include questions about current events. See this page for a summary of current events: http://news.yahoo.com/fc/Science/Climate_Change. You can also find the page if you go to http://news.yahoo.com/i/716, click on the “science” tab at the top, then click on “climate change” under “Full coverage” on the side bar. You should scan the news on climate change before every class.

Absence Policy
This class will follow the University’s policy for excused absences. For more information, please see Section 7 of the student rules: http://studentrule.cuny.edu.
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. The phone number is 845-1637.

Copyright and Plagiarism Policy
All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

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

If you have any questions regarding plagiarism or other forms of academic misconduct, please consult the Aggie Honor System Office: http://www.tamu.edu/aggiehonor.

Know the Code

Note: Using another student’s clicker in an attempt to earn points for that student or allowing another student to use your CPSrf response pad in an attempt to earn points for you is considered cheating, and will be reported to the Honor Council.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus. •

1. This request is submitted by the Department of History

2. Course prefix, number and complete title of course: HIST 321, The Age of Revolution in the Atlantic World

3. Course description (not more than 50 words): Origins and events of the revolutions that transformed the Atlantic empires of Great Britain, France, and Spain in the late eighteenth and nineteenth centuries; disruption of old political and economic orders; creation of independent states in the Americas.

4. Prerequisite(s) Junior or senior classification

Cross-listed with

Cross-listed courses require the signature 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 289/489/689? ☐ 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) undergraduate general academic

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

10. Prefix | Course # | Title (excluding punctuation)

| HIST 321 | AGE REV ATLANTIC WORLD |

<table>
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<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
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Approval recommended by:

Head of Department 4/25/08

Chair, College Review Committee 8/24/08

Dean of College 8/24/08

Dean of College 8/24/08

Submitted to Coordinating Board by:

Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

32 of 93 C
Texas A&M University
Spring 2009

HISTORY 321(W)
THE AGE OF REVOLUTION IN THE ATLANTIC WORLD

Dr. April Hatfield
ahatfield@tamu.edu
845-7180

Office Hours: or by appointment
Glasscock History Building 209A

COURSE DESCRIPTION:

During the late eighteenth and early nineteenth centuries great upheavals shook the Atlantic empires of Great Britain, France, and Spain. The American, French, and Haitian revolutions and the Spanish American independence wars threw the imperial Atlantic world into chaos, killing and dislocating tens of thousands, depriving European powers of prized colonial possessions, disrupting established political orders and patterns of commerce, and creating the independent post-colonial nation states in the Americas. This course considers the Age of Revolution in the Atlantic world, as a continuous sequence of radical challenges to established authority resulting in fundamental transformations of governance throughout the region.

PREREQUISITES:

Junior or senior classification

W-COURSE:

This is a university-approved “W” Course, meaning that writing instruction will receive special emphasis. Through a wide range of methods, approaches, and strategies—lecture, discussion, in class laboratories devoted exclusively to the difficult process of crafting successful papers, and peer reviews—students will have the opportunity to greatly enhance their writing abilities. History majors entering the program under the 2007-2008 catalog are required to take two “W” courses—this course meets one of those requirements. History majors entering the program earlier and students in other majors are more than welcome as well.

REQUIRED READINGS:


Susan Dunn, *Sister Revolutions: French Lightning, American Light* (NY: Faber and Faber, 1999)


The required books listed above are available at area bookstores. Reading assignments must be completed before the date for which they are listed, so that you will be prepared for discussion. You must bring your readings to class the day they are assigned.

**GRADES:**

10%: Class Participation. This course is structured around daily discussion of primary and secondary sources that you are expected to read before class time. The success of our discussions depends upon your preparation as well as mine. These discussions are intended to help you learn to identify and form significant historical questions. Therefore, you are to come to each class period with at least one question written in advance (and at least one passage marked in that day’s readings that you think relates to the question you have posed). (100 points)

20%: Assignment #1: Sample Paper Prospectus. In this assignment, you will apply the skills you will learn in Writing Laboratory I and submit three possible topics for a 2500-3000 word (10-12 page) research paper, as well as a list of two possible primary sources and two possible secondary sources for each of the three potential papers. (200 points)

30%: Assignment #2: Research Paper Rough Draft. In this assignment, you will apply the skills you will learn in Writing Laboratory II and submit a rough draft of your 2500-3000 (10-12 page) research paper based on primary (at least 3) and secondary (at least 4) sources. (300 points)

40%: Assignment #3: Final Research Paper. In this 2500-3000 word final research paper, you will apply the skills you will learn in Writing Laboratory III, as well as the comments you will receive from the instructor and your peers, and create a final research paper. (400 points)

All assignments must be completed in order to pass the class.

**FINAL GRADING SCALE:**

<table>
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**WRITING LABORATORIES**
Three Writing Laboratories are scheduled over the course of the semester to help guide students through the three critical stages of a term paper: pre-writing, drafting, and revision.

Writing Laboratory I: Choosing a Topic and Pre-Writing
How does one begin? In this lab, we will discuss how to choose a topic that will be of sustained interest to you, how to find appropriate primary and secondary sources on that topic that will inform your thinking about and provide evidence for your final paper, how to take notes while reading (an extremely important but often neglected strategy and skill), and how, in general, to stay focused while still being unsure of the paper’s central theme and supporting statements.

Writing Laboratory II: Advanced Pre-Writing and Drafting
Now that you have your topic and your evidence, how do you begin writing? In this lab, we will discuss the value of outlining, writing rough drafts, and developing strong thesis statements. The thesis statement (or central claim or central theme) is the crucial part of your paper. Stated properly and forcefully, it will provide structure to your essay and offer a 'preview' of your essay’s argument and organization. We will also discuss common problems that occur in undergraduate student papers –especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spell-checker programs—as well as appropriate citation formats for historical papers.

Writing Laboratory III: Revision
If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft, especially the emergence of a strong thesis. Often a writer only figures out his/her central argument after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. Writing Laboratory III is intended to help students understand exactly how to convert their first drafts into the best possible final paper.

ATTENDANCE:

Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence after that, your final grade will be dropped by fifty points. Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor.

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ADA:
Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

PLAGIARISM:

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

WEEK 1
Tuesday, Jan. 19: Introduction

Thursday, Jan. 21: The Imperial Atlantic and the Ancien Régime

WEEK 2
Tuesday, Jan. 26: Enlightenment and Republicanism
- Dunn, Sister Revolutions, 3-52

Thursday, Jan. 28: Revolution as War
- Dunn, Sister Revolutions, 53-101

WEEK 3
Tuesday, Feb. 2: Rights in a Republic
- Dunn, Sister Revolutions, 102-215

Thursday, Feb. 4: Writing Lab #1: Choosing a Topic and Pre-Writing

WEEK 4
Tuesday, Feb. 9: Colonial Slavery
- DuBois, Avengers of the New World, 1-59

Thursday, Feb. 11: War and Slavery
- DuBois, Avengers of the New World, 60-114

WEEK 5
Tuesday, Feb. 16: Republicanism and Liberty
- DuBois, Avengers of the New World, 115-170
*Sample Paper Prospectus Due*

Thursday, Feb. 18: Governing New Nations  
- DuBois, *Avengers of the New World*, 171-208

WEEK 6  
Tuesday, Feb. 23: Property and Rights in New Nations  
- DuBois, *Avengers of the New World*, 209-250

Thursday, Feb. 25: Writing Lab #2: Advanced Pre-Writing and Drafting

WEEK 7  
Tuesday, March 2: The Tree of Liberty  
- DuBois, *Avengers of the New World*, 251-308

Thursday, March 4: The Power of Example, the Limits of Example  
- Geggus, *Impact of the Haitian Revolution*, 3-57

WEEK 8  
Tuesday, March 9: Revolutionary Politics  

Thursday, March 11: Slave Resistance after Haiti  

*Rough Draft Due*

SPRING BREAK

WEEK 9  
Tuesday, March 23: Revolutionary Refugees  

Thursday, March 25: Writing Lab #3: Revision

WEEK 10  
Tuesday, March 30: No Class: Individual meetings with professor

Thursday, April 1: No Class: Individual meetings with professor

WEEK 11  
Tuesday, April 6: Late Colonial Spanish America  
- Lasso, *Myths of Harmony*, 1-67

Thursday, April 8: Wars of Independence  
- Lasso, *Myths of Harmony*, 68-128
WEEK 12
Tuesday, April 13: Race War

Thursday, April 15: Comparisons
   - Langley, *Americas*, 1-12

WEEK 13
Tuesday, April 20: A Revolution from Above?
   - Langley, *Americas*, 13-86

Thursday, April 22: A Revolution from Below?
   - Langley, *Americas*, 87-146

WEEK 14
Tuesday, April 27: A Revolution Denied?
   - Langley, *Americas*, 147-216

Thursday, April 29: Legacies

TUESDAY, MAY 6: **Final Research Paper Due** 4:00 p.m.
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

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

2. Course prefix, number and complete title of course: HIST 326, History of the Caribbean to Emancipation.

3. Course description (not more than 50 words): History of the Caribbean region from human settlement to the late nineteenth century; indigenous peoples; European colonization; colonial societies; challenges to the imperial plantation model.

4. Prerequisite(s): Junior or senior classification Cross-listed with 
   Cross-listed courses require the signature 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 289/489/689? ☑ 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)
      Undergraduate general academic

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. ATTACH APPROVAL LETTERS.

10. Prefix Course # Title (excluding punctuation)
    HIST 326 CARIBBEAN TO EMANCI

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

Approval recommended by: Head of Department 4/25/08

Chair, College Review Committee Date

Dean of College 8/26/08

Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

39 of 93 C
Texas A&M University  
Spring 2008

HISTORY 326(W)  
HISTORY OF THE CARIBBEAN TO EMANCIPATION

Dr. April Hatfield  
ahatfield@tamu.edu  
845-7180

Office Hours:  
or by appointment  
Glasscock History Building 209A

COURSE DESCRIPTION:

This course will provide an introduction to the history of the Caribbean region, beginning with its first human settlement and ending with emancipation. We will consider the history of the indigenous Tainos and Caribs, the impact of European colonization, the rivalry and interconnection of European empires, the evolution of colonial plantation societies, and a variety of challenges to the imperial plantation model, including smuggling, piracy, escape, resistance, independence and emancipation.

W-COURSE:

This is a university-approved “W” Course, meaning that writing instruction will receive special emphasis. Through a wide range of methods, approaches, and strategies—lecture, discussion, in class laboratories devoted exclusively to the difficult process of crafting successful papers, and peer reviews—students will have the opportunity to greatly enhance their writing abilities. History majors entering the program under the 2007-2008 catalog are required to take two “W” courses—this course meets one of those requirements. History majors entering the program earlier and students in other majors are more than welcome as well.

PREREQUISITES:

Junior or senior classification

REQUIRED READINGS:

Franklin W. Knight, The Caribbean: The Genesis of a Fragmented Nationalism
Kris Lane, Pillaging the Empire: Piracy in the Americas, 1500-1750
Laurent Dubois and John D. Garrigus, eds., Slave Revolution in the Caribbean, 1789-1804
Coursepack available at TEES copy center, second floor Wisenbaker.
The required books listed above are available at area bookstores. Reading assignments must be completed **before** the date for which they are listed, so that you will be prepared for discussion. You must bring your readings to class the day they are assigned.

**GRADES:**

10%: Class Participation. This course is structured around daily discussion of primary and secondary sources that you are expected to read before class time. The success of our discussions depends upon your preparation as well as mine. These discussions are intended to help you learn to identify and form significant historical questions. Therefore, you are to come to each class period with at least one question **written in advance** (and at least one passage marked in that day’s readings that you think relates to the question you have posed). (100 points)

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that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

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WEEK 1
Tuesday, Jan. 19: Introduction - Defining a Region

Thursday, Jan. 21: Human Settlement
Knight, The Caribbean, pp. xiii-26

WEEK 2
Tuesday, Jan. 26: Indigenous Societies
Samuel M. Wilson, “Introduction,” in Hispaniola: Caribbean Chiefdoms in the Age of Columbus" (Tuscaloosa: U Alabama Press, 1990), 1-34


Thursday, Jan. 28: European Arrival

WEEK 3
Tuesday, Feb. 2: Labor Systems and Colonial Economies
Knight, The Caribbean, pp. 27-87

Thursday, Feb. 4: Writing Lab #1: Choosing a Topic and Pre-Writing

WEEK 4
Tuesday, Feb. 9: Colonial Societies
Lane, Pillaging the Empire, pp. 3-57

Thursday, Feb. 11: Imperial Rivalries in the Sixteenth and Seventeenth centuries

4
Lane, *Pillaging the Empire*, pp. 62-129

WEEK 5
Tuesday, Feb. 16: Sugar


*Sample paper prospectus due*

Thursday, Feb. 18: West African Societies and Slavery


WEEK 6
Tuesday, Feb. 23: Trans-Atlantic Slave Trade
Knight, *The Caribbean*, pp. 88-119


Thursday, Feb. 25: Writing Lab #2: Advanced Pre-Writing and Drafting

WEEK 7
Tuesday, March 2: Library Tour

Thursday, March 4: Plantation Societies
Knight, *The Caribbean*, pp. 120-158

WEEK 8
Tuesday, March 9: Plantation Societies
Thursday, March 11: Resistance

*Rough Draft due*

**SPRING BREAK**

**WEEK 9**
Tuesday, March 23: Maroon Communities


Thursday, March 25: Writing Lab #3: Revision

**WEEK 10**
Tuesday, March 30: No Class: Individual Meetings with Professor

Thursday, April 1: No Class: Individual Meetings with Professor

**WEEK 11**
Tuesday, April 6: Port Cities and the Urban Caribbean
Anne Pérotin-Dumon, “Cabotage, Contraband, and Corsairs: The Port Cities of Guadeloupe and Their Inhabitants, 1650-1800,” in Peggy K. Liss and Franklin W. Knight, eds., *Atlantic Port Cities: Economy, Culture, and Society in the Atlantic World, 1650-1850*


Thursday, April 8: The Circum-Caribbean


**WEEK 12**
Tuesday, April 13: Imperial Rivalries in the Eighteenth Century
Thursday, April 15: Empires Redefined
   Lane, *Pillaging the Empire*, pp. 164-202

WEEK 13
Tuesday, April 20: Disruptions (Enlightenment and the U.S. Revolution)
   Michael Craton, “Loyalists Mainly to Themselves: The ‘Black Loyalist’ Diaspora to the
   *Perspectives from the Caribbean, Africa, and the African Diaspora* (NY: Palgrave,
   2001), pp 44-68

Thursday, April 22: Disruptions (Enlightenment and Abolition)
   Knight, *The Caribbean*, 159-192

WEEK 14
Tuesday, April 27: The Haitian Revolution
   DuBois and Garrigus, *Slave Revolution in the Caribbean*, v-33, 63-92, 113-132

Thursday, April 29: Reverberations
   DuBois and Garrigus, *Slave Revolution in the Caribbean*, 34-40, 133-143, 153-155, 159-
   170, 188-196

TUESDAY, May 6, *Final Research Paper due*, 4:00 p.m.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of History

2. Course prefix, number and complete title of course: HIST 327, History of the Caribbean Since Emancipation

3. Course description (not more than 50 words): History of the Caribbean region from the late nineteenth century to the present; links to earlier plantation societies; economic, cultural, social, and political developments.

4. Prerequisite(s) Junior or senior classification
   Cross-listed with
   Cross-listed courses require the signature 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 289/489/689? 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)
      undergraduate general academic

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

10. Prefix | Course # | Title (excluding punctuation) | Lec. | Lab | SCH | Subject Matter | Content Code | Admin. Unit | Acad. Year | FICE Code

    HIST 327 CARIBBEAN SINCE EMANCIP

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    Level 3

Approval recommended by: Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by: Director of Academic Support Services Date

Chair, College Review Committee Date

Dean of College Date

Dean of College Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

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HIST 327(W): History of the Caribbean since Emancipation
Spring 2008
M, W, F 1:50-2:40  206 Glasscock (History) Building

Dr. Glenn A. Chambers
Office: 303B Melbern G. Glasscock Building (History)
Office hours: M, W, & F, 10:00AM-11:45AM or by appointment
Office phone: 845-7759
e-mail: g-chambers@tamu.edu

Purpose:

This course will focus on the history of the Caribbean region from emancipation to the present. Drawing heavily on the legacies of slavery and colonialism, a major aspect of the course will be the establishment of the links between the decline of plantation societies and its role in defining late nineteenth and twentieth century economic, cultural, social, and political movements in the region. One objective is to situate the history of the Caribbean and its people within the broader history of the Atlantic world. In order to promote a further understanding of the multi-cultural aspects of Caribbean societies and to demonstrate the complexities of the varying colonial and post-colonial systems in the region, the course will focus on the English, French, and Spanish-speaking islands.

Prerequisites:

Junior or senior classification

W-Course:

This is a university-approved “W” Course, meaning that writing instruction will receive special emphasis. Through a wide range of methods, approaches, and strategies—lecture, discussion, in class laboratories devoted exclusively to the difficult process of crafting successful papers, and peer reviews—students will have the opportunity to greatly enhance their writing abilities. History majors entering the program under the 2007-2008 catalog are required to take two “W” courses—this course meets one of those requirements. History majors entering the program earlier and students in other majors are more than welcome as well.

Required Texts:


**Articles** (All articles are available on electronic reserve and on the Vista web page for the course):


**Evaluation:**

10%: Class Participation- This course is structured around weekly discussion of primary and secondary sources that you are expected to read by class time. The success of our discussions depends on students coming to class prepared and ready to actively engage with the material and other students. Only respectful exchange will be tolerated. (100 points).

20%: Assignment #1: Sample Paper Prospectus- In this assignment, you will apply the skills you will learn in Writing Laboratory I and submit three possible topics for a 2500-3000 word (10-12 page) research paper, as well as a list of two possible primary sources. Primary sources can include edited and published documents, including translations of documents from other languages into English. Other sources can include newspapers, magazines, broadsides, brochures, pamphlets, congressional, legislative or parliamentary proceedings, and other governmental documents within the time period and subject of the research paper. Some of these sources may be available on microfilm. Two sources should also be secondary sources (one may be from the required texts) for each of the
three potential papers. This assignment will be due **Wednesday, February 20, 2008**. (200 POINTS)

**30%: Assignment #2: Research Paper Rough Draft** - In this assignment, you will apply the skills you will learn in Writing Laboratory II and submit a rough draft of your 2500-3000 word (10-12 page) research paper based on primary (at least 3) and secondary (at least 4) sources. This assignment will be due **Monday, March 24, 2008**. (300 points).

**40%: Assignment #3: Final Research Paper** - In this 2500-3000 word final research paper, you will apply the skills you will learn in Writing Laboratory III, as well as the comments you will receive from the instructor and your peers, and create a final research paper. The final draft will be due **Tuesday, May 6, 2008 at 3:30PM**. (400 points)

**Final Grading Scale (based on points):**

- 900-1000 A
- 800-899 B
- 700-799 C
- 600-699 D
- 599 & below F

**Writing Laboratories**

Three Writing Laboratories are scheduled over the course of the semester to help guide students through the three critical stages of a term paper: pre-writing, drafting, and revision.

**Writing Laboratory I: Choosing a Topic and Pre-Writing**

How does one begin? In this lab, we will discuss how to choose a topic that will be of sustained interest to you, how to find appropriate primary and secondary sources on that topic that will inform your thinking about and provide evidence for your final paper, how to take notes while reading (an extremely important but often neglected strategy and skill), and how, in general, to stay focused while still being unsure of the paper’s central theme and supporting statements.

**Writing Laboratory II: Advanced Pre-Writing and Drafting**

Now that you have your topic and your evidence, how do you begin writing? In this lab, we will discuss the value of outlining, writing rough drafts, and developing strong thesis statements. The thesis statement (or central claim or central theme) is the crucial part of your paper. Stated properly and forcefully, it will provide structure to your essay and offer a ‘preview’ of your essay’s argument and organization. We will also discuss common problems that occur in undergraduate student papers—especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized
spell-checker programs—as well as appropriate citation formats for historical papers.

**Writing Laboratory III: Revision**

If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft, especially the emergence of a strong thesis. Often a writer only figures out his/her central argument after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. Writing Laboratory III is intended to help students understand exactly how to convert their first drafts into the best possible final paper.

**Attendance**

Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence after that, your final grade will be dropped by 50 points. Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor.

Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

**ADA**

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

**Plagiarism**

Academic Integrity: *"An Aggie does not lie, cheat, or steal, or tolerate those who do."* You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
The Haitian Revolution and Its Impact on the Atlantic World.

WEEK ONE (January 14-18, 2008):
Readings:

M: Laurent DuBois, Avengers of the New World, pp. 8-90.


F: Laurent DuBois, Avengers of the New World, pp. 280-308.

Slavery and Emancipation, an Economic Perspective.

WEEK TWO: (January 21-25, 2008).
Readings:

M: Williams, “Capitalism and Slavery,” in From Columbus to Castro, pp. 136-155.


F: Writing Lab I: Choosing a Topic and Pre-Writing.

Slavery and Emancipation, a Cultural-Political Perspective.

WEEK THREE: (Jan. 28-Feb. 1, 2008).
Readings:


The New Imperialism: United States Influence in the Caribbean

WEEK FOUR (February 4-8, 2008).
Readings:


W: Williams, *Columbus to Castro*, pp. 419- 462.


The New Imperialism: United States Influence in the Caribbean

WEEK FIVE (February 11-15, 2008).
Readings:


The Unraveling of the Caribbean and the Rise of Dictatorships

WEEK SIX (February 18-22, 2008).
Readings:


W: Roorda, *The Dictator Next Door*, pp. 6-62.


Economic Depression and the Rise of Caribbean Migrations
WEEK SEVEN (February 25-29, 2008).

Readings:


F: Writing Lab II: Advanced Pre-Writing and Drafting.


WEEK EIGHT (March 3-7, 2008).

Readings:


Assignment #1: Sample Paper Prospectus due at the beginning of class.


March 10-14, 2008: SPRING BREAK

The Rise of Trade Unionism in the Caribbean

WEEK NINE (March 17-21, 2008).

Readings:


The Cold War B.C. (“Before Castro”)

WEEK TEN (March 24-28, 2008).

Readings:

Assignment #2: Research Paper Rough Draft due at the beginning of class.


The Castro Caribbean

WEEK ELEVEN (March 31-April 4, 2008).

Readings:


Caribbean Cultural and Religious Traditions

WEEK TWELVE (April 7-11, 2008).

Readings:


Reggae, Rastafari, and the Globalization of Afro-Jamaican Culture

WEEK THIRTEEN (April 14-18, 2008).

Readings:


W: Lee and Davis, The First Rasta, pp. 125-168

F: Writing Lab III: Revision

The Caribbean Today: Prospects and Perspectives

WEEK FOURTEEN (April 21-25, 2008).

Readings:

M: Knight, The Caribbean, pp.257-274

W: Knight, The Caribbean, pp.275-306
F: One-on-one Revision Meetings (individual times TBA)

M: One-on-one Revision Meetings (individual times TBA)

TUESDAY MAY 6: Assignment #3: Final Research Paper due, 3:30 p.m.
Texas A&M University
Departmental Request for a New Course
Undergraduate ✦ Graduate ✦ Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of History

2. Course prefix, number and complete title of course: HIST 431, The Kingdom of Ireland, 1541-1800

3. Course description (not more than 50 words): History of Ireland from the mid sixteenth century through the end of the eighteenth century; impact of religion, politics, warfare, land disputes, famine, and international developments; creation of the United Kingdom

4. Prerequisite(s): 

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

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

7. Has this course been taught as a 289/489/689? □ 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) undergraduate general academic

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

10. Prefix | Course # | Title (excluding punctuation) |
     HIST | 431 | IRELAND 1541-1800 |

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

Approval recommended by:
Head of Department 4/25/08 Date
Chair, College Review Committee
May 19, 2008 Date
Dean of College 8/26/08 Date

Submitted to Coordinating Board by:
Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
CGR/AS – 04/07

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TENAS A&M UNIVERSITY
DEPARTMENT OF HISTORY

HIST 431: The Kingdom of Ireland, 1541-1800. Fall Semester 2008

Instructor: Dr. David Hudson
Office: HIST 105C
Lectures: Mon Wed Fri 12:40-1:30
Location: O&M 210
Office Hours: Mon Tues Wed 1:35-3:00 qba
Phone 979 845 5987

YOU WILL NEED TO READ AND STUDY THE FOLLOWING BOOKS:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title &amp; ISBN</th>
<th>Publisher</th>
<th>Cover</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MAIN TEXT - to be read throughout the course</td>
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<tr>
<td></td>
<td>***Read by September 1st.</td>
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<td></td>
<td>***Read by September 22nd.</td>
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<tr>
<td>MacNeill</td>
<td>***Read by October 20th.</td>
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<td></td>
<td>***Read by November 3rd.</td>
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<td>***Read by November 17th.</td>
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</table>

COURSE DESCRIPTION:

This course is a survey of Irish history from 1541 when Henry VIII assumed the title “King of Ireland” through 1800 when the independent Irish Parliament came to an end. The overall objective of this course is to
provide students with a sound and balanced understanding of the course of Irish history from 1541 up until 1800 through the study of a wide range of topics and themes.

This class will consist of lectures, structured discussions in which every student will be expected to participate, and student presentations. In order to be able to learn effectively, students MUST complete the assigned readings before coming to class. It is difficult to advise students on how much they should study (since this depends on all sorts of factors), but a good rule of thumb is that for every hour you spend in class, you should probably study and read for at least three hours outside class. Once a student falls behind in the reading assignments, it invariably proves very difficult to catch up.

PREREQUISITES:

Junior or senior classification

ASSESSMENT:

All students are expected to contribute to class discussion - typically scheduled for Fridays. Active vocal participation on a regular basis will greatly enhance your understanding of the topics covered. Each student will select a book (approved by instructor) covering a topic falling within the field of Irish History 1541-1800, and write a critical review to be presented orally to the class, and subsequently handed in to the Instructor. After the presentation, other students will be invited to ask questions. Presentation and written review (500 words, double-spaced, 12 pt. font) will together be worth fifteen percent (15%) of the final grade. (15 points)

There will be two (2) exams given over lectures and reading material. The first of these exams, worth twenty-five percent (25%) of the final grade, will take place on Friday October 10th. The Final exam will take place on Tuesday December 9th (1:00-3:00pm), and will also be worth twenty-five percent (25%) of your final grade. (50 points total)

There will be one (1) major paper, written over a topic of your choosing, due on Friday November 21. A proposal (including title, a brief description and a working bibliography) will be submitted in advance (by Friday September 26th) and graded (worth 5% towards the 35% total). The term paper (based on reading and research and citing primary sources, 3000 words, double-spaced, 12 pt. font) will be worth thirty-five percent (35%) of your final grade. (35 points)

Final Grading Scale (based on points):

90-100   A
80-89    B
70-79    C
60-69    D
59 & below    F

ATTENDANCE:

Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence after that, your final grade will be dropped by ten percentage points. Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor.

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<table>
<thead>
<tr>
<th>HIST 431 Course Outline</th>
<th>Topics to be covered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><strong>Monday August 25</strong></td>
</tr>
<tr>
<td><strong>Wednesday August 27</strong></td>
<td>The Celtic background, Christianity in Ireland, Viking and Norman invasions.</td>
</tr>
<tr>
<td><strong>Friday August 29</strong></td>
<td>Laudabiliter and the rationale for Anglo-Norman lordship, Edward Bruce, Athlone (1316), the &quot;black rent,&quot; the Statute of Kilkenny (1366), Richard II in Ireland, Art MacMurray.</td>
</tr>
<tr>
<td><strong>Week Two</strong></td>
<td><strong>Monday September 1</strong></td>
</tr>
<tr>
<td><strong>Wednesday September 3</strong></td>
<td>Ireland and the New World, Poyning's Law (1494), the Geraldines, Tudor experiments in government.</td>
</tr>
<tr>
<td><strong>Friday September 5</strong></td>
<td>Ireland on the eve of the Protestant Reformation.</td>
</tr>
<tr>
<td><strong>Week Three</strong></td>
<td><strong>Monday September 8</strong></td>
</tr>
<tr>
<td><strong>Wednesday September 10</strong></td>
<td>The Irish Parliament and the royal supremacy, lost opportunity to protestantize Ireland. Henry VIII becomes King of Ireland.</td>
</tr>
<tr>
<td><strong>Friday September 12</strong></td>
<td>&quot;Surrender and Regrant,&quot; Brehon law versus the Common Law, Irish chieftains violate the peace.</td>
</tr>
<tr>
<td><strong>Week Four</strong></td>
<td><strong>Monday September 15</strong></td>
</tr>
<tr>
<td><strong>Wednesday September 17</strong></td>
<td>Character of religion in Ireland - Commencement of Religious Divisions, Impact of Pius V's excommunication Bull of 1570 - English folly in response.</td>
</tr>
<tr>
<td><strong>Friday September 19</strong></td>
<td>Roman Catholicism in Ireland under Elizabeth, Political significance of the Bull of 1570, Reasons for confidence on the part of Philip II of Spain, More Strategic Considerations.</td>
</tr>
<tr>
<td></td>
<td>The O'Neill's of Ulster, Shane O'Neill visits the English Court (1562), The Perfidy of Shane O'Neill, Shane O'Neill's exploits - and initial victory, Sir Henry Sydney as Deputy and the fall of Shane O'Neill, Rebellion in the South.</td>
</tr>
<tr>
<td></td>
<td>The Plantation of Munster, the Desmond Rebellion, Hugh O'Neill, Hugh O'Neill rejects English overlordship.</td>
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<tr>
<td></td>
<td>O'Neill's strategy and the Spanish Armada of 1596, Battle of the Yellow Ford, The Earl of Essex in command, Hugh O'Neill's tactics.</td>
</tr>
<tr>
<td></td>
<td>Endgame - the defeat of O'Neill and the collapse of the old order in Ireland, Problems of periodization, Reasons for Tyrone's Rebellion, Land confiscation.</td>
</tr>
</tbody>
</table>
Week Five

**Monday September 22**
Ancient geographical separation of Ulster, John Speed and the impact of the Plantation. Why the Ulster plantation was different from earlier plantations. Reasons for the success and prosperity of the Ulster Plantation.

**Wednesday September 24**

**Friday September 26**
Reasons for the failure of previous, attempts at colonization, Historical comparisons.

Week Six

**Monday September 29**

**Wednesday October 1**
Strafford creates an army, Strafford’s nemesis, Reason’s for Strafford’s fall, Strafford’s legacy - and the reasons behind the Rising of 1641.

**Friday October 3**

Week Seven

**Monday October 6**
The Confederation of Kilkenny, Role of Ormonde - and Puritan sense of betrayal over Royal treaty with Confederates, The insurgency falters - Rinuccini takes control, Battle of Benburb - Pope Innocent X rejoices.

**Wednesday October 8**
Divisions and difficulties amongst the Confederates, Execution of Charles 1 - and the defeat of Ormonde, English and Protestant perspectives on Ireland, Perspective of the Papacy - religion comes to polarise politics.

**Friday October 10**
First Exam

Week Eight

**Monday October 13**
Cromwell enters Ireland, Cromwell at Drogheda, The capture and massacre of Drogheda, Context for the massacre, The massacre of Drogheda, Cromwell’s perspective.

**Wednesday October 15**
Reason’s for Cromwell’s intervention in Ireland, Effects of Drogheda felt at Wexford, Bloody capture of Wexford, Cromwell no bigot, Cromwell’s reputation for justice.

**Friday October 17**
Cromwell’s rationalization of vengeance on the Irish, Effects of Drogheda and Wexford have blackened Cromwell’s reputation, The Cromwellian settlement.

Week Nine

**Monday October 20**
International context for the Restoration of Charles II (1660), Land and landowners at the Restoration, The Restoration settlement, Restoration Ireland.

**Wednesday October 22**
The European scene in the later seventeenth century, The strategic significance of Ireland in the later seventeenth century, Strategic aspirations of Louis XIV, Significance of the accession of James II, Role of William III, Struggle to the death between William III and Louis XIV.

**Friday October 24**
James II attempts to play the Irish card, Plans of Louis XIV - role of Tyrconnel, Tyrconnel purges the boroughs.

Week Ten

**Monday October 27**
The Glorious Revolution - the Irish dimension; The siege of Londonderry; William III and the Boyne.

**Wednesday October 29**
The Glorious Revolution in Ireland - Protestants and the Protestant interest in the Ascendancy; The English Parliament and Irish trade.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday October 31</td>
<td>The European context - The wild geese; Molynaeux and the case for Irish autonomy; The Penal Code; Anglicans, Presbyterians and Catholics.</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Ireland in the eighteenth century; Dublin - the second city of the British Isles; The Age of Swift; Dublin as the center of the Ascendancy interest and of Irish political life.</td>
</tr>
<tr>
<td>Wednesday November 5</td>
<td>W.E.H Lecky and the golden age of Irish political oratory; Daniel Corkery and “Hidden Ireland”; A peaceful settlement?</td>
</tr>
<tr>
<td>Friday November 7</td>
<td>Famine, corruption, oppression and absenteeism; Secret societies. The viceroyalty and the administration, the emergence of patriot politics.</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Ireland and the Age of George III. Charles Lucas and Anthony Malone.</td>
</tr>
<tr>
<td>Monday November 10</td>
<td>The revolt of the American colonies; Edmund Burke; Ireland moves towards political autonomy under the crown; Gardiner’s Catholic Relief Acts, 1778 &amp; 1782.</td>
</tr>
<tr>
<td>Wednesday November 12</td>
<td>Grattan’s Parliament; Grattan and Flood and great age of Irish political life.</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>The 1798 rebellion - Armagh, Wicklow, Wexford and beyond; The French invasion.</td>
</tr>
<tr>
<td>Monday November 17</td>
<td>The English response - retribution and reprisals.</td>
</tr>
<tr>
<td>Wednesday November 19</td>
<td>The Act of Union - a sophisticated solution or evidence of corruption?</td>
</tr>
<tr>
<td>Friday November 21</td>
<td>The disappearance of the legislature from Dublin and the effect in Ireland; The effect at Westminster; Pitt, George III, Catholic emancipation and the Union; A United Kingdom?</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>The end of an Age.</td>
</tr>
<tr>
<td>Monday December 1</td>
<td>Final Exam: Tuesday, December 9, 1:00pm to 3:00pm</td>
</tr>
</tbody>
</table>
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of History

2. Course prefix, number and complete title of course: HIST 432, The Nation of Ireland, 1800 to the Present

3. Course description (not more than 50 words): History of Ireland from the creation of the United Kingdom through the end of the twentieth century; British-Irish relations; agrarian unrest and violence; famine; political, cultural, and religious developments.

4. Prerequisite(s): Cross-listed with

Junior or senior classification Cross-listed courses require the signature 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 289/489/689? □ 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) undergraduate general academic

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

10. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>HIST</th>
<th>432</th>
<th>IRELAND 1800 - PRESENT</th>
</tr>
</thead>
</table>

Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
0 3 0 0 0 3 5 4 0 1 0 1 0 0 1 1 4 5 0 0 9 - 10 0 0 3 6 3 2

Approval recommended by: [Signature] 4/25/05

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

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# TEXAS A&M UNIVERSITY
## DEPARTMENT OF HISTORY

**HIST 432: The Nation of Ireland, 1800-The Present. Fall Semester 2008**

<table>
<thead>
<tr>
<th>Instructor: Dr. David Hudson</th>
<th>Office: HIST 105C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures: Mon Wed Fri 12:40-1:30</td>
<td>Location: O&amp;M 210</td>
</tr>
<tr>
<td>Office Hours: Mon Tues Wed 1:35-3:00, qua</td>
<td>Phone 979 845 5987</td>
</tr>
</tbody>
</table>

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**YOU WILL NEED TO READ AND STUDY THE FOLLOWING BOOKS:**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title &amp; ISBN</th>
<th>Publisher</th>
<th>Cover</th>
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<tbody>
<tr>
<td></td>
<td><strong>MAIN TEXT</strong> - to be read throughout the course</td>
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<tr>
<td></td>
<td>*<strong>Read by September 1st.</strong></td>
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<tr>
<td>Robert M. McWade</td>
<td><em>The Uncrowned King: The Life And Public Services Of Hon. Charles Stewart Parnell; Comprising A Graphic Story Of His Ancestry (1891)</em> ISBN: 0548597928</td>
<td>Kessinger</td>
<td>Paper</td>
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</table>
COURSE DESCRIPTION:

This course is a survey of Irish history from 1800 when the Act of Union united the British and Irish legislatures (thus creating the United Kingdom), to the present. The overall objective of this course is to provide students with a sound and balanced understanding of the course of Irish history during the nineteenth and twentieth centuries through the study of a wide range of topics and themes.

This class will consist of lectures, structured discussions in which every student will be expected to participate, and student presentations. In order to be able to learn effectively, students MUST complete the assigned readings before coming to class. It is difficult to advise students on how much they should study (since this depends on all sorts of factors), but a good rule of thumb is that for every hour you spend in class, you should probably study and read for at least three hours outside class. Once a student falls behind in the reading assignments, it invariably proves very difficult to catch up.

PREREQUISITES:

Junior of senior classification

ASSESSMENT:

All students are expected to contribute to class discussion - typically scheduled for Fridays. Active vocal participation on a regular basis will greatly enhance your understanding of the topics covered. Each student will select a book (approved by instructor) covering a topic falling within the field of Irish History 1800-The Present, and write a critical review to be presented orally to the class, and subsequently handed in to the Instructor. After the presentation, other students will be invited to ask questions. Presentation and written review (500 words, double-spaced, 12 pt. font) will together be worth fifteen percent (15%) of the final grade. (15 points)

There will be two (2) exams given over lectures and reading material. The first of these exams, worth twenty-five percent (25%) of the final grade, will take place on Friday October 10th. The Final exam will take place on Tuesday December 9th (1:00-3:00pm), and will also be worth twenty-five percent (25%) of your final grade. (50 points total)

There will be one (1) major paper, written over a topic of your choosing, due on Friday November 21. A proposal (including title, a brief description and a working bibliography) will be submitted in advance (by Friday September 26th) and graded (worth 5% towards the 35% total). The term paper (based on reading and research and citing primary sources, 3000 words, double-spaced, 12 pt. font) will be worth thirty-five percent (35%) of your final grade. (35 points)

Final Grading Scale (based on points):

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 59 & below F

ATTENDANCE:

Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence after that, your final grade will be dropped by ten percentage points. Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor.
Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

**ADA:**

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

**PLAGIARISM:**

Academic Integrity: "An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

<table>
<thead>
<tr>
<th><strong>HIST 432 - course outline</strong></th>
<th><strong>Topics to be covered</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td></td>
</tr>
<tr>
<td>Monday August 25</td>
<td>The many centuries of Irish history, 1690 and the origins of the Ascendancy in Ireland. The Act of Union (1800) - A United Kingdom? The end of an Age.</td>
</tr>
<tr>
<td>Wednesday August 27</td>
<td>Robert Emmet and the 1803 rebellion; Ireland in the early years of the nineteenth century, agrarian unrest and violence, economic woes.</td>
</tr>
<tr>
<td>Friday August 29</td>
<td>The “Veto” issue and the Catholic cause; Daniel O’Connell and the repeal movement; Catholic emancipation; Electoral reform and its effect in Ireland.</td>
</tr>
<tr>
<td><strong>Week Two</strong></td>
<td></td>
</tr>
<tr>
<td>Monday September 1</td>
<td>The Young Ireland movement, its origins, aims and influence. The Devon Commission. Visitors to pre-Famine Ireland; The Great Hunger; Famine and the response of the British government; Black '47 and beyond; Emigration and depopulation.</td>
</tr>
<tr>
<td>Wednesday September 3</td>
<td>1848 - the political revolution which failed. Landlords and landlordism, absenteeism, the Encumbered Estates Acts.</td>
</tr>
<tr>
<td>Friday September 5</td>
<td>Deasy’s Act (1860). The Irish Republican Brotherhood and the Fenian Society; 1867 and the Fenian rising; Isaac Butt and the origins of the Home Rule movement.</td>
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<tr>
<td><strong>Week Three</strong></td>
<td></td>
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<tr>
<td>Monday September 8</td>
<td>Gladstone and the attempt to pacify Ireland; Charles Lever and English images of Ireland. Charles Stewart Parnell and the re-invention of Irish Nationalism.</td>
</tr>
</tbody>
</table>
Wednesday September 10  The Irish National Party in the House of Commons. The foundation of the Land League; Dis-establishment of the Church of Ireland, Early efforts at land reform, the Kilmarnock treaty.

Friday September 12  The New Departure; Gladstone and Home Rule; The Liberals divide over Ireland.

Week Four

Monday September 13  The Tories and Ireland; Arthur Balfour at the Irish Office - “Bloody Balfour”; The self-destruction of the Irish Parliamentary Party. The second Home Rule bill; Gerald Balfour at the Irish Office.

Wednesday September 17  The Irish cultural and literary revival, the reinvention of Irish nationhood. Somerville and Ross and the world of the Irish R.M. Britain’s Irish problem temporarily dormant.

Friday September 19  Ireland in the new century; Protestant Ulster begins to organize. John Redmond and the restoration of the Irish Parliamentary Party; George Wyndham and the 1903 land act.

Week Five

Monday September 22  James Bryce at the Irish Office; Augustine Birrell at the Irish Office. The cooperative movement, Irish agriculture transformed.

Wednesday September 24  The Lloyd George budget and the Parliament Act; Irish Home Rule becomes inevitable - Edward Carson and Ulster resistance; The outbreak of the First World War; Augustine Birrell fails to read the signs of the times.

Friday September 26  1916 - the rising which failed - and then succeeded; The Buckingham Palace conference; Peace breaks out in Europe as Ireland slides into war.

Week Six

Monday September 29  The Anglo-Irish Treaty and the founding of the Free State - The “six-county” solution in the North; Eamon de Valera, Michael Collins and Arthur Griffith.

Wednesday October 1  The Civil War, the “Black & Tans” - Death of Michael Collins; Victory for the supporters of the Treaty.

Friday October 3  The 1920s in Ireland - De Valera’s self-imposed political exile; James Craig and the founding of Stormont.

Week Seven

Monday October 6  Birth pangs of the new order 1922-1923. Organizing the administration, political parties. Reestablishing law and order, the army mutiny.

Wednesday October 8  Cumann na nGaedheal in power. Economic and social policy, agriculture and industry. Education and the Irish language. 1932—the year of change.

Friday October 10  First Exam
Week Eight  
**Monday October 13**  
The new government (1932). The Eucharistic Congress (1932). Abolishing the oath of allegiance (1933), weakening the role of the British crown, the governor-generalship abolished and the new constitution (1937).

**Wednesday October 15**  
Fianna Fáil and the economy, the tariff war with Great Britain, Promoting industrial growth and social policy.

**Friday October 17**  
The Blueshirts, the IRA, the founding of Fine Gael.

Week Nine  
**Monday October 20**  
The outbreak of WWII ("The Emergency"). The threat from the IRA. Free State diplomacy - relations with Great Britain, Germany & the USA.

**Wednesday October 22**  
Politics and everyday life during the Emergency. The years of recovery after 1945.

**Friday October 24**  

Week Ten  
**Monday October 27**  

**Wednesday October 29**  
A baptism of violence, relations with "the South." Protestants and Catholics in Northern Ireland. Unionist dominance and the electoral system, education and social policy.

**Friday October 31**  
The Economy, the 1930s and economic depression. The looming conflict in Europe.

Week Eleven  
**Monday November 3**  
Northern Ireland 1939-1945. The outbreak of war and its impact. The Northern Irish economy in wartime, the bombing of Belfast.

**Wednesday November 5**  
American GIs in Northern Ireland. The end of the war, the Welfare State comes to Northern Ireland. Health and social welfare issues.

**Friday November 7**  
Education. Reconstruction. Relations with "the South."

Week Twelve  
**Monday November 10**  

**Wednesday November 12**  

**Friday November 14**  
Unemployment and Emigration. The role of the Catholic Church. The IRA campaign and the border.

Week Thirteen  
**Monday November 17**  
Ireland in an age of change. The General Election of 1957 - Eamon de Valera becomes Taoiseach. Sean Lemass becomes Taoiseach.

**Wednesday November 19**  
Friday November 21  
Crisis in Northern Ireland - Bloody Sunday and the IRA campaign. The Irish Republic joins the EEC. Ireland in the 1960s.

Monday November 24  

Wednesday November 26  

Monday December 1  
Garrett Fitzgerald, Mary Robinson. The Good Friday Accords. Peace and Reconciliation experience slow growth.

Final Exam:  
Tuesday, December 9, 1:00pm to 3:00pm
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   Soil and Crop Sciences
   ScSc
   AGRO 316 Theory & Practice of Plant Physiology

2. Course prefix, number and complete title of course:

3. Course description (not to exceed 50 words): Theory of plant physiology related to purposeful practices for improving plant adaptation, productivity and quality and for protecting and remediating environments in agriculture; laboratory experiments of physiology of plant structure, components and culture; water relations and stress; nitrogen and mineral nutrition; gas exchange; hormonal regulation.

4. Prerequisite(s):
   BIOL 101; CHEM 101; Junior or Senior status
   Cross-listed with:
   MEPS 316

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 this course be repeated within the same semester? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? ______

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

   All Undergraduate Programs

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 (excluding punctuation)
    Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
    3 16 THEORY & PRAC PLT PHYS

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</table>

Approval recommended by:
Wayne Smith 6-26-05
Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07
AGRO 316
Theory and Practice of Plant Physiology

Plant physiology is the science that studies plant function. Thousands of chemical reactions are underway in every living cell, transforming water, mineral salts, and gases from the environment into organized plant tissue and organs. From the moment of a plant’s conception to its death, organized processes of development are enlarging the plant, increasing its complexity, and initiating changes in its growth such as flowering and loss of leaves in the fall. Key to applying plant physiology to the real world is to develop a basic understanding of how the myriad of biochemical and physical processes in the plant work together to assure its growth, development, and survival. Plant physiology involves application of physics and chemistry to develop that understanding. This course is designed to provide students with a basic understanding of plant function at organelle, cellular and whole plant scales, and the practical tools necessary to apply basic principles to address real-world problems.

Prerequisites
Junior classification

Grading
A: 90%, B: 80%, C: 70%, D: 60%, F: <60%

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<th>Requirement</th>
<th>Points</th>
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<tr>
<td>Lecture Quizzes (Tuesdays)</td>
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<tr>
<td>Examinations (2)</td>
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<tr>
<td>Final Examination</td>
<td>100</td>
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<tr>
<td>Laboratory Quizzes (weekly)</td>
<td>50</td>
</tr>
<tr>
<td>Laboratory Assignments (weekly)</td>
<td>50</td>
</tr>
<tr>
<td>Laboratory Practical Examinations (2)</td>
<td>100</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Lecture
T, R 11:10am – 12:00pm

Lecture | Topics
--------|--------------------------------------------------
1        | Introduction [Heilman and Cothren]
         | *Plant Structure* [C]
2,3      | Plant and Cell Architecture
         | *Plants and Energy* [Heilman]
4        | Energy and Cells; Membrane Potentials
5        | Leaf Energy Balance
         | *Water Relations* [H]
6        | Properties of Water, and Function of Water in Plants
7        | Cell Water Relations
8        | Transpiration and Water Uptake
9        | Ascent of Sap; Stomatal Regulation of Water Use
         | *Photosynthesis and Respiration* [C]
10 - 13  | Light Reactions; CO₂ Exchange; Metabolism in Leaves (C₃ vs. C₄)
14  **Exam 1**  
15,16  Leaf Photosynthetic Responses to Light, Water, Temperature and CO₂  
17  Leaf Photosynthetic Responses to Mineral Nutrients  
18,19  Role of Respiration in Plant Carbon Balance  
20  Environmental Response of Plant Respiration  
   *Mineral Nutrition* [C]  
21,22  Nutrient Absorption, Translocation and Use  
23  Environmental Constraints on Mineral Nutrition  
24  Plant Nutrient-Use Efficiencies  
25  **Exam 2**  
   *Plant Hormones* [H]  
26,27  Hormone Regulation of Growth and Plant Function

**Instructors**  
J. Tom Cothren, 336A Heep Center, 845-0360, jtcothern@tamu.edu  
James L. Heilman, 237A Heep Center, 845-7169, j-heilman@tamu.edu

**Textbook**  

**Examinations**  
One week prior to examinations, a list of review questions will be distributed in class. Help sessions will be held to discuss review questions in preparation for exams.

**Electronic Resources**  
All lectures will be PowerPoint presentations. They will be posted in PDF format on the course website (http://agro316.tamu.edu). All students will be responsible for printing PDF files of lectures and bringing them to class for taking notes during lectures. Quiz and examination answers and grades will also be posted on the website.

**Laboratory**  
**T, W, R 2:00 p.m. - 5:00 p.m.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to statistics and scientific methodology</td>
</tr>
<tr>
<td>2</td>
<td>Description of biological variation</td>
</tr>
<tr>
<td>3</td>
<td>Measurement of solar radiation</td>
</tr>
<tr>
<td>4</td>
<td>Measurement of water potential in plants</td>
</tr>
<tr>
<td>5</td>
<td>Transpiration and water flow in plants, and stomatal resistance</td>
</tr>
<tr>
<td>6</td>
<td>Measurement of the carbon dioxide and light dependence of photosynthesis, chromatography of plant pigments</td>
</tr>
</tbody>
</table>

7  **Midterm Laboratory Practical Exam**
8 Measurement of photorespiration in C₃ and C₄ plants
9 Enzyme action and hydrolysis of sucrose
10 Partitioning and assay of photoassimilates
11 Mineral nutrition of plants
12 Nitrogen fixation of soybean
13 Review
14 Final Laboratory Practical Exam

Requirements
Weekly lab quizzes will be given. They will include questions on methodology from the previous week’s lab, and question about theory for the current week’s lab. Laboratory practical exams will test student mastery of laboratory techniques.

Lab Madhulika Sagaram, 458-0891 (Office), madhulika@neo.tamu.edu
Assistant:

Electronic Resources
Class results and observations for laboratory exercises will be posted on the class website.

Students with Disabilities
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 granted a learning environment that provides for reasonable accommodation of their disability. 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 Cain Hall or call 845-1637.

Academic Integrity

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Honor Council rules and procedures will be strictly enforced. These rules and procedures, and a list of what constitutes academic misconduct can be found at http://www.tamu.edu/aggiehonor. Any student engaging in academic misconduct will receive a grade of F* for the course and the notation “FAILURE DUE TO ACADEMIC DISHONESTY” will appear on the student’s transcripts.

Absence Policy
Due to the participatory nature of this class, attendance is expected. Excused absences for class activities (lectures, field trips, exams) are subject to TAMU rules and guidelines please see: http://student-rules.tamu.edu/rule7.htm for details.
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. This request is submitted by the Department of Biology

2. Course prefix, number and complete title of course: BIOL114, Introductory Biology

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): No longer taught
   c. Cross-list with: ___________________________ Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.

4. Complete current course title and current course description:

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

6. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 114</td>
<td>INTRODUCTORY BIOLOGY</td>
<td></td>
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</table>

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<th>Lab</th>
<th>SCH</th>
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<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
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   Change to:

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<tr>
<th>Prefix</th>
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</tbody>
</table>

   Approval recommended by: ___________________________ Date: ___________________________

   Head of Department

   Chair, College Review Committee

   Dean of College

   Submitted to Coordinating Board by: ___________________________ Date: ___________________________

   Associate Director, Curricular Services

   Date: ___________________________ Effective Date: ___________________________

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07
1. This request is submitted by the Department of Biology

2. Course prefix, number and complete title of course: BIOL124, Introductory Biology Lab

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): No longer taught
   c. Cross-list with: ____________________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.

4. Complete current course title and current course description:

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

6. a. As currently in course inventory:
   
   Prefix  | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
   --- | --- | --- | --- | --- | --- | --- | --- | ---
   BIOL  | 124 | INTRODUCTORY BIOLOGY LAB | 0 | 0 | 3 | 0 0 3 6 3 2 |

   b. Change to:
   
   Prefix  | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level
   --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---

   Approval recommended by: ____________________________ Date: __________/________/______

   Chair/College Review Committee Date: __________/________/______

   Head of Department Date: __________/________/______

   Head of Department (if cross-listed course) Date: __________/________/______

   Submitted to Coordinating Board by: ____________________________ Date: __________/________/______

   Dean of College Date: __________/________/______

   Dean of College Date: __________/________/______

   Effective Date: ____________________________

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
* Submit original form and attachments *

1. This request is submitted by the Department of
   ____________________________
   Biology

2. Course prefix, number and complete title of course: BIOL304, Comparative Biology of Plants

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): No longer taught
   c. Cross-list with:
      [Cross-listed courses require the signature of both department heads.]
   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.

4. Complete current course title and current course description:

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

6. a. As currently in course inventory:

   Prefix Course # Title (excluding punctuation)
   __________ __________ __________
   BIOL 304 COMPAR BIOL OF PLANS

   Lect. Lab SCH CIP and Fund Code Admin. Unit FICE Code Level
   0 3 0 3 0 4

   b. Change to:

   Prefix Course # Title (excluding punctuation)
   __________ __________ __________
   BIOL 304 COMPAR BIOL OF PLANS

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code Level
   0 3 0 3 6 3 2

   Approval recommended by: ____________________________ Level ____________________________
   [Signature] [Date 6/08]

   Head of Department Date ____________________________
   Chair, College Review Committee Date ____________________________
   Dean of College Date ____________________________

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

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services ____________________________
   Date ____________________________ Effective Date ____________________________

   Questions regarding this form should be directed to Sandra Williams at 845-8201.
   Curricular Services — 11/07

Attachment C

77 of 93 C
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ✦ Graduate ✦ Professional
Submit original form and attachments.

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

2. Course prefix, number and complete title of course: BIOL439, Growth of Biological Thought

3. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason): No longer taught
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.

4. Complete current course title and current course description:

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

6. a. As currently in course inventory:
   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
   BIOL 439 GROWTH OF BIOL THOUGHT 0 3 0 0 3
   b. Change to:
   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level
   Approval recommended by: 
   Head of Department Date
   Head of Department (if cross-listed course) Date
   Submitted to Coordinating Board by:
   Associate Director, Curricular Services Date
   Questions regarding this form should be directed to Sandra Williams at 845-8201.
   Curricular Services – 11/07

78 of 93 C
Texas A&M University

Departmental Request for a Change in Course
Undergraduate ▪ Graduate ▪ Professional
Submit original form and attachments.

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

2. Course prefix, number and complete title of course: BIOL453, Plant Anatomy

3. Change requested
   a. Prerequisite(s): From: ________________________________  To: ________________________________
   b. Withdrawal (reason): No longer taught
   c. Cross-list with: ________________________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.

4. Complete current course title and current course description:

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

6. a. As currently in course inventory:

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   b. Change to:

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</table>

   Approval recommended by: ________________________________
   Date: ________________________________
   Chair, College Review Committee
   Date: ________________________________
   Dean of College
   Date: ________________________________

   Submitted to Coordinating Board by: ________________________________
   Date: ________________________________
   Effective Date: ________________________________

   Questions regarding this form should be directed to Sandra Williams at 845-8201.
   Curricular Services – 11/07

79 of 93 C
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. This request is submitted by the Department of [Biology]

2. Course prefix, number and complete title of course: BIOL113, Introductory Biology

3. Change requested
   a. Prerequisite(s): From: [ ] To: [ ]
   b. Withdrawal (reason): [ ]
   c. Cross-list with: [ ]

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

   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. **Attach a course syllabus.**

4. Complete current course title and current course description: BIOL113, Introductory Biology- One-semester survey of basic biological principles, including chemical basis of life, cell biology, bioenergetics, genetics, evolution, anatomy and physiology, reproduction and development, and interaction with the environment. Not suitable for students who plan to take additional courses in the Biology Department. BIOL 123 is the corresponding laboratory course.

5. Complete proposed course title and proposed course description (not to exceed 50 words): BIOL113, Essentials in Biology- One-semester survey of basic biological principles, including chemical basis of life, cell biology, bioenergetics, genetics, evolution, anatomy and physiology, reproduction and development, and interaction with the environment. Not suitable for students who plan to take additional courses in the Biology Department. BIOL 123 is the corresponding laboratory course.

6. a. As currently in course inventory:
   
   Prefix | Course # | Title (excluding punctuation) |
   ------ | -------- | -----------------------------|
   BIOL  | 113     | INTRODUCTORY BIOLOGY |

   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
   0     | 3   | 0   | 0326010100020440   | 003632     | 1         |

   b. Change to:

   Prefix | Course # | Title (excluding punctuation) |
   ------ | -------- | -----------------------------|
   BIOL  | 113     | ESSENTIALS IN BIOLOGY |

   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
   0     | 3   | 0   | 032601010002044009  | -100       | 003632     |

   Approval recommended by: [Signature]  [Date]

   Head of Department Date [Signature]  [Date]
   Chair, College Review Committee Date

   Head of Department (if cross-listed course) Date

   Submitted to Coordinating Board by:

   [Signature]  [Date]

   Associate Director, Curricular Services

   [Signature]  [Date]  [Effective Date]

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07
Biology 113 Essentials of Biology
Semester Year, Section XXX

Instructor: Office:
Office Phone: E-Mail:
Office Hours:
Class Time and Location:

Course Description: Biology 113 is a one-semester survey of basic biological principles, including the chemical basis of life, cell biology, bioenergetics, genetics, evolution, anatomy and physiology, reproduction and development, and interaction with the environment. Not suitable for students who plan to take additional courses in the Biology Department. Biology 123 is the corresponding laboratory course.

Texts/Materials:
- Essential Biology with Physiology, 2nd ed. 2007 by Campbell, Reece and Simon – required by Dr. Johnson.
- Discover Biology 3rd ed. 2006 by Cain, Lue and Yoon – required by Dr. Perkins.

General Information:
Lower Division Biology Instruction Office: Administrative questions pertaining to Biology 113 may be referred to Heldenfels 315, Mon. through Fri. 8 am – 5 pm, 845-4651, e-mail introbio@mail.bio.tamu.edu

Webpage: The Lower Division Instruction webpage at http://www.bio.tamu.edu/ldi has contact information for faculty and staff as well as exam challenge forms and scantron grade check request forms.

Vista/Blackboard: Grade information and materials posted by faculty may be located on the course VISTA/BLACKBOARD site. To access Vista/Blackboard:
Logon to http://elearning.tamu.edu/
Choose the TAMU (Net ID) logon option
Logon with your Net ID and password
Choose the Biol 113 course list link

Release of Grades: The Family Educational Rights and Privacy Act (FERPA) prohibits faculty and staff from posting grades to unsecured websites, or reporting grades by e-mail or telephone. Grade information is available via Vista/Blackboard or from faculty during office hours.

Absence Policy: The Lower Division Program does not accept the Texas A&M University Explanatory State of Absence Form as an adequate verification for an absence. Students who miss class and want to makeup one or more missed assignments must provide verification for the reason of the absence (see section 7, Attendance http://student-rules.tamu.edu/rul7.htm). Prior notification of absence is expected whenever possible.

For absences due to illness or injury, Notify instructor within two working days by e-mail and provide within one week written and signed evidence of consultation with a medical professional confirming the injury or illness was serious enough to justify the absence. Submitted evidence will be verified prior to approval of any makeup.

Makeup exams: Will be given only in the event of an authorized university approved absence (see absence policy). You may not take a makeup to improve a test score. The exam may be essay and will be given only
with the permission of the instructor. Upon approval of your excuse, you will be given a signed “Instructor’s Approval” form which must be taken to Heldenfels 315 to register for the make-up exam. Non-acute medical appointments (e.g., checkups, dental appointments) are not “excused” by University Rules and should not be scheduled on exam days.

**Scantron grade checks:** If you think an error was made in the scantron grading process, submit your grade check request at [http://www.bio.tamu.edu/lid](http://www.bio.tamu.edu/lid). You will be notified via email when the results are ready. Bring your student I.D. to Heldenfels 315 to pickup your grade check.

**Course Grade:** Designation of letter grades should be expected to be determine as follows:

\[ A = 90-100\%, \quad B = 80-89\%, \quad C = 70-79\%, \quad D = 60-69\%, \quad F \leq 59\% \]

Some downward adjustment of letter grade cutoffs (i.e. curve) may be applied dependent on the class numerical grade distribution, and the instructor’s judgment. Grades are awarded on the basis of your performance in class. Calculate your course percentage as follows:

**Dr. Perkins** - Grades will be assigned on the basis of exams and quizzes worth a total of 500 points. The final course average is calculated as the total points earned divided by 500.

**Dr. Johnson** – Grades will be assigned on the basis of exams worth a total of 450 points. The final course average is calculated as total points earned divided by 450.

**Attendance:** Attendance at every lecture is expected but not recorded. Exams will include some material presented only during class.

**Academic Integrity:** "An Aggie does not lie, cheat, or steal, or tolerate those who do." Academic misconduct, a violation of the Texas A&M Honor System, involves any of the following offenses: cheating, fabrication, falsification, multiple submissions, plagiarism, and complicity in any of these offenses. Incidents of academic dishonesty are subject to academic penalties and will be reported to the Texas A&M Honors System Office [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/).

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 of the process of the Honors System.

**Statement on Disabilities:** 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 of Cain Hall, or call 845-1637.

**Lecture Information:**

**Lecture Exams:** There will be three 100 point lecture exams and a 150 point comprehensive final exam. Exams cover both lecture material and text assignments. For each exam, you are required to bring a #2 pencil,
and your TAMU student I.D. A purse may be carried to your desk, but must be closed and left on the floor. No other items will be permitted at your desk.

Exam Schedule:

Exam 1: Monday, February 11 in class
Exam 2: Monday, March 3 in class
Exam 3: Monday, April 7 in class
Final exam: Tuesday, May 6, 3:30-5:30 p.m.

Bonus Points: Opportunities to earn bonus points will be offered during class and will not be announced in advance. There is no make-up for missed bonus opportunities. Bonus points are equal to exam points and will be added to your total earned points at the end of the semester.

Quizzes: Several unannounced (i.e. pop) quizzes, for a total of 50 points may be held throughout the semester. Quiz points will be equivalent to exam points and will only cover material from the previous 2 lectures.

Exam challenges: After each hourly exam, a copy of the exam key will be posted on Vista/Blackboard. If you think there is an error in the key, you may submit an Exam Challenge Form at http://www.bio.tamu.edu/ldi within 24 hours. Give referenced support as to why you think an alternative answer is better than the key.

Note: There is no challenge period for the final exam.

Rescheduling exams: Lecture exams must be taken with your registered section. A grade of ZERO will be given for any exam taken out-of-section. A final exam may be rescheduled provided you show proof of three or more final exams scheduled for the same day. Make arrangements for an alternate final exam time in Heldenfels 315 during the last week of class.

Make-up Exam Schedule

Exam 1 Thursday Feb. 28 from 8:30-9:30 p.m. in Held 100
Exam 2 Thursday Mar. 27 from 8:30-9:30 p.m. in Held 100
Exam 3 Thursday Apr. 24 from 8:30-9:30 p.m. in Held 100

COPYRIGHT: The materials used in this course are copyrighted. This includes, but is not limited to: syllabi, lecture notes, quizzes, exams, in-class materials, review sheets and problem sets. You do not have the right to copy course materials without the express permission of the instructor. You may not sell copies of lecture notes or distribute them to commercial services.

Copyright 2008, Professor
Attachment C

DISCOVER BIOLOGY
UNIT 1 – CELL BIOLOGY AND GENETICS

M Jan 14 Introduction – Characteristics of Life Chap. 1
W Jan 16 Water and Carbon - Chemistry of Life Chap. 4
F Jan 18 Biomolecules Chap. 4
M Jan 21 ***Martin Luther King Day – No Class*** Interlude B
W Jan 23 DNA – the Blueprint of Life Chap. 12
F Jan 25 Cellular Structure Chap. 5 & 6
M Jan 28 Mitosis and meiosis Chap. 9
W Jan 30 Cancer – cell division run amok
F Feb 1 From Gene to Protein Chap. 13
M Feb 4 Exam 1
W Feb 6 Control of Gene Expression Chap. 14
F Feb 8 Patterns of Inheritance Chap. 10
M Feb 11 Chromosomes, Founder Mutations, and Human Genetics Chap. 11

UNIT 2 – EVOLUTION

W Feb 13 How evolution works Chap. 16
F Feb 15 Evolution of populations Chap. 17
M Feb 18 Evolution Answered
W Feb 20 Evolution in our lifetime – antibiotic resistance
F Feb 22 Adaptation and speciation Chap. 18
M Feb 25 Evolutionary history of life Chap. 19
W Feb 27 Intelligent Design
F Feb 29 Primate Evolution
M Mar 3 Exam 2

UNIT 3 – BIODIVERSITY AND BIOLOGICAL FUNCTION

W Mar 5 Major groups of living organisms Chap. 2 & 3
F Mar 7 Population growth Chap. 34
M Mar 17 Interaction Among Organisms Chap. 35
W Mar 19 Extinctions and Biodiversity
F Mar 21 ***Reading Day – No Class***
M Mar 24 Respiration and Cardiovascular System Chap. 22 & 23
W Mar 26 Muscles, Skeletons and Movement Chap. 27
F Mar 28 Plant Form and Function Chap. 31 & 32
M Mar 31 Exam 3

UNIT 4 – APPLICATIONS AND BIOLOGY IN THE NEWS

W Apr 2 Forensics: DNA profiling – Lessons in Heredity Chap. 24
F Apr 4 Hormones: HGH, Steroids, and Sports Chap. 24
M Apr 7 Reproduction: The evolution of sex Chap. 29
W Apr 9 Human Reproduction: Facts and myths
F Apr 11 Fertilization and Development
M Apr 14 Stem Cells and Cloning
W Apr 16 Nutrition: Atkins Diet and Obesity Chap. 21
F Apr 18 Human Genome Project
M Apr 21 Viruses – Structure, Function and Disease
W Apr 23 Neuroscience – Anatomy and Function
F Apr 25 Neuroscience – Drug Addiction and Learning
M Apr 28 Aging
T Apr 29 **Redefined Day** TBA
ESSENTIAL BIOLOGY

Chapter numbers are from *Essential Biology with Physiology* (2nd ed., softcover 2007) by Campbell, Reece, & Simon; Pearson Benjamin Cummings

*Note: Not all sections of each listed chapter will be covered in this course. Reading assignments will be posted on Dr. Johnson's website.*

1. Introduction: Biology Today
2. Essential Chemistry for Biology
3. The Molecules of Life
4. A Tour of the Cell
6. Cellular Respiration: Obtaining Energy from Food (p. 88-92 only)
7. Photosynthesis: Using Light to Make Food (pp. 103-106 only)
5. The Working Cell
8. Cellular Reproduction: Cells from Cells
9. Patterns of Inheritance (Genetics)
13. How Populations Evolve
14. How Biological Diversity Evolves
15. The Evolution of Microbial Life (Including viruses from pp. 189-195)
16. Plants, Fungi, and the Move onto Land
27. Nervous, Sensory, and Motor Systems
28. The Life of a Flowering Plant
29. The Working Plant (pp. 646-648 only)
17. The Evolution of Animals
21. Unifying Concepts of Animal Structure and Function
22. Nutrition and Digestion
23. Circulation and Respiration
26. Reproduction and Development
June 6, 2008

MEMORANDUM

TO: Undergraduate Curriculum Committee

FROM: Dr. Duncan MacKenzie
Chair, Biology Undergraduate Programs Committee

SUBJECT: BIOL113 Course Title Change

Currently there are four courses in the catalog called “Introductory Biology.” One of those, BIOL114, has had paperwork submitted to delete the course. The other two are for life science majors or those students who will take more advanced Biology courses. Since BIOL113 is a one-semester course and not intended for students who plan to take other courses in the Biology Department, the proposed title “Essentials of Biology” better describes the course and topics covered.
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and attachments.

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

2. Course prefix, number and complete title of course: BIOL 123, Introductory Biology Laboratory

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.

4. Complete current course title and current course description: BIOL 123, Introductory Biology Laboratory- One-semester course for non-majors; covers the basic biological principles; includes cell biology, genetics, ecology and evolution, biodiversity and anatomy and physiology. Prerequisites: BIOL 113 or concurrent registration in BIOL 113.

5. Complete proposed course title and proposed course description (not to exceed 50 words): BIOL 123, Essentials in Biology Laboratory- One-semester course for non-majors; covers the basic biological principles; includes cell biology, genetics, ecology and evolution, biodiversity and anatomy and physiology. Prerequisites: BIOL 113 or concurrent registration in BIOL 113.

6. a. As currently in course inventory:

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   Approval recommended by: ____________________________
   
   Head of Department Date
   Chair, College Review Committee Date
   Dean of College Date
   Head of Department (if cross-listed course) Date
   Dean of College Date
   Submitted to Coordinating Board by: ____________________________
   
   Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201.

Curricular Services – 11/07

87 of 93 C
Biology 123 - Essentials of Biology Laboratory Course

Information - Heldenfels Hall 315 - 845-4651

Lab Section __________ Lab Day/History _______________ Lab Room _______________

Instructor. _______________ e-mail _______________________

Office _______________ Phone 845- _______________ Office Hrs _______________________

Biology 123 is a one semester non-majors laboratory course designed to be taken concurrently with Biology 113. As a one-credit-hour course there will be one three-hour lab per week. Topics include the chemical basis for life, cellular and molecular biology, genetics, evolution, and anatomy and physiology. Additional information is available at http://www.bio.tamu.edu/ldi.

Texts/Materials:

General Information:
Lower Division Biology Instruction Office: Administrative questions pertaining to Biology 123 may be referred to Heldenfels 315, Mon. through Fri. 8 am to 5 pm, 845-4651, e-mail introbio@mail.bio.tamu.edu.

Webpage: The Lower Division Instruction webpage at http://www.bio.tamu.edu/ldi has contact information for faculty, teaching assistants, and staff as well as exam challenge forms, and scantron grade check request forms.

Vista/Blackboard: Grade information and materials posted by faculty may be located on the course VISTA/BLACKBOARD site. To access VISTA/BLACKBOARD:
Logon to http://elearning.tamu.edu/
Choose the TAMU (Net ID) logon option.
Logon with your Net ID and password.
Choose the Biol 123 course list link.

Release of Grades: The Family Educational Rights and Privacy Act (FERPA) prohibits faculty and staff from posting grades to unsecured websites, or reporting grades by e-mail or telephone. Grade information is available via VISTA/BLACKBOARD or from faculty during office hours.

Absence Policy: The Lower Division Program does not accept the Texas A&M University Explanatory Statement of Absence Form as an adequate verification for an absence. Students who miss class and want to makeup one or more missed assignments must provide verification for the reason of the absence (see section 7, Attendance http://student-rules.tamu.edu/rule7.htm). Prior notification of absence is expected whenever possible.

For absences due to illness or injury. Notify instructor within two working days and provide within one week written and signed evidence of consultation with a medical professional confirming the injury or illness was serious enough to justify the absence. Submitted evidence will be verified prior to approval of any makeup.

Regrading assignments: Is at the discretion of the instructor. Any regrade will be for the entire assignment, so the score may go up, down, or remain unchanged. Evidence of academic dishonesty constitutes grounds to initiate an honors system violation proceeding http://www.tamu.edu aggie honor.
Academic Integrity: – “An Aggie does not lie, cheat or steal or tolerate those who do”. Academic misconduct, a violation of the Texas A&M Honor System, involves any of the following offenses: cheating, fabrication, falsification, multiple submissions, plagiarism and complicity in any of these offenses. All incidents of academic dishonesty will be referred to the instructor of record, are subject to academic penalties, and will be reported to the Texas A&M Honors System Office http://www.tamu.edu/aggiehonor/.

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.

Copyright: The materials used in this course are copyrighted. This includes, but is not limited to: syllabi, lecture notes, quizzes, exams, lab problems, in-class materials, review sheets and problem sets. You do not have the right to copy or provide course materials to others without the permission of the instructor.

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 for 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.

Lab Information:

Lab Safety:
- You will be required to sign a Safety Agreement indicating that you have read, understood, and agree to follow the safety regulations required for this course.
- Eating, drinking, and use of tobacco products are prohibited in the laboratory.
- University safety regulations require closed-toe shoes in the laboratory. You will be refused admittance to the lab if you wear sandals or open-toed shoes.
- Safety goggles are required. Bring safety goggles to all labs. Purchase locally or rent from the Chemistry stockroom, 4th floor Heldenfels.

Quizzes: The thirteen 25 point quizzes will be a combination of written and practical questions. Quizzes will have a minimum of 30% practical questions and may cover the current topic as well as previously covered material.

Assignments: There will be XX homework and in-class assignments worth a total of 75 points. Two points are automatically deducted for late assignments, and an additional point is deducted for each additional day overdue. Late homework may be logged in at HELD 319 or HELD 315.

Extra Credit: A total of 10 extra credit points may be earned by bringing live pillbugs to lab during the week of February 13-15. Five points awarded for 10 pillbugs and ten for 20 pillbugs. No points for late pillbugs.

Participation Points: Each TA will award a maximum of 25 points based upon cooperation, class participation, attendance, and cleanup.
**Course Grade:** Designation of letter grades should be expected to be determined as follows:

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = ≤ 59%

Some downward adjustment of letter grade cutoffs (i.e. curve) may be applied dependent on the class numerical grade distribution and the instructor’s judgment. Final lab totals may be subject to statistical normalization. Grades are awarded only on the basis of your performance in the class.

**Record your lab grades:**

<table>
<thead>
<tr>
<th>Homework and In-Class Assignments (75 pts)</th>
<th>Quiz Grades (325 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guiding Principles (10 pts)</td>
<td>1. (25 pts)</td>
</tr>
<tr>
<td>2. Learning Styles (5 pts)</td>
<td>2. (25 pts)</td>
</tr>
<tr>
<td>3. Absorption Spectrum (10 pts)</td>
<td>3. (25 pts)</td>
</tr>
<tr>
<td>5. Animal Diversity Relationship (10 pts)</td>
<td>5. (25 pts)</td>
</tr>
<tr>
<td>6. Cardiopulmonary System (15 pts)</td>
<td>6. (25 pts)</td>
</tr>
<tr>
<td>7. Urogenital System (5 pts)</td>
<td>7. (25 pts)</td>
</tr>
</tbody>
</table>

Extra credit (10 pt maximum)
5 points for 10 live pillbugs, 10 points for 20.

Participation pts (25 pts) __________

Total Points (400 possible = 425 minus the lowest earned quiz score*) __________
* Low quiz score must be an earned score. A quiz grade of zero will not be dropped.

**Course Grade = total points x 100 = ___ %**

**Lab rescheduling:** A verifiable university approved excuse is required before a student may be rescheduled into another lab section during the same week if space permits. There will be NO makeup labs. If you miss a lab for a university approved reason and cannot be rescheduled, then you must contact your lab instructor within two working days to make arrangements for a makeup quiz or assignment. Failing to contact your instructor in a timely manner will result in a zero for the missed assignment. To reschedule a missed lab during the same week lab is missed, bring written verifiable evidence of a university excused absence to Heldenfels 315.

**Laboratory Assignments:**

**Work individually.** All laboratory assignments are individual projects. Do not work together on written assignments without the permission of your lab instructor. Please carefully check due dates for each assignment.

**Plagiarism and Proper Citation:** Copying from texts, lab manuals, internet sources, or other students is plagiarism and will be considered cheating. If you quote from another source, you must credit that source in your text and properly cite the reference in the literature cited section. The following is an example of a proper citation:

Assignment 1 The Discovery Process (10 pt.). Present a short, in-class presentation of the termite behavior experiment with special reference to how the experiment followed the scientific method.

Assignment 2 - Learning Style (5pts). Access http://www.metamath.com/lsw/b/web/dvcllearn.htm and take the online learning style survey. Submit your results and print the report. Place your name on the report and bring it to the next lab.

Assignment 3 - Absorption Spectrum (10 pt.). Graph the absorption spectrum from your group data. Label the x-axis wavelength and the y-axis relative light absorption. Plot all four pigments on the graph paper on page 49. Place your name and data on the graph and submit it at the start of the next lab period.

Assignment 4 - Behavioral Ecology and Adaptation report (20 pt.). Conduct the pillbug exercise and record your experimental design and data. Using the guidelines from Appendix A - write a report (In your own words) that describes your experiment, the results, and the possible role these results may have in pill bug adaptation and survival. Attach Appendix A to your report and submit it at the start of the next lab period.

Assignment 5 Animal Diversity (10 pt.). Complete Table 10-1 on pages 184 and 185. Draw a map showing the evolutionary relationship of the coelomate animals. Note the key characteristics of each linkages on your map. In class assignment.

Assignment 6 Cardiopulmonary System (15 pt.). Collect the data and complete the assignment described on pages 207 and 208 in the lab manual. Draft a short report of the class results as described on the worksheets.

Assignment 7 Urogenital System (5 pt.). Complete Table 14-2 on page 258 and describe the diagnosis of your patient.

Student Support:

Help desk: Students needing individual assistance will find a Teaching Assistant in Heldenfels Room 319. Check the schedule posted outside of Heldenfels 319 – phone 845-4653.

Biology Image Library: Study and review images of lab slides, specimens etc may be available online via the TAMU Biology Images Library at http://biologyimages.tamu.edu. Refer to your instructor for username and password information.

Problems: Courtesy dictates that you first discuss any problem with your laboratory instructor. If the problem has not been resolved, please contact Mr. Chris Lee (Teaching Coordinator) at 458-3399 (or by email clecc@mail.bio.tamu.edu) to make an appointment to discuss the situation.
# LABORATORY SCHEDULE - SPRING 2008
READ THE LAB BEFORE COMING TO CLASS

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CHAPTER</th>
<th>HOMEWORK/IN-CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 15-17</td>
<td>Guiding Principles of Biology</td>
<td>Chapter 1</td>
<td>1. Includes report - termites</td>
</tr>
<tr>
<td>Jan 22-24</td>
<td>*The Cell Theory -Q 1</td>
<td>Chapter 2</td>
<td>2. Learning Styles</td>
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<tr>
<td>Jan 29-Jan 31</td>
<td>*Cell function -Q 2</td>
<td>Chapter 3</td>
<td></td>
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<tr>
<td>Feb 5-7</td>
<td>Cell Division -Q 3</td>
<td>Chapter 4</td>
<td>3. Absorption spectrum graph</td>
</tr>
<tr>
<td>Feb 12-14</td>
<td>Theory of Heredity -Q 4</td>
<td>Chapter 5</td>
<td>optional extra credit pillbugs due</td>
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<tr>
<td>Feb 19-21</td>
<td>Theory of Evolution I -Q 5</td>
<td>Chapter 6</td>
<td></td>
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<tr>
<td>Feb 26-Feb 28</td>
<td>Theory of Evolution II Population Genetics -Q 6</td>
<td>Chapter 7</td>
<td>4. Natural Selection report</td>
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<tr>
<td>Mar 4-6</td>
<td>Fungi &amp; Non-flowering Plants -Q 7</td>
<td>Chapter 8</td>
<td></td>
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<tr>
<td>Mar 10-14</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>Mar 18-20</td>
<td>Flowering Plant Anatomy -Q 8</td>
<td>Chapter 9</td>
<td></td>
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<tr>
<td>Mar 25-27</td>
<td>Animal Diversity I -Q 9</td>
<td>Chapter 10</td>
<td>5. In Class-evolutionary relationship map or cladogram</td>
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<tr>
<td>Apr 1-3</td>
<td>*Animal Diversity II -Q 10</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>Apr 8-10</td>
<td>*CardioPulmonary System -Q 11</td>
<td>Chapter 13 &amp; 14</td>
<td>6. Cardiopulm. worksheet &amp; graphs</td>
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<tr>
<td>Apr 15-17</td>
<td>*Digestive &amp; Excretory System -Q 12</td>
<td>Chapter 12</td>
<td></td>
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<tr>
<td>Apr 22-24</td>
<td>*Nervous System -Q 13</td>
<td>Chapter 15</td>
<td>7. Excretory System diagnosis</td>
</tr>
</tbody>
</table>

* GOGGLES REQUIRED
* DO NOT WEAR OPENED-TOE SHOES TO LAB.
June 6, 2008

MEMORANDUM

TO: Undergraduate Curriculum Committee

FROM: Dr. Duncan MacKenzie  
Chair, Biology Undergraduate Programs Committee

SUBJECT: BIOL123 Course Title Change

Currently there are four courses in the catalog called “Introductory Biology.” One of those, BIOL114 and the laboratory BIOL124, has had paperwork submitted to delete the course. The other two are for life science majors or those students who will take more advanced Biology courses. Since BIOL113 and the lab BIOL123 is a one-semester course and not intended for students who plan to take other courses in the Biology Department, the proposed title “Essentials of Biology Laboratory” better describes the course and topics covered.