The University Curriculum Committee recommends approval of the following:

1. New Courses

   **ARAB 221. Introduction to Arabic Language and Society. (3-0). Credit 3.** Examination of critical linguistic issues in the Arab world from a sociolinguistic perspective, including language and religion; language and power; language and nationalism; and language and education. Prerequisite: Approval of instructor.

   **ARAB 302. Reading and Composition II. (3-0). Credit 3.** Readings of average difficulty and of different genres, including literary and journalistic texts and other culturally-enriched materials; development of writing skills with emphasis on grammatical constructions; expansion of vocabulary and oral expression. Prerequisites: ARAB 301; junior or senior classification or approval of instructor.

   **BAEN 281. Professional Development Seminar. (1-0). Credit 1.** Familiarization with engineering design process used in professional environments where BAEN and AGSM graduates are employed; discussion of professional development topics; improvement of technical communication skills. May be repeated 4 times for credit.

   **CHIN 302. Reading and Composition II. (3-0). Credit 3.** Advanced proficiency in reading comprehension through contact with various written materials; development of cultural proficiency; development of writing skills with emphasis on new characters, new vocabulary and new sentence structures. Prerequisites: CHIN 301; junior or senior classification or approval of instructor.

   **CLAS 415. The Ancient World in Film. (3-0). Credit 3.** Study of modern films as they relate to ancient literary texts that inspired them or with which they share common themes; relationship between Greek epic, tragedy, and comedy and their cinematic adaptations; treatment of Rome as an idea or ideal in the work of both ancient Romans and modern filmmakers. Prerequisite: Junior or senior classification, or approval of instructor. Cross-listed with FILM 415.

   **CLAS 427. The Roman Republic I: The Empire Builders. (3-0). Credit 3.** Roman history and civilization from the beginnings of the Republic (6th/5th century B.C.) to the late 2nd century B.C. Prerequisite: 3 hours in history, or junior or senior classification, or approval of instructor. Cross-listed with HIST 427.

   **FILM 343. Sex, Gender and Cinema. (3-0). Credit 3.** Exploration of a significant topic at the intersection of women’s/gender studies and film, such as cinema and sexuality studies, cinema and women, and cinema and masculinity; may include discussion of production, film content, and/or reception. Prerequisites: 3 hours in FILM or WMST; junior or senior classification or approval of instructor. Cross-listed with WMST 343.
FILM 415. The Ancient World in Film. (3-0). Credit 3. Study of modern films as they relate to ancient literary texts that inspired them or with which they share common themes; relationship between Greek epic, tragedy, and comedy and their cinematic adaptations; treatment of Rome as an idea or ideal in the work of both ancient Romans and modern filmmakers. Prerequisite: Junior or senior classification, or approval of instructor. Cross-listed with CLAS 415.

FSTC 210. Horizons in Nutrition and Food Science. (2-0). Credit 2. Introduction to nutrition and food science career opportunities through presentations by nutrition and food science researchers and industry professionals; addresses issues of professionalism including portfolio development, teamwork, and critical thinking skills. Cross-listed with NUTR 210.

GEOG 312. Data Analysis in Geography. (3-0). Credit 3. Foundation for collection and analysis of quantitative and qualitative geographic data; emphasis on hands-on, practical experience with commonly used analysis software and qualitative methods including interviewing and archival research; problems commonly encountered in dealing with data. Prerequisite: STAT 303.

GEOS 401. Polar Regions of the Earth: Science, Society and Discovery. (3-0). Credit 3. Overview of disciplines and topics that define modern polar science in the north and the south; includes history of the Polar Regions, polar geosciences, major polar scientific projects, and special topics; participate as individuals and teams in education, outreach and science projects. Prerequisite: Junior or senior classification.

HIST 427. The Roman Republic I: The Empire Builders. (3-0). Credit 3. Roman history and civilization from the beginnings of the Republic (6th/5th century B.C.) to the late 2nd century B.C. Prerequisite: 3 hours in history, or junior or senior classification, or approval of instructor. Cross-listed with CLAS 427.

NUTR 210. Horizons in Nutrition and Food Science. (2-0). Credit 2. Introduction to nutrition and food science career opportunities through presentations by nutrition and food science researchers and industry professionals; addresses issues of professionalism including portfolio development, teamwork, and critical thinking skills. Cross-listed with FSTC 210.

PHIL 409. Studies in Gender and Philosophy. (3-0). Credit 3. Analysis, from a gender-studies perspective, of a single figure or concept in the history of philosophy. May be repeated 1 time for credit with a different focus. Prerequisites: 3 hours in philosophy or women’s studies; junior or senior classification. Cross-listed with WMST 409.

PSYC 371. Forensic Psychology. (3-0). Credit 3. Interface between psychology and the legal system; role of psychological theories and data, as well as mental health expertise, in the resolution of criminal trials and civil disputes; legal system’s impact on the practice of psychology. Prerequisite: PSYC 203 and 204 or junior or senior classification.
RPTS 320. Festivals, Fairs and Events. (3-0). Credit 3. Principles and applications for effective planning and management of festivals and other special events; planning, promotion, operational logistics, sponsorship and evaluation. Prerequisite: Junior or senior classification.


RPTS 372. Youth Development Practice. (3-0). Credit 3. Application of youth development ideals in community settings; principles and practices of community youth development and existing youth development models; local community efforts related to community youth development. Prerequisite: RPTS 370.

RPTS 374. Administration of Programs and Services for Youth. (3-0). Credit 3. Overview of topics germane to organization of youth programs; administration and leadership; institutional and organizational structures; administrative and strategic planning; working with volunteer advisory groups; marketing and financing fiscal and human resources. Prerequisite: RPTS 370.

RPTS 446. Information Technology Adoption and Use in Recreation, Park and Tourism Organizations. (3-0). Credit 3. Theories of technology adoption and diffusion in recreation, park and tourism organizations; use of technology for knowledge management, benchmarking, and collaboration within leisure and tourism organizations. Prerequisite: RENR 201.

RPTS 476. Leadership for Outdoor Recreation. (3-0). Credit 3. Leadership principles related to outdoor recreation; classroom instruction and experiential learning; skills training through field trips; risk management planning, environmental education, group facilitation, and trip planning. Prerequisite: RPTS 370.

RUSS 211. Russian Conversation. (3-0). Credit 3. Development of conversational skills in Russian; building of active vocabulary; exercises with emphasis on correct diction; oral presentations; skits; dialogues; discussion of current events; conducted in Russian. Prerequisite: RUSS 102 or equivalent.

UPAS 181. First Year Seminar. (1-0). Credit 1. Seminar on various contemporary topics; introduction to high quality college instruction and research; focus on writing, speaking, discussion and research; open to all majors; restricted to first-time-in-college students and limited in size to provide small class experience. Prerequisite: Freshman classification or approval of instructor.

WMST 343. Sex, Gender and Cinema. (3-0). Credit 3. Exploration of a significant topic at the intersection of women’s/gender studies and film, such as cinema and sexuality studies, cinema and women, and cinema and masculinity; may include discussion of production, film content, and/or reception. Prerequisites: 3 hours in FILM or WMST; junior or senior classification or approval of instructor. Cross-listed with FILM 343.
WMST 409. Studies in Gender and Philosophy. (3-0). Credit 3. Analysis, from a gender-studies perspective, of a single figure or concept in the history of philosophy. May be repeated 1 time for credit with a different focus. Prerequisites: 3 hours in philosophy or women's studies; junior or senior classification. Cross-listed with PHIL 409.

2. Withdrawal of Courses

RUSS 241. Conversation I.
RUSS 242. Conversation II.

3. Change in Courses

CLAS 428. The Roman Republic II.

Course title
From: The Roman Republic.
To: The Roman Republic II: The Civil Wars.

Course description
From: Roman history and civilization from the beginnings (7th century B.C.) to the late 1st century B.C.
To: Roman history and civilization from the late 2nd century B.C. to the 1st century A.D.


Lecture hours, semester credit hours
From: (2-2) Credit 3.
To: (3-2) Credit 4.

HIST 357. Africa and the African Diaspora.

Course title
From: Africa and the African Diaspora.
To: Out of Africa: The Black Diaspora and the Modern World.

Course description
From: History and cultures of the peoples of the African Diaspora from the fifteenth through the nineteenth centuries; social, political, and economic impact on the Americas and Europe; emphasis on race, gender, identity, and migration.
To: History and cultures of the peoples of the African Diaspora from the fourteenth through the nineteenth centuries; social, political, and economic impact on Africa, the Americas, Europe, and the Arab World; emphasis on race, gender, identity, and migration.
HIST 428. The Roman Republic.

Course title
From: The Roman Republic.
To: The Roman Republic II: The Civil Wars.

Course description
From: Roman history and civilization from the beginnings (7th century B.C.) to the late 1st century B.C.
To: Roman history and civilization from the late 2nd century B.C. to the 1st century A.D.


Course number
From: RPTS 470.
To: RPTS 370.
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 Arabic and Asian Languages

2. Course prefix, number and complete title of course: ARAB 221, Introduction to Arabic Language & Society

3. Course description (not to exceed 50 words): Examination of critical linguistic issues in the Arab world from a sociolinguistic perspective, including language and ideology, language and religion, language and power, language and nationalism; and language and education

4. Prerequisite(s): Approval of instructor

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

Undergraduate general academic

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

10. Prefix Course # Title (excluding punctuation)
    ARAB 221 ARABIC LANG & SOCIETY

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Approval recommended by:
Head of Department  8-21-08

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.
ARAB 221
Introduction to Arabic Language & Society

Instructor: Salah Ayari (ayari-s@tamu.edu)
Meetings: TR (3 hours)
Office: ACAD 103B
Telephone: 979-458-1342
Office Hours: MW 3:00 – 4:00

Required Texts

- Suleiman, Yasir (2003). The Arabic Language and National Identify

Recommended Texts

- Suleiman, Yasir (2004). A War of Words: Language and Conflict in the Middle East

Course description

This course examines critical language issues in the Arab world from a sociolinguistic perspective, including the challenges posed by the existence of two varieties of Arabic to native speakers and to learners of Arabic as a foreign language; the "clash" between Arabic and English/French caused by the language educational policy in many Arab countries; the impact of Arabic on nationalist ideologies and national identity; the degree to which the mastery of Arabic (classical/Modern Standard Arabic) offers access to the institutions of power (government, media, educational and religious institutions); and the degree to which religion serves as a catalyst for preserving and maintaining the so-called putative superior status of Arabic in Arab and Muslim societies. This course will be taught in English. Consequently, knowledge of Arabic is helpful, but not required.

Prerequisite

Instructor’s approval

Course expectations

Attendance and class participation, which will include discussion of readings and documentaries; completion of readings prior to class; a one-page, single-spaced, 11 point font reaction paper to each of the five major topics (language and diglossia, language and religion, language and power, language and nationalism, language and education), and a final three-page research paper (single-spaced, 11 point font) also addressing one of those topics. Students who choose (and are selected) to participate in the Bilateral Model Arab League* can use their MAL research project in lieu of the final research paper. If selected, an MAL research project will need to include one or more of the five issues addressed in this course.

Grading

Course grades will be determined according to the following formula:

- Reaction papers: 75% (there will be five reaction papers, each paper worth 15pts)
• Final paper/project: 25% (either a paper, written individually, or an MAL research project, conducted in a group)

Attendance and punctuality

Attendance is important in order to meet course objectives. If you are late to class more than five minutes, you will be marked absent. Similarly, if you leave early without an approved excuse, you will be counted absent. You have at your discretion two unexcused absences. At the third occurrence, each subsequent unexcused absence will result in your final grade being reduced by 2 percentage points. (No penalty will be incurred in case of a university-excused absence).

Excused absences

Excused absences (see http://student-rules.tamu.edu/rule7.htm) are legitimate but must always be documented. Please provide the explanation of student absence form as outlined in the Texas A&M student attendance rules (see http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf). It is your responsibility to meet with me or with your classmates to see what you have missed.

Homework

Reading assignments should be completed in a timely fashion, since class discussion will be based on those readings. Reflection papers, as well as the final research paper/project are to be submitted on the due dates (see course calendar). Any assignment that is submitted after the due date (without an excused reason) will be marked down by five points.

Academic Integrity

You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stating that “an Aggie does not lie, cheat, or steal, or tolerate those who do” (see http://www.tamu.edu/aggiehonor).

Americans with Disabilities Act

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires 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 B-118 Cain Hall (845-1637).

• MAL is a premier Student Leadership Development Program of the National Council on U.S.-Arab Relations. You can learn more about the MAL by visiting the following website: http://www.ncusar.org/modelarableleague/index.html
COURSE OUTLINE

Week 1 (date): The Arabic Language & Diglossia
Readings: "Diglossia", Charles Ferguson, 1959; Epilogue: "Diglossia Revisited", Chales Ferguson, 1991
Key issues and group discussion

Week 2 (date): the Arabic Language & Diglossia
Readings: Sacred Language, Ordinary People, Chapter 1, Niloofar Haeri, 2003
Documentary and Discussion

Week 3 (date): The Arabic Language & Religion
Readings: Sacred Language, Ordinary People, Chapters 2 & 3, Niloofar Haeri, 2003
Discussion

Week 4 (date): The Arabic Language and Religion
Guest speaker (TBA)
Key issues and group discussion

Week 5 (date): The Arabic Language and Religion
Readings: Sacred Language, Ordinary People, Chapter 4, Niloofar Haeri, 2003
Key issues and group discussion

Week 6 (date): The Arabic Language and Power
Readings: Sacred Language, Ordinary People, Chapter 5&6, Niloofar Haeri, 2003
Key issues and group discussion

Week 7 (date): The Arabic Language and Nationalism
Readings: The Arabic Language and National Identity, pp. 1-112
Key issues and group discussion

Week 8 (date): The Arabic Language and Nationalism
Readings: The Arabic Language and National Identity, pp. 113-162
Key issues and group discussion

Week 9 (date): The Arabic Language and Nationalism
Readings: The Arabic Language and National Identity, pp. 163-223
Key issues and group discussion
Week 10 (date): The Arabic Language and Education

Readings: An Investigation into Diglossia, Literacy ... pp. 7-52

Key issues and group discussion

Week 11 (date):

Guest speaker (TBA)

Key issues and group discussion

Week 12 (date): The Arabic Language and Education

Readings: An Investigation into Diglossia, Literacy ... pp. 53-90

Key issues and discussion

Week 13 (date): synthesize key issues pertaining to Arabic language and society

Week 14 (date): Projects due

---

Bibliography


Haeri, Niloofar. 2003. Sacred Language, Ordinary People: Dilemmas of Culture and Politics in Egypt, PALGRAVE MACMILLAN


Suleiman, Yasir. 2003. The Arabic Language and National Identify, Georgetown University Press

Suleiman, Yasir. 2004. A War of Words: Language and Conflict in the Middle East, Cambridge University Press
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 Arabic and Asian Languages

2. Course prefix, number and complete title of course: ARAB 302. Reading and Composition II

3. Course description (not to exceed 50 words): Readings of average difficulty and of different genres, including literary and journalistic texts and other culturally-enriched materials; development of writing skills with emphasis on grammatical constructions; expansion of vocabulary and oral expression

4. Prerequisite(s): ARAB 301; junior or senior classification or approval of instructor

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 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? _____

Indicate the number of students enrolled for each academic period it was taught.

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

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

Undergraduate general academic

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAB</td>
<td>302</td>
<td>READING &amp; COMPOSITION</td>
</tr>
</tbody>
</table>

Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
0 3 0 0 3 1 6 0 1 0 0 0 1 1 7 3 5 0 9 - 1 0 0 0 3 6 3 2

Approval recommended by:

Head of Department Date 8-29-08

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
ARAB 302
Reading and Composition II

Instructor: Salah Ayari (ayari-s@tamu.edu)
Meetings: TR (3 hours)
Office: ACAD 103B
Telephone: 979-458-1342
Office Hours: TBA

Required Texts

- الكتاب في علم العربية – الجزء الثاني (Al-Kitaab fii Ta'allum al-Arabiyya – Part Two)
- The Concise English-Arabic Dictionary, Oxford University Press
- The Hans Wher Dictionary of Modern Written Arabic, Spoken Language Services, Inc

Additional Materials

- Major Arabic newspapers (Al-Ahram, Annahar, AshShark Alawsat)
- Online resources & short stories (will be furnished by the instructor)

Prerequisites: ARAB 301; junior or senior classification or approval of instructor

Course Description

Arabic 302 is a continuation of a series of Arabic courses offered at Texas A&M University leading to this advanced level course. Students taking this course are those who have successfully completed Arabic 301 or the equivalent, and have reached an intermediate level of proficiency in terms of their ability to read and write at the sentence/short paragraph level as well as an increased ability to conduct day-to-day conversation. This course offers readings in Arabic of average difficulty and of different genres, especially literary and journalistic texts. Preference will be given to texts that are rich in cultural meanings in order to develop awareness of cultural products, perspectives, and practices found in the Arab world. This course also offers review and the study of advanced grammar and the ability to use newly acquired grammatical structures to produce writings at the paragraph level.

Course expectations

Students taking this class are expected to attend and actively participate in class activities. There will be a homework, graded assignment for each class meeting. Readings will consist of print and non-print materials, including passages from the textbook (Al-Kitaab), articles taken from major Arabic newspapers and the Internet, among others. In addition, students will be expected to write short essays and summaries in Arabic in reaction to those readings and in which newly acquired grammar structures will be utilized. Written assignments will need to be typed in Arabic. It is a course requirement to learn how to type in Arabic.
Grading

- Quizzes: 50% (six quizzes, each worth 10% – the lowest grade on your quizzes will be dropped)
- Homework assignments: 25%
- Reaction papers: 15%
- Project: 10%

Attendance and punctuality

In order to gain higher proficiency in Arabic, you need to come to class regularly and on time. If you are late to class more than five minutes, you will be marked absent. Similarly, if you leave early without an approved excuse, you will be counted absent. Any graded assignment you miss will not be made up if you do not have an excused absence. You have at your discretion 3 unexcused absences. After the third unexcused absence, each subsequent unexcused absence will result in your final grade being reduced by 1 percentage point. (No penalty will be incurred in case of a University-excused absence). If you have 10 unexcused absences, you will not pass the course.

Excused absences

Excused absences (see http://student-rules.tamu.edu/rule7.htm) are legitimate but must always be documented. Please provide the explanation of student absence form as outlined in the Texas A&M student attendance rules (see http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf). It is your responsibility to meet with me or with your classmates to see what you have missed.

Academic Integrity

You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stating that “an Aggie does not lie, cheat, or steal, or tolerate those who do” (see http://www.tamu.edu/aggiehonor.

Americans with Disabilities Act

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires 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 B-118 Cain Hall (845-1637).

Description of Assignments

- Homework

Class time will not be enough to meet course objectives. You are therefore expected to put in enough time outside of class to complete your homework assignments, including reading the assigned materials, listening to and understanding the stories in the DVDs. Homework assignments should be completed before you come to class. If you do your homework in class, it will not count (even though I may take it from you). Incomplete and late homework will not count even though it may be collected.

- Quizzes

There will be a quiz at the completion of each lesson/unit. Students are responsible for all the materials covered in the lesson/unit, including new vocabulary, grammar and cultural notes. Out of the six quizzes that will be given, the one with the lowest grade will be dropped.
- **Reflection papers**

A reaction paper consists of a one-page, single-spaced, 12 point font write-up (in Arabic) in which you summarize and explain the topic at hand and present your point of view using newly acquired vocabulary and grammar structures. Students are not graded on their opinions, but rather on their ability to articulate their ideas in Arabic clearly, using newly acquired language forms.

- **Projects**

Students will work in groups of two or three to further research cultural and historical topics of their choice (example: historical Arab figures, such as Avicenna, Arrazi, Al-Khawarizmi, etc.). Researching a specific topic requires shedding light on the topic at hand by providing factual information, analysis and comments. The presentation should be in Arabic and should be between 15 to 20 minutes in length.

**Useful Resources**

Dictionaries

http://www.ectaco.co.uk/English-Arabic-Dictionary/
http://qamoose.arabeyes.org/

(video/audio material)

http://dmc.ohiolink.edu/cgi/i/image/image-idx?c=forglv;cc=forglv;page=browse;key=forglv_la
http://www.laits.utexas.edu/aswajt/about3.php

(audio for Al-Kitab)

http://www.filab.sfsu.edu/arabic1.htm
http://www.btinternet.com/~WriteArabic/wr_arabic_letters.htm
COURSE OUTLINE

Weeks 1, 2, 3 (date): Lesson 6
- Women's rights movement in the Egypt
- Reading: Huda Al-sharawi – leader in the emancipation movement
- grammar: conjugating verbs ساوي - تساوي
- Culture: The changing status of women in the Arab World
- Writing: Describing the struggle for women's rights in America

Weeks 4 & 5 (date): Lesson 7
- Readings: Stories from Arabian Nights - Excerpts from Arabic newspapers
- Grammar: verb conjugation – forms VIII and X, the prohibitive the imperative
- Culture: popular stories in Arabic - Juha
- Writing: write a story based on the pictures (pgs: 214-215)

Weeks 6, 7, 8 (date): Lesson 8
- Reading: Islamic history and the development of social institutions
- Reading: About the Berbers in North Africa
- History: Arab newspapers and Arab reformists (Refa’a Tahtawi, Mohamed Ali)
- Grammar: verb forms I - VI
- Culture: facts about Berbers in North Africa
- Reaction paper about a topic read in an Arabic newspaper

Weeks 9, 10, 11 (date): Lesson 9
- Overview: The Arabic language and diglossia
- Reading: The spoken and written varieties of Arabic – About the future of Arabic
- Arab reformist (Mohamed Abdu)
- Grammar: grammatical objects – expressing purpose (الفاعل لأجله) – verb patterns II-X
- Culture: Arab nationalism
- Reaction paper about Arab nationalism

Weeks 12, 13, 14 (date): Lesson 10
- Traditional marriage and modern marriage in the Arabic culture
- Reading: marriage of modern generation
- Grammar: verb conjugation الفعل الماضي
- Writing about marriage: what is a good age for marriage and why?
- Culture: dating, marriage and wedding in the Arab World
- Projects due
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 Biological and Agricultural Engineering
   BAEN 281: Professional Development Seminar

2. Course prefix, number and complete title of course:
   BAEN 281: Professional Development Seminar

3. Course description (not to exceed 50 words): Familiarize students with the engineering design process used in professional environments where BAEN and AGSM graduates are employed; discussion of professional development topics; improvement of technical communication skills.

4. Prerequisite(s): none

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

6. Is this a repeatable course? Yes ☑ No □ If yes, this course may be taken ______ times.
   Will 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? ______
   Indicate the number of students enrolled for each academic period it was taught:
   489: 07C - 10; 289: 08A - 8, 08C - 9

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)

   BS BAEN, AGSM

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)
    BAEN 281 PROFESSIONAL DEV SEMINAR
    Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICS Code
    0 1 0 0 0 1 1 4 0 3 0 1 0 0 6 4 3 3 0 9 - 1 0 0 0 3 6 3 2

    Approval recommended by: 10/7/08
    Head of Department Date

    Head of Department (if cross-listed course) 10/7/08
    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
Instructor Information:
Dr. Ron Lacey, P.E.  
Dr. Steve Searcy, P.E.  
302A Scoates Hall  
201A Scoates Hall  
979-845-3967  
979-845-3668  
ron-lacey@tamu.edu  
s-searcy@tamu.edu

Course Information:
Location: 105 Price Hobgood Building  
Meeting day and time: Tuesday, 4:10 to 5:00 pm

Prerequisites:  
None

Catalog Description:  
Familiarize students with the engineering design process used in professional environments where BAEN and AGSM graduates are employed; discussion of professional development topics; improvement of technical communication skills

Course Description:  
The purpose of this course is to provide a forum where students and faculty can review and discuss innovative engineering and technology related to machine systems. When you complete the class you should be able to:

1. Evaluate new machine systems technology and identify the risks and benefits in using this technology in real world applications.
2. Review a project management techniques needed to apply new machine systems technology, including time and resource management needs in a multi-disciplinary team environment.
3. Analyze prior engineering design solutions, including the impact of the solution in a global and societal context.
4. Develop and evaluate alternative solutions to a given problem incorporating engineering standards and realistic constraints. These constraints may include economic, environmental, sustainability, manufacturability, ethical, health and safety, social, and political considerations.
5. Effectively communicate design choices through typical business methods (e.g. status reports and technical presentations).

Textbook:  
None
Policies:

Grading

Weekly Meeting Activities (50%):
The class is structured around student participation and interaction. A list of topics will be provided to the class and each class member will be assigned a discussion to lead. All class members are expected to contribute to the discussion.

Technology Review (50%):
During the semester, each student will write a review of a new technology or machine systems design relevant to the agricultural industry. Papers will be evaluated on the basis of completeness, professionalism, and technical accuracy. Grading will be according to a rubric which will be provided to the students when the assignments are made.

Refer to Student Rules, http://student-rules.tamu.edu, regarding approved absences and make up work.

Grading Scale

<table>
<thead>
<tr>
<th>Overall Average</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% and above</td>
<td>A</td>
</tr>
<tr>
<td>80% to 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% to 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% to 69%</td>
<td>D</td>
</tr>
<tr>
<td>less than 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Calendar of Activities:
Weekly topics and assignment due dates, as well as scheduled exams, will be determined by the course instructor prior to the initiation of the course and will be included in the course syllabus.

Attendance
Section 7 of the Texas A&M University Student Rules outlines the attendance policy.

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. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, contact the Department of Student Life Disability Services in Room B118 of Cain Hall, or call 845-1637.

Aggie Code of Honor
For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

Aggies do not lie, cheat, or steal,
nor do they tolerate those who do.

20.1.3 Plagiarism:
Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

For more information on the Aggie Honor System go to http://www.tamu.edu/aggiehonor/
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 Arabic and Asian Languages

2. Course prefix, number and complete title of course: CHIN 302. Reading and Composition II

3. Course description (not to exceed 50 words): Advanced proficiency in reading comprehension through contact with various written materials; development of cultural proficiency; development of writing skills with emphasis on new characters, new vocabulary and new sentence structures

4. Prerequisite(s): CHIN 301; junior or senior classification or approval of instructor

Cross-listed with:

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

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

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

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

Indicate the number of students enrolled for each academic period it was taught.

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

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

   Undergraduate general academic

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

10. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code

| CHIN | 302 | READING & COMPOSITION |

| 0 | 3 | 0 | 0 | 0 | 0 | 3 | 1 | 6 | 0 | 3 | 0 | 1 | 0 | 0 | 1 | 1 | 7 | 3 | 5 | 9 | 1 | 0 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by: ___________________________ 8-29-03
Head of Department Date

Chair, College Review Committee 9/8/03
Date

Head of College 10/3/03
Date

Dean of College 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

RECEIVED CURRICULAR SERVICES
OCT 3 1 2008

19 of 182 D
CHIN 302: Chinese Reading and Composition
Spring, 2010

Instructor: Weidong Shi
Office: ACDA 103AB
Tel: 979-862-4878
E-mail: shiweidong@tamu.edu
Office Hours: M,W 2:00pm-3:00pm

■ Textbook
“New Practical Chinese Reader”, Book 4, Beijing Language and Culture University.

■ Prerequisites
CHIN 301; Junior or senior classification or approval of instructor.

■ Course Description and Objectives
This 3-credit course is designed for students who have completed CHIN 301 or equivalent. The class is conducted in Chinese. Students will learn 200 new characters, 800 new vocabulary words and 100 key sentences in this course.

The goal of this course is to help students develop advanced proficiency in reading, writing, listening, and speaking, to solidify and further their ability to communicate more freely in Chinese through contact with various written and spoken styles of modern Chinese on every aspect of daily life and interesting topics of Chinese culture, society and economy.

■ Course Requirements
Except in the case of university-excused absence, students are required to attend ALL classes and prepare for EVERY class. Students in the class need to be ready to make a commitment of spending at least 6 hours per week studying outside of class, including previewing, preparing, and reviewing assignments. Group projects and other assigned teamwork will require additional time for collaboration. Daily preparation is critical to this course and students’ preparation efforts will be evaluated and graded EVERY CLASS for In-class Performance. Strong motivation and daily preparation will ensure a successful learning experience in this class.

■ Grading
Grade points are based on the following:
Class participation and preparation: 10%
Homework: 20%
Quiz: 20%
Midterm: 25%
Final: 25%

Grading scale is as followed:
90-100% = A
80-89 % = B
70-79 % = C
60-69 % = D
0-59 % = F
■ Attendance and class participation:
Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences.
☆ Students are expected not only to speak up when called on but to actively participate in class and to communicate in Chinese whenever possible with their instructor and with classmates. Students’ efforts in expressing themselves in Chinese will be evaluated as part of their class participation grade.
☆ You are expected to be in class on time every day. Being 15 minutes late (without a valid excuse) counts as an absence.
☆ You are allowed TWO unexcused absences per semester. THREE or more unexcused absence will adversely affect your final grade. THREE unexcused absences will prevent you from receiving an A, SIX will prevent you from receiving a B, and TEN will prevent you from receiving a C. Unless an emergency prevents, always ask for permission in advance for classes you will have to miss and make appropriate arrangements for missed work. In case of illness- or injury-related absences, only those who provide documentation will be excused.
☆ If you know that you will miss a class, contact your instructor before class to facilitate any make-up arrangement. You or a friend can stop by the office to pick up handouts that you missed.
☆ It is your responsibility to obtain class notes and prepare any work assigned or due during the period of your absence. If you are not able to reach the instructor to check for missed work, contact a classmate to obtain the information you need.

■ Homework:
All homework should be completed before coming to class. If you have to miss a class when an assignment is due, ask someone to bring it to the class. You can also drop it off at the instructor’s office. Late homework turned in within 48 hours after the due date will be accepted and corrected, but penalized a half grade. After 48 hours, no homework will be accepted and a grade of zero will be assigned. No penalty will be assessed for late homework in case of a university-excused absence.

■ Quizzes:
Quizzes will be given to ensure that everyone keeps up with the material. As such, they will cover only information already presented in class.

■ Mid-term and Final Examination:
A review lesson will be given before each exam. The exam will contain both oral and written parts. The oral part may take the form of personal interviews or role-playing. The written part may include reading comprehension, character writing, translations, filling the blanks, answering questions in Chinese, etc. Changes will be made whenever it's necessary.
Make-up Policy
In case of officially documented medical emergencies or unplanned incidences, please contact your instructor for make-up work as soon as possible. Make-up tests must be arranged with the instructor in advance of the scheduled test time. All make-ups must be taken before graded tests are returned to the class except in the case of university-excused absences. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. Make-up tests are granted only at the discretion of the instructor except in case of university-excused absences.

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

Academic Integrity
"An Aggie does not lie, cheat or steal, or tolerate those who do." As commonly defined, plagiarism consists of passing off as one’s ideas, words, writings, etc. which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Regulations, under section “Scholastic Dishonesty.” Student rules are available online at http://student-rules.tamu.edu. Check with the Aggie Honor System Office at http://www.tamu.edu/aggiehonor.

Useful Resources

Dictionary

Books on China
3. Lonely Planet: China

Classical Chinese Literary Works
1. The Analects, Confucius
2. The Art of War, Sunzi
3. Dao De Jing, Laozi
4. A Dream of Red Mansions, Cao Xueqin
5. Romance of the Three Kingdoms, Luo Guanzhong

**Documentaries**
1. BBC Wild China.
2. PBS China From The Inside.

**Learning Chinese Online**
2. [http://www.csulb.edu/~txie/online.htm](http://www.csulb.edu/~txie/online.htm) (Learning Chinese Online)
6. [http://zhongwen.com](http://zhongwen.com) (Chinese Characters and Culture)
## Syllabus

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHEDULE</strong></td>
<td><strong>LESSEN</strong></td>
<td><strong>TOPIC</strong></td>
<td><strong>GRAMMAR</strong></td>
<td><strong>CULTURE</strong></td>
<td></td>
</tr>
<tr>
<td>1/18-1/19</td>
<td>39. 别总是说 “亲爱的” 好不好</td>
<td>Expressing necessity / praising and making responses/making complaints or explanations</td>
<td>1. 总是/终于/必须/究竟</td>
<td>Forms of address between family members.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. the construction 一天比一天+A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. the construction 不是…而是…</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. double negation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. the construction 要是…就…</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. the construction 只有…才…</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1/29</strong></td>
<td><strong>Quiz one</strong></td>
<td>39 课、40 课</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/1-2/9</td>
<td>41. 我想开个律师事务所</td>
<td>Expressing agreement/making an additional explanation / expressing a sudden realization</td>
<td>1. 靠/关于/受/之内.</td>
<td>Generation gap on career objectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. the construction 即使…也…</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. the construction 不管…也不/都…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/10-2/19</td>
<td>42. 洋姑娘在农村过春节</td>
<td>Asking a rhetorical question / expressing mindlessness</td>
<td>1. 好/怪不得/尤其/连忙.</td>
<td>Countryside of China.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. the construction 不但不/没/反而…</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. the construction 不是…就是”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2/19</strong></td>
<td><strong>Quiz two</strong></td>
<td>41 课、42 课</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/22-3/2</td>
<td>43. 读《孔乙己》</td>
<td>Describing people or things / expressing regret</td>
<td>1. 仍然/还是/那么/似的.</td>
<td>Famous modern Chinese writers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. V/A+坏/死了.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. the construction 不/没有…就.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3/3</strong></td>
<td><strong>Midterm-exam</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/8-3/16</td>
<td>44. 买的没有卖的精</td>
<td>Expressing doubt or disbelief / bargaining for a</td>
<td>Grammar Review</td>
<td>Bargaining culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. 就/递一下子/从来.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. ways of expressing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Exercise/Activity</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. the construction of 无论…都/也….</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Job interview in China.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>Quiz Three 44 课，45 课</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. the construction of 在…下.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. the construction of 要么…，要么…。</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Children education in China.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/7-4/16</td>
<td>47. 打工的大学生多起来了</td>
<td>Unable to say for sure/explaining the reason</td>
<td>1. 基本/当…时候/也许/却.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. he construction of 在…上.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. the construction of 既然…就…。</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part-time jobs for university students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td>Quiz Four 46 课，47 课</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/19-4/27</td>
<td>48. 我是独生子女</td>
<td>Expressing affirmation/making an estimate</td>
<td>1. 以来/关系到…一/其实/…。</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. double interrogative sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. the construction of 尽管…还是…。</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. the construction of &quot;除了…以外，还/也/都…&quot;.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>China's population and family planning program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5/6 Final review and Final-exam

*Note: Changes to the syllabus will be made whenever necessary.*
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 European and Classical Languages and Cultures

2. Course prefix, number and complete title of course: CLAS 415, The Ancient World in Film

3. Course description (not to exceed 50 words): Study of modern films as they relate to ancient literary texts that inspired them or with which they share common themes; relationship between Greek epic, tragedy, and comedy and their cinematic adaptations; treatment of Rome as an idea or ideal in the work of both ancient Romans and modern filmmakers.

4. Prerequisite(s): Junior or senior classification, or approval of instructor

Cross-listed with: FILM 415

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 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? 1
   Indicate the number of students enrolled for each academic period it was taught. 08B, 7 students

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

   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>CLAS</th>
<th>4</th>
<th>1</th>
<th>5</th>
<th>ANCIENT</th>
<th>WORLD</th>
<th>IN</th>
<th>FILM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
<td>CIP and Fund Code</td>
<td>Admin. Unit</td>
<td>Acad. Year</td>
<td>FICE. Code</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5006</td>
<td>010003</td>
<td>109109-10003632</td>
<td></td>
</tr>
</tbody>
</table>

Level: 4

Approval recommended by:

Head of Department: [Signature] 8-18-08

Chair, College Review Committee: [Signature] 9/18/08

Dean of College: [Signature] 9/18/08

Head(s) of Department (if cross-listed course): [Signature] 8/20/08

Date: [Signature] 9/18/08

Submitted to Coordinating Board by:

Dean of College: [Signature] Date

Associate Director, Curricular Services: [Signature] Date

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

26 of 182 D
CLAS/FILM 415: THE ANCIENT WORLD IN FILM

Dr. Steven Oberhelman
119B Academic
845–0841
s-oberhelman@tamu.edu
11:00–noon TR (and by appointment)

Goals and Purpose:

In the past few years, films and the film industry have been increasingly accused of changing—indeed constructing, warping, and ruining—the values of the American people. The most severe indictments are based on films that display recent events or present fiction, but some of the same claims might be made about films that depict the past: the differences and different reasons for the claims are instructive. Portraying historical events from the Graeco-Roman past and recasting classical literature as films, script writers and directors must by necessity change the stories. The changes and the possible reasons behind them offer an exciting commentary on our relationship with our classical heritage and what we think about ourselves as modern, Judaeo-Christian, and American. For example, the movie “Spartacus,” based on a Marxist novel, is laced with references to the Hollywood blacklist and to the House Committee on Un-American Activities; the screenplay was penned by one of the Hollywood Ten (think of the famous “I Am Spartacus!” scene where the Romans ask the slaves to name names), and when the new president John F. Kennedy snuck past picket lines protesting the film’s “communism” and emerged after the film to praise it, this marked the end of the blacklisting. On the other hand, “Quo Vadis?” was made to prove to theHUAC Hollywood’s patriotism. The producer had already appeared before the Committee to outline what steps he had taken to prevent the incorporation of subversive ideas into his studio’s movies, while the actor-hero of the movie, Robert Taylor, was a member of the right-wing Motion Picture Alliance for the Preservation of American ideals, which had been responsible for inviting HUAC to investigate Hollywood in the first place. It is little wonder that the movie turns Nero into a Stalinist (the narrative introduction even references America’s championing liberty in the Cold War), with Christianity the force able to defeat the godless tyranny of communism.

This course will introduce you to some of the great literature from and films about the ancient Greek and Roman worlds, and challenge you to address questions of how they have and continue to shape our views about the past and ourselves. Our focus will be on developing the critical skills necessary for analyzing and discussing literature, film, and culture.

On Monday evenings, we will view the film, and on Tuesday and Thursday we will discuss the film and its relationship to the primary texts. Many of the ancient sources are now available online; I shall send you the websites for the translations via email.

Prerequisites: Junior or senior classification, or approval of instructor
Required Texts:

E. V. Rieu, trans., *Homer, The Iliad*, 2003 revised prose translation (Penguin Classics)
E. V. Rieu, trans., *Homer, The Odyssey*, 2003 revised prose translation (Penguin Classics)
Maria Wyke, *Projecting the Past: Ancient Rome, Cinema and History* (Routledge 1997)

Attendance: Daily attendance is expected and required, as well as completion of any homework assignment. If you miss a class without an authorized excuse, you will have 3 points deducted from your point total for each and every class missed. Being unprepared in terms of homework will count the same as if you were absent. No excuses will be accepted for missing class, unless, of course, you have a university-excused absence (see below for details).

Absences: 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).

Tests and Grading

There will be a midterm and a final. Each test will consist of essay questions, and will be weighed equally (100 points).

Calculation of final grade: For your final grade, your midterm and final will be totaled. I will then subtract any points caused by lack of attendance, convert that total to a percentage (your total divided by the maximum total), and then pit that percentage against this scale:

100–90 = A  89–80 = B  79–70 = C  69–60 = D  59 and below = F

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 118-B, Cain Hall, or call 845–1637.

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” All students should be aware of the Aggie Honor Code and the Honor Council Rules and Procedures at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). All students will be expected to follow this Code and will be judged according to the penalties delineated therein.
Schedule of Readings and Film Showings

Week 1
Introduction to course; literary and historical background to the *Iliad* and *Odyssey*
Greek mythology

Week 2
Watch “Troy” (part 1)
*Iliad*, books 1–6, 9

Week 3
Watch rest of “Troy” (part 2)
*Iliad*, books 16–24

Week 4
Watch “The Odyssey”
*Odyssey*, books 1–12, 22–24

Week 5
Watch “Jason and the Argonauts”
Read Apollonius, *Argonautica*, books 1-4

Week 6
Watch “300”
Read Herodotus, *The Persian Wars*, books 7–9
Greek history from Mycenae to Alexander

Week 7
Watch parts of “Iphigenia” and “The Trojan Women”
Read the plays “Iphigenia” and “The Trojan Women” by Euripides
Greek tragedy and the polis
The Peloponnesian War
Misuse of Euripides’ plays for antiwar political agendas

Week 8
Watch “Alexander”
Read Plutarch, *Life of Alexander*

Week 9
Watch “Cabiria”
midterm (on weeks 1–8)
Roman history from its beginnings through the end of the Republic
The wars with Carthage

Week 10
Watch “Spartacus”
The Servile War
Republican Rome in the first century B.C.E.
Week 11
Watch "Julius Caesar"
Read Plutarch, Life of Caesar
Roman history from the Battle of Actium to 410 C.E.

Week 12
Watch "Ben-Hur"
Read selections from Josephus, The Jewish War, and the New Testament

Week 13
Watch "Quo Vadis?"
Read selections from Tacitus, Annals and The Histories; Suetonius, Life of Nero
Roman religions

Week 14
Watch "Gladiator"
Read Herodian, Roman History, book 1, and Historia Augusta, Life of Commodus
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 European and Classical Languages and Cultures

2. Course prefix, number and complete title of course: CLAS 427. The Roman Republic I: The Empire Builders

3. Course description (not to exceed 50 words): Roman history and civilization from the beginnings of the Republic (6th-5th century B.C.) to the late 2nd century B.C.

4. Prerequisite(s): 3 hours in history or junior or senior classification, or approval of instructor

   Cross-listed with: HIST 427

   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 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? ______

   Indicate the number of students enrolled for each academic period it was taught.

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

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

   undergraduate general academic

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

10. Prefix Course # Title (excluding punctuation)

    CLAS 4 2 7 THE ROMAN REPUBLIC I

    Lect. Lab SCI CIP and Fund Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 5 4 0 1 0 0 0 0 1 1 0 9 0 9 - 1 0 0 0 3 6 3 2

    Approval recommended by: [Signature] 8/22/08

    Head of Department [Signature] 8/22/08

    Head of Department (If cross-listed course) [Signature] 8/22/08

    Submitted to Coordinating Board by: [Signature] 8/22/08

    Date

    [Signature] 8/22/08

    Date

    [Signature] 8/22/08

    Date

    [Signature] 8/22/08

    Date

    [Signature] 8/22/08

    Date

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07
CLAS/HIST 427: The Roman Republic I: The Empire Builders

Instructor: C. F. Konrad
Office: Academic 120
Hours: TR 2:30-3:30 and by appointment
Phone: 764-2802 (home) 845-6422 (office) 845-2124 (department)
e-mail: konradc@tamu.edu

Course Information and Syllabus

Subject: A survey of Roman History from the beginning of the Republic (509 BC) to the late 2nd century BC, with emphasis on the conquest of Italy and the creation of the Empire. Topics
given special attention: Republican Government and Provincial Administration; Roman
Imperialism; Roman Religion; Roman Law and Society; the Army; Ancient Italy; Geography of
the Empire.

Prerequisites: 3 hrs in History, or junior/senior standing, or approval of instructor.

Grading Policy: 3 Midterm Essays (take-home) = 60%
                 Final Examination (comprehensive) = 40%

                 Essays will be judged by a letter grade converting to a Term Point value as follows:

                 A  = 8   B  = 6  C  = 4  D  = 2  F  = 0
                 A- = 7   B- = 5  C- = 3  D- = 1

                 The Final Examination will consist of ca. 80 short questions graded by percentage of
correct answers, and converted to Term Points as follows:

                 100-95 = 8A  89-85 = 6B  79-75 = 4C   69-65 = 2D  59-0 = 0F
                 94-90 = 7A-  84-80 = 5B-  74-70 = 3C-  64-60 = 1D-

                 Term Grade:  A = 8.0-6.6; B = 6.5-4.6; C = 4.5-2.6; D = 2.5-0.6; F = 0.5 and less.

                 Term Grade Computation (example):
                 ME_1 = B = 6, ME_2 C- = 3, ME_3 B- = 5: M_T = 14 + 3 = 4.66 \times 0.6 = M_T 2.8
                 F_{EX} = A- = 7 \times 0.4 = 2.8

                 Term Score and Grade: M_T + F_{EX} = 5.6 = B

                 Attendance: Important. This course covers a large amount of unfamiliar material. Be advised that exams
                 will include items discussed in class but not easily extracted from your readings alone. You are responsible for
                 signing your name on the attendance sheet circulated during each class. You will be allowed 1 (one) unexcused
                 absence. For each additional absence without a valid excuse, one-half (0.5) term point may be subtracted from your
                 Term Score. Please see <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 form class was
                 necessary (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).

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

                 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>.
Required Texts:

CP = Course Packet (w/ Syllabus). Will be available at Print 'n Copy (MSC Room 293).

LivyHR = Livy, The History of Rome, Books 1-5. Assignments are by book and chapter numbers (not page numbers).

LivyRI = Livy, Rome and Italy. Assignments by book and chapter numbers.

Plut. = Plutarch, Makers of Rome. Assignments by Life and chapter numbers.


RR = J. A. North, Roman Religion.


Optional Reading:

J. F. Lazenby, Hannibal's War.

M. T. Boatwright, D. J. Gargola, and R. J. A. Talbert, The Romans: From Village to Empire.


1. "Kings Once Held Rome . . . ," 753-509 BC
   Origins of the City; basic topography; Regal Period.

   Archaic society; Beginnings of Conflict of the Orders; Decemvirate & Laws of XII Tables

   The Latin League; Aequi and Volsci; Etruscans and the fall of Veii; the Gauls; the compromise of 367/6

   Society in historical period; settlement of Conflict of the Orders; Fides; Ideology of ruling elite

   Republican government: the Magistrates

   Republican government: Senate and Assemblies of the People/Plebs

7. Peace with the Gods: RR 1-43; Polyb. VI 56; LivyHR III 33-55.
   Republican government: religious concepts, Gods, priesthoods, rituals

8. Watching the Birds: RR 44-85; LivyHR IV 1-8, 17-25, 30-35.
   Republican government: Augury and auspices

Part II. Rome and Italy: 366-265

   End of the Latin League; municipia and Latin Status allies


   1st Essay assigned.
   The Second Samnite War

    The Third Samnite War; Etruscans and Gauls


   1st Essay due
   The Roman Army

    Pyrrhos of Epeiros; the Greek cities of Southern Italy

    res privata; law of persons: free and unfree; patria potestas; marriage, property, inheritance
Part III. A Tale of Two Cities: 264–201 BC

   Carthage: society, topography, religion; the Carthaginian Empire and early relations with Rome
   Conflict over Messana between Carthage, Syracuse, and Rome; outbreak of First Punic War
   The First Punic War
   Carthaginian Mercenary War; the Illyrian Pirates; the Gauls (again)
   The Barkid Empire in Spain; conflict over Saguntum; outbreak of Second Punic War; Hannibal’s invasion of Italy
   2nd Essay assigned
   Battles of the Trebius, Lake Trasumene, Cannae
   Marcellus 9-30.
   The ‘Fabian’ strategy: attrition & containment; loyalty and defection of Italian allies
   2nd Essay due
   XI 1-3, 19; Plut. Fabius Maximus 20-27.
   Offensive in Spain; Hasdrubal’s march and catastrophe; Roman victory in Spain
   The war in Africa; peace of 201.

Part IV. The Price of Empire: 200–121 BC

   Rome and the Hellenistic World: Macedon, the Seleukid Empire, Pergamon, Egypt, Greece
   Greek cultural influence and reactions to it
   3rd Essay assigned
   The Spanish provinces; Massinissa of Numidia; the Third Punic War
27. Legacy, 177-133 BC: Plut. Tiberius Gracchus (all).
   Social and economic crisis of the mid-2nd century; the land reform of Tiberius Gracchus
   3rd Essay due
   The challenge of Gaius Gracchus; outlook: the crisis of the Late Republic

Day/Time: FINAL EXAMINATION
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
   Film Studies

2. Course prefix, number and complete title of course:
   FILM 343 Sex, Gender and Cinema

3. Course description (not to exceed 50 words):
   Exploration of a significant topic at the intersection of women's/gender studies and film, such as cinema and
   sexuality studies, cinema and women, and cinema and masculinity; may include discussion of production, film
   content, and/or reception.

4. Prerequisite(s):
   3 hours in FILM or WMST; junior or senior classification or approval of instructor
   Cross-listed with:
   WMST 343
   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 this course be repeated within the same semester? □ Yes □ No

7. Has this course been taught as 489/689? ✓ Yes □ No
   If yes, how many times? 1
   Indicate the number of students enrolled for each academic period it was taught.
   10 (2002A, as FILM 481/WMST 489)

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)
      minor in WMST; 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)
     FILM 343 | SEX GENDER AND CINEMA

     Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
     0300030502990201 | 0990 | 09 | 10 | 003632

     Approval recommended by:
     Head of Department: [Signature] 8/29/08
     Head of Department (if cross-listed course): [Signature] 6/29/08

     Submitted to Coordinating Board by:
     Dean of College: [Signature] 6/29/08

     Associate Director, Curricular Services
     Date

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07
35 of 182 D
FILM/WMST 343
Sex, Gender and Cinema

Instructor: Dr. Anne Morey. Office hours Tues/Thurs 2:15-3:45 in Blocker 247D. My office telephone number is 458-0709, and my e-mail address is amorey@tamu.edu.

Prerequisites: 3 hours in FILM or WMST; junior or senior classification or permission of instructor.

Course Description: This course will investigate the phenomenon of the woman's film, particularly from the 1930s to the 1950s. Through historical research and close readings of film texts such as *Now, Voyager, Imitation of Life,* and *Mildred Pierce,* we will pursue the following questions, among others: Why did Hollywood choose to cater to a female audience during this period? What were the narrative and institutional relationships between woman's magazine and book publishing and the film industry? What kinds of narratives lend themselves to treatment as suitable subjects for a woman's film? Are there particular narrative modes, such as melodrama, that characterize the genre? What is the relationship between particular stars, such as Joan Crawford and Bette Davis, and constructions of the genre? Why do particular modulations of the genre, such as the paranoid woman's film, arise when they do? And, finally, we'll take up the question of the presence or absence of the woman's film today and its relationship to current social and industrial trends.

Required Texts: Coursepak available from Notes n’ Quotes and *Thelma and Louise* (BFI Film Classics) by Marita Sturken from local bookstores

Assignments: There will be one paper (5 pp., worth 30% of your final grade), two takehome exams (5 pp. each, each worth 30% of your final grade), and each student will be responsible for an oral presentation on a film of his or her choice (10 minutes in length, worth 10% of your final grade.) Details on these assignments will be forthcoming.

A note on preparation for class: In addition to our regular weekly screening, which will constitute one of our texts each week, we will be reading a number of secondary sources each week. Not every article will appeal to every student in the same way. Some are historical, some more theoretical, some are largely descriptive, and others make provocative arguments. Interests and styles notwithstanding, make the effort to familiarize yourself with the argument and contents of each article, if only in outline. When you are the student presenter for a film and assigned article in any given week, your command of the material will naturally have to be considerably more sophisticated than this general grasp. I will be available to meet with you, or to correspond by e-mail or telephone, to discuss your approach to your presentations and to mull over your articles with you. I am also available for such discussions prior to the takehome tests, for paper preparation, and for general interest.
Americans with Disabilities Act 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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Plagiarism and Academic Dishonesty: Students should be aware that all work for this class is covered by the Texas A&M University honor code (“An Aggie does not lie, cheat, or steal or tolerate those who do”). If you are ever in ANY doubt as to what constitutes academic dishonesty, please see me to discuss your concerns, or consult the website at http://www.tamu.edu/aggiehonor. Students should be aware that the provision of fraudulent or forged excuses for missed or late work and missed classes is an honor code violation.

Attendance: I expect you to attend class regularly. Otherwise, your attendance at this class is governed by Student Rule 7. Students may miss two classes without excuse; further absences will need to be excused and substantiated. Unexcused late work will be penalized according to this formula: 5 points off for every 24 hours after the deadline. Please note that for absences of less than three days (per single cause), I will accept the “Texas A&M University Explanatory Statement for Absence from Class Form” available at http://attendance.tamu.edu. For absences of more than three days, you will need documentation from your doctor in order for the absence to be excused if the cause is a medical one.
Syllabus

Week 1.  Genre and Historical Context

Tuesday:  Women and Hollywood

Screening:  *Stepmom*

Thursday:  Genre

Readings: "The Woman's Picture and the Poetics of Melodrama" (Jacobs, coursepak); "Melodrama and the Woman's Film" (Neale, coursepak)

Week 2.  Woman's Genres of the 1930s, or The Working Girl in Peril

Tuesday:  Women's Genres of the 1930s

Screening:  *Possessed* (Clarence Brown, 1931)

Thursday:  A Consideration of the Production Code and Women's Genres

Readings: "The Proletarian Woman's Film of the 1930s: Contending with Censorship and Entertainment" (Haralovich, coursepak); "Baby Face or How Joseph Breen Made Barbara Stanwyck Atone for Causing the Wall Street Crash" (Malthby, coursepak)

Recommended additional screenings: *Employee's Entrance* (Roy Del Ruth, 1933); *Mannequin* (Frank Borzage, 1937); *Marked Woman* (Lloyd Bacon, 1937)

Week 3.  Good and Bad Mothers--Race

Tuesday:  Publishing and the Woman's Film

Readings: articles about Fannie Hurst and selections from *Imitation of Life* (coursepak)

Screening:  *Imitation of Life* (John Stahl, 1934)

Thursday:  The Maternal Melodrama and the Woman's Film

Readings: Recommended additional screenings: *Back Street* (John Stahl, 1932); *Back Street* (Robert Stevenson, 1941); *Back Street* (David Miller, 1961)

Week 4.  Good and Bad Mothers--Class

Tuesday:  The Maternal Melodrama in another guise
Readings: "Missing Mothers/Desiring Daughters: Framing the Sight of Women," (Sheman, coursepak); "Visual Pleasure and Narrative Cinema," (Mulvey, coursepak)

Screening:  
*Stella Dallas* (King Vidor, 1937)

Thursday:  
The Many Lives of Stella Dallas

Readings: "'I Didn't Know Anyone Could Be So Unselfish,'" (Siompoulos, coursepak)

**Week 5.**  
**George Cukor, Women, and the Text of Stardom**

Tuesday:  
The Materialist Text of the Woman's Film

Takehome Examination 1 due in class

Readings: "The Carole Lombard in Macy's Window," (Eckert, coursepak); "Advertising Heterosexuality" (Haralovich, coursepak); "Puffed Sleeves before Tea-Time" (Herzog and Gaines, coursepak)

Screening:  
*The Women* (George Cukor, 1939)

Thursday:  
Discussion of *The Women*.

Reading: "Queerness, Comedy and *The Women*" (Doty, coursepak)

Recommended additional screenings:  
* A Bill of Divorcement* (1932);  
*Little Women* (1933)

**Week 6.**  
**The Female Director and the Woman's Film**

Tuesday:  
Presentations on Women's Labor in Hollywood

Screening:  
*Craig's Wife* (Dorothy Arzner, 1936)

Thursday:  
Dorothy Arzner

Reading: "Why Are There No Women Directors?" (coursepak); "The Independent" and "Odd Couples," (Mayne, coursepak); "Housekeeping in Hollywood: The Case of Craig's Wife," (McHugh, coursepak)

Recommended additional screenings:  
*Dance, Girl, Dance* (Dorothy Arzner, 1940);  
*Christopher Strong* (Dorothy Arzner, 1934)

**Week 7.**  
The Selznick/Hitchcock Collaboration and Its Relationship to Female Authorship
Tuesday: The Male Director and the Woman's Film

Readings: "Narrative Authority and Social Narrativity: The Cinematic Reconstitution of Bronte's Jane Eyre," (Sconce, coursepak); "Rebecca Reclaimed for Daphne Du Maurier," (Wood, coursepak)

Screening: Rebecca (Alfred Hitchcock, 1940)

Thursday: The Gothic Melodrama

Readings: "Woman and the Labyrinth: Rebecca," (Modleski, coursepak)

Recommended additional screenings: Jane Eyre (Robert Stevenson, 1944); Gaslight (George Cukor, 1944); The Two Mrs. Carrolls (Peter Godfrey, 1947); The Secret Beyond the Door (Fritz Lang, 1948); Undercurrent (Vincente Minelli, 1946)

Week 8. The Woman's Film and Star Discourse Revisited

Tuesday: The Woman's Film and Star Discourse

Readings: "Introduction," (Allen, coursepak)

Screening: Now, Voyager (Irving Rapper, 1942)

Thursday: Discussion of Now, Voyager

Readings: "A New Servitude: Bette Davis, Now, Voyager and the Radicalism of the Woman's Film" (Britton, coursepak)

Recommended additional screenings: Dark Victory (Edmund Goulding, 1939); Jezebel (William Wyler, 1938); All This and Heaven Too (Anatole Litvak, 1940)

Spring Break

Week 9. The Woman's Film/Film Noir Hybrid

Tuesday: The Woman's Film/Film Noir Hybrid

Readings: "Female Spectatorship and Women's Magazines: Hollywood, Goodhousekeeping, and World War II," (Ohmer, coursepak); "Structural Irony in Mildred Pierce, Or How Mildred Lost Her Tongue" (Robertson, coursepak); "Mildred Pierce Reconsidered," (Nelson, coursepak)

Screening: Mildred Pierce (Michael Curtiz, 1945)
Thursday: Discussion of Mildred Pierce

Reading: "Feminist Film Theory: Mildred Pierce and the Second World War," Williams (coursepak); "Too Much Guilt Is Never Enough for Working Mothers: Joan Crawford, Mildred Pierce, and Mommie Dearest," (Haralovich, coursepak)

Recommended additional screenings: Sorry Wrong Number (Anatole Litvak 1948); Keeper of the Flame (George Cukor, 1943)

Week 10. Women Directors Revisited--Ida Lupino

Tuesday: The woman director and the feminist or anti-feminist text
Paper due in class.

Readings: "Introduction: Intestinal Fortitude," (Kuhn, coursepak) and "Hard, Fast and Beautiful," (Merck, coursepak)

Screening: Hard, Fast, and Beautiful (Ida Lupino, 1951)

Thursday: Momism and the Postwar Discourses of the Woman's Film

Reading: "The Mother's Lost Voice in Hard, Fast and Beautiful," (Dzoretz, coursepak)

Recommended additional screenings: The Bigamist (Ida Lupino, 1953), The Hitch-Hiker (Ida Lupino, 1953), Not Wanted (Ida Lupino, 1949)

Week 11. Good and Bad Mothers--Class, Race, and Performance Revisited

Tuesday: Woman's Film or Domestic Melodrama: The Question of Sirk's Audience: Irony and Camp and the Woman's Film?

Readings: "Apt Feelings, or Why 'Women's Films' Aren't Trivial," (Leibowitz, coursepak)

Screening: Imitation of Life (Sirk, 1959)

Thursday: Discussion of Imitation of Life.

Reading: "'No Sin in Lookin' Prosperous': Gender, Race, and the Class Formations of Middlebrow Taste in Douglas Sirk's Imitation of Life," (Conroy, coursepak)

Recommended additional screening: All That Heaven Allows (Douglas Sirk, 1955); Magnificent Obsession (Douglas Sirk, 1954)

Week 12. The Woman's Film Today I
Tuesday: Feminism and the Woman's Film

Readings: "Should We Go Along for the Ride? A Critical Symposium on Thelma & Louise," (coursepak); "Pearl, Hilda. Thelma & Louise: The 'Woman's Film' Revisited," (Morrison, coursepak)

Screening: Thelma and Louise (Ridley Scott, 1991)

Thursday: The Woman's Film in a Post-Feminist Era

Reading: Thelma and Louise by Marita Sturken

Week 13. The New Gothic Thriller as Anti-Feminist Text?

Tuesday: The Recombinant Horror Film as Woman’s Film

Readings: To be announced

Screening: What Lies Beneath

Thursday: Discussion of What Lies Beneath
Takehome Examination 2 due in class.

Recommended additional screening: Sleeping with the Enemy (Joseph Rubin, 1991)

Week 14. Presentations and New Directions

Tuesday: Presentations

Reading: Reading: Huysse and Adorno and Horkheimer, selections to be announced; "What's Love Got to Do With It? The Resilience of the Woman's Film," (Lightning, coursepak)

Screening: What's Love Got to Do with It?

Thursday: Presentations and course evaluations
Texas A&M University

Departmental Request for a New Course

1. This request is submitted by the Department of  
   Film Studies

2. Course prefix, number and complete title of course: FILM 415. The Ancient World in Film

3. Course description (not to exceed 50 words): Study of modern films as they relate to ancient literary texts that inspired them or with which they share common themes; relationship between Greek epic, tragedy, and comedy and their cinematic adaptations; treatment of Rome as an idea or ideal in the work of both ancient Romans and modern filmmakers.

4. Prerequisite(s):  
   junior or senior classification, or approval of instructor

   Cross-listed with: CLAS 415

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 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? 1

   Indicate the number of students enrolled for each academic period it was taught. 08B, 7 students

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   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)
    FILM 415  ANCIENT WORLD IN FILM

   Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   0  3  0  0  0  0  3  5 0 0 6 0 1 0 0 0 3 0 9 9 0  0 9  -  1 0 0 3 6 3 2

   Approval recommended by:  
   Head of Department  8/20/08
   Head of Department  8-18-08

   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
CLAS/FILM 415: THE ANCIENT WORLD IN FILM

Dr. Steven Oberhelman
119B Academic
845–0841
s-oberhelman@tamu.edu
11:00–noon TR (and by appointment)

Goals and Purpose:

In the past few years, films and the film industry have been increasingly accused of changing—indeed constructing, warping, and ruining—the values of the American people. The most severe indictments are based on films that display recent events or present fiction, but some of the same claims might be made about films that depict the past: the differences and different reasons for the claims are instructive. Portraying historical events from the Graeco-Roman past and recasting classical literature as films, script writers and directors must by necessity change the stories. The changes and the possible reasons behind them offer an exciting commentary on our relationship with our classical heritage and what we think about ourselves as modern, Judaeo-Christian, and American. For example, the movie “Spartacus,” based on a Marxist novel, is laced with references to the Hollywood blacklist and to the House Committee on Un-American Activities; the screenplay was penned by one of the Hollywood Ten (think of the famous “I Am Spartacus!” scene where the Romans ask the slaves to name names), and when the new president John F. Kennedy snuck past picket lines protesting the film’s “communism” and emerged after the film to praise it, this marked the end of the blacklisting. On the other hand, “Quo Vadis?” was made to prove to theHUAC Hollywood’s patriotism. The producer had already appeared before the Committee to outline what steps he had taken to prevent the incorporation of subversive ideas into his studio’s movies, while the actor-hero of the movie, Robert Taylor, was a member of the right-wing Motion Picture Alliance for the Preservation of American ideals, which had been responsible for invitingHUAC to investigate Hollywood in the first place. It is little wonder that the movie turns Nero into a Stalinist (the narrative introduction even references America’s championing liberty in the Cold War), with Christianity the force able to defeat the godless tyranny of communism.

This course will introduce you to some of the great literature from and films about the ancient Greek and Roman worlds, and challenge you to address questions of how they have and continue to shape our views about the past and ourselves. Our focus will be on developing the critical skills necessary for analyzing and discussing literature, film, and culture.

On Monday evenings, we will view the film, and on Tuesday and Thursday we will discuss the film and its relationship to the primary texts. Many of the ancient sources are now available online; I shall send you the websites for the translations via email.

Prerequisites: Junior or senior classification, or approval of instructor
Required Texts:

E. V. Rieu, trans., *Homer, The Iliad*, 2003 revised prose translation (Penguin Classics)
E. V. Rieu, trans., *Homer, The Odyssey*, 2003 revised prose translation (Penguin Classics)
Maria Wyke, *Projecting the Past: Ancient Rome, Cinema and History* (Routledge 1997)

**Attendance:** Daily attendance is expected and required, as well as completion of any homework assignment. If you miss a class without an authorized excuse, you will have 3 points deducted from your point total for each and every class missed. Being unprepared in terms of homework will count the same as if you were absent. No excuses will be accepted for missing class, unless, of course, you have a university-excused absence (see below for details).

**Absences:** 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).

**Tests and Grading**

There will be a midterm and a final. Each test will consist of essay questions, and will be weighed equally (100 points).

Calculation of final grade: For your final grade, your midterm and final will be totaled. I will then subtract any points caused by lack of attendance, convert that total to a percentage (your total divided by the maximum total), and then pit that percentage against this scale:

100–90 = A  89–80 = B  79–70 = C  69–60 = D  59 and below = F

**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 118–B, Cain Hall, or call 845–1637.

**Academic Integrity:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” All students should be aware of the Aggie Honor Code and the Honor Council Rules and Procedures at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). All students will be expected to follow this Code and will be judged according to the penalties delineated therein.
Schedule of Readings and Film Showings

Week 1
Introduction to course; literary and historical background to the *Iliad* and *Odyssey*
Greek mythology

Week 2
Watch “Troy” (part 1)
*Iliad*, books 1–6, 9

Week 3
Watch rest of “Troy” (part 2)
*Iliad*, books 16–24

Week 4
Watch “The Odyssey”
*Odyssey*, books 1–12, 22–24

Week 5
Watch “Jason and the Argonauts”
Read Apollonius, *Argonautica*, books 1-4

Week 6
Watch “300”
Read Herodotus, *The Persian Wars*, books 7–9
Greek history from Mycenaean period to Alexander

Week 7
Watch parts of “Iphigenia” and “The Trojan Women”
Read the plays “Iphigenia” and “The Trojan Women” by Euripides
Greek tragedy and the polis
The Peloponnesian War
Misuse of Euripides’ plays for antiwar political agendas

Week 8
Watch “Alexander”
Read Plutarch, *Life of Alexander*

Week 9
Watch “Cabiria”
midterm (on weeks 1–8)
Roman history from its beginnings through the end of the Republic
The wars with Carthage

Week 10
Watch “Spartacus”
The Servile War
Republican Rome in the first century B.C.E.
**Week 11**  
Watch “Julius Caesar”  
Read Plutarch, *Life of Caesar*  
Roman history from the Battle of Actium to 410 C.E.

**Week 12**  
Watch “Ben-Hur”  
Read selections from Josephus, *The Jewish War*, and the New Testament

**Week 13**  
Watch “Quo Vadis?”  
Read selections from Tacitus, *Annals* and *The Histories*; Suetonius, *Life of Nero*  
Roman religions

**Week 14**  
Watch “Gladiator”  
Read Herodian, *Roman History*, book 1, and Historia Augusta, *Life of Commodus*
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 Nutrition and Food Science

2. Course prefix, number and complete title of course: FSTC 210 - Horizons in Nutrition and Food Science

3. Course description (not to exceed 50 words): Introduction to Nutrition and Food Science career opportunities through presentations by Nutrition and Food Science researchers and industry professionals;Addresses issues of professionalism including portfolio development, teamwork, and critical thinking skills.

4. Prerequisite(s): none

Cross-listed with: NUTR 210

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 this course be repeated within the same semester? □ Yes □ No

7. Has this course been taught as a horizon? □ Yes □ No

If yes, how many times? ________

Indicate the number of students enrolled for each academic period it was taught. 00A/50;01A-68;02A-62;03A-68,04A-69;05A-79

8. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

not required

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

open to all students in all majors

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

10. Prefix Course # Title (excluding punctuation) F S T C 2 1 0 H O R I Z O N S I N N U T R & F S T C

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>00</td>
<td>02</td>
<td>3019010002</td>
<td>2120</td>
<td>09 - 10</td>
<td>003632</td>
</tr>
</tbody>
</table>

Approval recommended by:

Head of Department: *Signature* 10/1/2008

Chair, College Review Committee:

Dean of College:

Submitted to Coordinating Board by:

Dean of College:

Questions regarding this form should be directed to Sandra Williams at 843-8201.
Curricular Services – 11/07
FSTC 210 Horizons in Nutrition and Food Science

Course Description
Introduction to Nutrition and Food Science career opportunities through presentations by Nutrition and Food Science researchers and professionals in industry. Addresses issues of professionalism including portfolio development, teamwork, and critical thinking skills.

Course Learning Outcomes
1. Demonstrate a basic knowledge of career opportunities for graduates from the Department of Nutrition and Food Science.
2. Demonstrate an understanding of the principles of Nutrition and Food Science and how they apply to the issues of our world.
3. Identify the components and develop the framework of a professional portfolio.
4. Demonstrate the ability to problem solve a nutrition or food science issue using a teamwork approach.

Course Instructor
Karen Beathard, MS, RD, LD  kbeathard@ag.tamu.edu (use this email address)
Lecturer, CADE Didactic Program Director
Kleberg 218E, 845-4426  690-7224 (home – before 10pm)
Office Hours – Tue 9:00-11:00am, F 10:30-11:30am or by appointment

Text
No textbook is required.

WebCT
WebCT (http://elearning.tamu.edu) will be the primary form of communication outside of scheduled class time. You are responsible for any discussion, announcements for the course and email that I send. I recommend that you check WebCT often.

Learning Outcomes Assessment

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assignments</td>
<td>35</td>
<td>A 256-285</td>
</tr>
<tr>
<td>Group Project</td>
<td>100</td>
<td>B 227-255</td>
</tr>
<tr>
<td>Professional Portfolio</td>
<td>50</td>
<td>C 199-226</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>50</td>
<td>D 170-198</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>F &lt;169</td>
</tr>
<tr>
<td>TOTAL</td>
<td>285</td>
<td></td>
</tr>
</tbody>
</table>

Attendance
You are required to attend class. Attendance will be taken at each class session. A student is considered absent if he or she arrives more than 15 minutes late or leaves more than 15 minutes early. Three points will be deducted from your total points for each unexcused absence.

You are responsible for providing written evidence to substantiate the reason for an absence. The Texas A&M University policy on excused absences will be followed. Opportunities to make-up missed exams, assignments and activities will be given for university authorized absences only. See Student Rules at Texas A&M University, Student Rule 7.1, for a list of reasons absences are excused by the university. If no evidence is available, it is at my discretion whether make-up work will be allowed. Note changes to the Student Rules on Attendance:

- Absences for regular check-ups do not constitute an excused absence as defined by the rule.
- In the case where a student has potentially provided falsified documentation, the instructor should utilize the Aggie Honor System (http://www.tamu.edu/aggiehonor/index.html).
**Plagiarism**
The handouts used in this course are not to be duplicated without permission. "Handouts" include all information: materials generated for this class, which include but are not limited to syllabi, quizzes, case studies, in-class materials, etc. You do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, 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.

*Aggies do not lie, cheat, or steal, nor do they tolerate those who do.*

If you have any questions regarding plagiarism or cheating, please consult the latest issue of the Texas A&M University Student Rules. Plagiarism on any assignment will not be tolerated. If evidence of plagiarism is found, you will receive a "0" for the assignment, and I will recommend that you receive an "F" in this course.

**Academic Integrity**
As stated in the Student Rules at Texas A&M University:

*Student Rule 2.15:* Plagiarism is the intentional use of ideas, words or data of another person without giving appropriate credit.
*Student Rule 20.1:* Commission of the following acts shall constitute scholastic dishonesty.
*Student Rule 20.1.3:* Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
*Student Rule 20.1.4:* Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.

The Aggie Honor System requires violations of honor be handled by the Aggie Honors Council with consistent and more severe consequences. See the Aggie Honor System website [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) to learn the definitions of academic misconduct and the process and sanctions that will result if Aggie honor is violated.

**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 in Cain Hall. The phone number is 845-1637.

**Lecture & Exams**
Students should take notes during class presentations, as they will be held accountable for this information on mid-term and final exam.

Classroom behavior during lecture must be appropriate at all times. See University Student Rules (Academic Rule #21). Cell phone ringers and pagers must be turned off or silenced. Talking during class, except in class discussion, is also distracting and should be avoided. Students violating these policies will be asked to leave and unable to make-up missed work. Students are not allowed to leave the classroom during exams. Please go to the restroom prior
to the start of exams and obtain or bring tissues to the exam, if you have a cold. Please notify instructor prior to class of emergencies. Scantron sheets are not required for exams.

**Letters of Recommendation**

Many current and former students request letters of recommendation for dietetic internships, graduate school and/or professional programs. While it is my desire to assist students in achieving their career goals, I have established basic criteria for myself to write letters of recommendation, which includes the following. 2 or less unexcused absences in my lecture during the semester and a grade of “B” or better in this course. Although absences may not indicate a student’s level of intelligence or ability, it does indicate their motivation, level of interest in a major course and may predict their performance in post baccalaureate programs. Other criteria such as general class participation, overall grade point, extracurricular activities and a “B” or better in other nutrition courses will also be considered in my willingness to write a letter of recommendation for any student.

**Description of Learning Assessment Outcomes**

I. **Homework Assignments, Total Points: 35**
   - **E-mail message** – Send an email to course instructor that identifies your current career goal. – 5 points

   - **Photograph** – Attach a photo of yourself to an index card or 4”x6” paper with your name, email address, major and expected graduation date printed on the top left of the card. – 5 Points

   - TAMU Online Tutorials - To complete each tutorial and its accompanying proficiencies:
     - Go to TAMU Libraries [http://library.tamu.edu/portal/site/Library](http://library.tamu.edu/portal/site/Library).
     - Pull down the menu at Research Support and go to Tutorials.
     - Go to My Portal Login. You must login to be able to email me the results of the proficiencies. Once you have logged in, click on Take a Tutorial.
     - Complete the Citation Tutorial and the Student Resources on Academic Integrity and Plagiarism tutorial. Once you have read and studied the information, complete the proficiencies for each tutorial and email me your results by the specified date (see class schedule for due dates).
     - To email me the results of the proficiencies: Once you submit your answers and receive your score, return to My Portal. Under My Tutorials click on View and Email Quiz Results and send to kbeathard@ag.tamu.edu. Note: the academic integrity tutorial has two proficiencies; you must complete both.
     - 5 Points

   - **Seminar Attendance** – Attend a graduate nutrition, food science, or meat science seminar and write an overview of the presentation. Seminar schedules will be provided in class. Additional guidelines for the written overview will be provided. – 20 Points

II. **Semester Group Project, Total Points: 100**

   Students will be divided into groups. The group will find a current newspaper article on a nutrition or food science topic. The topic must be approved by the course instructor. The group must find three research articles related to the same topic over the last three years. At least two articles are required to be original research; the third article can be original research or a review article. The student group will prepare and submit a typed, single-spaced summary comparing the media coverage and the published research on the topic. Copies of the articles must be submitted with the typed report. In addition, each group will give a 10 minute oral presentation that is an overview of their findings. Each group member is required to participate in the presentation and submit an evaluation of their peers.
III. **Portfolio Assignment. Total Points: 50**
Develop the framework of your professional portfolio by preparing a professional resume. Students are required to attend a resume workshop offered through the Texas A&M Career Center. Registration for the workshop can be done at http://careercenter.tamu.edu/students.

The completed resume will be placed in a plastic page protector in a 3-ring binder. Other academic/professional work such as major assignments, certificates of honor, etc. should be added to the portfolio over the academic career.

**Late assignments are not accepted except in conjunction with an university-authorized absence, unless stated above or on project handout.**

---

**TENTATIVE COURSE OUTLINE**
(Changes will be announced in class.)

**Week 1**
1/14-1/18
Course Introduction
Departmental Curricula and Majors

**Week 2**
1/21-1/25
Library Resources
Internships; Graduate and Professional School Preparation

**Week 3**
1/28-2/1
Nutrition Research and Graduate Programs
Food Science Research and Graduate Programs

**Week 4**
2/4-2/8
Clinical Nutrition
Community Nutrition Programs/Child Nutrition

**Week 5**
2/11-2/15
Foodservice Management; Culinary
Food Labeling Laws

**Week 6**
2/18-2/22
The Organic Food Market
Biotechnology

**Week 7**
2/25-2/29
Nutrition Misinformation and Quackery
Scientific Nutrition Research

**Week 8**
3/3-3/7
Food and Nutrition in Space – NASA Presentation
Mid-term

**Week 9**
3/10-3/14
Spring Break

**Week 10**
3/17-3/21
Phytochemical Research
Trends in the Food Industry

**Week 11**
3/24-3/28
Meat Science Research
Group Presentations

**Week 12**
3/31-4/4
Group Presentations
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Group Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/7-4/11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Group Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/14-4/18</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Group Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/21-4/25</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/28-5/2</td>
<td></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 Geography

2. Course prefix, number and complete title of course: GEOG 312- Data Analysis in Geography

3. Course description (not to exceed 50 words):

Provides foundation in collection and analysis of quantitative and qualitative geographic data; emphasizes hands-on, practical experience with commonly used analysis software and qualitative methods including interviewing and archival research; addresses problems commonly encountered in dealing with data.

4. Prerequisite(s): STAT 303 Statistical Methods

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 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? ________
Indicate the number of students enrolled for each academic period it was taught. ________

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

BS in Geography

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

10. Prefix: GEOG
    Course #: 312
    Title (excluding punctuation): Data Analysis in Geography

Additional information:

Approval recommended by:
Head of Department
Date 10/30/08

Chair, College Review Committee
Date

Dean of College
Date 10/30/08

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

54 of 182 D
Texas A&M University
GEOG 312 – DATA ANALYSIS IN GEOGRAPHY

INSTRUCTORS: Dr. Chris Houser and Dr. Tina Mangieri

EMAIL: chouser@geog.tamu.edu mangieri@tamu.edu

LECTURES: TBA

OFFICE HOURS: TBA

PREREQUISITE: STA 303 Statistical Methods

OBJECTIVES: The ability to collect and analyze quantitative and qualitative data is one of the basic and fundamental tools for a professional geographer. This course provides undergraduate students with a foundation in the collection and analysis of geographic data. The course also emphasizes hands-on, practical experience with commonly used analysis software and qualitative methods including interviewing and archival research, while addressing the problems most often encountered in dealing with data.

LEARNING OUTCOMES: At the end of the course, students are expected to have an:

1. Ability to apply appropriate techniques to analyze quantitative and qualitative problems of a geographic nature
2. Ability to communicate the quantitative and qualitative dimensions of geographic problems, the results of an analysis and the limitations to that analysis

REQUIRED TEXTS:


ADDITIONAL READINGS: Additional required readings will be assigned and posted to the elearning course website (http://elearning.tamu.edu).

COURSE EVALUATION SCHEME:
Assignments (10 @ 7.5%) 75%
Take Home Exam 25%

GRADING SCHEME:
A Excellent ≥90%
B Good 80-89%
C Satisfactory 70-79%
D Passing 60-69%
F Failing ≤59%
## CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research Methods in Geography</td>
<td>Rogerson: Chap. 1 Clifford &amp; Valentine (2003)*</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking Questions and Finding Data</td>
<td></td>
<td>Assignment #1 Data Collection and Handling: Precipitation in Texas</td>
</tr>
<tr>
<td>3</td>
<td>Obtaining Geographic Data and Handling</td>
<td>Rogerson Chap. 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Exploring your Data</td>
<td>Rogerson Chap. 2</td>
<td>Assignment #2 Characterizing Precipitation Data</td>
</tr>
<tr>
<td>5</td>
<td>Interpreting Quantitative Data</td>
<td>Rogerson: Chap. 5</td>
<td>Assignment #3 Variation in Precipitation across Texas</td>
</tr>
<tr>
<td>6</td>
<td>Evaluating Quantitative Data</td>
<td>Rogerson: Chap. 6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Evaluating Quantitative Data cont’d</td>
<td>Rogerson: Chap. 7 and 8</td>
<td>Assignment #4 Precipitation in a Changing Climate</td>
</tr>
<tr>
<td>8</td>
<td>Geospatial Interpretation of Data</td>
<td>Rogerson: Chap. 10</td>
<td>Assignment #5 Precipitation Patterns</td>
</tr>
<tr>
<td>9</td>
<td>Geospatial Interpretation of Data</td>
<td>Rogerson: Chap. 11</td>
<td>Assignment #6 Mapping Precipitation</td>
</tr>
<tr>
<td>10</td>
<td>Qualitative Data in Geography</td>
<td>Cloke et. al: Chap. 1 &amp; 12</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Obtaining Qualitative Geographical Data</td>
<td>Cloke et. al: Chap. 5 &amp; 6</td>
<td>Assignment #7 Space, place &amp; everyday life: talking to people about geography</td>
</tr>
<tr>
<td>12</td>
<td>Interpreting Qualitative Data in Geography</td>
<td>Cloke et. al: Chap. 7 &amp; 9 Hanson &amp; Pratt (2003)*</td>
<td>Assignment #8 Sifting &amp; Sorting: explanation in geography</td>
</tr>
<tr>
<td>13</td>
<td>Obtaining Archival Geographical Data</td>
<td>Schein, et. al (2001)*</td>
<td>Assignment #9 Archival Geographies</td>
</tr>
<tr>
<td>14</td>
<td>Communicating your Results</td>
<td>Cloke et. al: Chap. 10 &amp; 11 Berg &amp; Mansvelt (2000)*</td>
<td>Assignment #10 Writing &amp; speaking geography</td>
</tr>
<tr>
<td>15</td>
<td>Take Home Final</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
* ADDITIONAL ASSIGNED READINGS (available at http://elearning.tamu.edu):


**COURSE AND UNIVERSITY POLICIES:**

**CLASS ATTENDANCE:** The University views class attendance as the responsibility of the student. While attendance is not part of your assessment, your performance is directly related to your attendance—the more classes you miss the lower your grade tends to be. Students who miss class are responsible for getting the notes from a classmate.

**EMAIL:** All Texas A&M students should use their official TAMU email accounts when emailing the instructor or the teaching assistant. I may send out class announcements via the neo email system and it is your responsibility to check your account regularly.

**THE AMERICANS WITH DISABILITIES ACT (ADA)** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**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, please consult the latest issue of the Texas A&M University Student Rules, [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/), under the section "Scholastic Dishonesty."

**HONOR CODE AND ACADEMIC DISHONESTY:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Texas A&M has a Scholastic Dishonesty policy to which both students and faculty must comply. If you have any questions about the University’s Scholastic Dishonesty Policy, please review the Student Rules or see me. The Aggie Honor program is the new program that will handle all cases of academic dishonesty. The Aggie Honor program website is located at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
I am forwarding correspondence and attaching a memo regarding the support of the STAT department for our proposed course, GEOG 312. Will you please include these supporting materials with the GEOG 312 course proposal that you send out to the committee, as we discussed by phone?

Thanks,
Charles

---------- Original Message ----------
Subject:  RE: GEOG 312 - Approval
Date:  Tue, 28 Oct 2008 21:59:22 -0500
From:  Simon Sheather <sheather@ad.stat.tamu.edu>
To:  Cathy Bruton <cbruton@geog.tamu.edu>
CC:  Sarah Bednarz <s-bednarz@tamu.edu>, Charles Lafon <cclafon@geog.tamu.edu>, "Russell, Roxanna R" <rrussell@tamu.edu>
References:  <490786C7.9010608@geog.tamu.edu>

Cathy

I support the introduction of GEOG 312 as a new course, given the conditions in the attached memo.

Simon

Simon Sheather
Professor and Department Head
Department of Statistics
Texas A&M University
3143 TAMU
College Station, TX 77843-3143
E-Mail: sheather@stat.tamu.edu
Telephone: 1 979 845 3141
Fax: 1 979 845 3144

Assistant: Jennifer South
Telephone: 1 979 845 3191
E-mail: jennifer@stat.tamu.edu

-----Original Message-----
From: Cathy Bruton [mailto:cbruton@geog.tamu.edu]
Sent: Tuesday, October 28, 2008 4:40 PM
To: Simon Sheather
Cc: Sarah Bednarz; Charles Lafon; Russell, Roxanna R
Subject: GEOG 312 - Approval

Dr. Sheather,
Attached is a memo from Dr. Doug Sherman in Geography requesting approval of your support for this new course. We would like to have this new course approved at the next University Curriculum Committee meeting scheduled for Friday, November 14. The committee is requesting agenda items by Friday, October 31. If you approve this course please reply to this email so we may submit it to Dr. Sarah Bednarz, Associate Dean for Academic Affairs by the due date.

If you have any questions regarding this new course please feel free to contact Dr. Charles Lafon at 862-3677 or clafon@geog.tamu.edu

Thank you,
Cathy

--

Cathy Bruton
Business Coordinator III
Texas A&M University
Department of Geography
3147 TAMU
College Station, TX 77843-3147
979/845-7141
979/862-4487 (Fax)

--

Charles W. Lafon, Associate Professor
Department of Geography
3147 TAMU
Texas A&M University
College Station, TX 77843-3147
Phone: (979) 862-3677
Fax: (979) 862-4487
E-mail: clafon@geog.tamu.edu
October 28, 2008

To: Dr. Simon J. Sheather
   Department Head, Statistics

From: Dr. Douglas J. Sherman
      Department Head, Geography

Subject: New Course – GEOG 312 – Data Analysis in Geography

As discussed in our meeting in early September, the Department of Geography will be submitting a new course GEOG 312 Data Analysis in Geography for approval. The purpose of this discipline-specific course is to introduce Geography majors to the collection and analysis of quantitative and qualitative data, with a specific focus on spatial and qualitative techniques. This course is an addition to our core course requirement of STAT 303 Statistical Methods and all students registered in GEOG 312 will be required to have STAT 303 as a prerequisite. As we submit this course, we hope that you remain supportive of this new course offering and are willing to write a letter of support to be included with the Department Request for a New Course.

[Signature]
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 College of Geosciences

2. Course prefix, number and complete title of course: GEOS 401 - Polar Regions of the Earth: Science, Society and Discovery

3. Course description (not more than 50 words): This course provides an overview of those disciplines and topics that define modern polar science in the north and the south. Lectures include the history of the Polar Regions, polar geosciences, major polar scientific projects, special topics. Students participate as individuals and teams in education, outreach and science projects.

4. Prerequisite(s): [ ] Junior or Senior level classification

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)

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

   B.S. in Environmental Studies and 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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS</td>
<td>401</td>
<td>Polar Regions of the Earth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>034006010021320009 - 10</td>
<td>00363280</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Head of Department
Date

Chair, College Review Committee
Date

Dean of College
Date

Head of Department (if cross-listed course)
Date

Submitted to Coordinating Board by:

Director of Academic Support Services
Date

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

62 of 182 D
GEOS 401 – Earth’s Polar Regions: Science, Society, and Discovery

Instructor: Mahlon C. Kennicutt II, m-kennicutt@tamu.edu, Office Phone No.: 979-458-0115, Office Location: Rm. 318C Admin Bldg. MS 1112. Office hours by appointment

Prerequisites: Junior or Senior classification

Course Description: This course will educate undergraduate and graduate students about “cutting-edge” polar science and research. The Polar Regions are an international focus for science, research, and technological development. Polar research is conducted in both Polar Regions including investigations of linkages to the Earth system. Polar research by its nature is multi- and inter-disciplinary in scope and international in participation. Knowledge of and exploration in the Polar Regions will be used to educate and excite the next generation of engineers, scientists, and leaders. Polar research spans a wide range of scientific disciplines across the physical sciences, social sciences and engineering. The role and importance of the Polar Regions in the earth system, and their interactions with human systems, will be emphasized.

This course provides a broad overview of the relevant disciplines and topics that define modern polar science with perspectives from the north and the south. The course is primarily lecture in style. The course presentations include invited lectures by renowned polar scientists drawn from across the nation and from within Texas A&M University faculty and researchers. Extensive web based activities and resources will be used to enhance the in-class experience. The course will include a series of lectures on the history of the Polar Regions (including International Polar Years), basic polar geosciences (oceanography, atmospheric sciences, geography, geology, and geophysics), major Arctic and Antarctic science projects, and special topics usually determined by the guest lecturers (see Appendix 1). Students will participate in two individual projects producing a written report and a team project producing a written report and a class presentation (see Appendix 2.)

Note: GEOS 401, Section 200 Honors Credit - Honors students' written assignments will be expected to be more comprehensive and in-depth than non-honors undergraduate reports. Honors students' reports will be graded more stringent on content, clarity, scope, and accuracy. Honor students will be matched with Graduate students to assist in organizing and supervising the team project. Honors students are expected to actively participate in the in-class presentation. Honors students' team project grading will take into account the quality of the organization and participation in the team project.

Learning Objectives/Outcomes

- to comprehend that the earth is a co-dependent system of systems,
- to recognize the importance of the polar regions in the earth system,
- to analyze the conflicting evidence of global change and its ramifications,
- to write an analysis of written materials in your own words,
• to integrate multiple sources of information,
• to assess and judge the conclusions of others, and
• to determine the role of humans in earth system change.

**Meeting Time and Location:** To be determined

**Class web site** - Updates to the syllabus as well as other course materials will be made available on the course website. For an example see: http://psp.tamu.edu/education/geoscience-489-689-internationalpolar-year-2007-2008-directed-study-course.html

**Textbooks and Readings** - There is no lecture text associated with this course. There are extensive reading lists associated with each topic.

**Class Attendance** - Class attendance as an individual student responsibility: however students are expected to attend class and to complete all assignments. The instructor will give adequate notice of the dates on which assignments will be due. This information is provided in the course syllabus that is distributed at the first class meeting.

There are University Rules Regarding Attendance, approved absences, etc. Please obey these rules and read about them. See http://student-rules.tamu.edu/rule7.htm for policies and a link to absence forms. In addition, be aware there are rules and regulations regarding religious observances which can be found at http://dof.tamu.edu/faculty/policies/religiousobservance.php. To summarize, attendance is your responsibility, but you are expected to attend class and laboratories. My experience is that failure to attend class, especially labs, is a major cause of poor performance and low grades.

**Cellular Telephones** - As a courtesy to the instructor and other students please turn off all cellular telephones and two-way pagers before the class begins. It extremely impolite interrupt the class with a cellular telephone call.

**Email** - All Texas A&M students should use their email accounts when emailing the instructor and teaching assistants. Class announcements may be distributed via the email system. It is your responsibility to regularly check your email account. See Student Rule 61 governing the use of Texas A&M University email accounts. All written reports are to be provided by the due date by email to the instructor at m-kennicutt@tamu.edu.

**Grading** - Your grade in this class will be based on class projects as described below:

1. There are no in-class or final exams.
2. There are two individual projects that will account for 25% each of your grade for a total of 50%.
   - Written report and interactions with a polar education and public outreach activity - 25%
• Written report and interactions with and a polar science program - 25%

3. There is one Team Project that will account for 50% of your grade.
• Participation in a graduate student lead team project - 50%

The grading for this course follows Texas A&M University Student Rule 10 - Grading.
- A – Excellent
- B – Good
- C – Satisfactory
- D – Passing
- F – Failing

Typical grading schemes follow these cutoffs: 90% A, 80-89% B, 70-79% C, 60-69% D, <60% F; an average performance will earn a satisfactory grade. There is no "curving" utilized in grading.

Academic Integrity Statement and Policy. “An Aggie does not lie, cheat, or steal, or tolerate those who do.” The following is printed on assignments, “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.” and students are to attest to this in each written report. Students must also sign the Aggie Honor Code statement on the first day of classes. Faculty must report any academic dishonesty issues that might arise to the Aggie Honor System Office even if the case is solved between the instructor and the student. That will be considered the student's first offense. A second offense will most likely lead to the dismissal of the student from the University. There is an online form that must be completed by faculty and the student(s) in question. Please read the policies carefully and note recent changes. For details see Student Rule 20, Academic Misconduct.

The ADA 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 of Cain Hall. The phone number is 845-1637. For additional information see http://disability.tamu.edu/.

Copyright Policy Statement. 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.

Verification of Rosters: State auditors mandate that the class rosters are accurate by the twelfth day of classes. Attendance will be taken on the first day and any discrepancies resolved. Students will be dropped if fees are not paid.
**Prep Day (aka Dead Day) Test Policy and Final Exams:** In accordance with Student Rules, no examinations may be given in a regular course during PREP days, December 1 and 2, 2008. Exceptions to this no-test policy are one-hour courses and laboratory courses. If a final exam is given in a course, it must be given at the regularly posted scheduled time. No final exams are offered the last week of classes.

**Student Support**

There are a number of student support organizations on campus and all students are encouraged to contact if the need arises, including:

- **Services for Students with Disabilities**
- **Center for Academic Excellence and Academic Assistance Clearinghouse, 525 Blocker, 845-2724, [http://slc.tamu.edu/](http://slc.tamu.edu/)**
- **Student Counseling Service** - Please do not hesitate to ask your instructor if you have any problems or if you are having any trouble in the class before it becomes a problem.
- Racial and Ethnic Harassment is discrimination based on race, color, or national origin and involves behavior that is so severe and pervasive and objectively offensive so as to interfere with or limit the ability of a student to participate in or benefit from the services, activities or privileges provided by Texas A&M University. See **Student Rule 31 - Racial and Ethnic Harassment**.
Appendix 1. An Example Course Lecture Schedule

<table>
<thead>
<tr>
<th>Lecture Topic</th>
<th>Schedule</th>
<th>Lecture Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HISTORICAL PERSPECTIVE</strong></td>
<td><strong>HISTORICAL PERSPECTIVE</strong></td>
<td><strong>HISTORICAL PERSPECTIVE</strong></td>
</tr>
<tr>
<td>History of the IPY</td>
<td>Week 1/Lecture 1</td>
<td>Syllabus and Class Assignments</td>
</tr>
<tr>
<td>The History of the Polar Regions - I</td>
<td>Week 1/Lecture 2</td>
<td>History of the IPY/Course Framework Setting</td>
</tr>
<tr>
<td>The History of the Polar Regions - II</td>
<td>Week 2/Lecture 1</td>
<td>History of the Arctic</td>
</tr>
<tr>
<td>Governance of Polar Regions</td>
<td>Week 2/Lecture 2</td>
<td>History of Antarctica</td>
</tr>
<tr>
<td><strong>POLAR GEOSCIENCES</strong></td>
<td><strong>POLAR GEOSCIENCES</strong></td>
<td><strong>POLAR GEOSCIENCES</strong></td>
</tr>
<tr>
<td>Geography - I</td>
<td>Week 3/lecture 1</td>
<td>General Geography of the Arctic</td>
</tr>
<tr>
<td>Geography - II</td>
<td>Week 3/Lecture 2</td>
<td>General Geography of Antarctica</td>
</tr>
<tr>
<td>Cryosphere - I</td>
<td>Week 4/Lecture 1</td>
<td>General Introduction to the Cryosphere</td>
</tr>
<tr>
<td>Cryosphere - II</td>
<td>Week 4/lecture 2</td>
<td>Sea Ice at the Poles</td>
</tr>
<tr>
<td>Cryosphere - III</td>
<td>Week 5/Lecture 1</td>
<td>Ice cores and Climate Records</td>
</tr>
<tr>
<td>Cryosphere - IV</td>
<td>Week 5/Lecture 2</td>
<td>Antarctic Ice Sheets</td>
</tr>
<tr>
<td>Oceanography - I</td>
<td>Week 6/Lecture 1</td>
<td>General Oceanography of the Southern Ocean</td>
</tr>
<tr>
<td>Oceanography - II</td>
<td>Week 6/Lecture 2</td>
<td>General Oceanography of the Arctic Ocean</td>
</tr>
<tr>
<td>Geology and Geophysics - I</td>
<td>Week 7/Lecture 1</td>
<td>General Geology of Antarctica</td>
</tr>
<tr>
<td>Geology and Geophysics - II</td>
<td>Week 7/Lecture 2</td>
<td>General Geology of the Arctic Basin</td>
</tr>
<tr>
<td>Atmospheric Science - I</td>
<td>Week 8/Lecture 1</td>
<td>Polar Meteorology and Climatology</td>
</tr>
<tr>
<td>Atmospheric Science - II</td>
<td>Week 8/Lecture 2</td>
<td>Polar Atmospheric Chemistry</td>
</tr>
<tr>
<td>Biology and Ecology - I</td>
<td>Week 9/Lecture 1</td>
<td>The Ecology of Arctic Estuaries in a Changing Climate</td>
</tr>
<tr>
<td>Biology and Ecology - II</td>
<td>Week 9/Lecture 2</td>
<td>Antarctic Food Webs and Ecology</td>
</tr>
<tr>
<td>Human Dimensions - I</td>
<td>Week 10/Lecture 1</td>
<td>Alaska Native Worldview: Traditional Knowledge</td>
</tr>
<tr>
<td>Human Dimensions - II</td>
<td>Week 10/Lecture 2</td>
<td>The Changing Tundra Environment</td>
</tr>
<tr>
<td>SPECIAL TOPICS</td>
<td>SPECIAL TOPICS</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Biogeochemistry of the Arctic Ocean</td>
<td>Arctic Mid-Ocean Ridge Expedition</td>
<td></td>
</tr>
<tr>
<td>Human Disturbance of Polar Regions</td>
<td>Localized Disturbances due to Human Activities</td>
<td></td>
</tr>
<tr>
<td>Ocean Ecology</td>
<td>The Ecology of Northern Polar Seas</td>
<td></td>
</tr>
<tr>
<td>Human Disturbance of Polar Regions</td>
<td>Global Transport of Contaminants</td>
<td></td>
</tr>
<tr>
<td>Project/Reading Day</td>
<td>Project/Reading Day</td>
<td></td>
</tr>
<tr>
<td>Life in Extreme Environments</td>
<td>Sub-ice Life</td>
<td></td>
</tr>
<tr>
<td>In-Class Presentations</td>
<td>Team Comparison Projects</td>
<td></td>
</tr>
<tr>
<td>Class Summary and Discussions</td>
<td>Final Discussion and Summary</td>
<td></td>
</tr>
<tr>
<td>Reading Day</td>
<td>Reading Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2. A Description of Course Projects

1.A Project #1 – Polar Education and/or Public Outreach Project - The report on this project will account for 25% of your grade. Public interest in the Polar Regions presents a unique opportunity to educate a wide range of audiences. To engage and immerse course participants in these activities, each student is to locate and research an educational and/or public outreach (EPO) project based on the Polar Regions. EPO projects can be located by searching the web. Examples are provided on the course website and your instructor can assist you in locating an appropriate EPO project.

Preliminary Report #1 (1-page maximum length): By the assigned due date, identify an EPO project and provide a 1-page description of the project and your plans for learning from or participating in the activity. This preliminary report should be an abbreviated version of the final report described below. Over the term of the course keep a log of your interactions with the EPO project. Include any observations about the activities as they occur and/or interactions with the EPO project (such as emailing team members questions).

Final Report #1 (2-page maximum length): Describe the EPO project you monitored, your level of participation, what you learned from being involved in the project, how other participants benefited from the project, and what would you have done differently to improve or enhance the outcomes of the project. In addition, your final report should include:

- Name of the Activity
- The Principle Investigators or Lead Organizers and Affiliations
- The URL for the activities home site
- Describe what the activity entails
- What was the target audience – i.e., K-12 students, teachers, college students, the public, etc.?
- What were the expected outcomes?
- What were the activities, methodologies and/or processes employed to accomplish the project?
- What role did you play – participant, spectator?
- How did you fulfill your role?

1.B Project #2 - Polar Science Project - The report on this project will account for 25% of your grade. Research in the Polar Regions brings researchers together from around the world. To engage and immerse course participants in polar research, each student is to identify a science project, research its activities, correspond with the project, and report your interactions with the project. These projects can be located by searching the web. Examples are provided on the course website and your instructor can assist in locating an appropriate project.

Preliminary Report #2 (1-page maximum length): Locate a science project and provide a 1-page description of the project and your plans for monitoring the project over the
term of the course. This preliminary report should be an abbreviated version of the final report described below. Over the term of the course keep a log of your interactions with the project. Include any observations about the activities as they occur and/or interactions with the science project.

**Final Report #2** (2 page maximum length): Describe the project you monitored, your level of participation, what you learned from the project, and what would you have done differently to improve or enhance the outcomes of the project. Please prepare a project report that includes:

- Name of the Project
- The Principle Investigators and Affiliations
- The URL for the project’s home site
- Describe what the project entails
- What are the expected outcomes
- What are the activities, methodologies and/or processes employed to accomplish the project
- What role did you play, if any, in the project?
- How did you fulfill your role?

1.C Project #3 - That Was Then, This is Now: IGY/IPY2007-2008 Comparisons - The IPY 2007-2008 celebrated the 50th anniversary of the IGY. The IGY in many ways represents the beginnings of earth and space science as we know it today. This Team project is intended to illustrate the advances that have occurred in the last 50 years in polar science and technology and develop an appreciation for the pace of change in the modern world. To engage and immerse course participants in polar science, a Team of 4 to 8 students, lead by a graduate student, will locate and research a science project, science or technology area, or other topic that was part of the International Geophysical Year 1957-1958 and has in some form or another been repeated or advanced by a project in the IPY 2007-2008. These projects can be located by searching the web. Examples are provided on the course website and your instructor can assist in locating an appropriate project.

**Preliminary Report #3** (1-page maximum length): Teams will be assigned and a graduate student leader named. Identify a project or topic that is represented in the IGY and the IPY 2007-2008. The graduate student Team Leader will oversee the project, develop a plan for the activities needed to accomplish the project, and assign responsibilities to team member to collectively accomplish the project. The Team Leader is responsible for scheduling meetings outside of class to make sure the project is making progress during the term of the class and organize the final report. Provide a 1-page preliminary description of the comparison projects and your plans for assessing how the science has advanced in the last 50 years.

**Final Report #3** (2-page maximum length): Describe the projects you monitored, what you learned from the project, and what would you have done differently to improve or enhance the outcomes of the project. Provide a projection of how you believe the subject
you studied will have changed by the next IYP, fifty years from now based on the changes you identified over the past 50 years. The final report is to include the following information for the comparison projects:

- Name of the Project
- The Principle Investigators and Affiliations
- The URL for the projects home site of the IPY project
- Describe what the projects entail
- What are the activities, methodologies and/or processes you employed to compare the two projects

Translate your report into a 20-25 minute oral presentation that will be given to the rest of the class. Team participation in the class presentation is encouraged. Presentations will be scheduled in the final quarter of the course.
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 427, The Roman Republic I: The Empire Builders

3. Course description (not to exceed 50 words): Roman history and civilization from the beginnings of the Republic (6th/5th century B.C.) to the late 2nd century B.C.

4. Prerequisite(s): 3 hours in history, junior or senior classification, or approval of instructor

Cross-listed with: CLAS 427

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 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? _______

Indicate the number of students enrolled for each academic period it was taught.

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

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

   undergraduate general academic

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

10. Prefix Course # Title (excluding punctuation) H I S T 4 2 7 T H E R O M A N R E P U B L I C I

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>00</td>
<td>S5 4 0 0 1 0 0 1</td>
<td>1 4 5 0</td>
<td>0 9 - 1 0</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Walter B. Bunge 8/29/08

Chair, College Review Committee 9/18/08

Head of Department (if cross-listed course) 8/29/08

Dean of College 9/20/08

Submitted to Coordinating Board by:

Dean of College Date

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07
CLAS/HIST 427: The Roman Republic I: The Empire Builders

Instructor: C. F. Konrad
Office: Academic 120
Hours: TR 2:30-3:30 and by appointment
Phone: 764-2802 (home) 845-6422 (office) 845-2124 (department)
e-mail: konrade@tamu.edu

Course Information and Syllabus

Subject: A survey of Roman History from the beginning of the Republic (509 BC) to the late 2nd century BC, with emphasis on the conquest of Italy and the creation of the Empire. Topics given special attention: Republican Government and Provincial Administration; Roman Imperialism; Roman Religion; Roman Law and Society; the Army; Ancient Italy; Geography of the Empire.

Prerequisites: 3 hrs in History, or junior/senior standing, or approval of instructor.

Grading Policy: 3 Midterm Essays (take-home) = 60%
Final Examination (comprehensive) = 40%

Essays will be judged by a letter grade converting to a Term Point value as follows:

\[
\begin{array}{cccccc}
A & = & 8 & B & = & 6 \\
A- & = & 7 & C & = & 4 \\
\end{array}
\begin{array}{cccccc}
D & = & 2 & F & = & 0 \\
D- & = & 1 & & & \\
\end{array}
\]

The Final Examination will consist of ca. 80 short questions graded by percentage of correct answers, and converted to Term Points as follows:

\[
\begin{array}{cccccc}
100-95 & = & 8A & 89-85 & = & 6B \\
94-90 & = & 7A- & 84-80 & = & 5B- \\
\end{array}
\begin{array}{cccccc}
79-75 & = & 4C & 69-65 & = & 2D \\
74-70 & = & 3C- & 64-60 & = & 1D- \\
\end{array}
\]

The Final Grade: A = 8.0-6.6; B = 6.5-4.6; C = 4.5-2.6; D = 2.5-0.6; F = 0.5 and less.

Term Grade Computation (example):
ME = B = 6, ME2 = C = 3, ME3 = B- = 5; ME = 14 + 3 = 4.66 x .6 = ME = 2.8
FEX 92 = A- = 7 x .4 = 2.8

Term Score and Grade: ME + FEX = 5.6 = B

Attendance: Important. This course covers a large amount of unfamiliar material. Be advised that exams will include items discussed in class but not easily extracted from your readings alone. You are responsible for signing your name on the attendance sheet circulated during each class. You will be allowed 1 (one) unexcused absence. For each additional absence without a valid excuse, one-half (0.5) term point may be subtracted from your Term Score. Please see <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 form class was necessary (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).

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

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>.
Required Texts:
- **CP** = Course Packet (w/ Syllabus). Will be available at Print 'n Copy (MSC Room 293).
- **LivyHR** = Livy, *The History of Rome, Books 1-5*. Assignments are by *book* and *chapter* numbers (not page numbers).
- **LivyRI** = Livy, *Rome and Italy*. Assignments by *book* and *chapter* numbers.
- **Plut.** = Plutarch, *Makers of Rome*. Assignments by *Life* and *chapter* numbers.
- **Polyb.** = Polybius, *The Rise of the Roman Empire*. Assignments by *book* and *chapter* numbers.
- **RR** = J. A. North, *Roman Religion*.

Optional Reading:
- M. T. Boatwright, D. J. Gargola, and R. J. A. Talbert, *The Romans: From Village to Empire*.


1. “Kings Once Held Rome...”, 753-509 BC
   Origins of the City; basic topography; Regal Period.
   Archaic society; Beginnings of Conflict of the Orders; Decemvirate & Laws of XII Tables
   The Latin League; Aequi and Volsci; Etruscans and the fall of Veii; the Gauls; the compromise of 367/6
   Society in historical period; settlement of Conflict of the Orders; *Fides*; Ideology of ruling elite
   Republican government: the Magistrates
    Republican government: Senate and Assemblies of the People/Plebs
7. Peace with the Gods: RR I-43; Polyb. VI 56; LivyHR III 33-55.
   Republican government: religious concepts, Gods, priestships, rituals
8. Watching the Birds: RR 44-85; LivyHR IV 1-8, 17-25, 30-35.
   Republican government: Augury and auspices

Part II. *Rome and Italy: 366-265*

   End of the Latin League; municipia and Latin Status allies
    1st Essay assigned.
    The Second Samnite War
    The Third Samnite War; Etruscans and Gauls
    1st Essay due
    The Roman Army
    Pyrrhos of Epeiros; the Greek cities of Southern Italy
    *res privata*; law of persons: free and unfree; *patria potestas*; marriage, property, inheritance
Part III. A Tale of Two Cities: 264–201 BC

   Carthage: society, topography, religion; the Carthaginian Empire and early relations with Rome
   Conflict over Messana between Carthage, Syracuse, and Rome; outbreak of First Punic War
   The First Punic War
   Carthaginian Mercenary War; the Illyrian Pirates; the Gauls (again)
   The Barkid Empire in Spain; conflict over Saguntum; outbreak of Second Punic War; Hannibal’s invasion of Italy
   2nd Essay assigned
   Battles of the Trebia, Lake Trasumene, Cannae
   Marcellus 9-30.
   The ‘Fabian’ strategy: attrition & containment; loyalty and defection of Italian allies
22. “...No Substitute for Victory,” 209-206 BC: RW 225-232; Polyb. IX 22-29; X 2-40;
   2nd Essay due XI 1-3, 19; Plut. Fabius Maximus 20-27.
   Offensive in Spain; Hasdrubal’s march and catastrophe; Roman victory in Spain
   The war in Africa; peace of 201.

Part IV. The Price of Empire: 200–121 BC

   Rome and the Hellenistic World: Macedon, the Seleukid Empire, Pergamon, Egypt, Greece
   Greek cultural influence and reactions to it
   3rd Essay assigned
   The Spanish provinces; Massinissa of Numidia; the Third Punic War
27. Legacy, 177-133 BC: Plut. Tiberius Gracchus (all). 
   Social and economic crisis of the mid-2nd century; the land reform of Tiberius Gracchus
   3rd Essay due
   The challenge of Gaius Gracchus; outlook: the crisis of the Late Republic

Day/Time: FINAL EXAMINATION
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 Nutrition and Food Science

2. Course prefix, number and complete title of course: NUTR 210 - Horizons in Nutrition and Food Science

3. Course description (not to exceed 50 words): Introduction to Nutrition and Food Science career opportunities through presentations by Nutrition and Food Science researchers and industry professionals; Addresses issues of professionalism including portfolio development, teamwork, and critical thinking skills.

4. Prerequisite(s): none

Cross-listed with: FSTC 210

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

7. Has this course been taught as a ZAP? ☐ Yes ☐ No
If yes, how many times? _______.
Indicate the number of students enrolled for each academic period it was taught: 00A/50:01A-68:02A-62:03A-68:04A-69:05A-79

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      not required
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      open to all students in all majors

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
     --- | --- | --- | --- | --- | --- | --- | --- | ---
     N U T R | 2 1 0 | H O R I Z O N S IN N U T R & F S T C | 0 | 2 | 0 | 0 | 2 | 3 | 0 | 1 | 9 | 0 | 1 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 3 | 6 | 3 | 2

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
NUTR 210 Horizons in Nutrition and Food Science

**Course Description**
Introduction to Nutrition and Food Science career opportunities through presentations by Nutrition and Food Science researchers and professionals in industry. Addresses issues of professionalism including portfolio development, teamwork, and critical thinking skills.

**Course Learning Outcomes**
1. Demonstrate a basic knowledge of career opportunities for graduates from the Department of Nutrition and Food Science.
2. Demonstrate an understanding of the principles of Nutrition and Food Science and how they apply to the issues of our world.
3. Identify the components and develop the framework of a professional portfolio.
4. Demonstrate the ability to problem solve a nutrition or food science issue using a teamwork approach.

**Course Instructor**
Karen Beathard, MS, RD, LD  
kbeathard@ag.tamu.edu (use this email address)  
Lecturer, CADE Didactic Program Director  
Kleberg 218E, 845-4426  
690-7224 (home – before 10pm)  
Office Hours – Tue 9:00-11:00am; F 10:30-11:30am or by appointment

**Text**
No textbook is required.

**WebCT**
WebCT (http://elearning.tamu.edu) will be the primary form of communication outside of scheduled class time. You are responsible for any discussion, announcements for the course and email that I send. I recommend that you check WebCT often.

<table>
<thead>
<tr>
<th>Learning Outcomes Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assignments</td>
<td>35 Points</td>
</tr>
<tr>
<td>Group Project</td>
<td>100 Points</td>
</tr>
<tr>
<td>Professional Portfolio</td>
<td>50 Points</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>50 Points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50 Points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>285 Points</strong></td>
</tr>
</tbody>
</table>

**Attendance**
You are required to attend class. Attendance will be taken at each class session. A student is considered absent if he or she arrives more than 15 minutes late or leaves more than 15 minutes early. Three points will be deducted from your total points for each unexcused absence.

You are responsible for providing written evidence to substantiate the reason for an absence. The Texas A&M University policy on excused absences will be followed. Opportunities to make-up missed exams, assignments and activities will be given for university authorized absences only. See Student Rules at Texas A&M University, Student Rule 7.1, for a list of reasons absences are excused by the university. If no evidence is available, it is at my discretion whether make-up work will be allowed. Note changes to the Student Rules on Attendance:

a. Absences for regular check-ups do not constitute an excused absence as defined by the rule.

b. In the case where a student has potentially provided falsified documentation, the instructor should utilize the Aggie Honor System (http://www.tamu.edu/aggiehonor/index.html).
Plagiarism
The handouts used in this course are not to be duplicated without permission. "Handouts" include all information: materials generated for this class, which include but are not limited to syllabi, quizzes, case studies, in-class materials, etc. You do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, 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.

    Aggies do not lie, cheat, or steal, 
    nor do they tolerate those who do.

If you have any questions regarding plagiarism or cheating, please consult the latest issue of the Texas A&M University Student Rules. Plagiarism on any assignment will not be tolerated. If evidence of plagiarism is found, you will receive a "0" for the assignment, and I will recommend that you receive an "F" in this course.

Academic Integrity
As stated in the Student Rules at Texas A&M University:

    Student Rule 2.15: Plagiarism is the intentional use of ideas, words or data of another person without giving appropriate credit.
    Student Rule 20.1: Commission of the following acts shall constitute scholastic dishonesty.
    Student Rule 20.1.3: Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
    Student Rule 20.1.4: Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.

The Aggie Honor System requires violations of honor be handled by the Aggie Honors Council with consistent and more severe consequences. See the Aggie Honor System website www.tamu.edu/aggiehonor to learn the definitions of academic misconduct and the process and sanctions that will result if Aggie honor is violated.

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 in Cain Hall. The phone number is 845-1637.

Lecture & Exams
Students should take notes during class presentations, as they will be held accountable for this information on mid-term and final exam.

Classroom behavior during lecture must be appropriate at all times. See University Student Rules (Academic Rule #21). Cell phone ringers and pagers must be turned off or silenced. Talking during class, except in class discussion, is also distracting and should be avoided. Students violating these policies will be asked to leave and unable to make-up missed work. Students are not allowed to leave the classroom during exams. Please go to the restroom prior
to the start of exams and obtain or bring tissues to the exam, if you have a cold. Please notify instructor prior to class of emergencies. Scantron sheets are not required for exams.

**Letters of Recommendation**

Many current and former students request letters of recommendation for dietetic internships, graduate school and/or professional programs. While it is my desire to assist students in achieving their career goals, I have established basic criteria for myself to write letters of recommendation, which includes the following: 2 or less unexcused absences in my lecture during the semester and a grade of “B” or better in this course. Although absences may not indicate a student’s level of intelligence or ability, it does indicate their motivation, level of interest in a major course and may predict their performance in post baccalaureate programs. Other criteria such as general class participation, overall grade point, extracurricular activities and a “B” or better in other nutrition courses will also be considered in my willingness to write a letter of recommendation for any student.

**Description of Learning Assessment Outcomes**

I. **Homework Assignments, Total Points: 35**

- **E-mail message** – Send an email to course instructor that identifies your current career goal. – 5 points

- **Photograph** – Attach a photo of yourself to an index card or 4"x6" paper with your name, email address, major and expected graduation date printed on the top left of the card. – 5 Points

- **TAMU Online Tutorials** - To complete each tutorial and its accompanying proficiencies:
  - Go to TAMU Libraries [http://library.tamu.edu/portal/site/Library](http://library.tamu.edu/portal/site/Library)
  - Pull down the menu at Research Support and go to Tutorials.
  - Go to My Portal Login. You must login to be able to email me the results of the proficiencies. Once you have logged in, click on Take a Tutorial.
  - Complete the Citation Tutorial and the Student Resources on Academic Integrity and Plagiarism tutorial. Once you have read and studied the information, complete the proficiencies for each tutorial and email me your results by the specified date (see class schedule for due dates).
  - To email me the results of the proficiencies: Once you submit your answers and receive your score, return to My Portal. Under My Tutorials click on View and Email Quiz Results and send to kjbeathard@ag.tamu.edu. Note: the academic integrity tutorial has two proficiencies; you must complete both. 5 Points

- **Seminar Attendance** – Attend a graduate nutrition, food science, or meat science seminar and write an overview of the presentation. Seminar schedules will be provided in class. Additional guidelines for the written overview will be provided. – 20 Points

II. **Semester Group Project, Total Points: 100**

Students will be divided into groups. The group will find a current newspaper article on a nutrition or food science topic. The topic must be approved by the course instructor. The group must find three research articles related to the same topic over the last three years. At least two articles are required to be original research; the third article can be original research or a review article. The student group will prepare and submit a typed, single-spaced summary comparing the media coverage and the published research on the topic. Copies of the articles must be submitted with the typed report. In addition, each group will give a 10 minute oral presentation that is an overview of their findings. Each group member is required to participate in the presentation and submit an evaluation of their peers.
III. **Portfolio Assignment, Total Points: 50**

Develop the framework of your professional portfolio by preparing a professional resume. Students are required to attend a resume workshop offered through the Texas A&M Career Center. Registration for the workshop can be done at http://careercenter.lamu.edu/students.

The completed resume will be placed in a plastic page protector in a 3-ring binder. Other academic/professional work such as major assignments, certificates of honor, etc. should be added to the portfolio over the academic career.

**Late assignments are not accepted except in conjunction with an university-authorized absence, unless stated above or on project handout.**

---

**TENTATIVE COURSE OUTLINE**
(Changes will be announced in class.)

**Week 1**
1/14-1/18
Course Introduction
Departmental Curricula and Majors

**Week 2**
1/21-1/25
Library Resources
Internships; Graduate and Professional School Preparation

**Week 3**
1/28-2/1
Nutrition Research and Graduate Programs
Food Science Research and Graduate Programs

**Week 4**
2/4-2/8
Clinical Nutrition
Community Nutrition Programs/Child Nutrition

**Week 5**
2/11-2/15
Foodservice Management; Culinary
Food Labeling Laws

**Week 6**
2/18-2/22
The Organic Food Market
Bictechnology

**Week 7**
2/25-2/29
Nutrition Misinformation and Quackery
Scientific Nutrition Research

**Week 8**
3/3-3/7
Food and Nutrition in Space – NASA Presentation
Mid-term

**Week 9**
3/10-3/14
Spring Break

**Week 10**
3/17-3/21
Phytochemical Research
Trends in the Food Industry

**Week 11**
3/24-3/28
Meat Science Research
Group Presentations

**Week 12**
3/31-4/4
Group Presentations
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Group Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/7-4/11</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>4/14-4/18</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>4/21-4/25</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam</td>
</tr>
<tr>
<td>4/28-5/2</td>
<td></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 Philosophy Department

2. Course prefix, number and complete title of course: PHIL 409, Studies in Gender and Philosophy

3. Course description (not more than 50 words): Analysis, from a gender-studies perspective, of a single figure or concept in the history of philosophy. May be repeated once for credit with a different focus.

4. Prerequisite(s) Cross-listed with WMST 409
   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)

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

   undergraduate general academic; undergraduate major or minor in PHIL

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 409</td>
<td>STUDIES GENDER &amp; PHILOS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Approval recommended by:
Head of Department
Claudia Albright
Date: 05/28/08

Chair/College Review Committee
Date: 9/15/08

Submitted to Coordinating Board by:
Dean of College
Date: 10/30/08

Director of Academic Support Services
Date: 10/31/08

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

82 of 182 D
WMST 409/Phil 409 Studies in Gender and Philosophy -- Simone de Beauvoir
Claire Katz, 305A Bolton Hall
Phone: 845-5624 (voice); 845-5660 (dept)
Email: ckatz@tamu.edu
Prerequisite(s): 3 hours in WMST or philosophy; Junior or Senior Classification

Course Description:
The year 1999 marked the 50th anniversary of the publication of Simone de Beauvoir’s *The Second Sex*. This groundbreaking book inaugurated the emergence of 20th century feminism and feminist theory. Although many of Beauvoir’s ideas have been critically examined by psychoanalytic discourse on the one hand (Irigaray) and post-structuralism on the other (cf Judith Butler), the significance of Beauvoir’s analysis of “woman as Other” and the debt that contemporary feminist theory has to her work remain indisputable. In this course we will explore Simone de Beauvoir as a writer, philosopher, feminist, and individual. To this end, we will read selections from her philosophical works, autobiography, journals, novels, letters and correspondence (to Jean-Paul Sartre, Nelson Algren, and Richard Wright, among others), political essays, and her writings on feminism. At the end of this course, students will have an appreciation of Beauvoir not only as a feminist thinker but also as a philosopher, novelist, and political activist.

This course encourages the following Exemplary Educational Objectives:
1. To demonstrate awareness of the scope and variety of works in the writings of Simone de Beauvoir. (EEO 1)
2. To respond critically to Beauvoir’s philosophical project. (EEO 3)
3. To articulate an informed personal reaction to Beauvoir’s writings. (EEO 5)

Readings will be drawn from the following texts:
*She Came to Stay*  
*The Second Sex*  
*America Day by Day*  
*Ethics of Ambiguity*  
*Quiet Moments in a War*  
*All Said and Done*  
*Letters to Sartre*  
*Adieux: A Farewell to Sartre*  
*Must We Burn Sade?*  
*Coming of Age*, translated by P. O’Brien, New York: Putnam. 1972
**Requirements**

One presentation of the reading assigned for that class period (10%)
One write up with the presentation (2-3 pages) (10%)
Four short papers (5 pages) (20% each) or one seminar paper (80%). Please see me by the third week in the semester if you choose the seminar paper option.

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading or Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2-4</td>
<td>She Came to Stay</td>
</tr>
<tr>
<td>5</td>
<td>Presentation on Pyrrhus and Cineas</td>
</tr>
<tr>
<td>6</td>
<td>The Ethics of Ambiguity</td>
</tr>
<tr>
<td>7-10</td>
<td>The Second Sex</td>
</tr>
<tr>
<td>11</td>
<td>“Must we burn Sade?”; “Preface”, in Djamila Boupacha</td>
</tr>
<tr>
<td>12-13</td>
<td>The Coming of Age</td>
</tr>
<tr>
<td>14</td>
<td>A Very Easy Death; Adieux: A Farewell to Sartre</td>
</tr>
</tbody>
</table>

**Attendance**

There will not be a formal attendance policy. However, this class will be conducted seminar style—although you might be able to get notes from someone in the class, a significant part of learning is participating in the discussion itself. Please refer to the following website regarding student absences.

http://student-rules.tamu.edu/rule7.htm

**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, the 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 B-118 Cain Hall or call 845-1637. For additional information visit http://disability.tamu.edu.

**Academic Integrity Statement**

"An Aggie does not lie, cheat, or steal or tolerate those who do."
See also Honor Council Rules and Procedures on the web
http://www.tamu.edu/aggiehonor
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Psychology

1. This request is submitted by the Department of

PSYC 371. Forensic Psychology

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

3. Course description (not to exceed 50 words):
Interface between psychology and the legal system; the role of psychological theories and data, as well as mental health expertise, in the resolution of criminal trials and civil disputes; legal system's impact on the practice of psychology

4. Prerequisite(s):

PSYC 203 and 204 or junior or senior classification

Cross-listed with:

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

5. Is this a variable credit course? ☑ No

If yes, from ______ to ______

6. Is this a repeatable course? ☑ 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? 1

Indicate the number of students enrolled for each academic period it was taught:

31 (fall semester 2007)

☐ Yes

☐ No

If yes, how many times? ______

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.A. and B.S. in psychology; 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>PSYC</th>
<th>371</th>
<th>FORENSIC PSYCHOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:

Head of Department: [Signature] Date: 9/18/08

Chair, College Review Committee: [Signature] Date: 9/18/08

Head of Department (if cross-listed course): [Signature] Date: 10/2/08

Dean of College: [Signature] Date: 12/18/08

Submitted to Coordinating Board by:

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
Hi Sherry: Below is the message I received from Pete Teel on 1/21/08 regarding this course proposal and the review by the forensic sciences program. I have not received the formal response through campus mail as of yet, but when I do I will submit it along with the revised proposal. Is there anything else that would be needed at this point? Thanks—John

Hi Dr. Edens, I apologize for the delay to your requested review and will forward our response on letterhead. We have reviewed your syllabus and see no redundancy with your course. We do however have two questions. With your permission, we would like to list your course as an elective in the Forensic & Investigative Sciences B.S. degree, however we note that your pre-requisites include specific courses in statistics. Our curriculum includes STAT 302 Biometrics as a required course; would this course provide students with the statistical background needed and would they be acceptable in your course? Since we are just beginning this new curriculum I cannot predict how many students might wish to take your course; however we do not think this would exceed 5 students in any given semester. You can review the approved curriculum at forensics.tamu.edu. I look forward to hearing from you.

Pete D. Teel, Professor and Assoc. Head for Academic Programs.

John F. Edens, Ph.D.
Associate Professor
Department of Psychology
Texas A&M University
4235 TAMU
College Station, TX 77843-4235
**********************************************************************
979/845-6097 (phone); 979/845-4727 (fax)
jedens@psych.tamu.edu
http://psychology.tamu.edu/Fac_Ext.php?ID=216
**********************************************************************

From: Higginbotham, Sherry
Sent: Thursday, February 07, 2008 9:09 AM
To: Edens, John
Cc: Matthews, Pamela
Subject: RE: PSYC 371

Dr. Edens,

Is there any new news on the following?

Thanks,
Sherry
PSYC 371: Forensic Psychology
Syllabus

Professor: Dr. John Edens
Office: 207 Psychology Building
Office Phone: 845-6097
E-Mail: jedens@psych.tamu.edu
Office Hours: Wed & Fri 10:00-11:30; by appointment

Required Readings
2. Assigned readings on Blackboard.
3. Powerpoint slide shows on Blackboard.

Course Objectives
1. Gain an understanding of how the fields of psychology and law intersect in individual, social, and public policy domains.
2. Become familiar with how the courts and the legal system influence the practice of psychology and mental health at both the individual and systemic level.
3. Gain an understanding of how the fields of psychology and mental health influence the legal field at both the individual and public policy level.
4. Become familiar with important case law that has helped shape the relationship between the mental health fields and the legal system.
5. Gain an understanding of the applications of psychology to various criminal justice and correctional issues.

Evaluation
Four tests will be administered that consist of multiple-choice and essay items. These exams will be equally weighted and the fourth will be non-comprehensive. Questions are weighted heavily towards information covered in lectures but also will include questions related to information in the text and readings that is not reviewed in class. Lectures also include information not addressed in the text, so attendance is important. Test scores account for 90% of your total grade.

Four out-of-class assignments related to topic areas described below will be assigned at various points during the semester. These are equally weighted and will account for the remaining 10% of your total grade for the semester.

A 90% - 100%
B 80% - 89.9%
C 70% - 79.9%
D 60% - 69.9%
F 00% - 59.9%

These grade ranges are non-negotiable (e.g., if your final percentage grade is 89%, you will receive a “B” for the course; no exceptions).

Attendance
You are expected to follow the attendance policy as described in the student rules (http://student-rules.tamu.edu/rule7.htm). Noted earlier, information is presented in lectures that is not covered in the text. This information is fair game for examination questions. Make-up exams will only be provided if a student has a university-approved absence or a physician’s documentation of a medical absence.
## Schedule

The outline below is tentative and serves only as an orientation to the ordering of topics to be covered. An updated syllabus will be provided if significant changes occur.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Course Overview</td>
<td>Wrightsman chapter 1</td>
</tr>
<tr>
<td>8/29</td>
<td>Course Overview</td>
<td>Wrightsman chapter 1</td>
</tr>
<tr>
<td>8/31</td>
<td>Orientation to Forensic Psychology</td>
<td>Wrightsman chapter 1</td>
</tr>
<tr>
<td>9/03</td>
<td>Orientation to Forensic Psychology</td>
<td>Wrightsman chapter 2</td>
</tr>
<tr>
<td>9/05</td>
<td>Roles of Forensic Psychologists</td>
<td>Otto &amp; Heilbrun (2002)</td>
</tr>
<tr>
<td>9/12</td>
<td>Roles of Forensic Psychologists</td>
<td>Boothby &amp; Clements (2000)</td>
</tr>
<tr>
<td>9/14</td>
<td>Roles of Forensic Psychologists</td>
<td>Boothby &amp; Clements (2000)</td>
</tr>
<tr>
<td>9/17</td>
<td>Exam 1 / Assignment #1 due</td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td>Legal Decision Making: Trials</td>
<td>Wrightsman chapter 10</td>
</tr>
<tr>
<td>9/21</td>
<td>Legal Decision Making: Trials</td>
<td>Wrightsman chapter 11</td>
</tr>
<tr>
<td>9/24</td>
<td>Legal Decision Making: Trials</td>
<td>Wrightsman chapter 12</td>
</tr>
<tr>
<td>9/28</td>
<td>Legal Decision Making: Witnesses</td>
<td>Wrightsman chapter 5</td>
</tr>
<tr>
<td>10/01</td>
<td>Legal Decision Making: Witnesses</td>
<td>Wrightsman chapter 5</td>
</tr>
<tr>
<td>10/03</td>
<td>Legal Decision Making: Witnesses</td>
<td>Wrightsman chapter 5</td>
</tr>
<tr>
<td>10/05</td>
<td>Legal Decision Making: Witnesses</td>
<td>Wrightsman chapter 5</td>
</tr>
<tr>
<td>10/08</td>
<td>Exam 2 / Assignment #2 due</td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Criminal Competency</td>
<td>Wrightsman chapter 8; Dusky v. U. S. (1960)</td>
</tr>
<tr>
<td>10/12</td>
<td>Criminal Competency</td>
<td>Wrightsman chapter 8; Dusky v. U. S. (1960)</td>
</tr>
<tr>
<td>10/15</td>
<td>Criminal Competency</td>
<td>Wrightsman chapter 8; Dusky v. U. S. (1960)</td>
</tr>
<tr>
<td>10/17</td>
<td>Criminal Responsibility</td>
<td>Bonnie (1983) article</td>
</tr>
<tr>
<td>10/19</td>
<td>Criminal Responsibility</td>
<td>Bonnie (1983) article</td>
</tr>
<tr>
<td>10/22</td>
<td>Criminal Responsibility</td>
<td>Bonnie (1983) article</td>
</tr>
<tr>
<td>10/24</td>
<td>Criminal Responsibility</td>
<td>Bonnie (1983) article</td>
</tr>
<tr>
<td>10/26</td>
<td>Malingering</td>
<td>Rogers (1997) chapter</td>
</tr>
<tr>
<td>10/29</td>
<td>Malingering</td>
<td>Rogers (1997) chapter</td>
</tr>
<tr>
<td>10/31</td>
<td>Malingering</td>
<td>Rogers (1997) chapter</td>
</tr>
<tr>
<td>11/02</td>
<td>Exam 3 / Assignment #3 due</td>
<td></td>
</tr>
<tr>
<td>11/05</td>
<td>Understanding Criminality &amp; Violence</td>
<td>Wrightsman chapter 3</td>
</tr>
<tr>
<td>11/07</td>
<td>Understanding Criminality &amp; Violence</td>
<td>Wrightsman chapter 3</td>
</tr>
<tr>
<td>11/09</td>
<td>Understanding Criminality &amp; Violence</td>
<td>Wrightsman chapter 3</td>
</tr>
</tbody>
</table>
Please Note the Following University Policies

Academic Integrity Statement
All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web.

Aggie Honor Code
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

If you are caught cheating or plagiarizing any portion of your assignments you will receive a zero for that assignment (in case of a group assignment all the group will receive zero) and will be reported for scholastic dishonesty.

As commonly defined plagiarism consists of claiming the ideas, words, writings etc. of another person as your own work. This means you are committing plagiarism if you copy another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic sins. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section: Scholastic Dishonesty”.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1537.
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 Recreation, Park and Tourism Sciences (RPTS)
2. Course prefix, number and complete title of course: RPTS 320 Festivals, Fairs and Events

3. Course description (not more than 50 words): Principles and applications for effective planning and management of festivals and other special events; planning, promotion, operational logistics, sponsorship and evaluation.

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. an average of 36

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 RPTS

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)

    RPTS 320 Festival Fair Event

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

    Level 3

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

    Submitted to Coordinating Board by:
    Dean of College Date

    Director of Academic Support Services Date
    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
RPTS 320  
Festivals, Fairs, and Events  
Fall 2007

Instructor:  Harrison P. Pinckney, IV  
hpinckney@neo.tamu.edu  
303B FRAN  
845-5983

Class Times: TR 3:55-5:10, ZACH233C  
Office Hours: TR 2:30-3:30, or by appointment

COURSE DESCRIPTION

This course is designed to help students learn the principles and applications associated with the effective management of festivals and special events. Essential topics include event planning, marketing/promotion, operation logistics, sponsorship, and so on. In addition to the series of lectures based on the textbook, several experts in the field will be invited to the class to share their personal experience with students.

PREREQUISITES
Junior or senior classification

REQUIRED TEXT


COURSE OBJECTIVES

1. Understand the diverse types of special events and how they are classified.
2. Identify the fundamental concepts and principles that are necessary for planning and operating events.
3. Create and implement useful marketing and business plans for a specific festival, fair, or event.
4. Understand what works in festivals and events management.
5. Effectively evaluate the success of festivals and events.
6. Demonstrate substantive knowledge of current issues in the area of festival and event management.
COURSE ASSIGNMENTS

Assignments are to be submitted within the first 5 minutes of class on the date listed in the course outline (or your assigned date). Assignments handed in 24 hours after the posted date and time, will be penalized 5%. After that, late assignments will be penalized 10% for every day late, including weekends. A documented university excused absence can be used to remove this penalty. If you are out of class due to a university excused absence (see Student Rule 7 at http://student-rules.tamu.edu/) make arrangements to have the assignment submitted in a timely manner.

All assignments MUST follow this format:
- Typed, using 12 point font, Times New Roman
- Double spaced, 1 inch margins
- Include a cover sheet with your name, the name of the assignment, the class (RPTS 489) and the date
- Paper should not exceed page length requirements
- If this format is not used, 0.5 points for each error will be deducted from your assignment grade.

1. Special Event Volunteer Hours (10 points)
   An observation of special events can be an effective process of learning special event management if it is done in a careful and informed manner. It is strongly recommended that you participate in and observe as many festivals or special events as possible. As a part of the course requirements, you will be given the opportunity to volunteer for the Brazos Valley Worldfest. Based on “ten hours” of volunteer service and observation of the event. You will write a report (4-5 pages, not including a cover page) that should include (but is not limited to) the following:

   Analysis Based on Observation
   - Which committee did you volunteer with? What was your role and responsibilities?
   - Do you think the event was successful? Why or why not?
   - What did you learn from this event? Try to explain specifically on more than four or more topics (e.g., effectiveness of marketing, entertainment, vendor management, operation, logistics, etc.)
   - What would you do differently to make the event better? Why?
   - How did the event relate to the readings and lectures from class?
2. Event Business Plan (15 points)

You will be required to create a business plan for a festival, fair, or event. For this assignment, students may work in groups of three (3). You will need to get your (imaginary) event approved by the instructor before you start working on it. This plan will be 10-15 pages in length. The report should be free of grammatical error and spelling errors. You will be given handouts to help guide you in completion of this assignment (refer to calendar). This plan should include (not limited to):

- cover sheet,
- table of contents,
- executive summary (a brief summary of proposed special event program),
- justification for the chosen event (explaining why the event is desirable given the resources and opportunities you have-substantive rationale for staging the event),
- marketing ideas including event promotion and public relations,
- resource needs (facility and equipment, number and qualifications of the staff, permit or licensing requirements, and budget estimate),
- schedule (implementation schedule for development of your event program),
- evaluation procedure for the staged event (include evaluation criteria and process to evaluate the level of success),
- references (list the sources referenced for this paper).

**Member Evaluation:** Once the project (including presentation) is completed, you will be asked to anonymously evaluate each group members. Group members rated higher than the group average, will receive a correspondingly higher grade, while group members who are evaluated below the group average will receive a correspondingly lower grade. You will be provided with a evaluation sheet and asked to return it to the instructor after the presentation.

3. Event Business Plan Presentation (10 points)

At the conclusion of the semester, each group will provide an oral presentation for their business plan. These presentations will be 10 minutes in length and designed to provide the class with information regarding the goals and missions of your organization, and the purpose of the event.

EXAMS (60 points)

Three exams will be given during this semester. Each exam will be worth 20 points. Exams will cover (but not be limited to) material lectured on, the textbook, videos and additional readings assigned. If you know in advance, you will be unable to take the exam on the scheduled day, please see the instructor at least one week prior to the exam date. See class schedule for dates.

CLASS ATTENDANCE (5 points)

Attendance will be taken in each class. Because much of the learning will take place via classroom activities, it is imperative you attend each class. Students may incur up to three absences without penalty and any excuse. Each unexcused absence over three will result in a 1 point deduction from students' final grade. If a student is absent on the day he/she is scheduled to make a presentation without making prior arrangements with the instructor (except in the case of an excused absence as indicated in Student Rule 7), the student will receive a zero on the presentation grade.
GRADING

If at anytime you feel that you were unfairly evaluated for the work you have completed, you are encouraged to contest and actively seek feedback as to reasons for the lost points. Grading will be as follows:

**Point Distribution**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>10</td>
</tr>
<tr>
<td>Special Event Business Plan</td>
<td>15</td>
</tr>
<tr>
<td>Special Event Business Plan Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Exams (3 @ 20 points each)</td>
<td>60</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Grades**

A: 90-100  
B: 80-89  
C: 70-79  
D: 60-69  
F: Below 60

*Please note that the requirements and procedures stated in the syllabus are subject to change. All changes to this syllabus will be announced in class.*

**PEOPLE WITH DISABILITIES**

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, Room B118, or call 845-1637.

**ACADEMIC INTEGRITY & CONDUCT**

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

You can learn more about this at the Office of the Aggie Honor System, which has definitions of academic dishonesty as well as the relevant rules and procedures.

[http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

Plagiarism is defined in the Texas A & M University Student Rules as "The appropriation of another person's ideas, processes, results, or words without giving appropriate credit."

If you submit a plagiarized assignment you can expect an F for the course and Honor Violation Probation. If you feel that you have run out of time or for some other feel compelled to submit plagiarized work - DON'T. Come and talk to me and we will work something out.
**Late Arrivals and Early Departures:** Consistent late arrivals and/or early departures may constitute an absence at the discretion of the instructor.

**Cell Phones:** Please be considerate of your classmates and turn your cell phones off prior to class. If your cell phone becomes a disturbance to the class, you will be asked to leave the class and will be counted as absent that day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Course &amp; TELP Overview</td>
<td></td>
</tr>
<tr>
<td>8/30</td>
<td>Introduction to Special Event Planning</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>9/4</td>
<td>Volunteers*</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>9/6</td>
<td>Business Plan*</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>9/11</td>
<td>*Special Topic: Facility Management (Reed Arena)</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>*Special Topic: Event Management (Hilton Hotel)</td>
<td></td>
</tr>
<tr>
<td>9/18</td>
<td>Evaluation &amp; Assessment</td>
<td>Chapter 12 &amp; 14</td>
</tr>
<tr>
<td>9/20</td>
<td>*Exam I</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>*Special Topic: Role of the CVB</td>
<td></td>
</tr>
<tr>
<td>9/27</td>
<td>NO CLASS: PROJECT WORKDAY</td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>10/4</td>
<td>Management I*</td>
<td></td>
</tr>
<tr>
<td>10/9</td>
<td>Site &amp; Logistics Planning I*</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>10/11</td>
<td>Sponsorship I*</td>
<td>Chapter 3 &amp; 6</td>
</tr>
<tr>
<td>10/16</td>
<td>Emergency Management &amp; Crisis Communication I*</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>10/18</td>
<td>*Exam II</td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td>Vendors*</td>
<td></td>
</tr>
<tr>
<td>10/25</td>
<td>Presenting Your Proposal</td>
<td></td>
</tr>
<tr>
<td>10/30</td>
<td>*Special Topic: Managing Your Own Company</td>
<td></td>
</tr>
<tr>
<td>11/1</td>
<td>Fundraisers &amp; Profit Makers*</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>11/6</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>11/8</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td>Community Relations*</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>11/15</td>
<td>*Exam III</td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>Business Plan Workday</td>
<td></td>
</tr>
<tr>
<td>11/22</td>
<td>(Thanksgiving Holiday)</td>
<td></td>
</tr>
<tr>
<td>11/27</td>
<td>Class Presentations</td>
<td></td>
</tr>
<tr>
<td>11/29</td>
<td>Class Presentations</td>
<td></td>
</tr>
<tr>
<td>12/4</td>
<td>Class Presentations</td>
<td></td>
</tr>
</tbody>
</table>

*Denotes Texas Event Leadership Program module
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 Recreation, Park and Tourism Sciences (RPTS)

2. Course prefix, number and complete title of course: RPTS 360: Ecotourism: Principles and Practices

3. Course description (not more than 50 words): Principles and practices related to ecotourism; analyzes outcomes of ecotourism for conservation and development; ecotourism as a strategy to protect culture and the physical environment.

4. Prerequisite(s) RPTS 202 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)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) B.S. in RPTS options of Tourism Management and Parks and Conservation

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)
    RPTS 360 Ecotourism Prin & Pract

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

    Approval recommended by:
    Head of Department Date 9/11/08

    Chair, College Review Committee Date 9/24/08

    Dean of College Date 9/24/08

    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

97 of 182 D
RPTS 360: ECOTOURISM: PRINCIPLES AND PRACTICES
Spring 2008
T 4:00-7:00 pm
Francis 151

Prof.: Amanda Stronza  Phone: 979/845-8931
E-mail: astronza@tamu.edu  Office: 308 Francis Hall
Office hours: By appointment

Overview

Among today's contending conservation and development strategies, ecotourism is one of the most popular. It seeks to curb the often deleterious effects of large-scale, conventional tourism on local communities and ecosystems. But more than that, it holds the promise of overcoming a number of today's biggest environmental and social challenges. Ideally, ecotourism can help conserve biological and cultural diversity, alleviate rural poverty, strengthen ties between parks and neighboring peoples, increase public awareness of environmental concerns, and manifest a new "triple bottom line" for business that includes profit, social benefits, and environmental conservation.

In this class, we will examine the principles of ecotourism from a variety of cross-cutting perspectives: across academic disciplines, cultural and ecological settings, and social actors, including NGOs, communities, governments, and the private sector. We will analyze the outcomes of ecotourism for conservation and development, reading case studies from around the world. Through facilitated discussions and critical readings of the academic and practitioner literature, we will test the idea that ecotourism is a "win-win" strategy to protect the environment while also meeting people's needs.

Objectives

By the end of the term, students will be able to:

- Identify social, ecological, and economic principles of ecotourism;
- Discuss the social, economic, and environmental costs and benefits of different approaches to ecotourism;
- Assess evidence for and against ecotourism as an effective strategy for integrating conservation and development;
- Describe various real-world efforts to connect principles of ecotourism with practice.

Format

This class is a seminar. Everyone will be responsible for what we learn and discuss throughout the semester. All participants must come to class with thoughtful questions, syntheses, analyses, and critiques of the readings.

Prerequisites
RPTS 202
Requirements

1. **In-class participation:** Your most important role in class will be to complete all of the assigned readings and come to our meetings prepared to discuss the materials in a well-informed and analytical manner. Regular attendance is important and excessive absences will result in a lower grade. Three unexcused absences are allowed. Four to six unexcused absences will result in a letter grade reduction. Seven or more unexcused absences will automatically result in an "F" for the course. Excused absences are those that are due to either medical or personal emergency. Appropriate documentation must be provided in order for absences to be considered excused (See Student Rule 7 at http://student-rules.tamu.edu/).

2. **Research assignment:** Every couple of weeks, you will be given short assignments that will lead up to the completion of a research paper or research proposal by the end of the semester. You may focus on any ecotourism topic of your choice.

3. **Presentation:** We will devote our last class to an exchange of presentations about your research.

4. **Facilitation of discussion:** Each of you will facilitate one our discussions. Preparation will include reading and synthesizing the main messages from that week’s readings, finding two or more related articles, building a discussion plan, and guiding our conversation.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20</td>
</tr>
<tr>
<td>Research assignment</td>
<td>30</td>
</tr>
<tr>
<td>Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Facilitation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading: A=90-100%, B=80-89%, C=70-79%, D=60-69, F=below 60%.

**REQUIRED TEXTS:**

Journal articles, book chapters, and technical reports will be distributed throughout the class.

**SCHEDULE**

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 17</td>
</tr>
<tr>
<td></td>
<td>Agreeing on a plan for the seminar</td>
</tr>
<tr>
<td></td>
<td>Overview of Ecotourism</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 24</td>
</tr>
<tr>
<td></td>
<td>Conservation Roots of Ecotourism: Sustainable Development</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 31</td>
</tr>
<tr>
<td></td>
<td>Cultural Roots of Ecotourism: Host/Guest Interactions</td>
</tr>
<tr>
<td>4</td>
<td>Feb. 7</td>
</tr>
<tr>
<td></td>
<td>Theory to Practice: Community-based Ecotourism in the Amazon</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 14</td>
</tr>
<tr>
<td></td>
<td>Critiques of Ecotourism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CASE STUDIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Feb. 28</td>
</tr>
<tr>
<td></td>
<td>Costa Rica</td>
</tr>
<tr>
<td>7</td>
<td>Mar. 6</td>
</tr>
<tr>
<td></td>
<td>Galapagos</td>
</tr>
<tr>
<td>8</td>
<td>Mar. 13</td>
</tr>
<tr>
<td></td>
<td><em>Spring Break</em></td>
</tr>
<tr>
<td>9</td>
<td>Mar. 20</td>
</tr>
<tr>
<td></td>
<td>Belize</td>
</tr>
<tr>
<td>10</td>
<td>Mar. 27</td>
</tr>
<tr>
<td></td>
<td>Indonesia</td>
</tr>
<tr>
<td>11</td>
<td>Apr. 3</td>
</tr>
<tr>
<td></td>
<td>Tanzania</td>
</tr>
</tbody>
</table>
READINGS

Jan. 24  Conservation Roots of Ecotourism: Sustainable Development


Jan. 31  Cultural Roots of Ecotourism: Host/Guest Interactions


Feb. 7  Theory to Practice: Community-based Ecotourism in the Amazon


- Stronza, A. Through a New Mirror: Reflections on Tourism and Identity in the Amazon (under review, *Human Organization*)

Feb. 14  Critiques of Ecotourism


CASE STUDIES

Feb. 28 Costa Rica


Mar. 6 Galapagos


Mar. 13 Spring Break

Mar. 20 Belize


Mar. 27 Indonesia (Special Guest Speaker: Prof. Geoffrey Wall)


Apr. 3 Tanzania


Apr. 10 Botswana


Apr. 17      Coastal Ecotourism


Apr. 24      Presentations and Syntheses


* * *

Additional Notes:

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 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.”

Know the Aggie Honor Code: http://www.tamu.edu/aggiehonor/
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 Recreation, Park and Tourism Sciences

2. Course prefix, number and complete title of course: RPTS 372: Youth Development Practice

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

   Application of youth development ideals in community settings;
   principles and practices of community youth development and existing youth development models;
   local community efforts related to community youth development.

4. Prerequisite(s) RPTS 370 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 289/489/689? ☑ Yes ☐ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. 24

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

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

10. Prefix | Course # | Title (excluding punctuation)
    RPTS    | 372     | Youth Development Practice

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

   Level 3

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

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

Received
Curricular Services

OCT 07 2009

104 of 182 D
SPRING 2009
Recreation, Park and Tourism Sciences
RPTS 372  Youth Development Practice   HRRB 113
MWF 1:50pm – 2:40pm

Instructor: Corliss Outley
Phone: 845-5330
Office Hours: 3:00-5:00pm, Monday or by appointment
Office: 201 Francis Hall
E-mail: coutley@tamu.edu

COURSE DESCRIPTION & OBJECTIVES
This course will examine the application of youth development ideals in community settings. Students will be introduced to the principles and practice of community development, review existing models, and examine current local community efforts related to community youth development.

COURSE PREREQUISITES
RPTS 370

METHOD OF INSTRUCTION
A variety of methods will be used to enable you to learn the content of this course. Recognizing that students prefer one style of learning over others, the instructor will attempt to provide a variety of teaching strategies that may require you to learn in a style that you might not find comfortable, but is preferred by some of your classmates.

REQUIRED TEXTBOOK
4. Misc. readings

STUDENT RESPONSIBILITIES

Attendance
Students should attend all class. Learning is an active process, and it is impossible for you to learn unless you are in class. Students should be prepared to actively participate (i.e., discover solutions to problems, answer questions, engage in discussions). If an absence is an unexcused absence (See student rules at http://student-rules.tamu.edu/) an authorized excuse must be presented. You start with 50 points and lose 15 for each unexcused absence after the first three. It is possible to have negative points. Thus for the 4th unexcused absence, you will have 35 left (50 minus 15). For the 7th unexcused absence, you will be at -10 (50 minus 60), etc.

Office Visits
The times listed on the front page of this syllabus are my official office hours but the door is always open. I encourage you to visit. If you have any questions, ideas that you wish to explore, problems related to the class, or just need to talk, please come by. In most cases, office visits are more helpful before a “crisis” rather than after.

Class Assignments
Students must submit written assignments on or before due dates at the beginning of class. Late assignments will be penalized 10% for each day they are late. If an absence is unexcused (See Student Rule 7 at http://student-rules.tamu.edu/) the penalty will be adjusted accordingly. Papers must be: typed, double-spaced, and single-sided.

Use proper grammar and formal English composition - points will be subtracted for inaccurate or informal written language. Review your work (or ask a friend), and use spell check, a dictionary and/or thesaurus as needed. Please follow the American Psychological Association, APA, 5th edition, publication manual for references.

Class Format
The class meets two times per week for two hours. One class session per week will be devoted to course readings and one session (Reflection Session) will concentrate on field experiences gained from participation in the Service Learning Experience. The integration of readings and field experiences will be emphasized in both weekly class sessions. Field Trips: Field trips will be scheduled during the semester to enhance readings and classroom discussion.
GRADING & EVALUATION OF STUDENT ACHIEVEMENT
When evaluating your work, I will look for clarity, quality, completeness and professionalism. The following point system and evaluation criteria will be used to determine grades.

<table>
<thead>
<tr>
<th>The % of points</th>
<th>Grade</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>Assignments must be virtually free from errors in writing, word usage, and sentence structure. The paper will be distinguished by clear and logical thinking and will include evidence of advanced critical thinking skills.</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
<td>Assignments will be organized and written well although there may be writing errors and a partial lack of focus. The paper will demonstrate a good understanding and application of the topic but may not be as clear or logical as an A submission.</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
<td>Assignments in this grade category will show serious difficulty in managing the assignment, weakness in analytical thinking, and/or writing errors that interfere with readability. The paper will illustrate a basic understanding of the topic.</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
<td>Assignments in this category will fail to meet the major requirements of the assignment, including tasks or questions that are ignored, misconstrued, or redefined to accommodate what the students want or is able to say. Work at this level will include: little or no development of ideas, no clear progression from one section to the next, numerous spelling and grammatical errors, all which give the impression of inferior writing though indicators of the students attempt to understand the assignment will be present.</td>
</tr>
<tr>
<td>Less than 60%</td>
<td>F</td>
<td>Assignments in this category will fail to meet minimal standards of acceptability and competence and will illustrate little or no understanding of the topic and/or basic writing skills.</td>
</tr>
</tbody>
</table>

**Course Assignments**

<table>
<thead>
<tr>
<th>Points</th>
<th>Keep Track!</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>__________/50</td>
</tr>
<tr>
<td>100</td>
<td>__________/100</td>
</tr>
<tr>
<td>100</td>
<td>__________/100</td>
</tr>
<tr>
<td>100</td>
<td>__________/100</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>__________/350</td>
</tr>
</tbody>
</table>

**CLASSROOM/UNIVERSITY INFORMATION**

**Accommodations for students with disabilities**

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

**Diversity**

Diversity is a strength of our society. In this class, I ask that you maintain an open mind to the differences around you, and I encourage you to respect those differences. Points of view may be actively argued but each speaker is to be respected. I encourage you to acknowledge your diversities by listening actively to one another. It is especially important that you listen to students, whose opinions differ from your own, arguing with the opinions while remaining respectful of the individuals who hold them.

**Academic Dishonesty**

**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 additional information please visit: http://www.tamu.edu/aggiehonor/
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>DAY</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 14</td>
<td>Mon</td>
<td>Welcome/ Course Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan 16</td>
<td>Wed</td>
<td>Overview of Youth Development</td>
<td>Villarruel Chap 1 / website</td>
</tr>
<tr>
<td></td>
<td>Jan 18</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td>Service Learning Project Overview</td>
</tr>
<tr>
<td>2</td>
<td>Jan 21</td>
<td>Mon</td>
<td>Defining community youth development</td>
<td>Villarruel Chapter 1 &amp; handout</td>
</tr>
<tr>
<td></td>
<td>Jan 23</td>
<td>Wed</td>
<td>Defining community youth development</td>
<td>Villarruel Chapter 17</td>
</tr>
<tr>
<td></td>
<td>Jan 24</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 28</td>
<td>Mon</td>
<td>Key elements of CYD Programs</td>
<td>Villarruel Chap 15</td>
</tr>
<tr>
<td></td>
<td>Jan 30</td>
<td>Wed</td>
<td>Program Examples</td>
<td>Villarruel Chap 11, handouts &amp; Guest Speaker</td>
</tr>
<tr>
<td></td>
<td>Feb 1</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 4</td>
<td>Mon</td>
<td>Program Examples</td>
<td>Villarruel Chap 9 &amp; 10</td>
</tr>
<tr>
<td></td>
<td>Feb 6</td>
<td>Wed</td>
<td>Program Examples</td>
<td>Villarruel Chap 12 &amp; 14</td>
</tr>
<tr>
<td></td>
<td>Feb 8</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb 11</td>
<td>Mon</td>
<td>Community Youth Development as a social movement</td>
<td>Villarruel Chap 19 &amp; Delgado Chap 1, 2</td>
</tr>
<tr>
<td></td>
<td>Feb 13</td>
<td>Wed</td>
<td>Social Movements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 15</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 18</td>
<td>Mon</td>
<td>Movie - Social Movements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 20</td>
<td>Wed</td>
<td>Social Movements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 22</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 25</td>
<td>Mon</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 27</td>
<td>Wed</td>
<td>History of Youth Led Field &amp; organizing</td>
<td>Delgado Chap 3</td>
</tr>
<tr>
<td></td>
<td>Feb 29</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td>NRPA Congress</td>
</tr>
<tr>
<td>8</td>
<td>Mar 3</td>
<td>Mon</td>
<td>Youth Led Principles</td>
<td>Delgado Chap 4</td>
</tr>
<tr>
<td></td>
<td>Mar 5</td>
<td>Wed</td>
<td>Participatory Democracy &amp; Leadership</td>
<td>Delgado Chap 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>Mar 7</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar 10-14</td>
<td></td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar 17</td>
<td>Mon</td>
<td>Recruitment, screening, preparation &amp; support</td>
<td>Delgado Chap 7</td>
</tr>
<tr>
<td></td>
<td>Mar 19</td>
<td>Wed</td>
<td>Recruitment, screening, preparation &amp; support</td>
<td>Delgado Chap 7</td>
</tr>
<tr>
<td></td>
<td>Mar 21</td>
<td>Fri</td>
<td>Reading Day: NO CLASS</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mar 24</td>
<td>Mon</td>
<td>Religion, Race/Ethnicity, &amp; Gender in Comm. Organizing</td>
<td>Kozol Chap 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Mar 26</td>
<td>Wed</td>
<td>Religion, Race/Ethnicity, &amp; Gender in Comm. Organizing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar 28</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mar 31</td>
<td>Mon</td>
<td>Religion, Race/Ethnicity, &amp; Gender in Comm. Organizing</td>
<td>Kozol Chap 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Apr 2</td>
<td>Wed</td>
<td>Religion, Race/Ethnicity, &amp; Gender in Comm. Organizing</td>
<td>Kozol Chap 5 &amp; 6 &amp; Epilogue</td>
</tr>
<tr>
<td></td>
<td>Apr 4</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Apr 7</td>
<td>Mon</td>
<td>Reflection Session/Field Trip</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apr 9</td>
<td>Wed</td>
<td>Reflection Session/Field Trip</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apr 11</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Source</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>-----------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Apr 14</td>
<td>Mon</td>
<td>Overview of intersections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 16</td>
<td>Wed</td>
<td>Challenges</td>
<td>Delgado Chap 8</td>
<td></td>
</tr>
<tr>
<td>Apr 18</td>
<td>Fri</td>
<td>Reflection Session/Field Trip</td>
<td>Delgado Chap 10</td>
<td></td>
</tr>
<tr>
<td>Apr 21</td>
<td>Mon</td>
<td>Class Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 23</td>
<td>Wed</td>
<td>Class Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 25</td>
<td>Fri</td>
<td>Class Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 28</td>
<td>Mon</td>
<td>Class Presentation &amp; Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 30</td>
<td>Wed</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td>Fri</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that the requirements and procedures stated in the syllabus are subject to change. All changes to this syllabus will be announced in class.

Additional Readings:

1. Who are the millennials? a.k.a. Generation Y:
   http://www.deloitte.com/dtt/cda/dpc/content/us_consulting_millennialfactsheet_080606.pdf


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 Recreation, Park and Tourism Sciences

2. Course prefix, number and complete title of course: RPTS 374: Administration of Programs and Services for Youth

3. Course description (not more than 50 words): Overview of topics germane to organization of youth programs; administration and leadership; institutional and organizational structures; administrative and strategic planning; working with volunteer advisory groups; marketing and financing fiscal and human resources.

4. Prerequisite(s) RPTS 370 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) Recreation, Park and Tourism Sciences, Youth Development option

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

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

10. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>RPTS</th>
<th>374</th>
<th>Admin</th>
<th>Prog</th>
<th>Serv</th>
<th>Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
<td>Subject Matter Content Code</td>
<td>Admin. Unit</td>
<td>Acad. Year</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Level 3

Approval recommended by:

Head of Department 9/11/08

Chair, College Review Committee 9/14/08

Dean of College 9/29 Sept 2008

Submitted to Coordinating Board by:

Dean of College Date

Date

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

109 of 182 D
RPTS 374
Administration of Programs and Services for Youth

Peter A. Witt
Bradberry Recreation and Youth Development Chair
Recreation, Park and Tourism Sciences
303c Francis Hall
pwitt@tamu.edu

Course Description
This course is designed to provide an overview of topics germane to the organization and administration of youth programs. The course examines the fundamentals of administration and leadership; institutional and organizational structures; strategic planning; working with volunteer advisory groups; marketing and program delivery systems; and wisely managing fiscal and human resources, primarily in the non-profit sector. The course consists of lectures, discussion, readings and speakers to help students gain familiarity with the dynamics of youth serving organizations.

Course Objectives
As a result of taking this course student will be able to understand basic principles for managing public and non-profit youth development programs, including staffing, facilities, funding, grant writing and program evaluation.

Course Prerequisites
RPTS 370

Method of Instruction
The approach of this course will include lectures, class discussions and in-class exercises.

Attendance (50 pts): You start off with 50 points and lose 15 for each unexcused absence after the first three. It is possible to have negative points. Thus for the 4th unexcused absence (see Student Rule 7 at http://student-rules.tamu.edu/), you will have 35 left (50 minus 15). For the 7th unexcused absence, you will be at -10 (50 minus 60), etc. Attendance will be taken beginning on Thursday August 30. You must be present at the beginning of class to be counted as present.

People with Disabilities
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, Room B118, or call 845-1637.
**Academic Misconduct**
Definitions of academic misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

Academic dishonesty includes the commission of any of the following acts: cheating, fabrication, falsification, multiple submissions, plagiarism, and complicity. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty. The full definition a listing of some prohibited behaviors for each area can be found at [http://student-rules.tamu.edu/rule20.htm](http://student-rules.tamu.edu/rule20.htm)

Because of consequences for the student, knowledge of the Aggie Honor Code, from definitions of academic misconduct (including cheating, fabrication, falsification, multiple submissions, plagiarism, complicity) to the process and sanctions that may result should be familiar to both faculty members and students. All aspects are described fully on the Aggie Honor System website [http://student-rules.tamu.edu/aggiecode.htm](http://student-rules.tamu.edu/aggiecode.htm)

**Academic Sanctions ([http://www.tamu.edu/aggiehonor/Student Rules/sanctions.html](http://www.tamu.edu/aggiehonor/Student Rules/sanctions.html))**
The Honor Council or the instructor may assign appropriate academic sanctions based upon the specifics of the incident. The usual penalty for an initial violation shall be an “F*” in the course and “Honor Violation Probation”. More severe penalties (including separation from the University) may be imposed by the Honor Council if the facts and circumstances as determined by the Honor Council warrant such penalties. Less severe penalties may be imposed if the circumstances warrant. Examples include:

- A grade reduction for the course.
- A zero on an assignment.
- Requirement to participate in extra requirements for a course.

**Educational Sanctions**
The Honor Council or the instructor may assign appropriate educational sanctions. Examples of educational sanctions include requiring a student to attend an academic integrity seminar, to perform appropriate university or community service, or to make restitution for damage that occurred as a result of the incident.

No Upper Division student found guilty of academic misconduct may receive Cum Laude, Summa Cum Laude, or Magna Cum Laude honors at graduation. Upper Division status is defined as having earned 60 or more credit hours, including transfer hours, prior to the date of
the violation. This sanction is automatic upon a finding of academic misconduct, and is imposed without regard to the severity of other sanctions imposed by the instructor or Honor Council.

Topics:

1. General Overview of Youth Development Programs
   a. Non-profits
   b. Municipal
   c. Community-based
   d. Rural
   e. Outdoor Adventure
   f. Youth Camps

2. Planning and Administering a Youth Program
   a. Considerations for Managing Youth
      i. Model Programs and Best Practices
      ii. Partnering with Youth in your program—Youth Boards
         1. Youth-Adult Partnerships
   b. Partnering and Collaborating with Others
   c. Facilities
   d. Executive Board Management
   e. Volunteers
   f. Staffing, Recruitment and Retention

3. Resources for Starting and Managing Youth Programs
   a. Overview of government and philanthropic resources for starting, planning and managing programs

4. Funding the Program
   a. Proposal writing and Fundraising
   b. Sources of Funding
   c. Technology and Marketing the Program
   d. Presenting your program—stepping forward with your best foot
   e. Fees

5. Evaluation and Management
   a. Working with an Evaluator
   b. Evaluation and Outcomes Management
   c. Measurement Tools
   d. Communicating Results – A Marketing Approach
      i. Working with the media
      ii. Websites and highlighting accomplishments
      iii. Communicating to Professionals
Readings:

Week by Week Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Th</td>
<td>General Overview of Youth Development Programs</td>
<td>NRC: 121-146</td>
</tr>
<tr>
<td>2-Tu</td>
<td>Overview Continued</td>
<td></td>
</tr>
<tr>
<td>2-Th</td>
<td>Planning and Administering a Youth Program</td>
<td></td>
</tr>
<tr>
<td>3-Tu</td>
<td>Model Programs and Best Practices</td>
<td>WC: Chapter 1</td>
</tr>
<tr>
<td>4-Tu</td>
<td>Partnering and Collaborating with Others</td>
<td></td>
</tr>
<tr>
<td>4-Th</td>
<td>Facility Design and Management</td>
<td></td>
</tr>
<tr>
<td>5-Tu</td>
<td>Executive Board Management</td>
<td>SBA: 27-54</td>
</tr>
<tr>
<td>6-Tu</td>
<td>Attracting, Training and Retaining Staff</td>
<td>SBA: 309-326</td>
</tr>
<tr>
<td>7-Tu</td>
<td>Foundations</td>
<td></td>
</tr>
<tr>
<td>7-Th</td>
<td>Government Funding Sources</td>
<td></td>
</tr>
<tr>
<td>8-Tu</td>
<td>Funding the Program</td>
<td>NRC: 267-296</td>
</tr>
<tr>
<td>9-Tu</td>
<td>Proposal Writing Continued</td>
<td></td>
</tr>
<tr>
<td>9-Th</td>
<td>Fundraising Through Special Events</td>
<td><a href="http://www.nald.ca/fulltext/heritage/ComPartnE/specev1.htm">http://www.nald.ca/fulltext/heritage/ComPartnE/specev1.htm</a></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10-Th</td>
<td>Developing a Fee Schedule</td>
<td></td>
</tr>
<tr>
<td>11-Tu</td>
<td><strong>Evaluation</strong></td>
<td>NRC: 201-227</td>
</tr>
<tr>
<td>11-Th</td>
<td>Evaluation and Outcomes Management</td>
<td>NRC: 228-264</td>
</tr>
<tr>
<td>12-Tu</td>
<td>Measurement Tools</td>
<td></td>
</tr>
<tr>
<td>13-Tu</td>
<td>Creating a Public Awareness of the Program</td>
<td>SBA: 55-79</td>
</tr>
<tr>
<td>13-Th</td>
<td>Communicating Results of Evaluations</td>
<td>SBA: 169-204</td>
</tr>
<tr>
<td>14-Tu</td>
<td>Working with the Media, Websites and Highlighting Accomplishments</td>
<td></td>
</tr>
</tbody>
</table>

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>Oct 15</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>Dec 5</td>
<td>150</td>
</tr>
<tr>
<td>Program Analysis</td>
<td>October 23</td>
<td>75</td>
</tr>
<tr>
<td>Evaluation Plan</td>
<td>November 13</td>
<td>100</td>
</tr>
<tr>
<td>• What to evaluate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evaluation design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communicating results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Proposal</td>
<td>Nov 21</td>
<td>100</td>
</tr>
<tr>
<td>Three Quizzes</td>
<td>Unannounced Dates</td>
<td>15 pts/quiz=45 points</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>See Policy</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

**Program Analysis**

Students will work in small groups to analyze a youth development program at one youth serving agency. Students will design an interview schedule, visit the agency, interview staff, obtain relevant written materials, and where possible observe the agency's programs. Based on the collected materials, each group will write up a case study report comparing the program to identified best practices in programming, management, staff training, and evaluation. Papers are
not to exceed 15 pages, single spaced, with 12 point font, and 1” margins. Each paper is to be professionally prepared.

**Evaluation Plan**

Students will work in small groups to devise an evaluation plan for the agency they visit for the program analysis. Evaluation should focus on program outcomes (summative evaluation). The plan should include a statement of program outcomes, identification of specific variables for analysis, sources of data to measure outcomes, and survey instruments as necessary.

**Funding Proposal**

Working with the same agency, student will write a “real” funding proposal to be submitted for foundation funding. Students should identify the foundation and then prepare a proposal that reflects the agencies needs and the foundation’s priorities and proposal format.
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 Recreation, Park and Tourism Sciences (RPTS)
2. Course prefix, number and complete title of course: RPTS 446: Information Technology Adoption and Use in Recreation, Park and Tourism Organizations
3. Course description (not more than 50 words): Theories of technology adoption and diffusion in recreation, park and tourism organizations; use of technology for knowledge management, benchmarking, and collaboration within leisure and tourism organizations.

4. Prerequisite(s) RENR 201 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. 12

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

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

10. Prefix | Course # | Title (excluding punctuation)
    RPTS 446 Information Technology Adoption in RPTS
    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 3 2 1 0 1 0 1 0 0 1 2 5 0 2 0 2 9 1 1 0 0 3 6 3 2
    Level 4

    Approval recommended by:
    Head of Department 9/11/08
    Chain College Review Committee 9/24/08
    Dean of College 29 Sept 2008

    Submitted to Coordinating Board by:
    Director of Academic Support Services
    Date 116 of 182 D

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

    CURRICULUM SERVICES
    OCT 07 2008
RPTS 446
INFORMATION TECHNOLOGY ADOPTION AND USE IN RECREATION, PARK AND TOURISM ORGANIZATIONS

TR 11:10am - 12:25pm
CE 134
Instructor: Dr. Ulrike Gretzel (Ulli)
Office Hours: TR 10-11am

TA: Woojin Lee
Office Hours: Wednesday 2-4pm

Office: 303A Francis Hall
Mailbox: 1st Floor, Francis Hall
Phone: 862-4043
Email: ugretzel@tamu.edu

Office: 307 Francis Hall
Email: woorjin@neo.tamu.edu

Course Description

This course will provide students with an overview of theories of technology adoption and diffusion in recreation, park, and tourism organizations. In addition, this course will introduce students to issues related to the use of technology for knowledge management, benchmarking, interorganizational data sharing, and collaboration among organizations in the leisure and tourism industries. Specifically, it will introduce students to the concept of organizational networks and discuss their theoretical and practical implications for information systems design in the field. Students will learn to apply the newly acquired theoretical knowledge to practical problems through case studies. By the end of this course students will be able to understand factors that influence technology adoption/use. They will also have acquired the necessary knowledge and skills to develop technology management strategies that can help recreation, park, and tourism organizations use emerging technologies more effectively.

Course Prerequisite

Students are required to have RENR 201 Computer Applications in Agriculture or a suitable equivalent before taking this course.

Course Requirements

Required Readings: A reading package will be made available in electronic form.

Course Website: This course uses WebCT Vista. Students are required to regularly check the announcements made on the course website. Go to http://elearning.tamu.edu/ to log on.

Participation: This course uses a lecture-discussion format. Students are required to attend class and actively participate in class discussions throughout the semester in order to achieve the full participation score. In addition, students are required to prepare for class by reading the articles assigned for each session. There will be quizzes which will count toward the participation score.

Case Studies: Students will be assigned several case studies throughout the semester.
Grading Policy
The instructor makes every effort to grade fairly and is always willing to explain why a specific grade was given. In the event that students feel they received an undeserved grade, they should make their case in writing to the instructor within one week of receiving the grade. Student evaluations will be based on the following:

<table>
<thead>
<tr>
<th>Participation (attendance, in-class discussions, quizzes)</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
</tbody>
</table>

Total: 100%

There will be opportunities for earning extra credit points that count towards the total course score.

Grading Scale:
A =100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 and below

Rules to Live By
Attendance: It is the student's responsibility to sign the attendance sheet. No signature, no account of attendance! 3 unexcused absences are allowed. 4-6 unexcused absences will result in a letter grade reduction. 7 or more unexcused absences will automatically result in an "F" for the course. Excused absences are those that are due to either medical or personal emergency. Appropriate documentation must be provided in order for absences to be considered excused (See Student Rule 7 at http://student-rules.tamu.edu/). Students are responsible for catching up with any class requirements/announcements/material missed due to absences.

Academic Integrity: An Aggie does not lie, cheat or steal or tolerate those who do. Anyone found to be violating academic integrity will be subject to disciplinary action. Please refer to the Aggie Honor Code website for information on unacceptable behaviors. http://www.tamu.edu/aggiehonor/

Classroom Behavior: If a student's cell phone rings in class, the instructor will answer it. If students fall asleep in class, the instructor reserves the right to wake them up.

Special Needs:
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.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/17</td>
<td>NO CLASS</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>01/19</td>
<td>NO CLASS</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01/24</td>
<td>Introduction</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01/26</td>
<td>Definitions of technology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>01/31</td>
<td>Technology adoption &amp; diffusion</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>02/02</td>
<td>Technology adoption &amp; diffusion</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>02/07</td>
<td>Technology use in recreation, park &amp; tourism organizations</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>02/09</td>
<td>Technology-use in recreation, park &amp; tourism organizations</td>
<td>6</td>
<td>Case 1 due</td>
</tr>
<tr>
<td>5</td>
<td>02/14</td>
<td>Technology Development &amp; Use</td>
<td>4</td>
<td>MOVIE</td>
</tr>
<tr>
<td>5</td>
<td>02/16</td>
<td>Technology Impact</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>02/21</td>
<td>Technology Impact</td>
<td>9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>02/23</td>
<td>Technology &amp; Control</td>
<td>11</td>
<td>Case 2 due</td>
</tr>
<tr>
<td>7</td>
<td>02/28</td>
<td>Technology &amp; Control</td>
<td>None</td>
<td>MOVIE</td>
</tr>
<tr>
<td>7</td>
<td>03/02</td>
<td>Social networks</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>03/07</td>
<td>Organizational networks</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>03/09</td>
<td>MIDTERM EXAM</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>03/14-16</td>
<td>NO CLASS – SPRING BREAK</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>03/21</td>
<td>Technology Design &amp; Implementation</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>03/23</td>
<td>Technology Assessment</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>03/28</td>
<td>Technology Assessment - Benchmarking</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>03/30</td>
<td>Knowledge management</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>04/04</td>
<td>Knowledge management &amp; learning</td>
<td>18</td>
<td>Case 3 due</td>
</tr>
<tr>
<td>12</td>
<td>04/06</td>
<td>Interplay of technology and knowledge</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>04/11</td>
<td>Interorganizational information sharing</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>04/13</td>
<td>IT management &amp; leadership</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>04/18</td>
<td>Change management</td>
<td>21</td>
<td>Case 4 due</td>
</tr>
<tr>
<td>14</td>
<td>04/20</td>
<td>Future issues and trends</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>04/25</td>
<td>Future issues and trends</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>04/27</td>
<td>Course summary</td>
<td>None</td>
<td>Final review</td>
</tr>
<tr>
<td>15</td>
<td>05/02</td>
<td>NO CLASS! - Redefined Day</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>05/05-10</td>
<td>FINAL EXAM PERIOD</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
Readings:

Definitions of Technology

Technology Adoption and Diffusion

Technology Adoption and Diffusion

Technology Use

Technology use in recreation, park & tourism organizations

Technology use in recreation, park & tourism organizations

Interplay of technology, knowledge and organizations

Technology Impact

Technology Impact

Technology Impact

Technology & Control
Social networks

Organizational networks

Technology Design & Implementation

Technology Assessment

Technology Assessment: Benchmarking

Knowledge management

Knowledge management & learning organizations

Interorganizational information sharing

IT management & leadership

Change management
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 Recreation, Park and Tourism Sciences
2. Course prefix, number and complete title of course: RPTS 476, Leadership for Outdoor Recreation

3. Course description (not more than 50 words): Overview of leadership principles related to outdoor recreation; classroom instruction and experiential learning; skills training through field trips; risk management planning, environmental education, group facilitation, and trip planning.

4. Prerequisite(s) RPTS 370 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. 20 each time

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Recreation, Park and Tourism Sciences, Youth Development Option
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      B.S. in other RPTS options

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)
    RPTS 476 Leadership for Outdoor Recreation

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

    Approval recommended by:
    Head of Department 9/11/08
    Chair, College Review Committee 9/7/08
    Dean of College 9/30/08

    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

August 28, 2008

Dr. David Scott
Department of Recreation, Park and Tourism Sciences
TAMU 2261

Dear Dr. Scott,

The Department of Agricultural Leadership, Education, and Communications (ALEC) supports the Department of Recreation, Park and Tourism Sciences (RPTS) proposal for a new course, "Leadership in Recreation and Parks." ALEC looks forward to the approval of this course as it creates a supportive context for application of leadership theory.

The faculty members of the department have indicated that a condition to this support is that RPTS monitor the content not to overlap with that found in ALEC undergraduate leadership courses (specifically ALED 340 and 341).

Sincerely,

Barry L. Boyd
Associate Head for Teaching and Undergraduate Programs

David Reed, Professor and Interim Head
Instructor: Mat Duerden  
Class Time: TR 03:55-05:10 pm  
Office Phone: 979-845-8522; Cell Phone: 801-319-7546; Email: duerden@tamu.edu  
Office: 311 Francis Hall  
Office Hours: TR 12:15-1:45 pm or by appointment  
Course Prerequisite: RPTS 201, RPTS 470

COURSE DESCRIPTION

This course provides leadership principles, theories, philosophies, and technical skills related to outdoor education. The course combines classroom instruction with experiential learning, some skills training and field trips. Additionally, the course will introduce students to other topics applicable in a variety of outdoor education contexts such as risk management planning, environmental education, group facilitation, and trip planning skills.

The instructor reserves the right to update, modify, or change this syllabus and the course schedule.

COURSE PREREQUISITES

RPTS 370

ATTENDANCE POLICY

Consistent with the University’s Attendance Rule, “Students are expected to attend class and to complete all assignments…. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.” See Student Rule 7 at http://student-rules.tamu.edu/ for what constitutes an excused absence.

COURSE OBJECTIVES

Upon completion of this course, the student will:

1. Understand and apply leadership skills in outdoor education settings.
2. Gain a theoretical understanding of outdoor experiences.
3. Develop a personal leadership philosophy.
4. Be introduced to general aspects of environmental and experiential education.
5. Receive an introduction to a variety of leadership skills applicable to outdoor contexts.
6. Develop basic group facilitation skills.
7. Develop a variety of technical outdoor skills.
8. Understand the basic elements of outdoor trip planning.
9. Understand and develop risk management plans.
10. Develop and implement outdoor education programs.
REQUIRED READING

ISBN: 1-57675-174-0


METHOD OF INSTRUCTION

This course will include both classroom and field experiences. A large emphasis will be placed upon group activities ranging from class presentations to planning field experiences.

COURSE REQUIREMENTS/ASSIGNMENTS

**Quizzes (10-20 pts):** Quizzes will be given during the course of the semester; the instructor will drop your lowest quiz score when compiling final grades.

**Trip Reflection Papers (10-20 pts):** For each field trip you will write a reflective paper on your choice of predetermined topics.
Due Date: Papers will be due the first class period following the field trip.

**Field Trip Participation (100 pts):** Students are expected to attend a number of field trips during the course of the semester. Makeup assignments will be available to students who will not be able to attend these trips due to legitimate reasons.

**Leadership and Self-Deception Paper (100 pts):** You will write an analysis and application paper on this book. The paper should be at least four pages but no longer than six. Further instruction on the paper will be given later in the semester.
Due Date: To be announced

**Outdoor Skill Workshops (100 pts):** You will work with one to two partners to select an outdoor skill that you will teach to your classmates. You will have 20-30 min. to conduct your workshop. You will need to research your topic and become comfortable teaching the topic to others. The workshop should be informative and experiential.
Due Date: To be announced

**Field Trip Planning Committee (50 pts):** All students will join one of several different trip planning committees. These committees will work with TAMU Outdoors guides to plan and implement our final field trip to Enchanted Rock. This will include pre-trip preparation, packing lists, menus, equipment prep, and instruction and leadership during the trip. Each committee will turn in itineraries and packing lists before trip and conduct a pre-trip orientation meeting.
Due Date: To be announced

**Program Proposal/Presentation (100 pts):** You will work in a group of 2-3 students to create a proposal for your own outdoor adventure program. The proposal will include a program
overview, logic model, budget, and risk management plan. You will also prepare a 10 min.
presentation of the proposal.
Due Date: To be announced

**Take Home Final: (200 pts)** You will receive information on the final later on in the semester.

**Homework/Short Writing assignments:** (100 pts) In addition to the assignments listed above
various other assignments may be given throughout the semester to aid you in gaining a greater
understanding of the topics covered in the course.

**Class Participation (15 pts):** Students are expected to attend all class periods and actively
participate in class discussion and activities.

**Attendance (50 pts):** You start off with 50 points and lose 15 for each unexcused absence after
the first three. It is possible to have negative points. Thus for the 4th unexcused absence (see
Student Rule 7 at http://student-rules.tamu.edu/), you will have 35 left (50 minus 15). For the 7th
unexcused absence, you will be at -10 (50 minus 60), etc. Attendance will be taken beginning on
Thursday August 30. You must be present at the beginning of class to be counted as present.

**PAPER EXPECTATIONS**

All papers should be double spaced, Times New Roman, with 1" inch margins, and use a 10 or
12 point font. Please number all pages and staple multi-page papers. Include your name, the date,
and the assignment title on all papers.

**LATE ASSIGNMENTS**

Unless otherwise noted, or unless a student has a university excused absence (see Student Rule 7
at http://student-rules.tamu.edu/) all assignments are due at the beginning of the class period on
the date due. Late assignments will be penalized 10% of the total grade for each day after the due
date (weekends count as one day).

**COURSE EXPECTATIONS**

Students are expected to play an active role in this class. Students will be expected to participate
in as well as lead a variety of class activities. This course will involve physical exertion in some
of the activities that are planned. Students need to be in good physical health and capable of
participating in the activities with no known risk to their health.

Some of the outdoor activities that are planned involve out of class time. Any times scheduled
outside of regular class hours will be established in consultation with students in advance.
Students must be willing to be flexible to accommodate the implementation of these extended
activities.
GRADING POLICY

All graded work will be assigned a maximum set of points. Your grade objective is to earn as many of the points available to you. You are encouraged to keep track of all of your points earned so that you may calculate your progress at any time. Whether for calculating an individual assignment, quiz grade, or determining your letter grade in the class, use the following % formula:

\[
(\text{Pts earned} \times 100) / \text{Pts possible} = \% 
\]

A = 90.0%+,   B = 80.0 to 89.9%,   C = 70.0 to 79.9%,   D = 60.0 to 69.9%,   F = 59.9 and below

It is highly recommended that you keep all graded work that is returned to you, not only for future reference, but also to verify any grade discrepancies that may arise through and after the semester.

Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement - Aggie Honor Code

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
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 European and Classical Languages and Cultures.

2. Course prefix, number and complete title of course: RUSS 211. Russian Conversation.

3. Course description (not to exceed 50 words): Development of conversational skills in Russian; building of active vocabulary; exercises with emphasis on correct diction; oral presentations; skits; dialogues; discussion of current events; conducted in Russian.

4. Prerequisite(s): RUSS 102 or equivalent.

Cross-listed with: [Blank]

[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 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 program(s) (e.g., B.A. in history)

   [Blank]

   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) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |

| RUSS | 211 | RUSS CONVERSATION | 0 | 3 | 0 | 0 | 3 | 1 | 6 | 0 | 4 | 0 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 9 | 1 | 0 | 9 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by:  
Head of Department  
Date  

Chair, College Review Committee  
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
RUSS 211: Russian Conversation

Dr. Olga M. Cooke  
845-2198 (office)  
845-2124 (dept)  

Office: 329B Academic  
Office Hours: MWF 11-12  
E-mail: olga-cooke@tamu.edu

Course Description: Development of conversational skills in Russian; building of active vocabulary; exercises with emphasis on correct diction; oral presentations; skits; dialogues; discussion of current events; conducted in Russian.

Prerequisite: RUSS 102 or equivalent.

Required Textbooks and Materials:
- S. Khavronina, Russian As We Speak It, eighth edition (Moscow: Russkii Iazyk Publishers)
- Supplementary materials.

Grades:
- 25% Oral Quizzes
- 25% Homework
- 25% Class Participation
- 25% Final Екзамен

Description of Requirements:

Oral Quizzes:
There will be a weekly quiz following every conversational topic. NO MAKE-UPS will be allowed, except in case of a university-excused absence; however, you will be able to drop your lowest grade. Thus, your quiz average will be based on 13 quiz grades.

Homework:
Every conversational topic will be accompanied by exercises, assigned for homework. All assignments must be turned in when specified, except in case of a university-excused absence.

Class Participation:
Will consist principally of graded assignments, such as preparation of dialogues, skits, and other class activities. You will be given daily grades, based on preparedness and participation.

Final Exam:
Will be based on all material covered over the course of the semester.

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). Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences.
**Academic Integrity Statement:** “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).

**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 B118 of Cain Hall. The phone number is 845-1637.

**Schedule of Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1     | Who are you? The Family.  
*Russian As We Speak It*, pp. 7-25.  
| 2     | Home  
*Russian As We Speak It*, pp. 26-36.  
*The Russian's World*, p. 51-70. |
| 3     | Work  
*Russian As We Speak It*, pp. 50-60 |
| 4     | University  
*Russian As We Speak It*, pp. 194-205.  
*The Russian's World*, p. 71-96. |
| 5     | Shopping  
*Russian As We Speak It*, pp. 71-94. |
| 6     | Restaurant  
*Russian As We Speak It*, pp. 95-104. |
| 7     | Sport  
*Russian As We Speak It*, pp. 154-163.  
Supplementary materials |
| 8     | Culture: Art, Ballet, Film, Literature  
Supplementary materials |
| 9     | Theater  
*Russian As We Speak It*, pp. 164-175.  
Supplementary materials |
| 10    | Personality and Character  
Supplementary materials |
Week 11  Transportation
*The Russian's World*, p. 111-128.

Week 12  Play
*Russian As We Speak It*, pp. 176-182.
*The Russian's World*, p. 129-150.

Week 13  Moscow
*Russian As We Speak It*, pp. 206-208.
Supplementary materials.

Week 14  Holidays
*The Russian's World*, p. 97-110.
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
   Undergraduate Programs and Academic Services

2. Course prefix, number and complete title of course:
   UPAS 181 First Year Seminar

3. Course description (not to exceed 50 words):
   Seminar on various contemporary topics; introduction to high quality college instruction and
   research; focus on writing, speaking, discussion and research; open to all majors; restricted to first-time-in-college students and limited in
   size to provide small class experience.

4. Prerequisite(s):
   freshman classification or approval of instructor
   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 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?  _______
   Indicate the number of students enrolled for each academic period it was taught.

8. T’s course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      ________________________________
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      ________________________________
   Undergraduate general academics

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)
    UPAS 181 FIRST YEAR SEMINAR

    Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    0 1 0 0 0 1 2 4 0 1 0 1 0 0 1 1 6 5 5 0 9 - 1 0 0 0 3 6 3 2

    Approval recommended by:  [Signature]  10/28/08  [Name]
    Chair, College Review Committee  [Signature]  10/28/08
    Dean of College  [Signature]  10/30/08

    Submitted to Coordinating Board by:
    [Signature]  Date
    Dean of College  Date
    [Signature]  Date
    Effective Date

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

132 of 182 D
First-Year Seminar (FYS) Course applies "seminar-style" teaching to a learning community setting that is focused around an academic topic. The FYS Course provides an intellectual and social transition into the university under the guidance of faculty/staff instructors in a small classroom environment of 20 or fewer students. In this small class environment, the FYS Course encourages motivated students to actively participate in their learning through critical inquiry; by listening and contributing to class discussion; in reading broadly from research sources and writing original works. The specific topic of each seminar course is based on research or outside interests of the particular instructor, current events, or popular culture. While each course will address a different topic, all FYS Courses will focus on several common student learning outcomes. These one-credit courses will be open only to first-year freshmen from all majors and colleges.

- Framework
  - Intended to provide an intellectual and social transition into the university under the guidance of faculty/staff instructors in a small classroom environment of 20 or fewer students.
  - Will address different topics, but they will focus on several common student learning outcomes.
  - Seminar topics will be selected by the teachers, but they must be academic and must be approved in advance by the Dean of Undergraduate Programs and Associate Provost for Academic Services. Typical seminars are based on research or outside interests of the instructors, current events, or popular culture.
  - Course curriculum will be developed using the Learning Partnerships Model, which interweaves cognitive, identity, and relationship dimensions of learning.
  - Courses will be open only to first-year freshmen from all majors and colleges.

- Purpose
  - To provide first-year freshmen the opportunity to have contact with faculty in a small group or class during their first semester
  - To give first-year freshmen a small class with 15 to 20 students during their first year
  - To engage first-year students through reasonable academic challenge and appropriate faculty/staff support
  - To establish, through an enriching learning environment setting, a foundation upon which first-year students can begin to build the life-long learning skills necessary to be successful as students.
  - To foster first-year students’ abilities to integrate learning across curricular and co-curricular activities
o To support the development of skills first-year students need to manage everyday life
o To contribute towards the development of overall Texas A&M University undergraduate core competencies
o To foster the early engagement of first-year students
o To promote integrative learning and inquiry-guided education in the first-year
o To provide first-year freshmen with contact to faculty/staff as a resource on university processes, such as Q-drop, FYGE, Academic Advising

• Common Student Learning Outcomes include:
  o Student will identify and articulate her/his educational goals
  o Student will be able to identify facts
  o Student will be able to identify unanswered questions
  o Student will be able to articulate own opinion
  o Student will be able to exercise the principles of reflective writing
    ▪ Note: additional course specific student learning outcomes may be developed by the instructor

• Course Teaching Matters
  o Faculty, Professional Staff, and Administrators may teach a FYS Course.
  o Teaching a seminar does not count as part of faculty teaching load. It may or may not be part of a professional staff member’s position description, depending on how the department chooses to classify it. If the staff member’s department approves the teaching of an FYS Course as ‘above and beyond’ the individual’s job responsibilities, the staff member may be eligible for a stipend.
  o FYS courses will be taught in "seminar-style" academic instruction that is focused around a research topic. Course assignments will be designed to prompt students to actively participate in their learning through critical inquiry; by listening and contributing to class discussion; in reading broadly from research sources and writing original works.
  o FYS courses are meant to be more experimental than typical classes and may be run as a learning community. To support experimentation with teaching methods and course content, course evaluations will be suspended.
  o Students should be able to receive credit, typically one hour, for the seminars. This will have to be coordinated with each seminar department/college. Most courses will be taught as Pass/Fail.

• Course Proposal Process
  o An individual who is interested in teaching a FYS Course must submit a paper copy of the course proposal form by May 23, 2008 to the Office of the Dean of Undergraduate Programs and Academic Services for first review.
  o The course proposal form is attached with accompanying instructions. This proposal form can also be found electronically at http://upas.tamu.edu/

May 8, 2008

-2-
An abstract of the course syllabus is to be submitted with the course proposal form on May 23, 2008. For courses approved as an FYS Course, the full course syllabus will be due by June 6, 2008.

- Course Syllabus
  
  http://dof.tamu.edu/faculty/policies/syllabus.php

  ✓ Course Title and Number
  ✓ Instructor information
  ✓ Prerequisite(s)
  ✓ Course topics/calendar
  ✓ Grading
  ✓ List of assignments, tests, etc.
  ✓ No statements contrary to University rules regarding attendance, approved absences, etc.
  ✓ Textbook and/or resource materials listing
  ✓ Americans with Disabilities Act (ADA) Policy Statement
  ✓ Academic Integrity Statement

- Compensation
  
  o If a course is approved as an FYS Course, the instructors (faculty and staff) may receive $2,000 in professional development funds.
  o If the seminar is taught by two instructors, each receives half of the funding provided in professional development funds
  o If the staff member’s department has approved the teaching of an FYS Course as ‘above and beyond’ the individual’s job responsibilities, the staff member is eligible for a stipend.
  o For fall 2008, the FYS Program is funded to offer stipends for the instructors of up to 20 sections.

- Preparation
  
  o Faculty/Staff who are teaching a seminar section will be asked to attend a workshop in mid-August on integrative learning and first-year student issues.
  o Faculty/Staff who are teaching a seminar section will be provided a review of university processes, such as Q-drop, FYGE, Academic Advising
  o Team teaching is acceptable and encouraged.

- Benefits
  
  o Addresses two of the “big ideas” of the Murano Report:
    • Build faculty/student engagement through small classes. All entering students will have one small-enrollment class applicable to their curriculum.
    • Create an academic culture of communities of learners available to all students. Learning communities will enhance student learning and success, building connections between students and faculty, and between in-class and out-of-class experiences. Sufficient numbers of
learning communities must be available to allow access to all students. Cross-disciplinary communities will be encouraged.

- Positively contributes to a student's persistence in achieving her/his educational goals.
- Student learning outcomes contribute towards the development of overall Texas A&M University undergraduate core competencies
- Fosters the early engagement of first-year students
- Promotes integrative learning and inquiry/research based education
- Introduces students to unfamiliar academic majors
- Eases transition from high school to college under the guidance of faculty

Program Contacts: Vanessa Diaz de Rodriguez, Ph.D. vdiaz@tamu.edu or 862.8974
Kristin Harper kharper@tamu.edu or 845.3210

Submit paper copy course proposals to: FYS Course Proposal Review Attn: Kristin Harper
TAMU 1125

Deadline for proposal submissions is Friday, May 23, 2008

May 8, 2008

-4-
Texas A&M University
Department of Agricultural Leadership, Education, & Communication
AGLS 289-520: At the Touch of a Button
Fall 2008
Thursdays: August 28 - December 2
2:30-3:30pm Room ENPH 205

Instructors
Manda H. Rosser, Assistant Professor
119A Scoates Hall
979.862.3015
mrosser@tamu.edu

Stefanie Stefancic
C107 Cain Hall
979.845.1741
stefanies@studentlife.tamu.edu

Instructor Bios
Manda H. Rosser received a Ph.D. in Human Resource Development at Texas A&M University. She graduated from Texas A&M University with a BS degree in Agriculture Development and a MS degree in Agriculture Leadership Education. She has extensive experience in developing young professionals and working with organizations to initiate positive change. She currently works at Texas A&M University as an assistant professor in the Department of Agricultural Leadership, Education, & Communications teaching and researching leadership and individual development.

Stefanie Stefancic is a graduate of Texas Tech Higher Education Student Affairs Program and currently works in the Offices of the Dean of Student Life as the Coordinator of Adult, Graduate and Off Campus Student Services. She received her BA in Political Science from Texas Tech University. Her main responsibilities include working with graduate students and advising the Graduate Student Council. Stefanie is currently enrolled at Texas A&M University in the Doctoral Program for Higher Education Administration. Her research interests focus on graduate student services, graduate student needs, and popular media’s influence on societal change.

Required Texts
There is no required text for this course.

Purpose
Through this course students will develop critical thinking skills, broaden their approach to fact finding, critical review of information, and dissect what they are taking in through popular media and develop a mind/opinion of their own. Information sources such as FaceBook, Wikipedia, YouTube, movies, news sources, and print sources will be used for critical analysis of information and to critique and
evaluate students' personal assumptions about information they consume through these sources of popular culture.

**Course Outcomes/Learning Outcomes**

Students will be able to:
1) Identify and articulate individual educational goals
2) Identify facts
3) Identify unanswered questions
4) Articulate own opinion
5) Exercise the principles of reflective writing

**Projected Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 28</td>
<td>Overview of Course</td>
<td>1st Minute Paper (in class)</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>Movie &amp; T.V.</td>
<td>1st Reflection Journal due</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>Movie &amp; T.V.</td>
<td></td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Print Media</td>
<td></td>
</tr>
<tr>
<td>Sept. 25</td>
<td>Print Media</td>
<td>1st Reading Circle</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>Online Media</td>
<td>2nd Minute Paper (in class)</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>Online Media</td>
<td>2nd Reflection Journal due</td>
</tr>
<tr>
<td>Oct. 16</td>
<td>Podcasting/YouTube/Music</td>
<td></td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Podcasting/YouTube/Music</td>
<td>2nd Reading Circle</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>News Sources</td>
<td></td>
</tr>
<tr>
<td>Nov. 6</td>
<td>News Sources</td>
<td>3rd Reading Circle</td>
</tr>
<tr>
<td></td>
<td>Election Discussion</td>
<td></td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Personal Communication</td>
<td>3rd Minute Paper (in class)</td>
</tr>
<tr>
<td>Nov. 20</td>
<td>Personal Communication</td>
<td>3rd Reflection Journal due</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Wrap-Up</td>
<td>Final Project Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group YouTube Videos</td>
</tr>
</tbody>
</table>

**Assignments**

Explanation of Assignments: (written or verbal) will be made in class. Grammar, spelling, syntax, and readability will be considered. Assignments are due at the beginning of class on the due date.

**Minute Papers**: Take 5 minutes and reflect on the article/speaker/information you have just received. Begin writing your initial reactions to this information: What did you learn? What surprised you the most? What inspired you? Your writing must be legible and clear. Grammar is important!!

---

1 Topics or dates may change due to availability of resources
**Reading Circles:** We will be using an activity known as Reading Circles. Reading Circles are similar to workplace "project teams" or "collaborative learning groups" in education. By breaking the class into small groups, with defined roles each week, students learn with and about each other—often based on personal experiences. This tool is especially powerful in classes where participants share their different values, beliefs, knowledge, and attitudes. Participants get to know each other intellectually, emotionally, and spiritually. Through Reading Circles, disciplinary knowledge is shared, new knowledge is created by developing classroom learning communities, and participants learn about themselves and others. You are to fill out the prep sheet based on the readings for that week and prior to class on Thursday and bring with you for group discussion.

**Reflection Journals:** Consist of no less than 1 full page and no more than 2 typed pages (single-spaced). These journals entries are not a summary of what is discussed in class, but describe what you think about topics. Most journal assignments will have a guiding question to help you through the reflection process.

**YouTube Video (Final project):** The final assignment has two parts. The project will be completed in an assigned group of 4-5 students. Each group will be responsible for designing a five (5) minute YouTube video. The videos content will be written and filmed by the group. The content of the video must meet the following criteria:
- **Basic plot(topic) must revolve around popular culture and media influence**
- **Video must provide insight into the views of both those creating/reporting popular culture and those consuming the information**
- **Climax/moral of film must focus on discerning fact from fiction**

Be creative, groups may use actors, photos/images, PowerPoint, music, voice overlay. Be very careful in this area not to cross the line of using copyrighted material or engage in a plagiaristic manner. (more information about electronic copy right information will be provided in class)

**Evaluation**
This class is evaluated on a pass/fail system.

**Student will complete:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minute Paper I</td>
<td>Aug. 28</td>
<td>5</td>
</tr>
<tr>
<td>Reflection Journal I</td>
<td>Sept. 4</td>
<td>5</td>
</tr>
<tr>
<td>Reading Circle I</td>
<td>Sept. 25</td>
<td>5</td>
</tr>
<tr>
<td>Minute Paper II</td>
<td>Oct. 2</td>
<td>5</td>
</tr>
<tr>
<td>Reflection Journal II</td>
<td>Oct. 9</td>
<td>5</td>
</tr>
<tr>
<td>Reading Circle II</td>
<td>Oct. 23</td>
<td>5</td>
</tr>
<tr>
<td>Reading Circle III</td>
<td>Nov. 6</td>
<td>5</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
<td>----</td>
</tr>
<tr>
<td>Minute Paper III</td>
<td>Nov. 13</td>
<td>5</td>
</tr>
<tr>
<td>Reflection Journal III</td>
<td>Nov. 20</td>
<td>5</td>
</tr>
<tr>
<td>YouTube Video Final Project</td>
<td>Dec. 2</td>
<td>55</td>
</tr>
</tbody>
</table>

Total Points available 100
≥ 70 points = Satisfactory
< 70 points = Unsatisfactory

**Attendance**

It is expected that you will come to class and be on time. The weeks we have guest speakers no one will be able to enter late. This is a one hour course and missing one class places you behind on content. Since much of the assignments are group related it is imperative that you be here.

**The Make-up Policy:** follows university regulations. Class assignments and exams may be made up only if the absence was university excused. See the *Student Policy and Procedures Manual* for descriptions of excused absences. [http://student-rules.tamu.edu/part2.htm](http://student-rules.tamu.edu/part2.htm)

**Additional Information**

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

**Aggie 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.

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."

140 of 182 D
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Women's Studies Program

2. Course prefix, number and complete title of course:
   WMST 343 Sex, Gender and Cinema

3. Course description (not to exceed 50 words):
   Exploration of a significant topic at the intersection of women's/gender studies and film, such as cinema and sexuality studies, cinema and women, and cinema and masculinity; may include discussion of production, film content, and/or reception.

4. Prerequisite(s):
   3 hours in FILM or WMST; junior or senior classification or approval of instructor
   FILM 343
   Cross-listed with:
   FILM 489

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
   If yes, how many times? ______
   Indicate the number of students enrolled for each academic period it was taught. 10 (2002A, as FILM 489/WMST 489)

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)
      minor in WMST; 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)
      ---: | ---: | ---: |
      WMST 343 | SEX | GENDER AND CINEMA
      Lect. | Lab. | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
      0 | 3 | 0 | 0 | 0 | 2 | 9 | 9 | 0 | 2 | 0 | 1 | 1 | 7 | 3 | 5 | 0 | 0 | 3 | 6 | 3 | 2 | Level 3

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 945-8201.
Curricular Services – 11/07

Date

Effective Date

OCT 3 1 2008

141 of 182 D
FILM/WMST 343
Sex, Gender and Cinema

Instructor: Dr. Anne Morey. Office hours Tues/Thurs 2:15-3:45 in Blocker 247D. My office telephone number is 458-0709, and my e-mail address is amorey@tamu.edu.

Prerequisites: 3 hours in FILM or WMST; junior or senior classification or permission of instructor.

Course Description: This course will investigate the phenomenon of the woman’s film, particularly from the 1930s to the 1950s. Through historical research and close readings of film texts such as Now, Voyager, Imitation of Life, and Mildred Pierce, we will pursue the following questions, among others: Why did Hollywood choose to cater to a female audience during this period? What were the narrative and institutional relationships between woman’s magazine and book publishing and the film industry? What kinds of narratives lend themselves to treatment as suitable subjects for a woman’s film? Are there particular narrative modes, such as melodrama, that characterize the genre? What is the relationship between particular stars, such as Joan Crawford and Bette Davis, and constructions of the genre? Why do particular modulations of the genre, such as the paranoid woman’s film, arise when they do? And, finally, we’ll take up the question of the presence or absence of the woman’s film today and its relationship to current social and industrial trends.

Required Texts: Coursepak available from Notes n’ Quotes and Thelma and Louise (BFI Film Classics) by Marita Sturken from local bookstores.

Assignments: There will be one paper (5 pp., worth 30% of your final grade), two takehome exams (5 pp. each, each worth 30% of your final grade), and each student will be responsible for an oral presentation on a film of his or her choice (10 minutes in length, worth 10% of your final grade.) Details on these assignments will be forthcoming.

A note on preparation for class: In addition to our regular weekly screening, which will constitute one of our texts each week, we will be reading a number of secondary sources each week. Not every article will appeal to every student in the same way. Some are historical, some more theoretical, some are largely descriptive, and others make provocative arguments. Interests and styles notwithstanding, make the effort to familiarize yourself with the argument and contents of each article, if only in outline. When you are the student presenter for a film and assigned article in any given week, your command of the material will naturally have to be considerably more sophisticated than this general grasp. I will be available to meet with you, or to correspond by e-mail or telephone, to discuss your approach to your presentations and to mull over your articles with you. I am also available for such discussions prior to the takehome tests, for paper preparation, and for general interest.
Americans with Disabilities Act 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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Plagiarism and Academic Dishonesty: Students should be aware that all work for this class is covered by the Texas A&M University honor code ("An Aggie does not lie, cheat, or steal or tolerate those who do"). If you are ever in ANY doubt as to what constitutes academic dishonesty, please see me to discuss your concerns, or consult the website at http://www.tamu.edu/aggiehonor. Students should be aware that the provision of fraudulent or forged excuses for missed or late work and missed classes is an honor code violation.

Attendance: I expect you to attend class regularly. Otherwise, your attendance at this class is governed by Student Rule 7. Students may miss two classes without excuse; further absences will need to be excused and substantiated. Unexcused late work will be penalized according to this formula: 5 points off for every 24 hours after the deadline. Please note that for absences of less than three days (per single cause), I will accept the “Texas A&M University Explanatory Statement for Absence from Class Form” available at http://attendance.tamu.edu. For absences of more than three days, you will need documentation from your doctor in order for the absence to be excused if the cause is a medical one.
Syllabus

Week 1. Genre and Historical Context

Tuesday: Women and Hollywood
Screening: *Stepmom*

Thursday: Genre

Readings: "The Woman's Picture and the Poetics of Melodrama" (Jacobs, coursepack); "Melodrama and the Woman's Film" (Neale, coursepack)

Week 2. Woman's Genres of the 1930s, or The Working Girl in Peril

Tuesday: Women's Genres of the 1930s
Screening: *Possessed* (Clarence Brown, 1931)

Thursday: A Consideration of the Production Code and Women's Genres

Readings: "The Proletarian Woman's Film of the 1930s: Contending with Censorship and Entertainment" (Haralovich, coursepack); "Baby Face or How Joseph Breen Made Barbara Stanwyck Atone for Causing the Wall Street Crash" (Maltby, coursepack)

Recommended additional screenings: *Employee's Entrance* (Roy Del Ruth, 1933); *Mannequin* (Frank Borzage, 1937); *Marked Woman* (Lloyd Bacon, 1937)

Week 3. Good and Bad Mothers—Race

Tuesday: Publishing and the Woman's Film

Readings: articles about Fannie Hurst and selections from *Imitation of Life* (coursepack)

Screening: *Imitation of Life* (John Stahl, 1934)

Thursday: The Maternal Melodrama and the Woman's Film

Readings: Recommended additional screenings: *Back Street* (John Stahl, 1932); *Back Street* (Robert Stevenson, 1941); *Back Street* (David Miller, 1961)

Week 4. Good and Bad Mothers—Class

Tuesday: The Maternal Melodrama in another guise
Readings: "Missing Mothers/Desiring Daughters: Framing the Sight of Women," (Sheman, coursepak); "Visual Pleasure and Narrative Cinema," (Mulvey, coursepak)

Screening:  *Stella Dallas* (King Vidor, 1937)

Thursday:  The Many Lives of Stella Dallas

Readings: "I Didn't Know Anyone Could Be So Unselfish," (Siomposulos, coursepak)

**Week 5.  George Cukor, Women, and the Text of Stardom**

Tuesday:  The Materialist Text of the Woman's Film

Takehome Examination 1 due in class

Readings: "The Carole Lombard in Macy's Window," (Eckert, coursepak); "Advertising Heterosexuality" (Haralovich, coursepak); "Puffed Sleeves before Tea-Time" (Herzog and Gaines, coursepak)

Screening:  *The Women* (George Cukor, 1939)

Thursday:  Discussion of *The Women*.

Reading: "Queerness, Comedy and *The Women*" (Doty, coursepak)

Recommended additional screenings:  *A Bill of Divorcement* (1932); *Little Women* (1933)

**Week 6.  The Female Director and the Woman's Film**

Tuesday:  Presentations on Women's Labor in Hollywood

Screening:  *Craig's Wife* (Dorothy Arzner, 1936)

Thursday:  Dorothy Arzner

Reading: "Why Are There No Women Directors?" (coursepak); "The Independent" and "Odd Couples," (Mayne, coursepak); "Housekeeping in Hollywood: The Case of Craig's Wife," (McHugh, coursepak)

Recommended additional screenings:  *Dance, Girl, Dance* (Dorothy Arzner, 1940);  *Christopher Strong* (Dorothy Arzner, 1934)

**Week 7.  The Selznick/Hitchcock Collaboration and Its Relationship to Female Authorship**
Tuesday: The Male Director and the Woman's Film

Readings: "Narrative Authority and Social Narrativity: The Cinematic Reconstitution of Bronte's Jane Eyre," (Sconce, coursepak); "Rebecca Reclaimed for Daphne Du Maurier," (Wood, coursepak)

Screening: Rebecca (Alfred Hitchcock, 1940)

Thursday: The Gothic Melodrama

Readings: "Woman and the Labyrinth: Rebecca," (Modleski, coursepak)

Recommended additional screenings: Jane Eyre (Robert Stevenson, 1944); Gaslight (George Cukor, 1944); The Two Mrs. Carrolls (Peter Godfrey, 1947); The Secret Beyond the Door (Fritz Lang, 1948); Undercurrent (Vincente Minelli, 1946)

Week 8. The Woman's Film and Star Discourse Revisited

Tuesday: The Woman's Film and Star Discourse

Readings: "Introduction," (Allen, coursepak)

Screening: Now, Voyager (Irving Rapper, 1942)

Thursday: Discussion of Now, Voyager

Readings: "A New Servitude: Bette Davis, Now, Voyager and the Radicalism of the Woman's Film" (Britton, coursepak)

Recommended additional screenings: Dark Victory (Edmund Goulding, 1939); Jezebel (William Wyler, 1938); All This and Heaven Too (Anatole Litvak, 1940)

Spring Break

Week 9. The Woman's Film/Film Noir Hybrid

Tuesday: The Woman's Film/Film Noir Hybrid

Readings: "Female Spectatorship and Women's Magazines: Hollywood, Goodhousekeeping, and World War II," (Ohmer, coursepak); "Structural Irony in Mildred Pierce, Or How Mildred Lost Her Tongue" (Robertson, coursepak); "Mildred Pierce Reconsidered," (Nelson, coursepak)

Screening: Mildred Pierce (Michael Curtiz, 1945)
Thursday: Discussion of Mildred Pierce

Reading: "Feminist Film Theory: Mildred Pierce and the Second World War," Williams (coursepak); "Too Much Guilt Is Never Enough for Working Mothers: Joan Crawford, Mildred Pierce, and Mommie Dearest," (Haralovich, coursepak)

Recommended additional screenings: Sorry Wrong Number (Anatole Litvak 1948); Keeper of the Flame (George Cukor, 1943)

Week 10. Women Directors Revisited--Ida Lupino

Tuesday: The woman director and the feminist or anti-feminist text
Paper due in class.

Readings: "Introduction: Intestinal Fortitude," (Kuhn, coursepak) and "Hard, Fast and Beautiful," (Merck, coursepak)

Screening: Hard, Fast, and Beautiful (Ida Lupino, 1951)

Thursday: Momism and the Postwar Discourses of the Woman's Film

Reading: "The Mother's Lost Voice in Hard, Fast and Beautiful," (Dozoretz, coursepak)

Recommended additional screenings: The Bigamist (Ida Lupino, 1953), The Hitch-Hiker (Ida Lupino, 1953), Not Wanted (Ida Lupino, 1949)

Week 11. Good and Bad Mothers--Class, Race, and Performance Revisited

Tuesday: Woman's Film or Domestic Melodrama: The Question of Sirk's Audience: Irony and Camp and the Woman's Film?

Readings: "Apt Feelings, or Why 'Women's Films' Aren't Trivial," (Leibowitz, coursepak)

Screening: Imitation of Life (Sirk, 1959)

Thursday: Discussion of Imitation of Life.

Reading: "'No Sin in Lookin' Prosperous': Gender, Race, and the Class Formations of Middlebrow Taste in Douglas Sirk's Imitation of Life," (Conroy, coursepak)

Recommended additional screening: All That Heaven Allows (Douglas Sirk, 1955); Magnificent Obsession (Douglas Sirk, 1954)

Week 12. The Woman's Film Today I
Tuesday: Feminism and the Woman's Film

Readings: "Should We Go Along for the Ride? A Critical Symposium on Thelma & Louise," (coursepak); "Pearl, Hilda, Thelma & Louise: The 'Woman's Film' Revisited," (Morrison, coursepak)

Screening: Thelma and Louise (Ridley Scott, 1991)

Thursday: The Woman's Film in a Post-Feminist Era

Reading: Thelma and Louise by Marita Sturken

Week 13. The New Gothic-Thriller as Anti-Feminist Text?

Tuesday: The Recombinant Horror Film as Woman's Film

Readings: To be announced

Screening: What Lies Beneath

Thursday: Discussion of What Lies Beneath
Takehome Examination 2 due in class.

Recommended additional screening: Sleeping with the Enemy (Joseph Rubin, 1991)

Week 14. Presentations and New Directions

Tuesday: Presentations

Reading: Reading: Huyssen and Adorno and Horkheimer, selections to be announced; "What's Love Got to Do With It? The Resilience of the Woman's Film," (Lightning, coursepak)

Screening: What's Love Got to Do with It?

Thursday: Presentations and course evaluations
Texas A&M University

Departmental Request for a New Course
Undergraduate + Graduate + Professional

1. This request is submitted by the Department of Women's Studies Program

2. Course prefix, number and complete title of course: WMST 409, Studies in Gender and Philosophy

3. Course description (not more than 50 words): Analysis, from a gender-studies perspective, of a single figure or concept in the history of philosophy. May be repeated once for credit with a different focus.

4. Prerequisite(s): 3 hours in Philosophy or Women's Studies; Cross-listed with PHIL 409

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

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

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

WMST 409 STUDIES GENDER & PHILOS

03 00 03 05 02 99 02 01 17 3 5 09 - 10 03 6 3 2

Approval recommended by:
Claudia Nelson 8/25/08
Head of Department Program 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

149 of 182 D
WMST 409/Phil 409 Studies in Gender and Philosophy -- Simone de Beauvoir
Claire Katz, 305A Bolton Hall
Phone: 845-5624 (voice); 845-5660 (dept)
Email: katz@tamu.edu
Prerequisite(s): 3 hours in WMST or philosophy; Junior or Senior Classification

Course Description:
The year 1999 marked the 50th anniversary of the publication of Simone de Beauvoir's *The Second Sex*. This groundbreaking book inaugurated the emergence of 20th century feminism and feminist theory. Although many of Beauvoir's ideas have been critically examined by psychoanalytic discourse on the one hand (Irigaray) and post-structuralism on the other (cf Judith Butler), the significance of Beauvoir's analysis of "woman as Other" and the debt that contemporary feminist theory has to her work remain indisputable. In this course we will explore Simone de Beauvoir as a writer, philosopher, feminist, and individual. To this end, we will read selections from her philosophical works, autobiography, journals, novels, letters and correspondence (to Jean-Paul Sartre, Nelson Algren, and Richard Wright, among others), political essays, and her writings on feminism. At the end of this course, students will have an appreciation of Beauvoir not only as a feminist thinker but also as a philosopher, novelist, and political activist.

This course encourages the following Exemplary Educational Objectives:
1. To demonstrate awareness of the scope and variety of works in the writings of Simone de Beauvoir. (EEO 1)
2. To respond critically to Beauvoir's philosophical project. (EEO 3)
3. To articulate an informed personal reaction to Beauvoir's writings. (EEO 5)

Readings will be drawn from the following texts:
She Came to Stay
The Second Sex
America Day by Day
Ethics of Ambiguity
Quiet Moments in a War
All Said and Done
Letters to Sartre
Adieux: A Farewell to Sartre
Must We Burn Sade?
Coming of Age, translated by P. O'Brian, New York: Putnam. 1972
Requirements
One presentation of the reading assigned for that class period (10%)
One write up with the presentation (2-3 pages) (10%)
Four short papers (5 pages) (20% each) or one seminar paper (80%). Please see me by the third week in the semester if you choose the seminar paper option.

Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading or Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2-4</td>
<td><em>She Came to Stay</em></td>
</tr>
<tr>
<td>5</td>
<td>Presentation on <em>Pyrrhus and Cineas</em></td>
</tr>
<tr>
<td>6</td>
<td><em>The Ethics of Ambiguity</em></td>
</tr>
<tr>
<td>7-10</td>
<td><em>The Second Sex</em></td>
</tr>
<tr>
<td>11</td>
<td>&quot;Must we burn Sade?&quot;; &quot;Preface&quot;, in <em>Djamila Boupacha</em></td>
</tr>
<tr>
<td>12-13</td>
<td><em>The Coming of Age</em></td>
</tr>
<tr>
<td>14</td>
<td><em>A Very Easy Death; Adieux: A Farewell to Sartre</em></td>
</tr>
</tbody>
</table>

Attendance
There will not be a formal attendance policy. However, this class will be conducted seminar style—although you might be able to get notes from someone in the class, a significant part of learning is participating in the discussion itself. Please refer to the following website regarding student absences.
http://student-rules.tamu.edu/rule7.htm

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, the 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 B-118 Cain Hall or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement

"An Aggie does not lie, cheat, or steal or tolerate those who do."
See also Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor
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 European and Classical Languages and Cultures

2. Course prefix, number and complete title of course: RUSS 241, Conversation 1.

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): to be replaced by RUSS 211
   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:

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

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Change to:

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

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0 3 6 3 2</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Head of Department [Signature] 9-1-08 Date

Chief, College Review Committee [Signature] 9/18/08 Date

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

Dean of College [Signature] Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

OCT 3 1 2006

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

Date: August 29, 2008

To: University Curriculum Committee

Through: Dr. Pamela Matthews
Associate Dean, College of Liberal Arts

From: Dr. Richard J. Golsan
Head

Re: Supporting statement for changes made to RUSS 241

The current 2-credit hour Russian Conversation courses (RUSS 241 and 242) will be replaced by a single, 3-hour course (RUSS 211). This will bring Russian Conversation in line with conversation courses in French, German, and Italian, and provide for a better fit within a 33-hour major.
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 ____________________________

2. Course prefix, number and complete title of course: RUSS 242, Conversation II.

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): to be replaced by RUSS 211
   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:
   
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
</table>
   
<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
</table>
   
<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0 0 3 6 3 2</td>
<td></td>
</tr>
</tbody>
</table>

   Approval recommended by: ____________________________ 9-1-08
   Head of Department
   Date

   Chair, College Review Committee ____________________________ 9/1/08
   Date

   Head of Department (if cross-listed course)
   Date

   Dean of College
   Date

   Submitted to Coordinating Board by:

   Dean of College
   Date

   Effective Date

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

Date: August 29, 2008

To: University Curriculum Committee

Through: Dr. Pamela Matthews
Associate Dean, College of Liberal Arts

From: Dr. Richard J. Golsan
Head

Re: Supporting statement for changes made to RUSS 242

The current 2-credit hour Russian Conversation courses (RUSS 241 and 242) will be replaced by a single, 3-hour course (RUSS 211). This will bring Russian Conversation in line with conversation courses in French, German, and Italian, and provide for a better fit within a 33-hour major.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of European and Classical Languages and Cultures.

2. Course prefix, number and complete title of course: CLAS 428. The Roman Republic.

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: CLAS 428. The Roman Republic. Roman history and civilization from the beginnings (7th century B.C.) to the late 1st century B.C. Cross-listed with HIST 428.

5. Complete proposed course title and proposed course description (not to exceed 50 words): CLAS 428. The Roman Republic II: The Civil Wars. Roman history and civilization from the late 2nd century B.C. to the 1st century A.D. Cross-listed with HIST 428.

6. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS</td>
<td>428</td>
<td>THE ROMAN REPUBLIC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS</td>
<td>428</td>
<td>THE ROMAN REPUBLIC II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by: _____________________________ 8/19/08

Head of Department

Head of Department (if cross-listed course): _____________________________ 8/19/08

Dean of College

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
Memorandum

Date: August 30, 2008

To: University Curriculum Committee

Through: Dr. Pamela Matthews
Associate Dean, College of Liberal Arts

From: Dr. C. F. Konrad
Assistant Head, Department of European and Classical Languages
Dr. David Vaught
Associate Head, Department of History

Re: Supporting statement for changes made to CLAS/HIST 428

The current CLAS/HIST 428, The Roman Republic (covering Roman history from beginnings to the late 1st century BC), is to be divided into two courses: the new CLAS/HIST 427, The Roman Republic I: The Empire Builders (beginnings to late 2nd century BC), and the revised CLAS/HIST 428, The Roman Republic II: the Civil Wars (late 2nd century BC to 1st century AD). This will allow greater in-depth examination of significant issues, in particular the creation of the Empire (in CLAS/HIST 427) and the transformation of republican government into authoritarian personal rule (in CLAS/HIST 428).
CLAS/HIST 428: The Roman Republic II: The Civil Wars

Instructor: C. F. Konrad
Office: Academic 120
Hours: TR 2:30-3:30 and by appointment
Phone: 764-2802 (home) 845-6422 (office) 845-2124 (department)
e-mail: konradc@tamu.edu

Course Information and Syllabus

Subject: A survey of Roman History from the late 2nd BC to the 1st century AD, with emphasis on the disintegration of the Republic and the consolidation of authoritarian rule under the early Principate. Topics given special attention: Civil War and the establishment of autocracy; Imperial Government and Administration; Roman Religion; Family, Law, and Society; the Army; Popular Culture; Geography of the Empire.

Prerequisites: 3 hrs in History, or junior/senior standing, or approval of instructor.

Grading Policy: 3 Midterm Essays (take-home) = 60%
Final Examination (comprehensive) = 40%

Essays will be judged by a letter grade converting to a Term Point value as follows:

A = 8  B = 6  C = 4  D = 2  F = 0
A- = 7  B- = 5  C- = 3  D- = 1

The Final Examination will consist of ca. 80 short questions graded by percentage of correct answers, and converted to Term Points as follows:

100-95 = 8A  89-85 = 6B  79-75 = 4C  69-65 = 2D  59-0 = 0F
94-90 = 7A-  84-80 = 5B-  74-70 = 3C-  64-60 = 1D-

Term Grade: A = 8.0-6.6; B = 6.5-4.6; C = 4.5-2.6; D = 2.5-0.6; F = 0.5 and less.

Term Grade Computation (example):
ME1 B = 6, ME2 C- = 3, ME3 B- = 5:  M_T = 14 + 3 = 4.66 x .6 = M_T 2.8
F_ex 92 = A- = 7 x .4 = 2.8

Term Score and Grade: M_T + F_ex = 5.6 = B

Attendance: Important. This course covers a large amount of unfamiliar material. Be advised that exams will include items discussed in class but not easily extracted from your readings alone. You are responsible for signing your name on the attendance sheet circulated during each class. You will be allowed 1 (one) unexcused absence. For each additional absence without a valid excuse, one-half (0.5) term point may be subtracted from your Term Score. Please see <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 form class was necessary (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).

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

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>.
Required Texts:
CP = Course Packet (w/ Syllabus). Will be available at Print ‘n Copy (Room 293 MSC).
GN = H. H. Scullard, From the Gracchi to Nero.
RR = J. A. North, Roman Religion.
PlutFall = Plutarch, The Fall of the Roman Republic. Assignments by Life and chapter numbers.
PlutMake = Plutarch, Makers of Rome. Assignments by Life and chapter numbers.

Optional Reading:
K. Bradley, Slavery and Rebellion in the Roman World.
E. D’Ambra, Roman Women.
M. T. Boatwright, D. J. Gargola, and R. J. A. Talbert, The Romans: From Village to Empire.

Part I. Republic and Empire

1. Res publica populi Romani
   The Roman Republic: Origins and government
   Society; Fides; ideology of ruling elite
   Religion: concepts, gods, priesthoods, rituals
   Private law; law of persons: free and unfree; patria potestas; marriage, propert & inheritance, adoption
   The Roman Army
   Creation of the Empire; consequences and problems

Part II. The Trouble with Tribunes, 133–78 BC

   Social and economic crisis of the mid-2nd century; the Numantine War and Tiberius Gracchus
   The land reform and catastrophe of Ti. Gracchus: violence enters politics
   The ‘Allied Question’
10. The Great Reformer, 123-121 BC: GN 32-41; PlutFall Marius 1-27.
   1st Essay assigned
   The legislation and catastrophe of Gaius Gracchus: shadows of civil war
11. The Confidence Gap, 121-101 BC: GN 42-51; Appian I 28-33; Sall. JugWar (all); PlutFall Marius 28-46.
   The Jugurthine and Cimbrian Wars; Gaius Marius the ‘New Man’
12. The Savior of Italy, 100-88 BC: GN 51-70; Appian I 34-75; PlutFall Sulla.
   1st Essay due
   The rise and fall of Saturninus; Marius in the political wilderness; the unification of Italy
13. Sulla the Fortunate, 88-78 BC: GN 70-95; Appian I 76-121; PlutFall Pompey 1-42. Opt’l:
   PlutMake Sertorius.
   Sulla’s march on Rome; the First Civil War; the Proscriptions and Sulla’s dictatorship
Part III. *Res publica amissa: 78–27 BC*

14. The Last, Best Hope? 78-61 BC: GN 95-114; Sall. *Catiline* (all); PlutFall *Pompey* 43-80; *Cicero*.
   The rise of Pompeius Magnus: Africa, Spain, the Pirates, Mithridates and Asia
15. The Three-Headed Monster, 61-52 BC: GN 114-134; Appian II 1-24; PlutFall *Caesar*;
   *Crassus*.
   The Grand Coalition; Caesar’s first consulship; Gaul; disintegration of republican government
   The rapprochement of 52; Caesar’s threats, ‘concessions,’ and gamble; the Second Civil War (I: Rubicon to
   Thapsus)
   Caesar’s dictatorship
18. The Liberators, 44-42 BC: GN 154-161; Appian III (all); IV (all); PlutMake *Brutus*.
   The Ides of March; the Second Civil War (II: Mutina to Philippi); the Triumvirate
   The Second Civil War (III: Perusia to Naulochos); Octavian’s consolidation of power in the West
20. Queen of Kings, 36-27 BC: GN 165-171; PlutMake *Antony*.
   2nd Essay assigned
   Antony and Cleopatra; the Parthians; the Second Civil War (IV: Actium to Alexandria)

Part IV. *The First Man in Rome: 27 BC–AD 37*

   Constitutional and political foundations of the Principate; government & provincial administration
   2nd Essay due
   *Pax Augusta* and the Wars in Spain, Africa, Illyricum (Pannonia), Germany: greatest enlargement of the
   Empire in any 50-year period of Roman History
   State security services: Praetorian, Urban & Watch Cohorts; Law and legal procedure
   Arts, buildings, religion, entertainment in the service of the regime; the aqueducts
   Legislation on marriage and adultery
   3rd Essay assigned
   The search for a successor and the problem of succession in a ‘republican’ framework
   The Principate of Tiberius: challenges and consolidation; the treason trial of Piso
   3rd Essay due
   The Terror; outlook: power without restraints—infinite possibilities?

Day/Time: FINAL EXAMINATION
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 _____________ Engineering Technology and Industrial Distribution _____________

2. Course prefix, number and complete title of course: ENTC 219 Digital Electronics

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:

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

6. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTC</td>
<td>219</td>
<td>DIGITAL ELECTRONICS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>02</td>
<td>03</td>
<td>15 03 03 00 19</td>
<td>09 82</td>
<td>0 0 3 6 3 2</td>
<td>2</td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTC</td>
<td>219</td>
<td>DIGITAL ELECTRONICS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>02</td>
<td>04</td>
<td>15 03 03 00 19</td>
<td>09 82</td>
<td>0 0 3 6 3 2</td>
<td>2</td>
</tr>
</tbody>
</table>

Approval recommended by: ____________________________
Head of Department _____________ Date _____________

Chair, College Review Committee _____________ Date _____________
Dean of College _____________ 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
Request: Increase the total number of credit hours given for ENTC 219 from 3 to 4 by changing the format listing from 2-2 to 3-2.

Reason: This course has been taught as a 3-2 class for several semesters very successfully and we really should give the students the credit they are due.
ENTC 219 – Digital Electronics  
Spring 2008

Instructor:  Joseph A. Morgan, D.E., P.E.  
FTPsite:  ftp://entc.tamu.edu/ENTC219/  
Email:  morganj@suddenlink.net  
Phone:  979-575-27  
Office:  Fermier 111

Lab Instructor:  Troy Perales  
Email:  troy.perales@gmail.com  (Primary)  
Phone:  361-510-5583  (Secondary)  
Office:  MISL - Fermier 006

This syllabus is a tentative course schedule. The policies and dates presented here are subject to change at the discretion of the instructor.

Topics:
- Number systems (e.g., binary, 2's complement representation),
- Programmable Logic Device (schematic capture, simulation, device configuration, programming, test and verification),
- Basic logic gates (e.g. AND, OR, NOT, XOR, XNOR gates),
- Truth tables and Karnaugh maps for designing and simplifying logic circuits,
- Combinational logic (e.g., multiplexers, demultiplexers, encoders, decoders),
- Sequential logic (e.g., flip-flops and counters), and
- State machines
- Implementation of a mobile platform controller

Prerequisite: None


Lab Text: Lab assignments will be provided by the Lab Instructor

Grading: In this course, homework assignments, laboratory assignments, quizzes, and exams will be used for evaluation of your performance.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Laboratory</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
</tr>
<tr>
<td>Homework and Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Exams: There will be a Midterm exam and a comprehensive Final Exam. While tentative class dates for the exams are included in the syllabus, the actual dates will be announced in class. The final exam will be comprehensive and will be given at the time specified by the university. No make-up exams will be given, except in the case of a university excused absence. Missing an exam or quiz will result in a grade of 0, except in the case of a university excused absence.

Homework: Developing good circuit analysis techniques requires substantial practice. Therefore, homework problems and lists of suggested problems will be assigned in class. Being able to work each homework problem is necessary to do well in the class.

Format
- Solutions must be turned in on engineering paper and must be both neat and legible.
- Each page of the assignment should have the student's name, course, and section number in the upper-left hand corner.
- Each page should have the page number, as well as the total number of pages, in the upper right-hand corner.
- The first page should have the assignment number in the center at the top of the page.
- All solutions should include all of the steps for full credit. Units should be carried throughout the problem.
- Write the solution (including the units) in the right-hand margin of the paper and draw a box around it.
- Solutions should have no more than three significant figures.
- Do not write on the back side of the paper. Any problems on the back will not be graded.
- Staple together all pages.

Grading
As requested by the course instructor, students will turn one or more of the homework problems (chosen randomly) to be graded. Selected homework assignments will be used as quizzes.

Laboratory: The lab exercises have been developed to provide the students with the design capabilities and laboratory practices to successfully complete the course project. Each team of two students must successfully design and implement the hardware and software necessary to guide a mobile platform over a random route (road race) and a straight route (drag race). The winning team will be based on the lowest total time to successfully navigate the both routes.

Students are expected to read the current lab assignment and to prepare a prelab before coming to class. Lab experiments may require knowledge of topics not yet covered in the classroom discussions. The prelab should include all necessary preliminary calculations. The format of the prelab is the same as the format of the homework.

Lab reports will be due at the beginning of the following lab. These will consist of a cover sheet, the completed original lab sheets, and a three page write-up. Documentation should be sufficient for another student in the class to recreate the lab. The write-up will be typed and include an objective, a summary of the procedure, an analysis and
discussion of the results, a conclusion, and answers to any questions at the end of the lab sheets or assigned by the lab instructor during lab. Hand-written reports will not be accepted. Computing resources are readily available for you to prepare these reports. A missed lab will result in a grade of '0' for that lab.

**Quizzes:** Random quizzes will be given in class and may be given in lab sessions. In-class quizzes on a given subject may be given before the due date of homework covering that subject.

**Tardiness:** Both homework and lab assignments are due at the beginning of class on the date assigned. Late assignments will not be accepted without either a valid university approved excuse or prior consent from the professor. (The lab teaching assistant does not have the authority to excuse a late assignment or an absence.)

**Attendance:** Attendance is strongly required, but not mandatory. Generally speaking, a student who misses a number of classes does not achieve his/her potential level of performance

**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 guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

**Honor Code:** “An Aggie does not lie, cheat or steal nor tolerate those who do.” Every student is expected to adhere to this code, violation can result in disciplinary action (e.g., a zero in the assignment, a failing grade for the class, and/or noted on student disciplinary records). All work submitted in this course must be your own work, produced exclusively for this course. More information about Honor Council Rules and Procedures can be found at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

### Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Topic</th>
<th>Laboratory Experiments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Number systems, codes, 2’s complement</td>
<td>Download/Read documentation</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Logic gates, truth tables, equations</td>
<td>Xilinx Development Environment</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Boolean Algebra</td>
<td>Truth Table Implementation</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>K-Maps</td>
<td>K-map – 7-segment display</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Encoders, Decoders</td>
<td>Encoders, Decoders</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Mux, Selectors, Demux</td>
<td>Mux, Demux</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Midterm Exam</td>
<td>Lab Practical</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Flip Flops</td>
<td>Flip-Flops</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Counters</td>
<td>Counters</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Comparators</td>
<td>Comparators</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>State machines and SLD processes</td>
<td>Motor interface/control</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>State machines and SLD processes</td>
<td>Project 1</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>State machines and SLD processes</td>
<td>Project 2</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>IC Logic Families, interfacing, packaging</td>
<td>Project 3 – Demo (A grades)</td>
</tr>
<tr>
<td></td>
<td>FINAL</td>
<td>Comprehensive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXAM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Safety is a priority at Texas A&M University!

While it may seem unlikely that an accident could happen to you, you should know the accident rate in universities is 10 to 100 times greater than in the chemical industry. To help prevent accidents, safety notes are included in the lab manual. In addition, any relevant Material Safety Data Sheets (MSDS) are in a laboratory binder and guidelines are posted.

Pay close attention to this information – our goals are:

1. To avoid accidents in the lab, and
2. To respond promptly and appropriately should an accident occur.

Safety depends on you!

It is your responsibility to follow the instructions in the lab manual and any additional guidelines provided by your instructor. It is also your responsibility to be familiar with the location and operation of safety equipment such as eyewash units, showers, fire extinguishers, chemical spill cleanup kits etc.
General Laboratory Safety Guidelines

- **Wear appropriate protective clothing.** Do not wear open-toed shoes, sandals, shorts or shirts with dangling sleeves. Tie back long hair and avoid dangling jewelry.

- **Clean** your workstation after each lab period, and return all equipment and materials to appropriate stations **before** leaving the lab.

- **Always turn off the power** before working on any electric circuit or electronic device.

- When operating with electric circuits and electronic devices other than just a computer, you must **work in pairs or teams**.

- When in doubt about the operation of any circuit or device in lab, always **have an instructor check your work** before connecting power to your system.

- **Report any safety issues or violations** that you are aware of as soon as possible to your course instructor and program director.

- Ensure that you have a **safe buffer area around you** and that you are working on an appropriate surface when using soldering irons in the lab.

- Always make sure that all lab equipment, soldering irons, project circuits are **powered down** before leaving your lab area.

- Ensure that your work environment is clear and free of debris before starting your work **AND** after finishing your project.

- **Never block** walkways in the laboratory with lab equipment, cables, and electrical power cords.

- **Do not eat, drink, smoke, or apply cosmetics** in the laboratory.

- **Avoid all horseplay** in the laboratory.

- **Dispose of sharps** waste properly — place broken glass in the glass discard container, metal in the metal waste container, and place other waste materials in the designated container(s). Secure all sharps, including needles, blades, probes, knives, etc.
Student Safety Contract Agreement

Look College of Engineering
Texas A&M University

By signing this form, I verify that I have read, understood, and agreed to follow the safety regulations required for this course as established by the Look College of Engineering and Texas A&M University. I have located all emergency equipment and PPE, and now know how to use it. While in the laboratory, improper conduct and horseplay of any kind that may endanger others or myself will not be tolerated and appropriate disciplinary action will be taken. I understand that I may be dismissed from this laboratory for failure to comply with the established safety procedures for this laboratory, and with all TAMU & TEES Safety Rules:

Date: ________________

Course: ________________ Section: _____________________

Instructor: _____________________________________________

Student Name (print): _____________________________________________

Address: _____________________________________________ Phone: ____________________

Email: _____________________________________________

Person(s) to be notified in the event of an accident of emergency:

Name (print): _____________________________________________ Relationship: ______________

Phone (home): ___________________________ Phone (work): ___________________________

(Optional: Any special medical conditions or other comments pertaining to laboratory safety)

Signature: _____________________________________________
1. This request is submitted by the Department of History.

2. Course prefix, number and complete title of course: HIST 357, Africa and the African Diaspora

3. Change requested
a. Prerequisite(s): From: ___________________________ To: ___________________________

b. Withdrawal (reason): ___________________________

c. Cross-list with: ___________________________

4. Complete current course title and current course description: Africa and the African Diaspora. History and cultures of the peoples of the African Diaspora from the fifteenth through the nineteenth centuries; social, political, and economic impact on the Americas and Europe; emphasis on race, gender, identity, and migration.

5. Complete proposed course title and proposed course description (not to exceed 50 words): Out of Africa: The Black Diaspora and the Modern World. History and cultures of the peoples of the African Diaspora from the fourteenth through the nineteenth centuries; social, political, and economic impact on Africa, the Americas, Europe, and the Arab World; emphasis on race, gender, identity, and migration.

6. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>357</td>
<td>AFRICAN DIA SPORA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0 35 40 10 10</td>
<td>11 45 0</td>
<td>0 0 3 6 3 2</td>
<td>3</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>357</td>
<td>OUT OF AFRICA DIA SPORA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0 35 40 10 10</td>
<td>11 45 0</td>
<td>0 9 - 10</td>
<td>0 0 3 6 3 2</td>
<td>3</td>
</tr>
</tbody>
</table>

Approval recommended by: 

Head of Department ___________________________ Date __________

Chm. College Review Committee ___________________________ 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
August 25, 2008

Supporting statement for changes made to both the title and course description for HIST 357.

The course is taught by a new faculty member. He desires these changes and the history department approves of them as well.

Thank you,

David Vaught
Associate Department Head
Texas A&M University

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

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

2. Course prefix, number and complete title of course: HIST 428. The Roman Republic.

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.

4. Complete current course title and current course description: HIST 428. The Roman Republic. Roman history and civilization from the beginnings (7th century B.C.) to the late 1st century B.C. Cross-listed with CLAS 428.

5. Complete proposed course title and proposed course description (not to exceed 50 words): HIST 428. The Roman Republic II: The Civil Wars. Roman history and civilization from the late 2nd century B.C. to the 1st century A.D. Cross-listed with CLAS 428.

6. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>428</td>
<td>THE ROMAN REPUBLIC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCI</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3 5 4 0 1 0 1 0 0</td>
<td>0 1 1 4 5 0</td>
<td>0 0 3 6 3 2</td>
<td>4</td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>428</td>
<td>THE ROMAN REPUBLIC II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCI</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3 5 4 0 1 0 1 0 0</td>
<td>1 1 4 5 0 9 -</td>
<td>0 0 3 6 3 2</td>
<td>Level 4</td>
</tr>
</tbody>
</table>

   Approval recommended by:

   [Signature]

   [Date]

   Head of Department

   [Signature]

   [Date]

   Head of Department (if cross-listed course)

   [Signature]

   [Date]

   Submitted to Coordinating Board by:

   [Signature]

   [Date]

   [Effective Date]

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

Date: August 30, 2008

To: University Curriculum Committee

Through: Dr. Pamela Matthews
Associate Dean, College of Liberal Arts

From: Dr. C. F. Konrad
Assistant Head, Department of European and Classical Languages
Dr. David Vaught
Associate Head, Department of History

Re: Supporting statement for changes made to CLAS/HIST 428

The current CLAS/HIST 428, The Roman Republic (covering Roman history from beginnings to the late 1st century BC), is to be divided into two courses: the new CLAS/HIST 427, The Roman Republic I: The Empire Builders (beginnings to late 2nd century BC), and the revised CLAS/HIST 428, The Roman Republic II: the Civil Wars (late 2nd century BC to 1st century AD). This will allow greater in-depth examination of significant issues, in particular the creation of the Empire (in CLAS/HIST 427) and the transformation of republican government into authoritarian personal rule (in CLAS/HIST 428).
CLAS/HIST 428: The Roman Republic II: The Civil Wars

Instructor:  C. F. Konrad
Office:  Academic 120
Hours:  TR 2:30-3:30 and by appointment
Phone:  764-2802 (home) 845-6422 (office) 845-2124 (department)
e-mail: konradc@tamu.edu

Course Information and Syllabus

Subject: A survey of Roman History from the late 2nd BC to the 1st century AD, with emphasis on the disintegration of the Republic and the consolidation of authoritarian rule under the early Principate. Topics given special attention: Civil War and the establishment of autocracy; Imperial Government and Administration; Roman Religion; Family, Law, and Society; the Army; Popular Culture; Geography of the Empire.

Prerequisites: 3 hrs in History, or junior/senior standing, or approval of instructor.

Grading Policy: 3 Midterm Essays (take-home) = 60%
Final Examination (comprehensive) = 40%

Essays will be judged by a letter grade converting to a Term Point value as follows:

\[
\begin{align*}
A & = 8 \\
B & = 6 \\
C & = 4 \\
D & = 2 \\
F & = 0 \\
A- & = 7 \\
B- & = 5 \\
C- & = 3 \\
D- & = 1
\end{align*}
\]

The Final Examination will consist of ca. 80 short questions graded by percentage of correct answers, and converted to Term Points as follows:

\[
\begin{align*}
100-95 & = 8A \\
89-85 & = 6B \\
79-75 & = 4C \\
69-65 & = 2D \\
59-0 & = 0F \\
94-90 & = 7A- \\
84-80 & = 5B- \\
74-70 & = 3C- \\
64-60 & = 1D-
\end{align*}
\]

Term Grade:  A = 8.0-6.6; B = 6.5-4.6; C = 4.5-2.6; D = 2.5-0.6; F = 0.5 and less.

Term Grade Computation (example):

\[
ME_1 = 6, ME_2 = 3, ME_3 = 5: M_T = 14 + 3 = 4.66 \times 0.4 = 2.8
\]

\[
F_{EX} = A- = 7 \times 0.4 = 2.8
\]

\[
Term \ Score \ and \ Grade: \ M_T + F_{EX} = 5.6 = B
\]

 Attendance:  Important. This course covers a large amount of unfamiliar material. Be advised that exams will include items discussed in class but not easily extracted from your readings alone. You are responsible for signing your name on the attendance sheet circulated during each class. You will be allowed 1 (one) unexcused absence. For each additional absence without a valid excuse, one-half (0.5) term point may be subtracted from your Term Score. Please see <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 form class was necessary (see Rule 7.1.6.1). Make-up tests will be given in accordance with University Regulations (7.3).

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

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>.
Required Texts:

CP = Course Packet (wi Syllabus). Will be available at Print 'n Copy (Room 293 MSC).
GN = H. H. Scullard, From the Gracchi to Nero.
RR = J. A. North, Roman Religion.
PlutFall = Plutarch, The Fall of the Roman Republic. Assignments by Life and chapter numbers.
PlutMake = Plutarch, Makers of Rome. Assignments by Life and chapter numbers.

Optional Reading:
K. Bradley, Slavery and Rebellion in the Roman World.
E. D'Ambrana, Roman Women.
M. T. Boatwright, D. J. Gargola, and R. J. A. Talbert, The Romans: From Village to Empire.

Part I. Republic and Empire

1. Res publica populi Romani
   The Roman Republic: Origins and government
   Society, Fides; ideology of ruling elite
   Religion: concepts, gods, priesthoods, rituals
   Private law; law of persons: free and unfree; patria potestas; marriage, propert & inheritance, adoption
   The Roman Army
   Creation of the Empire; consequences and problems

Part II. The Trouble with Tribunes, 133–78 BC

   Social and economic crisis of the mid-2nd century; the Numantine War and Tiberius Gracchus
   The land reform and catastrophe of Ti. Gracchus: violence enters politics
   The 'Allied Question'
10. The Great Reformer, 123-121 BC: GN 32-41; PlutFall Marius 1-27.
    1st Essay assigned
    The legislation and catastrophe of Gaius Gracchus: shadows of civil war
11. The Confidence Gap, 121-101 BC: GN 42-51; Appian I 28-33; Sall. JugWar (all); PlutFall Marius 28-46.
    The Jugurthish and Cimbrian Wars; Gaius Marius the 'New Man'
12. The Savior of Italy, 100-88 BC: GN 51-70; Appian I 34-75; PlutFall Sulla.
    1st Essay due
    The rise and fall of Saturninus; Marius in the political wilderness; the unification of Italy
13. Sulla the Fortunate, 88-78 BC: GN 70-95; Appian I 76-121; PlutFall Pompey 1-42. Opt’l:
    PlutMake Sertorius.
    Sulla's march on Rome; the First Civil War; the Proscriptions and Sulla's dictatorship
Part III. *Res publica amissa: 78–27 BC*

14. The Last, Best Hope? 78-61 BC: GN 95-114; Sall. *Catiline* (all); PlutFall *Pompey* 43-80; *Cicero*.
   The rise of Pompeius Magnus: Africa, Spain, the Pirates, Mithridates and Asia
15. The Three-Headed Monster, 61-52 BC: GN 114-134; Appian II 1-24; PlutFall *Caesar*; *Crassus*.
   The Grand Coalition; Caesar’s first consulship; Gaul; disintegration of republican government
   The rapprochement of 52; Caesar’s threats, ‘concessions,’ and gamble; the Second Civil War (I: Rubicon to Thapsus)
   Caesar’s dictatorship
18. The Liberators, 44-42 BC: GN 154-161; Appian III (all); IV (all); PlutMake *Brutus*.
   The Ides of March; the Second Civil War (II: Mutina to Philippa); the triumvirate
   The Second Civil War (III: Perusia to Naulochos); Octavian’s consolidation of power in the West
20. Queen of Kings, 36-27 BC: GN 165-171; PlutMake *Antony*.
   2nd Essay assigned
   Antony and Kleopatra; the Parthians; the Second Civil War (IV: Actium to Alexandria)

Part IV. *The First Man in Rome: 27 BC–AD 37*

   Constitutional and political foundations of the Principate; government & provincial administration
   2nd Essay due
   *Pax Augusta* and the Wars in Spain, Africa, Illyricum (Pannonia), Germany: greatest enlargement of the Empire in any 50-year period of Roman History
   State security services: Praetorian, Urban & Watch Cohorts; Law and legal procedure
   Arts, buildings, religion, entertainment in the service of the regime; the aqueducts
   Legislation on marriage and adultery
   3rd Essay assigned
   The search for a successor and the problem of succession in a ‘republican’ framework
   The Principate of Tiberius: challenges and consolidation; the treason trial of Piso
   3rd Essay due
   The Terror; outlook: power without restraints—infiniti possibilities?

Day/Time: **Final Examination**
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 Recreation, Park and Tourism Sciences
2. Course prefix, number and complete title of course: RPTS 470 Youth Development Organizations and Services

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; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Changing views of adolescence and youth culture in the United States; developmental assets and principles of developing positive youth development supports, opportunities and services; mentoring and staff development for youth serving agencies; goals, program emphases, administrative methods and membership of major youth serving organizations.

5. Complete proposed course title and proposed course description (not to exceed 50 words): RPTS 470 Youth Development Organizations and Services:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>ORG &amp; SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPTS</td>
<td>470</td>
<td>Youth Development</td>
<td>Organizations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>03 10 01 10 00 01</td>
<td>25 02</td>
<td>00 3 6 3 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Level 4</td>
</tr>
</tbody>
</table>

b) Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>ORG &amp; SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPTS</td>
<td>370</td>
<td>Youth Development</td>
<td>Organizations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>03 10 01 10 00 01</td>
<td>25 02</td>
<td>09 - 10</td>
<td>00 3 6 3 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Level 3</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signature]
Head of Department [Date: 9/11/08]

[Signature]
Chair, College Review Committee [Date: 9/14/08]

[Signature]
Dean of College [Date: 9/29/2008]

Submitted to Coordinating Board by:

[Signature]
Dean of College [Date]

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

176 of 182 D
August 29, 2008

Memorandum

To: Robert Knight, Chair, Undergraduate Programs Council, COALS

Fr: Scott Shafer, Undergraduate Program Coordinator, RPTS

Re: Proposed change of RPTS 470 to RPTS 370

The Recreation, Park and Tourism Sciences Department proposes to change RPTS 470 Youth Development, Organizations and Services to RPTS 370 Youth Development, Organizations and Services. The change in course number reflects the desire to make this course a prerequisite for new 300 and 400 level youth development courses being proposed with the addition of the option area in Youth Development as included in the materials attached.
RPTS 370: Youth Development Organizations & Services
Instructor: Peter Witt
pwitt@tamu.edu
303c Francis Hall
Office Hours: MW 10:00am-12:00pm or by appointment

COURSE DESCRIPTION
This course is designed to help students learn the principles and applications associated with the effective management of youth programs and services. Essential topics include institutional and programmatic supports available; and leadership, administrative, financial, and marketing tools necessary to develop successful youth programs and services. In addition to the series of lectures based on the textbook, several experts in the field will be invited to the class to share their personal experience with students.

PREREQUISITE Junior or senior classification

REQUIRED TEXTS

COURSE OBJECTIVES
1. Understand the changing view of adolescence in the United States over the last century.
2. Describe and understand youth culture.
3. Define the concepts of risk and assets and understand principles of youth development.
4. Learn the basics of leadership and related principles as they apply to youth serving agencies.
5. Identify the characteristics, program emphases, administrative methods, and membership of the major youth serving agencies in the United States.

Method of Instruction
The approach of this course will include lectures, class discussions and in-class exercises.

People with Disabilities
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, Room B118, or call 845-1637.
ASSIGNMENTS

Assignments are to be submitted via Turnitin.com on the date listed in the course outline (or your assigned date). Late papers will be docked 10% per day or part thereof, unless there is an authorized university excuse (see Student Rule 7 at http://student-rules.tamu.edu/). A late paper is one that is not turned in by the end of class on the due date both in class and filed on Turnitin.com. The weekend (Saturday and Sunday) will count as two days late.

If you are going to be gone for a field trip or any other reason known in advance, you should make arrangements to have the assignment finished and turned in on time. If there are legitimate reasons (see Student Rule 7 at http://student-rules.tamu.edu/), which prevent an assignment from being completed on time, then a revised schedule for completing that assignment can be negotiated with the instructor.

All assignments MUST follow this format:

- Typed, using 12 point font, Times New Roman
- Double spaced, 1 inch margins
- Include a cover sheet with your name, the name of the assignment, the class (RPTS 370) and the date
- If this format is not used, 0.5 points for each error will be deducted from your assignment grade.

1. Reaction Paper (September 18)

The paper can be on a topic of your choosing, but obviously must be related to the course and the topics we have covered to date when the paper is due. Your paper is to be written in a clear and interesting manner. Paper can include your opinions, thoughts, ideas, etc. Purpose is for you to discuss in depth a given topic of your choosing. The paper should not just repeat what has been in your readings or been part of our class discussions. We are interested in your thoughts or ideas.

2. Youth Agency (October 23)

This is a group assignment. Groups will be self forming and consist of three members each. Select three potential youth-serving recreation, youth development, or related agencies or organizations. We ask you to select three in case another group wants to use the same agency. Agencies serving the needs adolescents are preferred.

3. Teensville (November 25)

You have been hired as a consultant to present a plan for how the community of Teensville should go about dealing with some of its youth issues. You are to develop a paper to read at a meeting of council members and concerned citizens that specifies how the community might proceed with addressing the needs of youth in the community. While the focus of your efforts will be on adolescents, you are being asked to recommend useful prevention steps for elementary school children as well. You have been asked to produce a report of no more than 12 pages, double spaced throughout (not triple spaced even between headings and paragraphs), with numbered pages, 1” margins, and a 10 or 12 point font. (Note: You may increase the paper length by two pages if appropriate.)
graphs, figures or tables are included). Your report should provide both theory about best practices and practical information that can guide future actions.

UNANNOUNCED QUIZZES
Four unannounced quizzes (you must be present at the beginning of class to take the quiz). You will be able to drop the quiz with the lowest score.

MIDTERM/FINAL
Three exams will be given during this semester. Each exam will be worth 15 points. Exams will cover (but not be limited to) material lectured on, the textbook, videos and additional readings assigned. If you know in advance that you will be unable to take the exam on the scheduled day, please see the instructor at least one week before the exam is administered. See class schedule for dates.

CLASS ATTENDANCE
Attendance will be taken for every class. Because much of the learning will take place via classroom activities, it is imperative that you attend each class. You start off with 50 points and lose 15 for each unexcused absence (see Student Rule 7 at http://student-rules.tamu.edu/) after the first three. It is possible to have negative points. Thus for the 4th unexcused absence, you will have 35 left (50 minus 15). For the 7th unexcused absence, you will be at -10 (50 minus 60), etc. Attendance will be taken beginning Tuesday, September 02, 2008. You must be on time to be counted as present.

GRADING
If at anytime you feel that you were unfairly evaluated for the work you have completed, you are encouraged to contest and actively seek feedback as to reasons for the lost points. Grading will be as follows:

**Point Distribution**
- Reaction Paper 100
- Midterm 100
- Agency Assignment 100
- Teensville Paper 120
- Final 80
- Attendance/Participation 50
- Unannounced Quizes 50
- Total 600

**Grades**
- A: 90-100
- B: 80-89.9
- C: 70-79.9
- D: 60-69.9
- F: 59.9 and below
ACADEMIC INTEGRITY & CONDUCT

“An Aggie does not lie, cheat, or steal or tolerate those who do.” You can learn more about this at the Office of the Aggie Honor System, which has definitions of academic dishonesty as well as the relevant rules and procedures (see http://www.tamu.edu/aggiehonor/). Plagiarism is defined in the Texas A & M University Student Rules as “The appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.” A plagiarized assignment can result in an F for the course and being placed on Honor Violation Probation.

**Late Arrivals and Early Departures**: Consistent late arrivals and/or early departures may constitute an absence.

**Cell Phones**: Please be considerate of your classmates and turn your cell phones off prior to class.
Class Schedule

August 26    Course Overview
August 28    Issues Youth Face as They Grow

September 2  What is Youth Development
September 4  Adolescent Growth and Development
September 9  Processes of Positive Youth Development
September 11 Changing Views of Adolescence
September 16 The Consumer Society and Youth
September 18 Assets Model/Protective Factors/Resiliency – Reaction Paper Due
September 23 Recreation and Youth Development
September 25 The Power of Adults
September 30 The Importance of Youth Voice

October 2    The Role of Park and Recreation Departments in Youth Development
October 7    Deliberate Programming
October 9    Midterm Exam
October 14   Boys and Girls Clubs
October 16   Culture in Recreation Programming
October 21   Camps as Settings for Youth Development
October 23   Camps Continued – Youth Agency Reports Due
October 28   After School Programs and Teen Centers
October 30   Youth Sports

November 4   Nature and Youth
November 6   Youth with Disabilities
November 11  Acculturation
November 13  Gender Issues
November 18  Funding Youth Programs
November 20  Teenville Case Study – Question and Answer Session
November 25  Lesbian, Gay, Bisexual and Transgender Youth – Teenville Assign. Due
November 27  Thanksgiving Holiday

December 2   Youth Development Principles Revisted – Last day of class