Memorandum

April 9, 2010

To: Faculty Senate Executive Committee

From: Valerie Balester, Chair, W Course Advisory Committee

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

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

Courses submitted for W certification:

- POLS 306 Latin American Legislatures

Courses submitted for C certification:

- GENE 482 Genetics Seminar II

Courses submitted for W recertification:

- AGCJ 203 Agricultural Media Writing I
- ECON 320 Economic Development of Europe
- ECON 426 Economics of Antitrust and Regulation
- GEOG 324 Global Climatic Regions
- HIST 320 History of the Atlantic World
- HIST 333 Europe in the Age of Absolutism
- HIST 406 The Era of the French Revolution and Napoleon, 1715-1815
- POLS 209 Introduction to Political Science Research
- POLS 309 Polimetrics
- RUSS 302 Advanced Grammar and Composition II
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Colleen Murphy, Department of Philosophy
     Daniel Conway, Head, Department of Philosophy
     Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: April 15, 2010
SUBJECT: REPORT ON PROPOSED W COURSE: POLS 306

We recommend that POLS 306 Latin American Legislatures be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:20

POLS 306 is a variable topics course, so the department is seeking approval for the title “Latin American Legislatures.” Students write four reading critiques and one integrative essay, a sequenced series of assignments that helps them learn to read political science literature and synthesize it. The reading critiques are of the same type, so that students will have ample practice in the form, but they also prepare students for the final paper. Students give a team presentation that provides additional feedback, and they also participate in a peer review. In addition, the instructor strongly encourages students to bring drafts or outlines to her for individual conferencing. Instruction will be provided by lecture and readings with a focus on how political scientists present their arguments. Readings will come from a required text, Gregory Scott and Steve Garrison’s The Political Science Student Writer’s Manual, 6th edition.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   POLS 306: Latin American Legislatures

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

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

   Signature: ____________________________ 3/2/2010
   (Course Instructor / Coordinator)

   Received: ____________________________ 3/12/10
   (W Course Coordinator, University Writing Center)

   Approvals:

   College Dean: ____________________________ 3/5/10
   (Date)

   Department Head: ____________________________ 3/4/10
   (Date)
POLS 306-501: Latin American Legislatures

Office: 2049 Allen Building
Phone: 845-1442
Email: escobar@polisci.tamu.edu

Office Hours:
Tuesday 10:30 – 11:30
Thursday 1:15 – 2:15

Course Description
As countries seek to consolidate democracy cross Latin America the legislative branch has taken on an increasingly important role in the policymaking process fueling debates about its role vis-à-vis the president in the policymaking process. Different Latin American countries have made different choices regarding the size of the legislature, how its members will be elected, the number of chambers, and how the legislature itself will be organized. Each of these choices has consequences for the type of legislation that gets passed and the way the legislature functions. This course offers a comparative look at the legislative branch in Latin America to illustrate how these different electoral choices have influenced policymaking and what systematic conclusions we can draw about how electoral laws and constitutional design influence policymaking. We will also discuss the way in which the legislature has worked with or against the president. Our examination of the legislature will include a detailed look at the historical and institutional context in which it operates in at least four countries.

Educational and Learning Objectives
Social and Behavioral Sciences:
By the end of the semester students will be able to:
- define, understand, and use concepts and terms relevant to the study of legislatures in Latin America;
- apply a body of factual knowledge directly relevant to understanding of the functioning of Latin American legislature;
- analyze the effects of historical, social, political, economic, cultural and global forces on Latin American legislatures;
- identify the different research methods scholars have used to study legislatures in Latin America and be able to critique those approaches.

International and Cultural Diversity:
By the end of the semester students will be able to:
- apply a body of factual knowledge about the history, society, politics, and economics of countries to facilitate understanding of the diversity of human cultures and how they impact the working of legislatures;
- analyze alternative explanations for differences in legislatures in the national political systems of Latin America;
- apply alternative explanations for the impact of international forces on legislature in Latin American countries.

Prerequisites
POLS 206 or approval of Political Science department head.
EXPECTATIONS

Coming to class prepared to learn is essential for us to achieve our objectives. Students are expected to read the assigned reading before the class period in which it will be discussed. Some of these readings are challenging and some contain statistical analysis. We will go over the more complex details in class, but these explanations are not a substitute for reading. You do not need to understand the intricacies of the statistical model to understand the argument the author makes or the relationship he/she wishes to evaluate. We will discuss and critique the writing in class and to do that you must read! In order to encourage active learning this class will be taught in a combination lecture/seminar format. Your active participation is required and it is facilitated by being prepared. I expect students to arrive on time, turn off your cell phone and put away the newspaper. This is not the class for students who wish to sit passively and take notes. Everyone will learn more and have a much more enjoyable semester if the entire class participates, not just the same three people. I encourage you to ask questions about and comment on the readings.

This is a writing intensive course. A goal of this course is to improve your writing over the course of the semester. It will therefore provide you with some writing instruction and exposure to the type of writing that is common in political science. We will be reading plenty of examples of good political science writing and talking about them to provide examples. 45% of your final grade will be based on various writing assignments, including reading summaries and an 8-10 page integrative literature review assessing the state of the literature in some aspect of studies of Latin American legislatures. In preparation for the paper you will turn in four readings critiques of articles we are reading in class which can be included in your paper. Because these are identical assignments you'll have a chance to perfect your writing based on feedback you receive on each one. The final paper is a chance for you to combine these and additional articles in a similar way.

"W" credit: Failure to earn a passing average grade on the writing assignments precludes the assignment of "W" credit for the course, irrespective of the student making a passing grade for the entire course on a straight point calculation basis. In other words, you can only receive credit for the course, but not W credit, if you do not pass the writing component.

Required Texts

  Available: 1) in print at bookstore or 2) for 50% off you can purchase access to an on-line electronic version through Course Smart. Go to http://www.coursesmart.com.

- The majority of readings for this course are academic articles and book chapters which are available via E-reserve at the library. These readings are NOT optional. You may access these free of charge using your NetID at http://library-reserves.tamu.edu
Recommended Texts
Some useful background sources, all of which are available on reserve at PSEL, include:


Academic Dishonesty and Plagiarism

*“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/](http://www.tamu.edu/aggiehonor/).

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

Copyright Statement

The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include, but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I grant permission.

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 located in B118 Cain Hall or call 845-1637. Please communicate with me as soon as possible if you require accommodations.
Grades
Student's grades will be determined based on the following assignments and weights.

- Mid-term Exam (20%): In-class exam conducted on November 3rd.
- Final Exam (15%): Cumulative exam emphasizing material from the second half of the course. December 11th 3 – 5pm.
- Reading critiques/summaries (20%): Summary/critiques of four of the assigned academic books/articles. Due at the start of class the day the reading is assigned. The last day to submit the first two summaries is October 13th; the last day to submit summaries is November 24th.
- Integrative Literature Review (25%): 8-10 page paper reviewing the scholarly literature on a particular aspect of legislatures in Latin America. Due on or before December 1st. Late papers will be accepted until December 8th for reduced credit.
  - DRAFT WORKSHOP: A draft is due on November 24th for an in-class writing workshop.
- Country Background Oral Reports (20%): Participation in one of four team presentations covering relevant historical background and descriptive information about the legislature in: Argentina, Brazil, Chile, Costa Rica, Mexico or Colombia. A group grade will be assigned based on the content of the presentation, the quality and appropriateness of visual aids, and a one page handout. Presentations take place on October 1, 6, 8, and 13.

Bonus Points: On 4 days during the semester (noted on reading schedule as "bonus") an in-class quiz, assignment, or group project based on the reading for that day will take place. Students may earn up to 2.5 points per day which will be added to their grade on the next exam. Failing to earn points on either assignment will not lower a student’s exam grades.

Grades will be assigned based on final averages as follows: A = 89.5 – 100; B= 89.4 – 79.5; C = 79.4 – 69.5; D = 69.4- 59.5; F = below 59.4

Reading critiques/summaries

You are to write a critique/summary of 4 of the articles (or book chapters) assigned for class. Each critique/summary should describe what the author(s) of the study did and found, and offer some opinion or evaluation of the review.

Chapter 12 (esp pages 208-211) in the Scott and Garrison book contains some useful advice and instructions for writing a summary. I encourage you to review this chapter carefully, however you should follow the detailed requirements here especially regarding formatting and length. These instructions trumps their criteria for grading purposes. In particular you can safely ignore their directives about Contribution to the Literature without loss of points.

- The reading critique/summary is due at the start of class the day the reading is assigned. You must submit two before October 13th. Because the summaries contribute to learning about writing for the final paper the last day summaries will be accepted is Nov 24th.
- Because the purpose of these essays is to help you think deeply about the readings BEFORE coming to class they are due at the start of class. I will accept them early so if you know you'll
be out of town the day we discuss a reading you can turn it in early. I will accept late ones only in unusual circumstances accompanied by university excused absences.

• Each reading critique should contain the following, although how you order and present it is up to you:
  1) What is the research puzzle or question? [This is more closely akin to the "Thesis" described in Scott and Garrison than is the hypothesis.]
  2) What is (are) the hypothesis(es) being tested?
  3) What data and cases are used to test the hypothesis (es)? [In Scott and Garrison's terms this is the Methods discussion.] Note cases ≠ country.
  4) What are the author's findings? (What do they conclude?) [This partly corresponds to Scott and Garrison's Evidence of Thesis Support.]
  5) Evaluation (similar, but not identical to the Recommendation in Scott and Garrison):
     a) Identify and describe in some detail one major strength of the article
     b) identify one question the article made you ask that the author didn't answer (maybe an alternative explanation they didn't consider) or the next question that this raised for future study.

• Reading critiques are to be a minimum of two and a maximum of three pages, typed, and double spaced with 1-inch margins and 12-point font.

• You do not need to cite any additional sources. However, if you do be sure they are in APSA format (see Scott and Garrison chapter 8) in the text and attach a works cited.

• You should avoid direct quotes as much as possible. Any direct quotes MUST be contained in quotations and correctly cited or you will lose points. Avoid plagiarism, both accidental and deliberate.

• Since class readings can be used in the paper you should plan ahead and submit summaries to maximize chances for early feedback on the paper.

• I will provide detailed comments on each summary. Pay attention to my comments on early summaries as they should enable you to avoid problems and earn higher grades on subsequent ones.

Country Background Reports

Many of the articles we will read this semester focus on legislatures in one or more specific countries but rarely provide background detail. Group presentations (4-5 members) will provide basic factual information about four of the six of the countries we will most frequently read about: Argentina, Brazil, Chile, Costa Rica, Mexico and Colombia. (Teams have flexibility in which of the six they pick.)

• Grades: Participants receive a group grade based on the content of the presentation (based on the checklist of required information), the quality and appropriateness of visual aids, and a two to three page handout. All members must be present for the group presentation to receive the group grade. If you wake up ill the morning of the presentation you need to contact me as well as the group! I expect each person to communicate privately in writing to me (email or on paper) what his or her contribution to the group was. Everyone is expected
to contribute to the group. While different people can "specialize" in different areas at a minimum everyone needs to say "howdy" to the class during the presentation and everyone needs to contribute some text to and review the group's handout.

- Each group is to prepare a two to three-page handout for the class containing the most important facts, figures, details from their presentation. The handout should also include a list of references. The handout MUST be submitted at least one week before the presentation. I will comment on this draft and return it to the group for amendment and correction prior to the presentation. I will make copies for distribution to the class if I receive the revised/corrected handout at least 2 hours before class starts.

- I will provide groups with a skeleton of power points slides. These will ensure that groups are consistent in the content they cover and help to structure the presentations. You are not required to use my skeleton and are free to both format the slides anyway you want or to expand points as appropriate. However, content is the major determinant of the grade so all content needs to be covered. As you make changes be sure that your slides enhance or compliment, rather than detract from or duplicate what you plan to actually say.

- Presentations are scheduled for: October 1, 6, 8, and 13; we will pick groups and countries in class on Thursday, Sept 10th.

- An entire class period has been allocated for each presentation. Each group should plan to leave 10 minutes at the end of class for question.

- You are free to use internet sources for this information – indeed many (most) country's legislatures have well developed webpages, frequently in English. However, be sure you trust the source you get this from. Bob's big page o'Latin America might not be as reliable as the CIA World Factbook or Georgetown University's Political Database of the Americas. Wikipedia provides a current snapshot and might tell you how things are done now, but not a year or two ago. Articles from periodicals such as The Economist, Newsweek, Time, or New York Times, while not scholarly sources, are also great places to find current descriptive information for this presentation. The books I have placed on reserves as "recommended" for this class are a good, thorough, and trustworthy source of information as well.

- **Content:** The presentation should cover all of the following points or risk significant loss of points:
  - When did the country become democratic or redemocratize?
  - What events, if any, at the time of democratization or redemocratization are most important for understanding institutions especially the legislative-executive balance?
  - If you learn only 3 facts about the history of this country to help you understand the way the legislature works and relates to other branches what would those three be? They can be history, they can be social, it's up to the group?
  - How many chambers does the legislature have? How many members per chamber?
  - How are members of each chamber elected?
  - How many political parties are represented in each chamber?
    - What are the major parties and what proportion of seats in each chamber do they control?
    - Is one party dominant? Is a party of the left or the right?
• What characterizes the platforms (or stances or ideology) of the major parties in the country?
  o Does the president's party have a majority? What implications does this have for policymaking? (Think coalitions, divided govt, etc.)
  o Have there been any constitutional reforms in the last 20 years that have changed the legislature or its relations with the executive in any significant way? (number of members, chambers, etc) What are those reforms?
  o Does the country have a gender quota law? Are there any other quotas for the legislature?
  o Is the legislature marginal or powerful? Who is more powerful the president or the legislature? Why do you say that?

• The material covered in presentations is important. There will be at least one question from each group’s presentation on the mid-term exam.
• Hint: Make sure more than one person has a copy of the entire presentation (USB disks that worked in the lab have been known to refuse to work in the classroom 20 minutes later).

**Integrative Literature Review**

The paper for this class is not a traditional research paper. The paper requires students to read recent work on one of the following four aspects of legislatures in Latin America and then to write an essay that summarizes the key findings from those works and assesses the state of knowledge about that subject area. There are two models for this kind of paper. The first is the "Literature Review" section of each article you read. Most authors begin by assessing the state of the literature and what we "know". This is what you are being asked to do. A second model is review essays where scholars offer commentary on a handful of books (usually recent) and how they contribute to the discipline. Two outstanding examples of that later, which also contain books that you can use in your own reviews are:


1. Under what conditions do Latin American legislatures more fully represent women and take into account their particular concerns as a group?

2. To what extent do empirical observations of legislator behavior conform to theoretical predictions in any given area?

3. A country's choice of federal or unitary structure predated the third wave of democracy in Latin America. In what ways does the choice of adopting a federal system make legislators act differently or look different than if the country had adopted a unitary structure?

4. Do political parties play a central or ancillary role in the policymaking process in Latin America? Consider if you wish whether the presence or absence of party discipline in roll call voting matters.

**Specific Instructions**

• Your paper should focus on one of the four topic areas listed above: 1) women's representation; 2) electoral laws and legislator behavior; 3) federalism and legislator behavior; 4) political parties and the working of legislators with an emphasis on Latin America. (This can mean the region as a whole or one or two countries.)
• The articles you are including must all deal with Latin America. They must either focus exclusively on countries from Latin America or have at least one country included in the analysis from Latin America. Studies exclusively of the US Congress or Western European parliaments do not count!
• The paper is to integrate at least eight scholarly articles (or books or book chapters). At least 3 of the 6 must come from the readings listed below the topic. Of the additional 5 no more than 3 can come from anywhere on the syllabus. This means you must find at least two on your own. (Hint: The works cited from an article is a good place to start looking.) Failure to use 8 scholarly sources will cost you 10 points (one letter grade).
• The paper is an integrative essay. You should NOT simply write a summary of each of the eight articles and staple those together. While you should provide detail about what each article found and can critique them as you did in the reading summaries, you also need to be comparing and contrasting the findings of the different articles. Remember you are using these articles to asses "what we know" about some aspect of the literature.
• The paper must have an introduction, a thesis statement, a body, and a conclusion. The paper also needs transitions between the various sections and a clear organizational structure. If you feel you need help with your writing skills visit the Writing Center in Evans Library or on the web at [http://uwc.tamu.edu](http://uwc.tamu.edu). Chapter 6 of Scott and Garrison also offers some excellent advice.
• Plan ahead. Select a topic and start reading and writing early. I will have extra office hours scheduled the week before the paper is due to make it easier for students to consult with me about their papers.
• Papers should be 8-10 pages in length, excluding the Works Cited. They should be typed, double spaced, in 12-point font (preferably Arial or Times New Roman). Margins should be 1-inch all around. Do not play font or margin games. Times Roman 10 looks noticeably smaller than Times 12 and Courier 14 is obviously bigger. (The syllabus is in Calibri 12.) Papers that are too long or too short will lose 10 points.

• Pages must be numbered or you will lose 5 points.

• Paper must be submitted in hard copy. Do NOT email your paper to me.

• All papers must have a Works Cited Page in APSA format or you will automatically lose a letter grade (10 points). Citations within the paper are to be in APSA author-date format. This is the format preferred for Political Science papers. Learn it now. Scott and Garrison chapter 8 has examples of both citations in the paper and the works cited.

• If you use information (quotes or paraphrasing) from any source, you must give the author credit. If you do not do so, it is plagiarism, and you will get a zero for the paper.

• YOUR PROFESSOR'S PET PEEVE: Proof-read your paper in addition to running spell-check. Colombia is a country in South America; Columbia is a river in Missouri. Likewise, Chile is a country in South America; chili is something you eat. Spell check will not catch the Untied States of America, revolutionary pheasants or gorilla fighters. Pinochet was not a muppet of the USA. I may be amused, but you will become an example for future students and lose points for sloppy writing.

• Papers are due by 4 pm on December 1st. Late papers will lose 5 points (half a letter grade) per day. If you are turning your paper in late you should either hand it to me personally or politely ask a staff member in the department of Political Science office to time/date it. Late papers without a time/date that appear in my box are considered turned in when I pick them up. For calculating late penalties weekends count.

• DRAFT WORKSHOP: You must bring two copies of a completed draft of your paper to class on November 24th. We will exchange drafts at the start of class and spend the period improving the substance and form of your papers.
  o You must attach both of the edited drafts from the in-class exercise to your final paper or you will lose 5 points.
  o Failure to bring a draft of at least six pages to class will result in the loss of 10 points (one letter grade) on the final paper.
  o Students may earn up to 5 extra points on the paper for providing exceptionally helpful comments, suggestions, corrections, revision, on the drafts they read during the in-class workshop.
  o I strongly suggest you come with a paper in as close to final form as possible so that you can get the most out of this exercise.
  o Students who will miss class with a university excused absence should contact me in advance if possible and as soon afterward as possible to discuss how they will make-up the work.
  o Students who miss class this day without a university excused absence or who appear without a paper will lose 10 points (one letter grade) on the final paper.
### Reading and Lecture Schedule

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<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1-Sep</td>
<td>Introduction</td>
<td>no assigned reading</td>
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<tr>
<td>3-Sep</td>
<td>No Class - APSA Meeting</td>
<td>Scott, chapter 1 (pages 1 - 6) AND chapter 3 (pages 47-50)</td>
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<tr>
<td>10-Sep</td>
<td>Electoral laws: What does it mean to seek a personal vote?</td>
<td>Scott, chapter 12 (pages 208-211)</td>
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<tr>
<td>17-Sep</td>
<td>What is a hypothesis and how do we test it?</td>
<td>Scott, chapter 4 (pages 80 - 93)</td>
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<td>29-Sep</td>
<td>Nomination procedures: How are legislators selected?</td>
<td>Navia, Patricio. 2008 &quot;Legislative Candidate Selection in Chile&quot; in <em>Pathways to power: political recruitment and candidate selection in Latin America</em> Penn State University Press, pages 92-118.</td>
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<td>1-Oct</td>
<td>Country Background Presentation: Team 1</td>
<td>Scott, chapter 11 (pages 197-201)</td>
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<td>6-Oct</td>
<td>Country Background Presentation: Team 2</td>
<td>Scott, chapter 8 (pages 152-171)</td>
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<td>8-Oct</td>
<td>Country Background Presentation: Team 3</td>
<td>Scott, chapter 6 (pages 118 - 140)</td>
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<td>13-Oct</td>
<td>Country Background Presentation: Team 4</td>
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<td>Date</td>
<td>Event</td>
<td>Midterm Exam</td>
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<td>3-Nov</td>
<td>Midterm Exam</td>
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<td>24-Nov</td>
<td>Writing workshop</td>
<td>Bring completed draft of your paper to class</td>
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<td>26-Nov</td>
<td>Thanksgiving</td>
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<tr>
<td>11-Dec</td>
<td>Final Exam 3 - 5 pm</td>
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TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Clint Magill, Dept. of Plant Pathology & Microbiology
     Leland Pierson III, Head, Dept. of Plant Pathology & Microbiology
     Ann Kenimer, Associate Dean, College of Agriculture and Life Sciences
DATE: April 15, 2010

SUBJECT: REPORT ON PROPOSED C COURSE: GENE 482

We recommend that GENE 482 Genetics Seminar II be certified as a communications (C) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 41%
2. Course content appropriate to the major
3. Total number of words: 1450
4. Total minutes of oral presentation: 12
5. Instructor to student ratio for one section: 1:18

Students receive feedback on two “concepts for presentation” proposals by the instructor and peers before deciding which to present to the class. They will have the opportunity to have the PowerPoint presentation previewed by the instructor for constructive criticism prior to the in-class presentation. The requirement that students have credit for GENE 481 means they will have attended 12-14 seminars given by PhD level geneticists from TAMU and around the country and learned the etiquette that goes with such presentations. Students will receive and go over in class a handout entitled, “Pointers for PowerPoint” put together by the Office of Distance Education for COALS. Classmates will suggest editing and content for several writing assignments before final submission and grading by the course instructor. Class members will also contribute to the scoring of seminar presentations, including providing anonymous tips to the speaker for improvement.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   GENE 482, Genetics Seminar II

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

   Instructor / Coordinator: Clint Magill
   Printed name and signature: Clint Magill
   (Date): Feb. 8, 2010

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   (Date): 3/10/10

Approvals:

   College Dean: Ann Kromer
   Printed name and signature: Ann Kromer
   (Date): 4/3/10

   Department Head: David Peterson
   Printed name and signature: David Peterson
   (Date): 3/4/10
Course title and number
GENETICS Seminar II   GENE  482 C

Term (e.g., Fall 200X)  Offered both Fall and Spring semesters
Meeting times and location  4 pm Tuesdays, TBD

Course Description and Prerequisites
Student preparation and presentation of topics of interest to genetics majors
Prerequisites: GENE 481; senior classification or approval of instructor

Learning Outcomes or Course Objectives
Students will improve their ability to communicate orally by preparing and delivering a short oral seminar to their peers. Written versions of proposed presentations, of the oral presentation and abstracts for both lay and informed audiences will help students develop skills in writing for different audiences. Students will be expected to discern the relative importance and credibility of sources of information, especially with web-based material. Students will also have an opportunity to use technology as a tool to enhance learning.

Instructor Information
Name  Clint Magill
Telephone  845 8250
Email address  c-magill@tamu.edu
Office hours  TBA (almost always available 7-9pm)
Office location  202H LF Peterson

Textbook and/or Resource Material
No textbook; resources include library and web materials

What to expect: We will always have a computer/projector for PowerPoint presentations. I will try to be sure the latest version of PowerPoint Reader and any available translators are available, but just in case, it is a good idea to save a second copy of your presentation in an earlier version if using a very new release. The easiest way to bring your presentation is on a USB-based FLASH drive, but you can bring a laptop if you wish. An internet connection will be available so you can store your presentation online and retrieve it for viewing using PowerPoint, or "saved as HTML" for presentation using a browser.

We can provide an overhead or slide projector if needed, but will need to know in advance. You will have to pay any expenses for slides or overheads you wish to make.

Your presentation should be designed to educate your classmates on some relatively narrow topic, since presentations should be 12-15 minutes with 5 minutes more for questions and discussion. You will be asked to propose, in writing two potential topics of your choice, which
will help prevent duplicate seminars. Those of you who are doing or have done a 485 or other research project may find that a good topic for a presentation; even if data are not available, the problem and rationale for a solution can be explained. Techniques, biographies of famous geneticists, gene-controversies etc. are all good topics. Otherwise you may want to chose a human, animal, or plant gene or chromosomal defect and describe its effects in terms of inheritance pattern, phenotype, molecular basis, gene frequencies, and treatments. Cloning/mapping strategies for specific genes can also make interesting topics.

You will have several writing assignments, including 2 short proposals for presentation topics, a written version of your presentation and both lay and scientific abstracts. You will also be asked to contribute evaluations and to provide feedback to at least three fellow students on both oral and written assignments.

Writing assignments will be graded not only for content but equally for spelling, punctuation, and grammar, so be sure to take advantage of modern tools and the editing suggestions of your classmates.

**Grading Policies**

Grading will be on a 90-80-70-60 scale for A, B, C, and D, respectively. There are 100 potential points to be gained, as described below:

**Grading\(^1\):** 45 points - seminar presentation 12-15 minutes + Q&A broken down as to:

<table>
<thead>
<tr>
<th>Information content</th>
<th>maximum points</th>
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</thead>
<tbody>
<tr>
<td>1) suitability of topic</td>
<td>6</td>
</tr>
<tr>
<td>2) knowledge/mastery of material</td>
<td>10</td>
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<tr>
<td>3) clarity of presentation</td>
<td>6</td>
</tr>
<tr>
<td>4) level of presentation relative to audience</td>
<td>6</td>
</tr>
</tbody>
</table>

**Presentation skills**

| 1) use of visual/learning aides                               | 7              |
| 2) quality speaking (no distracting mannerisms, eye contact, etc.) | 10             |

5 points: introduction and serving as moderator for a classmate

41 points based on writing broken down as:

| 1) proposals\(^2\) for 2 concepts for seminars (>200 words each)) | 10 |
| 2) pre-seminar outline and abstract (> 150 words)               | 5  |
| 3) written version of seminar\(^4\) (> 700 words )              | 21 |
| 4) laymans abstract/summary\(^5\) of presentation (> 200 words) | 5  |

9 points for class participation, including asking questions, providing useful feedback to other students and editing classmates lay-abstracts

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\(^1\) Because having an audience is essential to each presenter, attendance is critical. Each presentation missed will result in a 4 point grade deduction, so having more than one unexcused absence (see Student Rule 7 [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)) will lower the course grade accordingly. Making up worked missed because of a confirmed excused absence will require attending a Departmental or Faculty of Genetics seminar and submitting a written report that will be graded.
Points will be deducted from the maximum points for each category based on the average scores from at least 3 classmate evaluations and the professor. Feedback will be provided.

Two proposals for seminar topics shall be prepared, each including references, the basis for the choice of topic, why you believe it would be of interest to the class and the areas of genetics (population, cytogenetics, molecular genetics etc.) that will be included. These are to be at least 200 words each, excluding references and all or part can be in outline format. These will be presented to the class.

Seven hundred or more words at a Senior Genetics major level with an abstract and at least five references, or an electronic version of a poster suitable for presentation during student research week.

Essentially a press release with enough information that would allow an educated non-specialist to understand the significance of the topic.

Course Topics, Calendar of Activities, Major Assignment Dates

Week 1: Sign up for presentation dates and introductions; go over syllabus and expectations and types of topics to consider for presentation. Discussion/demonstration of useful/reliable sources and demonstration of the use of Endnote for referencing.

Week 2: Power Point do’s and don'ts. Familiarize students with equipment and applications. All students submit at least one draft concept for a presentation. Write a brief bio for use by a classmate for introductions.

Week 3: 2nd concept for seminar draft due; go over corrected versions of the first concept. Class members will evaluate the proposed topics and provide feedback on material that could be considered for inclusion.

Week 4: Class members will pre-grade the writing of the 2nd concept proposal and provide feedback. Presentation outlines and abstracts due one week in advance of each student’s presentation.

Weeks 5 -12: Student presentations (generally 2/week, 3 as needed if more than 14 enrolled). Powerpoints e-mailed to the instructor for instructive feedback should be sent at least one day before the class. All students will submit score sheets for at least 3 presenters, with anonymous tips and comments. Those assigned to evaluate and write critiques for each speaker will have 1 week to do so.

Week 13: Make-ups if needed; all “pre-lay summaries” of presentation due for class distribution. Each class member will evaluate at least 2 others for writing and information content and provide feedback to the author. The author will submit his/her final version and the edited copies.

Week 14: Final lay summaries submitted; final written version of presentation topic due. Class will be used to go over questions or problems from individual students.

Week 15. Return evaluation scores.
Other Pertinent Course Information

To permit the use of track changes in grading, written assignments should be submitted electronically as e-mail attachments in a word processing application.

The proposed topic papers will be pre-graded and returned for corrections. Lay-abstracts will involve input from others in the class.

There is no final exam for this course.

I will post the schedule of presentations when it is completed and a PDF version of this syllabus on the WEB at:
http://www.tamu.edu/classes/plan/magill/gene482/

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

Academic Integrity

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Deb Dunsford, Dept. of Agricultural Leadership, Education, and Communications
Jack Elliot, Head, Dept. of Agricultural Leadership, Education, and Communications
Ann Kenimer, Associate Dean, College of Agriculture and Life Sciences
DATE: April 15, 2010
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: AGCJ 203

We recommend that AGCJ 203 Agricultural Media Writing I be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:20

Agricultural Media Writing I is designed to teach students to write news stories for newspapers, the Web, television, or other electronic media. Students receive feedback from the professor or the teaching assistant on lab assignments. All major assignments are graded by the professor. Student feedback includes written comments on all aspects of the assignments and a general, in-class discussion about common problems or issues. Writing instruction is delivered by lecture and class discussions; interaction among the students in the labs while they are working on their assignments; and quizzes over AP style, grammar and punctuation.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   AGCI 203, Agricultural Media Writing 1

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

Instructor / Coordinator: Deborah W. Dunsford
Printed name and signature
(Date)

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

Approvals:

College Dean: Ann L. Kerimer
Printed name and signature
(Date)

Department Head: Jack Elliot
Printed name and signature
(Date)
AGCJ 203-900
Agricultural Media Writing I
Texas A&M University
Department of Agricultural Leadership, Education, and Communications

Instructor:
Dr. Deborah Dunsford, Senior Lecturer
217 Scoates Hall, 458-3389;
dunsford@tamu.edu
Office Hours: T, 9 to 11 a.m. and W, 1:30 to 4 p.m. I recommend making an appointment by visiting the department’s Web site. (See AGCJ advising in Undergraduate programs)

Teaching Assistant: Chris Shepperd
112 Scoates Hall, 458-3388; cshepperd@aged.tamu.edu
Office Hours: W, 11:15 a.m. to 12:30 p.m. and R, 2 to 3:30 p.m.

Course Meeting Schedule:
Lecture & Lab: M & W; 8 a.m. to 11:10 a.m., SCC 114

Prerequisites: Grade of C or better in AGCJ 105 or permission of instructor.

Course Description: Agricultural Media Writing I introduces students to news gathering, writing, editing and style. It also includes media ethics and law – all as they relate to communicating agricultural information to the industry and to the general public. The course content includes news identification, audience analysis, basic news writing forms (including the inverted pyramid) and style based on the Associated Press Stylebook. Throughout the course, students will write for mediums including newspapers, radio, television, the Internet and other current and emerging mediums used to communicate with the agricultural industry and its stakeholders.

Course Background: Every form of mass communication presently in use, whether delivered to the public aurally, visually or in combination, must be written during an early step of the communication process. Putting a story into written form is the job of professional agricultural communicators, whether they work in news, public relations or advertising.

Course Outcomes:
• Understand the basics of news identification and news gathering for various agricultural stakeholder audiences.
• Organize the gathered information into an appropriate form for various agricultural communication media.
• Use style consistent with the medium and that assists the agricultural audience in better understanding the information provided.
• Write clear, accurate and engaging copy that would be usable for the targeted agricultural medium.

Required Texts:
Associated Press Stylebook and briefing on media law. (2008 or newer). New York: Perseus Publishing. These books are available at Traditions bookstore on University (you have to ask for them).
Graded Evaluation Activities:

**Major Writing Assignments** (60 percent of course grade)
Four major writing assignments will be evaluated on content, story components (lead, sources), form, style and mechanics. The assignments will be progressively longer and more complex as the course progresses.

- Assignment #1, Lead (done in lab) (5 percent of grade)
- Assignment #2, Covering a news conference/speaker (10 percent)
- Assignment #3, Single-source story on topic generated by student (20 percent)
- Assignment #4, Multi-source story on topic generated by student (25 percent)

Students must turn in all four major writing assignments to be eligible to pass the course.

**Lab assignments, story topic proposals** (30 percent of course grade)
Lab assignments will include writing assignments, group work, in-lab discussions and other materials that reinforce topics discussed in the lecture. The lab assignments also provide practice for the four major assignments throughout the term.

**Late Assignments**: Late assignments will lose 10 points for every weekday they are late and will not be accepted if they are more than one work week late. (Please see Late Tickets section.)

**Quizzes** (10 percent of course grade)
Quizzes include scheduled Associated Press and broadcast writing style quizzes and short pop quizzes given in lecture that will cover current events in agriculture, general current events and lecture information, including guest speaker material.

**Grading Scale**

- 90 + percent A
- 80-89 percent B
- 70-79 percent C
- 60-69 percent D
- 59 percent or less F

**Class Attendance**
If at all possible, please let your instructor know if you are going to be absent in advance. Quizzes and lab assignments may be made up for University Excused Absences. See the official student rules for clarification of excused absences. You will receive a higher grade if you attend class. You are paying for the classes you take at Texas A&M. It is your choice to attend or not. I will not, however, be providing course notes or sending out the overheads unless the absence is excused.

**Late Assignments**: Late assignments will lose 10 points for every weekday they are late and will not be accepted if they are more than one work week late. (Please see Late Ticket section.)

**Americans with Disabilities Policy Statement**: The Americans with Disabilities ACT (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Room B118, or call 979-845-1637.

**Scholastic Dishonesty**: As commonly defined, plagiarism consists of passing off as one’s own ideas, work, 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 questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under the section “Scholastic Dishonesty.”

**Aggie Honor Code: Aggies do not lie, cheat or steal, or tolerate those who do.**

We expect all class members to comply with TAMU policies regarding scholastic dishonesty and other issues outlined in the official student rules. As a professional in any communication field, plagiarism harms the credibility of the profession as a whole. Plagiarism of any sort will result in an F in this course and possible dismissal from Agricultural Journalism program.

**Copyrights:**
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given to sole to other individuals.

**Late Tickets:** Students will be given two late tickets that will give them the option to turn an assignment up to two weekdays late. With the exception of the first and final major assignments, these tickets may be used at the student’s discretion – no questions asked. Students will be limited to one late ticket per assignment and the ticket must be filled out and attached to the assignment when the assignment is turned in to their instructor.
### Projected Course Outline/Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Tentative Topics</th>
<th>AP Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/20</td>
<td>Course Introduction, TurnItIn.com, Labs: Computer orientation, copy format, copy editing, introduction to AP style,</td>
<td>Punctuation, Commas (17 &amp; 19)</td>
</tr>
<tr>
<td>2 1/25&amp; 27</td>
<td>What is news? News story basics including leads, structure, handling agricultural information. Labs: News analysis, Writing leads</td>
<td>1, 2</td>
</tr>
<tr>
<td>3 2/1&amp;3</td>
<td>Information gathering, interviewing agricultural sources including preparing for the interview, asking the right questions. Lab: interview exercises. Major assignment 1 done in Lab (lead).</td>
<td>3, 4</td>
</tr>
<tr>
<td>4 2/8&amp;10</td>
<td>Agriculture news story structure, agricultural news conferences. Lab: Writing the Ag story for print, Attribution exercises</td>
<td>5, 6</td>
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<tr>
<td>5 2/15&amp;17</td>
<td>Speeches, attribution. In-class speaker for Major assignment 2. Lab: mock news conference, work on assignment 2 in lab.</td>
<td>7, 8</td>
</tr>
<tr>
<td>6 2/22&amp;24</td>
<td>Writing for agricultural public relations and advertising. Basic structure, considerations. Lab: Ag news release, Topic due for major assignment 3. Major assignment 2 DUE!</td>
<td>9, 10</td>
</tr>
<tr>
<td>7 3/1&amp;3/3</td>
<td>Multiple sources – keeping the information straight. Lab: Writing multiple-source agricultural stories</td>
<td>11, 12</td>
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<tr>
<td>SP 3/15-19</td>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td>12 4/12&amp;14</td>
<td>Agricultural media dynamics. Publishers, publications and broadcast entities and how they interact with producers and each other. Lab: Media analysis group projects</td>
<td></td>
</tr>
<tr>
<td>13 4/19&amp;21</td>
<td>Covering meetings, Photo captions, Lab: Captions, meeting story. Major Assignment 4 due</td>
<td></td>
</tr>
<tr>
<td>14 4/26&amp;28</td>
<td>Agricultural media, ethics and ethical considerations. Course wrap up. Lab: Ethical conundrums, discussions. Rewrites dues</td>
<td></td>
</tr>
<tr>
<td>15 5/3</td>
<td>The future of agricultural and general media</td>
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</tbody>
</table>

*Shaded dates indicate Houston Livestock Show & Rodeo

*Schedule may be adjusted to accommodate appropriate opportunities.*
<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>Original Due Date</th>
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TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
John Hanson, Dept. of Economics
Timothy Gronberg, Head, Dept. of Economics
Donald Curtis, Associate Dean, College of Liberal Arts

DATE: April 15, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ECON 320

We recommend that ECON 320 Economic Development of Europe be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 30%
2. Course content appropriate to the major
3. Total number of words: 2700
4. Instructor to student ratio for one section: 1:25

Although slightly less than 33% of the grade is based on revised writing, students must complete two essay exams in addition to the term paper, for a total of 70% of the grade (term paper plus exams). Students receive both peer and instructor feedback on the rough draft of their term paper. Instructor feedback is both oral and written and is also given on the essay tests. Instruction is limited to occasional discussion of principles of composition.

No significant changes have been made since original certification was granted.
TExAS a&m UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   Econ 320 Economic Development of Europe

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

   Instructor/Coordinator: John R. Hanson
   Printed name and signature: John R. Hanson
   Date: 2/24/10

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   Date: 3/2/10

   Approvals:

   College Dean:
   Printed name and signature: Michael T. Stephenson
   Date: 2/24/10

   Department Head:
   Printed name and signature: Timothy J. Gronberg
   Date: 2/24/2010

   Received:
   By: UWC
   Date: Mar 02 2010
   No. of 112C
Economics 320: Economic Development of Europe

Professor Hanson
Telephone: 845-4939
Spring 2010
E-mail: hanson@econmail.tamu.edu
Office Hours: Wed (9-11:30 am), Tues and Thurs (8:30-9:45 pm) or by appointment

Prereq: Economics 202

TEXTBOOK: Course packet, available at Notes-N-Quotes

Test 1: Course packet, pages 38-116
Test 2: Course packet, pages 117-257
Test 3: Course packet, pages 258-343, 380-410; also pages 411-443

GRADING: Course grades will be based on three exams and a term paper. Weights are shown below.

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>Feb 18 (Thursday)</td>
<td></td>
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<tr>
<td>Test 2</td>
<td>March 25 (Thursday)</td>
<td></td>
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<tr>
<td>Paper</td>
<td>April 1 (Thursday)— rough draft due</td>
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<td></td>
<td>April 29 (Thursday) — final draft due</td>
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<tr>
<td>Test 3</td>
<td>May 7 (Friday) 12:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

TERM PAPER: You will write a term paper of 2000 words about, speaking broadly, modern economic growth and modernization, based on the principles illustrated by European history. General guidelines and more detail about the topic will be given in class soon. Grossly irresponsible participation in the assignment will result in a deduction of 2 letter grades from your final paper grade. Failure to turn in a final draft means F for the course regardless of other efforts or grades. For economics majors it is impossible to get writing credit or course credit in the major—at least a C, in other words—without receiving at least a C on the paper.

WRITING INTENSIVE COURSE: This is a writing intensive course. We will spend some class time working on writing skills. There also are many other resources available to assist you in developing your writing skills. Office consultations about writing questions are encouraged. In addition, you should be aware of the University Writing Center and perhaps utilize its services.

“The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at uwc.tamu.edu, or stop by in person.”

OTHER INFORMATION: The tests are essay tests. I expect neatness and reserve the right to deduct points for illegibility. A complete set of answers to a given test is not to exceed 2 pages of writing on one side of the paper. Additional pages are neither read nor counted as part of the test. I automatically deduct 10 points from a test score for answers written on the back of either page. If you have a query or problem concerning tests—such as the proper interpretation of a question—it must be raised when the test is administered, not afterwards. There is no curve. Grades are 90-100=A, 80-89-B, and so on, using the conventional letters.

You are expected to take all tests with the rest of the class except when excused by me. Your excuse must be legitimate—”I overslept,” “my roommate broke up with his girlfriend so I couldn’t study,” “my girlfriend/boyfriend was in an auto accident,” and the like are not legitimate—and it must be well documented. Usually documentation will be in writing by a person I consider trustworthy.
If you feel that a test has been unfairly or incorrectly graded, I invite you to appeal your grade — once. The appeal must be made within a week after the test in question has been returned. The burden of proof is on you. If you prepare your case carefully, you will get a full and sympathetic hearing. I encourage you to discuss other course matters with me at anytime.

For students on the margin, good class attendance and, especially, active class participation may help your course grade. A flagrantly bad attitude, unannounced departures from class, tardiness or other disregard of course rules could cause a deduction from your course average, depending on the severity of the offense. Two tardies count as one unexcused absence. One tardy of more than five minutes counts as an unexcused absence. An unexcused absence means no benefit-of-the-doubt points when your final grade is determined. If, however, you come late, you will be given a chance to reconsider, with no penalty for leaving. Finally, I value highly free expression in class and diversity of opinion. I like people who have a particular point of view.

Students claiming disabilities should discuss their needs with me at the start of the term. Decisions about what accommodations to make, if any, will be made in cooperation with the Office of Handicapped Services.

AAD 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. The phone number is 845-1637.

ACADEMIC INTEGRITY STATEMENTS:

AGGIE HONOR CODE: "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
Stephanie Houghton, Dept. of Economics
Timothy Gronberg, Head, Dept. of Economics
Donald Curtis, Associate Dean, College of Liberal Arts

DATE: April 15, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ECON 426

We recommend that ECON 426 Economics of Antitrust and Regulation be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45%
2. Course content appropriate to the major
3. Total number of words: 2700
4. Instructor to student ratio for one section: 1:27

The major writing assignment is a research paper, supported by a written proposal and writing exercises. Students receive feedback at three stages before the completed paper is turned in. First, they meet individually with the instructor to discuss the appropriateness of their proposed topic and the scope of the paper. Second, they submit a "First Rough Draft," a detailed outline of the paper. They receive written comments on this draft, and common mistakes and areas for improvement are discussed during a class period. Third, they submit a "Second Rough Draft" which is evaluated through peer review. The instructor may also provide additional written comments on this draft. Writing exercises reinforce skills used in the research paper. For one exercise, students write a paragraph discussing the results displayed in a table or graph from a professional journal. Methods of instruction include discussion and lecture on the research process and citation. Readings are also suggested.

Significant changes have been made since original certification was granted: (1) the ratio of students to instructor has increased by 10 on the student side because of increased demand for the course; (2) students are required to turn in two drafts (instead of one) before their final major research paper is due; and (3) low-stakes writing has been added.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

___ECON 426 - Economics of Antitrust and Regulation___

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

Instructor / Coordinator: ___Stephanie Houghton___
Printed name and signature

Received: ___Valerie Balester___
(W Course Coordinator, University Writing Center)

(Approvals:

College Dean: ___Ben M. Croueh___ Michael T. Stephenson
Printed name and signature

Department Head: ___Timothy Gronberg___
Printed name and signature

(RECEIVED MAR 09 2010)
Lectures: MWF, 9:45-10:35AM in ALLN 1003  
Instructor: Dr. Stephanie Houghton  
   houghton@econmail.tamu.edu  
   ALLN 3051  
   979-845-8685  
Office Hours: Mondays 10:45-11:45AM, Fridays 1:00-3:00PM, or by appointment  
Teaching Assistant: Jeremy Nighohossian  
   nighohos@tamu.edu  
   ALLN 3040  
TA Office Hours: Tuesdays and Wednesdays 1:30-2:30PM  
Course Website: http://elearning.tamu.edu/  
   I will be posting all your assignments, as well as supplementary material and announcements on Blackboard Vista, so please check it frequently. You are responsible for any material or information posted there.

Course Description: This Writing Intensive Course will have you analyze contemporary issues in antitrust and economic regulation. We will use theoretical models and tools from industrial organization to assess the relationship between market structure, economic efficiency, and social welfare. In particular, we will evaluate the efficiency gains and losses associated with specific business practices including price discrimination, predation, cartelization, horizontal merger, vertical integration, and resale price maintenance. By reading landmark judicial opinions and economic case studies that analyze these opinions, we will look at how antitrust law has evolved over time and consider its effectiveness. In addition, this course will address other forms of government regulation designed to correct market failures and promote efficiency. We will study a variety of industries including computer operating systems, retail, consumer products, railroads, airlines, and electricity.

Prerequisites: ECON 323

Required Text:  
Additional required readings and supplementary material will be made available throughout the course on the eLearning website or through course reserves. I also recommend Economics of Regulation and Antitrust by W. Kip Viscusi, John M. Vernon, and Joseph E. Harrington, Jr. (MIT Press)

Course Policies:  
Grading:  
   Midterm Exam  25%  
   Final Exam  30%  
   Research Paper  35%  
   In-Class Exercises and Participation  10%  
Grades will be distributed as follows:  
   A: 90%-100%;  B: 80%-89.99%;  C: 70%-79.99%;  D: 60%-69.99%;  F: below 60%  

Exams:  
   The midterm is tentatively scheduled for Wednesday, October 14. The final will be held at the time designated by the Registrar’s Office (Monday, December 14 from 8-10AM).
• The exams will be primarily in short-answer/essay format. Anything covered in class or in the readings is fair game. My lectures will help you identify the material that I consider to be the most important, but you must do the readings in order to be fully prepared for the exams.
• No make-up exams will be given without a university-approved and documented excuse. If you know in advance that you have a conflict with one of the exam times, please see me as soon as possible so that we can work out an alternative. This may involve arranging to take the exam earlier, scheduling a modified make-up exam, or shifting the weight of the exam to the final.
• If you think there has been a mistake in the grading of your exam, please contact me no later than one week after the exam was returned. I reserve the right to re-grade the whole work, meaning that you may lose points (since mistakes can happen in both directions).

Research Paper:
• In order to fulfill the requirements for this Writing-Intensive Course, you will be asked to analyze and evaluate a recent antitrust case, merger, or policy issue. The final product of the analysis will be an 8-12 page paper (2000 word minimum).
• Writing is a continuous process that requires time and dedication. For this reason, you will be required to present your work in several stages: first, a 1-page proposal, followed by two rounds of rough drafts before turning in the final work. I will provide more details on the requirements for each of these assignments in a separate handout, but for now, please be aware of these key dates:
  o Monday, October 19, 2009: Proposal Due
  o Monday, November 2, 2009: First Rough Draft Due
  o Monday, November 16, 2009: Second Rough Draft Due
  o Monday, December 7, 2009: Final Paper Due (last day of class)
• There are many resources available to assist you in developing your writing skills. Class time will be devoted to writing instruction and peer review. I also encourage you to consult with me during office hours and to take advantage of the wealth of services offered by the University Writing Center.

In-Class Exercises and Participation:
• Announced and unannounced in-class exercises will be given periodically. Some of the exercises will be similar to quizzes, covering the assigned reading. Other exercises will involve group work and writing practice (e.g., a peer-review session to comment on drafts of the research paper). Your lowest score from these exercises will be dropped before averaging.
• Because your lowest score will be dropped, there will be no make-up exercises given, regardless of your reason for missing the exercise. If an exercise is given during the first 5 minutes of class, and you are 5 minutes late to class, then you have missed that exercise.
• I highly encourage classroom participation for several reasons. First, the class will be much more interesting for all of us if I am not the only person speaking for the entire class session. We will all benefit from hearing and thinking about different perspectives. Second, and perhaps more importantly, as your careers proceed, you will find it quite valuable to have the ability and courage to communicate verbally. I will reward those who make the effort to contribute to class discussions by raising this portion of your grade. By "contribute," I mean:
  o Attempting to answer questions asked of the class
  o Asking questions about the material being discussed
  o Sharing relevant information found outside of class (read the news!)
  o Expending effort on in-class exercises
Course Objectives and Expectations:

- This is an advanced, writing-intensive course in applied microeconomics. By the end of the course, you will have learned how to analyze competition within industry and to assess antitrust rulings and policies designed to regulate such competition. You will also have developed writing skills that are suited to the discipline of economics and that will serve you well in a number of potential careers, including economic consulting, academic research, law, policy analysis, or government service.

- I will not enforce a formal attendance policy, although the participation portion of your grade will certainly depend upon you being active, engaged, and in class. You are expected to do the readings in advance and will be called upon to discuss the facts of a case, identify the economic issues at hand, and offer your opinions on rulings and policies. This helps clarify your own thinking as well as contributes to the overall class’s learning experience. If you miss a class, it is your responsibility to catch up with the material. If you cannot attend several lectures, it is a good idea to email or talk to me as soon as you can.

- As a courtesy to me and to your fellow students, please arrive on time and turn off your cell phones. If you absolutely must leave a class early, let me know in advance to minimize distractions. I encourage your participation in class discussions, and please feel free to ask questions at any time.

ADA Notice:
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 Services, Services for Students with Disabilities, in Cain Hall, or call 845-1637.

Copyright Notice:
The handouts used in this course are copyrighted. By “handout” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials, review sheets, and additional problem sets. Because they are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Statement on Academic Integrity:
The Aggie Honor Code states

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

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

Because this is a Writing-Intensive Course, the problem of plagiarism is of special concern. It is against university rules and will not be tolerated. The failure to properly credit sources or the use of a paper written by someone else may result in a failing grade for the assignment, the course, and/or referral to the Aggie Honor System Office. If you have questions as to what constitutes plagiarism, please consult me, the University Writing Center, or the AHSO Aggie Honor System Office website (www.tamu.edu/aggiehonor/). I also recommend this tutorial on the library's website.
Course Outline

Note: The following is a tentative outline of the topics the course aims to cover. I will update the schedule on the course website with specific readings and dates as the class goes on. If there is a topic you are especially interested in, please let me know and I’ll try to incorporate it or spend extra time there.

I. Rationale for Regulation and Government Intervention
   A. When markets work: a review of perfect competition
   B. When markets do not work: a review of market failures
      Readings: Walters Ch. 2-3

II. History and Background of Antitrust Policy
   A. Legal statutes
      Readings: Sherman Act, Clayton Act, Federal Trade Commission Act
   B. Early cases, per se violations v. “Rule of Reason” analysis
      Readings: excerpts from Addyston Pipe, Northern Securities, Standard Oil

III. Horizontal Practices and Horizontal Mergers
   A. Theoretical models of oligopoly and collusion
      Readings: VHV Ch. 5
   B. Price-fixing, bid rigging, and market division
      Readings: KW Case 11 (ADM Lysine), KW Case 12 (Ohio Milk Markets)
   C. Tacit collusion and "facilitating practices"
      Readings: Ethyl, Airline Pricing cases from KW companion website
   D. "Horizontal Merger Guidelines" by U.S. Dept. of Justice and Federal Trade Commission
      Readings: "Commentary on the Horizontal Merger Guidelines"
   E. Horizontal Merger Cases
      Readings: KW Case 7 (Staples-Office Depot), KW Case 6 (Heinz-Beech Nut), excerpts from Brown Shoe and Vons Grocery cases

V. Vertical Mergers and Vertical Restrictions
   A. Vertical Integration
      Readings: VHV Ch. 8 (pp. 236-257), excerpts from Brown Shoe and Ford Motor cases
   B. Resale Price Maintenance and Territorial Restraints
      Readings: VVG Ch. 8 (pp. 282-315), KW Case 17 (State Oil v. Khan), Monsanto v. Spray Rite case from KW companion website
   B. Exclusive Dealing
      Readings: VHV Ch. 8 (pp. 257-266), KW Case 16 (Toys ‘R’ Us)
   C. Tying and Bundling
      Readings: VHV Ch. 8 (pp. 266-282), Jefferson Parish v. Hyde case from KW companion website

VII. Monopolization and Network Issues
   A. Legal Treatment of Monopoly/Monopolization
      Readings: excerpts from Alcoa, United Shoe, DuPont, Berkey Photo
   B. Networks
   C. U.S. v. Microsoft
      Readings: KW Case 20 and additional material on eLearning
   D. Predatory Pricing
Readings: Matsushita v. Zenith case from KW companion website, KW Case 8 (Spirit v. Northwest Airlines)

VIII. Regulated (and Deregulated) Industries
   A. Airlines
   B. Electricity
   C. Telecommunications

Readings: to be posted on elearning

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<tr>
<td>Wednesday, October 14</td>
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<td>2nd Rough Draft Due</td>
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<td>Final Paper Due</td>
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<td>Monday, December 14</td>
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TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee Chair

CC: Steven Quiring, Dept. of Geography
    Douglas Sherman, Head, Dept. of Geography
    Sarah Bednarz, Associate Dean, College of Geosciences

DATE: April 15, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GEOG 324

We recommend that GEOG 324 Global Climatic Regions be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 5500
4. Instructor to student ratio for one section: 1:18

Students complete six written exercises to help them develop the research skills necessary to complete their research papers on a topic in climatology. Students receive instructor feedback on these exercises. Prior to final submission of the major research paper, students receive comments from the instructor on their outlines and on their final drafts. In addition, peer review is used to help students improve their drafts. Writing instruction is provided on writing in climatology, reviewing a research paper, and citing references, and research paper tasks are scaffolded to help students learn the process of writing a climatology research paper.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

GEOG 324 Global Climatic Regions

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

Instructor / Coordinator: Steven Ching, Steven Liwag
Printed name and signature

Feb. 9, 2010
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)

2/11/10
(Date)

Approvals:

College Dean: 2/11/10
Printed name and signature

(Date)

Department Head: 2/10/10
Printed name and signature

(Date)
Global Climatic Regions (GEOG 324)  
Fall 2008

Instructor: Dr. Steven M. Quiring
Office: CSA 305C
Office Hours: TR 2:30 – 4:00 p.m. and by appointment
Phone: 458-1712
Email: squiring@geog.tamu.edu
Web: http://geog.tamu.edu/~squiring/

Class Meeting Time and Place: TR 12:45 – 2:00 p.m., CSA 302
Online Course Information: http://webctvista.tamu.edu/

Prerequisite: GEOG 203 or ATMO 201, or consent of instructor

Course Objective:
To provide students with an understanding of the processes that determine climates, and how and why the climates of the world vary.

Course Description:
We will examine climatological processes at all scales (e.g., micro to macro) to arrive at an understanding of how and why climates vary spatially and temporally. We will investigate the characteristics of the global climate system, but the climate of the Northern Hemisphere and North America will be given special attention.

The lectures and readings will cover the fundamental principles that are necessary for understanding climatology and the exercises will require you to apply these principles. The exercises will also help you to develop research skills by requiring you to collect, analyze, and present climatological data. The term paper will be an opportunity to do an in-depth study on a climatological topic that interests you. This is an individual assignment that will require you to review the relevant literature and (in most cases) analyze climate data. GEOG 324 is a writing intensive course (W Course) that satisfies the writing requirement for GEOG, ENST, and ENGS students. This course is designed to train students how to write and think like a climatologist. Writing is a process and revision is an important part of that process. This course provides opportunities for you to improve your writing based on feedback that you receive from the instructor, from your peers, and from proof-reading your own work.

Learning Objectives:
As a result of taking this course you should know certain things (knowledge objectives) and be able to do certain things (skill objectives).

Knowledge objectives (Things you should know by the end of the course):
- Define climatology and describe why it is an important science
• Describe what is meant by the term normal (as it relates to climatology), and how climate normals are calculated
• Describe the processes that are responsible for the world’s climates (this statement encompasses what we will be spending 70% of our time learning in this course)
• Describe the spatial distribution of each climate type and why they are distributed in this manner
• Discuss the major sources of climate variability and climate change (both natural and anthropogenic)
• Discuss some of the contemporary issues in climatology. What are climatologists researching? Why are these issues important?

Skill objectives (Things you should be able to do by the end of the course):
• Interpret formulas, graphs, tables, and schematics, and draw inferences from them
• Convert climate data into SI units
• Create graphics (line graphs, pie graphs, box plots, etc.) that effectively communicate information and support your arguments
• Represent climate information symbolically, visually, numerically, and verbally
• Calculate and interpret statistics to describe different climates
• Create a climograph from daily weather data and provide a detailed written description of the climate
• Analyze trends in climate data
• Calculate correlations and explain the results
• Perform library research
• Write a literature review (synthesis of the literature)
• Write a paper outline
• Proof-read and edit your own work
• Critically evaluate your own writing and the writing of your peers
• Clearly communicate research results and information in written form and through oral presentations
• Write a scientific research paper that conforms to the style of the International Journal of Climatology

Required Textbook:

The textbook will cover the basic material for each unit and the other assigned readings (which will be drawn from the scientific literature) will provide more depth on certain topics. The journal articles will also show how to write a scientific article for a peer-reviewed journal in climatology and therefore they will demonstrate the style and format that you should use to write your research paper.

Additional readings may be assigned throughout the semester. These readings will be placed on and will be placed on WebCT (http://webctvista.tamu.edu/).
The University Writing Center (UWC) is located on the second floor of Evans Library. The University Writing Center provides students with one-on-one consultations with a trained writing consultant. They can help you with all aspects of the writing process (e.g., how to start writing, how to proofread your work, how to write an introduction). Please call (458-1445), click (http://writingcenter.tamu.edu), or visit the UWC to make an appointment or to find out more about the services that they offer.

Course Outline:
We will begin by examining the fundamentals of climatology, such as the composition of the atmosphere, the global energy balance, atmospheric moisture, and global circulation. We will then apply our understanding of these concepts to investigate the distribution and characteristics of global climates. Finally, we will examine a couple of the key mechanisms responsible for climate variability and climate change.

Topics to be Covered:

1) **What is climatology? Why is it important?** (Chapter 1) [August 26]

2) **Anthropogenic Climate Change and An Inconvenient Truth** (Chapter 12) [August 28–September 6]
   - Science of climate change
   - Evidence for climate change
   - Impact of anthropogenic activities on the climate
   Activities = documentary, *GeoJournal* readings, writing assignment, in-class discussion of writing response

3) **Solar radiation and the global energy balance** (Chapter 5) [September 8–16]
   - Electromagnetic radiation
   - Solar radiation (shortwave radiation)
   - Spatial and temporal distribution of radiation
   - Transmission, absorption, and reflection
   - Convection, conduction, and radiation
   - Terrestrial radiation (longwave radiation)
   - Sensible and latent heat
   - Surface energy budget (net radiation)
   - Horizontal energy transport

4) **Global hydrologic cycle and surface water balance** (Chapter 5 & 6) [September 18–25]
   - The Local Flux of Matter: Moisture in the Local Atmosphere
     Atmospheric Moisture
     Moisture in the Surface Boundary Layer
   - Measuring Evapotranspiration
5) **Atmospheric Circulation** (Chapter 7) [September 30–October 7]
- Circulation of a Nonrotating Earth
- Idealized General Circulation on a Rotating Planet
  - The Hadley Cells
  - The Polar Cells
  - Planetary Wind Systems
- Modifications to the Idealized General Circulation: Observed Surface Patterns
  - Land-Water Contrasts
  - Locations and Strength of Features in the Hadley Cells
  - Locations and Strength of Features in the Polar Cells
  - Locations and Strength of Surface Midlatitude Features
- Putting It All Together: Surface Pressure Patterns and Impacts
- Modifications to the Idealized General Circulation: Upper-Level Airflow and Secondary Circulations

EXAM #1 [October 9]

6) **Mid-latitude Climates** (Chapter 3, Chapter 9) [October 14–23]
- The Climatic Setting of North America
  - Severe Weather
  - The Role of the Gulf of Mexico and the Low-Level Jet
  - The Effect of Mountain Ranges
  - The Effect of the Great Lakes
  - Ocean Currents and Land-Water Contrast

7) **Tropical Climates** (Chapter 10) [October 28–November 4]
- Contrasts Between Extratropical and Tropical Atmospheric Behavior
- Contrasts Between Northern and Southern Hemisphere Atmospheric Behavior
- Tropical cyclones
- The Climatic Setting of Africa
  - General Characteristics
  - The Intertropical Convergence Zone
  - Air Mass and General Circulation Influences
8) **Climate Variability** (Chapter 4, Chapter 11) [November 6–18]
   - Major mechanisms of climate variability
     - Continental drift and landforms
     - Milankovitch cycles
     - Volcanic activity
     - Variations in solar output
     - ENSO (Chapter 11 & 13)
     - North Atlantic Oscillation (Chapter 13)
     - Atlantic Multidecadal Oscillation (Chapter 13)
     - Pacific Decadal Oscillation (Chapter 13)
   - Climate forecasting

9) **Climatology Presentations** [November 20–December 2]

**RESEARCH PAPER DUE** [November 20]

**EXAM #2** [Wednesday, December 10, 8:00–10:00 a.m.]

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**Grading:**

Exercises (6) 30%
Exam #1 (Thursday, October 9) 15%
Exam #2 (Wednesday, December 10, 8:00–10:00 a.m.) 15%
Research Paper (Thursday, November 20) 30%
Research Presentation (November 20 to December 2) 10%

**Since this is a W course you must earn a passing grade on the written assignments (research paper and exercises) to receive a passing grade in the course.**

*No late papers or exercises will be accepted. Students who do not hand in an assignment by the due date will receive a grade of zero.

The grading system follows the Texas A&M University grading system:
A = Excellent
B = Good
C = Satisfactory
D = Passing
F = Failing

It is *likely* that grades will be assigned based on the following cutoffs: A = > 90%, B = 80-89%, C = 70-79%, D = 60-69%, F = <60%. Final grades will be calculated using a curve, therefore actual grade cutoffs may be lower than those shown here (but they will not be higher).
Exams (15% each):
The two exams will be based on the material covered in the lectures, readings, and exercises. The exams will involve short answer, application and problem solving (based on the exercises), and paragraph/essay questions. Students seeking an excused absence on an exam day must notify the professor or the Department of Geography by the end of the next working day following the absence, as described in Texas A&M University Student Rules. For an absence considered excused by the university (http://student-rules.tamu.edu/rule7.htm), the student will be required to make-up the missed exam. At the instructor’s discretion, the make-up exam might be in a different format (i.e., essay instead of multiple choice) than the original exam. Please see the instructor in advance if you know you will not be able to take an exam on the scheduled date.

Research Paper (30%; 3% of which is based on the paper outline):
The research paper will provide you with an opportunity to do an in-depth study on a climatological topic that interests you. This assignment will require you to apply the knowledge and skills that you have learned in this course. This is an individual assignment that will require you to review the relevant literature and analyze data (if appropriate). You will be required to write a research paper that conforms to the format and style employed by the International Journal of Climatology. A rough draft of your paper will be reviewed by three of your classmates (and the professor). These reviews will be returned to you so that you can address the comments and suggestions made by the reviewers prior to final submission (November 20).

The exercises in this course are designed to provide you with the skills you will need to complete the assignment. In addition, a number of classes will be devoted to teaching you additional research and writing skills. For example, these classes will cover how to perform library research, how to appropriately cite peer-reviewed literature, how to write a paper outline, how to write an abstract and introduction, and how to critically review a research paper.

There are two different types of research papers to choose from. If you choose to complete the first paper you will be required to develop a climatology for a region of your choice. This paper will involve collecting, analyzing, and discussing climate data. If you choose to write the second paper you will be required to examine one of the causes of climate variability/climate change. This paper will require you to perform a comprehensive literature search (10+ different journal articles) and write a review paper.

Paper Option 1: Develop a regional climatology. You can choose to develop a regional climatology for any region of the world. The focus of the paper will be developing a detailed description of what the climate in this region is like and why it is the way it is. The first step will be to gather climate data from a number of stations in your selected region and use these stations to calculate climate normals (and other relevant statistics). These data will be used to generate tables and graphs that describe the thermal and moisture characteristics of the climate (What are the normal monthly and annual temperatures? How much precipitation normally occurs annually (and in each month)? Is the precipitation seasonal? How variable is the climate?). In addition, you
should also describe other aspects of the climate in this region such as the amount of sunshine, extreme events (hurricanes, drought, floods, tornadoes, hail, and heat), the average date of the first frost/last frost, the number of days when rain occurs, etc.). You may also wish to describe the trends in the climate data (Is this region becoming wetter or drier, hotter or colder?). The second part of this paper will involve describing what processes are responsible for determining the climate of this region (Why is the climate the way it is?). Your paper should also include a map that shows the location of the region you are describing. The results of your research and analysis will be summarized in a paper of approximately 2500 words (approximately 10 pages of double-spaced text).

**Paper Option 2: Examine one aspect of climate variability/climate change.** Possible topics for this paper include examining how any one of the following affects the climate:
- Human activities (e.g., greenhouse gas emissions)
- Land-Use/Land Cover change
- Trends in hurricane activity
- Volcanic eruptions
- Thermohaline circulation
- Milankovitch cycles
- Solar variability (sunspot cycles)
- ENSO or NAO
- … or any other any topic that interests you (all topics need to be cleared with me before you start your research)

The first step will be to perform a literature search to find relevant articles about your topic. The material that you use to write this paper should come primarily from the peer-review scientific literature (e.g., journal articles). Other sources of material (newspapers, encyclopedia, the web, etc.) should generally not be used. Based on the literature that you collect you should write a paper of about 3500 words (roughly 14 pages of double-spaced type) that summarizes how your topic affects the climate. Specifically you should address the magnitude of the impact (how much does it affect the climate… quantify if possible), the spatial scale of the impact (is it local, continental, or global), the temporal scale of the impact (is it days, years, or millennia), and how often the climate is affected (is it regular or sporadic). You may also want to perform some type of data analysis to enhance your paper (e.g., if you were writing a paper on ENSO you calculate some correlations to determine how much impact it has on, for example, winter temperatures in College Station).

**Exercises (30%):**
The six exercises will help you to develop the research skills (data analysis, problem solving, etc.) that a climatologist needs. These research skills will help you with your research paper and will also be useful for solving real-world climate problems. While you are encouraged to work with your fellow students to solve these problems you must do your own work (no group write ups or sets of calculations). Each of these exercises will require you to provide a 500 to 1000 word write-up (approximately 2 to 4
pages of double spaced text) explaining your results. The exercises will cover the following topics:
1) Response to AIT
2) Interpretation and analysis of temperature and precipitation data (due Sept. 16)
3) Examining daily temperature records for evidence of climate change (due Sept. 23)
4) Creating a regional drought climatology for Texas (due Sept. 30)
5) Influence of ENSO on Texas climate (due Nov. 4)
6) Reviewing a research paper (due Nov. 18)

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. I find it extremely impolite to be interrupted by a cellular telephone when I am lecturing.

Email
All Texas A&M students should use their neo email accounts when emailing the instructor and teaching assistants. I may also send out class announcements via the neo email system as well. It is your responsibility to check your neo email account regularly.

Class Attendance
The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. University rules regarding attendance (e.g. excused absences) can be found at http://student-rules.tamu.edu/rule7.htm.

When you come to class I expect you to pay attention. It is extremely rude to interrupt my class by talking to your friends, sending text messages, reading the newspaper, or studying for another class. Please don’t come to class if you are going to engage in these rude behaviors. Those who are disturbing the class will be asked to leave.

I have found that class attendance is usually highly correlated with student performance (the more classes you miss, the lower your grade tends to be). If one of the unannounced quizzes is given on a day that you are not in class, you will receive a zero. Students who miss class are responsible for getting the notes from a fellow member of the class.

Academic Integrity
It is my hope that academic dishonesty will not be a problem in this class. Texas A&M does, however, have an Academic Integrity policy to which both students and faculty must comply. The Aggie Honor System Office all cases of academic misconduct. Details about the Aggie Honor Policy can be found at http://www.tamu.edu/aggiehonor

The materials used in this course 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 is 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, under the section “Scholastic Dishonesty.”

Aggie Code of Honor: “An Aggie does not lie, cheat, or steal or tolerate those who do”
http://www.tamu.edu/aggiehonor/

Student Support
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 more information please contact:
Services for Students with Disabilities
Room B118 of Cain Hall, 845-1637, http://studentlife.tamu.edu/ssd/

There are numerous other student support organizations on campus including:
Center for Academic Excellence and Academic Assistance Clearinghouse
525 Blocker, 845-2724, http://www.tamu.edu/cae

Student Counseling Service
Henderson Hall, 845-4427, http://www.scs.tamu.edu/
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Rebecca Hartkopf Schloss, Dept. of History
Walter Buenger, Head, Dept. of History
Donald Curtis, Associate Dean, College of Liberal Arts
DATE: April 15, 2010
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 320

We recommend that HIST 320 History of the Atlantic World be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2750
4. Instructor to student ratio for one section: 1:25

The primary writing assignment for HIST 320 is a term paper, with a paper prospectus that prepares students to write it. Students write a draft of the term paper and receive both oral and written feedback—for the research paper each meets individually with the instructor. Students also get three peers’ feedback from a peer review process. The instructor provides writing instruction through three in-class writing laboratories: Choosing a Topic/Prewriting (week 5) one week before the paper prospectus is due; Advanced Pre-Writing/Drafting (week 7) three weeks before the research paper rough draft is due, and; Revision (week 11) three weeks before the research paper final draft is due.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   HIST 320W: History of the Atlantic World

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

   Rebecca Hartkopf Schloss
   Instructor / Coordinator
   Printed name and signature
   2/25/2010
   (Date)

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   3/10/10
   (Date)

   Approvals:
   College Dean: [Signature]
   Printed name and signature
   (Date)

   Department Head: Carlos Blanton / Carlos Blanton
   Printed name and signature
   3/3/10
   (Date)

   Received
   MAR 11 2010
   By
HIST 320W: “The History of the Atlantic World”
Spring 2009
T & R, 11:10AM-12:25PM, MILS 214

Dr. Rebecca Hartkopf SCHLOSS
Office: 207B Melbern G. Glasscock Building (History)
Office hours: Fridays 9:30AM-11:30AM or by appointment
Office phone: 845-7767
e-mail: rhschloss@tamu.edu

Purpose:
This course is an introduction to the comparative study of the civilizations and cultures that bordered the Atlantic Ocean between 1500 and 1888. Throughout the semester, we will examine cultural and economic exchanges and adaptations that took place around the Atlantic rim, paying particular attention to migrations, empire-building, and the emergence of new societies and cultures.

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

Required Readings:


Evaluation:
15%: Class Participation- This course is structured around weekly discussion of primary and secondary sources that you are expected to read by class time. The success of our discussions depends on students coming to class prepared and ready to actively engage with the material and other students. Only respectful exchange will be tolerated.

10%: Assignment #1: Paper Prospectus- In this assignment, you will apply the skills you will learn in Writing Laboratory I and submit a prospectus for a 2500 word (10 page) research paper, as well as a tentative bibliography with primary and secondary sources for the paper. This assignment will be due Tuesday, February 24, 2009 unless other arrangements have been made.
in advance, and there will be a half-grade penalty for every day (24 hour period) the assignment is late.

15%: Take Home Exam #1: This essay examination based on lecture material and secondary source reading will be due Thursday, March 5, 2009 in class unless other arrangements have been made in advance, and there will be a half-grade penalty for every day (24 hour period) the exam is late.

20%: Assignment #2: Research Paper Rough Draft- In this assignment, you will apply the skills you will learn in Writing Laboratory II and submit a rough draft of your 2500 word (10 page) research paper based on primary (at least 3) and secondary (at least 4) sources. This assignment will be due Tuesday, March 24, 2009, unless other arrangements have been made in advance, and there will be a half-grade penalty for every day (24 hour period) the paper is late. (250 points)

15%: Take Home Exam #2: This essay examination based on lecture material and secondary source reading will be due Thursday, April 2, 2009 in class unless other arrangements have been made in advance, and there will be a half-grade penalty for every day (24 hour period) the exam is late.

25%: Assignment #3: Final Research Paper- In this 2500-3000 word final research paper, you will apply the skills you will learn in Writing Laboratory III, as well as the comments you will receive from the instructor and your peers, and create a final research paper. The final draft will be due Thursday, April 30, 2009, unless other arrangements have been made in advance. I will not accept late papers. (350 points)

Final Grading Scale (based on points):

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>

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

Writing Laboratory I: Choosing a Topic and Pre-Writing

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

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

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

**Writing Laboratory III: Revision**

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

**Attendance Policy:**
Class attendance is mandatory. I expect you to come to class prepared and ready to actively engage. To be counted as ‘in attendance’ you must be in your seat when class begins and remain until class is dismissed. You are allowed 3 unexcused absences. Each additional unexcused absence will result in the loss of 2 points from your final class average. For example, if your final grade, not including class attendance, is an 81%, four unexcused absences will lower your final grade to a 79%. If you have an excused absence during the semester, in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule7.htm) you must turn in evidence of that excuse within two working days of the absence.

**Academic Misconduct:**
The Aggie Honor System Office (http://www.tamu.edu/aggiehonor/) offers a clear definition of “Academic Misconduct.” It is your responsibility to understand what constitutes academic misconduct and the processes mandated by the Aggie Honor Systems Office to deal with potential violations.

**ADA- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they
should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637).

What is Atlantic History?

Week 1:

Tuesday, January 20:

Introductions
Hand out syllabus

Thursday, January 22:


Origins: Life before the Atlantic World

Week 2:

Tuesday, January 27: Europe & Africa

The Travels of Sir John Mandeville (excerpts)
http://www.fordham.edu/halsall/source/mandeville.html

Thursday, January 29: The Americas


The Creation of the Atlantic World: Sixteenth-Century Beginnings

Week 3:

Tuesday, February 3: Iberia in America

*Excerpts from Columbus’s “First Letter from the Four Voyages”
http://www.usm.maine.edu/~maps/columbus/translation.html

Thursday, February 5: Spain’s expanding frontiers

Chapter 3: “Iberians in America, 1492-1550,” in The Atlantic World, 92-113
* “The conquest of Peru,” via TAMU Direct

European Challenges to Iberian Hegemony

Week 4:
Tuesday, February 10:  France in the Americas

Chapter 4: “European Rivalries and Atlantic Repercussions, 1500-1650,” in The Atlantic World, 115-142.
“A French Expedition Trades with Hostile Indians on the Brazilian Coast, 1557,” via TAMU Direct

Thursday, February 12:  Atlantic Africa & the Rise of the Dutch

Chapter 4: “European Rivalries and Atlantic Repercussions, 1500-1650,” in The Atlantic World, 142-149.
“Leo Africanus Describes a West African World of Trade, c. 1515,” via TAMU Direct

Elaboration and Competition in the Atlantic World: Europe, the West Indies, Africa and the Americas, 1600-1660

Week 5:

Tuesday, February 17:  The West Indies

Excerpts from The Atlantic World: 163-168, 177-178
Writing Laboratory I: Choosing a Topic and Pre-Writing

Thursday, February 19:  The Transatlantic Slave Trade and the Middle Passage

Excerpts from The Atlantic World: 185-202
“Slaves Endure the Middle Passage, 1693,” via TAMU Direct
Atlantic Lives, “Servants, Slaves, and Masters in Barbados,” (88-95)

Week 6:

Tuesday, February 24:  English North America

“Richard Whitbourne Praises the Newfoundland Fishery, 1622,” via TAMU Direct
PAPER PROSPECTUS DUE IN CLASS

Thursday, February 26:  French/Dutch North America

Excerpts from The Atlantic World: 168-173, 180, 182
-Atlantic Lives- “A French Missionary’s Captivity Among the Mohawks,” (45-50)
-Atlantic Lives- “A Dutch Traveler in New Netherland/New York”(131-135)
Week 7:

Tuesday, March 3: Iberian America

Excerpts from *The Atlantic World*: 149-155, 159-163, 202-209, 273-274
“Indians toil in Guatemala,” via TAMU Direct
“Piet Heyn Captures the Spanish Fleet, 1628” via TAMU Direct

Thursday, March 5:

TAKE HOME EXAM #1 DUE IN CLASS
Writing Laboratory II: Advanced Pre-Writing and Drafting

New World for All: Encounters between Amerindians, Africans, and Europeans, 1660-1750

Week 8:

Tuesday, March 10: French North America

Excerpts from *The Atlantic World*: 217-221, 238-239, 263-264

Thursday, March 12: British North America

- *Atlantic Lives*- “An Indian Perspective on the Europeans’ Arrival in North America,” (22-24)
- *Atlantic Lives*- “Moravian Women’s Spiritual Autobiographies,” (197-202)

Week 9: Spring Break

Tuesday, March 17: NO CLASS

Thursday, March 19: NO CLASS

Week 10:

Tuesday, March 24: Iberian America

ROUGH DRAFT DUE IN CLASS (to instructor and small group members)
- *Atlantic Lives*- “Two Views of the Pueblo Revolt in New Mexico, 1680,” (111-116)
“A Spanish Priest Among the Pueblo Indians Complains of Harassment and Danger, 1696,” via TAMU Direct
Thursday, March 26: Africa

“An English Trader Scouts for Opportunities on the Slave Coast, 1682,” via TAMU Direct

**Age of Imperial Crisis & Revolution, 1754-1825**

**Week 11:**

**Tuesday, March 31:**
Peer Reviews

**Thursday, April 2:**

TAKE HOME EXAM #2 DUE IN CLASS
Writing Laboratory III: Revision

**Week 12:**

**Tuesday, April 7**
Individual student meetings
(Students arrive with drafts w/comments and questions for clarification and strategize a revision plan)

**Thursday, April 9**
Individual student meetings
(Students arrive with drafts w/comments and questions for clarification and strategize a revision plan)

**Week 13:**

**Tuesday, April 14**
Individual student meetings
(Students arrive with revised introduction with clear thesis and preview and completion of individualized assignment-find more sources, map out new organization, etc.-agreed on with Dr. Schloss at previous meeting)

**Thursday, April 16**
Individual student meetings
(Students arrive with revised introduction with clear thesis and preview and completion of individualized assignment-find more sources, map out new organization, etc.-agreed on with Dr. Schloss at previous meeting)

ALL STUDENTS DISTRIBUTE (via hard copy or email) REVISED DRAFT TO SMALL GROUP MEMBERS

**Week 14:**
Tuesday, April 21- Peer Review in class

Thursday, April 23- Student presentations
(Students presenting will have 10 minutes and others should come armed with questions/feedback)

Week 15:

Tuesday, April 28- Student presentations
(Students presenting will have 10 minutes and others should come armed with questions/feedback)

Thursday, April 30- Student presentations
(Students presenting will have 10 minutes and others should come armed with questions/feedback)

FINAL RESEARCH PAPER DUE IN CLASS
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee Chair

CC: Chester Dunning, Dept. of History
Walter Buenger, Head, Dept. of History
Donald Curtis, Associate Dean, College of Liberal Arts

DATE: April 15, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 333

We recommend that HIST 333 Europe in the Age of Absolutism be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 3600
4. Instructor to student ratio for one section: 1:25

The course requires that students build up through smaller assignments (a topic statement/bibliography, an outline, and a revised bibliography) to a major research paper. They attend three in-class writing workshops, in which they receive both written and oral instructions for the assignment expectations. In addition, class discussions and lectures include writing matters and review of models, and students are encouraged to get individual help. Most of the feedback comes in comments on the preliminary assignments and a draft of the final paper.

No significant changes have been made since original certification was granted.
Texas A&M University W Course Advisory Committee
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and
   concerns (enter prefix, number, and complete course title):
   
   HIST 333: Europe in the Age of Absolutism

   ✓ 2. Have this form signed by both the department head and the college dean. Provide a copy
      of the syllabus to the college dean.

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

Instructor / Coordinator: Chester Dunning Chester Dunning 5 Feb 2010
   Printed name and signature

Received: Valerie Balester 2/15/10
   (W Course Coordinator, University Writing Center)
   (Date)

Michael T. Stephenson

Approvals:

College Dean: BEN CROUCH Michael T. Stephenson
   Printed name and signature
   (Date)

Department Head: WALTER BUENGER
   Printed name and signature
   (Date)

RECEIVED
   FEB 15 2010
   By
History 333.900 W  
Spring 2009  
Tuesday / Thursday 11:10-12:25  
Glasscock 206  

Professor Chester Dunning  
Office: Glasscock 200  
Phone: 979-845-7166  
Email: c-dunning@tamu.edu  
Office hours: TR 10-11, 1-2,  
or by appointment

EUROPE IN THE AGE OF ABSOLUTISM

European political, social, cultural, intellectual, economic, diplomatic, and military history from the Age of Philip II to the Congress of Vienna. The creation of “fiscal-military” states; the decline of Imperial Spain; the emergence of the Dutch Republic and the establishment of Dutch hegemony in the world-system of capitalism; the rise of Bourbon France and the creation of the French Empire; the Scientific Revolution and the Enlightenment; the rise of Russia and Brandenburg-Prussia; worldwide competition for empire; the French Revolution and Napoleon. The course will appeal especially to those students with a strong desire to develop their critical thinking, reading, and writing skills.

W-Course:

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

Other Student Learning Outcomes:

During the semester, students will:
1) expand their knowledge of the human condition and human cultures in the context of the subject matter of the course.
2) enhance their abilities to reason logically and respond critically to a wide range of historical evidence, both primary and secondary.
3) acquire an understanding of the intellectual demands required of historians through their own critical analysis—thinking, reading, listening, speaking, and writing.
4) gain an appreciation of history as both a field of knowledge and a creative process.
5) broaden their awareness of the scope and variety of contemporary and historical issues and interpretations.
6) learn to understand these issues and interpretations in their historical and social contexts.
7) develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.
I. The following books are required reading for this course:

Merry E. Wiesner-Hanks, *Early Modern Europe, 1450-1789* (Cambridge UP)

J. H. Elliott, *Imperial Spain, 1469-1716* (Penguin)

Michel de Montaigne, *The Complete Essays* (Penguin)

Maarten Prak, *The Dutch Republic in the Seventeenth Century* (Cambridge UP)

Derek McKay, *The Great Elector: Frederick William of Brandenburg-Prussia* (Longman)


Gerhard Ritter, *Frederick the Great* (University of California Press)


II. Course Organization:

A. Mid-term exam (Tues., March 3) (Study lecture notes, textbook, Elliott, Montaigne, Prak, McKay) 30% of semester grade

B. Term paper topic statement and bibliography due (Thurs., Feb. 12) 5%

C. Term paper outline and revised bibliography due (Thurs., March 12) 10%

D. Term paper rough draft due (Tues., April 7)

E. Term paper due (Thurs., April 30*) 25%
   *Thursday, April 30 = last day of class.
   (Tues., May 5 = a Friday class.)

E. Final exam (Friday, May 8, 3-5 pm) (Study lecture notes, textbook, 30%
Wilkinson, Ritter, Rousseau, Doyle)

There will be two essay examinations in this course, a mid-term and a final (which is not comprehensive). You will need to purchase two “Blue Books” (examination books) for these exams.

Grading system: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 or less = F

NOTE: All assignments must be completed to earn a passing grade in this course.

III. Other Policies:

A. Attendance

Attendance is mandatory. Students may be penalized after more than three absences, except in the case of university-excused absences. More than four unexcused absences may result in half a letter grade reduction for the course; more than six unexcused absences may result in a full letter grade reduction. More than seven, don’t go there! Assignments that are submitted late will receive reduced credit except in the case of university-excused absences or by prior arrangement with the instructor.

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 may be required in order to count the absence as university-excused; for absences of three days or more, the note should also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

B. ADA

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

C. Plagiarism

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and
Procedures, stated at http://www.tamu.edu/aggiehonor. In my opinion, plagiarism is one of the worst academic sins; if you are caught, do not bother pleading ignorance.

IV. Course outline by week:

1. Introduction; Defining the boundaries of Early Modern Europe
2. Decline of Imperial Spain; birth of “fiscal-military” states
3. End of the Counter-Reformation; WRITING LAB I
4. The Dutch Republic and the modern world-system of capitalism
5. The Rise of Bourbon France and Brandenburg-Prussia
6. The Age of Louis XIV
7. The Scientific Revolution
8. Birth of the Enlightenment
9. Rise of Russia as a Great Power; WRITING LAB II
10. Rise of Prussia as a Great Power; worldwide competition for empire
11. The Age of Catherine the Great; Partitions of Poland
12. Origins of the French Revolution; term paper rough drafts due
13. The French Revolution; WRITING LAB III
14. Napoleon’s Empire

V. Term Papers

The term paper for this course may be on almost any topic in early modern European history. Remember, however, that whatever topic you choose to write on, your essay must take an analytical – not merely descriptive – approach to the subject(s). In addition, you must use at least one original source (in translation if necessary).
During the first few weeks of the semester look over the textbook and other assigned books, and identify a few topics in early modern European history that interest you. Visit Evans Library and look for some books (and/or articles) on these topics. Spend a little time choosing a potential term paper topic. Jot down your ideas — including the authors and titles of the books and articles that you have located — and prepare a “formal,” typed statement of your topic and preliminary bibliography. Be sure to take some time at this stage so that you choose a topic that really interests you and that library holdings can support research in. I will be happy to consult with you about topics and bibliographies, but only after you have visited the library. There are also several helpful reference librarians who can help you — especially to access electronic resources.

The statement of your topic and preliminary bibliography (typed) is due in class on Thursday, February 12. This is worth 5% of your semester grade so put some thought into it. I will grade and return your statements quickly, making suggestions about refining topics and developing bibliographies. Be sure to save your graded statement and bibliography.

During the second month of the semester continue your reading and research on your refined topic. Feel free to consult with me and/or librarians at any stage in this process. Prepare a “formal,” typed preliminary outline of your term paper and updated bibliography. Attach your original statement and bibliography to your outline and updated bibliography before turning it in. This assignment is due in class on Thursday, March 12, and is worth 10% of your semester grade. I will grade the outlines very quickly and make suggestions about refining your approach, organizing your paper, and possibly adding additional items to the bibliography.

Next, finish your research and prepare a rough draft of your term paper. Essays should be approximately 3000 words or ten typed pages in length (double spaced, 1-inch margins) and carefully proofread. Be sure to attach the two previously graded assignments to your rough draft. Rough drafts are due in class on Tuesday, April 7; they will be returned to students as soon as possible with extensive comments, suggestions, and corrections.

Term papers (the final drafts) are due in class on Thursday, April 30, and will count as 25% of your course grade. Be sure to attach to the back of your term paper your original statement and bibliography, your outline and updated bibliography, and your rough draft.

Writing Laboratories:

Three Writing Laboratories are scheduled over the course of the semester to help guide students
through the three critical stages of a term paper: pre-writing, drafting, and revision. An article recently published by the instructor will serve as a model to help prepare students for the tasks of critical reading, organizing, outlining, and writing rough drafts of the term paper.

Writing Laboratory I: Pre-Writing

How does one begin? We will discuss how to choose a topic that will be of sustained interest to you, how to take notes while reading (an extremely important but often neglected strategy and skill), how to organize those notes, and how, in general, to stay focused while still being unsure of the paper’s central theme and supporting arguments. My own notes and several aborted attempts to start my article, which I will bring in and spread out on a table in the center of the room, will demonstrate just how chaotic this stage of the writing process can be. The trick is to persevere—indeed to thrive—during this period of ambiguity and discovery.

Writing Laboratory II: Drafting

Outlining, writing rough drafts, and developing strong thesis statements are the key issues at this stage—again, using the instructor’s article-writing experience as an explanatory model. The thesis statement (or central theme) is the crucial part of your papers. Stated properly and forcefully, it will provide structure to your essay. Stated unclearly or inadequately, it is likely that your paper will be unclear and inadequate as well. Remember, the less your reader has to struggle to understand your paper, the more likely he/she will appreciate its content and argument. Common problems that occur in undergraduate student papers will also be discussed—especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spell-checker programs. Rough drafts of the term paper are due in class on Tuesday, April 7.

Writing Laboratory III: Revision

If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft—especially the emergence of a strong thesis. One rarely develops a strong thesis statement right off that bat. Often, in fact, a writer only figures out his/her central theme after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. A paper is not like a movie, however. Do not keep your reader hanging in suspense until the end. Writing Laboratory III is intended to help students understand exactly how to convert their corrected rough drafts into the best possible term papers. Other issues of concern to the students and/or instructor that emerge from the rough-draft stage will also be discussed. Revised term papers are due in class on Friday, April 30.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Rebecca Hartkopf Schloss, Dept. of History
Walter Buenger, Head, Dept. of History
Donald Curtis, Associate Dean, College of Liberal Arts
DATE: April 15, 2010
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 406

We recommend that HIST 406 The Era of the French Revolution and Napoleon, 1715-1815 be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words 2750
4. Instructor to student ratio for one section: 1:25

The main writing assignment for HIST 406 is a term paper, with a paper prospectus that prepares students to write it. Students write a draft of the term paper and receive both oral and written feedback—for the research paper each meets individually with the instructor. Students also get three peers’ feedback from a peer review process. The instructor provides writing instruction through three in-class writing laboratories: Choosing a Topic/Prewriting (week 5) one week before the paper prospectus is due; Advanced Pre-Writing/Drafting (week 7) three weeks before the research paper rough draft is due; and Revision (week 11) three weeks before the research paper final draft is due.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   HIST 406W: The Era of the French Revolution and Napoleon, 1715–1815

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

Instructor / Coordinator: Rebecca Hartkopf Schloss
Printed name and signature
(Date)

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

Approvals:

College Dean: Michael T. Stephenson
Printed name and signature
(Date)

Department Head: Carlos Blanton
Printed name and signature
(Date)
History 406-900W: The Era of the French Revolution and the Napoleonic Period  
Fall 2009  
M,W, F 1:50-2:40PM  
GLAS 206

Dr. Rebecca Hartkopf SCHLOSS  
Office: 207B Melbern G. Glasscock Building (History)  
Office hours: M & W, 10:00-Noon and by appointment  
Office phone: 845-7767  
E-mail: rhschloss@tamu.edu

Course Description: This course will examine the origins, conduct, and consequences of the  
French Revolution and Napoleonic period in continental France and the French Caribbean  
colony of Saint Domingue. The course will be based on lecture, discussion, and writing.  
Throughout the course of the semester, we will consider a number of different themes, including  
changes in religion, human and social rights, education, race and slavery, and the social  
dynamics of war.

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

Required Readings:

Dubois, Laurent, Avengers of the New World, Belknap of Harvard University, ISBN 0674018265  

Dubois, Laurent and John D. Garrigus, Slave Revolution in the Caribbean, 1789-1804: A Brief  
History with Documents, Bedford/St. Martin’s Books, 2006 ISBN 031241501X  

Mason, Laura and Tracey Rizzo, The French Revolution: A Document Collection, Houghton  

Education/Prentice Hall, ISBN 0131930370

A Note about Readings:
All readings can be found in one of the above listed books which can be purchased at local bookstores or on-line.

**Evaluation:**

15%: Class Participation- This course is structured around lecture and weekly discussion of primary and secondary sources (both published and student-generated) that you are expected to read by class time. The success of our discussions depends on your active, informed discussion of the material under consideration. You can only earn class participation points if you are in class and if you participate in an informed manner. Only respectful exchange will be tolerated.

10%: Assignment #1: Paper Prospectus- In this assignment, you will apply the skills you will learn in Writing Laboratory I and submit a prospectus for a 2000-2500 word (8-10 page) research paper, as well as a tentative bibliography with primary and secondary sources for the paper. This assignment will be due **Friday, October 9, 2009** unless other arrangements have been made in advance, and there will be a half-grade penalty for every day (24 hour period) the assignment is late.

15%: Examination #1: This examination based on lecture material and primary and secondary source reading will be held **Monday, October 12, 2009** in class unless other arrangements have been made in advance.

20%: Assignment #2: Research Paper Rough Draft- In this assignment, you will apply the skills you will learn in Writing Laboratory II and submit a rough draft of your 2000-2500 word (8-10 page) research paper based on primary (at least 3) and secondary (at least 4) sources. This assignment will be due **Monday, November 2, 2009**, unless other arrangements have been made in advance, and there will be a half-grade penalty for every day (24 hour period) the paper is late.

15%: Examination #2: This examination based on lecture material and primary and secondary source reading will be held **Monday, November 23, 2009** in class unless other arrangements have been made in advance.

25%: Assignment #3: Final Research Paper- In this 2000-2500 word (8-10 page) final research paper, you will apply the skills you will learn in Writing Laboratory III, as well as the comments you will receive from the instructor and your peers, and create a final research paper. The final draft will be due **Tuesday, December 15th at 3:30PM**, unless other arrangements have been made in advance. I will not accept late papers.

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

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

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

Writing Laboratory II: Advanced Pre-Writing and Drafting

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

Writing Laboratory III: Revision

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

Attendance Policy:
Class attendance is mandatory. I expect you to come to class prepared and ready to actively
engage. To be counted as ‘in attendance’ you must be in your seat when class begins and remain
until class is dismissed. You are allowed 3 unexcused absences. Each additional unexcused
absence will result in the loss of 2 points from your final class average. For example, if your
final grade, not including class attendance, is an 81%, four unexcused absences will lower your
final grade to a 79%. If you have an excused absence during the semester, in accordance with
TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07) you must turn in
evidence of that excuse within two working days of the absence.

ADA- Students with Disabilities:
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights
protection for persons with disabilities. Among other things, this law requires that students with
disabilities be guaranteed a learning environment that provides for reasonable accommodation of
their disabilities. If a student believes that they have a disability requiring accommodation, they
should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637).

**Academic Misconduct/Plagiarism:**
The Aggie Honor System Office ([http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)) offers a clear definition of “Academic Misconduct” (Student Rules: Academic Misconduct): “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.” It goes on to indicate: “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.”

It is your responsibility to understand what constitutes academic misconduct and the processes mandated by the Aggie Honor Systems Office to deal with potential violations. If after reviewing this website you are unsure about what constitutes Academic Misconduct, and especially plagiarism, it is your responsibility to consult with me immediately. Please note that academic misconduct will not be tolerated in any form and may result in an “F” for the course.

**Grading Scale (by percentage):**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Topics and Assignments**

**Week I**

**M, August 31**

**W, September 2**

**F, September 4**
“The French Revolution: Liberté, Egalité, Fraternité: A New Republic is Born in Blood” and Library Overview

**Week II**

**M, September 7**
Origins of Revolution (pre-1787): Continental France
Read:  Popkin, chapter 1

W, September 9  Origins of Revolution (pre-1787): Saint Domingue
Read: Dubois, Chapter 1 “Specters of Saint Domingue”

F, September 11  Montesquieu, The Spirit of the Laws (Mason/Rizzo, 32-36)
Rousseau, The Social Contract (Mason/Rizzo, 38-42)
Code Noir (Dubois/Garrigus, 49-54)
Prophesies of Slave Revolution (Dubois/Garrigus, 54-56)

Week III

M, September 14  Prelude to Revolution (1787-July 1789): Continental France
Read: Popkin, Chapter 2

W, September 16  Prelude to Revolution (1787-July 1789): Saint Domingue
Read: Dubois, Chapter 2 “Fermentation”

F, September 18  Abbé Sieyès, “What is the Third Estate?” (Mason/Rizzo, 51-54)
Louis XVI at the Royal Session (Mason/Rizzo, 61-65)
MdSM, “Description … of Saint Domingue” (Dubois/Garrigus, 57-62)

Week IV

M, September 21  Rupture, August 1789-July 1790: Continental France
Read: Popkin, chapter 3

W, September 23  Rupture, August 1789- July 1790: Saint Domingue
Read: Dubois, Chapter 3 “Inheritance”

F, September 25  National Assembly, Debate on Religious Freedom (Mason
Declaration of the Rights of Man and Citizen (Mason/Rizzo, 101-104)
Women’s March to Versailles (Mason/Rizzo, 83-87)
Petition by the Jews Settled in France (Mason/Rizzo, 105-108)
Free Citizens of Color, “Address to the National Assembly” (Dubois/Garrigus, 67-70)
The National Assembly, “Decree of March 8 and Instructions of March 28, 1790” (Dubois/Garrigus, 70-72)

Week V

M, September 28  End of the Liberal Revolution, July 1790-September 1792:
Continental France
Read: Popkin, chapter 4
W, September 30  The Municipal Council versus the Society…(Mason/Rizzo, 138-144)
The Debate over the Civil Constitution of the Clergy (Mason/Rizzo, 144-151)
 Deposing the King (Mason/Rizzo, 170-173)

F, October 2  Writing Laboratory I: Choosing a Topic/Prewriting

Week VI

M, October 5  End of the Liberal Revolution, 1790-1792:
Saint Domingue, Part I
Read:  Dubois, Chapter 4, ‘Fire in the Cane,’
Chapter 5, “New World” (115-124)

W, October 7  End of the Liberal Revolution, 1790-1792:
Saint Domingue, Part II
Read:  Dubois, Chapter 5 “New World” (125-131)
Chapter 6 “Defiance” (132-142)

F, October 9  Assignment #1: Paper Prospectus due in class
“Letters from the Uprising of Vincent Ogé” (Dubois/Garrigus, 75-78)
National Assembly, “Law on the Colonies,” (Dubois/Garrigus, 84-85)
Letters to the Commissioners (Dubois/Garrigus, 99-102)
The National Assembly, “Law of April 4, 1792”
(Dubois/Garrigus, 115-116)

Week VII

M, October 12  Examination #1 in class

W, October 14  Writing Laboratory II: Advanced Pre-Writing and Drafting

F, October 16  Convention and Republic/The Terror
September 1792-July 1794: Continental France
Read:  Popkin, chapter 5

Week VIII

M, October 19  Anonymous, “The Queen’s Darlings…” (Mason/Rizzo, 155-157)
Speeches on the Trial of the King (Mason/Rizzo, 177-187)
Jacques René Hébert, Le Père Duchesne (Mason/Rizzo, 204-206)
The National Convention Outlaws Women’s Clubs and Popular Societies (October 30, 1793) (Mason/Rizzo, 232-236)
Memoirs Concerning the Vendée War (Mason/Rizzo, 218-220)
W, October 21  Constitution of the Year I (June 24, 1793) (Mason/Rizzo, 221-225)
Instituting the Terror (Mason/Rizzo, 225-230)
Bertrand Barère and the “Maximum” (Mason/Rizzo, 238-240)
Law of Prairial Year II (June 10, 1794) (Mason/Rizzo, 240-243)

F, October 23  Research/Writing Day

Week IX

M, October 26  The Terror in Saint Domingue, 1792-1794
Read: Dubois, Chapter 6 “Defiance” (142-151)
Chapter 7 “Liberty’s Land”

W, October 28  Read: Dubois, Chapter 8 “The Opening”

F, October 30  Laurent Jolicoeur, Petition (Dubois/Garrigus, 119-120)
Sonthonax, Decree of General Liberty (Dubois/Garrigus, 120-125)
Insurgent Responses to Emancipation (Dubois/Garrigus, 125-128)
National Convention’s Abolition of Slavery (Dubois/Garrigus, 129-132)
The Plantation Policies of Étienne Polverel (Dubois/Garrigus, 138-144)

Week X

M, November 2  Assignment #2: Research Paper Rough Draft due in class
(hard copy & electronic copy to instructor, hard copies to small group members)
Return to Order/The Directory, 1794-September 1797:
Continental France
Read: Popkin, chapter 6 (96-108)
Declaration of the Rights and Duties of Citizens (August 22, 1795) (Mason/Rizzo, 288-290)
The Revival of Religious Practice (Mason/Rizzo, 320-322)

W, November 4  The Directory in Saint Domingue (1794-1797)
Read: Dubois, Chapter 9 “Power”
Belley, The True Colors of the Planters (Dubois/Garrigus, 144-147)
Toussaint Louverture, A Refutation…(Dubois/Garrigus, 147-153)

F, November 6  Writing Laboratory III: Revision

Week XI

M, November 9  In class Peer Review #1

W, November 11  The Second Directory, September 1797-1799:
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair

CC: Michelle Taylor-Robinson, Dept. of Political Science
    James Rogers, Head, Dept. of Political Science
    Donald Curtis, Associate Dean, College of Liberal Arts

DATE: April 15, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 209

We recommend that POLS 209 Introduction to Political Science Research be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35% - 80%
2. Course content appropriate to the major
3. Total number of words: 4000+
4. Instructor to student ratio for one section: 1:20

POLS 209 is a large, multi-section course, and it has been taught in various forms. The report’s numbers above come from a review of a large number of representative syllabi and represent the minimums. Many instructors assign more than 4000 words. All require that students turn in drafts or require at least 7 papers of the same type. All assign research articles in political science and use these as models; lectures center on how social science scholars test hypotheses and present an argument, and how social scientific writing differs from journalistic writing. It is also common for readings about writing to be assigned, and writing style is always discussed.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   POLS 309 - Introduction to Political Science Research

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

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

Instructor / Coordinator: Michelle Taylor Robinson
Printed name and signature
(Date)
2/23/10

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

Approvals:

College Dean: Michael T. Stephenson
Printed name and signature

Department Head: James E. Rogers
Printed name and signature

RECEIVED
FEB 22 2010
POLITICAL SCIENCE 209: INTRODUCTION TO POLITICAL SCIENCE RESEARCH METHODS – Writing Intensive Class Section

Section 908, TR 4:40 - 5:55 pm
Spring, 2009
ALLN 1016

Dr. Kim Hill
Office: Allen 2092
Hours: TR 3:30 - 4:30 PM or by appointment.
Phone: 845-8235
E-mail: e339kq@polisci.tamu.edu

COURSE DESCRIPTION

This course is an introduction to the fundamentals of scientific research in the discipline of political science. It is required of all political science majors. They are further required to take it early in their curricula so that they can employ the knowledge gained in this class in their more advanced political science courses. Enrollment is restricted to political science majors.

Science offers a particularly rigorous way to satisfy our curiosity about the natural world. Political science helps us answer such questions as why some Americans vote in elections and some do not, why nations go to war and under what conditions they do so, why members of Congress vote as they do on legislation – and a host of similar questions. Thus science provides a way to satisfy our curiosity about the political world just as it does about the physical world.

Science also has a particular logic, set of procedures, and terminology. Some of that logic, those procedures, and the terminology is shared by all sciences. But each scientific discipline creates some of its own standard procedures and terminology. Thus we must learn these “tools” so that we can use scientific methods appropriately and so that other political scientists can understand our work.

This course will focus to a considerable degree on the real-world political puzzles that engage the curiosity of political scientists. Thus we will discuss a number of the questions they are curious about and seek to answer. But we must also understand the nature of scientific research generally and the nature of social science research. Thus these will be topics considered in the course, as well. One of the common aims of science, besides simply satisfying our individual curiosity about the world is the creation of theory -- which is a distinctive form of explanation for natural phenomena. Thus we will also discuss theory construction and theory testing, and how they are carried out in political science. Finally, we will consider the fundamental procedures and tools of scientific research, including ones that determine how we define our subject matter scientifically, how we pose research questions scientifically, and how we seek answers to those questions using the scientific method.

REQUIRED READINGS

There is one required text:

Janet Johnson and H.T. Reynolds, Political Science Research Methods, (CQ Press, sixth edition 2008). (referred to as "JR" in the reading assignments.)

There are also several readings on electronic reserve in the TAMU library. These readings are designated LR (library reserve) in the assignment list below. For instructions about how to access these readings, see the information at the end of this syllabus.
A few other readings are available, as noted below, from sites on the World Wide Web.

Finally, several readings in the syllabus from scholarly journals are available for downloading at www.jstor.org, from any TAMU computer and are so designated in the list below. For instructions about how to access these readings, see the information at the end of this syllabus.

COURSE REQUIREMENTS

The bulk of your final grade in this course will be based on four papers for the class that will vary in their length, character, and difficulty. The grades on these separate papers will contribute the following percentages toward your final grade: First Paper – 10%, Second paper – 10%, Third Paper – 30%, Fourth Paper – 30%. Collectively, the grades on these papers will then be worth 80% of your final class grade. Papers turned in late without appropriate, written documentation of a University excused absence will be automatically penalized 5 points and then 3 points per each class day the paper is late. All of the papers will be graded, as appropriate to the assignment, on the substantive content, the quality of the writing, and the degree to which they reflect lecture material and information, as appropriate, from assigned readings.

In addition to the papers you will take a number of short in-class quizzes, either over the material you are assigned to read for a given class or on the material presented in the lecture on that day. (Class days on which I anticipate there will be quizzes are noted in the Schedule of Lecture and Discussion Topics below.) Further, we have several class sessions in the department computer lab, and attendance at these sessions will be graded as quiz grades. That is, if you are in attendance for any such session, you get a 100 for one quiz grade. If you do not attend, you get a zero. These quizzes will count equally toward the total quiz grade for the semester, which will itself account for 20% of your final grade.

If you miss a class and thus a quiz, you must have a valid university excused absence that is appropriately documented for the relevant class day to be able to take a make-up version of the quiz. Without a University-excused absence, you will earn a zero for the quiz. I will drop your lowest quiz grade, however, before calculating your final, overall quiz grade.

Participation in class discussion, especially when informed by thoughtful consideration of the relevant reading material, will be taken into account as a positive factor for students whose final course average based on the grades on the papers and the quizzes is on the margin between two letter grades.

What counts as a university excused absence?

The following reasons are considered excused by Texas A&M University (Section 7.1 from student rules http://student-rules.tamu.edu/rule7.htm )

1. Participation in an activity appearing on the university authorized activity list. You must notify your professor prior to the absence.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off-campus physician).
7. Required participation in military duties.
8. Mandatory admission interviews for professional or graduate school which cannot be rescheduled.
Students who miss graded work for excused absence have a very limited amount of time to notify the professor that the absence was excused and provide documentation. For specific information, go to: http://student-rules.tamu.edu/ and search for excused absence.

The command of the course material from the lectures and readings that you demonstrate in these papers is the most important determinant of your grades on them. **However, this a writing-intensive, or University-designated W course.** Thus the course is also intended to improve your ability to write various kinds of papers that are appropriate to this discipline, to learn how political science scholars and others who write professionally about politics do so most effectively, and to improve generally your writing skills as they might be of use in a range of professional settings. For the latter reasons your writing performance on these papers will be especially important. *Regardless of how well a paper addresses the substantive material for the assignment, it will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.* But a principal goal of the class is to assist you in learning how to write well in your upper-division classes and after graduation. Therefore, I will provide extensive instruction in writing throughout the course. Further, I will give you considerable advice on outlines and drafts of the papers for the class. Some of the required reading for the class also addresses appropriate writing skills and the organization of written material for different kinds of writing objectives.

**COURSE POLICIES**

Regular class attendance is expected but not required, except of course I will be giving quiz grades for attendance at computer lab sessions. Most of our other class sessions will be lectures; a few will be entirely class discussion. I will always encourage questions and class participation, however, even during lectures. Further, the lectures and discussions provide the most important material in the class. Thus I cannot urge you too strongly to attend class without fail.

I also strongly encourage you to meet with me during my office hours or by appointment if you have questions about the course material, the papers or quizzes, or your progress in the course.

Students in this class may also be eligible for accommodation under the provisions of the Americans with Disabilities Act (ADA). The 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, contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall, or call 845-1637.

The handouts used in this class are copyrighted. The handouts include but are not limited to the syllabus, literal handouts in class, and instructions for the class papers. Because these materials are copyrighted, you do not have the right to copy them unless I expressly grant permission for you to do so.

The Aggie Honor Code states, "An Aggie does not lie, cheat or steal, or tolerate those who do."
For more information and details on Honor Council Rules and Procedures refer to the web-site of the Aggie Honor System Office at http://www.tamu.edu/aggiehonor. Among other possible violations explained in Honor Council Rules and Procedures, academic misconduct that is prohibited includes cheating, as on an exam or quiz; fabrication of data or results or otherwise submitting fabricated materials for a grade; the falsification of research materials or findings; submitting the same work, as for grades in more than one class; and plagiarism, which is presenting another person’s ideas, written words, or the like as your own work. If you have any concerns or questions about how these honor code rules apply to the work in this class, do not hesitate to discuss them with me.
SCHEDULE OF LECTURE AND DISCUSSION TOPICS

1/20  Introduction to the class.

Introductory lecture.
Explanation of course plan and policies.
Reading and discussion assignment for the class on 9/1.

1/22  Class Discussion of Voting Behavior, Past and Future, Among Young Americans

QUIZ on the readings for this discussion.
Be prepared to discuss, in light of the readings for this discussion, what the typical or average level of voting turnout is among young Americans, the possible causes for this typical level of voting, and possible ways it might be caused to rise or fall in the future.

First Paper assignment handed out.

Read: (1) “Down for the Count,” *American Demographics* vol 21, issue 11 (November, 1999), pages 46-47. [Access this paper by going to the home page of the Evans Library, Click on “E-Journals” in the dialogue box at the center of the page, enter the name of the magazine, American Demographics, and then follow the links to get to a copy of the article], (2) “Young Voters and the 2004 Election.” Access this paper by searching in Google for the title, and then click on the link for “pdf “Young Voters: Lessons from the 2004 Election.” (3) “Analysis of Young Voters in the 2008 Election,” available at http://i.usatoday.net/news/politics/election2008/pdf/au-report-on-young-voters.pdf?loc=interstitialskip, or do a Google search on the title, but make certain you find the USA Today story if you do so.

1/27  What is Science?


Lecture and discussion.

1/29  The Scientific Study of Political Phenomena: A Positive Perspective Based on the History of Science

Read: (1) Alan S. Zuckerman, “What We Mean When We Call Political Science a Science,” Chapter 6 of *Doing Political Science* (Westview, 1991). LR
(2) JR skim ch. 1, read pp. 27-49.

Lecture and discussion.

First Paper is due at the beginning of class.
2/3 The Political Behavior of Members of the Mass Public


QUIZ on Casper and Bass.
Class discussion of Casper and Bass: both for the substantive findings of this particular government report and the organization and writing style of such reports.

2/5 An Introduction to Statistical and Computational Methods for Political Science Research

Lecture and discussion: [creating data on a research problem, creating a computer-readable data set, simple data analysis, and univariate analysis].
Reading and discussion assignment for the next class.

2/10 More Statistical and Computational Methods

Meet in the department computer lab, Allen 2003.
A political puzzle for discussion and analysis: Did voter turnout in the 2004 presidential election follow conventional patterns?

Second Paper handed out.
Read for preparing the paper: Mark Twain, "Cooper's Prose Style," pp. 117-124 in Letters from the Earth, edited by Bernard DeVoto (Harper and Row, 1974.) LR

The Second Paper is due in three class sessions. You are encouraged to discuss a polished draft of your paper with me in person during my office hours or at another mutually agreed time. If you wish to have such a discussion, you are responsible for scheduling this meeting.

2/12 The Political Behavior of Members of the Political Elite and Observations about Individual Political Behavior Generally

Read: Jeffrey A. Segal and Albert D. Cover, “Ideological Values and the Votes of U.S. Supreme Court Judges,” American Political Science Review 83(June, 1989), 557-566. (In www.jstor.org)

QUIZ on Segal and Cover.
Class discussion of Segal and Cover.

2/17 The Procedures of Scientific Research: Research Questions, Concepts, and Hypotheses

Read: JR, ch. 3.

Lecture and discussion.
QUIZ over lecture content (that is also addressed in the reading for today).

2/19 The Procedures of Scientific Research: Our QUIZ Hypotheses Assessed

Second paper due at the beginning of class.

Concept definition and hypothesis construction revisited – in lecture and discussion.

2/24 The Logic of Hypothesis Testing

Re-read in light of our discussions in class: Kerlinger and Lee, "Problems and Hypotheses."

Lecture and discussion.

2/26 Causal Inference

Read: JR, read pages 122-126.

Lecture and discussion.

Second paper returned and discussed.

3/3 The Reliability and Validity of Measurement

Read: JR, pages 88-110.

QUIZ
Lecture and discussion.

3/5 More Statistical and Computational Methods

Lecture, discussion, and active lab work in calculating and interpreting descriptive statistics.

3/10 Theory Construction in Science and Political Science


Lecture and discussion.

3/12 Constructing Theory about Voter Turnout Among Young Americans


Lecture, discussion, and conceptualization of the research question for the Third Paper. Discussion of appropriate written format for the paper.

Half of the instructions for the Third Paper assignment will be handed out.

You are required to discuss a draft of the Third Paper with me in person at a mutually agreed time before 3:00 PM on the day before it is due. You are responsible for scheduling this meeting. A failure to...
schedule this meeting will result in a grade penalty on the paper.


3/17 & 3/19 Spring Break

3/24 Research Design and Data Collection

Read: JR, read ch. 10.

Lecture and discussion. The second half of the instructions for Paper 3 are handed out.

3/26 A Re-Introduction to Statistical and Computational Methods – for Paper 3

Meet in the department computer lab, Allen 2003.
Read: JR read pages 426-439 and skim pages 439-462.

Lecture, discussion, and active statistical work on testing hypotheses with bivariate data in cross-tabular analyses.

3/31 Statistical Tests of Hypotheses with Ordinal Data – For Paper 3

Meet in the department computer lab, Allen 2003.
Individual research for the Third Paper – with me consulting as necessary.

4/2 Independent Computer Lab and Other Work on Paper 3

Hill out of town on University business.

4/7 Applied Research in Political Science and an Applied Research Topic for the Fourth Paper

Re-read: The three readings assigned for our class on September 27, the article by Fetto, the research report by Patterson, and the news story in USA Today.

Lecture and discussion.

4/9 Testing Bivariate Hypotheses with Interval and Ratio Data

Meet in the department computer lab, Allen 2003.
Read: JR pages 477-498.

Lecture and exposition of simple correlation and linear regression.

4/14 No regular class session – Consult with me individually, but by appointment, on the Third Paper
4/16 Testing Multivariate Hypotheses with Interval and Ratio Data – An Introduction

Meet in the department computer lab, Allen 2003.
Third Paper due at the beginning of class.

Read: JR pages 503-504 and 514-525.

Lecture and exposition of multiple regression.

4/21 Testing Multivariate Hypotheses for Paper 4 and Research Design and Data Collection, and Other Odds and Ends for the Fourth Paper

Meet in the department computer lab, Allen 2003.
Third Paper due at the beginning of class.

Lecture and discussion.
Paper Four assignment handed out.


Politics and the English Language (1946) - all 3 versions »
G Orwell - Inside the - worldpolicy.org

and (2) JR, ch. 14, "The Research Report: An Annotated Example."

4/23 More Research on Paper Four

Meet in the department computer lab, Allen 2003.

4/28 More Statistical and Computational Methods and Concluding Thoughts about the Course

Meet in the department computer lab, Allen 2003.
Individual research for the Fourth Paper – with me consulting as necessary.

4/30 Research on Paper Four as Needed

Meet in the department computer lab, Allen 2003.

Elective attendance (e.g., no quiz grade) session to work on Paper Four.

Post-Class Meetings

You are encouraged to discuss a draft of the Fourth Paper with me in person at a mutually agreed time before 3:00 PM on the day before it is due. You are responsible for scheduling such meetings. I expect to be available to consult with you individually on the Fourth Paper on some part of every business day until the day the paper is due. Appointments for in-person consultation can be made by telephone or email. Simple, direct questions can be answered by email.

5/5 Fourth Paper due to my office or my mailbox in the Department of Political Science by 5:00 PM. If you
deliver the paper to the Department office and my mailbox there, have it “time-stamped” by the receptionist. You are also required to provide with the paper a mailing address (but not an envelope) to which I can send you the graded paper.

**HOW TO ACCESS ELECTRONIC RESERVES FROM THE TAMU LIBRARY**

1. Go to the home page of the TAMU library at http://library.tamu.edu/ and click on the link for *Course Reserves* on the left of the page.

2. On the next page that comes up, click on the link: http://library-reserves.tamu.edu

3. Then on the next page that comes up, click on the link: “Click here to log into Course Reserves using your NetID.” Follow the login steps after that, and by some point after doing so, you should be able to assess library reserves for all your classes.

**HOW TO ACCESS READINGS IN JSTOR**

1. Go to the JSTOR homepage at www.jstor.org from any TAMU computer and click on the *Search* option. Then click on *Advanced Search* on the next page that appears.

2. On the next page that appears list the author of the article you are seeking, e.g. Segal, Jeffrey A., in the “All of these words” line. Then “check” the boxes for *Author* and *Articles*. Then “check” the box associated with *Political Science* journals from the list of scholarly disciplines that follows. Then click on *Search*.

3. Scroll through the list of publications by the author you have selected until you come to the article you are seeking. Click on the highlighted title of the article and it will open as in a PDF file.

4. Click on the *Print* option at the top of the page. Then click on *Proceed with Printing* on the next page that appears. The article will open in a new window (usually this takes a few moments to open). Click on the print icon to print the article.

5. Close out of JSTOR.
Introduction to Political Science Research Methods
Political Science 209 (904)
Dr. Nehemia Geva
Spring 2010 (M W F 2:25 – 3:15; 1005 Allen)

Office Hours: W 3:30-4:30 (and by appointment)
Office: 2063 Bush
Phone: 845-1457
e-mail: e339ng@polisci.tamu.edu

Course Description:
The course is designed to introduce students to the philosophy and practice of social science and to the modes of research in major sub-fields of political science.

Students will be exposed to:

a. The philosophical and conceptual basis of research;
b. Research "technology" - measurement and data collection techniques;
c. Hypothesis testing;
d. Exemplifying research concerns in major sub-fields of political science.

Learning outcomes to Social and Behavior Sciences:

Students can expect to learn the following by the end of this course:

(1) to define, understand, and use concepts and terms relevant to the empirical study of contemporary political science;

(2) to analyze empirical evidence relevant to evaluating different points of view on political phenomena.

Course Policies, Requirements and Grading

General: This is a writing-intensive, or University-designated W course. Thus the course is also intended to improve your ability to write various kinds of papers that are appropriate to this discipline as well as to improve generally your writing skills as they might be of use in a range of professional settings. Regardless of how well a paper you write addresses the substantive material for the assignment, it will not earn a passing grade unless your writing in the paper is also graded to be at a passing level. Since one of the goals of the class is to assist you in learning how to write well in your upper-division classes and after graduation, I will provide considerable advice and feedback on outlines and drafts of the papers for the class.

Policies: Regular class attendance is expected (not required). Most of our class sessions will be lectures, though I always encourage questions and class participation. I also strongly encourage you to meet with me during my office hours or by appointment if you have questions about the course material, the papers, or your progress in the course.

Papers turned in late without a University-approved absence will be automatically penalized 5 points and then 5 points per each class day the paper is late. All of the papers will be graded, as appropriate to the assignment, on the substantive content, writing, and the degree to which they reflect class material.
The final grade will reflect the following components:

**Papers:**
- A paper reviewing defined issues in a research article [referred as PR] 25%
- A paper reporting a modest data collection exercise [referred as DC] 20%
- Tables, numbers and figures - two brief reports of basic statistical exercises [referred as RS1 RS2] 10%

**Exams:**
- Exam 1 (Multiple Choice Format) – covering the first 2 sections of the class (date below) 20%
- Exam 2 (Multiple Choice Format) - covering the last 3 sections of the class (date below) 20%

**Participation:** Includes taking part in an approved experiment 5%

The conventional thresholds of 90, 80, 70, 60 will be use to define the letter grades A B C D

**Required Text:**

**Research Articles:** (Electronically Reserved – see instructions at the end)
Points to consider:

**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, Disabilities Services in Room B118 of Cain Hall, or call 845-1637.

**Copyright Statement:** The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

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

**Plagiarism Statement:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."
COURSE OUTLINE AND READING ASSIGNMENTS (TENTATIVE)

(1) The Conceptual Basis

1-20 Introduction
1-22 Role of methodology in political science research. JRM: 1, 2
1-25 - - - Continued [handout of PR]
1-27 The scientific language: concepts, variables & hypotheses. JRM: 3
1-29 - - - Continued

2-1 Measurement, validity & reliability JRM: 4; Edwards
2-3 - - - Measurement – continued
2-5 - - - Measurement – continued

(2) The Sources of Evidence - Data Collection

2-8 Observations JRM: 8
2-10 Questionnaires [turn in first draft of PR] JRM: 10
2-12 Surveys JRM: 10
2-15 Documents and Secondary Sources (review material) JRM: 9
2-17 Review time; ISA – no class
2-19 Exam 1

(3) Research Design

2-22 Experimental Designs JRM: 5 (123-146)
2-24 - - - Continued
2-26 Natural Variations (time-series; cross sections; panels) JRM: 5 (147-165)
3-1 - - - Continued:
3-3 Case Studies JRM: 5 (148-155)
3-5 Formal Models [handout of DC] JRM: 5 (166-177)

3-8 Sampling; Internal and External Validity of Designs JRM: 7

(4) Data Analysis and Hypothesis Testing: Statistical Inference

3-10 The Basics: Descriptive Statistics JRM: 11
3-12 - - - Continued [handout of RS1]

3-15 Spring Break

3-22 Tests for Associations [turn in RS1] [turn in data of DC] JRM: 12 (426-461)
3-24 - - - Continued
3-26 - - - Continued [handout of RS2]

3-29 Passover – No classes
3-31 - - - Tests for Associations -- Continued JRM: 12 (477-498)
4-2 Reading Day – No classes
4-5  Tests for Differences  JRM: 12 (462-476)
4-7  - - - Continued
4-9  Hypotheses Testing  JRM: 11 (393-415)
4-12  - - - Continued  [turn in RS2]
4-14  - - - Continued
4-16  - - - Continued
4-19  Class Demonstration  [turn in draft of DC]
4-21  Midwest – Readings – No Classes
4-23  Midwest - Readings – No Classes

(5) Research Examples and Summary

4-26  Examples of Domestic Politics  Chin et al; Edwards; Rosenberg et al  [turn in PR]
4-28  - - - Continued
4-30  Examples of IR Research  Mintz & Geva; Suedfeld & Bluck

5-3  Review  [turn in DC]

Exam in final exam week....

HOW TO ACCESS ELECTRONIC RESERVES FROM THE TAMU LIBRARY

1. Go to the home page of the TAMU library at http://library.tamu.edu and click on the link for Electronic Course Reserves near the center-middle of the page.
2. On the next page that comes up, click on Electronic Reserves and Course Materials.
3. On the next page, select my name in the “Select an Instructor” menu and click Go.
4. Click on any link that comes up associated with POLS 209.
5. Click on the title of the reading that you wish to access and it will open in a PDF file.
6. Read the item on the screen or, better, print a copy to read and save.
7. Exit the reserves and library links.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W Course Advisory Committee Chair

CC: Evan Parker-Stephen, Dept. of Political Science
    J. Lawrence Mitchell, Head, Dept. of Political Science
    Donald Curtis, Associate Dean, College of Liberal Arts

DATE: April 15, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 309

We recommend that POLS 309 Polymetrics be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 4250
4. Instructor to student ratio for one section: 1:10

The major research paper for this course is the primary writing assignment, although students also do a research presentation and complete some homework that requires writing and gives the students the opportunity to practice and receive formative feedback. Feedback is provided by the instructor and an Undergraduate Writing Assistant (trained at the University Writing Center), on portions of the papers handed in throughout the semester (proposal, outline, and drafts of particular sections). Feedback is given to students during their oral presentation on their research, which can be used as they revise their final papers. Lecture and discussions touch on scientific writing and graphics used to communicate scientific data. Low-stakes practice on writing sections of the paper is also an important method of instruction used.

One significant change has been made since original certification was granted. The percentage of the course based on writing has been lowered from 50% to 35%, but the course still meets requirements, and the change has resulted in more low-stakes writing practice being assigned.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and
concerns (enter prefix, number, and complete course title):
POLS 309-W: POLIMETRICS

2. Have this form signed by both the department head and the college dean. Provide a copy
of the syllabus to the college dean.

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

Instructor / Coordinator: EVAN PARKER-STEPHEN 3/1/10
Printed name and signature (Date)

Received: Valerie Balester 3/12/10
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Michael T. Stephenson
Printed name and signature
(Date)

Department Head: James E. Reage 3/2/10
Printed name and signature
(Date)
Overview

Political Science 309 is an advanced undergraduate course in quantitative political analysis, or “polimetrics.” Students taking this course should have completed Political Science 209. Doing polimetrics requires considerable breadth in understanding—among other things, one must learn statistical concepts related to regression analysis and diagnostics, and data management and computing skills. Not all can be covered extensively in a single semester. The course thus provides a sturdy methodological foundation on which students might subsequently build.

In addition to learning about quantitative methods, students taking this course learn how to apply these methods to substantive political questions in the context of an independent research project. Successful completion of the research project imbues students with knowledge needed to understand and undertake rigorous empirical research.

Upon successful completion of POLS 309 students will be able to:

1. define foundational statistical theories, concepts, and methods.
2. use statistical methods and software to answer questions about political phenomena.
3. develop original and practical solutions to test research puzzles and hypotheses.
4. interpret findings using professional language and graphics.

Data analysis will be conducted using R—freely available statistical software. A Windows-compatible version of R can be downloaded and installed on your PC at: [http://cran.r-project.org/bin/windows/base/] Learning R’s programming language is relatively more demanding than proprietary software packages like Stata’s, but R has several advantages (in addition to being free). If students have previously mastered an alternative comprehensive statistical software package (ask me), then they may use it. I strongly recommend, however,
that you do not use an alternative package, if for no other reason than I will not provide support or code for any software package except R.

This is a writing-intensive (W) course, which means that students will be expected to integrate into their own work writing techniques that are suitable to professional science. The W designation is important because of what it implies: to obtain a passing grade, students must submit written work that not only addresses the substance of the assignment but also meets the instructor’s expectations for writing (properly organized, grammatically correct, lucid, etc.). During the semester students will have several opportunities to submit outlines and drafts for review in low-pressure situations, which is to say that I will provide written feedback without assigning a letter grade.

Course Website

This course has a web site that you can access via the University’s Blackboard interface, which can be found at [http://elearning.tamu.edu](http://elearning.tamu.edu). The course page on Blackboard will be your way to obtain readings, assignments, and other course-relevant handouts and resources. Data for the course will be stored on the Political Science Department’s “S” (for “Share”) drive in the course directory: S:\COMMON\Parker-Stephen\POL309\ Files stored in this drive can only be accessed in the Political Science Department Labs—Allen 2002, 2003, and 2064.

Course Materials

There is one required book for this course. It is available at the MSC bookstore (as well as the usual online retailers).


The following book is recommended but not required (to browse its contents see [http://socserv.mcmaster.ca/jfox/Books/Companion/index.html](http://socserv.mcmaster.ca/jfox/Books/Companion/index.html)):


A manual that documents the R programming language, or “code,” needed to conduct empirical analysis and create graphs will be made available at no cost to you.

Students can access additional readings (consisting of published articles and book chapters) and course handouts either through J-STOR ([http://jstor.org](http://jstor.org)) or the course website. Lecture notes will be made available via the Blackboard website. Please note: *these notes supplement in-class lectures and discussions and are not a substitute for attending class.*

**Requirements**

To get a passing grade for the course students must meet basic requirements in each of the course components: two exams, a research paper, a research presentation, and several homework assignments. Please note that make up assignments and incomplete grades will only be given in cases outlined by TAMU policies at: [http://student-rules.tamu.edu](http://student-rules.tamu.edu). The relative weighting of the course components can be seen in Table 1.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (February 16)</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2 (March 30)</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Scale**

The grades for exams are final. The weighting scheme in Table 1 is used to calculate the final grade for the course. Letter grades are determined using the scale in Table 2.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.50–100%</td>
</tr>
<tr>
<td>B</td>
<td>79.50–89.49%</td>
</tr>
<tr>
<td>C</td>
<td>69.60–79.49%</td>
</tr>
<tr>
<td>D</td>
<td>59.50–69.49%</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59.49%</td>
</tr>
</tbody>
</table>
Exams

There are two exams in this course. Exam 1 will test material covered through Week 4. Exam 2 will cover the material taught through Week 10. Exam 1 is scheduled for Tuesday, February 16. Exam 2 is scheduled for Tuesday, March 30. These dates will not change without unanimous consent of the instructor and all enrolled students.

Research Project

Students will conduct an original study during the semester that will culminate in a 15–20 page research paper. The final research paper is due no later than 5 pm, May 7. Details will be provided as the semester progresses. The paper itself is worth up to 30% of the final course grade. The paper must (1) introduce an original research question that is situated in the relevant political science literature, (2) put forward a testable research hypothesis, (3) conduct tests of the research hypothesis using appropriate data and methods, and (4) interpret specific findings and discuss broad implications of the results.

Given the importance of writing in this course, the final paper will be graded according to writing standards outlined by the instructor. Throughout the semester students complete incremental assignments that move the research project forward, including a study proposal, an outline of the report, and drafts of particular sections. I grade these assignments on a credit/no-credit basis and offer feedback. Students are therefore able to revise their written argument and interpretation several times before submitting the final version.

Research Presentation

In the final weeks of class students present their research to the class. This is an opportunity to explain the theory, methods, and findings that comprise your research project. Audience members are expected to comment on the strengths and weaknesses of each classmate’s study. Presenters might incorporate these comments into the final research paper as they see fit.

Homework

Students are required to complete several homework assignments, which together account for 20% of the student’s final grade. The nature of these assignments varies. Short take-home exercises designed to improve familiarity with R will be graded on a complete/incomplete basis. The same rings true for assignments related to the course’s writing component. Relatively more intensive assignments designed to measure comprehension of regression theory and practice will be graded on a points system.
Required Readings

You should have read the assigned readings before the week for which they are assigned. The Fox text is a basic introduction to statistics that covers a broad range of central concepts and methods. Among other things, the additional required readings provide intuitive treatments of particular issues in regression, mathematical concepts and rules that are important for doing empirical work, and example R code needed to produce a range of statistical analyses and graphs.

The fundamental purpose of the course readings—to encourage students to think about using statistics to make contributions to ongoing academic debates—is perhaps the least obvious. It is also the most important. Asking and answering research questions about political phenomena can be enjoyable and highly rewarding. The course readings give students the tools for doing so using regression techniques.

Course Handouts

The handouts used in this course are copyrighted. By handouts, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts unless I expressly grant permission.

Extra Credit

Due to the numerous and varied assignments and exams, this course gives you ample opportunity to showcase your academic strengths. This being the case, there will be no opportunities for extra credit.

Email Policy

The best way to contact me is via email. Although I check both accounts, I am much more likely to respond quickly to emails sent to eps@polisci.tamu.edu than to the University account (eps@tamu.edu). Students are expected to allow 24 hours for a response. If you have not heard from me after 24 hours a second email is then allowed. Please note: the 24-hour rule does not apply on weekends; for emails sent on Saturday or Sunday, the 24-hour “email clock” starts Monday at 8 am.
Course Schedule

Week 1: January 19, 21
Introduction, Math Review: Functions and Calculus

- Kleppner, Daniel and Norman Ramsey, *Quick Calculus*, pp. 1–20
- Fox, John, *Applied Regression Analysis and Generalized Linear Models* (ARA), Chapter 1

Week 2: January 26, 28
Probability Distributions, Univariate Statistics and Inference

*Readings:*

- Fox, ARA, Chapter 3

*Assignments:*

- R homework assignment distributed; due Tuesday, February 2

*Notes:*

- *Using R for Political Analysis* distributed this week.

Week 3: February 2, 4
Bivariate Linear Regression: Foundations

*Readings:*

- Fox, ARA, Chapters 2, 4–5

*Assignments:*

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1Please be aware that the specific dates of assignments, lectures, and lab sessions are tentative and are subject to change at the instructor’s discretion. We will spend as much time as needed to get through each component, thus, it is possible that we will not get through all of the topics listed below.
• Problem set assignment distributed; due Thursday, February 11

Lab:

• Introduction to R


Week 4: February 9, 11
Bivariate Linear Regression: Inference

Readings:

• Fox, ARA, Chapter 6

• Parker-Stephen, *Using R for Political Analysis*, pp. – To Be Determined (TBD)


Week 5: February 16, 18
Exam 1

Assignments:

• Exam 1 Tuesday, February 16

Notes:

• Special Event: Thursday, February 18

Week 6: February 23, 25
Multivariate Regression

Readings:

• Fox, ARA, Chapters 6–7, 9
• Kellstedt & Whitten, Chapter 11
• Using R for Political Analysis, pp. TBD

Week 7: March 2, 4
Simulation, Regression Diagnostics I: Collinearity, Leverage and Outliers

Readings:

• Fox, ARA, Chapters 11, 13
• Gelman, Andrew and Jennifer Hill. 2007. Data Analysis Using Regression and Multi-level/Hierarchical Models, Chapter 3
• Using R for Political Analysis, pp. TBD

Assignments:

• Problem set assignment distributed; due Tuesday, March 23

Week 8: March 9, 11
Regression Diagnostics II: Heteroscedasticity, Nonlinearity, and Model Fit

Readings:

• Fox, ARA, Chapter 12

Assignments:

• One-page research proposal due Thursday, March 11

Week 9: March 16, 18
Spring Break

Week 10: March 23, 25
Categorical Predictors, Interactive Regression Models

Readings:

• Fox, ARA, Chapter 7 (Review)
• Fox, John. 2002. *An R and S-Plus Companion to Applied Regression*. Chapter 4: Section 4.2


• *Using R for Political Analysis*, pp. TBD

Week 11: March 30, April 1
Exam 2, Introduction to Time Series Regression

*Readings:*

• Fox, ARA, Chapter 16


*Assignments:*

• Exam 2 Tuesday, March 30

Week 12: April 6, 8
More Time Series, Pooled Cross-Sectional Time Series (PCSTS)

*Readings:*


*Assignments:*

• Draft of research paper due Thursday, April 8: Introduction, Theory, Data and Methods sections

• Problem set assignment distributed; due Thursday, April 22
Week 13: April 13, 15  
Categorical and Limited Outcome Variable Regression Models, Student Presentations  

Readings:  
- Fox, ARA, Chapters 14–15  
- Using R for Political Analysis, pp. TBD  

Recommended:  
- Gelman, Andrew and Jennifer Hill. 2007. Data Analysis Using Regression and Multilevel/Hierarchical Models, Chapters 5–6  

Week 14: April 20, 22  
Student Research Presentations  

Notes:  
- No class Thursday, April 22  

Week 15: April 27, 29  
Student Research Presentations  

Notes:  
- Last scheduled class Thursday, April 29  
- Final Research Paper due no later than Friday, May 7th at 5 pm  

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

The Aggie Honor Code is in effect in this class and all others at the University. Aggie Honor Code violations are treated seriously and students are expected to be familiar with its terms set out on the University’s web site: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). If you have any questions, it is your responsibility to ask us or your academic advisor about the Code’s application.

Academic Dishonesty: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office web site or the latest version of the Texas A&M University Student Rules under the section “Scholastic Dishonesty.”
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W Course Advisory Committee 
CC: Elisabeth Rich, Dept. of European and Classical Languages and Cultures  
Richard Golsan, Head, Dept. of European and Classical Languages and Cultures  
Donald Curtis, Associate Dean, College of Liberal Arts  
DATE: April 15, 2010  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RUSS 302  

We recommend that RUSS 302 Advanced Grammar and Composition II be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed the syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%  
2. Course content appropriate to the major  
3. Total number of words: 4500  
4. Instructor to student ratio for one section: 1:15  

At the end of each lesson in RUSS 302, students write a composition that incorporates the vocabulary and grammatical concepts covered in that particular lesson, for a total of six compositions, each of 750 words. In addition, they write three essay exams. On the first draft of each composition, errors are identified in accordance with a “Correction Key” provided in the appendix of the textbook. Students then revise their compositions and resubmit them for a grade. Errors that persist are addressed in class. Before each composition is assigned, students complete preparatory exercises and read a brief contemporary text that treats the theme of the lesson and serves as a model. They also complete oral prewriting exercises.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and

concerns (enter prefix, number, and complete course title):

RUSS 302 (Advanced Grammar and Composition)

2. Have this form signed by both the department head and the college dean. Provide a copy
of the syllabus to the college dean.

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

Elisabeth Rich
Instructor / Coordinator: Elisabeth Rich 2/17/2010 (Date)
Printed name and signature

Received: Valerie Balester 3/2/10 (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Michael T. Stephenson
(Date)
Printed name and signature

Department Head: Richard J. Golsan (Feb 23, 2000) (Date)
Printed name and signature

RECEIVED MAR 02 2010
By UWB/TZC
Russian 302 (Advanced Grammar & Composition)
Course Description and Syllabus

Instructor: Dr. Elisabeth Rich
Office: Academic 230 A
Office Hours: MW 11:40-12:40, or by appointment
Office Phone: 845-2106
E-Mail: e-rich@tamu.edu

Course Description: This course combines a review of grammar at an advanced level with a substantial writing component; some attention is given to the development of conversational skills. Focuses on the acquisition and active use of high-frequency vocabulary relating to practical topics from daily life (e.g., sickness and health, transportation and the city, travel and time, education, family and behavior, and intellectual processes). Students will also read authentic texts from Russian literature.

Prerequisites: RUSS 202


Course Requirements: Daily homework
Six compositions (At the end of each lesson, students will write a composition that incorporates the vocabulary and grammatical concepts covered in that particular lesson.)
Three exams (essay questions, as well as exercises based on grammatical concepts covered in class)

Grading Policy: Classwork/Homework 10%
Compositions (each composition will be 10% of your final grade) 60%
Testing
Exam I 10%
Exam II 10%
Exam III 10%
100%

Scale for Grades:
A= 90-100
B= 80-89
C= 70-79
D=60-69
F= 59 and below
Attendance and Excused Absences: For an absence of fewer than three days, students must provide either a Texas A&M University Explanatory Statement of Absence from Class (available at http://attendance.tamu.edu), or confirmation of visit to a health care professional affirming date and time of visit. For an absence of three or more days, students must furnish written documentation from a medical provider, stating date and time of illness and confirmation of needed absence. Exams and assignments can be made-up only as a result of legitimate absences. For further information about Student Rules pertaining to Attendance and Excused Absences, please see Rule 7 of Student Rules (http://student-rules.tamu.edu/rule7.htm).

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 you have a disability requiring an accommodation, please contact the Disability Services, in Cain Hall, Room B118, 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.” For additional information, please visit: http://www.tamu.edu/aggiehonor.
RUSS 302
Advanced Grammar and Composition II
Class Program

Jan. 19: Introduction

Jan. 22: Presentation of New Grammar (Impersonal Sentences; Reported Speech)
Jan. 24: Grammar Exercises
Jan. 26: Grammar Exercises

Jan. 29: Reading: “Записка врача”
Jan. 31: Composition: У врача; Oral Prewriting Exercises
Feb. 2: First Composition Due

Feb. 5: Method of Self-Correction
Feb. 7: Presentation of New Grammar (Unprefixed Motion Verbs; Perfective Motion Verbs; Prefixed Motion Verbs; Translating to Bring, to Take, and to Leave)
Feb. 9: Grammar Exercises

Feb. 12: Reading: “Звёздный билет”
Feb. 14: Composition: Экскурсия по московскому Кремлю; Oral Prewriting Exercises
Feb. 16: Second Composition Due

Feb. 19: Exam #1
Feb. 21: Presentation of New Grammar (Numbers; Time and Dates; Other Expressions of Time)
Feb. 23: Grammar Exercises

Feb. 26: Grammar Exercises
Feb. 28: Reading: “В вагоне”
March 2: Composition: Все дороги ведут в Рим; Oral Prewriting Exercises

March 5: Third Composition Due
March 7: Presentation of New Grammar (Modals; Generalizations; Imperatives; Teaching and Learning)
March 9: Grammar Exercises

March 12-16: Spring Break

March 19: Grammar Exercises
March 21: Reading: “Школа права ищет юристов”
March 23: Composition: Как готовиться в вуз; Oral Prewriting Exercises

March 26: Fourth Composition Due
March 28: Exam #2
March 30: Presentation of New Grammar (Conditional Sentences)
April 2: Grammar Exercises
April 4: Grammar Exercises
April 6: Reading day, no classes

April 9: Reading: “Рассказ Кати”
April 11: Composition: Серёжа; Oral Prewriting Exercises
April 13: **Fifth Composition Due**

April 16: Presentation of New Grammar (Complex Sentences)
April 18: Grammar Exercises
April 20: Grammar Exercises

April 23: Reading: “Письма о добром и прекрасном”
April 25: Composition: Вильгельм Телль; Oral Prewriting Exercises
April 27: **Sixth Composition Due**

April 30: Evaluations and Review
May 1: Review

May 7: Exam #3