Memorandum

July 15, 2010

TO: Executive Committee
    Faculty Senate

FROM Valerie Balester, Chair, W and C Course Advisory Committee

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

The W and C Course Advisory Committee voted to approve the following courses to satisfy the requirement for graduation. The W and C Course Advisory Committee reviewed each course and agreed that all aspects were consistent with requirement guidelines.

Courses submitted for W certification:

- HIST 373 The Great Depression and World War II
- INTS 201 Introduction to International Studies
- MEEN 381 Mechanical Engineering Seminar
- POLS 357 National Judicial Politics
- POLS 358 Comparative Judicial Politics

Courses submitted for C certification:

- ENGR 401 Interdisciplinary Design

Courses submitted for W recertification:

- ECON 440 Experimental Economics
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and Course Advisory Committee
CC: Carlos Kevin Blanton, Department of History
     Walter L. Buenger, Head, Department of History
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: July 14, 2010
SUBJECT: REPORT ON PROPOSED W COURSE: HIST 373

We recommend that HIST 373 The Great Depression and World War II be certified as a writing (W) course for four academic years (1/10 to 1/14). 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: 80%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:25

Students in HIST 373 write two book review essays and a research paper with a required draft. They also complete a take-home essay exam. Readings on how to write as a historian are assigned, and students learn to evaluate other historical writing. In addition, the professor lectures on history writing, and students participate in writing workshops designed to help them practice various writing skills and techniques (outlining, thesis statement, control sentences, transitions, topic sentences, etc.). Feedback is delivered through in-class writing workshops with group exercises on writing with informal peer evaluation and written and oral instructor comments on initial drafts of papers for revision.
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 373 — The Great Depression and World War 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: Carlos Blanton / Carlos Blanton 5/17/10
   Printed name and signature

   Received: Valerie Balester 5/20/10
   (W Course Coordinator, University Writing Center)
   (Date)

   Approvals:

   College Dean: Michael T. Stephenson 5/17/10
   Printed name and signature
   (Date)

   Department Head: Walter L. Bruegman 5/17/10
   Printed name and signature
   (Date)
**HIST W373—The Great Depression and World War II**  
**TAMU, Spring 2010**

**Expectations:** We meet on Mondays, Wednesdays, and Fridays from ??? to ????? PM in room ??? of ???. This course offers an introductory analysis of a very specific period in United States history from the Great Depression through World War II. Specific topics covered are the politics of Progressivism to New Deal reform, working class culture and labor in urban and rural America, minorities and ethnic groups, women in the workforce, the domestic war effort, and the origins of the Cold War in World War II. Students **must** come to class prepared for that day's lecture or discussion. This is a "W" course that represents a key component of undergraduate training in the College of Liberal Arts at Texas A&M University. Students will write extensively in this course—in class and out of class, on small and large writing projects, with specific instruction in historical writing, and with the opportunity for revising the final essay— for ninety percent of the total grade.

Winkler, *Home Front U.S.A.: America During WW II* (2nd ed.)  
Worster, *Dust Bowl: The Southern Plains in the 1930s*  
Conkin, *The New Deal* (3rd ed.)  
Carleton & P. Coclanis, *Confronting Southern Poverty in the Great Depression*

**Film:** *World War II: When Lions Roared* (1994)

**Grading:** Grades are based on six components. 1) Participation is 10% of the class grade. It is based on attendance and class participation. 2) The content summary essay is worth 10% of the course grade. It is a take-home essay exam that in 2-3 pages summarizes the content of the first several lectures and the Conkin book. 3) & 4) Two book review assignments are each worth 20% of the course grade; the first is on either the Blackwelder or Worster books while the second is on either the Winkler or McCauley books (and film). Both book reviews are 3-4 pages and due the day discussion begins. 5) & 6) The final assignment is an 8-10 page research paper utilizing both primary sources and secondary sources. This is based on the Carleton/Coclanis book. The first draft is due on ??? and counts toward 10% of the total grade. At the last meeting the class will receive revisions and have a week to turn in the final version of the paper during the final exam period on ???? for 30% of the total grade. For the final research paper you will use the 1938 report that Carleton/Coclanis is based upon, at least four secondary sources from the library (two of which can be Blackwelder and Worster), and at least three of the attached primary documents in the back of the book to advance a theme. Style sheets and sample essays will be distributed throughout the term. Makeups and/or extensions may be assessed a point deduction and are allowed (or not) at the professor's discretion. Graded papers, tests, and quizzes will not be posted publicly or left outside offices. Grades will not be released.
electronically without a legitimate excuse—also the professor's discretion. A=100-90; B=89-80; C=79-70; D=69-60; F=59-0.

**Academic Dishonesty/Plagiarism**: Students need to consult the University's information regarding plagiarism (http:www.tamu.edu/aggiehonor). Plagiarism is a form of cheating. According to the aggiehonor Web site, "plagiarism" can be understood as "the appropriation of another person's ideas, processes, results or words without giving appropriate credit." Plagiarism may involve uncited or uncredited use of papers or materials taken in whole or in part from other persons or references, such as from Internet Web sites, books, magazines, journals, or newspapers, or from other students' papers. If you are unsure of the meaning of this description, confer with the professor. Committing plagiarism will result in receiving an "F" on the assignment, possibly an "F" in the course, and may lead to expulsion from the University. **An Aggie does not lie, cheat or steal or tolerate those who do.**

**ADA**: The Americans with Disabilities Act (ADA) is an 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 that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in 116-B Cain Building. The phone number is 845-1637.

**Schedule of Assignments**

**Week 1**: January  
*Unit 1: Period Content*  
**Tuesday**: Class introduction and lecture on history writing—form, structure, and interpretation.  

**Week 2**:  
**Tuesday**: Thursday's lecture continued. Lecture, "Normalcy and Culture in the Crucial Decade of the 1920s," no reading assignment.  

**Week 3**: February  
**Tuesday**: Thursday's lecture and discussion continued. Review for take-home exam essay.  
**Thursday**: Group writing exercise on outlining for content essays and distribution of exam essay.

**Week 4**: 
Tuesday: **Turn in** exam essay over Conkin and lecture content. Lecture and discussion on writing book reviews.

**Thursday:** Reading Day—No class meeting.

**Week 5:**
*Unit 2: Book Reviews*

**Tuesday:** **Blackwelder book review due.** Discussion of Blackwelder.

**Thursday:** Tuesday's discussion continued.

**Week 6:**

**Tuesday:** **Worster book review due.** Discussion of Worster.

**Thursday:** Tuesday's discussion continued.

**Week 7:** March


**Thursday:** **Winkler book review due.** Discussion of Winkler (and film).

**Week 8:**

**Tuesday:** Thursday's discussion continued.

**Thursday:** Reading Day—No class meeting.

**Week 9:**

**Tuesday:** Spring Break—No class meeting.

**Thursday:** Spring Break—No class meeting.

**Week 10:**

**Tuesday:** **McCauley book review due.** Discussion of McCauley (and film).

**Thursday:** Tuesday's discussion continued.

**Week 11:**
*Unit 3: Research Paper*

**Tuesday:** Discussion over the Carleton & Coclanis, the research paper assignment, and how to incorporate primary and secondary sources.

**Thursday:** Tuesday's discussion continued. Group writing exercise on outlining for final essays.
Week 12: April
   Tuesday: Guest speaker from University Writing Center on writing research papers.
   Thursday: Brief oral reports and class discussion of progress on research papers.

Week 13:
   Tuesday: Writing Day—No class meeting. Individual appointments in office during extended hours are encouraged.
   Thursday: Brief oral reports and class discussion of progress on the papers.

Week 14:
   Tuesday: Writing Day—No class meeting. Individual appointments in office during extended hours are encouraged.

Week 15:
   Tuesday: First drafts are returned in class with suggested revisions. The balance of the class is reserved questions and answers over the final version of the research paper and student feedback on the writing process through this course.
   Thursday: Writing Day—no class meeting. Individual appointments in office during extended hours are encouraged.

Week 16: May
   Tuesday: Redefined Day—No class meeting.
   Thursday: Dead Week—No class meeting.

Finals:
   ??????: Final Draft of Research Paper Due in class during final exam period from ??????? on ?????, May ??.
TO: Faculty Senate Executive Committee

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

CC: Michael Greenwald, Director, International Studies
     Donald J. Curtis, AOC Dean, Liberal Arts

DATE: July 14, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: INTS 201

We recommend that INTS 201 Introduction to International Studies be certified as a writing (W) course for four academic years (1/10 to 1/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 6150
4. Instructor to student ratio for one section: 1:27

INTS 201 requires that students write frequently in class, up to 28 essays of about 150-250 words to help them develop fluency. They must also write a book review, a senior thesis assessment (in which they examine the rhetorical form of a senior thesis, something they will have to write in their last year), and eight summary pages for a resource book about a country they are studying. Students receive instructor feedback on all essays; on occasion, peers also review each other's work, as a spot check on the instructor's comments. Instruction includes discussion of particularly good (and sometimes poor) examples of writing, both professional and student-written. Sometimes sentences, openings, transitions, etc. are shown to the class, either on PowerPoint or handouts. Students are assigned to watch five videos/films in which instruction is given about critical writing in the arts.
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):

INTS 201: INTRODUCTION TO INTERNATIONAL STUDIES

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: Michael L. Greenwald
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: Michael L. Greenwald
Printed name and signature
(Date)

Received
JUN 01 2010
By
INTS 201: INTRODUCTION TO INTERNATIONAL STUDIES  
Course Syllabus/Calendar: Fall 2009

Dr. Michael L. Greenwald  
Contact: 845-5144 m-greenwald@tamu.edu  
230-A Reed-McDonald (INTS Office)  
Office Hours: T-R 9:00-10:30am, W 10-Noon; and by appointment

The class meets T-R -11:10-12:25 in 104 CHEN

INTS 201 is the “gateway” course for all majors in the International Studies Degree Program; majors must complete this course (with a “C” or better) prior to embarking on their mandatory international experience.

The course provides INTS students with a general introduction to the five career emphasis tracks and the five geographic area tracks that comprise the INTS major. Although an individual major will choose only one emphasis track and one geographic area, all majors are expected to have a basic familiarity with the vocabulary and basic principles of each of the tracks and geographic areas. In addition to this essential core of knowledge, there is a practical aspect to the course: preparing for the mandatory international experience (study abroad options, internships, volunteer service); passports/visas; protocols and behavior in a foreign setting; research skills; the senior thesis, etc. Because this is a student-centered course, discussion and group projects are important (see #10 below).

Required Texts:
Axtell, Roger E. Do's and Taboos Around The World. 3rd Ed.

Readings/Assignments (see calendar):
1. CHECK YOUR NEO E-MAIL ACCOUNT DAILY; “I DIDN’T CHECK MY E-MAIL IS NOT A VALID EXCUSE.” See Student Reg. 61.

2. You will be given a grade and attendance tracking form: please enter all grades (esp. daily essays) and record absences (both excused and unexcused) on this form. It is your responsibility to have an up-to-date, accurate, and honest record of your grades and absences.

3. Attendance: Because this is a discussion/participation class with considerable visual material, you must attend all classes regularly and promptly. No student with more than two unexcused absences shall receive an “A;” no student with more than 4 unexcused absences shall receive a “B.” Students with 6 or more unexcused absences will not pass this course (NB: a “D” is a failing grade for majors). Excused absences (esp. for illness) must be submitted via e-mail prior to your return to class. If you know in advance that you must miss a class, please e-mail me.

4. Readings & Videos: Complete assigned readings and/or see assigned videos prior to class (see calendar).

5. Daily essays: You will write a 5-7 minute in-class essay each day; some of these may ask you to comment on assigned readings or videos; most will give you the opportunity to reflect on issues discussed in class. Each essay is worth 20 points; I will compute the average essay grade by dividing your point total by the number of assigned essays; your lowest essay score (incl. absence) will be thrown out. Daily essays must be organized, well-written and grammatically and mechanically correct; use specific examples to illustrate your ideas. See the sample essay and grading criteria handout. 20%

NOTE: Missed essays may NOT be made up; use extra credit opportunities to offset missed essays.

If you arrive after the essay prompt has been posted, you may not write the daily essay; wait in the back of the room until the essays are completed. If you attempt to insert a ‘late’ essay into your country’s folder, you will lose 100 points from your essay point total.

6. Tests and Quizzes: There are no formal tests (your international experience IS your final exam) but there will be several daily essays (see above) based on the assigned readings and viewings, so you must be prepared.

7. Host Country Resource Book: Your major task this semester will be to create a substantial resource book on your host country (or the geographic region) where you plan to complete your international experience. You will be e-mailed a guide and checklist for the Resource Book. There are several excellent resource books...
in the INTS office: use them as models. It is imperative that you work on this book each week. At the end of the semester you will present the book and a 5-minute oral presentation to the instructor (see “Grading” below). 50% of your final grade depends on the quality of your resource book.

**DUE: Thursday, April 30** (last official class day for INTS 201).

**Resource Book Progress Checks: Week 5 (Feb 16-20) and Week 10 (Mar 30-Apr 3):** you must show progress on your resource book at each of these checks or be subject to a 50 pt (1/2 grade) penalty for each missed check on your graded resource book in May.

8. **Book Review:** Read carefully and write a two-page review of a book written by an “outsider” who has confronted “culture shock” in an international environment; the book you select should focus upon the country where you intend to complete your international experience. 10%

   **Due: Thursday, Feb. 26** (end of week 6) Late reviews will not be accepted.

9. **Senior Thesis Evaluation:** Read and write a one-page evaluation of 3 senior theses related to your host country written by former INTS majors; rank the three theses (best, good, weakest). 5%

   **Due: Thursday, April 23** (end of week 13) Late evaluations will not be accepted.

10. **Countries/Group Participation:** The class will be grouped into fictional “countries” (8 countries of 7 students). Each student will serve as the country’s leader or a cabinet minister (see handout for details). Countries will present reports, contribute to class discussions and group quizzes, participate in simulation games, etc 15%

11. **Extra credit:** There will be opportunities to attend/view lectures, cultural events, television shows related to INTS, etc. These will be announced in class. Use these to offset poor or missing essay/quiz grades and, perhaps more importantly, to illustrate that you are a committed, actively involved INTS major. Some events (e.g., the International Student Talent Show in March; the Wiley Big Event in April) may be used to make up ONE unexcused absence.

12. **Grading:** During the reading day and exam period (May 6-8) you will present (in my office) your Host Country Resource Book, after which you will make a case for your final grade based on the evidence of the accumulated work (essays, book review, thesis evaluation, participation, attendance, and esp. the quality of the Resource Book).

   **Note:** This is NOT a “grade yourself” exercise: the final grade will be the result of a “diplomatic” negotiation between you and me. Use the grade form (see above) to substantiate your claim:

   - “A” grades (90-100%) will be backed by indisputable evidence of consistently outstanding effort, accomplishment and attendance. Reminder: No student with more than two unexcused absences will receive an “A.” Consistently late (4 or more times) students will not receive an “A.”
   - “B” grades (80-89%) will be supported by credible evidence of consistently good work, accomplishment and attendance. No student with more than four unexcused absences will receive a “B.”
   - “C” grades (70-79%) will reflect satisfactory work and attendance. No student with more than 6 unexcused absences will receive a passing grade (INTS majors must receive at least a ‘C’ to pass the course and be eligible for the international experience.)

I urge you to consult with me frequently throughout the semester re your progress. Among the best ways to accomplish this is to present portions of your Resource Book regularly.

**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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.*

**TAMU Policy re Academic Dishonesty**

Aggies do not lie, steal, or cheat, or tolerate those who do.

All instances of academic dishonesty, especially plagiarism, will be referred to University authorities and the Office of Academic Integrity. See the current edition of TAMU Rules and Regulations for the University policy and guidelines concerning Academic Dishonesty. Each student will sign a declaration of her/his resolve to adhere to the Aggie Honor Code.
**WARNING:** TAMU SUBSCRIBES TO A PLAGIARISM DETECTION SERVICE; PAPERS THAT HAVE BEEN LIFTED OFF THE INTERNET CAN BE DETECTED.

**SEE NEXT PAGE FOR CALENDAR**

**INTS 201: Intro to International Studies**

**Calendar of Readings/Assignments/Tests Spring 2009**

*Because of the availability of guest speakers, this calendar is tentative. Please be alert to changes.*

*Additional readings (via handouts) will be added as necessary.*

**Text Book Codes:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS</td>
<td><em>International Studies, An Interdisciplinary...</em></td>
</tr>
<tr>
<td>GI</td>
<td><em>Global Issues 08/09</em></td>
</tr>
<tr>
<td>DT</td>
<td><em>Do’s and Taboos Around the World</em></td>
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**WEEK ONE**

**T (1/20) Course Orientation**

- **Read:**
  - IS: “Introduction” p. 1-8; “Conclusion” p. 393-405
  - GI: #39 (Humanity’s Common Values)

- **In class video:** “The Colonel Comes to Japan” (22 min)

- **Complete before class and submit via e-mail by Monday, Jan. 20:**
  - *Student Profile and Essay One* (e-mail attachment)

**R (1/22) The International Experience: Options and Obligations**

- **Read:** IS: Chap. 5 (Intercultural Relations)

- **Guest Speaker:** Lisa Tauferner, Director of Study Abroad Program

**WEEK TWO**

**T (1/27) What is Globalization? A Positive or Negative Phenomenon (or Both)?**

- **Read:**
  - GI: pages 1-2; #2 (Flat World); #16 (Globalization & Its Contents);
  - #17 (Why World Isn’t Flat); Samuelson Essay (handout)

- **In class essay:** Be prepared to define “globalization” and identify its merits/liabilities.

**R (1/29) Evans Library: A Virtual Tour for INTS Majors:** MEET IN 204-E

**WEEK THREE**

**T (2/3) Organizing Ourselves: Politics, Power, Policies**

- **Read:**
  - IS: Chap. 1 (Politics);
  - GI: #6 (Unipolar Stability); #25 (Terrorist Rivals)

- **Brooks Essay (handout)????**

- **Countries:** Present political profile of your country and your flag (country competition points for best flag).

**R (2/5) Culture Shock and The Ugly American Syndrome**

- **Guest:** Mr. Glenn Davis, former bureau chief for UPI in Tokyo

- **Read Handout:** from *My Freshman Year*: Chap. 4 (“As Others See Us”) and “Avoiding the ‘Ugly American’ Stereotype”

- **Read:** DT Chap. 1; DT Ch. 2 (Gestures) and Special Section (Quick Guide…focus on most relevant sections for you)

**WEEK FOUR**

**T (2/10) Latin America, An Overview**

- **Read IS Chap 8 (Latin America.); GI: #18 (Lost Continent)**

- **In-class video “Who Are Latin Americans?”**

- **Country Challenge:** “20 Questions on Latin America”

**R (2/12) Social Issues in Latin America**

- **Guest Speaker:** TBA  
  **Read GI #3 (Can Extreme Poverty…); #13 (Water Is Running Out)**

**F (2/13) Resource Book Workshop (Voluntary): 2-4:30pm; INTS Office: Snacks and Drinks**

**WEEK FIVE**

**First Resource Book Progress Check**

**T (2/17) Discuss Film: CAUTIVA** (Argentina; 113 min)
Handout: “Dirty War”

R (2/19) **Hatred, Conflicts, and Terrorism**
- **Read:** GI: #29 (Lifting the Veil); #40 (Politics of God)
- **In class video:** “Why They Hate Us”
- **Handouts:** Excerpt from Charles Glass’ Tribes with Flags;

**WEEK SIX**

T (2/24) **The Middle East and North Africa (MENA)**
- **Read:** IS Ch. 9 (Middle East/Islamic World); GI: #33 (Men of Principle)
- **Country Challenge:** “20 Questions on the Middle East and North Africa

R (2/26) **More on MENA**
- **Guest speaker:** Dr. Saylah Ayeri, Director of Asian and Arabic Languages Office

**BOOK REVIEWS DUE:** MAY BE E-MAILED BY 5:00pm: Late Review will not be accepted

**WEEK SEVEN**

T (3/3) **Terrorism; Counter Intelligence; Homeland Security; Careers in Government; Certificate in International Affairs**
- **Read:** IS pp. 351-58 (International Terrorism); GI #34 (Banning the Bomb)
- **Guest speaker:** Mr. Jim Olson, former CIA Agent; the Bush School

R (3/5) **Discuss Film:** BASHU (The Little Stranger) (Iran; 117 min)
- **Read:** Handout on Iranian Film

**WEEK EIGHT**

T (3/10) **Europe and the EU; Certificate in EU Studies**
- **Read:** IS Ch 6 (Euro and Modern World) and pp. 359-64 (Turkey);
  GI #35 (Europe as Global Player)
- **Guest Speaker:** Guy Whitten, Director: TAMU European Union Center for Excellence

R (3/12) **Political Simulation Game**
- **Read:** IS pp. 373-79 (Persistent Political Violence)

March 16 – March 20: **SPRING BREAK**

**WEEK NINE**

T (3/24) **Discuss film:** LE HAINÉ (HATE) (France: 97 min)
- **Read:** Handouts on Le Haine and “Minority Report”
- **Guest Speaker:** Professor Joe Golsan, Head: Dept. of European/Classical Lang

R (3/26) **International Experiences by Experienced INTS Majors:**
- **Guest Speakers:** TBA
- **Read:** DT Ch. 3 (Gift Giving and Receiving); Handout on Internships

**WEEK TEN**

T (3/31) **Immigration and Women’s Issues**
- **Guest Speaker:** Rola Bush School

R (4/2) **Asia: An Old Giant (re)Awakens**
- **Read:** SI Ch. 7 (Asia); GI: #12 (Great Leap Backwards); #27 (Long March/Superpower); #28 (N. Korea Takes on the World)
- **Video:** TBA
- **Country Challenge:** 20 Questions on Asia

**WEEK ELEVEN**

T (4/7) **China and Korea: Demographics and Destiny**
- **Guest Speaker:** Dr. Dudley Poston, Director: Asian Studies Program

R (4/9) **Discuss Film:** Water (India; 2 hrs)
Read: Handout, Excerpt from *Holy Cow*; handout: “The Hindu World View”
Guest speakers: Arun Surendran; Aparupa Chaterjee

WEEK TWELVE
T (4/14) International Commerce and Currency Issues
Read: SI Ch. 4 (World Trade…);
GI: Guest Speaker: Dr. Julian Gaspar, Mays School of Business

R (4/16) The Green Revolution
Read: GI #3 (Extreme Poverty Eliminated?) #9 (Continuing the Green Revol.); #10 (Bittersweet Harvest); #37 (Searching/Solutions)
Guest Speaker: Dr. Piya Abeygunawardena, Assoc. Dir. The Borluag Institute

WEEK THIRTEEN
T (4/21) Africa: Colonialism to Independence to ?
Read: IS Ch. 10 (Africa and INTS);
GI: #23 (Forced Labor)
In class video: What Do We Know About Africa? (25 min)
Country Challenge: “20 Questions on Africa”

R (4/23) Ghana, Darfur, and Other Questions about Africa
Read: GI # 8 (Restless Youth); # 31 (Politics of Death/Darfur)
Guest Speaker: Dr. David Donkor (PERF)

WEEK FOURTEEN
T (4/28) Discuss film: TSOTSI (So. Africa; 94 min)
Read: IS pp. 387-392 (re Rwanda)

R (4/30) Evaluations: Yours, Mine, the Future
Read: GI #7 (The Century Ahead)
Countries: Evaluate Resource Books; select best book

WEEK FIFTEEN
DUE: HOST COUNTRY RESOURCE BOOK PRESENTATION
W (5/6) Reading Day
R (5/7) Reading Day
Friday (5/8) through Wednesday (5/13): Exams
Sign up for 15 minute presentation/grade negotiation: Tuesday (5/5) thru Friday (5/8)

** These videos may be rented at a local video store or through Netflix.**

**Due date** Film/Running Time (All films are in original language w/English subtitles)

T 2/17 **CAUTIVA** (Argentina, in Spanish: 113 min)
A teen age girl’s life changes when she discovers that her birth parents were among “the Disappeared” during Argentina’s “Dirty War.” Winner of multiple awards for Latin American film. (Contains very brief nudity)

Shown in the EDMS Room 410: Su 2/15 @ 7:00pm M 2/16 @7pm
R 3/5  **BASHU, or The Little Stranger**  (Iran, in Farsi: 117 min)
Young boy is transported from war-torn southern Iran to a "safe" haven in northern Iran and discovers a whole new country within his own country.

*Shown in the EDMS Room 410:*  
M 3/2 @ 7:00pm  
T 3/3 @ 7pm

T 3/24  **LA HAINÉ** ("Hate")  (France, in French, 97 min)
3 young immigrants (an African, an Arab, a Jew) try to survive in a banlieue (ghetto) on the outskirts of Paris. Won many international film awards and generally regarded as the most controversial contemporary French film. Some violence and beaucoup vile language; in black & white.

*Shown in the EDMS Room 410:*  
Su 3/22 @ 7pm  
M 3/23 @ 7pm

R 4/9  **WATER**  (India, in Hindi, 117 min)
Beautifully filmed story of young widow (8 yrs old!) who must live in a home for outcast widows; her youthful exuberance brings life to embittered women victimized by gender and caste bias. Part II of Deepak Mehta’s controversial trilogy about India’s social problems.

*Shown in the EDMS Room 410:*  
M 4/6 @ 7pm  
T 4/7 @ 7pm

T 11/25  **TSOTSI**  (South Africa, in Taal and Afrikans, 94 min)
2005 Academy Award: Best Foreign Film. A young man from Johannesburg’s impoverished Soweto Township hijacks a car, only to discover an infant in the back seat. The father of the kidnapped child is played by an Aggie, Rapulana Seiphimo (’95). Some language and violence.

*Shown in the EDMS Room 410:*  
Su 4/26 @ 7pm  
M 4/27 @ 7pm

Please arrive on time; do not leave early. No food or drink (except in capped bottles) in the EDMS.
VIDEO STREAMING FROM THE COMFORT OF YOUR ROOM:
You may also watch attempt to the video on your computer through Media Matrix (video-streaming). To access the video stream, please:

1. Type URL http://mediamatrix.tamu.edu
2. Log on with your NET ID and password.
3. Scroll down to see the list of published streams (i.e., according to the class for which the video has been put on line: look for INTS 201)
4. Click the view link to watch/listen to stream.

WARNING:
Video streaming can be unreliable: sometimes it doesn’t work, and at others video-streaming “times out” and the film may stop. Also, the quality of the picture and sound may be compromised. Try to watch films (esp. WATER because of its size and beauty) in the EDMS. “Video streaming didn’t work” is not an excuse for failure to see the film.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Ghassan Kridli, Department of Mechanical Engineering
    Richard B. Griffin, Program Coordinator, Mechanical Engineering Program, TAMUQ
    Prasad Enjeti, Associate Dean for Academic Affairs, TAMUQ
DATE: July 14, 2010
SUBJECT: REPORT ON PROPOSED W COURSE: MEEN 381

We recommend that MEEN 381 Mechanical Engineering Seminar be certified as a writing (W) course for four academic years (1/10 to 1/14). 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: 80%
2. Course content appropriate to the major
3. Total number of words: 3000
4. Instructor to student ratio for one section: 1:25

Students complete three writing assignments in MEEN 381, a one-credit course in which students learn about professional practice. Two of these are completed individually, and one is a collaborative effort. A rubric is used to evaluate a draft of each assignment, and students receive formative feedback from the instructor and at least one peer before they revise. Students receive instruction in technical writing and in writing collaboratively, and the instructor is assisted in this by a technical writing faculty member as well as by the Office of Academic Supplemental Instruction. To supplement their writing, students also do a collaborative oral presentation.
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):
MEEN 381 Mechanical Engineering Seminar - Texas A&M at Qatar

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: Ghassan Kridli 6/2/2010
Printed name and signature  (Date)

Received: Valene Galvez 6/3/10
(W Course Coordinator, University Writing Center)  (Date)

Approvals:
College Dean: PRASAD ENJERI 6/2/2010
Printed name and signature  (Date)

Department Head: STEVEN GOLDBERG 6/2/10
Printed name and signature  (Date)

RECEIVED
JUN 04 2010
MEEN 381 Mechanical Engineering Seminar

Instructor: Ghassan T. Kridli, Ph.D., Visiting Associate Professor
Office: 241E Phone: 423-0233 Email: ghassan.kridli@qatar.tamu.edu

Office hours:

Course Description:
Presentations by practicing engineers and faculty addressing: effective communications, engineering practices, professional registration, ethics, career-long competence, contemporary issues, impact of technology on society, and staying informed.

Course Prerequisites: Upper-level classification in Mechanical Engineering.

Textbooks: None assigned

Topics covered
The course meets on two 50-minute periods per week; one period is for the class and the other is a recitation period. The distribution of the class periods is as follows:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Seminars by Professionals (external and internal)</td>
<td>8</td>
</tr>
<tr>
<td>2 Technical writing tutorial</td>
<td>1</td>
</tr>
<tr>
<td>3 Technical presentation tutorial</td>
<td>1</td>
</tr>
<tr>
<td>4 Life-long learning student team presentations</td>
<td>2</td>
</tr>
<tr>
<td>5 Individual report presentations</td>
<td>4</td>
</tr>
</tbody>
</table>

The recitation periods will be used for in-class writing, and for paper review.

Objectives:
A. Presentations by speakers from industry, government, academe, and private practice that cover a range of topics: applications and practice of engineering, professional and ethical responsibility, the importance of life-long learning; graduate school opportunities; careers in engineering; the influence of contemporary issues; and the impact of engineering solutions in a global, societal context. These occur during the Thursday lectures.

B. Experience preparing evaluated, written reports and making oral presentations before peers on technical topics, with peer feedback. These occur on Wednesdays in the recitation.

Course Announcements and Information will be distributed via eLearning.

Lecture Seminars: Spirit of Aggieland courtesy is always to be extended to seminar speakers. Be on time; don’t leave during the lecture; switch cell phones to vibrate mode; be attentive; etc.

Recitation Sessions: The recitation sessions will be used to work on written assignments, conduct peer reviews, introduce speakers and discuss paper topics.

Grading: The course grade will be determined on a "10-point" scale. Numerical course scores will be determined as outlined below. There will be no final examination.

<table>
<thead>
<tr>
<th>Course Score</th>
<th>Grade</th>
<th>Activity</th>
<th>Points/Activity</th>
<th># Activities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
<td>Written Reports</td>
<td>35%</td>
<td>2</td>
<td>70%</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
<td>Individual Presentations</td>
<td>5%</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
<td>L3 Report</td>
<td>10%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
<td>Group Presentation</td>
<td>5%</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
<td>Professionalism</td>
<td>5%</td>
<td></td>
<td>5%</td>
</tr>
</tbody>
</table>

| TOTAL         | 100%  |
Attendance and Make-up of Absences:
- Attendance will be taken at the beginning of each lecture seminar session (Thursday) and as determined by the Section Instructor in the recitation session. **Students are expected to attend every class meeting.** Each excused absence is made up by:
  - a) providing a written account of the reason for the absence, and
  - b) submitting a one-page, **signed and dated report** describing the class session missed (using the same format described for the Written Reports).
- Work missed due to unexcused absence **cannot** be made up and a grade of zero will be assigned for that activity.
- Failing to deliver your presentation as scheduled will result in a zero grade for the presentation which is worth 5% of the course grade.
- Work missed due to absences will be **excused** only for University-approved activities in accordance with **Texas A&M University Student Rules** (see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)). In accordance with recent changes to Rule 7, please be aware that in this class any "injury or illness that is too severe or contagious for the student to attend class" will require "a medical confirmation note from his or her medical provider" even if the absence is for less than 3 days (see 7.1.6.2 Injury or illness less than three days.).
- **The deadline for make-ups is two weeks starting on the absence day. Failure to complete the activity within two weeks will result in a zero grade for the activity.**

Written Reports (Individual Writing):
Each student will prepare **two (2) original written reports**
- **The reports are based on technical articles or books.** The papers need to be original, i.e. they weren’t used to fulfill the requirements of another class.
- The report topic is of your choice, but pre-approval of the topic is required.
- The reports are prepared according to the guidelines provided in the report preparation document.

Presentations:
Each student will deliver **two (2) 5 minute presentations**, each being based on one of the written reports.
- The presentation must be appropriately supported by slide-visuals that logically lead the audience through the presentation.
- Slides are to be prepared on a CD or memory stick (USB) using PowerPoint.
- A printed copy of the presentation should be provided to the instructor before giving the presentation.
- Each presenter must answer at least two questions from the audience and/or the instructor.
- **Casual Business Attire is required for presentations.** Dress as if your future employer might attend. If you have any questions about attire, ask in advance.
- A detailed evaluation rubric and feedback form will be used; the rubric will be provided to you in advance for guidance in preparing presentations.
- Each student will also contribute to and participate in a **Group Presentation** near the end of the semester.

Life-long learning (L3) Reports (Collaborative Writing):
Each student will gain an appreciation of the importance of life-long learning to professional success. Further details will be provided describing the research to be conducted and the specific requirements for the written report. This report, to be submitted via **eLearning**, will be **due by (TBD)**.
Professionalism:
This will be based upon attendance and behavior in the lecture class, as well as, participation and behavior in the recitation sessions. Examples that will have a negative impact on your grade include:

- unexcused absences,
- arriving late, leaving early,
- use of cell phone, laptop, and other electronics during class,
- working on activities unrelated to the course during class,
- disrespectful questions to speakers, and
- lack of feedback in recitation session activities.

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 Disability Services (disability.tamu.edu) please contact the Office of Student Affairs.

Academic Integrity Statement

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

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

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
Mechanical Engineering Seminar (MEEN 381)

This document aims at providing guidelines and information to help students prepare their written reports. The faculty evaluate the students using their individual and collaborative writing on topics related to: contemporary engineering issues, technology’s impact on society, and engineering professionalism. Two individually written reports and one collaboratively written report are required from each student. These reports, which students will write in the technical genre, are also in-class presentations. **Students may base their report on technical articles, technical papers, and books.** The reports must be original work performed during the semester, i.e., they cannot be documents written to fulfill another course’s requirements.

Receiving a passing grade in MEEN 381 is contingent upon receiving a passing grade on the written reports. The reports will be evaluated on structure and organization (introduction, objectives, body, conclusions and formatting), writing mechanics (sentence structure, punctuation, language/terminology and spelling), and technical content (objectives/thesis, support topics or arguments, evidence and engineering relevance). Students will write for an audience they assume to be engineers who understand technical terminology, but who are not experts in the topic area. Thus, the reports should provide sufficient explanation whenever needed and use proper technical terminology.

**Assignment Objective**
To practice writing formal technical reports and research papers.

**Writing in Technical Genre:**
Technical writing must convey knowledge or present persuasive arguments to a target audience so that the information is understandable. Technical documents have the following characteristics:

- Has well defined objectives
- Contains “factual” information
- Prepared in a concise and logical manner
- Is written to the target audience
- Follows the identified modes and aims

Technical writing is the foundation of technical proposals, research project reports, lab reports, instruction manuals, product design description and specification, as well as similar documents.

**Topic**
While the selected topic is your choice, you must follow the assignment descriptions distributed in class and shown at the end of this document.

- Preapproval is required. To get the topic preapproved, submit a one-page proposal identifying the report’s thesis/objectives, a preliminary outline, and a list of the papers you plan to use.
- Avoid a topic that is too general because it is harder to complete with sufficient detail. Instead, focus on a specific topic that allows you to successfully complete the report. The more focused your proposed topic is, the better the feedback you will receive.

**Report Organization**
Before you begin writing the report, organize your thoughts and plan the report’s flow, i.e., how it begins, how it transitions between paragraphs and subsections, and how it ends. Therefore, start the report with an introduction that leads to the problem statement and objectives or thesis statement followed by support sections and conclusions. The report’s structure must adhere to these details:

- **Cover page** with the title, name of the author, ID number, date of submission and a signed Aggies Honor Code statement; electronic signature is acceptable for the Aggie Honor Statement. For the team assignment, each member is to upload a separate cover page on eLearning. Alternatively, students may scan a hand signed cover page for electronic submission.
- **Executive summary** that highlights the report objectives, its content, and findings. The executive summary is limited to 1 page in length.
• Table of Contents
• Report Body
  o Introduction
  o Objectives
  o Support ideas or arguments.
    ▪ Avoid having too many support ideas or two few. Authors should have 3 to 4 support ideas or arguments—presented in separate paragraphs—per objective. We strongly recommend that authors use subsections with proper headings.
    ▪ Properly cite the source(s) of the presented information using a standard and consistent format (i.e. Harvard Style, MLA, etc.).
    ▪ Include figures and tables to support your argument and clarify your points. Number each figure and table and provide a caption. Remember that for figures and graphs, the number and caption appear below the figure, and for the tables, the table number and caption appear above the table. Briefly explain each table or figure in the body and referred to each its number (e.g. Table 1). Include a legend for the figures and an associated coordinate system for engineering drawings, as needed.
    ▪ Finally, number all equations their appearance order and define the variables in each equation. Include the units that each variable carries.
  o Conclusions that restate the objectives/thesis and summarize how they were met. The conclusions should include your interpretation of the findings or reflections on the topic, as applicable.
• A reference list formatted using the same standard format used with the citations.
• Appendices if needed. The appendices are numbered and contain support information that does not belong in the main body.

Report Format
When you write each report, consider it to be a sample that you would share with a potential employer to demonstrate your written communication skills. Therefore, paying attention to the report's structure and organization, as well as the writing mechanics—are just as important as the technical content. In other words, each report represents the quality of the work that you provide.

Each typed report has a minimum word count as described in each assignment's goals. This minimum word count only includes the executive summary and the report body, i.e., the count does not include the cover page, the table of content, the reference list, and the appendices. The report must have 1.0 inch margins all around, use 1½ line spacing, and use 12 point Arial font (or similar). Electronically submit all your drafts via eLearning.

Report Review Process
The report writing process includes submitting a first draft that either or both the course professor and the teaching associate review. In addition, one peer will review the draft. This review process provides you with feedback prior to you submitting the report for grading. Therefore, the first draft must be a complete report that you prepare and format as if it were the final version. The report evaluation rubric, provided below, is the guide for providing feedback on the first draft and for evaluating the final version.

Evaluation and Grading
The course professor will grade the reports using the attached grade sheet, which is based on the grading rubric. Pay attention to spelling, punctuation, grammar, and adhere to good writing practices because they account for part of the grade for all written work. The final report is out of 100 points; however, while the first draft will not be graded, if you do not submit a complete first draft by the due date your maximum report grade will be 75%.

Report writing suggestions
• Use 3rd person, sentences may be active or passive voice so long as they conform to formal, impersonal writing
• Proofread your report to identify errors that spell checkers cannot identify. Ask a friend to read the report or read the report aloud to yourself; these actions help you identify many errors.
• Use available resources. OASIS has writing consultants who can help you in improving your writing.
• Use diagrams and figures to explain and clarify your arguments.
• Avoid writing the report in a conversational style.

**Academic Integrity Statement:**
"An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the Honor System philosophy and rules. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. All students should refer to the Honor Council Rules and Procedures: [http://www.qatar.tamu.edu/files/TAMUQ_Aggie_Honor_System.pdf](http://www.qatar.tamu.edu/files/TAMUQ_Aggie_Honor_System.pdf)

**Academic Dishonesty:**
Any act of academic dishonesty or violation of the Aggie Honor Code will result in a failing grade in the course for ALL involved parties. This includes, but is not limited to, plagiarism, copying and cheating, as well as sharing and distribution of materials, calculations, measurements, reports, presentations and engineering drawings. If you are not sure whether an act violates the Aggie Honor Code, ask any of the course faculty or the OASIS staff members.
Assignment #1: Contemporary issues in engineering
For this assignment, assume that you are working for a company that is interested in either the using/implementing or developing a new technology. You are charged with researching this technology and preparing a report that your company can circulate to its technical staff to inform and educate them about this technology. The executive summary should be written so an upper-level manager, who oversees many projects and does not have time to read the entire report, understands what the report contains.

Assignment goals:
1. Identify a contemporary engineering issue with mechanical engineering relevance.
2. Review the technical literature on the selected topic.
3. Communicate the gathered information by writing a 1000 to 1500 word report explaining the contemporary issue (the identified technology).

Assignment audience: non-expert engineering/technical audience – understands technical terminology, but not an expert in the topic.
Assignment mode: description.
Assignment aims: to explore and to explain.

Assignment #2: Global and/or societal impact of engineering solutions
This assignment continues the first assignment. The assignment requires you to develop a position that your company can take regarding the technology you identified in the first assignment. Therefore, you must develop a persuasive argument for, or against, the identified technology, making sure to explain its global and/or societal impact.

The assignment goals:
1. Highlight the product/process technical and engineering performance.
   - Review the related literature,
   - Identify key technical characteristics and engineering performance; which are supported by evidence (technical data, graphs, tables, or other.)
2. Discuss issues:
   - Impact on the quality of life of the users/community;
   - Impact on the environment that use or development
   - Impact on associated human capital needs and the shifting of employment from one place to another, i.e. the effect of employment changes on local economies;
   - Impact on infrastructure needed for wide use of the technology; and/or any other relevant issues.
3. Evaluate the technology for the identified purpose; i.e. either use or development.
4. Communicate the gathered information by writing a 1000 to 2000 word report explaining the global and/or societal impact of the technology.

Assignment audience: technical experts.
Assignment modes: argument, cause and effect.
Assignment aims: to explore, to persuade.

Support the technical content in this report with information from recent, archival-quality technical papers and reports, address issues for and against the technology. In addition, support the environmental and societal implications with evidence from technical journals, technical magazines, government reports, mainstream media and other sources. Because this report is written as a position paper, you must provide your personal evaluation of the gathered information to arrive at logical recommendations that you base on technical and non-technical relevance.

Assignment #3: Life-long learning (L³) assignment
Write this assignment collaboratively, that is, with another classmate who the course instructor will assign. You and your classmate will develop a persuasive argument stating that engineers in general, and mechanical engineers—in particular—need life-long learning.

The assignment goals:
1. To appreciate the importance and the need for life-long learning.
2. To identify various means and practices used in the pursuit of life-long learning.
3. To develop life-long learning goals that you and your classmate aim to follow.
4. To communicate goals (2) and (3) in a written report using 1000 word, or more.

Assignment audience: general audience.
Assignment modes: narration, process.
Assignment aims: to explore and to learn.

Course Plan:
Week 1: Faculty: Technical writing instructions.
Week 2: Students: Submit proposal for the topic for Assignment #1 during the recitation session. Faculty: Provide feedback on the proposal: electronically within 72 hours of submission.
Week 3: Students: Work on the report for Assignment #1.
Week 4: Students: Submit draft of the report for Assignment #1. Gather information on the topic for Assignment #2. Develop the proposal for Assignment #2. Start it during the recitation session.
Week 5: Students: Submit proposal for the topic for Assignment #2. Submit peer review for one Assignment #1 report. Faculty: Provide feedback on the report for Assignment #1.
Week 6: Students: Submit Assignment #1 for grading. Faculty: Provide feedback to students on the proposal for Assignment #2.
Week 7: Students: Work on the report for Assignment #2.
Week 8: Students: Submit first draft of Assignment #2
Week 9: Students: Submit peer review for Assignment #1 report. Prepare and submit outline for L3 report. Faculty: Provide feedback on the report for Assignment #2.
Week 10: Students: Submit Assignment #2 for grading. Faculty: Provide feedback on L3 report outline.
Week 11: Students: Submit first draft of L3 report
Week 12: Students: Submit peer review for L3 report. Faculty: Provide feedback on L3 reports
Week 13: Students: Submit L3 reports for grading.
Week 14: Course wrap-up.
## Written Assignment Rubric

### Technical Content

<table>
<thead>
<tr>
<th>Objective/Thesis statement</th>
<th>Beginning</th>
<th>Developing</th>
<th>Satisfactory</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>The report does not contain a thesis statement.</td>
<td>Main idea may be inferred but is not clearly stated</td>
<td>Main idea is clearly stated in a topic sentence.</td>
<td>Has a specific thesis statement. The introductory paragraph shows how the thesis will be supported.</td>
<td></td>
</tr>
</tbody>
</table>

| Overall Technical Quality | Topics are presented with limited technical content. | Technical topics are fragmented and lack a clear focus | Technical topics: • develop the thesis • connect ideas • Are supported by external evidence | Technical topics: • Develop the thesis • Creatively examine and connect ideas • Are supported by external evidence • Incorporate the author’s evaluation of evidence |

| Information gathering | Information sources are not listed in the report. | Information sources are listed, but they are not of archival quality. | A few technical papers are used as the primary source of information. | A wide range of primary and secondary sources of information are used |

| Information Sorting | Some information is grouped and is properly labeled | Collected information is mostly grouped and is adequately labeled (i.e. placed under proper headings) | All Information is properly grouped under appropriate headings | All Information is properly grouped under appropriate headings with smooth transitions between support topics |

| Support/Evidence | No evidence is provided to support the thesis | Evidence is occasionally provided to support the thesis | Evidence is provided for each support topic. Evidence is properly cited | Evidence is provided for each support topic. Evidence is properly cited, consistently formatted, and is relevant. |

### Structure / Organization

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Beginning</th>
<th>Developing</th>
<th>Satisfactory</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>The report is written without an introduction</td>
<td>The report has an introduction that is not directly related to the topic or the report content.</td>
<td>The report has an introduction that is directly related to the topic and the report content.</td>
<td>The report has an introduction related to the topic and the report content. The introduction contains &quot;hooks&quot; to read the report.</td>
<td></td>
</tr>
</tbody>
</table>

| Body | The report is not organized effectively into sections or paragraphs | The report is organized into sections and/or paragraphs, but they are fragmented | The report is organized into sections and/or paragraphs with each: • clearly supporting the thesis • containing support for one idea | The report is organized into sections and/or paragraphs with each: • clearly supporting the thesis • containing support for one idea • following a logical order with smooth transitions |

<p>| Tables and Figures | Are not used in | Are presented | Are properly | Are properly |</p>
<table>
<thead>
<tr>
<th>Attachment I</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Writing Mechanics</strong></th>
<th><strong>Beginning</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Satisfactory</strong></th>
<th><strong>Advanced</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence structure</td>
<td>Poorly structured sentences.</td>
<td>The sentences are properly structured, but are simple.</td>
<td>The sentences are properly structured, vary in length and have a variety of beginnings</td>
<td>The sentences are properly structured, vary in length, have a variety of beginnings and have complex forms.</td>
</tr>
<tr>
<td>Language/terminology</td>
<td>Appears to follow/copy external sources</td>
<td>Language is written in authors words</td>
<td>Language is: • Clear and explicit. • Appropriate for the audience</td>
<td>Language is: • Clear and explicit. • Appropriate for the audience • Presents the significance of the topic</td>
</tr>
<tr>
<td>Punctuation</td>
<td>The report is poorly punctuated</td>
<td>The report contains some punctuation mistakes</td>
<td>The report has only one or two punctuation mistakes</td>
<td>The report is properly punctuated. Punctuation is used to add effects.</td>
</tr>
<tr>
<td>Spelling</td>
<td>The report contains numerous spelling mistakes.</td>
<td>The report has a some spelling mistakes</td>
<td>The report has one or two minor spelling mistakes</td>
<td>The report is thoroughly spell checked</td>
</tr>
<tr>
<td>Grammar</td>
<td>The report has poor grammar</td>
<td>The report has several grammatical mistakes</td>
<td>The report has one or two grammatical mistakes</td>
<td>The report has no grammatical mistakes</td>
</tr>
</tbody>
</table>
# Written Assignment Grade Sheet

**Student Name:** ____________________________  **Date:** ____________________________

**Report Title:** ____________________________

<table>
<thead>
<tr>
<th>Structure and Organization (Weight 25%)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>(5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td>(5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tables and Figures</td>
<td>(5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td>(5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formatting</td>
<td>(5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average Score = __________

<table>
<thead>
<tr>
<th>Mechanics or Writing (weight 25%)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence structure</td>
<td>(5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language/terminology</td>
<td>(5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>(5%)</td>
<td></td>
<td></td>
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<tr>
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<td>Grammar</td>
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Average Score = __________

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<tr>
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<td>Overall Technical Quality</td>
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Average Score = __________

**Comments:**

**Paper Weighted Score:** ____________________________
## Grade based on paper weighted score

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TO: Faculty Senate Executive Committee

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

CC: Roy B. Flemming, Department of Political Science
    James R. Rogers, Head, Department of Political Science
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: July 14, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: POLS 357

We recommend that POLS 357 National Judicial Politics be certified as a writing (W) course for four academic years (1/10 to 1/14). 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: 33%
2. Course content appropriate to the major
3. Total number of words: 18,000
4. Instructor to student ratio for one section: 1:20

Students write seven "decision essays" and a final essay, all of which require the collection and description of empirical information about US Supreme Court cases. The essays must place the information in a theoretical or conceptual context derived from the relevant assigned readings according to the style manual of the American Political Science Association. The instructor will comment on the organization of each of the essays and provide written assessments of their substantive coherence and clarity. In addition, for the final essay, students will meet individually with the professor prior to the deadline to discuss preliminary drafts or portions of their essays. For instruction, classroom workshops will be held before the essays are due to review and discuss writing issues or questions about the assignments. Lectures will also include discussion of writing in political science and will include discussion of class readings. Scott and Garrison's Political Science Student Writer's Manual (6th ed.) is required reading.
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):

   PEX 357 National Judicial Politics

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: [Signature]
Printed name and signature

(Date)

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

Approvals:

College Dean: [Signature]
Michael T. Stephenson
(Date)

Department Head: [Signature]
(Date)

RECEIVED
JUN 01 2010
The purpose of this course is to establish the conceptual and empirical understandings needed to analyze Supreme Court decisions and the process that shapes them. The specific focus of the course is a detailed research project centered on a single U.S. Supreme Court decision as well as its litigation history in the lower courts. This project will combine, apply, and assess major political science approaches in the study of judicial politics by employing these approaches to understand the dimensions and dynamics of the decision. The paper will be structured on the basis of each of the following major “models” or explanations of judicial decision making and apply them to the lower court decisions and the Supreme Court’s decision.

<table>
<thead>
<tr>
<th>Decisions</th>
<th>Models/Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Court</td>
<td>Legal</td>
</tr>
<tr>
<td>Certiorari</td>
<td></td>
</tr>
<tr>
<td>Merits</td>
<td></td>
</tr>
</tbody>
</table>

This research paper will be constructed in part through a series of shorter papers and presentations. Students will work in teams for the presentations but each student will submit an individual paper dealing with the topic of the presentation.

Course Objectives and Learning Outcomes
Social and Behavioral Sciences:
- Develop intellectual knowledge of the key empirical models of judicial politics (legal, attitudinal, strategic, litigant)
- Gain experience in the empirical analysis of the US Supreme Court through a series of specialized essays on critical stages in the litigation process
- Develop expertise in the collection, description, and comparison of relevant empirical information from online sources
- Develop writing skill and familiarity with methods of discussing and presenting social scientific analyses

Prerequisites
POL 206

Required Texts
- Other readings for this course are academic articles and book chapters which are available via E-reserve at the library. These readings are mandatory. You may access these free of charge using your NetID at http://library-reserves.tamu.edu

Written Assignments
This is a writing intensive course aimed at improving your writing skills over the course of the semester. Workshops will be held for specific written assignments that will introduce and discuss writing standards, techniques, and related material. All written assignments will include a grade for writing in addition to the substance of the assignments.
Failure to earn a passing average grade on the writing assignments precludes the assignment of "W" credit for the course, regardless of the course grade based on the accumulation of grade points. In other words, you can only receive credit for the course, but not W credit, if you do not pass the writing component.

There are seven (7) short papers and oral team presentations required at roughly weekly intervals starting 27 January. The length of the papers will vary with the topic but should not exceed 5-6 pages or a maximum of 1500 words; the minimum word length is 1000. The short essays or “decision essays” are due at the time of the team presentations. The final research paper is due 3 May and should be about 25-30 pages in length or a maximum of 7500 words; the minimum length is 6250. These maximum and minimum lengths do not include title page, references, or figures and tables. Further details about these assignments will be distributed during the course of the semester. The format of these papers must follow the American Political Science Association Style Manual.

All student presentations will made using Power Point. Copies of the slides from these presentations are required for distribution to students of other teams.

You can download the manual from the following website: http://www.ipsonet.org/data/files/APSAStyleManual2006.pdf

Grading Policy
Each of the essays has a maximum numerical grade of 100 points. The essays are graded according to the Undergraduate Catalog, where an “A” refers to “excellent” work, a “B” to “good” performance, a “C” to “satisfactory” work, a “D” to “passing,” and “F” to “failing.” The grading standards used in this course take these terms seriously and apply them literally.

The seven short essays will account for 70 percent of the course grade while the research paper represents 30 percent of the course grade. Late assignments in the absence of a university excuse will not be accepted.

The following table indicates the numerical equivalents of the letters grades for the essays and the total number of points required for each course grade. The course grade is the sum total of the five essay grades plus any bonus points.

<table>
<thead>
<tr>
<th>Criteria and Letter Grade Equivalent</th>
<th>Numerical Threshold Equivalent of Letter Grade for Short Essay</th>
<th>Numerical Threshold for Course Grade Based on Total Essay Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>Good</td>
<td>B</td>
<td>80-89</td>
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<tr>
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<tr>
<td>Passing</td>
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<td>60-69</td>
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<tr>
<td>Failing</td>
<td>F</td>
<td>Below 60</td>
</tr>
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</table>

*Each short essay has a maximum grade of 100 for a total of 700 points for the seven essays; for the research paper the grade will be multiplied by 3 for a total of 300 points.

The grade for each essay will include an assessment of the essay’s writing quality that will account for up to 30 percent of the grade for the essay.

Class Attendance and Late Essays
While attendance is not mandatory, attendance will be taken. THREE UNEXCUSED ABSENCES will lead to ONE GRADE POINT REDUCTION IN FINAL COURSE GRADE, which means a final grade of B will be reduced to C if there are three unexcused absences. You must have a university-approved excuse to substantiate why you could not attend class. Note as well that each successive unexcused absence beyond the maximum of three will reduce the final course grade by another half-letter grade.

Students who fail to submit an essay on the day it is due must notify me or the department the day before the essay is due by telephone or by email. The student is responsible for providing satisfactory evidence within one week to substantiate the reason for the absence or tardy submission of an essay.
Without a satisfactory, university-approved excuse or explanation for a late essay, a student can expect the grade for the late essay to be reduced by one full letter grade. Course grades of “F” are given automatically to those students who do not submit one or more of their essays.

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.

Scholastic Dishonesty
The Aggie Honor Code states "An Aggie does not lie, cheat or steal, or tolerate those who do."

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 done by another person and turn it in as your own, even if you have the permission of the person. This applies to another student’s work plus published or unpublished articles, essays, commentary, portions of books, or studies, as well as material taken from the Internet or worldwide web.

Plagiarism is one of the worst academic offenses. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under the section “Scholastic Dishonesty.”

Students who submit plagiarized work or work used for another course will receive an “F” and university disciplinary procedures will be initiated. Plagiarism is cheating and the theft of someone else’s work passed off as your own. Plagiarism risks failing this class and expulsion from the University.

If you have any questions about plagiarism you should refer to 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 "Academic Dishonesty".

Reading Assignment and Essay Schedule
Readings are on electronic reserve at https://library-reserves.tamu.edu/cas/. A final matter: After each class session, I will post on my website all material presented in class as part of the lecture at http://www-polisci.tamu.edu/faculty/flemming.

18 January:
Introduction to Course

20 January:
The Federal Court System: An Overview
Baum, Ch. 1 and pages 155-162, 169-184

25 January:
How the Supreme Court Decides
Epstein and Knight, The Choices Justices Make, Appendix A (pg. 187)
Video: This Honorable Court: Program Two, Inside the Supreme Court

27 January:
The Semester’s Case Studies: Team Presentations #1
Each team will present a summary of the case assigned to them. This summary should include the issues, basic facts in the case, the outcome of the decision, and how the justices voted. The time for each presentation will be about 15 minutes. The purpose of the brief and presentation is to allow students to become acquainted with the court cases that will be focus of the semester’s research. Each student will submit an individual copy of their own summary of the case assigned to them.

1 February:
Setting the Court’s Agenda
Baum, “Deciding What to Hear: The Court’s Role,” pp. 85-100
Epstein and Knight, The Choices Justices Make, Appendix B (pg. 188), Ch 4 (pgs. 118-125), Ch 3 (pgs. 56-65,79- 88).

3 February:
Research and Writing Workshop

8 February:
Granting Cert: Team Presentations #2
Each team will present an analysis of the certiorari decision in their assigned case. The analysis should discuss the arguments made by the parties regarding whether certiorari should be granted, the role of Rule 10 in their arguments, the issues raised by the parties and which ones the justices agreed to hear (including any revisions), and a discussion of how the justices may have voted on granting cert.

10 February:
Circuit Court Decision Making: Ideology and Law

15 February:
Research and Writing Workshop

17 February:
The Lower Court Decisions: Team Presentations #3
The main task of the presentation is to use Cross’ analysis discussed in the previous session to the lower court decisions in the assigned Supreme Court case. Each team will discuss the “history” of their case in the lower courts. How did the lower courts rule? Was the outcome liberal or conservative? Who won and who lost? Was there a dissent? What were the backgrounds of the judges involved in the case? Identify whether the judges were Democrats or Republicans and how they voted. How did they reach the bench and if they were appointed by whom were they appointed? How did other appellate courts rule on the issue involved in the study case? Were there “circuit conflicts” and what were the voting patterns?

22 February:
The Litigant-Centered Account: Repeat Players, Organized Interests, and the Supreme Court
Baum, “Reaching the Court: Litigants, Attorneys, and Interest Groups,” pgs. 69-85

24 February:
Research and Writing Workshop

1 March:
The Litigant-Centered Account: *Team Presentations #4*
Using the Collin’s classification of interest groups (see Ch. 3) of *Friends of the Supreme Court*, each team will identify and categorize the groups involved in the case they are studying. Indicate as well whether the groups take a liberal or conservative position on the issues in the case and whether the groups took a strategically “aggressive” or “defensive” position with regard to the lower court ruling being appealed.

3 March:
Oral Argument, Briefs, and the Supreme Court

9 March:
Research and Writing Workshop

10 March:
Oral Argument and the Supreme Court: *Team Presentations #5*
Each team will discuss the oral argument before the Supreme Court for their case. Use Ch.2, “Oral Arguments,” from Johnson’s book as a guide to identifying and classifying the issues and content of the arguments. Use the number and direction of questions by each justice to predict their vote on the merits of the case.

15 March:
Spring Break

17 March:
Spring Break

22 March:
Precedent and Stare Decisis
Baum, “The Court’s Activism,” pgs. 162-169
Epstein and Knight, *The Choices Justices Make*, pgs. 163-177

24 March:
Research and Writing Workshop
29 March:
Precedents in Supreme Court Opinions: Team Presentations #6
What cases did the ruling opinion, dissent opinion and concurrences cite in their opinion? How often was each of these prior cited by each opinion and how do the opinions differ with regard to the frequency of citing these decisions? From these citations, identify the key precedents in the opinions. Identify the voting patterns of the justices in these key precedents and compare them to all nine of the justices’ votes in the case being studied.

31 March:
Dissents, Concurrences, and Median Justices on the Supreme Court

5 April:
Research and Writing Workshop

7 April:
Dissents and Concurrences on the Supreme Court: Team Presentations #7
Each team will analyze the dissents and concurrences of their Supreme Court decision. How did the policy preferences of the justices who joined these opinions differ from the justices who formed the majority? What justifications did the justices offer for not joining the ruling opinion? More important how effectively do measures of individual justice policy preferences explain the dissents and concurrences?

12 April:
The Attitudinal and Strategic Models
Baum, Ch. 4
Epstein and Knight, The Choices Justices Make, Chs 1-2, 3 (pgs. 65-79, 88-107), Ch 4 (pgs.112-115, 125-135)

14 April:
Separation of Powers Games

19 April:
Research Essay Preparation
Individual and team meetings will be arranged.

21 April:
Research Essay Preparation
Individual and team meetings will be arranged.
26 April:
Research Essay Preparation
Individual and team meetings will be arranged.

28 April:
Research Essay Preparation
Individual and team meetings will be arranged.

4 May:
Research Essay Due
TO: Faculty Senate Executive Committee

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

CC: Roy B. Flemming, Department of Political Science
    James R. Rogers, Head, Department of Political Science
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: July 15, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: POLS 358

We recommend that POLS 358 Comparative Judicial Politics be certified as a writing (W) course for four academic years (1/10 to 1/14). 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: 33%
2. Course content appropriate to the major
3. Total number of words: 9000
4. Instructor to student ratio for one section: 1:20

Students work both individually and in teams for POLS 358. They work in teams on presentation skills and they write an individual essay for the team presentation; individually, they write an additional six essays to work on the skills of integrating discussion of assigned readings, to describe and compare processes, and to integrate readings with an empirical analysis. Students learn to follow the style of the American Political Science Association. Writing instruction will be incorporated into class lectures and include discussion of how political scientists present their arguments. The required text will be Scott and Garrison's Political Science Student Writer's Manual (6th ed). Four workshops are held for specific assignments to introduce and discuss writing standards, techniques, and related material. Two individually-arranged meetings with the instructor will be organized prior to the deadline for the final essay to assist students with regard to writing issues after preliminary drafts or portions of their essays are submitted for review. The instructor will hold additional office hours the week before the essays are due so that students will be able to bring drafts or written outlines for comment and assistance.
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 358 Comparative Foreign Policy

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: [Signature] 21 May 2010 (Date)

   Received: [Signature] 6-1-10 (Date)

   (W Course Coordinator, University Writing Center)

Approvals:

   College Dean: [Signature] Michael T. Stephenson 5/27/10 (Date)

   Department Head: [Signature] 5/21/10 (Date)
POLS 358-501
COMPARATIVE JUDICIAL POLITICS

Office: 2101 Allen Building
Phone: 845-2511
Email: roy@politics.tamu.edu

Course Description
We know a great deal about courts and judges in American politics and their influence on public policy. We know far less about national courts in other countries. What kind of politics affects the creation of these courts or their reform? What role do “rights regimes” have on high courts and their relations with the rest of the government? How are judges selected for these courts and how can governments shape the policy preferences of these courts? How do high courts organize themselves and what kind of processes do they follow when they decide cases? How do courts in other countries differ from the American way of litigation and why?

This course concentrates on the courts and judicial systems of countries that share the Anglo-American legal tradition. The United States provides a baseline for comparing the court systems of the United Kingdom, Australia, Canada, New Zealand, and South Africa. These countries while similar to the American system are also significantly different. For example, Australia does not have a bill of rights while the United Kingdom and New Zealand have statutory, not constitutional, human rights laws. South Africa, in contrast, has a constitutionally-grounded bill of rights that includes “positive” social and economic rights. These differences materially affect the power of the courts in these countries.

Course Objectives and Learning Outcomes
Social and Behavioral Sciences:
- Develop intellectual knowledge of the key empirical models of judicial politics (legal, attitudinal, strategic, litigant)
- Apply these models in a comparative manner to understand judicial behavior in other countries from an empirical perspective
- Gain experience in the empirical analysis of courts and judicial behavior through a series of specialized essays on the critical features of the courts
- Develop expertise in the collection, description, and comparison of relevant empirical information from on-line sources
- Develop writing skill and familiarity with methods of discussing and presenting social scientific analyses
International and Cultural Diversity:

• Develop an empirical appreciation of how interactions between political institutions and courts produce varying policy outcomes among courts that otherwise share a common legal heritage
• Gain an ability to critically evaluate “American Exceptionalism” with regard to the Anglo-American legal tradition
• Assess how political cultures and institutions affect judicial independence and the exercise of judicial power

Prerequisites
POLS 206

Required Texts

• 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 mandatory. You may access these free of charge using your NetID at http://library-reserves.tamu.edu

This course involves a lot of reading, some of which is technical or statistical in nature. You cannot expect to complete these readings in a couple of hours. Moreover, there is a series of weekly essays later in the semester that will place considerable demands on your time. If you feel other responsibilities and interests prevent you from giving at least six (6) hours of reading and study per week in addition to the two class sessions, you may want to consider dropping this class.

My experience suggests that students who do not stay current with the readings are less likely to perform as well as those students who have read the assignments for each class session before they attend class. If you postpone reading the material, you find it very difficult to catch up and the essay grade is likely to suffer accordingly.

You should consider all of the material presented in class as required and must be included when applicable for any essay assignments. All Power Point presentations will be posted after class at http://www-polisci.tamu.edu/faculty/1flemming/ under POLS 358.

Written Assignments
This is a writing intensive course aimed at improving your writing skills over the course of the semester. Workshops will be held for specific written assignments that will introduce and discuss writing standards, techniques, and related material. All written assignments will include a grade for writing in addition to the substance of the assignments.

Failure to earn a passing average grade on the writing assignments precludes the assignment of "W" credit for the course, regardless of the course grade based on the accumulation of grade points. In other words, you can only receive credit for the course, but not W credit, if you do not pass the writing component.
The written assignments for this course include several essays based on the assigned readings and the collection of empirical information about the high courts that are the subjects of this course.

(1) Two (2) team presentations and related individual student essays: The class will be organized into teams that will prepare presentations on the following topics with individual essays by each member of the team:
   a. The government and politics of a specific country
   b. The organization of the legal system and courts in a specific country

(2) Five (5) Individual student essays that include:
   a. One (1) integrative discussion of assigned readings
   b. Four (4) empirical descriptions and comparisons of high court characteristics and processes

(3) One (1) final essay that integrates the readings with empirical analysis of the high court of the country in the team presentations

Team presentations (4-5 members) will provide basic factual information about a specific country, its court system, and its high court or supreme court processes. There will be (1) a public presentation; (2) distribution of a 2-3 page “fact sheets” to the class; and (3) individually-prepared essays based on the public presentation and fact sheets.

The “integrative essay” will be based on the assigned readings. Two or more topics will provide the foundation for this essay which has a word limit of 1000 words. The four (4) “empirical essays” will rest on discussions of data and information collected by students about various aspects of how high courts and their justices decide cases. The essays are limited to 1000 words. The essays will include a brief “literature review” of the relevant readings discussed in class and place empirical data in the context of this review.

The “final essay” will be an individual effort by students who will integrate the conceptual material with empirical analyses of samples of decisions drawn from the high court of the country that was the focus of the team presentations.

The grade for each essay will include an assessment of the essay’s writing quality and account for up to 30 percent of the grade.

**Grading Policy**
Course grades reflect the accumulation of points for the various assignments and not an average of the grades for the assignments.
<table>
<thead>
<tr>
<th>Essay Assignment</th>
<th>Word Length</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Presentation: Country Profile</td>
<td>1250</td>
<td>100</td>
</tr>
<tr>
<td>Team Presentation: Legal System Profile</td>
<td>1250</td>
<td>100</td>
</tr>
<tr>
<td>Integrative Essay</td>
<td>1000</td>
<td>100</td>
</tr>
<tr>
<td>1st Empirical Essay</td>
<td>1000</td>
<td>100</td>
</tr>
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<td>1000</td>
<td>100</td>
</tr>
<tr>
<td>3rd Empirical Essay</td>
<td>1000</td>
<td>100</td>
</tr>
<tr>
<td>4th Empirical Essay</td>
<td>1000</td>
<td>100</td>
</tr>
<tr>
<td>Final Essay</td>
<td>2500</td>
<td>300</td>
</tr>
</tbody>
</table>

With the exception of the “final essay” each of the required essays has a maximum numerical grade of 100 points. The essays are graded according to the Undergraduate Catalog, where an “A” refers to “excellent” work, a “B” to “good” performance, a “C” to “satisfactory” work, a “D” to “passing,” and “F” to “failing.” The grading standards used in this course take these terms seriously and apply them literally.

The following table indicates the numerical equivalents of the letters grades for the essays and the total number of points required for each course grade. The course grade is the sum total of the essay grades.

<table>
<thead>
<tr>
<th>Criteria and Letter Grade Equivalent</th>
<th>Numerical Threshold Equivalent of Letter Grade for an Essay</th>
<th>Threshold for Course Grade Based on Total Essay Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>Good</td>
<td>B</td>
<td>80</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C</td>
<td>70</td>
</tr>
<tr>
<td>Passing</td>
<td>D</td>
<td>60</td>
</tr>
<tr>
<td>Failing</td>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

**Class Attendance and Late Essays**

While attendance is not mandatory, attendance will be taken. **THREE UNEXCUSED ABSENCES will lead to ONE GRADE POINT REDUCTION IN FINAL COURSE GRADE,** which means a final grade of B will be reduced to C if there are three unexcused absences. You must have a university-approved excuse to substantiate why you could not attend class. **Note as well that each successive unexcused absence beyond the maximum of three will reduce the final course grade by another half-letter grade.**

Students who fail to submit an essay on the day it is due must notify me or the department the day before the essay is due by telephone or by email. The student is responsible for providing satisfactory evidence within one week to substantiate the reason for the absence or tardy submission of an essay.
Without a satisfactory, university-approved excuse or explanation for a late essay, a student can expect the grade for the late essay to be reduced by one full letter grade. Course grades of “F” are given automatically to those students who do not submit one or more of their essays.

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.

Scholastic 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 this definition, you are committing plagiarism if you copy the work done by another person and turn it in as your own, even if you have the permission of the person. This applies to another student’s work plus published or unpublished articles, essays, commentary, portions of books, or studies, as well as material taken from the Internet or worldwide web.

Plagiarism is one of the worst academic offenses. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under the section “Scholastic Dishonesty.”

Students who submit plagiarized work or work used for another course will receive an “F” and university disciplinary procedures will be initiated. Plagiarism is cheating and the theft of someone else’s work passed off as your own. Plagiarism risks failing this class and expulsion from the University.
Reading and Class Schedule

<table>
<thead>
<tr>
<th>Essay Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Presentation: Country Profile</td>
</tr>
<tr>
<td>Team Presentation: Legal System Profile</td>
</tr>
<tr>
<td>Integrative Essay</td>
</tr>
<tr>
<td>1\textsuperscript{st} Empirical Essay</td>
</tr>
<tr>
<td>2\textsuperscript{nd} Empirical Essay</td>
</tr>
<tr>
<td>3\textsuperscript{rd} Empirical Essay</td>
</tr>
<tr>
<td>4\textsuperscript{th} Empirical Essay</td>
</tr>
<tr>
<td>Final Essay</td>
</tr>
</tbody>
</table>

18 January

Introduction to the Course

20 January

Thinking about Courts


25 January

Preparation of Team Presentations: Profiles of Westminster Parliamentary Systems

(1) Go to [www.wikipedia.org](http://www.wikipedia.org) for descriptions of assigned country.

(2) Go to [http://library.tamu.edu/](http://library.tamu.edu/), click on “databases,” type in “economist intelligence unit,” hit “search,” click on “economist intelligence unit,” after being redirected, click on “country profile,” and then scroll to the specific country. Download the PDF file for the most recent “country profile.” Do the same thing for the most recent “country report.”

27 January

Team Presentations: Profiles of Westminster Parliamentary Systems

1 February

Preparation of Team Presentations: Overviews of Legal Systems

(1) Go to [www.wikipedia.org](http://www.wikipedia.org) for descriptions of court system of assigned country

(2) Go to the following websites for the courts and their annual reports or related data dealing with caseloads and dispositions:

United Kingdom:


Australia:


3 February
Team Presentations: Overviews of Legal Systems

8 February
A New Supreme Court for the United Kingdom

10 February
The Institutionalization and Legitimacy of High Courts

15 February
The Politics of Rights in Canada, New Zealand, and South Africa

17 February
A Bill for Rights for Australia?


22 February

**Rights Protection: Comparative Perspectives**


24 February

**Legal Mobilization and Rights Revolutions**


1 March – **Integrative Essay Due**

**Canada’s Supreme Court in Action, Part 1**

This session and the next will be devoted to the oral argument before Canada’s Supreme Court in *MiningWatch Canada, et al. v. Minister of Fisheries and Oceans, et al.* The purpose of these sessions is to give you a good sense of how oral argument is conducted in this court. Because the oral argument will often become technical, it will help you if you become as familiar with the case as possible.


The “docket” provides the history of this litigation. By clicking on the items in the sidebar on the left side of the screen you will find information about the parties, counsel, a summary of the issues in the case, and the, factums or briefs filed by the parties.

Click on webcast and once the screen opens, right click your mouse, and click on “zoom” for a full view of the proceedings. The total time for this oral argument is nearly three hours. The U.S. Supreme Court allows only one hour of oral argument in most cases.

3 March
Canada’s Supreme Court in Action, Part 2

8 March
Oral Argument: American and Australia Differences?

10 March
Research and Writing Workshop: 1st Empirical Essay -- Oral Argument in America and Australia

Assignment: The goal of this assignment is to test Shullman’s hypothesis that the pattern of questions in oral arguments in these cases can predict the outcome of the case and the justices’ votes and to compare the oral arguments in the two countries. This assignment compares oral arguments in Australia and the United States. A single case was chosen for each court. For Australia, the case is MIAC v. Kumar. For the United States it is Wyeth v. Levine.

15 March
Spring Break

17 March
Spring Break

22 March
Judicial Selection in the United Kingdom, Australia, and Canada
and Peter H. Russell. Toronto: University of Toronto Press. (Ch 6, pages 122-145)


Websites:
United Kingdom:
(1) http://www.judicialappointments.gov.uk/
(2) http://en.wikipedia.org/wiki/Judicial_Appointments_Commission

Australia:
(1) http://www.ag.gov.au/www/ags/ags.nsf/Page/Legalsystemandjustice_CourtAppointments
(2) http://www.ag.gov.au/www/ags/ags.nsf/Page/Legalsystemandjustice_AppointmentsAdvisoryPanels

Canada:
(1) http://www.fja-cmf.gc.ca/appointments-nominations/index-eng.html
(3) http://www.justice.gc.ca/eng/dept-min/scc-csc/faq.html

New Zealand:

24 March – 1st Empirical Essay Due
Research and Writing Workshop: 2nd Empirical Essay – Judicial Selection in Three Countries

Assignment: The purpose of this assignment is to compare and contrast the backgrounds of the justices in Australia, Canada, and the United States, their tenures and experience on their respective courts, and the impact of mandatory retirement policies. Is there a tradeoff between life-time tenure as in the United States and mandatory retirement policies with regard to “turnover” and thus the likelihood of ideological consistency or inconsistency between the courts and governments?

29 March
Who Wins in High Court Litigation: Britain, Canada, and Australia


31 March

**Friends of the Courts: The Litigant Account**

5 April – 2nd Empirical Essay Due


*Assignment*: This assignment explores whether inequalities between parties, their attorneys, and supporters of the parties influence the outcome of the litigation before the high courts of Australia, Canada, and South Africa. Parties win when the court reverses their losses in the lower courts or affirms their wins in the lower courts. What are the odds or chances of reversal of lower court decisions in these three courts? Are appellants or petitioners seeking reversals of their losses in the lower courts more likely to win or lose their appeals in these three courts? Are these victories a reflection of differences in the resources of the parties? Are governments more likely to win than non-government parties?

7 April

**A Chief Justice Talks about Her Court**

The Honorable Chief Justice Beverley McLachlin, Supreme Court of Canada

[http://www.tvo.org/cfmx/tvoorg/theagenda/index.cfm?page_id=7&bpn=779664&ts=2009-12-01%2000:00:00](http://www.tvo.org/cfmx/tvoorg/theagenda/index.cfm?page_id=7&bpn=779664&ts=2009-12-01%2000:00:00)

12 April

**Voting and Decisions: Ideologies and Consensus in High Courts**
1. UKSCBlog. 4 October 2009. “Selecting the Panel and Size of the Court.” http://www.ukscblog.net/article.asp?id=256

14 April – 3rd Empirical Essay Due

Assignment: This assignment investigates unanimity, panel size, the complexity of decisions, and bloc voting in Australia’s High Court and Canada’s Supreme Court. Are the courts’ decisions generally unanimous? How often do the courts sit en banc as opposed to panels? Are decisions more likely to be unanimous when the courts sit en banc? What is the evidence for bloc voting based on the partisan backgrounds or ideologies of the justices?

19 April
Separation of Powers and Canada’s “Charter Dialogue”

21 April – 4th Empirical Essay Due
Research and Writing Workshop: Final Essay – A Case Study of Judicial Politics

Assignment: The final essay is a longer effort aimed at developing a broader empirical profile of decision making and judicial behavior in particular high courts. Students who were members of teams for specific countries will center their attention of their country’s high court and justices. Original databases of
decisions will be created and used to assess the major models of judicial behavior introduced in this class.

26 April – Final Essay Preparation
Individual and team meetings will be arranged.

28 April – Final Essay Preparation
Individual and team meetings will be arranged.

3 May – Final Essay Due
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Make McDermott, Dept. of Mechanical Engineering
    Dennis O’Neal, Head, Dept. of Mechanical Engineering
    Jo Howze, Associate Dean, College of Engineering
DATE: July 14, 2010
SUBJECT: REPORT ON PROPOSED C COURSE: ENGR 401

We recommend that ENGR 401 Interdisciplinary Design be certified as a Communications (C) course for the next four academic years (1/10 to 1/14). 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: 90%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:18

ENGR 410 will provide students experience working on multidisciplinary teams (as they will in industry). Each participating engineering department will determine whether to substitute this capstone design course for their capstone design course. Students from MEEN, ECEN, AERO, ENTC, and ISEN have participated in past projects. Students write two short reports, two long reports, and three progress reports. They also give two five-minute oral presentations. Although students work in design teams, each will exceed the basic C-course requirements for individual writing (at least 1200 words) and speaking (at least 5 minutes).

Prior to each design review, each student design team will practice their presentation with the studio instructor, who will provide formative feedback. After the design review, the instructor and the review panel members will provide feedback on technical content and communication/presentation skills. The studio instructor will provide extensive written comments on all reports. The students will revise each report based on feedback provided by the both the studio instructor and the design review panels and include the revised material in subsequent reports. For instruction, a document describing the format and content of all reports is provided to the students and discussed. A lecture and a handout on making successful technical presentations are also provided.
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 consists of (enter prefix, number, and complete course title):

   ENGR 401 - Interdisciplinary Design

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: Make McDermott 5-19-10
   Received: Valerie Balester 5-22-10
   (W Course Coordinator, University Writing Center) (Date)

   Approvals:
   College Dean: R. James 5-20-10
   (Date)
   Department Head: R. James 5-20-10
   (Date)
ENGINEERING 401 – INTERDISCIPLINARY DESIGN

Fall 2010
Lecture: TR at 11:10 -12:00 in Richardson 106
Lecture Instructor: Cris Schwartz, ENPH 207, CSchwartz@tamu.edu, office hours tbd
Design Studio (ENGR 401.503): Tuesday at 2:20 -5:10 in ENPH 204
Studio Instructor: Make McDermott, ENPH 219, mmcdermott@tamu.edu, office hours tbd

Description:
There are two major objectives of this course. One is for the students to learn and practice a design philosophy that encourages and enables innovation and efficiency. This philosophy is based on abstraction, critical requirement/parameter identification, questioning, and a cognitive process of concept-configuration looping/iteration. The other is for the students to learn and practice a generic, systematic, top-down design process that encourages innovation and can be used to solve any engineering design problem. Steps in the generic design process are to:
1. establish the top level need to satisfy customer needs and desires
2. develop a function structure that identifies the functions that the design must accomplish to satisfy the need (what the design must do) and performance requirements (how well the design must accomplish the functions)
3. develop conceptual designs to accomplish the functions identified above
4. perform trade studies among concepts based on performance, cost, and schedule and down-select to determine the concept to be implemented
5. develop an embodiment of the selected concept (embodiment design),
6. develop a detailed design

In addition, the students will learn about project management, teaming, and customer communication. Because ENGR 401 is a Communications course, the use of standard engineering tools and documents to communicate design intent will be emphasized as well as written and oral communication. All topics are presented, illustrated, and discussed in lecture. The design studio provides the students an opportunity to apply the design process to a specific project.

Course Credits: three credits (2-3)

Prerequisites: all prerequisites for the first capstone design course in an engineering major

Textbook (Recommended): Engineering Design: a project-based introduction, 2nd Ed, 2004 by C. Dym and P. Little, J. Wiley & Sons
(see the last page of this document for additional references)
Learning Outcomes / Performance Objectives

At the conclusion of the course, you should be able to demonstrate the tasks categorized below. Underlined terms indicate the performance to be developed during the course.

1. Design Methodology
   1.1. Recognize the stages of a generalized design process, explain what activities occur during each stage, and distinguish among the products of each stage.
   1.2. Apply the early stages of a generalized design process
   1.3. Analyze and abstract customer requests in order to identify the true customer needs
   1.4. Based on abstraction of customer needs develop a function structure containing functional requirements, quantitative performance requirements, and constraint requirements
   1.5. Identify sources of information and differentiate among them to determine which offer useful design information
   1.6. Analyze the visceral, behavioral, and reflexive aesthetic components of designs
   1.7. Analyze commercially available components to determine their suitability for a design concept

2. Innovation Techniques
   2.1. Apply one or more innovation methods to generate conceptual design solutions
   2.2. Generate at least three feasible conceptual design solutions
   2.3. Determine whether you have encountered fixation during concept generation and apply techniques to recover
   2.4. Describe the differences among concept sources such as database-driven or cognitive-driven approaches
   2.5. Analyze and evaluate concepts and select the most viable based on performance, cost, and schedule
   2.6. Embody the chosen concept and communicate the design using standard methods for your engineering discipline (solid models, engineering drawings, electrical schematics, etc.)

3. Project Management
   3.1. Recognize the triple constraint (cost, time, performance) and its effects on project management
   3.2. Produce a suitable work breakdown structure for accomplishing a design task
   3.3. Assess risk in a project and assign appropriate contingency
   3.4. Employ software tools to manage projects
   3.5. Assess project performance though the earned value method

4. Team Performance
   4.1. Develop a personal approach for successfully participating on an engineering design team
   4.2. Record all project-related developments in a design notebook

5. Communication
   5.1. After the function structure is developed (1.4) write a Need Analysis Report that includes customer needs and the function structure
   5.2. Write a Conceptual Design Report after the down select process is completed (2.5) but prior to embodiment design
   5.3. At the Conceptual Design Review present to the customer your design concepts, your evaluation of the concepts, and your recommendation of a concept to implement
   5.4. Write a Critical Design Report after embodiment design is completed (2.6)
   5.5. At the Critical Design Review present to the customer your embodiment of the selected design concept and your analyses to verify that it meets the performance requirements
   5.6. Weekly throughout the semester present to the instructor written and oral progress reports for your design team
Lecture Assessments of Learning Outcomes

The following assessment tools will be used in lecture to determine your ability to demonstrate the above learning outcomes. Some of these assessments will come at random times during the semester. Therefore, your attendance is of extreme importance.

**In-class quizzes:** These assessments may involve the use of the Clickers to submit responses to problems displayed during the lectures.

**In-class projects:** These projects will typically be short-term collaborative efforts that will be submitted during or shortly after the lecture time.

**Out-of-class projects:** These will be short projects that will require application of the material being covered in the lecture.

**Studio section design project:** At times during the semester, the lecture instructor may coordinate with your studio instructor in order to assess your accomplishment of specific learning outcomes in the context of your design project.

**Final examination:** This exam will be given by a panel of ENGR 401 instructors in an oral question-and-answer format at the scheduled date and time for the final exam. **Students who attend all meetings with sponsors and actively participate in the studio design project are not required to take the final.**
Lecture and Overall Grading Policy

The final course grade will include a component from your studio section and a component from the lecture. Your studio instructor will announce the studio grading policy and assign a letter grade based upon your performance on the studio project. This letter grade will then be modified based on your demonstration of knowledge of lecture learning outcomes (LO’s).

Your grasp of a particular learning outcome will be determined based on your performance on the corresponding assessment. You will receive a numeric grade of either: 4, 3, 2, or 0 corresponding to strong grasp, moderate grasp, poor grasp, or no grasp, respectively. Your grade for assessments will be reported as a level of accomplishment corresponding to specific learning outcomes.

Example: In-class quiz with 4 questions.
Question 1: Tied to LO 1.1; your demonstrated level of understanding: 3 (moderate)
Question 2: LO 2.2; your demonstrated level of understanding: 4 (strong)
Question 3: LO 1.2; your demonstrated level of understanding: 0 (none)
Question 4: LO 4.1; your demonstrated level of understanding: 2 (poor)

If the same learning outcome is measured on more than one assessment, your best performance will be recorded and the other(s) removed. For example, if you received a 2 on LO 1.1 on a quiz, then later received a 4 for LO 1.1 on a project, the 4 will replace the 2 for the final grading. In this way, you may have multiple opportunities to demonstrate that you understand the material. At the end of the semester, you will have a performance grade for each LO. The points will be totaled and a letter grade for the course will be given using the following criteria:

- Point total is at least 45 and there is not more than 1 LO with a grade of 0. This is a strong grasp of LO’s. Final grade = studio grade (A→A, B→B)
- Point total is from 25 to 44 and there are not more than 3 LO’s with a grade of 0. This is a moderate grasp of LO’s. Final grade = studio grade minus 1 letter (A→B, B→C)
- Point total is from 10 to 24 and there are not more than 4 LO’s with a grade of 0. This is a poor grasp of LO’s. Final grade = studio grade minus 2 letters (A→C, B→D)
- Point total is from 0 to 9 or there are more than 6 LO’s with a grade of 0. There is little evidence of LO’s understanding: final grade = studio minus 3 letters (A→D, B→F)

Attendance
Your attendance in each lecture meeting is extremely vital. In-class assessments (quizzes, projects, surveys) will be given randomly and often and will be used to indicate your level of attendance. Missing more than three in-class assessments will lead to a failing grade for the course.
Design Studio Policies and Grading

General Policies
Design studio sections will have of 15-24 students. Design teams will consist of three or four students who design a single system or subsystem. At the mid-point and the end of the semester each student will provide the instructor with an anonymous Peer Evaluation form evaluating each member of his/her team (including himself/herself). The students are encouraged, but not required, to discuss their evaluations with peers, particularly at mid-semester.

The studio will be conducted in a manner that mimics professional engineering practice. Your instructor will make decisions on issues related to attendance in the same way that your immediate supervisor would if you were a professional engineering employee. If you will miss ANY required meeting (lecture, studio, design review, etc.) you must inform your studio instructor IN ADVANCE and he/she will determine if and how you are allowed to make up the missed work based on the reason for your absence. No make-up work will be accepted if the studio instructor is not informed IN ADVANCE; you will receive a zero for the missed work. Customer meetings are of particular importance.

Grading
The studio grades for each student will be determined based on the following:

- 20% = conceptual design work product* (13% technical content; 7% communication)
- 60% = critical design work product* (40% technical content; 20% communication)
- 10% = individual participation
- 10% = oral presentations (7% technical content; 3% communication)

*Since there are no exams in the studio, 80% of the grade is based on the work product which consists of design reports containing both text and standard engineering documents used to communicate design intent.

Each student in a group will receive a grade on the conceptual and critical design work products based on their individual contribution to the work product. See the section on Design Reports below. The design work product for this course will be the reports, including the standard engineering documents used to communicate engineering designs (e.g., solid models, engineering drawings, electrical schematics, printed circuit board layouts, plant layouts, parts bill of materials, etc.). The appropriate documents will depend on both the project and the engineering disciplines. Just as W courses do not teach how to use a word processor, the use of the engineering tools to produce standard engineering documents (solid models, engineering drawings, electrical schematics, etc.) will not be taught in this course. Students are expected to have learned how to use these tools in prerequisite courses or must learn to use them through self-study.

Students are not expected to produce hardware in ENGR 401. In ENGR 402 the students will be expected to produce hardware based on the designs developed in this course.

Design Reviews
Each group of three to four students will have approximately 30 minutes at each design review; 20 minutes for presentations and 10 minutes for Q&A. Each student will typically speak for 5 minutes. Prior to each design review each student design team will practice their presentation with the studio instructor who will provide constructive feedback. Every student must make an oral presentation at each design review. At each design review the studio instructor will ask the review panel (typically employees of the project sponsor) to provide constructive feedback on not only the technical content of
the presentation but also the format of the presentation and the communication skills of the presenters. This feedback may be oral, written, or both.

**Design Reports**
Each design report in the ENGR 401/402 capstone design sequence builds upon previous reports. The conceptual design report will contain the revised function structure plus concepts, analyses, and down select recommendations. The critical design report will contain the revised conceptual design report plus the embodiment of the chosen concepts. The final design report in ENGR 402 will contain the revised critical design report from ENGR 401 plus detail design of all components and systems. The studio instructor will grade each report for both the technical content and the writing and other communication (e.g., engineering drawings) in the report. The studio instructor will provide written constructive feedback on how to improve both the design and the communication of the design. The students will revise each report based on feedback provided by the both the studio instructor and the design review panels and include the revised material in subsequent reports.

A document describing the format and topical outline of the report will be provided to students. Since one of the objectives of the course is for the students to demonstrate teaming skills, the design projects are group efforts. Therefore, special efforts must and will be made to ensure that each student does at least the required amount of graded communication work. Each student will write the text section of each report describing one subsystem or component of the design and the person who wrote each section will be noted in the heading of that section of the report. Each student will prepare the engineering documents describing one subsystem or component of the design and the name of the responsible engineer will be recorded in the title block of the documents. Most of the page count of the conceptual design report will be text. The page count of the critical design report will typically be split 50-50 between text and standard engineering design documents. Critical design reports are typically 40 to 100 pages.

**Weekly Progress Reports**
Groups will meet outside of class time each week and the jobs of group leader, encourager, and recorder will be rotated among group members. Weekly progress reports will be prepared by the recorder and will include sections on
1. which students were leader, encourager, and recorder
2. progress during the previous week (progress on previous action items)
3. plans for next week (action items with deliverable, due date, and responsible person or persons)
4. problems
Progress reports will be submitted electronically to the studio instructor at a time to be determined by the instructor and will be presented orally in studio.

**Design Notebooks**
Each student will keep a design notebook and record all ENGR 401 design project activities in the notebook. The studio instructor will collect and assess the notebooks periodically throughout the semester. Each student will turn in his/her notebook to the studio instructor at the end of the semester.
University Policies and Other Items

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

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

Student Life Issues
If you have personal concerns or crises that may or may not be related to your academic situation, the AT Mentor program exists to provide support and guidance. I am an AT Mentor, and I am happy to discuss any issues with you or help you find another AT Mentor to talk to. For more information: http://mentors.tamu.edu
<table>
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<tr>
<th>Date</th>
<th>Class Topics</th>
<th>Special Notes</th>
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</thead>
<tbody>
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<td>Week 1</td>
<td>• introduction to class policies</td>
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<td></td>
<td>• overview of design</td>
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<td></td>
<td>• project management</td>
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<td>Week 2</td>
<td>• project management</td>
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<td></td>
<td>• teaming</td>
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<tr>
<td>Week 3</td>
<td>• design methodology</td>
<td>Early evaluation of course and instructor</td>
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<td>Week 4</td>
<td>• project tracking methods</td>
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<td></td>
<td>• design methodology</td>
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<td>Week 5</td>
<td>• design methodology</td>
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<tr>
<td>Week 6</td>
<td>• innovation techniques</td>
<td>Conceptual Design Review</td>
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<tr>
<td>Week 7</td>
<td>• innovation techniques</td>
<td>mid term evaluation</td>
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<td>Week 8</td>
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<td>Week 9</td>
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<td>• entrepreneurship and business</td>
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<td>Week 10</td>
<td>• design methodology</td>
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<td>• design embodiment</td>
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<td>Week 11</td>
<td>• decision making</td>
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<td>• design embodiment</td>
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<td>Week 12</td>
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<td>Week 13</td>
<td>• design embodiment</td>
<td>Critical Design Review</td>
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<td>Week 14</td>
<td>• design information</td>
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<td>• communication</td>
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<tr>
<td>Week 15</td>
<td>• communication</td>
<td>course evaluations</td>
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</tbody>
</table>
References for Engineering Design

References on the Design Process


**Axiomatic Design: Advances and Applications,** by Nam P. Suh, Oxford University Press, 2001

The above references by Nam Suh document his pioneering and controversial work in creation of a science of design. Despite the fact that some parts are very abstract, Suh offers excellent guidance for the serious design professional who can exercise some judgment.


Very readable. Contains good examples and descriptions of need analysis and functional decomposition.


Excellent source for the serious design professional. Lots of detailed information but not easy reading.


Based on TRIZ and addresses only the invention (conceptualization) step in the design process.
TO: Faculty Senate Executive Committee

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

CC: Brit Grosskopf, Department of Economics
    Timothy Gronberg, Head, Department of Economics
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: July 14, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ECON 440

We recommend that ECON 440 Experimental Economics 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: 70%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:24

Students in ECON 440 write a journal and one collaborate on a research report. Groups of two to three students come up with a research idea, design an experiment, conduct a classroom trial, report on their results and write a paper. For feedback during the process, the instructor individually meets with all students and then meets with the groups. At each point in time, contributions of individuals are ensured. Each group member has to take part of the design, presentation and writing. Students also have feedback on individually-written journals through peer review of first entry and written comments by the instructor on a first draft of entries. One lecture is devoted to writing in experimental economics, and further instructions on writing are provided for the students on a class webpage.

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 440-900 EXPERIMENTAL ECONOMICS

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: Brit Grosskopf

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: Rajiv Sarin

Printed name and signature

(Date)

RECEIVED

JUL 09 2010

By
"Taking a course in experimental economics is a little like going to dinner at a cannibal’s house. Sometimes you will be a diner, sometimes a part of dinner, sometimes both."

From Experiments with Economic Principles by Bergstrom and Miller.

**Professor:** Brit Grosskopf  
**Office:** Allen 3039  
**E-mail:** bgrosskopf@econmail.tamu.edu  
**Webpage:** http://www.bgrosskopf.com  
**Phone:** 845–7357  
**Fax:** 847–8757

**Class meetings:** TR, 3:05 – 4:20 pm, Allen 1004  
**Office hours:** TR, 4:30 – 6:00 pm, or by appointment

**Objectives:**

Economic experiments are conducted in controlled laboratory environments in order to test economic theory, look for behavioral regularities, formulate new theories to explain unpredicted regularities, and make policy recommendations by testing new policies and fine-tuning existing ones. This writing-intensive course in Experimental Economics will look at what economic theory has to say about economic choices and strategic interactions and what people actually do when faced with strategic decisions. We will conduct a large number of in-class experiments in order to either identify systematic deviations or to confirm theoretical predictions. Beginning with the history and purposes of experimental economics, this course will cover the latest methods and survey existing experimental research. Most importantly, this course will teach you how to set up an economic experiment and write about how economic experiments are useful in reshaping your economic thinking. Groups of students (preferably 3) will pose a research question, design an experiment, and run a pilot session. At the end of the course, you will present your results in classroom presentations.

**Textbook:**

There is no required textbook for this course. Below are a few books which you may enjoy browsing (in the library) and from which we will get some of our readings. All the readings you need for this course (some of which are mentioned in the tentative course outline) will either be available electronically or will be distributed to you in class.


**Grading:**

In this writing intensive course you are required to participate in in–class experiments and discussions (5% of your grade); keep a journal of classroom experiments (30% of your grade); write one midterm exam (25% of your grade) and undertake a research project (40% of your grade). There will be no final exam. If you fail the requirements for keeping a journal of classroom experiments you will not be able to pass the course.

**What does participation mean?**

Participating in classroom experiments and their discussion is required by everyone. Both will help you clarify your own thinking (besides improving your participation grade) and intensify your learning experience and determine what you take home from this class.

Respect is the cornerstone of a civilized dialogue. We strive to provide a safe environment for this dialogue to take place. Members of this class will respect themselves and others by working together to make the classroom environment as safe and conducive as possible for civilized interaction. Derogatory remarks that concern race, gender, ethnicity, sexual orientation, religion, political affiliation or any other personal characteristics are unwelcome and will not be tolerated.

**What do I expect of your “journal of classroom experiments?”**

(Individual Writing Assignment)

You are required to keep a “journal of classroom experiments,” in which you record all the experiments you do in class. Each entry should include (1) the date the experiment was done, (2) the structure of the experiment (how it was conducted, sequencing of choices, number of subjects interacting, number of rounds etc.), (3) what it was designed to test (i.e. theoretical predictions), (4) a summary of the results obtained in class and whether they differ from the theoretical predictions and (5) what you have learned from participating in the experiment and the subsequent class discussion. What you have learned should include your personal take–away as well as what the results mean for economics in general. The journal is meant to organize your thoughts and help you
learn in this course. A rough draft of your journal will be collected before the final draft is due. You will have the chance to improve upon your draft after receiving feedback from me. Your journal should be type–written and have a minimum of 2000 words in length. I will provide additional details about my expectations for the journal in class and you will find some writing suggestions on my webpage.

**What is a research project? (Group Writing Assignment)**
Work in groups of two or three and design and conduct your own experiment, collect and analyze experimental data, and report on your results. Reporting on your results means handing in a written paper and giving a 10 minute presentation in front of the class at the end of the course. I will guide you through the process of finding a research question and finalizing your design by requiring you to meet with me at least twice throughout the semester on the dates specified below.

**Dates and Deadlines**
There are five deadlines in this course:

- Discuss ideas for research project: week 5 (September 28 – October 2)
- Discuss experimental design: November 5
- Rough draft of journal due: November 10 (before class)
- Final journal due: December 7, by 5pm.
- Final paper due: December 9, by 3pm.

The midterm exam will be held on **October 29** during class time.

**Writing Intensive Course**
This a writing intensive course for economics majors. There are many resources available to assist you in developing your writing skills. We will spend class time developing writing skills and we will use some peer reviewing of sample writings. At least one office hour consultation about writing questions and additional consultations are encouraged. In addition, you should familiarize yourself with the Writing Center and are expected to take advantage of the services it offers.

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 [writingcenter.tamu.edu](http://writingcenter.tamu.edu), or stop by in person.
Tentative Course Outline

The following is a schedule for lectures, midterm and deadlines. We will try and work according to the schedule, but the pace might vary over the course of the semester and there is a margin for adjustments. However, the date for the midterm and other deadlines are firm, not subject to change, and independent of the pace of the class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>9/1</td>
<td>Introduction</td>
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<td></td>
<td>9/3</td>
<td>Individual Decision Making I</td>
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<td></td>
<td>9/8</td>
<td>Individual Decision Making II</td>
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<tr>
<td></td>
<td>9/10</td>
<td>Individual Decision Making &amp; Gender</td>
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<td>2</td>
<td>9/15</td>
<td>Bargaining</td>
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<td></td>
<td>9/17</td>
<td>No class – instead meet for discussing ideas in week 5</td>
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<tr>
<td></td>
<td>9/22</td>
<td>Bargaining in a multicultural world</td>
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<td></td>
<td>9/24</td>
<td>Trust I</td>
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<td>3</td>
<td>all week</td>
<td>Discussing Ideas</td>
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<td></td>
<td>9/29</td>
<td>Trust II</td>
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<td></td>
<td>10/1</td>
<td>Trust &amp; Discrimination</td>
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<td>4</td>
<td>10/6</td>
<td>Public Goods I</td>
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<td></td>
<td>10/8</td>
<td>Public Goods II</td>
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<td>5</td>
<td>10/13</td>
<td>Markets I</td>
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<td>10/15</td>
<td>Markets II</td>
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<td>6</td>
<td>10/20</td>
<td>Coordination I</td>
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<td></td>
<td>10/22</td>
<td>Coordination II</td>
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<td>7</td>
<td>10/27</td>
<td>Strategic Behavior</td>
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<td>10/29</td>
<td>Midterm</td>
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<td>8</td>
<td>11/3</td>
<td>Some Thoughts on Writing</td>
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<td>11/5</td>
<td>Discussing Design</td>
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<td>9</td>
<td>11/10</td>
<td>Auctions (Rough draft of journal due)</td>
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<td>11/12</td>
<td>Experiments</td>
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<td>10</td>
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<td>11</td>
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<td>11/26</td>
<td>Thanksgiving</td>
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<td>12</td>
<td>12/1</td>
<td>Experiments</td>
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<td>12/3</td>
<td>Presentations</td>
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<td>13</td>
<td>12/7</td>
<td>Presentations</td>
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<td></td>
<td>12/9</td>
<td>Final version of paper due</td>
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</tbody>
</table>

You are expected to come to class, follow the lectures and participate in class. Check my webpage (www.bgrosskopf.com) for updates!

Here are some readings for the topics I am planning to cover. Since this is an experimental course,
I am also experimenting with the readings and topics.

1. Some history of experimental economics and why we do them

   One possible way of figuring out economic laws . . . is by controlled experiments. . . .
   Economists [unfortunately] . . . cannot perform the controlled experiments of chemists or biologists
   because they cannot easily control other important factors.
   Like astronomers and meteorologists, they generally must be content largely to observe.
   [Samuelson and Nordhaus, 1985, p. 8]

- Chapter 1, Markets, Games, & Strategic Behavior.
- Chapter 1, The Handbook of Experimental Economics.
- Chapter 2, Economics Lab.

2. Individual Decision Making

   “The problem seems to be that while economists have gotten increasingly sophisticated and clever,
   consumers have remained decidedly human.
   This leaves open the question of whose behavior we are trying to model.
   Along these lines, at an NBER conference a couple of years ago I explained the difference
   between my models and Robert Barro’s (a well–known rationalist)
   by saying that he assumes the agent in his model are as smart as he is,
   while I portray people as being as dumb as I am. Barro agreed with this assessment.”
   [Richard H. Thaler, The Winner’s Curse, pp.120–121.]

- Chapter 4, Markets, Games, & Strategic Behavior.
  193–206.
  Perspectives, Vol. 4, No. 2, 201–211.
  Perspectives, Vol. 4, No. 1, 193–205.
3. Bargaining

"Shall I tell you what I've noticed: People are quite on the wrong track in offering less than they can afford to give; they ought to offer more, and work backward."

Soames raised his eyebrows.

"Suppose the more is accepted?"

"That doesn't matter a little bit," said Mont; "it's much more paying to abate a price than to increase it. For instance, say we offer an author good terms - he naturally takes them. Then we go into it, find we can't publish at a decent profit and tell him so. He's got confidence in us because we've been generous to him, and he comes down like a lamb, and bears us no malice. But if we offer him poor terms at the start, he doesn't take them, so we have to advance them to get him, and he thinks us damned screws into the bargain."

[John Galsworthy, The Forsyte Sage: To let (London: Heinemann, 1921), pt. 3 chap.4]

- Chapter 4, The Handbook of Experimental Economics.
- Chapter 2, Behavioral Game Theory.
- Chapter 12, Markets, Games, & Strategic Behavior.

4. Trust

"Virtually every commercial transaction has within itself an element of trust."

[Arrow (1972)]

- Chapter 13, Markets, Games, & Strategic Behavior.

5. Public goods
While Hearst and Pulitzer are often criticized for their sensationalizing of news, there is another side of their journalism that is seldom mentioned - the accomplishments for the public good. Both editors went beyond simply editorializing whom people should vote for in the next election. Rather, both extensively used their newspapers as platforms for the public good.

One such example is the New York World in 1885. The newspaper successfully carried out a campaign to raise funds to erect a pedestal in New York harbor for Bartholdi’s Statue of Liberty.

It only took the World 5 months to raise the $300,000 needed to erect the pedestal. The money didn’t come from big business or corporate sponsors - there were over 120,000 contributors with many contributing only 5 or ten cents.


6. Markets

“I am still recovering from the shock of the experimental results. The outcome was unbelievably consistent with competitive price theory. . . . But the result can’t be believed, I thought. It must be an accident, so I will take another class and do a new experiment with different supply and demand schedules.”

[Smith 1991, Papers in Experimental Economics, pp.155–156]

7. Strategic Behavior

Before we leave these portals • To meet our paramortals • There’s just one final message I would give to you. We all have learned reliance • On the sacred teachings of science • So I hope through life you never will decline • In spite of philistine defiance • To do what all good scientists do. Experiment. • Make it your motto day and night. Experiment. • And it will lead you to the light.

The apple from the top of the tree • Is never too high to achieve • So take an example from me.

Experiment.

Be curious • Though interfering friends may frown. Get furious, • At each attempt to hold you down.

If this advice you’ll only employ • The future can offer you infinite joy • And merriment.

Experiment, • And you will see.

[Experiment, by Cole Porter]

- Chapter 5, Behavioral Game Theory.

8. Auctions

Under Charles II, the Admiralty auctioned ships by lighting a one-inch section of wax candle for each lot. Whoever bid highest before the candle went out won the prize. Samuel Pepys writes as follows in his diary for September 3, 1662:

After dinner, by water to the office; and there we met and sold the Weymouth, Successe, and Fellowship Hulke.

Where pleasant to see how backward men are at first to bid; and yet when the candle is going out, how they bawl and dispute afterward who bid the most first. And here I observed one man cunninger than the rest, that was sure to bid the last man and carry it; and enquiring the reason, he told me that just as the flame goes out the smoke descends, which is a thing I never observed before, and by that he doth know the instant when to bid last – which is very pretty.

[Robert Latham and William Matthews, eds. The diary of Samuel Pepys, 11 volumes.]

• Chapter 7, The Handbook of Experimental Economics.

• Chapter 19, Markets, Games, & Strategic Behavior.


• For a summary of the European UMTS auctions see http://lse.econ.ucl.ac.uk/auction/auction.php.

**SPECIAL ASSISTANCE**

If you need special assistance, please let me know during the first week of classes, so that the required accommodations can be provided. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life/Services for Students with Disabilities in Cain Hall or call 845–1637.

**ACADEMIC INTEGRITY**

Texas A&M encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty. Please review the Student Rules at [http://student-rules.tamu.edu](http://student-rules.tamu.edu) for more information regarding these policies. Always remember the aggie honor code “An Aggie does not lie, cheat, or steal or tolerate those who do.” See [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) for additional information.

**TEN WAYS TO SUCCEED IN 440 AND OTHER TAMU CLASSES**

1. Come to class everyday, pay attention and take reasonable notes. If you have trouble seeing the board or hearing the lecture, change seats. If you must miss a class, get the notes from a fellow classmate who attended class that day. If you have questions about the lecture after getting the notes, talk to the professor.

2. Ask questions when you don’t understand something in class or in your readings. The only stupid questions are those that remain unasked. If some aspect of the material puzzles you, chances are your classmates are having difficulty with it also. Why not go ahead and do them – and yourself – a favor by asking about it in class?

3. Take an active part in class discussions. Participating in classroom give–and–take sharpens your wits, hones your debating and public speaking skills, and increases your command of course material.

4. Write down the major points made in the lecture at the end of each class. Summarizing the lecture at its close is an extremely effective method of firmly implanting what was covered in class in your memory. Getting in the habit of doing this on a regular basis takes some discipline but it’s worth the effort.

5. Keep up with your journal entries. Do not leave the individual writing assignment (and other assignments) until the very last day. To do well in this class you must begin taking notes on the first day of the semester and keep working on your write–ups about the experiments until it ends.

6. Take advantage of campus resources. If you are having specific problems with writing or math, consult a tutor. If you do not know how to use a specific computer program, ask a computing...
tech. If you don’t know how to find something in the library, ask a librarian. If you find yourself overwhelmed by balancing school and other activities, consult a mentor. These programs are all there to help you be the best student that you can be. Information about all of these resources can be found in the TAMU directory or at www.tamu.edu/00/start/current.html.

7. Organize a small study group. Such a group should be composed of between three and six of your classmates and should meet regularly outside of class to review the material being covered. If your group becomes a mere gossip or bitching group, quit it and form or join a new group.

8. If you have any questions regarding the class, go and talk to your professor in their office hours or arrange for a special time to meet with you if these office hours are in conflict with your schedule.

9. Resolve to do well right from the first day of a course. The beginning of the semester – not the end – is the time to start working on good grades. This is doubly true if you are currently on Scholastic Probation. In a similar vein, if you find yourself in trouble during the term, don’t wait until the end of the semester to ask for help.

10. Remember Texas A&M is the Big Leagues. This is not high school or junior college. Major League status translates into demanding professors, challenging lectures, lots of readings, critical thinking, and tough tests. Coming to Texas A&M was your choice. However, by choosing to attend TAMU, you did not oblige professors to make earning a degree from TAMU easy. No doubt you decided to come here in part because you wanted the benefits conferred by a college degree that means something. “Something for nothing” is a fantasy. The truth is, the worth of a college education is directly proportionate to the effort it takes to get it. TAMU is attended by some of the smartest, most ambitious, hardest–working students in the state. You are one of those students. Therefore, don’t complain about the amount of work necessary to earn your degree. Remember: if it was easy, everyone could do it.