New Course Requests
Form Instructions

1. Request submitted by (Department or Program Name): AEROSPACE ENGINEERING

2. Course prefix, number and complete title of course: AERO 643 - High-performance Computational Fluid Dynamics

3. Catalog course description (not to exceed 50 words): Numerical simulations of fluid dynamics problems on massively parallel computers; focus on Direct Numerical Simulations (DNS) where all dynamically relevant scales are resolved; elements of both high-performance computing (HPC) and numerical methods to solve incompressive and compressible flows.

4. Prerequisite(s): AERO 615 or approval of instructor

5. Is this a variable credit course? ☐ Yes ☒ No If yes, from _____ to _____

6. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken _____ times.

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

MEN, M.S., Ph.D. in Aerospace Engineering or related fields.

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

9. Prefix: AERO Course #: 643 Title (excluding punctuation): HIGH - PERFORMANCE CFD

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCI</th>
<th>CIP</th>
<th>Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>4 0 2 0 1 0 0 6</td>
<td>0 1 0</td>
<td>1 - 1 2</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by: 

[Signature] 

Dipanas C. Lagoudas or Rodney D. Bowersox - AERO 
Department Head or Program Chair (Type Name & Sign) Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:

[Signature] 

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
SYLLABUS

AEROSPACE ENGINEERING

AERO 643 – Special Topics in High-performance Computational Fluid Dynamics
Credits 3: (3-0)
Term: Spring 2011
Meeting times and location: TBD

Course Description and Prerequisites

Course description: This course will cover numerical simulations of fluid dynamics problems on massively parallel computers. The focus will be on Direct Numerical Simulations (DNS) where all dynamically relevant scales are resolved with no model. Students will be introduced to both high-performance computing (HPC) as well as numerical methods to solve incompressible and compressible flows. Parallel computers on and off campus will be used.

Prerequisites: AERO 615 or instructor approval. Working knowledge of Fortran, C or C++ and familiarity with UNIX. Prior knowledge of parallel computing is not necessary. Prior knowledge on fundamentals of numerical methods and fluid mechanics is necessary.

Learning Outcomes

At the end of this course students will:

(i) be able to develop efficient parallel codes to solve large scales fluid dynamics problems on modern massively parallel architectures,
(ii) have a conceptual understanding of advanced numerical methods for DNS in terms of accuracy, stability, convergence and other properties related to them,
(iii) understand the elements affecting parallel performance and the relation to the different numerical methods, and
(iv) acquire the skills to critically read the literature and evaluate future developments in the field.

Instructor Information

Name: Diego A. Donzis
Telephone number: 979-862-2427
Email address: donzis@tamu.edu
Office location: HRBB 604

Textbook and/or Resource Materials

Textbook: No textbook. Material will be provided in form of handouts where references, when needed, will be included. Reading assignments of journal papers will also be given.
Reference material:

- Introduction to Parallel Computing by A. Grama, G. Karypis, V. Kumar and A. Gupta.

Attendance Policy and Exam Schedules

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule97.

All semester examinations are given in accordance with the schedule published by the Office of the Registrar. Currently available at: http://admissions.tamu.edu/Registrar/General/FinalSchedule.aspx

Grading Policies

Method of Evaluation:
Mid-term exam 25%
Assignments 25%
Final project 50%
Total 100%

Grades: Grades are based on the weighted average following the schedule above.
A 90 – 100%
B 80 – 89%
C 70 – 79%
D 60 – 69%
F below 60%

Course Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hour</th>
</tr>
</thead>
</table>
| 1. Introduction  
   a. The equations of fluid mechanics; turbulence  
   b. Basic concepts of Computational Fluid Dynamics  
   c. Direct Numerical Simulations (DNS) | 3 |
| 2. Elements of high-performance computing  
   a. Performance considerations on modern architectures; design of parallel algorithms; profiling  
   b. Current trends | 3 |
| 3. Message Passing Paradigm  
   a. Problems: Poisson equation, heat equation  
   b. The Message Passing Interface: point-to-point and collective operations; topologies; communication/computation overlap  
   c. Current trends | 7.5 |
<p>| 4. Shared Address Space platforms | 6 |</p>
<table>
<thead>
<tr>
<th>5. Numerical techniques for DNS</th>
<th>16.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Stability, consistency and convergence</td>
<td></td>
</tr>
<tr>
<td>b. Discretization methods: high-order finite differences and finite volumes; time discretization, spectral methods; accuracy.</td>
<td></td>
</tr>
<tr>
<td>c. Methods for incompressible and compressible flows</td>
<td></td>
</tr>
<tr>
<td>d. Initial and boundary conditions</td>
<td></td>
</tr>
<tr>
<td>e. Current trends</td>
<td></td>
</tr>
<tr>
<td>6. Other elements of high-performance CFD:</td>
<td>4.5</td>
</tr>
<tr>
<td>a. Parallel I/O</td>
<td></td>
</tr>
<tr>
<td>b. Post-processing</td>
<td></td>
</tr>
<tr>
<td>c. Hybrid programming paradigms</td>
<td></td>
</tr>
<tr>
<td>7. Current topics in HPC and CFD</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Other Pertinent Course Information**

This course deals with two main areas: high-performance computing and CFD. Topics 2, 3 and 4 will provide you with the tools to successfully implement efficient parallel codes which will be introduced using simplified (but real) CFD problems as examples. Topic 5 covers advanced numerical techniques currently being used in DNS. As these numerical techniques are covered in class, assignments will be given to implement them applying the HPC concepts covered previously. The assignments will also be the building blocks for the final project. Other important aspects of HP CFD and current topics (decided by instructor based on students’ interests) are covered in topics 6 and 7.

**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 accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity Statement and Policy**

For additional information, please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): ANTHROPOLOGY

2. Course prefix, number and complete title of course: ANTH 649 ORIGIN AND EVOLUTION OF THE GENUS HOMO

3. Catalog course description (not to exceed 50 words): Survey of the human fossil record with a focus on Plio-Pleistocene specimens assigned to our own genus, Homo. The goal is to provide an overarching picture of the evolutionary history of humans after the Australopithecines and review theoretical issues that have influenced our understanding of the evolution of Homo sapiens.

4. Prerequisite(s): GRADUATE STATUS OR PERMISSION OF INSTRUCTOR

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

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times.

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

8. M.A., PH.D. IN ANTHROPOLOGY

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

   - Prefix - Course # - Title (excluding punctuation)
   - ANTH 649 ORIGIN AND EVOLUTION OF THE GENUS HOMO

   - Lect. Lab SCH CP and Fund Code
   - 0 3 0 0 0 3 4 5 0 2 0 2 0 0 1 0 2 8 0 1 1 - 1 2 0 0 3 6 3 2

   Approval recommended by:
   DONNY HAMILTON
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Chair, GC or UCC Date

   Department Head or Program Chair (Type Name & Sign)
   (if cross-listed course) Date
   Dean of College Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
ANTH 649
ORIGIN AND EVOLUTION OF THE GENUS Homo
SPRING 2012

Instructor: Dr. Sheela Athreya
316E
Email: athreya@tamu.edu

Office: Anthropology Building Room
Office Hours: Th 11-1 or by appointment

Course Description:
This course is a survey of the human fossil record with a focus on Plio-Pleistocene specimens assigned to our own genus, Homo. The goal is to provide an overarching picture of the evolutionary history of humans after the Australopithecines and review theoretical issues that have influenced our understanding of the evolution of Homo sapiens. Each week we will combine a reading of original fossil descriptions with works on the theoretical framework that enables us to interpret and understand the morphology and variation we observe. Over the course of the semester, we will attempt to answer the following questions:

- What are the defining characteristics of the genus Homo?
- What are the major trends in the evolution of the genus Homo?
- What are the current models of the evolutionary relationships within the genus Homo?
- What are the current models of modern human origins and how do they affect our understanding of the evolutionary history of our own species today?

Prerequisites: Graduate student status or permission of instructor

Course Objectives:
Students will gain a strong command of the fossil record through reading and discussing original descriptions of finds allocated to the genus Homo. Students will also gain an understanding of the biological and behavioral traits that define members of our genus. They will be able to critique and understand the basis for differing phylogenies of the genus Homo that are based on behavioral and biological data. Finally, they will develop their critical thinking and writing skills through weekly assignments and discussions.

Requirements and Grading: Grades for this class will be based on class participation, three short (5-page) essays and a final term paper. Grades will be calculated as follows:
Participation and discussion: 25%  Essays: 10% each; 30% total  Final paper: 45%

Grading Scale:  Letter grades for the course will be assigned as follows:
A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, and F<60%.

This class will be conducted as a seminar. There will be little to no formal lecture. The three hours will be spent on discussing your questions about and responses to the readings. Therefore, attendance, preparation of weekly reading assignments, and active participation in classroom discussion are essential for success in this course. Articles are available via the e-reserves service of the library (http://ereserves.tamu.edu) or the eLearning site: (http://elearning.tamu.edu). Your grades will also be available on WebCT.

i. Weekly Reaction Papers—Each week you will be expected to prepare and submit a 3-4 page response to the week’s readings incorporating your questions, application to your own background/research interests, and demonstrating that you were able to link, compare, and contrast...
ideas in the readings to each other. You will be given a handout with more information on the specifics of this weekly assignment in class. The point is to assist you in developing critical thinking skills. The week that an essay is due, you will not have to turn in a reaction paper. Your essays will take its place those weeks.

ii. Leading class discussion—Each of you will be responsible for leading the class discussion one time this semester. You will meet with me beforehand and we will go over the relevance and application of the readings as well as guidelines on how to lead a productive class discussion in order to help you prepare for your role as discussion leader. Your reaction paper will be used as a jumping off point to tie the readings in to each other and the lecture topic and prepare questions for your classmates to stimulate discussion.

iii. Participation—Each week in class you will be expected to show that you are 1) DOING ALL THE READINGS; 2) thinking critically about the topic and the positions presented in the readings; 3) evaluating competing views of the relevant issues and formulating your own understanding of these topics, and 4) considering the literature in the context of other questions that are relevant to your particular research interests.

I will be taking into consideration not only on your comprehension of this material, but also on your ability to critically evaluate the literature. The degree to which these goals are met will contribute to your 25% participation grade.

Attendance is not required, but repeated unexcused absences will count against your participation grade. If you must miss a class or paper deadline due to a university-approved reason (http://student-rules.tamu.edu/rule07), you have one week to turn in the missed response sheet/essay provided I am notified in advance.

Short Essays: Three 5-page papers will be assigned during the semester on topics related to class material. The topics are listed in the Course Schedule and more specific guidelines will be given in class prior to the due date. The papers are due in place of idea sheets that week. They are to be more formal idea sheets where you incorporate the week’s readings as well as some outside sources to formulate an academic paper that presents a thoughtful consideration of the question/topic, and takes a position on the arguments associated with that question.

Final Paper:
Your grade will also be determined by one final paper to be turned in by noon on WEDNESDAY, May 9th. The paper must be a minimum of 20 double-spaced pages. It will present an in-depth analysis of a single specimen assigned to the genus Homo. You will present the history of its discovery, its significance, and examine any morphological aspect of the specimen that you want in the context of a meaningful scientific question.

For example, if you think that the issue of H. habilis vs. Kenyanthropus is best resolved with an analysis of cranial capacity, you will conduct a small scientific study, using published data of cranial capacity, EQ values, or whatever you deem significant, that quantitatively investigates your question. These papers can also be behavioral in nature. You can look at femoral neck-shaft angles of H. erectus and compare them to the findings at Skhul and Qafzeh to understand early childhood behavior in this species. You will then discuss how your results fit into the background literature on the specimen (and species) and how this is relevant to our understanding of the evolution of our genus. The point is to:

a) formulate a meaningful scientific question relevant to the understanding of evolutionary changes within our genus; and

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
b) examine that question within a reasonable scope—eg, by focusing on understanding a single specimen within a larger comparative context.

We will meet in the first week of March, before Spring Break, to discuss possible topics and so I can guide you towards published data. *The essays and paper will be given to me in hard copy and also submitted to http://itsinfo.tamu.edu/turnitin/main.htm. You must register for this service by the first week of class.*

**Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B113, or call 845-1637. For additional information visit http://disability.tamu.edu.

**Copyright & Plagiarism**

All materials generated for use in this class are copyrighted. These include syllabi, exams, review sheets and other materials. Because these materials are copyrighted you do not have the right to copy them, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. 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.”

**Academic Dishonesty**

Academic dishonesty is never tolerated at Texas A&M University, and should be actively discouraged by both the instructor and students (http://student-rules.tamu.edu/). Academic dishonesty comprises the unauthorized distribution of information and/or plagiarism. Any student caught cheating on an exam will receive a zero for that exam, and will be reported to the Department Head for further possible disciplinary proceedings at the discretion of the department of Anthropology and the College of Liberal Arts.

**Academic Integrity**

"An Aggie does not lie, cheat or steal or tolerate those who do.” Honor Council Rules and Procedures will be strictly followed and enforced in this class. If you have any questions about these rules, consult http://www.tamu.edu/aggiehonor.
**ANTH 649**  
**ORIGIN AND EVOLUTION OF THE GENUS HOMO**  
**SPRING 2012**

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 16</th>
<th>Introduction; discovery of <em>Homo habilis</em> and definition of genus <em>Homo</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>January 23</td>
<td><em>H. habilis</em>, <em>H. rudolfensis</em> and <em>Kenyanthropus</em>: which is important, big brains or small faces?</td>
</tr>
<tr>
<td>Week 3</td>
<td>January 30</td>
<td>The discovery of <em>Homo erectus</em> in Asia</td>
</tr>
<tr>
<td>Week 4</td>
<td>February 6</td>
<td><em>Homo erectus</em> in Africa and the <em>H. erectus</em> vs. <em>H. ergaster</em> debate</td>
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**Essay 1 Due:** Role of historical influences in defining *Homo erectus* or *Homo habilis*

<table>
<thead>
<tr>
<th>Week 5</th>
<th>February 13</th>
<th>The earliest dispersals: implications of long vs. short chronologies</th>
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<tbody>
<tr>
<td>Week 6</td>
<td>February 20</td>
<td>Morphology and behavior of <em>Homo erectus</em>: a period of unbelievable monotony or approaching modern humanity?</td>
</tr>
<tr>
<td>Week 7</td>
<td>February 27</td>
<td>Middle Pleistocene <em>Homo</em>: the fossil record of the “muddle in the middle”</td>
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<tr>
<td>Week 8</td>
<td>March 6</td>
<td>Models of Middle Pleistocene hominin evolution</td>
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**Essay 2 Due:** The *erectus-sapiens* transition: anagenesis or cladogenesis?

<table>
<thead>
<tr>
<th>Week 9</th>
<th>March 20</th>
<th>Neandertals: their history and biology</th>
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<tbody>
<tr>
<td>Week 10</td>
<td>April 3</td>
<td>Neandertal behavior</td>
</tr>
<tr>
<td>Week 11</td>
<td>April 10</td>
<td>The earliest <em>Homo sapiens</em> in North Africa and Israel</td>
</tr>
</tbody>
</table>

**Essay 3 Due:** Neandertals and the earliest African *Homo sapiens*: the significance of biological vs. behavioral differences

| Week 12 | April 17 | Late archaic and modern humans: Old World population dynamics Late Pleistocene |

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.  
Curricular Services – 3/10
Week 13  April 24  After the Neandertals: Upper Paleolithic humans in Eurasia
Week 14  TBA  What is “anatomically modern” Homo sapiens?

FINAL PAPERS DUE AT 12:00 NOON ON WEDNESDAY, MAY 9TH
ANHT 649
Origin and Evolution of the Genus Homo
Reading List—Spring 2012

READINGS SHOULD BE DONE IN THE ORDER IN WHICH THEY ARE LISTED

Articles are available in two locations: the e-reserves service of the library (http://ereserves.tamu.edu) or the eLearning site: (elearning.tamu.edu).

Week 1 January 16 Introduction; discovery of Homo habilis and definition of the genus Homo


Week 2 January 23 H. habilis, H. rudolfensis and Kenyanthropus: big brains vs small faces


**Recommended:**  


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**Week 3**  
**January 30**  
**The discovery and definition of Homo erectus**


Recommended:


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**Week 4  February 6  *Homo erectus in Africa and the H. erectus vs. H. ergaster* debate**

Fossil descriptions:


Theoretical framework:


**Recommended:**


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**Week 5** February 13 The earliest dispersals: implications of long vs. short chronologies

**Fossil/site descriptions:**


**Theoretical framework:**


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**Week 6**

February 20  Brain and behavior of *Homo erectus*: period of unbelievable monotony?


**Recommended:**

Week 7  February 27  Middle Pleistocene Homo: the fossil record of the “muddle in the middle”


Recommended:


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Week 8  March 6  Models of Middle Pleistocene hominin evolution

Bräuer, G., 1984. The "Afro-European sapiens hypothesis," and hominin evolution in East Asia during the late Middle and Upper Pleistocene. *Courier Forschungsinstitut Senckenberg* 69, 145-165.


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**SPRING BREAK**

**Week 9 March 20 Neandertals: history and biology**

**History**


**Biology**


**Recommended:**

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Trinkaus, E., 2003. Neandertal faces were not long; modern human faces are short. Proceedings of the National Academy of Sciences 100, 8142-8145.

Week 10 April 3 Neandertal behavior


**Week 11 April 10 The earliest *Homo sapiens* in North Africa and Israel**

**Fossil and site descriptions:**


**Behavior**


**Week 12 April 17 Late archaic and modern humans: Old World population dynamics in the Late Pleistocene**


**Recommended:**


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**Week 13  April 24**  After the Neandertals: Upper Paleolithic humans in Eurasia

**Fossil/site descriptions**


Behavior


Recommended:


---

Week 14 TBA What is “anatomically modern” Homo sapiens?


Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

1. Request submitted by (Department or Program Name): Department of Biological and Agricultural Engineering

2. Course prefix, number and complete title of course: BAEN 675 - Hydrology Across Scale

3. Catalog course description (not to exceed 50 words):
Offers advanced concepts of surface and subsurface hydrologic processes, measurements, and modeling techniques across different spatio-temporal scales; this course will provide a common platform for addressing contemporary issues related to the soil and water resources, hydrogeology, geochemistry, microbiology, ecology, hydrology, and environmental engineering

4. Prerequisite(s): G7 or G8 in any engineering, agricultural science or geoscience program with environmental focus

Cross-listed with: 
Stacked with:

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

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

6. Is this a repeatable course? ☐ Yes  ☑ No 
If yes, this course may be taken ________ times.

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

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

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

M.S. or Ph.D. in engineering, agricultural sciences, environmental studies

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

9. Prefix  Course #  Title (excluding punctuation)
   BAEN 675  Hydrology Across Scale

   Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  EICE Code
   0 3 0 0 3 1 4 0 3 0 1 0 0 6 0 4 3 3 1 1 - 1 2 0 0 3 6 3 2
   Approval recommended by:
   Stephen W. Seacor  9/7/10
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee  Date

   Date
   Dean of College  Date
   Chair, GC or UCC  Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services  Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Biological and Agricultural Engineering

2. Course prefix, number and complete title of course: BAEN 675 - Hydrology Across Scale

3. Catalog course description (not to exceed 50 words): Advanced concepts of surface and subsurface hydrologic processes, measurements, and modeling techniques across different spatio-temporal scales; contemporary issues related to the soil and water resources, hydrogeology, geochemistry, microbiology, ecology, hydrology, and environmental engineering

4. Prerequisite(s): G7 or G8 in any engineering, agricultural science or geoscience program with environmental focus

Cross-listed with: 

Stacked with: 

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

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

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times.

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

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

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

   M.S. or Ph.D. in engineering, agricultural sciences, or environmental studies

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

9. Prefix: BAEN
   Course #: 675
   Title (excluding punctuation): HYDROLOGY ACROSS SCALE

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

   Approval recommended by: [Name]
   Chair, College Review Committee
   Date

   Department Head or Program Chair (Type Name & Sign) Date
   Chair, GC or UCC
   Date

   Submitted to Coordinating Board by: [Name]
   Date

   Effective Date

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Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
# Hydrology Across Scale

**BAEN 675**  
**Spring 2011**

**Professor:** Binayak P. Mohanty  
**Office:** 301C Scoates Hall  
**Phone:** 458-4421  
**E-Mail:** bmohanty@tamu.edu

**Class Hours:** Tuesday/Thursday 3:55pm - 5:10pm  
**Room** 215 Scoates Hall (computer facility necessary)

**Pre-requisites:**  
Should be enrolled as a graduate student in any engineering, agricultural science or geoscience program with environmental focus and fair mathematical/computational skills. Permission of the instructor.

**Suggested References:**  
Class Handouts and Notes

**Course Description:**  
Offers advanced concepts of surface and subsurface hydrologic processes, measurements, and modeling techniques across different spatio-temporal scales. This course will provide a common platform for addressing contemporary issues related to the soil and water resources, hydrogeology, geochemistry, microbiology, ecology, hydrology, and environmental engineering.

**Grading Policies:**  
All assignments must be handed in when due. Students who have an excused absence must make every attempt to alert me to such before the absence occurs. Please refer to [http://student-rules.tamu.edu](http://student-rules.tamu.edu) for more information regarding excused absences and make-up work.

**Course Evaluation:**  
Class Projects - 50%  
Design/Research Project - 25%  
Final Exam - 25%

**Grading:**  
90-100 (A)  
80-89 (B)  
70-79 (C)  
60-69 (D)  
<59 (F)

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
**Absence and Scholastic Honesty:**
See University Policy

**Course Outline (Tentative):**
1. Multi-Scale Physics of Water Flow and Solute Transport in the Subsurface
   Advanced Concepts and Theory of Variably-Saturated Flow
   Advanced Concepts and Theory of Conservative and Reactive Chemical Transport
   Advanced Concepts and Theory of Colloid and Microorganism Transport
2. Multi-Scale Physics of Water Flow and Solute Transport in Surface Water
   Advanced Concepts and Theory of Overland Flow and Transport
   Advanced Concepts and Theory of Stream Flow and Transport
   Measurement Techniques of Water Flow Across Spatial Scales
   Measurement Techniques of Water Flow Across Temporal Scales
   Measurement Techniques of Contaminant Transport Across Spatial and Temporal Scales
4. Scaling and Modeling Techniques for Multi-Scale Hydrologic Processes
   Similar Media
   Wavelets
   Fractals
   Bayesian Approach
   Geostatistics
   Homogenization
   Multi-Scale Numerical Algorithms
   Multi-scale Data Assimilation
   Forward/Inverse Modeling including Uncertainty

**American with Disabilities (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](http://disability.tamu.edu).

**Academic Integrity Statement and Policy:**
"An Aggie does not lie, cheat or steal, or tolerate those who do."
[http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Zachry Department of Civil Engineering
   CVEN710 Civil Engineering Project Finance

2. Course prefix, number and complete title of course:
   CVEN710 Civil Engineering Project Finance

3. Catalog course description (not to exceed 50 words):
   Fundamentals of financing civil engineering projects, Public-Private Partnerships (PPPs), interdependencies between engineering and financing decisions; equity and debt markets; type of debt instruments: loans vs. bonds; risk identification, quantification, and management; engineering due-diligence; pricing risk premium; hedging using civil engineering design strategies.

4. Prerequisite(s):
   Cross-listed with: 
   Stacked with:

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

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

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

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

9. Prefix  Course #  Title (excluding punctuation)  FINANCE

   Course: CVEN710 PROJECT
   Lect  Lab  SCH  CR and Fund Code
   0 3 0 0 0 0 3 1 4 0 8 0 1 0 0 0 6 0 6 3 0 1 1 1 2 0 0 3 6 3 2
   Admin. Unit  Acad. Year  HCE Code
   Approval recommended by:
   John Niedzwiecki
   Department Head or Program Chair (Type Name & Sign) Date
   2/14/10
   Chair, College Review Committee
   Date
   10-14-10
   Dean of College
   Date
   10-14-10
   David Reed
   Chair, GC or UCC
   Date
   4/14/10
   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
TEXAS A&M UNIVERSITY, ZACHRY DEPARTMENT OF CIVIL ENGINEERING
CVEN 710: Civil Engineering Project Finance
Course Syllabus
Spring, 2011

Instructor
Ivan D. Damnjanovic, Ph.D.
Assistant Professor
Office: 705-C, CE/TTI Building
Phone: 979-862-6616
Email: idamnjanovic@civil.tamu.edu

Course Prerequisites
none

Class Meeting
TBD

Office Hours
TBD

Course Description
This course is intended for engineers, planners, and project managers seeking to understand how projects are financed, as well as how financial choices affect engineering design and contracting solutions, and vice versa. The key objectives of this class are: a) understand the pros and cons of non-recourse finance in context of delivering civil engineering facilities, b) assess the dynamic interactions among the engineering and financial design decisions, c) develop processes and models to evaluate the consequences of design choices and make optimal decisions, and d) evaluate project performance in terms of adopted criteria of the key stakeholders (sponsors and lenders). To meet these objectives, students will perform case studies in teams covering the project financing and strategic engineering design decisions. The class will consist of lectures, case study and term projects, as well as group discussions.

Course Objectives
This course is intended to provide students with the ability to:
- Define what is project “non-recourse” “off-balance sheet” financing method
- Understand the differences in engineering and financial approach to design
- Outline the key steps in developing project’s financial structure
- Understand dynamics of project decision-making and the key interactions
- Identify risk factors and how they affect the cost of debt
- Understand processes and models used to evaluate engineering and financial design concepts
- Understand how to make optimal choices.
Texts

Course Policies and Procedures
Students are required to comply with all Texas A&M University policies, including concerning attendance and assignments, which includes “The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.” (Section 7 of TAMU Student Rules).

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides safeguards on your privacy by preventing the dissemination of information about your performance in the course in any way that might make that information available to other students. Unfortunately, this effectively prevents returning graded submittals in class. Therefore, in the first assignment you will be offered the opportunity to allow your graded submittals to be returned to you in class by signing a form that you submit with your assignment. Revoking your FERPA rights for this course is optional. Those retaining their FERPA rights for this course will be required to meet with instructor, teaching assistant, or their designated representative to receive graded submittals.

Grading
The following grade breakdown will be used for this class:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>5%</td>
</tr>
<tr>
<td>Weekly Discussion Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Term Project</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

The grade for each student will be determined according to the following scale:

- **A** 90 – 100
- **B** 80 – 89
- **C** 70 – 79
- **D** 60 – 69
- **F** < 60

However, the minimum score needed to get a specific grade may be lowered at the discretion of the instructor. It will not be raised. The grades will not be curved.

Exam
Examination is closed book, closed notes. Midterm examinations will cover part of the class material. Both qualitative and quantitative elements will be tested. Make-up exams will be offered only for students with excused absences. This will generally include only University-approved absences, though you may talk with the instructor during office hours if you believe you have a legitimate reason for missing the exam that does not qualify as University-approved.
Guidelines for Submission on Assignments and Projects
All assignments and term projects should conform to the following guidelines unless specifically advised otherwise. If these guidelines are unclear, ask the instructor for clarification. Nothing in these guidelines should be construed to be contrary to official Texas A&M policies or to supersede official Texas A&M policies.

Assignments and term projects are due at the beginning of class on the due date specified. Late assignments including term-projects will be accepted only for students with excused absences. In other situations late term-projects will be marked down one letter grade unless prior arrangement with the instructor has been made (this will almost surely affect the course grade). Submittals are like bids, in that they are due on the date and time specified, and extensions are rarely given. Extensions will be granted only for circumstances beyond the student's control. E-mail submittals will not be accepted except by prior arrangement and extenuating circumstances.

It is your responsibility to understand the assignment (what is expected, due date, objectives, criteria for evaluation, etc.) before you hand in the finished product and in time to prepare your submittal by the deadline. Read and start on assignments early enough to provide adequate time for questions to the instructor and to your teammates. Submittals are like engineering reports: they must be in hard copy, printed, spell-checked, and checked for accuracy by all team members. Neatness, grammar, and spelling do count in all engineering work.

Questions about the grading of assignments should be addressed to the instructor within one week of receiving the grade, or before the last class meeting, whichever comes first. If, after understanding the basis for the grade assigned, you feel that you have provided what is asked for but have not received appropriate credit, write a letter to the instructor specifically pointing out these occurrences and documenting your position, and submit it with the unchanged submittal to the instructor. The instructor will then review the grading and contact you.

Identify all assumptions made and the sources of all technical information. Identify the answers clearly. Text must be printed or typed, not handwritten, in 12 point type and 1 1/2-line spacing. Necessary handwritten material such as graphs and drawings should be large and printed legibly. Provide all team members' names, assignment title, and date at the top of the first page. Number the pages. Refer to published material in the text with the authors' last names and year of publication of the reference in brackets, as: [Halpin and Woodhead, 1998]; [Vanhoucke et al., 2001]; [Forrester 1997]. Provide a reference list (alphabetically by the first author's last name) at the end of the text in the following format:
**ADA Statement**

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

**Academic Integrity**

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

Students are expected to understand and abide by the Aggie Honor Code presented on the web at: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) No form of scholastic misconduct will be tolerated. Academic misconduct includes cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, etc. These are more fully defined in the above web site. Violations will be handled in accordance with the Aggie Honor System Process described on the web site.

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, notes, quizzes, exams, in-class materials, handouts, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts unless I expressly grant permission.

**Tentative Course Schedule (SUBJECTED TO CHANGE)**

- **Week 1:** Introduction and Nature of Project Finance  
- **Week 1:** Project Business Model  
- **Week 2:** Fundamentals of Finance (role, key stakeholders, mindset, decisions)  
- **Week 3:** Fundamentals of Engineering (role, key stakeholders, mindset, decisions)  
- **Week 4:** Systems Approach to Project Development and Execution  
- **Week 5:** Special Purpose Vehicle in Project Finance  
- **Week 6:** Public-Private Partnerships Models  
- **Week 7-8:** Project Dynamics  
- **Week 9-10:** Project Risks (identification, quantification, and management)  
- **Week 11:** Probabilistic Project Performance Models  
- **Week 12-13:** Financial Analysis – Lender’s Perspective  
- **Week 14-15:** Financial Analysis – Sponsors’ Perspective
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus

Form Instructions

1. Request submitted by (Department or Program Name): Nutrition and Food Science
   FSTC 671 - Critical Evaluation of Nutrition and Food Science Literature; Evidence Based Reviews

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

3. Catalog course description (not to exceed 50 words): Evaluation of scientific literature, research methods within the literature, and the quality of scientific studies to produce an evidence-based review in areas specific to nutrition and food science.

4. Prerequisite(s): NUTR 202 or 203 and STAT 302; Knowledge of nutrition, statistics, and technical writing helpful.
   Cross-listed with: NUTR 671
   Stacked with: NUTR/FSTC 471

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

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

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

Any Masters or Doctoral Program

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

9. Prefix: FSTC
   Course # 671 CRIT EVAL NUTR & FSTC CLI

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

   Approval recommended by:

   Alejandro Castillo
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date

   Stephen Smith
   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10
NUTR/FSTC 471/671
Critical Evaluation of Nutrition & Food Science Literature:
Evidence based reviews
Course Syllabus, Fall, 2011

Instructor: Joanne R. Lupton, Ph.D. 213 Kleberg, 845-0850
Jlupton@tamu.edu

Teaching Assistants: Lindsey Field: lbfield@tamu.edu
Raven Cunningham: rcunningham88@sbcglobal.net

Time/Location: Tues/Thurs 12:45 – 2:00
200 Kleberg Center

Textbook: There is no textbook for the class. All readings will be based on current
literature.

Course Description: This course is designed to develop a critical approach to evaluating
the quality of the scientific literature in areas specific to nutrition
and food science. The goal is to actually produce an evidence-
based review by the class which could be submitted for
publication. Students will learn how to develop search terms and
search the scientific literature, how to categorize papers into types
of studies, how to evaluate the quality of an individual study, and
how to produce an evidence based review of the complete
literature on a specific topic that is suitable for publication.

Prerequisites: Nutrition 202 or 203 and Stat 302
The following knowledge base is expected of all students entering
this class: A fundamental knowledge of nutrition, statistics, and
technical writing.

Course Objectives: With successful completion of the course, you will have achieved:
1. An understanding of how to pose an appropriate question for evaluation by an evidence-based
review of an important issue in nutrition and develop search terms and strategies to uncover all
relevant literature.
2. An understanding of the different types of studies in nutrition (randomized clinical trials,
prospective epidemiological studies, case control studies, etc.) and the issues of bias associated
with each type of study.
3. An understanding of what makes an excellent scientific study and what detracts from a study
being categorized as excellent (appropriate controls, statistics, length of study, how the
intervention might affect the rest of the diet, etc.)
4. Knowledge of how to pull together all of the evaluated research studies into one evidence based review and come to a conclusion as to the strength of the science behind the posed question.
5. Experience in presenting and defending your evaluations and conclusions.

Specific Learning Objectives: Students should know and be able to communicate verbally and in writing with specific examples:
1. How to conduct a formal evidence-based literature search and find all appropriate publications.
2. How to categorize a study as to the type of study and evaluate study type with respect to bias.
3. How to evaluate the quality of an individual study and rate it as excellent, good, or poor.
4. How to come to a conclusion based on the totality of the studies reviewed.
5. How to report the findings once the evidence-based review is complete.
6. How to present and defend their decisions.
7. How to work with others in a synergistic manner.

Grading:

Points Summary:
All students (undergraduate and graduate):
Three Oral Presentations (50 points ea.) 150 points
Three Written Presentations (50 points ea.) 150 points
Class Attendance & Participation 100 points
Participation Evaluation 100 points

Additional graduate student assignments:
EBR Section of Manuscript 100 points
Leadership Role 100 points
Final Presentation 50 points

TOTAL 750 points (Graduate)
500 points (Undergraduate)

Graduate Grading Scale:
90-100% (675-750) A 70-79% (525-599) C
80-89% (600-674) B 60-69% (450-524) D
59% & below (449 & below) F

Undergraduate Grading Scale:
90-100% (450-500) A 70-79% (350-399) C
80-89% (400-449) B 60-69% (300-349) D
59% & below (299 & below) F
All students:
Three Oral Presentations (50 points each)

Three Written Presentations (50 points each)

Class Attendance & Participation

Participation Evaluation
This grade will reflect your individual contribution as evaluated by your group.
Group members will grade you on each of the following duties on a scale of 1 to 10:
(Scores will be averaged.)

Additional graduate student assignments:
Graduate students will act as team leaders for each of the evidence-based review teams. They
will coordinate the teams, and make sure that the team functions as a team. The graduate student
will be responsible for taking each segment of completed work from the team and writing it up in
manuscript form. It will be the responsibility of the graduate student (with help from the rest of
the team) to prepare the final manuscript for publication.

EBR Section of Manuscript
- Complete Group Section (50 points)
  o Introduction (10 pts.)
  o Literature Review (10 pts.)
  o Methods Section (10 pts.)
  o Results (10 pts.)
  o Discussion (10 pts.)
- Complete EndNote Library (50 points)

Leadership Role
1. Be the point of contact for all group members and the direct contact (if necessary)
between the group and the professor of the course, Dr. Lupton.
2. Schedule and conduct regular group meetings (weekly, bi-weekly)
3. Assign responsibilities to group members including:
   o Searching different databases
   o Distributing journal articles to group members for part/full evaluation
4. Regularly cross-check group member quality rating and categorizing articles
   appropriately.
5. Manage the master EndNote® Library for the group
6. Keep clear records and monitor the work of all group members (e.g., uploading the
   spreadsheet of articles on Google Groups® or another equivalent program).
7. Encourage and support undergraduate group members to complete work in a timely
   manner
8. Set realistic group deadlines to complete assigned work
9. Offer support to undergraduate students as needed for their written and oral presentations.
10. Set up meetings with librarians and reserve study rooms for group meetings.

Final Presentation

30 minute oral discussion/presentation with Dr. Lupton by Wednesday, December 12, 2010.

The graduate student must be able to orally demonstrate their performance as a team leader in the following areas:

- Provide examples on how the graduate student motivated their group;
- What the student would change about the way they managed their group;
- How the student will use what they learned from the course for job applications or future research projects;
- Strategies used to keep the group on task;
- Strategies used to organize a large set of data;
- Personal strengths and weaknesses with managing a group of people;
- What grade does the student think he/she deserves

Make-up Policy: Make-up oral presentations or late written assignments will be penalized 5% per day.

Americans with Disabilities Policy Statement: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. 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, Room B-118 of Cain Hall, or call 845-1637.

Academic Integrity and Honesty: The handouts used in this course are copyrighted. By "handout", I mean all materials generated for this class, which include but are not limited to syllabus, in-class materials, and handouts. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

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

If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty.
L.E.A.D.S. (Listen-Educate-Act-Dial-Seek):

Action to take during a campus emergency or Code Maroon

http://studentaffairs.tamu.edu/emergency/

CLASS SCHEDULE

Week 1
Tues, Aug.30  Introduction to the class. How we will work together and how you will be evaluated. What is an evidence-based review. How we will do the review for this class.
Thur, Sept 1  Developing a search plan with inclusion/exclusion criteria. Databases to consider. Conducting the search. Writing the section on the search.

Week 2
Tues, Sept 6  Class on how to do an evidence-based review literature search. Margaret Foster, evidence-based review expert and librarian.
Thur, Sept 8  Team assignment #1 due. (Search terms, databases, inclusion/exclusion criteria). Your search terms, databases etc. are to be presented in class. The people who present the information get 10 points towards their 100 total. The people who write it up get 20 points towards the total.

Week 3
Tues, Sept 13 Class on how to use Endnote. Robin Sewell, Endnote specialist. West Campus Library room 126. Classroom in open access lab.
Thur, Sept 15 How to classify studies as A, B, C, D based on experimental design.

Week 4
Tues, Sept 20 Assignment #2 due. Must hand in for your group a complete list of all papers selected, and a figure showing total number of manuscripts found from search, number not used, etc. We will supply an example. People presenting this will get a maximum of 10 points.
Thur, Sept 22 Divide up selected manuscripts among all class members. Each is a primary reviewer on their manuscripts and a secondary reviewer on another person’s manuscripts. Begin abstracting manuscripts.

Week 5
Tues, Sept 27 Assignment #3 due. Written materials and methods due. Class will help with the abstraction of manuscripts.
Thur, Sept 29 How to critically evaluate a manuscript.
Week 6
Tues, Oct 4   Help with critically evaluating manuscripts.
Thur, Oct 6   Paper #1. 4 presentations

Week 7
Tues, Oct 11  Help session
Thur, Oct 13  Paper #1. 4 presentations

Week 8
Tues, Oct 18  Paper #1. 4 presentations
Thur, Oct 20  Paper #1. 4 presentations

Week 9
Tues, Oct 25  Written assignments due on presentation #1.
Thur, Oct 27  Paper #2. 4 presentations

Week 10
Tues, Nov 1   Paper #2. 4 presentations
Thur, Nov 3   Paper #2. 4 presentations

Week 11
Tues, Nov 8   Paper #2. 4 presentations
Thur, Nov 10  WALK

Week 12
Tues, Nov 15  How to write the manuscript, how to select a journal
Thur, Nov 17  Writing

Week 13
Tues, Nov 22  Writing
Thur, Nov 24  THANKSGIVING HOLIDAY

Week 14
Tues, Nov 29  Final presentations group #1
Thurs, Dec 1  Final presentations group #2
Fri, Dec 9    Final Exam time. Final presentations group #3 plus entire class pulling everything together and coming to a conclusion
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Geography

2. Course prefix, number and complete title of course: GEOG 667. Dynamic Modeling of Earth and Environmental Systems

3. Catalog course description (not to exceed 50 words):
Dynamical systems modeling; dynamic complexity; key concepts, processes and human impact on earth and environmental systems; model building and testing; system behavior over time; model validation and sensitivity; examples from the applications in earth and environmental sciences.

4. Prerequisite(s): Approval of instructor

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

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

6. Is this a repeatable course? ☑ No If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? ☑ No

7. This course will be:

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

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

M.S., Ph.D. in Geog., Geol., Atmos. Sci., WMHS, ESSM, Wildl. & Fisheries, Civil Eng., Industr. Eng., etc. (Stacked w/ GEOG 467).

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

9. Prefix | Course # | Title (excluding punctuation)
--- | --- | ---
GEOG | 667 | DYN MOD EARTH & ENV SYS

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<th>Lec.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signature]

Date: 10/1/10

Chair, College Review Committee

Date: 10/18/10

Dean of College

Date: 1/18/11

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/09
SYLLABUS

GEOG 689: DYNAMIC MODELING OF EARTH AND ENVIRONMENTAL SYSTEMS
FALL 2011

LECTURES: TBA
LABS: W TBA
ONLINE COURSE INFO: http://elearning.tamu.edu/

INSTRUCTOR: İnci Güneralp
OFFICE: 803F O&M Building
OFFICE HOURS: TBA
EMAIL: iguneralp@geos.tamu.edu

COURSE DESCRIPTION
The earth and environment systems are comprised of many feedback mechanisms that are often nonlinear and exhibit time-delayed relationships. The social, economic, technological, and environmental changes often pose enormous challenges that affect the quality of our environment, and ultimately human well-being. Addressing these challenges requires perspectives and tools capable of dealing with the dynamic complexity of the earth and environmental systems. In this course, students will develop systems thinking and system dynamics perspective and skills. Systems thinking is a discipline that focuses on recognizing the interrelationships among the components of an entity (e.g., an ecosystem, a city, etc.) with the aim of reaching a synthesized view of that entity (the system). System dynamics, as a simulation methodology that is firmly rooted in the systems thinking discipline, allows for quantitative analysis of complex systems.

In this course, students will build and use simulation models of selected earth and environmental systems that are drawn from a large spectrum of the global environmental change literature. Examples of these include but are not limited to: natural resource management fishery management, wildlife management, climate policy, environmental health, nutrient dynamics, and development of new energy technologies. Throughout the course, a simulation modeling software will be used for model building and system structure/behavior analysis.

LEARNING OBJECTIVES
The student will be able to achieve the following learning objectives in this course:

- Identify key processes and relationships in earth and environmental systems
- Ability to represent these processes and relationships in models
- Learn to test models and underlying assumptions and approximations that must be made in modeling
- Ability to use models to system behavior and assess the validity of the models
- Learn to think about geo-environmental problems from a systems perspective and gain skills that will enable them to put this perspective into practice in real-life.

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REQUIRED TEXTBOOK

You should expect to read each reading assignment from *Modeling the Environment* thoroughly. While reading you will need to ponder over equations, graphs, and diagrams. Readings will help you with the assignments and with a better understanding of the course material.

SUGGESTED BOOKS


SOFTWARE
In this course, students will use the Vensim Personal Learning Edition (Vensim PLE), a FREE modeling package offered by Ventana Systems. No previous programming experience is needed to use the software. It comes with online user’s guide and help, and also contains a folder of demo models. Students can download Vensim PLE at <http://www.vensim.com/venple.html>.

SUPPLEMENTARY READING AND TEXTBOOKS
There will be supplementary readings from various books and research articles for students to better appreciate the theoretical underpinnings of systems analysis and its application in various areas.


(S02) Sterman JD. 2002. All models are wrong: reflections on becoming a systems scientist. System Dynamics Review 18: 501-531.


<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Readings/Presentations/LAB due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to dynamic systems</td>
<td>Ch 1, Ch 3, App A&amp;B</td>
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<tr>
<td></td>
<td>Stocks and Flows</td>
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<tr>
<td></td>
<td><strong>Lab</strong>: Intro to dynamic modeling with Vensim</td>
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<tr>
<td>2</td>
<td>Stocks and Flows</td>
<td>Ch 9, Ch 10; (S94)</td>
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<td>Causal loops, feedbacks, and homeostasis</td>
<td>Vensim tutorial</td>
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<td><strong>Lab 1</strong>: Vensim Ch 3 and 6</td>
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<tr>
<td>3</td>
<td>Accumulating the Flows; Dynamic equilibrium; Stability &amp; instability</td>
<td>Ch 4, Ch 6</td>
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<td>S-shaped growth</td>
<td>Ch 7; (S94)</td>
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<td></td>
<td><strong>Lab 2</strong>: Add’t Vensim exercises (Select questions from Ch 2)</td>
<td>Lab 1</td>
</tr>
<tr>
<td>4</td>
<td>Intro to Mono Lake Case</td>
<td>Ch 5</td>
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<tr>
<td></td>
<td>Material flows; Delays</td>
<td>(G)</td>
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<tr>
<td></td>
<td><strong>Lab 3</strong>: Water flow in the Mono Basin (Ch 4, #1, 2, 3, 4, 6)</td>
<td>Lab 2</td>
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<tr>
<td>5</td>
<td>Intro to DDT Case Study</td>
<td>Ch 22</td>
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<td>Modeling Process; Model validation</td>
<td>Ch 13, Ch 17,</td>
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<td><strong>Lab 4</strong>: DDT Case Study w/ two add’t exercise from 2nd Ed</td>
<td>Lab 3</td>
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<td>6</td>
<td>Fisheries:</td>
<td>Ch 15; (Ho)</td>
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<td>Intro to Tucannon Salmon Case</td>
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<td><strong>Lab 5</strong>: Tucannon Salmon Case Study</td>
<td>Lab 4</td>
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<td>7</td>
<td>Introduction to Oscillations</td>
<td>Ch 18 (BZ)</td>
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<td>Wildlife Management: Intro to Kaibab Deer Herd Case</td>
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<td>NO CLASS</td>
<td>Lab 5</td>
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<tr>
<td>8</td>
<td>Predator-Prey Dynamics</td>
<td>Ch 20</td>
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<td></td>
<td>The overshoot of the Kaibab deer population</td>
<td>Ch 21</td>
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<td><strong>Lab 6</strong>: Kaibab deer herd model, predator-prey oscillations on the Kaibab Plateau</td>
<td>Lab 6</td>
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<tr>
<td>9</td>
<td>Policy Aspects of Climate:</td>
<td>Ch 19</td>
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<td>COP16/CMP6: Mexico 2010 UNF Climate Change Conference</td>
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<td><strong>Lab 7</strong>: C-Learn: Simulator for climate negotiations</td>
<td>Lab 6</td>
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<td>10</td>
<td>Climate control on Daisyworld</td>
<td>Ch. 11, (F)</td>
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<td></td>
<td>Catch up</td>
<td>Ch 20</td>
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<td><strong>Lab 8</strong>: Daisyworld</td>
<td>Lab 7</td>
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<td>11</td>
<td>Earth surface systems &amp; qualitative modeling and analysis</td>
<td>(JP: Ch 3)</td>
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<td>Order and complexity: instability, chaos, self-org’n in earth sur. sys.</td>
<td>(V)</td>
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<td>NO LAB</td>
<td>Lab 8</td>
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<td>12</td>
<td>Dynamic models of climate: Lorenz’s General Circulation Model</td>
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<td>Spatio-temporal dynamics: Landscape models</td>
<td>App. G, (BD)</td>
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<td><strong>Lab 9</strong>: Lorenz Chaos model</td>
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<td>13</td>
<td>Comparing Agent Based and Differential Equation Models</td>
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<td>Misperceptions of complex dynamics</td>
<td>(Se)</td>
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<td><strong>Lab 10</strong>: Nutrient dynamics in a watershed (only for graduate students)</td>
<td>(M)</td>
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<td>NO CLASS - THANKSGIVING</td>
<td>Lab 9</td>
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<tr>
<td>14</td>
<td>Reflections and Concluding Perspective</td>
<td>Ch 24</td>
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<td></td>
<td>Group model project presentations</td>
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<td>NO LAB</td>
<td>Lab 10</td>
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<tr>
<td>15</td>
<td>Group model project presentations</td>
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</table>

*Readings noted by ‘Ch’ and ‘App’ refer to the chapters and appendices of the textbook unless accompanied by acronyms in parentheses. Readings noted in parentheses are listed in the Additional Readings list above.

† In addition to the lab assignments, there will be homework assignments. See below.
COURSE EVALUATION

Coursework will comprise the following. The percentages in parentheses indicate grade distribution of final grade:

Homework assignments (10%)
Homework assignments will be assigned almost every week of the semester. Each assignment is due in a week at the beginning of the class. The assignments will be composed of short exercises and/or write-ups from the readings. These assignments will be done individually.

Lab assignments (40%)
Lab exercises will be assigned almost every week of the semester. These will be sufficiently small assignments for most of the students to complete them during the lab session of the class. The background information necessary to complete the assignments will be available in advance. These assignments will be carried out in your small groups (~2-3 students) and each group will include an undergraduate student (except for Lab 9). The group members are expected to build the assigned model together, have discussions on the questions and exercises related to the assignment. Graduate student members of the group will be expected to guide and assist the undergraduate students in their groups in the steps of the model development. Brief reports including concise documentation of the model, model output, and the insights on the model will be turned in. Separate report will be required from each member of the group. Each model assignment is due at the beginning of the Friday class the following week.

Class participation & In-class presentations (10%)
Although this is a lecture-based course, there will be ample opportunity for students to participate in the class discussions. Each student will be required to give a topical presentation twice. The presentations will be based on the material listed under supplementary readings and textbooks section.

Quizzes (10%)
To make sure that everyone is keeping up with learning the key concepts, there will be unannounced quizzes. These will be short, taking about ten minutes of class time.

Group model project (30%)
The groups (2 or 3 students) will be required to develop a (preferably existing) system dynamics model of an environmental issue. Each group will include an undergraduate student to foster interaction between graduate and undergraduate students. The project will allow students to apply the skills they gained during the class to problems of their own interest. The groups will be expected to submit a final report consisting of the developed model and the outputs. The final report should also explain the system components and the interactions and feedbacks amongst them, model building steps, model assumptions, and model calibration and validation procedures. Finally, each group will be required to give an oral presentation at the end of the semester. Details of the report format and presentation requirements will be provided later in semester. For each day that a project is handed in late, there will be an incremental forfeiture of the project grade.

GRADING

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

Grading Scale
It is likely that grades will be assigned based on the following cutoffs: A = > 90%, B = 80-89%, C = 70-79%, D = 60-69%, F = ≤60%. An average performance in this class will receive a satisfactory grade (C). Final grades will be calculated using a curve, therefore actual grade cut-offs may be lower than those shown here (but they will not be higher).

Inci Güneralp, GFOG 667 Syllabus
ATTENDANCE
The university views class attendance as the responsibility of the individual student. I have found that class attendance is usually highly correlated with student performance (the more classes you miss, the lower your grade tends to be). Students who miss class are responsible for getting the notes from a fellow member of the class.

EXCUSED ABSENCES
This class will follow the University’s policy for excused absences. For more information, please see Section 7 of the student rules: http://student-rules.tamu.edu

CELLULAR TELEPHONES
As a courtesy to the instructor and other students please turn off all cellular telephones and two way pagers before class begins. I find it extremely impolite to be interrupted by a cellular telephone when I am lecturing.

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

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

ACADEMIC INTEGRITY
Texas A&M have a Scholastic Dishonesty policy to which both students and faculty must comply. If you have any questions about the University’s Scholastic Dishonesty policy please review the Student Rules or see me. The Aggie Honor program is the new program that will handle all cases of academic dishonesty. The Aggie Honor program website is located at http://www.tamu.edu/aggiehonor

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

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

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.

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

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

\[\text{Inci Güneralp, GEOG 667 Syllabus}\]
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Landscape Architecture & Urban Planning

2. Course prefix, number and complete title of course: LDEV 672 Public-Private Project Funding

3. Catalog course description (not to exceed 50 words): Financing and related issues in public-private development projects; explores structuring, valuing and managing projects and investigates the interaction between suppliers, operators, lenders and contractors; introduction to financial tools: loans, credit, interest rates and financial models

4. Prerequisite(s): N/A

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

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

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

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

9. Prefix Course# Title (excluding punctuation)
   LDEV 672 PUBLIC PRIVATE PROJ FUND
<table>
<thead>
<tr>
<th>Lec</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>Acad Year</th>
<th>TCF Code</th>
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</tbody>
</table>
   Approval recommended by: Forster Ndubisi
   Department Head - Type Name & Sign
   Date
   Chair, College Review Committee
   Leslie Feigenbaum 10/13/10
   Date

   Department Head - Type Name & Sign (if cross-listed course)
   Date
   Dean of College
   Date
   David Reed 11/4/10
   Date

   Submitted to Coordinating Board by:
   Date
   Effective Date
   Associate Director, Curricular Services

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Public-Private Project Funding – LDEV 672 Fall 2010

Instructor: Jesse Saginor  Telephone: 845-6372
Office: A430  E-mail address: jsaginor@tamu.edu
Class Schedule: 5:30-6:45PM  Class Location: A348
Tuesdays/Thursdays
Office Hours: 4:00-5:15PM Tuesdays/Thursdays and by appointment

COURSE DESCRIPTION:

This course introduces students to financing and related issues in public-private development projects. The course explores structuring, valuing and managing projects and investigates the interaction between suppliers, operators, lenders and contractors. Students will be introduced to financial tools and will become familiar with loans, credit, interest rates and financial models.

DETAILED COURSE DESCRIPTION:

The course is intended to illustrate the range of decisions associated with public-private projects at the local level beginning with a discussion of project finance including participants, risk sharing, benefits and disadvantages. As the course progresses, students will look at the different stages of project development, negotiations and raising money. They will be introduced to project agreements, credit enhancements, financial models, and loan agreements. Further, it will address the interaction between suppliers, operators, lenders and contractors and how partnerships develop to build successful projects. The course will also include discussions of various financing mechanisms such as TIFs, BIDs, and MUDs. A series of case studies will be used to illustrate the concepts discussed in class.

COURSE OBJECTIVES:

The purpose of the course is to familiarize students with the financing of development projects in an urban context. Specifically, students will develop an understanding of the following:

1. The interaction between public and private sector in project partnerships, the process of decision making, and project participants.

2. The history, case for and development of public-private projects.

3. The concept of project evaluation; identification and estimation of project impacts; desirable and undesirable project impacts.

4. Financial models applied to project finance.

Texas A&M University
LDEV 672: Public-Private Partnerships
5. Sources of project finance, financing mechanisms including TIFs, MUD districts, municipal bonds.

6. Agreements including loan agreements and project agreements.

REQUIRED TEXTS:

All readings will be made available on Xavier. Additional readings may be distributed in class or will be made available online.

METHODS OF INSTRUCTION

The course will meet twice each week and is designed around a lecture format combined with class discussions. A tentative schedule is attached. Class attendance is required, and I will keep track of both attendance and participation. Recording of lectures is allowed.

A combination of lectures and case studies will be used to explain and gradually explore how public-private partnership projects are developed and financed. Written case-centered reviews and other assignments are required. In addition, an electronic animation/presentation and paper are also required.

COURSE REQUIREMENTS:

During the course of the semester, students will be required to complete a case study. The components of the case study will consist of three parts to be compiled into a final paper. The first part will require students to identify a site that they wish to analyze as part of a possible public-private partnership. The second part will establish the context of the setting, including but not limited to project justification, project development, and project documentation such as project agreements, risk-sharing requirements, and caveats. The third component will be identifying existing programs to solidify the public-private partnership. The final paper and presentation will require combining all three parts into a coherent, revised document.

COURSE GRADE ASSESSMENT:

Grading for the course will be as follows: Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Site analysis</td>
<td>50</td>
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<tr>
<td>Paper/project proposal</td>
<td>50</td>
</tr>
<tr>
<td>Program identification</td>
<td>50</td>
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<tr>
<td>Final paper</td>
<td>100</td>
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<tr>
<td>Final presentation</td>
<td>50</td>
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<tr>
<td>Case study</td>
<td>50</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>50</td>
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<tr>
<td>Total Points</td>
<td>400</td>
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Final Grade

- A = 360 and up
- B = 320-359
- C = 280-319
- D = 240-279

Texas A&M University
LDEV 672: Public-Private Partnerships
COURSE POLICIES:

Communication:
The purpose of office hours is to meet with students. I realize that some students may be coming from other classes or attend classes during office hours and will meet with students outside of my office hours as necessary. I also have a phone number as well as an email address. During the week I will try to answer your emails in a timely manner to the best of my abilities. If you don’t know something, then ask. There is a pretty good chance that someone else in the class has a similar question. If something isn’t clear to you, asking me enables you to learn as well as enabling me to teach the concept better.

Late Work:
Late work will be assessed a whole letter grade. A late assignment will be any assignment not submitted at the beginning of the class meeting during which it is due.

Attendance Policy:
Students who miss more than four classes, for any reason, will find it difficult to earn a grade higher than a “B”. To be considered present for the entire class period, students should be in their seats at the beginning of class and remain until the class ends. Attendance will be taken at each class meeting. If you do not arrive on time, you are solely responsible for any material that is missed. Additional rules on student attendance are available at: http://student-rules.tamu.edu/rule7.htm.

The following two statements are required by Texas A&M University:

1. ADA Syllabus Statement: The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-7637.

2. Academic Integrity Syllabus Statement: “An Aggie does not lie, cheat, or steal or tolerate those who do.” The definition of academic misconduct pertaining to cheating, fabrication, falsification, multiple submission, plagiarism, and complicity are part of the Aggie Honor Code. Check the following website if you have any questions: http://www.tamu.edu/aggiehonor/faq.html. **DO NOT** violate the Aggie Honor Code! I am required to turn you in if you do!
TENTATIVE COURSE OUTLINE:

The scheduled readings, due dates, and test dates except for the final exam for this course are subject to change. All changes will be announced at least two weeks in advance.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, syllabus</td>
<td>What are public-private partnerships? Origins, history, risk sharing</td>
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<td>2</td>
<td>Financial terminology relevant to public-private partnerships</td>
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<td>3</td>
<td>Project development: pre-bidding, contract negotiation, and money-raising</td>
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<td>4</td>
<td>Financial terminology for development, loan agreements and layered finance</td>
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<td>5</td>
<td>Project agreements: supplier, operator, lender, contractor and sponsor</td>
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<td>6</td>
<td>Tax-increment financing</td>
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<td>7</td>
<td>Historic districts</td>
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<td>8</td>
<td>Community Development Financial Institutions/Housing tax credits</td>
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<td>Brownfields</td>
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<td>Adaptive Re-use</td>
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<td>Business Improvement Districts/Public Improvement Districts</td>
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<td>Municipal Management Districts</td>
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<td>Future forms of public-private funding</td>
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<td>15</td>
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<td>Presentations</td>
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<td>Finals</td>
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Dates are subject to change.

Any additional class readings will either be distributed in class or made available online the week before class.

Texas A&M University
LDEV 672: Public-Private Partnerships
September 2, 2009

Dr. Jesse Saginor  
Assistant Professor  
Department of Landscape Architecture and Urban Planning  
College of Architecture  
A430 Langford  
3137 TAMU  
College Station, TX 77843-3137

Dear Dr. Saginor:

The Department of Finance supports the proposed course LDEV 672 Public-Private Project Funding. We presently do not cover the topic but believe the course would be well received by our Master of Real Estate students if made available as an elective. Furthermore, the subject matter is appropriate in an era of necessary cooperation between governmental, quasi-governmental and private entities.

With regards,

Sofin Sorescu  
Patricia and Bookman Peters Associate Professor  
Head of the Department of Finance  
Mays Business School at Texas A&M University
October 1, 2009

Dr. Geoffrey Booth
MSLD Program Coordinator
Department of Landscape Architecture and Urban Planning
MS 3137

Dear Dr. Booth,

At the request of your department, we have reviewed the proposed courses LDEV 669 Commercial Development Practices and LDEV 672 Public-Private Project Funding. These courses will obviously benefit your MSLD program and do not conflict with the offerings of our Department.

We fully support your department offering these courses.

Sincerely,

David J. Leatham
Associate Head for Graduate Programs

DJL/vlh
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Nutrition and Food Science
   NUTR 671 - Critical Evaluation of Nutrition and Food Science Literature
   Evidence Based Reviews

2. Course prefix, number and complete title of course: NUTR 671
   Cross-listed with: FSTC 671
   Stacked with: NUTR/FSTC 471

3. Catalog course description (not to exceed 50 words): Evaluation of scientific literature, research methods within the literature, and the quality of scientific studies to produce an evidence-based review in areas specific to nutrition and food science.

4. Prerequisite(s): NUTR 202 or 203 and STAT 302; Knowledge of nutrition, statistics, and technical writing helpful.

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

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

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

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

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

9. Prefix Course # Title (excluding punctuation)
   NUTR 671 CRIT EVAL NUTR FSTC CLI

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

   Approval recommended by:
   Stephen Smith
   Department Head or Program Chair (Type Name & Sign) Date

   Alejandro Castillo
   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Question regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
   Curricular Services – 3/10

   October 22, 2010
   Received
   Graduate Studies
NUTR/FSTC 471/671
Critical Evaluation of Nutrition & Food Science Literature:
Evidence based reviews
Course Syllabus, Fall, 2011

Instructor: Joanne R. Lupton, Ph.D. 213 Kleberg, 845-0850
jlupton@tamu.edu

Teaching Assistants: Lindsey Field: lbfield@tamu.edu
Raven Cunningham: rcunningham88@sbcglobal.net

Time/Location: Tues/Thurs 12:45 – 2:00
200 Kleberg Center

Textbook: There is no textbook for the class. All readings will be based on current
literature.

Course Description: This course is designed to develop a critical approach to evaluating
the quality of the scientific literature in areas specific to nutrition
and food science. The goal is to actually produce an evidence-
based review by the class which could be submitted for
publication. Students will learn how to develop search terms and
search the scientific literature, how to categorize papers into types
of studies, how to evaluate the quality of an individual study, and
how to produce an evidence based review of the complete
literature on a specific topic that is suitable for publication.

Prerequisites: Nutrition 202 or 203 and Stat 302
The following knowledge base is expected of all students entering
this class: A fundamental knowledge of nutrition, statistics, and
technical writing.

Course Objectives: With successful completion of the course, you will have achieved:
1. An understanding of how to pose an appropriate question for evaluation by an evidence-based
review of an important issue in nutrition and develop search terms and strategies to uncover all
relevant literature.
2. An understanding of the different types of studies in nutrition (randomized clinical trials,
prospective epidemiological studies, case control studies, etc.) and the issues of bias associated
with each type of study.
3. An understanding of what makes an excellent scientific study and what detracts from a study
being categorized as excellent (appropriate controls, statistics, length of study, how the
intervention might affect the rest of the diet, etc.)
4. Knowledge of how to pull together all of the evaluated research studies into one evidence based review and come to a conclusion as to the strength of the science behind the posed question.
5. Experience in presenting and defending your evaluations and conclusions.

Specific Learning Objectives: Students should know and be able to communicate verbally and in writing with specific examples:
1. How to conduct a formal evidence-based literature search and find all appropriate publications.
2. How to categorize a study as to the type of study and evaluate study type with respect to bias.
3. How to evaluate the quality of an individual study and rate it as excellent, good, or poor.
4. How to come to a conclusion based on the totality of the studies reviewed.
5. How to report the findings once the evidence-based review is complete.
6. How to present and defend their decisions.
7. How to work with others in a synergistic manner.

Grading:

Points Summary:
All students (undergraduate and graduate):
Three Oral Presentations (50 points ea.) 150 points
Three Written Presentations (50 points ea.) 150 points
Class Attendance & Participation 100 points
Participation Evaluation 100 points

Additional graduate student assignments:
EBR Section of Manuscript 100 points
Leadership Role 100 points
Final Presentation 50 points

TOTAL 750 points (Graduate)
500 points (Undergraduate)

Graduate Grading Scale:
90-100% (675-750) A 70-79% (525-599) C
80-89% (600-674) B 60-69% (450-524) D
59% & below (449 & below) F

Undergraduate Grading Scale:
90-100% (450-500) A 70-79% (350-399) C
80-89% (400-449) B 60-69% (300-349) D
59% & below (299 & below) F
All students:
Three Oral Presentations (50 points each)

Three Written Presentations (50 points each)

Class Attendance & Participation

Participation Evaluation
This grade will reflect your individual contribution as evaluated by your group.
Group members will grade you on each of the following duties on a scale of 1 to 10:
(Scores will be averaged.)

Additional graduate student assignments:
Graduate students will act as team leaders for each of the evidence-based review teams. They
will coordinate the teams, and make sure that the team functions as a team. The graduate student
will be responsible for taking each segment of completed work from the team and writing it up in
manuscript form. It will be the responsibility of the graduate student (with help from the rest of
the team) to prepare the final manuscript for publication.

EBR Section of Manuscript
- Complete Group Section (50 points)
  o Introduction (10 pts.)
  o Literature Review (10 pts.)
  o Methods Section (10 pts.)
  o Results (10 pts.)
  o Discussion (10 pts.)
- Complete EndNote Library (50 points)

Leadership Role
1. Be the point of contact for all group members and the direct contact (if necessary)
   between the group and the professor of the course, Dr. Lupton.
2. Schedule and conduct regular group meetings (weekly, bi-weekly)
3. Assign responsibilities to group members including:
   o Searching different databases
   o Distributing journal articles to group members for part/full evaluation
4. Regularly cross-check group member quality rating and categorizing articles
   appropriately.
5. Manage the master EndNote® Library for the group
6. Keep clear records and monitor the work of all group members (e.g., uploading the
   spreadsheet of articles on Google Groups® or another equivalent program).
7. Encourage and support undergraduate group members to complete work in a timely
   manner
8. Set realistic group deadlines to complete assigned work
9. Offer support to undergraduate students as needed for their written and oral presentations.
10. Set up meetings with librarians and reserve study rooms for group meetings

Final Presentation
30 minute oral discussion/presentation with Dr. Lupton by Wednesday, December 12, 2010.

The graduate student must be able to orally demonstrate their performance as a team leader in the following areas:

- Provide examples on how the graduate student motivated their group;
- What the student would change about the way they managed their group;
- How the student will use what they learned from the course for job applications or future research projects;
- Strategies used to keep the group on task;
- Strategies used to organize a large set of data;
- Personal strengths and weaknesses with managing a group of people;
- What grade does the student think he/she deserves

Make-up Policy: Make-up oral presentations or late written assignments will be penalized 5% per day.

Americans with Disabilities Policy Statement: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. 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, Room B-118 of Cain Hall, or call 845-1637.

Academic Integrity and Honesty: The handouts used in this course are copyrighted. By “handout”, I mean all materials generated for this class, which include but are not limited to syllabus, in-class materials, and handouts. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

“Aggies do not lie, cheat or steal; nor do they tolerate those who do”

If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty.
L.E.A.D.S. (Listen-Educate-Act-Dial-Seek):

Action to take during a campus emergency or Code Maroon

http://studentaffairs.tamu.edu/emergency/

CLASS SCHEDULE

Week 1
Tues, Aug.30  Introduction to the class. How we will work together and how you will be evaluated. What is an evidence-based review. How we will do the review for this class.
Thur, Sept 1  Developing a search plan with inclusion/exclusion criteria. Databases to consider. Conducting the search. Writing the section on the search.

Week 2
Tues, Sept 6  Class on how to do an evidence-based review literature search. Margaret Foster, evidence-based review expert and librarian.
Thur, Sept 8  Team assignment #1 due. (Search terms, databases, inclusion/exclusion criteria). Your search terms, databases etc. are to be presented in class. The people who present the information get 10 points towards their 100 total. The people who write it up get 20 points towards the total.

Week 3
Tues, Sept 13 Class on how to use Endnote. Robin Sewell, Endnote specialist. West Campus Library room 126. Classroom in open access lab.
Thur, Sept 15 How to classify studies as A, B, C, D based on experimental design.

Week 4
Tues, Sept 20 Assignment #2 due. Must hand in for your group a complete list of all papers selected, and a figure showing total number of manuscripts found from search, number not used, etc. We will supply an example. People presenting this will get a maximum of 10 points.
Thur, Sept 22 Divide up selected manuscripts among all class members. Each is a primary reviewer on their manuscripts and a secondary reviewer on another person’s manuscripts. Begin abstracting manuscripts.

Week 5
Tues, Sept 27 Assignment #3 due. Written materials and methods due. Class will help with the abstraction of manuscripts.
Thur, Sept 29 How to critically evaluate a manuscript.
Week 6
Tues, Oct 4  Help with critically evaluating manuscripts.
Thur, Oct 6  Paper #1. 4 presentations

Week 7
Tues, Oct 11 Help session
Thur, Oct 13 Paper #1. 4 presentations

Week 8
Tues, Oct 18 Paper #1. 4 presentations
Thur, Oct 20 Paper #1. 4 presentations

Week 9
Tues, Oct 25 Written assignments due on presentation #1.
Thur, Oct 27 Paper #2. 4 presentations

Week 10
Tues, Nov 1 Paper #2. 4 presentations
Thur, Nov 3 Paper #2. 4 presentations

Week 11
Tues, Nov 8 Paper #2. 4 presentations
Thur, Nov 10 WALK

Week 12
Tues, Nov 15 How to write the manuscript, how to select a journal
Thur, Nov 17 Writing

Week 13
Tues, Nov 22 Writing
Thur, Nov 24 THANKSGIVING HOLIDAY

Week 14
Tues, Nov 29 Final presentations group #1
Thurs, Dec 1 Final presentations group #2
Fri, Dec 9 Final Exam time. Final presentations group #3 plus entire class pulling everything together and coming to a conclusion
Texas A&M University

Departmental Request for a New Course
Undergraduate + Graduate + Professional

- Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Performance Studies

2. Course prefix, number and complete title of course: PERF610: Graduate Studies in Dance Research

3. Catalog course description (not to exceed 50 words): Examines key theoretical and methodological issues in dance studies from a performance studies perspective.

4. Prerequisite(s): PERF602 or permission of instructor

5. Is this a variable credit course? ☒ Yes ☐ No
   If yes, from _____ to _____

6. Is this a repeatable course? ☐ Yes ☒ No
   Will this course be repeated within the same semester? ☐ Yes ☒ No
   If yes, this course may be taken _____ times.

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

8. MA in Performance Studies

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

Attach approval letters.

9. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

Judith Hamer, Professor and Head - PERF 9/27/10
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 9/27/10
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 10/14/10

Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date
PERF 610: Graduate Studies in Dance Research

Prerequisites: PERF 602 or permission of instructor

Description: Dance and its social work have always occupied a prominent place in performance studies research. However, while the theories and methods of performance studies are extremely useful in dance research, dance as an object of inquiry presents particular methodological and conceptual challenges. This course examines crucial issues in contemporary dance research through representative case studies.

Course Objectives

1. Students will become familiar with trends and best practices in critical archival and ethnographic dance research.
2. Students will explore key issues and arguments in the field.
3. Students will gain experience integrating field and archival methods, movement observation and analysis, and critical theoretical methods through examination of representative case studies.

Course Requirements

Seminar participation
One ten-page article critique
Research prospectus
Final exam

Evaluation

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<td>Seminar participation</td>
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<td>10-page article evaluation</td>
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<td>Research paper</td>
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<td>Take-home final exam</td>
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Total 100 points

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

Course materials. The following books are available at the MSC bookstore, and on reserve at Evans Library.


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

**Academic integrity statement.** Academic honesty is of great importance to all students at TAMU. In this and all classes, you must follow the Aggie Honor Code.

**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 community from the requirements or the processes of the Honor System. For more information, see http://www.tamu.edu/aggiehonor.

**Written Assignment Requirements**

Grammar and writing style are components of grades for all written assignments, excluding in-class exams. Written assignments are to be considered the equivalent of professional papers and are to be treated accordingly, including appropriate appearance and appropriate documentation (MLA or APA) of any sources used. **No late assignments are accepted without documentation of a clear and compelling emergency.**

**Written Assignment Instructions**

Each written assignment will be detailed in a handout distributed no less than two weeks before the due date. The assignment handout will include specific objectives and evaluation criteria.

**Drafts**

I am happy to look over drafts of assignments within the following parameters. Drafts will be reviewed for general issues of argument, **not** stylistics. I expect any drafts to be reviewed to be in acceptable graduate form on issues of grammar, spelling, and style. Any drafts to be reviewed must be submitted **at least two weeks prior to the assignment deadline,** allowing me one week to read and comment, and the author one week to revise, before final submission. **Drafts to be reviewed must be hard copies (not emailed) and double-spaced to allow for comments.**

**What Does "Class Participation" Mean?**
Participation in a graduate seminar is preparation for membership in the community of scholars. As such, it does not simply mean talking a lot. It does mean engagement with specific elements of the assigned readings. It means treating your colleagues with the same respect and attention that you feel you deserve.

Attendance also affects class participation. It will not be possible to secure full participation credit with more than one unexcused absence. (This does not mean, by the way, that simply showing up for every class insures full credit.) An excused absence is accompanied by Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu presented immediately upon you return to class. You are responsible for securing class material missed during your absence.

Questions about what constitutes an excused absence should be directed to TAMU Student Rule 7: http://student-rules.tamu.edu/rule7.htm

Students are responsible for securing any information missed due to lateness or absences. Repeated tardiness is not acceptable and will be considered as the equivalent of absences if they occur regularly (more than twice) or cause the student to miss more than 20 minutes of class.
Schedule of Topics and Major Assignments

Unit 1: Overview

Week 1: How does dance enter scholarship?
For discussion: Foster, *Choreographing History*
Browning, *Samba*

Week 2: How has dance entered the American academy?
For discussion: Kolcio, *Movable Pillars*

Week 3: How does dance enter texts?
For discussion: Banes, *Writing Dancing*

Dance in the Archive: How does dance enter history?

Week 4: Staging fieldwork: Zora Neale Hurston
For discussion: Kraut, *Choreographing the Folk*

Week 5: Excavating neglected histories
For discussion: DeFrantz, *Dancing Many Drums*

Week 6: Arguments with history
For discussion: Banes, *Reinventing Dance in the 1960s*

Dancing Difference

Week 7: Dance as identity
For discussion: Shea Murphy, *The People Have Never Stopped Dancing*
Article critiques due!

Week 8: Dancing class
For discussion: Tomko, *Dancing Class*

Week 9: Brownface in the ballroom
For discussion: McMains, *Glamour Addiction*

Dance Ethnography

Week 10: Dance and the construction of community
For discussion: Hamera, *Dancing Communities*

Week 12: Dance and the construction of the nation
For discussion: Reed, *Dance and the Nation*

Course Synthesis: Dance and the Performance of Politics

Week 13:
For discussion: Martin, *Critical Moves*

Week 14: Presentation of research papers
Research papers due!
Final exam distributed.

The take-home final is due one week after it is handed out.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Performance Studies

2. Course prefix, number and complete title of course: PERF611: Contemporary Religions and Performance

3. Catalog course description (not to exceed 50 words): Examines the intricate relationship between religious traditions and performance.

Focus on contemporary religious movements

4. Prerequisite(s): MA or PhD status

Cross-listed with: NA

Stacked with: NA

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

5. Is this a variable credit course? □ Yes ☒ No

If yes, from _________ to _________

6. Is this a repeatable course? □ Yes ☒ No

If yes, this course may be taken _________ times.

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

7. This course will be:

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

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

MA in Performance Studies

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

9. Prefix: PERF

Course #: 611

Title (excluding punctuation): CONTEMPORARY RELIGIONS PERFORMANCE

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Approval recommended by:

Judith Hamara, Professor and Head - PERF 9/27/10

Department Head or Program Chair (Type Name & Sign) Date

Département Head or Program Chair (Type Name & Sign) Date

(if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

Curricular Services – 3/10

76 of 128 B
Contemporary Religions and Performance

Professor: Dr. Donnalee Dox
Office: 106B Academic Building
Telephone: 458-1870 (no voice mail)
E-mail: dox@tamu.edu

Class time:
Office hours:

Course description: The Latin root of the word religion is the verb legere, to bind or connect. One of the ways human beings who are invested in religious traditions express their connection to a force (or forces) beyond themselves is by performing. Performance can also be a way of imagining divinity or divine beings – whether or not a divine being can actually be represented. In this course, we will look closely at the intricate relationships between religious traditions and some ways people express their understanding of divinity through performances. The religious/performance traditions we will explore this semester are (by design) more different from each other than similar. We will focus on contemporary religious movements.

Prerequisites: M.A. or Ph.D. status

Our methods of inquiry: In this course, we seek to understand how a type of performance relates to the religious tradition in which it is grounded. Performativity (how people perform) is our method, performance is our object of study. We will expand familiar ideas about "performance" to include rituals, ceremonies, communal singing and drumming, trance dancing, storytelling, televangelism, and other performative expressions we might not immediately think of as artistic. Religion is a powerful, defining force in the lives of many people. The study of world religions in a university setting requires the willingness to suspend one's own religious beliefs, agnosticism, or atheism in order to appreciate unfamiliar religious traditions.

Class format: Discussion based on readings, ethnographic observation, and audio/video assignments.

Learning outcomes: Upon completion of the course, students will have mastered major theories in religious studies and will have gained competence in applying those theories to a wide range of performance practices in contemporary culture.

Grading:

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<td>Presentation</td>
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Grading Scale:
A= 375-400 B=350-374 C= 325-349 D=300-324 F=below 300

Grading policies: Late work will not be accepted without documented excuse. Excused absences require documentation. Should an excused absence prevent you from writing an in class essay, giving your final presentation, or turning in your final paper, you must contact me before or within 24 hours after the due date or class period.

For Student Rules regarding absences, see http://student-rules.tamu.edu, rule #7.

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Academic Integrity Statement and Policy

Texts: All books and articles will be available in Evans Library (reserve desk or EDMS). Students may want to purchase books through online sources.
Baugh, Loyd. *Imagining the Divine: Jesus and Christ in Film* (Sheed and Ward, 1997).


Leonard, Jim. *The Diviners* (a stage play)


"To the Land I am Bound: A Journey into Sacred Harp." Southern Cultures, v. 9 no. 2 (Summer 2003), pp. 49-66.

"Trembling Playground: Two Young Directors Discuss Film Faith and the Challenges of Documenting Religion." Crosscurrents, v. 5 no. 1 (Spring 2004) pp. 84-95.


SYLLABUS
subject to change pending course developments

Week One: Introduction
Schedule presentations on varieties of religious expression.

Week Two: Questions for a complex society
View in EDMS for next class: Religion and the Media
Student presentations: varieties of religious expression.

SECTION I: IMAGES OF CHRISTIANITY IN AMERICAN MEDIA and ENTERTAINMENT
What images of (or ideas about) Christianity are being reproduced, developed, or challenged in American popular entertainment?

Week Three
View in EDMS: Billy Graham

Week Four
The Diviners (a stage play) by Jim Leonard
"Trembling Playground: Two Young Directors Discuss Film Faith and the Challenges of Documenting Religion," Crosscurrents, v. 5 no. 1 (Spring 2004) pp. 84-95.
The Greatest Story Ever Told

Week Five
Imagining the Divine: Jesus and Christ in Film by Lloyd Baugh (Sheed and Ward, 1997)
View in EDMS: Jesus of Montreal
Student presentations: images of Christianity in film.
In-class essay 1

SECTION II. ANCIENT GODDESSSES IN THE MODERN WORLD

Week Six
View in EDMS: Buddhism

Week Seven
View in EDMS: "Dance to the Great Mother" and "Dunya"

Week Eight
Student presentations: dance.
In-class essay 2

III. THE MUSIC OF THE SPHERES

Week Nine
Listen in EDMS: "Chant: The Benedictine Monks of Santo Domingo de Silos" (1973) and "Benedictine Nuns of Avignon" (forthcoming 2010)
Listen in EDMS: White Spirituals from the Sacred Harp (sound recording)

Week Ten
Listen in EDMS: Sacred Rhythms, Grupo Ilu Ana (sound recording)

Week Eleven
Listen in EDMS: "Heart as Wide as the World" (Krisna Das) and "Mantras for Precarious Times" (Devi Premal)
Student presentations: sound and religious experience.
In-class essay 3

IV. RITUALS OF SACRIFICE AND RECONCILIATION
Week Twelve
Ritual Theory, Ritual Practice (Oxford University Press, 2009).

Week Thirteen
View in EDMS: Ballet Folklorico de Mexico, Deer Dance

Week Fourteen
View in EDMS: Lakota Women: Siege at Wounded Knee and Time and Again: Buried at Wounded Knee
Student presentations: modern rituals.
In-class essay 4

Final papers due the first Monday of Final Exam Week
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
- Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Performance Studies

2. Course prefix, number and complete title of course: PERF612: Music Capitalism

3. Catalog course description (not to exceed 50 words): Explores the production, distribution, and consumption of music genres as a performance of capitalism.

4. Prerequisite(s): MA or PhD status

Cross-listed with: NA
Stacked with: NA

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

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

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _____ times.

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

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

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

MA in Performance Studies

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

9. Prefix: PERF
   Course #: 612
   Title (excluding punctuation): MUSIC CAPITALISM

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Approval recommended by:

Judith Hamra, Professor and Head - PERF
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10
Music Capitalism

Dr. Jayson Beaster-Jones
Phone: (979) 845-0305
Office: Academic 105A
Office hours: TR 1:30-3:00pm
E-mail: jbeasterjones@tamu.edu

Course Number: PERF 612
Fall/Spring 201X
Course Time:
Course Location:
Course Credits: 3

Course Description
This course explores the production, distribution, and consumption of music genres in the context of capitalism. Among the topics covered will be the performance practices of musicians and audiences; the role of technology in the creation and dissemination of music; advertising narratives and the production of musical meaning; the constitution of music genres and marketing categories; and music copyright, piracy, and intellectual property.

Prerequisites: Graduate student status or consent of instructor.

Course Objectives

- Students will explore key issues in, and histories of, the field of popular music studies
- Students will understand the economic underpinnings of music industry structures, song forms, and the musician/audience practices
- Students will critical engage with popular music narratives, genres, and marketing practices in music industries
- Students will explore the consequences of intellectual property, piracy, and cultural appropriation of industry forms

Course Requirements

15% Class attendance, participation in discussion
10% Class presentation that outline the key arguments of the readings of that class session [Sign up sheet in first week of class]
25% Mid-term exam. 5 page theoretical response paper to questions assigned in class [topic assigned in Week 6, due in class of Week 7]
50% Final paper. 14-15 page analytic paper [Due on first Monday of finals week.]

Attendance and class participation will be noted daily. Participation and written assignments will be graded according to the following guidelines:
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<td>o excellent style/organization</td>
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<td>o vague familiarity with material</td>
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Americans with Disabilities Act (ADA) Policy Statement.
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

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

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 TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/

Academic Integrity Statement: Pledge.
On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Statement on copyright of handouts.
The handouts that I have created for this course are copyrighted. By “handouts,” I mean all materials generated by me for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.
Please note: if you need to contact me for any reason, I can be reached most easily via e-mail at jbeasterjones@tamu.edu.

Outline of Topics, Reading Assignments

Week 1: Course Introduction

Week 2: Critical Theory Approaches to the Music Industry

Week 3: Popular Music Studies Responses to Benjamin, Adorno

Week 4: History, Political Economies of Music

Week 5: Music Industries Outside America

Week 6: Music, Industry, Technology [Mid term paper assigned]

Week 7: Music Industry Genres, Structures [Mid term paper due]

Week 8: American Music Genres, Discourses

Week 9: Technology, Intellectual Property, Piracy

Week 10: Technology and Resistance: the Case of Dub

Week 11: Music and Social Class: the Case of Country

Week 12: Copyright and the Shrinking Public Domain

Week 13: Music and Culture: Free Market Consequences

**Week 14: Music Distribution and the Internet: Rethinking the “Celestial Jukebox”**

**Final Project due first Monday of Finals Week**
Bibliography


Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Performance Studies
2. Course prefix, number and complete title of course: PERF613: Performing Texas
3. Catalog course description (not to exceed 50 words): Explores "Texas" as a set of complex performances that construct specific identities and communities.
4. Prerequisite(s): MA or PhD status
5. Is this a variable credit course? ☑ No If yes, from _____ to _____
6. Is this a repeatable course? ☑ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? ☑ No
7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   MA in Performance Studies
8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix | Course # | Title (excluding punctuation)
PERF | 613 | PERF ORM ING T EXAS

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Approval recommended by:
Judith Hamra, Professor and Head - PERF
Department Head or Program Chair (Type Name & Sign) Date 7/27/10

Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date 7/27/10
(if cross-listed course)

Chair, GC or UCC Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
PERF613: Performing Texas

Dr. Kirsten Pullen
kpullen@tamu.edu
104A Academic Building

Prerequisite: Acceptance into the MA in Performance Studies Program or permission of the instructor

Description: What, exactly, is Texas? A place? A state of mind? A historical event? And who is a Texan? A cowboy or vaquero? A Klan member or an African-American? A football player or a research scientist? In this class, we’ll explore “Texas” as a set of complex performances that construct specific identities and communities taken up by those who live in and with Texas, as well as those who imagine “Texas” from the outside.

Performance studies scholars assume that identity is constituted in and through performances. These performances address multiple audiences: the self who is performing, the local community who witnesses the performance, and a global community to whom that performance may be broadcast. Using Texas as a case study for exploring the intersections of identity, place, and performance, we’ll discover how Texas, Texans, and Texas-ness has been performed across a variety of performances genres since its admission to statehood in 1845.

Course Objectives: Students will critically engage the theories and methodologies of regionality as a marker of identity. Students will explore multiple sites and texts that have historically been understood to denote “Texas.” Students will practices several of the skills fundamental to scholarship in Performance Studies (oral and written argumentation, performance as research, and critical analysis and explanation).

Course Requirements:
Reading Summaries (20%): For each topic you’ll complete a short summary of the readings. Summaries should encapsulate the various arguments presented, identify a “through-line” for the analyses, juxtapose the readings with each other and other readings we’ve completed, make connections between the theories presented and your own research interests, raise questions for class discussion. Reading summaries should be one page, typed, single-spaced and turned in at the beginning of class. Include a works cited if you need one; you need not include a bibliography. Late reading summaries will not be accepted.

Participation (15%): Graduate seminar participation prepares you for membership in the scholarly community. Class discussion is your opportunity to try out different perspectives, debate new ideas, test your analytic skills against your peers, and develop a scholarly persona. You will complete all assigned readings and think critically about them well in advance of each class. You will plan questions and talking points about those readings, but you’ll also listen to and engage ideas that emerge in class. It is your absolute responsibility to be prepared, connected, and respectful during each moment of each class.

Seminar Report (20%): Once during the term, you’ll supplement our class discussion with an oral report that introduces a performance studies theoretical or methodological approach to the study of identity, regionality, or community. Your seminar report will present another scholar’s case study of the performance of identity, making links between that work and the work we undertake in this seminar. You will also turn in a written copy of your report.

Performance Project (20%): Working in groups of no more than three, you will each present a 15-minute performance of Texas identity. These performances might consist of historical re-enactments, sections from plays or films, renditions of iconic Texas music, or stagings of “Texan” rituals of community. These projects are meant to develop your use of performance as research; that is, you must use performance to investigate and understand the original text or event. Your performances will tell you and the class something we could not have learned by simply reading and discussing the performance event.

Research Paper (25%): You’ll complete a research paper on the Texas performance of your choice. Your essay will identify an original object of study, engage at least one of the major theoretical questions presented, incorporate class readings as well as other research, and demonstrate your mastery over the texts and ideas we’ve engaged. All students are encouraged to incorporate performance metaphors and models with their own research interests. Research papers must be 7000-7500 words.
You are responsible for all readings, lectures, and discussions. You are expected to bring all of the reading to every class. All readings and assignments are due on the date indicated. All work submitted must be typed. No work accepted via email without prior arrangement. Failure to complete or earn a passing grade on the research paper, performance project, or class participation results in failure of the course as a whole. You may request one extension per assignment, at least 24 hours in advance. No late assignments, no extra credit, no exceptions.

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Grading:
A: Exceptional ability to conceptualize and present ideas; effort beyond meeting basic criteria; you have sought out new ideas and information; your work is thorough and original; your work shows initiative and imagination; there are few to no errors in your written work; overall your work shows a trajectory of development and growth. You have exceeded expectations for research, writing, or speaking at the graduate level in a Research I university.
B: Solid work; meets basic requirements; evident language competency; few errors; you are able to engage but generally do not go beyond information and ideas readily accessible through class, readings, and discussions. Your research, writing, and speaking are commensurate with graduate standing in a Research I university.
C: Marginal work; writing assignments and discussions demonstrate limited ability or effort to engage ideas and information; written assignments have many errors (sentence structure, spelling, grammar, etc.) and/or are underprepared. Your research, writing, and speaking are slightly below expectations for students with graduate standing in a Research I university and should be improved with additional effort.
D: Quantity and quality of work falls far below the expectations of graduate students in a Research I university. You are either not expending enough effort or you need help to accomplish the work required.
F: Needs no explanation.

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

Plagiarism
As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."


Course Readings:


Harris, Trudier. “‘The Yellow Rose of Texas’: A Different Cultural View.” Callaloo 32.2 (2009): 529-549.


Schedule of Topics and Readings

Week One: Introduction

Week Two: Performing Culture, Performing Place
    Reading Summary 1 Due
    Roach, Joseph. Cities of the Dead: Circum-Atlantic Performance
    Taylor, Diana. The Archive and the Repertoire: Performing Cultural Memory in the Americas

Week Three: Performing Texas

93 of 128 B
Reading Summary 2 Due
Clemons, Leigh. Branding Texas: Performing Culture in the Lone Star State
Fuchs, Elinor and Una Chaudhuri, Eds. Land/Scape/Theater

Weeks Four and Five: Remember the Alamo
Reading Summary 3 Due Week Five
Brear, Holly Beachley. Inherit the Alamo: Myth and Ritual at an American Shrine.
Huyssten, Andreas. “Monumental Seduction”
Flores, Richard R. Remembering the Alamo: Memory, Modernity, and the Master Symbol

Week Six: Oil! And Cows!
Reading Summary 4 Due
Brannstrom, Christian and Matthew Neuman. “Inventing the ‘Magic Valley’ of South Texas, 1905-1941”
Clayton, Lawrence, Jim Hoy, and Jerald Underwood. Vaqueros, Cowboys, and Buckaroos
Colley, Betty Bailey and Jane Clements Monday, with Beto Maldonado. The Master Showmen of King Ranch: The Story of Beto and Librado Maldonado

Week Seven: Are You Ready for Some Football?
Reading Summary 5 Due
Bissinger, H.G. Friday Night Lights: A Town, a Team, and a Dream
Hanson, Mary Ellen. Go! Fight! Win! Cheerleading in American Culture
Huerta, Joel. “Friday Night Rights: South Texas High-school Football and the Struggle for Equality”
Scholz, Suzette, Stephanie Scholz, and Sheri Scholz. Deep in the Heart of Texas: Reflections of Former Dallas Cowboys Cheerleader

Week Eight: The Bible Belt
Reading Summary 6 Due
Chancey, Mark A. “The Bible, the First Amendment, and the Public Schools in Odessa, Texas”

Week Nine: Big Money, Big Hair
Reading Summary 7 Due
Ang, Ien. Watching Dallas: Soap Opera and the Melodramatic Imagination
Waggner, Catherine Egley. “The Emancipatory Potential of Feminine Masquerade in Mary Kay Cosmetics”
Paredez, Deborah. “Remembering Selena, Re-membering Latinidad”

Weeks Ten and Eleven: Sing a Song of Texas
Reading Summary 8 Due Week 11
Davis, John T. Austin City Limits: 25 Years of American Music
Harris, Trudier. “The Yellow Rose of Texas: A Different Cultural View”
Hartman, Gary. The History of Texas Music.
Hernandez, Mark A. “Breaking the Mold of Contemporary Working-Class Mexican Masculinity: The Rock Urbano Music of Tex Tex”
Jamroz, Ute. “Marketing of Tourism: A Paradigm Shift Toward Sustainability”
Kun, Josh. “The Aural Border”
Minutaglio, Bill. In Search of the Blues: A Journey to the Soul of Black Texas
Vargas, Deborah R. “Borderland Bolerista: The Licentious Lyricism of Chelo Silva”

Week Twelve: Texas Performances
Performance Project Due

Weeks Thirteen and Fourteen: Performing Texas
Reading Summary 9 Due Week
Ashby, Clifford and Suzanne DePauw May. Trouping Through Texas: Harley Sadler and his Tent Show
Canning, Charlotte M. The Most American Thing in America: Circuit Chautauqua as Performance
Clemons, Leigh. Branding Texas: Performing Culture in the Lone Star State
Gentile, John S. “The Sissy as Hero”: Paul Donin-Rodriguez Performing the Gay Male Body in The Texas
Trinity.
Graham, Don. “A Short History of Texas in the Movies: An Overview”
Macor, Alison. Chainsaws, Slackers, and Spy Kids: Thirty Years of Filmmaking in Austin, Texas
Osun, Omi, Joni L. Jones, Lisa L. Moore, and Sharon Bridgforth, eds. Experiments in a Jazz Aesthetic: Art, Activism, Academia, and the Austin Project

Research Papers Due the 1st Monday of Final Exam Week
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): PERF

2. Course prefix, number and complete title of course: PERF614: Soundscapes

3. Catalog course description (not to exceed 50 words): Explores sound in social life; sound as performative of identity; sound performance

4. Prerequisite(s): NA

5. Cross-listed with: MA or PhD status

6. Stacked with: NA

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

8. Is this a variable credit course? □ Yes □ No

9. If yes, from _______ to _______.

10. Is this a repeatable course? □ Yes □ No

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

12. If yes, this course may be taken _______ times.

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

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

   MA in Performance Studies

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

   Attach approval letters.

15. Prefix

   Course #

   Title (excluding punctuation)

| PERF | 614 | SOUNDSCAPES |

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Approval recommended by:
Judith Hama, Professor and Head -- PERF 7/27/16
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 9-27-10
Date

Department Head or Program Chair (Type Name & Sign) Date
Dean of College 10-14-10
Date

Chair, GC or UCC 11-4-10
Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Soundscapes

Dr. Jayson Beaster-Jones
Phone: (979) 845-0305
Office: Academic 105A
Office hours: TR: 3:30-3:00pm
E-mail: jbeasterjones@tamu.edu

Course Number: PERF 614
Fall/Spring 201X
Course Time:
Course Location:
Course Credits: 3

Course Description
This course explores the role of sound in social life. Major topics we will explore include the concept of mediation and experience; the role of music in film; the use of music to create identities and selves; the use of sound to construct space and place; sound technologies and practices of mobile musics.

Prerequisites: Graduate student status or consent of instructor.

Course Objectives

- Students will explore key issues in sound studies
- Students will understand the role of music and technology in the production of experience
- Students will practice engaging with—and manipulating—their local soundscapes
- Students will develop experience writing critical ethnographies

Course Requirements

15% Class attendance, participation in discussion
10% Class presentation that outline the key arguments of the readings of that class session [Sign up in first week of class]
25% Mid-term project. Production of a short ethnographic film or narrated recording (podcast) that documents and analyzes a soundscape, presentation of this film/recording in class [Due before class of Week 9]
50% Final paper. 20 page analytic paper that critically engages with course material and utilizes local ethnographic examples [Due first Monday of finals week]

Attendance and class participation will be noted daily. Participation and written assignments will be graded according to the following guidelines:

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**Outline of Topics, Reading Assignments**

**Week 1: Course Introduction, Mediation**

Hall, Stuart. “Encoding/Decoding”

**Week 2: Theoretical Underpinnings: -scapes, Publics**

Appadurai, Arjun “Disjuncture and Difference in the Global Cultural Economy”

Warner, Michael. “Publics and Counterpublics”

**Week 3: Theoretical Underpinnings: Early Conceptions of Soundscapes**

Schafer, R. Murray. *The Soundscape*

**Week 4: Sound, Film, Mediation**

Chion, Michel. *Audio-vision: sound on screen* [selections]

**Week 5: Film Music and Mediation**

Gorbman, Claudia. *Unheard Melodies: Narrative Film Music* [selections]
Week 6: Personal Soundscapes  
Tacchi, Jo. “Radio Texture: Between Self and Others”  

Week 7: Natural Soundscapes  
Feld, Stephen. Sound and sentiment: birds, weeping, poetics, and song in Kaluli expression [selections]

Week 8: Commercial Soundscapes  
McCarthy, Anna. Ambient Television: Visual Culture and Public Space [selections]  
Sterne, Jonathan. “Sounds Like the Mall of America: Programmed Music and the Architectonics of Commercial Space”

Week 9: Mid Term Documentary Presentations [Mid term project due before class]

Week 10: Sound Connoisseurs and Technology  

Week 11: Sound and the Production of Place  
Leyshon, Andrew, David Matless, and George Revill, eds. (1998). The Place of Music [selections]

Week 12: Sound and the Production of Space  
Peterson, Marina. (2010). Sound, Space, and the City: Civic Performance in Downtown Los Angeles. [selections]

Week 13 Mobile Music Technologies I  

Week 14  

[Final Project due first Monday of finals week]
Bibliography


Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Performance Studies

2. Course prefix, number and complete title of course: PERF615: Spectacle, Performance, and Politics

3. Catalog course description (not to exceed 50 words): Interdisciplinary and international exploration of spectacle as political performance.

4. Prerequisite(s): MA or PhD Status

Cross-listed with: NA
Stacked with: NA

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

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

6. Is this a repeatable course? □ Yes ☒ No If yes, this course may be taken _____ times.

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

7. This course will be:

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

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

8. MA in Performance Studies

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

9. Prefix Course # Title (excluding punctuation)  L ect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code

PERF 615 SPECTACLE PERF POLITICS

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Approval recommended by:

Judith Hamer, Professor and Head -- PERF 5/17/10

Department Head or Program Chair (Type Name & Sign) Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10

103 of 128
SPECTACLE, PERFORMANCE AND POLITICS
Dr. David A. Donkor, 105B Academic Building, dadonkor@tamu.edu
Office Hours: Wed 3-5pm
Fall/Spring 201X

Prerequisites: Graduate student status or consent of instructor.

Course Description
This course is an interdisciplinary and international exploration of spectacle as political performance. Commonly understood, spectacle is something presented for view; extraordinary, unusual, worthy of special notice and memorable for the appearance it creates; a remarkable display, sometimes on an elaborate and/or lavish scale. The course explores spectacle as performance, to the extent that spectacle involves arresting images that represent, embody, mediate and construct social relations. The course is particularly concerned with spectacles of a political kind. It conceptualizes politics broadly as the circumscription of authority, the assertion of agency and the power relations that arise in and/or are transformed by such circumscription and assertion. More specifically, it examines political spectacles that involve managing the authority and legitimacy of states/regime, and the notions of humanity, collective identity and citizenship that arise with and against such management. The course examines spectacles of race, gender, culture, nationhood, protest, punishment, violation, imperialism, royalty and presidency, made manifest in dress, art/culinary exhibitions, presidential travel, festivals, parades, pan-African celebrations, street demonstration, lynching photographs and public executions.

Course Objectives
- Understand how and why theorists have linked spectacle with hyperrality, bourgeois forms of consumption/display and hegemonic forms of objectification.
- See the connection between spectacle and strategic dramaturgy that incorporates citizens, subjects and bodies into the discursive armatures of states/regimes.
- Recognize spectacle for its multi-dimensional and contradictory tendencies and for its status as a site of contested meanings.
- Appreciate the capacity of a spectacle to establish/reinforce relations of domination, launch revolutions of everyday life and activate forms of resistance.
- Practice scholarship through debates and discussions, reading summaries, oral presentations and a research paper on spectacle, performance and politics.

Course Requirements
Participation (15%) 
Your full and enthusiastic participation is expected. Graduate seminar participation prepares you for membership in the scholarly community. Class discussion is your opportunity to try out different perspectives, to debate new ideas, to test your analytic skills against your peers, and to develop a scholarly persona. You will complete all assigned readings and think critically about them well in advance of each class. You will plan questions and talking points about those readings, but you'll also listen to and engage ideas that emerge in class.

Reading Summaries (DS 25%, ACS 15%)
You will complete summaries of the readings. (All readings are available as pdf files on Electronic Reserves).
- Every class day you will submit a “descriptive” summary (DS) of the scheduled article/chapter that (a) encapsulates the arguments presented and (b) sums up the analysis behind the argument (including “through-line” for the analysis and the evidence provided for each argument). These must be, one page, 12 point New Times Roman font, double-spaced, and turned in at the beginning of the class (See Calendar). Late reading summaries will not be accepted. You may exempt your self from ONE of the summaries.
• After every four weeks of class (five weeks in one instance at the end of the semester) you will submit an “analytical-comparative” summary (ACS) that juxtaposes the readings we’ve completed with each other, and makes connections among the theories/ideas presented and, links them with your research interests. These should be two page, 12 point New Times Roman font, single-spaced and turned in the week after each four-week period ends (See Calendar). Make a copy for your own reference. If you need to include a list of works cited, do it on a separate page. Late summaries will not be accepted.

Oral Presentation 10%
Each student will make one or more oral presentation of class readings. Students may be assigned to do this in pairs. The presentation, in several ways like the reading summaries, should identify a “through-line” of analysis in the reading, encapsulate the arguments presented, identify what supports or may not support the argument, juxtapose readings with each other and others we’ve completed, and raise questions for class discussion. In addition to the one-day DS exemption you already have, you are exempt from a DS on the day of your presentation.

Paper Proposal (5%)
For your proposal, choose and state a focused research paper topic that brings together the broader subjects of spectacle performance and identity. Identify the research problem related to this topic. List your pertinent (linked to the problem) research questions about the topic. Describe your method. State the significance of your topic. Add an annotated bibliography of 10 relevant sources (books and articles only). These sources must be material outside the required reading list for the class. At least three of these sources must be book monographs.

Research Paper (30%)
Develop a research paper from your proposal. Your paper should at least have

• An introduction that presents
  o The background/context of your focused topic;
  o A brief review of the scholarly debate and general perception of the topic,
  o A statement of your argument relevant to the background/context and debate/perception;
  o Your claim for the significance of your topic, approach, argument; and
  o A brief roadmap summarizing the structure and points of your paper.

• A body with.
  o The analysis that makes your argument. This would identify areas of examination under your focused topic and present reasoning and discoveries that support your argument.
  o A condensed description that summarizes how your areas, reasoning/discoveries and argument relate.

• A conclusion that explains why the paper contributes to scholarly debate and to general perception of the topic. If there are further areas on the topic that come to your mind, but are outside the scope of your paper, you may state them in this conclusion.

Grade Equivalency

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Grading
A=Exceptional ability to conceptualize and present ideas; effort beyond meeting basic criteria; you have sought out new ideas and information; your work is thorough and original; your work shows initiative and imagination; there are few to no errors in your written work; overall your work shows a trajectory of development and growth. You have exceeded expectations for research, writing, or speaking at the graduate level in a Research I university.
B = Solid work; meets basic requirements; evident language competency; few errors; you are able to engage but generally do not go beyond information and ideas readily accessible through class, readings, and discussions. Your research, writing, and speaking are commensurate with graduate standing in a Research I university.

C = Marginal work; writing assignments and discussions demonstrate limited ability or effort to engage ideas and information; written assignments have many errors (sentence structure, spelling, grammar, etc.) and/or are underprepared. Your research, writing, and speaking are slightly below expectations for students with graduate standing in a Research I university and should be improved with additional effort.

D = Quantity and quality of work falls far below the expectations of graduate students in a Research I university. You are either not expending enough effort or you need help to accomplish the work required.

F = Needs no explanation.

**Students with Disabilities**

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

**Plagiarism**

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

BIBLIOGRAPHY


NOTE:
You are responsible for all in-class viewings, lectures, and discussions. You are expected to bring all of the reading to every class. All readings and assignments are due on the date indicated. All work submitted must be typed. No work accepted via email without prior arrangement. Failure to complete or earn a passing grade on the research paper or class participation results in failure of the course as a whole. No late assignments.

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<td>• Borreca, Art. &quot;Political Dramaturgy, a Dramaturg’s (Re)View.&quot; <em>TDR</em> 37 2 (1993): 56-79. <em>(DS4 DUE)</em></td>
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### WK 5: IMPERIALISM AND SPECTACLE

**ACS1 DUE**

**Tue**

**Thu**
- Rogin, M. "'Make My Day!' Spectacle as Amnesia in Imperial Politics." *Representations* 29 (1990): 99-123. *(DS9 DUE)*

### WK 6: “LONG LIVE THE QUEEN/KING”: RULE AND THE ROYAL SPECTACLE

**Tue**

**Thu**

### WK 7. “HAIL TO THE CHIEF”: AMERICAN PRESIDENCIAL SPECTACLE

**Tue**

**Thu**

### WK 8: NATION, FESTIVAL AND DISPLAY

**Tue**

**Thu**

### WK 9: SPECTACLES OF PAN AFRICAN CULTURE

**ACS2 DUE**

**Tue**

**Thu**
# WK 10: SPECTACLES OF GENDER

**Tue**

**Thu**

# WK 11: DRESSING THE POLITICAL

**PAPER PROPOSAL DUE**

**Tue**

**Thu**

# WK 12: PROTEST SPECTACLE

**Tue**

**Thu**

# WK 13: SPECTACLES OF DEATH & VIOLATION

**Tue**

**Thu**

## ACS3 DUE ANYTIME AFTER THIS WEEK TILL RESEARCH PAPER DUE DATE

**WK 14: COURSE WRAP-UP AND PAPER PRESENTATIONS**

**RESEARCH PAPER DUE BY FRIDAY OF FINAL EXAM WEEK**
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Performance Studies

2. Course prefix, number and complete title of course: PERF616: Sport as Performance

3. Catalog course description (not to exceed 50 words): Explores sport as manifold modes of cultural performance. Focus on embodiment, gender, race, nationalism, spectacle, politics, warfare, and media.

4. Prerequisite(s): MA or PhD Status

Cross-listed with: NA

Stacked with: NA

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

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

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times.

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

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   MA in Performance Studies

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9. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

Judith Hamara, Professor and Head -- PERF 9/27/10

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 9-27-10

Date

Dean of College 10-14-10

Date

Chair, GC or UCC 11/4/10

Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
SPORT AS PERFORMANCE

Dr. Jayson Beaster-Jones
Dr. David Donkor
Phone: (979) 845-0305
Office: Academic 105A
Academic 105B
Office hours: TR 1:30-3:00pm
E-mail: jbeasterjones@tamu.edu
dadonkor@tamu.edu

Course Number: PERF 616
Fall/Spring 201X
Course Time:
Course Location:
Course Credits: 3

Course Description
This course explores sport as manifold modes of cultural performance. In the course we will discuss issues of embodiment, gender, race, nationalism, spectacle, politics, warfare, and media representation. Along with readings, several films from several parts of the world will be the source of class discussions.

Prerequisites: Graduate student status or consent of instructor.

Course Objectives

- Students will critically engage with performance studies and cultural anthropological theory on sport, play, ritual, religiosity, and warfare
- Students will develop an appreciation for the aesthetics of sport and the performances of culture, person, and nation that they invoke
- Students will practice writing ethnographic descriptions of sport events, their symbolism, and cultural significance
- Students will encounter sports and social practices from many cultural traditions worldwide

Course Requirements
15% Class attendance, participation in discussion
10% Class presentation that outlines the key arguments of the readings of that class session [determined on first day of class]
25% Mid-term exam. 5 page theoretical response paper to questions assigned in class [topic assigned in Week 7, due in Week 8]
10% Proposal of final paper project with bibliography [Due Week 11]
15% Presentation of final project to the class in the final two weeks [Weeks 14 or 15]
25% Final Revision of 14-15 page ethnographic/theoretical description of a local sporting event [Due on first Monday of Finals week]

Attendance and class participation will be noted daily. Participation and written assignments will be graded according to the following guidelines:
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Please note: if you need to contact me for any reason, I can be reached most easily via e-mail at jbeasterjones@tamu.edu (or) dadonkor@tamu.edu

Outline of Topics, Reading Assignments

Week 1: Course Introduction, Key Themes

Week 2: Ritual, Religious Experience
Durkheim, The Elementary Forms of Religious Life [selections]
Turner, Victor. Forest of Symbols [selections]
Gmelch, “Baseball Magic”

Week 3: The Body I
Mauss, “Techniques of the Body”
Brownell Susan, Training the Body for China: Sports in the Moral Order of the People’s Republic [selections]

Week 4: The Body II
Wacquant, Loic. Body and Soul [selections]

Week 5: Gender I
Butler, Judith. "Performative Acts and Gender Constitution"
Burstyn, Varda. The Rites of Men: Manhood, Politics and the Culture of Sports

Week 6: Gender II
Longman, Jere. The Girls of Summer [excerpts]
Bend it Like Beckham (2003)

Week 7: Race [Mid term questions assigned]
King, Richard C and Charles Fruehling, Springwood. Beyond Sports: Race as Spectacle in College Sport
The Blind Side (2010)

Week 8: Nationalism I [Mid term responses due]
Eastman, Benjamin. “Baseball in the Breach: Notes on Defection, Disaffection, and Transition in
Contemporary Cuba”
Arbena Joseph and David G. LaFrance. Sport in Latin America and the Caribbean [selections]
Chak De! India (2008)

Week 9: Nationalism II
Arbena Joseph and David G. LaFrance. Sport in Latin America and the Caribbean [selections]

Week 10: Politics
Chakraborty, Chandrima, “Bollywood Motifs: Cricket Fiction and Fictional Cricket”
Gooptu, Sharmistha, “Cricket or Cricket Spectacle: Looking Beyond Cricket to Understand Lagaan”
Appadurai, Arjun. “Playing with Modernity” [cricket]

Week 11: Spectacle [Proposals Due]
MacAlloon, Joe "Olympic Games and the Theory of Spectacle in Modern Societies"
Real, Michael “Super Bowl: Mythic Spectacle”
Week 12: Warfare
Taylor, Diana "The Theatre of Operations: Performing Nation-ness in the Public Sphere"
_Trobiand Cricket: An Ingenious Response to Colonialism_ (1976)

Week 13: Globalization
Klein, _Growing the Game_ [selections]

Week 14: Class Presentations

**Final Projects Due First Monday of Finals Week**
Bibliography


**Filmography:**

*Bend it Like Beckham* (2003)


*Chak De! India* (2008)

*Escape to Victory* (1984)

*Invictus* (2009)

*Trobiand Cricket: An Ingenious Response to Colonialism* (1976)
Subject: PERF 616
Date: Friday, November 5, 2010 1:59 PM
From: James Kracht <jimkracht@tamu.edu>
To: Suzie Brynildsen <suzieb@TAMU.EDU>, Patricia Hurley <pat-hurley@tamu.edu>
Cc: "Reed, David W" <dreed@mail.tamnet.tamus.edu>, Patricia Hurley <pat-hurley@tamu.edu>

Hi Suzie, I visited with Paul Batista, Division Head for Sport Management, and found that he has no objection to PERF 616 Sport as Performance.

James B. Kracht
Byrne Chair for Student Success
Executive Associate Dean
College of Education and Human Development
Texas A&M University
TAMU 4222 I College Station, TX 77843-4222
Tel. 979.458.3560 I Fax 979.862.4352
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Psychology

2. Course prefix, number and complete title of course: PSYC 622: Emotions: Neuroscience, Cognitive, & Social Approaches

3. Catalog course description (not to exceed 50 words): Overview of the issues in the scientific study of emotions; focus on neuroscience, cognitive, and social approaches; introduction to theory and research in major areas of emotions research.

4. Prerequisite(s): Graduate Standing

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

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

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

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

9. Prefix Course # Title (excluding punctuation) PSYC 622 EMOTIONS

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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Approval recommended by:

Budy J. Benjamin, Jr.
Department Head or Program Chair (Type Name & Sign) Date: 10-5-10

Chair, College Review Committee Date: 10-5-10

Jose L. Bermudez
Dean of College Date: 10-14-10

David Reed
Chair, GC or UCC Date: 1-4-11

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Emotions: Neuroscience, Cognitive, and Social Approaches – Psy 622
Spring 2011

Instructor: Eddie Harmon-Jones
Class Meetings: to be determined
Office Hours: by appointment
Contact info: eddiehj@gmail.com

Required Readings:

Other readings will be available as PDFs provided by instructor.

Prerequisite: Graduate Standing

Course Description
This course will provide an overview of the issues in the scientific study of emotions, with a focus on neuroscience, cognitive, and social approaches. The course will provide an introduction to theory and research in major areas of emotions research. Students will learn to design studies to test ideas related to emotion theories. The course will involve a combination of lecture and discussion.

Learning Objectives

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<tr>
<th>Objective</th>
<th>Instructional Activities</th>
<th>Assessment</th>
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<tr>
<td>Identify major theories &amp; findings of emotion science</td>
<td>Lecture, Readings, Discussion</td>
<td>Final Exam &amp; Professor Evaluation of discussion input</td>
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<tr>
<td>Critically evaluate published research on emotions</td>
<td>Lecture, Readings, Discussion</td>
<td>Final Exam &amp; Professor Evaluation of discussion input</td>
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<tr>
<td>Identify research questions for which particular emotions theories &amp; methods are appropriate</td>
<td>Lecture, Discussion</td>
<td>Proposal paper, oral presentation</td>
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<tr>
<td>Design experiments testing research questions related to emotions</td>
<td>Lecture, Discussion</td>
<td>Proposal paper, oral presentation</td>
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</table>

Course Requirements and Grades
Course requirements include active, high quality participation in class discussions (i.e., you should orally contribute important thoughts), and completion of all assignments. For the two Proposal Papers: each one should propose experiments that would test novel hypotheses related to class readings; the papers should be typed, double-spaced and 5000 words, the length of a long report in Psychological Science, one of the top journals in the field. The papers should include an introduction that justifies your hypotheses and full method sections. For the Oral Presentations based on the two proposal papers, you should be prepared to give 15 min oral presentations of the written proposal and answer questions about it (please rehearse the talks outside of class). A final exam covering the entire semester will be given.

Grades will be based on the class participation (20%), two 5-7 page proposal papers (15% each), two oral presentations of the proposal papers (15% each), and final exam (20%). A = 90% and above; B = 80-89%; C = 70-79%; D = 60-69%; F = below 60.

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

The schedule is provisional. The rate of progress may be adjusted as necessary to ensure maximal mastery of the material. Any changes in dates/content will be announced in class.

Week 1: Introduction etc

LeDoux’s The Emotional Brain; chapters 1-9.

Week 2: The appraisal debate and beyond


Week 3: The Basic Emotions debate


Week 4: Functional Theories of Emotion


Week 5: Approach and withdrawal

Week 6: Emotion and attention/perception

Week 7: The amygdala...

Week 8: Emotion and memory

Week 9: Positive affect

Week 10: Emotion and decision-making

Week 11: The embodiment of emotion: beginning of development
Week 12: Emotion and development

Week 13: Gender and cultural differences

Week 14: Emotion Regulation

Week 15: Final Exam