Memorandum

TO: Executive Committee
    Faculty Senate

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

DATE: November 17, 2010

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

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

Courses submitted for W certification:

- POLS 314 Interest Groups
- POLS 440 Public Policies and Policymaking
- SOCI 328 Sociology of the Environment
- ECMT 463 Introduction to Econometrics
- HIST 418 European Intellectual History, Pre-Socratic Greece to Early Middle Ages
- HIST 419 European Intellectual History, High Middle Ages to the 17th Century
- HLTH 481 Seminar in Allied Health

Courses submitted for C certification:

- MATH 482 Research Seminar in Math

Courses submitted for W recertification:

- COMM 435 Rhetoric of Television and Radio
- COMM 446 Communication, Organizations and Society
- HIST 410 Russian History to 1801
TO: Faculty Senate Executive Committee

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

CC: Erik Godwin, Department of Political Science
    James R. Rogers, Head, Department of Political Science
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: November 17, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: POLS 314

We recommend that POLS 314 Interest Groups be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:20

Students write three strategic political documents, a specific type of writing for political analysts and lobbyists. Students get written instructor feedback on each draft. Drafts are returned to students no later than a week prior to the due dates of the final products. Instruction includes providing actual examples of lobbying strategies to expose students to the specific style of writing and completing in-class writing exercises. Students are also exposed to models of student writing from previous semesters and given instruction on proofreading techniques. Although it is mathematically possible to pass the class without passing all writing assignments, students who do not pass all writing portions of the course will not receive W credit, and this statement is included on the syllabus.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   PWS 114-902 Interest Groups

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

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

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center) 11/8/10

   Signature: [Signature]
   (Course Instructor / Coordinator) 10/26/10

   Approvals:
   College Dean: [Signature] 11/1/10

   Department Head: [Signature] 10/26/10
INTEREST GROUPS
POLS 314, Section 500

Instructor: Erik Godwin
Prerequisite: POLS 206
Time: TTH 6:15pm – 7:25pm
Meeting Room: Allen 1005
Email: egodwin@politics.tamu.edu
Office Phone: (979) 845-1720
Office Hours: Tues: 1:20 – 2:20pm,
Thurs: 4:00pm – 5:00pm, & by appt.
Office: 2120 Allen Bldg.

COURSE DESCRIPTION

The purpose of this course is to arrive at a basic understanding of the role of interest groups in politics and policymaking. This includes interest group formation, the differences between public and private interest groups, the techniques used in lobbying, and the contributions of interest groups to governance and policy design. The course places particular emphasis on the writing skills necessary to convey political strategies and information to a variety of audiences.

LEARNING OUTCOMES

Students can expect to learn the following by the end of this course:
1. The writing skills necessary to prepare political strategy documents – a critical type of writing for political analysts and lobbyists;
2. How to analyze the effects of historical, social, political, economic, cultural, and global forces on the development of government systems and policy;
3. The skills to develop and communicate alternative explanations or solutions for contemporary social issues; and
4. How to analyze, critically assess, and develop creative solutions to public policy problems.

COURSE TEXTS

Books:

Other Readings:
- Additional assigned readings will be available through e-reserves or the web.

ACADEMIC INTEGRITY

I expect all students to adhere to the Aggie Honor Code: “An Aggie does not lie, cheat or steal, or tolerate those who do.” One area of academic integrity that often causes confusion is the definition of 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 will not be tolerated. Any student committing plagiarism will receive a failing grade for the course and be subject to additional university penalties.

If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website at (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

GRADING POLICY

Grading Scale:

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Assignments and Weights:

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<td>15%</td>
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<tr>
<td>2. Paper #2</td>
<td>15%</td>
</tr>
<tr>
<td>3. Paper #3</td>
<td>20%</td>
</tr>
<tr>
<td>4. Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>5. First Exam</td>
<td>15%</td>
</tr>
<tr>
<td>6. Second Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

Paper #1

Each student will select a current lobbying issue from within the TAMU system. The issue must involve active lobbying, and I must approve the topic in advance. The student will explain the substance of all sides of the issue (there are frequently more than two) in terms of the goals and strategies of the lobbying teams involved. The paper must be 750 – 1000 words in length, double spaced, 12pt Times New Roman, 1 inch margins.

Each student must turn in a rough draft two weeks prior to the due date. For the final draft, proofread carefully – every error in grammar will result in a deduction of three points, up to a maximum reduction of 45% for grammar alone. Note that this does not include any additional penalties for substance or style. Students are encouraged to provide early drafts for feedback. In addition, further assistance is available through the University Writing Center: http://writingcenter.tamu.edu/. Papers must be given to me in hard copy no later than the beginning of the class period on the day that they are due. Electronic versions are acceptable, but I must receive the paper before the beginning of the class period on the day that they are due. Once I begin class the paper loses 10% for every 24-hour delay in submission, unless evidence is provided of a university-excused absence (see excused absence policy below).
Paper #2
Using the same topic as above, each student will explain the full decision-making process associated with the issue. This must include all veto points, stages, and temporal variables. The paper must be 750 – 1000 words in length, double spaced, 12pt Times New Roman, 1 inch margins.

Each student must turn in a rough draft two weeks prior to the due date. For the final draft, proofread carefully – every error in grammar will result in a deduction of three points, up to a maximum reduction of 45% for grammar alone. Note that this does not include any additional penalties for substance or style. Students are encouraged to provide early drafts for feedback. In addition, further assistance is available through the University Writing Center: http://writingcenter.tamu.edu/. Papers must be given to me in hard copy no later than the beginning of the class period on the day that they are due. Electronic versions are acceptable, but I must receive the paper before the beginning of the class period on the day that they are due. Once I begin class the paper loses 10% for every 24-hour delay in submission, unless evidence is provided of a university-excused absence (see excused absence policy below).

Paper #3
This is the final writing assignment. Using the issue from papers 1&2, the student will prepare a lobbying strategy document for one of the groups involved. This strategy piece is essentially a blueprint for lobbying success – you should be able to hand it to the chief lobbyist of the group you select and expect that they can implement your plan. The paper must factor in the preferences of the major players all along the process. The paper must be 1000 – 1250 words in length, double spaced, 12pt Times New Roman, 1 inch margins.

Each student must turn in a rough draft two weeks prior to the due date. For the final draft, proofread carefully – every error in grammar will result in a deduction of three points, up to a maximum reduction of 45% for grammar alone. Note that this does not include any additional penalties for substance or style. Students are encouraged to provide early drafts for feedback. In addition, further assistance is available through the University Writing Center: http://writingcenter.tamu.edu/. Papers must be given to me in hard copy no later than the beginning of the class period on the day that they are due. Electronic versions are acceptable, but I must receive the paper before the beginning of the class period on the day that they are due. Once I begin class the paper loses 10% for every 24-hour delay in submission, unless evidence is provided of a university-excused absence (see excused absence policy below).

“W” Course Credit
Failure to earn a passing average grade on the writing requirements precludes the assignment of “W” credit, irrespective of the student making a passing grade for the entire course on a straight point calculation basis. In other words, a student cannot receive “W” credit for this course without earning a passing grade on the writing.

Quizzes
Students can expect a series of pop quizzes beginning in the second week. I will not give makeup quizzes unless either a) the student approves it with me in advance, or b) the
absence/late arrival is the result of a University-approved excuse (see excused absence policy below).

**Exams**
Students will take two exams over the course of the semester. The second is not cumulative.

**CLASS POLICIES**

**Missed Work and Make-up Policy**
You are eligible to make-up exams and/or missed assignments only if the following two conditions are met:

1. You have a documented **university recognized excused absence** as defined at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). You must provide the documentation within one week of your return. Note that I DO NOT accept photocopies of medical excuses; I require the original documentation. I will copy the information and return the originals to you.

2. If you missed a scheduled exam, homework, quiz, etc., then you must make arrangements for the make-up by the end of the second working day after the scheduled event.

Failure to meet either of these criteria will result in a zero for the assignment/exam. In the event that I approve the make-up my standard policy is to offer a different quiz, exam, or assignment, both in format and content.

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

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

**Class Disruption**
Disrupting class is a serious violation of Texas A&M University rules and regulations. I will take appropriate action to remove any disruptions from class. Note that electronic communication devices such as cell phones and pagers are disruptive if used in class – please turn them off.
Attendance
I do not require attendance. Should you miss class, however, it is your responsibility to obtain the information presented that day, including alterations to the quiz/homework/exam/schedules.

SCHEDULE

(This is a tentative schedule only – I will announce any amendments in class)

**NOTE THAT THE READINGS ARE TO BE COMPLETED BY THE DATE ON THE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK #1</strong></td>
<td></td>
<td></td>
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<tr>
<td>August 31</td>
<td></td>
<td>Introduction</td>
</tr>
<tr>
<td>September 2</td>
<td></td>
<td>Writing examples</td>
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<tr>
<td><strong>WEEK #2</strong></td>
<td></td>
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<tr>
<td>September 7</td>
<td></td>
<td>Federalist #10: <a href="http://thomas.loc.gov/home/histdox/fed_10.html">http://thomas.loc.gov/home/histdox/fed_10.html</a></td>
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<tr>
<td>September 9</td>
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<td>Writing instruction</td>
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<tr>
<td><strong>WEEK #3</strong></td>
<td></td>
<td></td>
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<tr>
<td>September 14</td>
<td></td>
<td>Levine, Chapters 1&amp;2</td>
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<tr>
<td>September 16</td>
<td></td>
<td>Greene, Laws 17, 19, &amp; 24</td>
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<tr>
<td><strong>WEEK #4</strong></td>
<td></td>
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<tr>
<td>September 21</td>
<td></td>
<td>Bachrach and Baratz “The Two Faces of Power” <em>emailed to class</em></td>
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<tr>
<td>September 23</td>
<td></td>
<td>Greene, Laws 5, 13, 33, &amp; 43</td>
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<tr>
<td><strong>WEEK #5</strong></td>
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<tr>
<td>September 28</td>
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<td>Levine, Chapter 3</td>
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<tr>
<td>September 30</td>
<td></td>
<td><em>Paper #1 Due</em></td>
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<tr>
<td><strong>WEEK #6</strong></td>
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<tr>
<td>October 5</td>
<td></td>
<td>Levine, Chapter 4</td>
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<tr>
<td>October 7</td>
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<td><em>Lowery and Brasher reading on types of benefits available electronically</em></td>
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<td><strong>WEEK #7</strong></td>
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<td>October 12</td>
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<td>October 14</td>
<td></td>
<td><em>Exam #1</em></td>
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<td><strong>WEEK #8</strong></td>
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<tr>
<td>October 19</td>
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<td>Levine, Chapter 5</td>
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<tr>
<td>October 21</td>
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<td>Greene, Laws 15, 23, &amp; 35</td>
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<td><strong>WEEK #9</strong></td>
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<td>October 26</td>
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<td>Levine, Chapter 6</td>
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<td>October 28</td>
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<td>Greene, Laws 42 &amp; 47</td>
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<td><strong>WEEK #10</strong></td>
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<td>November 2</td>
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<td>Levine, Chapter 7</td>
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<tr>
<td>November 4</td>
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<td><em>Paper #2 Due</em></td>
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<td><strong>WEEK #11</strong></td>
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<tr>
<td>November 9</td>
<td></td>
<td>Levine, Chapter 8</td>
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<tr>
<td>November 11</td>
<td></td>
<td>The 1995 Version of the Lobbying Disclosure Act:</td>
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<td><strong>WEEK #12</strong></td>
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<td>November 16</td>
<td></td>
<td><em>Exam #2</em></td>
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<tr>
<td>November 18</td>
<td></td>
<td>Lobbying exercise</td>
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<tr>
<td>WEEK #13</td>
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<tr>
<td>November 23</td>
<td>Lowery and Brasher on Incentives (available through e-reserves)</td>
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<tr>
<td>November 25</td>
<td>NO CLASS... Thanksgiving</td>
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<table>
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<tr>
<th>WEEK #14</th>
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<tbody>
<tr>
<td>November 30</td>
<td>Final paper discussion.</td>
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<tr>
<td>December 2</td>
<td>Paper #3 Due</td>
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<table>
<thead>
<tr>
<th>WEEK #15</th>
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<tbody>
<tr>
<td>December 7</td>
<td>Last Day of Class</td>
</tr>
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TO: Faculty Senate Executive Committee

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

CC: Erik Kinji Goodwin, Department of Political Science
    James R. Rogers, Head, Department of Political Science
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: November 18, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: POLS 440

We recommend that POLS 440 Public Policies and Policymaking be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:20

The writing assignments for POLS 440 include three short papers. POLS 440 requires that students integrate mathematical, economic, and financial analyses into policy briefs. At least three class periods at the beginning of the semester are used to explain and demonstrate the techniques associated with writing policy memos intended for consumption by policy makers. Two weeks before each paper is due, students are required to submit a draft for review and instructor comments. Instruction includes the use of professionally written policy documents and policy memos to expose the students to how policymakers expect to receive information and to demonstrate how imprecise language can lead to disastrous policy outcomes. Student examples are used to teach various proofreading techniques.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   440-900 Public Policy & Policymaking

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

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

Signature: ____________________________  10/22/10
(Course Instructor / Coordinator)

Received: ____________________________  11/8/10
(W Course Coordinator, University Writing Center)

Approvals:

College Dean: ____________________________  11/11/10

Department Head: ____________________________  10/26/10

Received: ____________________________  NOV 08 2010
By: __________________________________________
COURSE DESCRIPTION

This course emphasizes the skills necessary to write effective policy memos, coupled with a quantitative approach to the theory and practice of policy design. It begins with the theory of public policy, including numerous examples from the federal venue. The bulk of the course, however, focuses on the development of the technical skills (written and quantitative) necessary to formulate policy change. These include microeconomic analysis (with an emphasis on cost-benefit theory), basic statistics, and finance (particularly discounting). Students should be prepared for considerable mathematical rigor, although calculus is not required.

LEARNING OUTCOMES

Students can expect to learn the following by the end of this course:
1. to learn to write policy memos – a critical type of writing for the political or policy analyst;
2. to employ appropriate methods, technologies, and data when designing, implementing, and evaluating public policy;
3. to analyze, critically assess, and develop creative solutions to public policy problems; and
4. to identify and understand differences and commonalities within diverse cultures.

COURSE TEXTS

Books:

Other Readings
- Additional assigned readings will be available through e-reserves and via the web.

ACADEMIC INTEGRITY

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**GRADING POLICY**

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<td>5%</td>
</tr>
<tr>
<td>5. Quizzes</td>
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</tr>
<tr>
<td>6. First Exam</td>
<td>15%</td>
</tr>
<tr>
<td>7. Second Exam</td>
<td>20%</td>
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**Paper #1**

Each student will select a policy topic of interest. The student will develop a position paper explaining the issue at hand, the aspects of the policy that generate a suboptimal outcome for society, and the societal ramifications of allowing the status quo to proceed unchecked. Note that this paper will have neither a quantitative analysis nor a policy recommendation. This is strictly a position paper. The paper must be 750-1000 words in length, double spaced, 12pt Times New Roman, 1 inch margins.

Each student must turn in a rough draft two weeks prior to the due date. For the final draft, proofread carefully – every error in grammar will result in a deduction of three points, up to a maximum reduction of 45% for grammar alone. Note that this does not include any additional penalties for substance or style. Students are encouraged to provide early drafts for feedback. In addition, further assistance is available through the University Writing Center: [http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/). Papers must be given to me in hard copy no later than the beginning of the class period on the day that they are due. Electronic versions are acceptable,
but I must receive the paper before the beginning of the class period on the day that they are due. Once I begin class the paper loses 10% for every 24-hour delay in submission, unless evidence is provided of a university-excused absence (see excused absence policy below).

**Paper #2**
Using the same topic as above, each student will design a policy analysis that explores possible solutions to the policy problem. The paper must integrate a quantitative analysis of each alternative policy, the decision calculus used to maximize societal benefit, an explanation of the preferred solution, and contain no more than two pages of technical appendices. Note that these appendices will not count toward your word requirement for the paper itself. The paper must be 750-1000 words in length, double spaced, 12pt Times New Roman, 1 inch margins.

Each student must turn in a rough draft two weeks prior to the due date. For the final draft, proofread carefully – every error in grammar will result in a deduction of three points, up to a maximum reduction of 45% for grammar alone. Note that this does not include any additional penalties for substance or style. Students are encouraged to provide early drafts for feedback. In addition, further assistance is available through the University Writing Center: http://writingcenter.tamu.edu/. Papers must be given to me in hard copy no later than the beginning of the class period on the day that they are due. Electronic versions are acceptable, but I must receive the paper before the beginning of the class period on the day that they are due. Once I begin class the paper loses 10% for every 24-hour delay in submission, unless evidence is provided of a university-excused absence (see excused absence policy below).

**Paper #3**
This is the final writing assignment. Using the preferred solution from Paper #2, each student must generate a concise policy proposal that explains the proposed policy change in sufficient depth and provides quantitative support for its selection. The paper must be no longer than 500 words in length, double spaced, 12pt Times New Roman, 1 inch margins. Note the draconian word limit – policymakers do not have time to wade through pages and pages of text. You are permitted to submit a technical appendix of no more than three pages containing any graphs, analyses, or formulas you deem necessary.

Each student must turn in a rough draft two weeks prior to the due date. For the final draft, proofread carefully – every error in grammar will result in a deduction of three points, up to a maximum reduction of 45% for grammar alone. Note that this does not include any additional penalties for substance or style. Students are encouraged to provide early drafts for feedback. In addition, further assistance is available through the University Writing Center: http://writingcenter.tamu.edu/. Papers must be given to me in hard copy no later than the beginning of the class period on the day that they are due. Electronic versions are acceptable, but I must receive the paper before the beginning of the class period on the day that they are due. Once I begin class the paper loses 10% for every 24-hour delay in submission, unless evidence is provided of a university-excused absence (see excused absence policy below).

“W” Course Credit
Failure to earn a passing average grade on the writing requirements precludes the assignment of “W” credit, irrespective of the student making a passing grade for the entire course on a straight point calculation basis. In other words, a student cannot receive “W” credit for this course without earning a passing grade on the writing.

Homework
Turn in homework assignments at the beginning of the class at which they are due. Late homework will not be accepted unless evidence is provided of a university-excused absence (see absence policy below).

Quizzes
There will be two types of pop quizzes: quizzes over the assigned readings/lectures and quizzes over the technical skills critical to the coursework. Students can expect quizzes to begin in the second week. I will not give makeup quizzes unless either a) the student approves it with me in advance, or b) the absence/late arrival is the result of a University-approved excuse (see excused absence policy below).

Exams
Students will take two exams over the course of the semester. The second is not cumulative, although new material in quantitative courses tends to build upon the skills learned previously.

CLASS POLICIES

Missed Work and Make-up Policy
You are eligible to make-up exams and/or missed assignments only if the following two conditions are met:

1. You have a documented university recognized excused absence as defined at http://student-rules.tamu.edu/rule07. You must provide the documentation within one week of your return. Note that I DO NOT accept photocopies of medical excuses; I require the original documentation. I will copy the information and return the originals to you.
2. If you missed a scheduled exam, homework, quiz, etc., then you must make arrangements for the make-up by the end of the second working day after the scheduled event.

Failure to meet either of these criteria will result in a zero for the assignment/exam. In the event that I approve the make-up my standard policy is to offer a different quiz, exam, or assignment, both in format and content.

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

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

Class Disruption
Disrupting class is a serious violation of Texas A&M University rules and regulations. I will take appropriate action to remove any disruptions from class. Note that electronic communication devices such as cell phones and pagers are disruptive if used in class – please turn them off.

Attendance
I do not require attendance. Should you miss class, however, it is your responsibility to obtain the information presented that day, including alterations to the quiz/homework/exam/schedules.

SCHEDULE
(This is a tentative schedule only – I will announce any amendments in class)

NOTE THAT THE READINGS ARE EXPECTED TO BE COMPLETED BY THE DATE ON THE SCHEDULE BELOW

<table>
<thead>
<tr>
<th>WEEK #1</th>
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<tbody>
<tr>
<td>January 19</td>
<td>Introduction</td>
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<tr>
<td>January 21</td>
<td>Writing Instruction</td>
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<tr>
<th>WEEK #2</th>
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<tr>
<td>Writing Instruction</td>
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<td>January 26</td>
<td>Writing Instruction</td>
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<td>January 28</td>
<td>Writing Instruction</td>
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<tr>
<th>WEEK #3</th>
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<tr>
<td>Efficiency and incentives</td>
<td></td>
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<tr>
<td>February 2</td>
<td>Munger, Chapters 1&amp;2</td>
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<tr>
<td>February 4</td>
<td>Munger, Chapter 3</td>
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<th>WEEK #4</th>
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<tbody>
<tr>
<td>The Economic Starting Point</td>
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<tr>
<td>February 9</td>
<td>Munger, Chapter 7</td>
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<tr>
<td>February 11</td>
<td>Homework #1 Due (Economic Theory)</td>
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<tr>
<th>WEEK #5</th>
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<tbody>
<tr>
<td>Federal Policies and Market Failures</td>
<td></td>
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<tr>
<td>February 16</td>
<td>Paper #1 Due</td>
</tr>
<tr>
<td>February 18</td>
<td>Munger, Chapter 4</td>
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<tr>
<td>WEEK #6</td>
<td>Introduction to Discounting</td>
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<tr>
<td>February 23</td>
<td>Munger, Chapter 10</td>
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<td>February 25</td>
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<tr>
<th>WEEK #7</th>
<th>Cost-Benefit Analysis and the Nature of Opportunity Cost</th>
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<tbody>
<tr>
<td>March 2</td>
<td>Exam #1</td>
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<tr>
<td>March 4</td>
<td>Munger, Chapter 11</td>
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<tr>
<th>WEEK #8</th>
<th>Cost-Benefit Analysis and the Nature of Opportunity Cost (Continued)</th>
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<tbody>
<tr>
<td>March 9</td>
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<tr>
<td>March 11</td>
<td>Levitt, pp. 89-144.</td>
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<tr>
<th>WEEK #9</th>
<th>Synthesis of Numbers and Policy</th>
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<tbody>
<tr>
<td>March 23</td>
<td>Homework #2 Due (Discounting)</td>
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<td>March 25</td>
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<tr>
<th>WEEK #10</th>
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<tr>
<td>March 30</td>
<td>Levitt, pp. 147-207.</td>
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<td>April 1</td>
<td>Paper #2 Due</td>
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<tr>
<th>WEEK #11</th>
<th>Introduction to Program Evaluation</th>
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<tr>
<td>April 6</td>
<td>E-Reserves Mohr Reading</td>
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<td>April 8</td>
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<th>WEEK #12</th>
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<tbody>
<tr>
<td>April 13</td>
<td>Probability Theory and Statistical Applications</td>
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<td>April 15</td>
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<tr>
<th>WEEK #14</th>
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<tbody>
<tr>
<td>April 20</td>
<td>Exam #2</td>
</tr>
<tr>
<td>April 22</td>
<td>NO CLASS</td>
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</tbody>
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| WEEK #14 | |
| April 27 |            |
| April 29 | Paper #3 Due |

TO: Faculty Senate Executive Committee

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

CC: Kathryn Henderson, Department of Sociology
    Mark Fossett, Head, Department of Sociology
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: November 18, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: SOCI 328

We recommend that SOCI 328 Sociology of the Environment be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 10,500
4. Instructor to student ratio for one section: 1:20

This course is both an I (Inquiry) and W (Writing) course, and it requires that students write a formal research paper and short papers as well as keep clip journals and ecology journals. The class includes field trips, and the journals are used in part to record observations. The journals provide preparation for the final paper, and students get frequent feedback on them, as well as discuss the writing of them in class. In addition, they receive comments on a draft of their final paper. As part of the instruction process, students read aloud portions of their eco journals for comment by their peers and the instructor. Instruction includes lecture, exercises that help students understand the level of detail and clarity needed in their journals, and writing workshops that include discussion. Readings in sociology help students learn to understand and discuss sociological issues related to the environment.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   Soci 328 Sociology of the Environment

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

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

   Instructor / Coordinator:  
   Printed name and signature

   (Date)

   Received:  
   (W Course Coordinator, University Writing Center)

   Approvals:  
   
   College Dean:
   Printed name and signature
   (Date)

   Department Head:
   Printed name and signature
   (Date)

   Mark Fossett

   Michael T. Stephenson
Soci 328 - Sociology of the Environment
Writing and Investigative Research Intensive

This is a writing and research intensive Sociology of the Environment course. Course goals are to develop understanding of social and cultural factors underlying environmental issues from an array of sociological conceptual frameworks while developing critical thinking, research, and writing skills. Students will critically discuss how readings apply to real experiences and practices through field trips such as visits to a variety of local sustainable agriculture and sustainable building sites.

Part of the course requirement is to get involved in some sort of hands-on experience with the environment and write about it. Course fieldtrips to visit examples of green building, organic farms, and other relevant sites will also give you an opportunity to examine with a sociological eye how people are attempting to solve some of the dilemmas of the social and the environment.

Topics will include: the predicament of sustainability; consumption and materialism; the ideology of environmental justice relative to various theological outlooks; gender and environmental domination; nature as a social construction; nature and scientific racism; the wilderness ideal; the tragedy of the commons; green plans in various countries and cultures; the greening of religion, cradle to cradle design.

**Required Texts:**
- Mayerfeld Bell
- James William Gibson
- McDonough & Braungart

**Xerox Reader**
Readings excerpts from authors such as Shiva, Merchant, Warren, Ruether, Gore, Beavan, available at Print and Copy

**Writing Handouts**
Excerpts from *A Guide to Writing Sociology Papers*, *American Sociological Association Style Guide*, *The Transitive Vampire: ultimate grammar handbook for the innocent, the eager, & the doomed*, AND from TAMU University Writing Center

**Weekly Discussion Topics:**
**The Social meets the Environment**

**WEEK 1: Environmental Problems and Society**
**READ:** Bell: Ch. 1 The Environmental Predicament, Sustainability, Environ. Justice

*a. Written exercise #1: Ethno-biography due in 1 week-begins ethno-journal (handout)*
WEEK 2: The Problem of Materialism
READ: Bell: Ch. 2 Consumption and Materialism:
Gibson: Ch 1 & 2, Modernity & Its Discontents; Animals Who Speak to Us

a. Ethno-biography DUE
b. Short paper #1 prompt handed out, due in one week

Film: Rachel Carson's Silent Spring

WEEK 3: Practical perspectives and applications concerning the environment
READ: Bell Ch. 8 all: Organizing the Ecological society, …action, dialogue & democracy
Gibson: Ch 3 & 4: Holy Lands; Space Exploration, Gaia, the Greening of Religion

b. Short paper #1, DUE

WEEK 4: Money and Machines
READ: Bell Ch. 3: Treadmill of Production; Technology as a dialogue, a social structure.
READER: excerpts from Davidson, Technology and the Contested Meanings of Sustainability

c. Clip journal #1 DUE

WEEK 5: Engineering and Design solutions: Cradle to Cradle Design
READ: McDonough & Braungart: Cradle to Cradle intro, chs. 1 & 3
Gibson: Ch 6: Loving it to Death

a. Eco-journal entry #2 DUE
b. Short paper #2, prompt handed out, due in 1 week

WEEK 6: The ideology of Environmental Concern & history
READ: Bell: Ch. 6: Rome, Greece, China; Democratic basis of environmental concern

b. Short paper #2, DUE

c. Clip journal #2: an example of environmental activism from some form of media & discussion, due in one week
Global Management of Nature
WEEK 7: Global mis-management of Nature
READ: McDonough & Braungart: Cradle to Cradle: ch 4 “waste equals food”
       Gibson: Ch 8: The Right-Wing War on the Land

c. Clip journal #2: an example of environmental activism from some form of media & discussion, DUE
a. Eco-journal entry #3 about a recent direct experience in or with nature, etc. due in 1 week.

Film: The World According to Monsanto or Food Inc.

WEEK 8: The Human Nature of Nature
READ: Bell: Ch 7: Nature as a Social Construction; …Scientific Racism, Wilderness
       Gibson Ch. 7: Imitation Wildness & the Sacred Casino
a. Eco-journal entry #3 DUE
b. Short paper #3 prompt handed out, due in 1 week.

WEEK 9: Development, Poverty, and Environmental Racism
READ: Bell Ch 4: Population and Development
       READER: Shiva, excerpts from Stolen Harvest and Globalization’s New Wars:
               Seed, Water and Life Forms
b. Short paper #3 DUE
c. Clip journal #3: an example of environmental issues from some form of media & discussion, due in one week

Film: Texas Water

WEEK 10: Water Wars
READ: Gibson: Ch 9: Fighting Back
       Reader: Shiva: excerpts Water Wars; Privatization, Pollution, and Profit

c. Clip journal #3: an example of environmental activism from some form of media & discussion, DUE
a. Eco-journal entry #4 about a recent direct experience in or with nature, etc. due in 1 week.

Film: One Water or Flow
The Ideology of Environmental Domination
WEEK 11: The Greening of World Religions
READ: Bell Ch 5: Various Religions and Environmental Domination
READER: Excerpts from Beavan: No Impact Man and Gore: Our Choice: A Plan to solve the Climate Crisis

Outline of final research paper DUE
a. Eco-journal entry #4 DUE
b. Short paper #4 prompt handed out, due in 1 week.

Film: Signs Out of Time: Archaeologist Mirija Gimbutas

WEEK 12 Understanding Ecofeminism
READ: Gibson: Ch10: the Journey Ahead
Reader: excerpts from Warren, Ecofeminism: Women, Culture, Nature
Ruether, Integrating Ecofeminism, Globalization and World Religions
b. Short paper #4 DUE
c. Clip journal #4: examples of “greenwashing” in marketing products and/or corporations due in 1 week

WEEKs 13 & 14 Cradle to Cradle Society? Class Presentations
READ: McDonough & Braungart: Cradle to Cradle: chs. 5 & 6
READER Ruether, Ch 4 & Conclusion from Integrating Ecofeminism, Globalization and World Religion; Warren, Ch 25: Ecofeminism: Women, Culture, Nature; excerpts on various nations’ green plans from Johnson, Green Plans

Week 13: First Draft of Research paper DUE
Due Last day of class:
• Entire Eco-journal/sketch book with final conclusions
• Whole clip journal with any rewrites – hard copy

Due Date of Assigned Final: Final Draft of Research paper

Assignments:
Clip Journal: Students will receive periodic prompts relative to topics we are covering to look for in the world outside the classroom, such as ecological discourse, concern over food safety, “green” products and “green-washing.” This will give them the opportunity to apply critical thinking skills beyond the classroom. Clip entries (including the source or description of it in hard copy) are handed in separately for feedback and may be re-written for improvement when the whole set is handed in at the end of the term. (Goal: media discussions compared to the literature)

Eco-Journal /Sketch book: (Obtain a journal made of recycled paper) Students will keep field notes and sketches/photographs from their experiences with nature and class field trips and use it as a thinking tool both to record on-site experiences and to make note of how successfully (or not) ideas from the course are put into practice or used to explain what they are observing. These will be handed in every few weeks for feedback. Final grade will be given when handed in at end of term. (Goal: real world experience compared to the literature)
Short Essays: These will be written in response to a choice of questions that will ask students to apply a theory discussed in class to some sort of data or compare one set of materials with another such as a text or film or fieldtrip experience. (Goal: critical thinking, mastery of theoretical concepts)

Participatory Research Project: Students will engage in some sort of hands-on experience related to concepts from the course, which will be written up at course end. Experiences may be individual or team based. Experiences could range from participating in sustainable agriculture or green building to updating the Green Initiatives on Campus and in the Brazos Valley website, started by a previous class, or a project developed from a fieldtrip. The final weeks of the course students will present these experiences in light of our readings. (Each person in a team must present 5 minutes of the whole) Using ideas from the course, the rest of the class will question and debate the “greenness” of the project. A 1-page handout, describing the project and enumerating its advantages should be provided in hard copy for class members. Power-point presentations are optional. Students will fill out an evaluation of peer participation for fellow team members on team projects. Presentations may be team-based. Papers must be individually written.

Grade will be based on:

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<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Grade Scale</th>
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<tr>
<td>Class participation &amp; Eco-biography</td>
<td>10%</td>
<td>A 90-100%</td>
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<tr>
<td>Eco-Clip Journal (due every 3rd week and total at end)</td>
<td>20%</td>
<td>B 80-89%</td>
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<tr>
<td>Eco-Journal and Sketch book (due every 3rd week &amp; at end)</td>
<td>20%</td>
<td>C 70-79%</td>
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<tr>
<td>Short Essays (due every 3rd week)</td>
<td>20%</td>
<td>D 60-69%</td>
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<tr>
<td>Participatory Research Project</td>
<td>30%</td>
<td>F 59% &amp; below</td>
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*Note on use of internet sites: All internet information should be cited just as if the materials were published in a book or journal. For the purposes of the clip journals, a print-out is sufficient. If you use other internet materials for analysis in your short papers, cite it with author (individual name or institution posting the site), title, and the web site address. Just like books and journals, direct quotes should include quotation marks followed by author and page number; a paraphrase should include author and page number at the end of the paragraph. The full citation with web address should then appear in a bibliography. Using materials from the internet (or anywhere else, for that matter) and attempting to pass them off as your own work is plagiarism which is illegal and could result in a failing grade. Dr. Henderson may use turnitin.com to monitor papers. A handout on how to cite from the internet will be provided.

All materials handed out in class such as syllabi, worksheets, guidelines, etc. are copyrighted and the property of the professor. They may not be copied without her or his permission. To do so and pass off any such materials as your own is plagiarism. You have my permission to copy any class materials you wish for legitimate learning purposes for this course.

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

"An Aggie does not lie, cheat or steal, or tolerate those who do.” “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

TO: Faculty Senate Executive Committee

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

CC: Hae-shin Hwang Department of Economics
    Timothy Gronberg, Head, Department of Economics
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: November 18, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: ECMT 463

We recommend that ECMT 463 Introduction to Econometrics be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:20

ECMT 463 is a lecture class with break-out lab sections where writing is taught, with each breakout section being led by a supervised Graduate Assistant Teacher. Students write a proposal (including a description of an economic issue to be studied and identification of a data source); a first draft (including an introduction, description of an economic issue to be studied and a description of data and methodology); and a final draft that is twice as long as the second version (including an introduction, description of an economic issue to be studied, a description of data and methodology, results, interpretation, and conclusion). Graduate Assistant Teachers will provide written feedback on each draft and conduct peer reviews of each assignment. For instruction, the faculty instructor will lecture on appropriate format and style, and Graduate Assistant Instructors will address common errors and examples of professional papers in labs. The scaffolding of the assignments will also add to instruction.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

ECMT 463 Introduction to Econometrics

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

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

Instructor / Coordinator: HAE-SHIN HWANG,  
Printed name and signature

(Date)

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

Approvals:

College Dean:  
Printed name and signature  
(Date)

Department Head: Timothy S. Grunberg  
Printed name and signature  
(Date)

Michael T. Stephenson
ECMT 463
Introduction to Econometrics

Spring, 2010
MW 4:10-5:00, HECC 209
Prof. Haeshin Hwang

Office: ALLN 3075
Office Hours: MW 5-6:30 in HECC 209, and F 10-12 in ALLN 3075
Office Phone: 845-7301
e-mail: hshwang@ctam.edu Website: http://econweb.tamu.edu/hwang/
TA: Three TAs to run six recitation classes (tba)


Course Description: This course introduces the basic statistics, linear regression models for the analysis of economic phenomena, statistical properties of the models, and various methods of estimation and statistical inferences. It covers in depth the special features of various econometric models and economic data, and appropriate estimation and inference methods for each model. This is a Writing Intensive Course. To fulfill the goal of the W-course, students are encouraged to identify an interesting economic issue early on in the semester, to specify an empirical regression model based on economic theories that students have learned in the past, and to apply appropriate estimation and inference methods from this course.

Course Objectives: Students are expected to learn econometric theory of estimation and hypothesis test, and be able to apply them to the analysis of economic data.
(a) Students will develop the ability to identify the appropriate procedures of estimation and statistical inference for a given econometric model and economic data.
(b) Students will be able to interpret and explain the empirical results.
(c) Students will learn how to use a major econometrics software (STATA) through numerous empirical exercises.
(d) Students will also develop writing skills that are suited for the analysis of economics issues: identify an interesting economic issue, identify the economic theory that helps to analyze the issue, specify the empirical estimable model, estimate the model and interpret the results. Students will get the help from the instructor and teaching assistants at each step of writing, and complete a research paper in a professional format.

Prerequisites: CPSC 203 or INFO 209; ECON 323; MATH 131 or 142; STAT 211 or 303.

Course Outline: See below for the details. The time schedule is only an estimate; we may deviate from it from time to time, depending on the pace of the coverage.

Course Requirements
(a) We will have several homework assignments including empirical assignments (15%), two midterm exams (10% each), the final exam (30%), and the research paper (35%).
(b) The midterm exams are tentatively scheduled on February 21 and March 28. The final will be held at the time designated by the Registrar’s Office. Exams are always comprehensive, although most questions will be from the material covered after the previous exam. There are no multiple choice questions. No makeup exams will be provided without a university-approved and documented excuse.
(c) Due date for the homework will be announced each time it is assigned. Homework questions are listed at the end of each lecture note. No late homework will be accepted.
(d) Grade will be distributed according to the university rule: A: 90%-100%; B: 80%-89.99%; C: 70%-79.99%;
D: 60%-69.99%; F: below 60%.

(e) Research paper

(i) In order to fulfill the requirements for the Writing-Intensive Course, you have to submit a proposal, a rough draft and the final report by the dates specified below. If you do not submit each writing by its due date, there will be 3 points penalty each time.

(ii) While the research paper carries only 35% of total grade, you are required to attain a passing grade on the research paper in order to receive a passing grade for the course, regardless of your score in the rest of the course. The minimum passing score on the research paper is 24 points out of 35 points.

(iii) You will submit your paper in your recitation class, which will meet on Thursday or Friday. For the first two submissions, you have to prepare two copies, one for the grader and one for peer review.

(iv) Time schedule for the research paper:

- **March 3/4**: submit the proposal that includes the first 7 items in the introduction section (minimum 500 words)
- **April 7/8**: submit a draft that includes sections I and II (except for the last three items in introduction) (1000-1500 words).
- **April 28/29**: submit the final version of the paper (2000-2500 words).

**Help for Writing**

(a) You will receive an instruction and reading assignments on how to write an economics research paper in the first class and in recitation classes.

(b) You will get a feedback on your first two submissions in two ways. As you submit two copies of your writing, one will be reviewed by the grader and returned with comments. Another copy will be reviewed by another student in the class.

(c) Throughout the semester, you can contact the instructor or TA's if a further assistance is needed.

(d) The general outline for the contents of research paper is presented below. Grade points for each section are also listed there. You may also take advantage of the other sources

Harvard U: [http://www.economics.harvard.edu/files/WritingEconomics.pdf](http://www.economics.harvard.edu/files/WritingEconomics.pdf)
Economics Network: [http://www.economicsnetwork.ac.uk/archive/lse/writing](http://www.economicsnetwork.ac.uk/archive/lse/writing)

TAMU Writing Center: "The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at uwc.tamu.edu, or stop by in person." They also have a useful reference book, *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences, 4th ed.*

**General outline for the contents of research paper**

Cover sheet: the title of the paper, your name and your affiliation. **abstract of the paper within 50 words.** (2 points)

I. Introduction (7 points)

- Economic issues or questions that you wish to analyze
- Why are they interesting and important?
- What does theory tell you about the issues? (briefly)
- What are the specific hypotheses you wish to test? (briefly)
- What other work has been done on these issues and what has been found? (brief literature review)
- How does your paper differ from the others?
- Data source and description of the data (briefly)
  <Following three items are usually written after sections II and III are written.>
  - What are your methods? (briefly)
  - What are your results? (briefly)
  - Organization of your paper (briefly)

II. Model Specification (10 points)
- Description of economic theory that leads to your empirical model specification
- Empirical model specification, including the statistical properties of the explanatory variables and error terms
- Specification of specific hypotheses you wish to test and their economic implications
- Description of your methods of estimation statistical inferences.
  Note: As we proceed in the course, you will learn different methods of estimation and inferences. The nature of your empirical model and data may suggest more than one method. I recommend that you try as many different methods as your model and data dictate.

III. Empirical Results (14 points)
- Description of the source of the data and data themselves.
- Reports of the estimation and test results (in tables and graphs if necessary).
- Interpretation of your results

IV. Conclusion (2 points)
- Brief summary of the motivation, your model, empirical results, and your contribution

V. References

Class Handouts:
The lecture notes, which are summaries and extensions of selected chapters, are posted on the web site. I will use the power point presentation in the class, which are also posted on the web site. All handouts used in this course are copyrighted.

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

The 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 www.tamu.edu/aggiehonor/

Plagiarism is against university rules and will not be tolerated. The failure to properly credit sources or the use of a paper written by someone else may result in a failing grade for the assignment, the course, and/or referral to the Aggie Honor System Office.
# Course Outline

Shaded rows indicate recitation classes to be taught by TA's. These will meet on Friday. Each row indicates what the TA's are expected to cover in their recitation classes. The contents of the recitation classes may vary as other material is covered as needed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 19</td>
<td>Syllabus, format and style of research paper</td>
</tr>
</tbody>
</table>
|      | Jan. 21 | Review of basic arithmetic: summation sign, elementary calculus  
|      |         | Assign readings on writing as an economist |
| 2    | Jan. 24 | The nature of econometrics and economic data: what is econometrics? what do we do with econometrics? testing economic theory, evaluation of economic policy, forecasting;  
|      |         | Structure of economic data - cross-sectional, time series, pooled cross section - time series, panel |
|      | Jan 26  | Specification of simple linear regression model  
|      |         | Estimation method - Least squares method  
|      |         | Goodness-of-fit: measurement by $R^2$ |
|      | Jan 29  | Derive the least squares estimation (present the algebra in detail)  
|      |         | Review of elementary statistics: random variable, probability density of discrete and continuous random variables, expectations, variance, standard deviation, covariance, correlation  
|      |         | Derivation of R-squared if time permits |
| 3    | Jan 31,  
|      | Feb 2   | Statistical properties of OLS estimators:  
|      |         | Best Linear Unbiased Estimator (BLUE)  
|      |         | Conditions for the OLSE to be BLUE and their implications  
|      |         | Estimators of the variance/covariance of OLSE  
|      |         | The first homework assignment |
|      | Feb 4   | Introduction to Stata software: work out a computer problem similar to the problems in the first homework set (Computer Lab).  
|      |         | Explain how to write the answers to the homework computer problems in the format of a research paper |
| 4    | Feb. 7,  
|      | Feb. 9  | Multiple Regression Analysis: Estimation  
|      |         | Differences between the simple and multiple regression models  
|      |         | Same concepts as in the simple regression model: OLS estimator, predicted values, residuals, estimator of error variance, R-squared  
|      |         | Statistical properties: Conditions for OLSE to be BLUE |
|      | Feb. 11 | Collect the first homework set and present the answers.  
|      |         | Discuss any problems students may have had in writing the answers to computer problems.  
<p>|      |         | If time permits, derive the unbiasedness and BLUE of the OLSE that are discussed in week 3. |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
<th>Chapter/Note</th>
</tr>
</thead>
</table>
| 5    | Feb. 14, 16 | New Issues in multiple regression analysis  
Interpretation of marginal effects of explanatory variables - Correlation among explanatory variables  
Goodness-of-fit: Adjusted R-squared  
Multicollinearity problem: perfect and imperfect multicollinearity  
Effects of misspecification: omitted variables and irrelevant variables  
Second homework set is assigned. | Chp.3, Note #3 |
|      | Feb. 18 | Review the materials covered so far in preparation for the first midterm exam | |
| 6    | Feb. 21 | First midterm exam | Chp.4, Note #4 |
|      | Feb. 23 | Multiple Regression Analysis: Inference  
Hypothesis: null hypothesis, alternative hypothesis, simple hypothesis,  
composite hypothesis, joint hypothesis  
Test statistic  
Decision rule: rejection region, critical values, one-sided and two-sided test | Chp.4, Note #4 |
|      | Feb. 25 | Return the graded exam, and discuss any weakness.  
Collect the second homework set and present answers. Discuss any problems students had with their writing. | |
| 7    | Feb. 28, Mar. 2 | Multiple Regression Analysis: Inference  
Properties of test: Type I and Type II errors, significance level, power of a test  
Distribution of test statistic: Normal and Student's $t$ distributions  
Examples of common form of tests | Chp.4, Note #4 |
|      | Mar. 4 | Collect the research proposal. Have these both peer reviewed and reviewed by graders.  
Return the second homework set and present the answers. | |
| 8    | Mar. 7, 9 | Multiple Regression Analysis: Inference  
p-value of a test  
Test of joint hypotheses: unrestricted and restricted SSR, $F$-distribution  
Confidence interval  
The third homework is assigned. | Chp.4, Note #4 |
|      | March 11 | Return the proposals with comments. Present common weaknesses or mistakes in the proposals. Present peer reviews of the proposals. | |
| 9    | Mar. 21, 23 | Multiple Regression Analysis: Further Issues  
Effects of data scaling  
Functional forms and marginal effects of explanatory variables  
Interaction terms  
Predictions  
The fourth homework is assigned | Chp.6, Note #6 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Chapter(s) and Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 25</td>
<td>Collect the third homework set and present the answers. Review the materials covered in weeks 6-9 in preparation for the second midterm exam.</td>
<td>Chp. 7, Note #7</td>
</tr>
<tr>
<td>Mar. 28</td>
<td>Second midterm exam</td>
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<tr>
<td>Mar. 30</td>
<td><strong>Multiple Regression Analysis: Binary Variables</strong></td>
<td>Chp. 7, Note #7</td>
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<tr>
<td></td>
<td>Qualitative information and binary (dummy) variables</td>
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<tr>
<td></td>
<td>Differences among subsamples (groups):</td>
<td></td>
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<td></td>
<td>Different intercepts, different slopes</td>
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<tr>
<td>April 1</td>
<td>Collect the fourth homework set and present the answers.</td>
<td></td>
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<tr>
<td></td>
<td>Continue peer reviews of the proposals if needed.</td>
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<tr>
<td>April 4, 6</td>
<td><strong>Multiple Regression Analysis: Binary Variables</strong></td>
<td>Chp. 7, Note #7</td>
</tr>
<tr>
<td></td>
<td>Dummy variables for multiple categories</td>
<td></td>
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<tr>
<td></td>
<td>Interaction among dummy variables</td>
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<td></td>
<td>Test of equality between two or more groups</td>
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<tr>
<td></td>
<td>The fifth homework is assigned.</td>
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<tr>
<td>April 8</td>
<td>Collect the second draft of the research paper.</td>
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<td></td>
<td>These will be both peer reviewed and reviewed by graders.</td>
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<tr>
<td>April 11</td>
<td>Heteroskedasticity</td>
<td>Chp. 8, Note #8</td>
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<tr>
<td>13</td>
<td>What is heteroskedasticity? - homoskedasticity vs heteroskedasticity</td>
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<td></td>
<td>Effects of heteroskedasticity on OLS estimators of coefficients</td>
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<td></td>
<td>What do we do?</td>
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<td></td>
<td>OLS and White's heteroskedasticity-robust estimator</td>
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<td></td>
<td>Generalized least squares (GLS) estimation method</td>
<td></td>
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<td></td>
<td>Test of heteroskedasticity: White's test, Breusch-Pagan/Godfrey test,</td>
<td></td>
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<tr>
<td></td>
<td>Goldfeld-Quandt test</td>
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<tr>
<td>April 15</td>
<td>Collect the fifth homework set and present the answers.</td>
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<tr>
<td></td>
<td>Return the research paper with comments, and discuss the common weaknesses and mistakes. Present peer reviews.</td>
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<tr>
<td>April 18</td>
<td>Time Series Models</td>
<td>Chps. 10-12, Note #9</td>
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<tr>
<td>20</td>
<td>Examples: Phillips curve, Monetary policy function, random walk model, distributed lag model</td>
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<td></td>
<td>Serial correlation in error terms -AR(1)</td>
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<td></td>
<td>Generalized least squares (GLS), Feasible GLS, Cochrane-Orcutt</td>
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<td>iterative procedure, Paris-Winston procedure</td>
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<td></td>
<td>Test of serial correlation: Durbin-Watson test, asymptotic t-test, LM test</td>
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<td>Distributed lag model: Almon's polynomial lag</td>
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<td>ARCH (autoregressive conditional heteroskedasticity) model</td>
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<td></td>
<td>Adaptive expectations model</td>
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<tr>
<td>April 22</td>
<td>Collect the sixth homework set and present the answers.</td>
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<td></td>
<td>Continue peer reviews on the second draft</td>
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</tbody>
</table>

Mar. 25

Mar. 28

Mar. 30

April 1

April 4, 6

April 8

April 11

April 15

April 18

April 22
<table>
<thead>
<tr>
<th></th>
<th>April 25, 26</th>
<th>Limited Dependent Variable Models</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Binary choice model, latent variable model</td>
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<td></td>
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<td>Linear probability model, probit model, logit model</td>
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<td></td>
<td></td>
<td>Nonlinear marginal effects: continuous and discrete explanatory variables</td>
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<td></td>
<td></td>
<td>Ordered qualitative response model</td>
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<td></td>
<td>April 29</td>
<td>Collect the final version of the research paper.</td>
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<td></td>
<td></td>
<td>Collect the seventh homework set and present the answers.</td>
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<tr>
<td></td>
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<td>Review the course materials in preparation for the final exam.</td>
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<tr>
<td>RD</td>
<td>May 3</td>
<td>Overall Review of the course</td>
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<tr>
<td></td>
<td></td>
<td>Return the seventh homework, and return the research paper.</td>
</tr>
</tbody>
</table>

Chp. 17, Note #10
TO: Faculty Senate Executive Committee

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

CC: Ada Palmer and Sara Alpern, Department of History
    Walter L. Buenger, Head, Department of History
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: November 18, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: HIST 418

We recommend that HIST 418 European Intellectual History, Pre-Socratic Greece to Early Middle Ages be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:25

Students write two analysis papers and do four writing exercises (concision, thesis development, citation, and analysis, each 500 words) for HIST 418. The analysis exercise is done collaboratively, but the write-up of the group’s investigations is done individually. The course focuses on developing concise and deep analysis of a primary source text. For each of the two papers, students receive a grade on the first version, then must revise and submit a substantially improved version based on instructor feedback. The in-class workshop on developing an analytic thesis and the peer review session provide more in-class opportunities to discuss and evaluate theses and analysis. Weekly reports on the reading give students opportunities to practice concision and prepare material for use in future papers. Handouts contain guidelines on the development of an appropriate analytic thesis, and provide examples of successful and unsuccessful theses. In-class workshops will ask students to bring in and self-critique papers they have written for other, earlier courses so they can learn to identify and conquer their own writing issues.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   HIST 418 - European Intellectual History, Pre-Socratic Greece to the Early Middle Ages

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

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

Instructor/Coordinator:  
Printed name and signature  Oct 3rd 2010  
(Date)

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

Approvals:
College Dean:  
Printed name and signature  
(Date)

Department Head:  
Printed name and signature  
(Date)
Course Description: Western thought from Pre-Socratic Greece through the 6th Century. The five major schools of ancient thought (Platonists, Aristotelians, Epicureans, Stoics and Skeptics) and the unique character of the ancient philosophical lifestyle, which combined elements of religion, mysticism and magic as well as philosophy. Influence of the Greek schools on the formation of early Christianity. Readings in Plato, Aristotle, Sextus Empiricus, Seneca, Lucretius, Marcus Aurelius, Cicero, Augustine and Boethius.

Prerequisites: Junior or senior classification.

Requirements (see the course schedule for specific dates)
1. Two papers, 6 pages each (1,500 words). Papers must be analytical (i.e., question-oriented), not summary. \((40\%--20\%\) each). There are three different paper due dates during the semester; students must write two of the three papers, of their choice. If they choose to write all three, the lowest paper grade will be dropped.
2. Paper Revision. Students must substantively revise both papers based on instructor comments and Peer Review feedback. Revised papers must be turned in within two weeks of the date they were handed back by the professor. \((30\%--15\%\ each)\)
3. Concise (250 word) reports on each week’s reading are due every Wednesday. \(10\%\)
4. Four Short Special Assignments (500 words each) \(10\%\)
5. Class Participation and Peer Review \(10\%\).

Grading Summary:  
- Papers \(40\%\)
- Paper Revisions \(30\%\)
- Weekly Reading Reports \(10\%\)
- Special Writing Assignments \(10\%\)
- Class Participation & Peer Review \(10\%\)

Grading Scale:  
- 90-100 A
- 80-89.1 B
- 70-79.1 C
- 60-69.1 D
- 59 and below F

Writing Component:
The five in-class writing workshop days focus on:
1) Concision and Punctuation
2) Developing an Analytic Thesis
3) Citation and Bibliography
4) Revision
5) Peer Review

The three Special Writing Assignments focus on:
1) Concision
2) Thesis Development
3) Citation and Bibliography
4) Expressing collaborative analysis in individual writing (Stemma analysis)

Assignments for papers, Special Writing Assignments, sample papers, revision and citation guides and peer review guides, are on the course e-learning website.
Readings:

Texts (available in the campus bookstore):
1. The Western World Philosophy, custom reader (at campus bookstore only)
2. Plato, Republic, tr. A. Bloom (Basic, 1991) 0465069347
5. Sextus Empiricus, Outlines of Skepticism. (Cambridge) 0521778093
6. Epictetus, Handbook of Epictetus (Hackett) 9780915145690
7. Marcus Aurelius, Meditations, tr. Staniforth (Penguin) 0140441409
8. Augustine, Confessions, (Penguin) 014044114
9. Boethius, Consolation of Philosophy, tr. Watts (Penguin) 0140447806

Textbook (on reserve in Evans):

COURSE SCHEDULE:

Readings for each week must be done prior to Wednesday’s class.
Reports on each week’s reading (1 page or 250 words) are due each Wednesday.
Readings in [square brackets] are optional.
“TWW” means the Western World: Philosophy reader.

WEEK 1
Aug 30  Introduction: Ancient Philosophy and Eudaimonism
Sept  1  The Ancient World; Philosophy and Pagan Culture
   3  Textual Transmission I: Rare Books

   Each week’s readings are to be completed by Wednesday unless otherwise noted. Reading: [optional: Hadot, ch. 1-4]

WEEK 2
Sept  6  The Presocratics and the Beginning of Philosophy
   8  Socrates, Founder of the Philosophic Life
  10  WRITING WORKSHOP I: Punctuation and Concision

       Reading: Plato, Republic 1-4; TWW: “Know Thyself”.

WEEK 3
Sept 13  Plato I: Separating Socrates from Plato
   15  Plato II: Isomorphism, Human Nature and the Nature of the State
   17  Plato III: Epistemology, the Soul as Divine Daemon

Writing Assignment 1: Concision Exercise Due

       Reading: Republic 5-7; TWW: “Reincarnation and the Soul’s Immortality,” “A Myth of the Afterlife,” “Soul, the Prisoner of the Body,” “Reason, the Charioteer of the Soul,” “Knowledge is Recollection;”; [Hadot, ch. 5]
WEEK 4
Sept 20  WRITING WORKSHOP II: Developing an Analytic Thesis
22  Plato IV: Metaphysics and Cosmology
24  Plato V: Ethics and the Philosophical Life

Writing Assignment 2: Thesis Exercise Due
Reading: Plato Republic 8-10; TWW “The Divine Inspiration of the Poet,” “Cosmic Love,” “Science and Creation,” “God Creates the Soul and Time”

WEEK 5
Sept 27  Aristotle I: Empiricism vs. Realism

FIRST PAPER DUE DATE
29  Aristotle II: Epistemology and the Nature of the Soul
Oct 1  FIELD TRIP: Cushing Rare Books Library

Reading: Aristotle, De anima & Physics II, i-iii
[Hadot ch. 6]

WEEK 6
Oct 4  Aristotle III: Logic and Physics
6  Aristotle IV: Politics; Man as a Rational, Social Animal
8  WRITING WORKSHOP III: Citation and Bibliography

Reading: Aristotle, Nicomachean Ethics I, II, III, i-ii

WEEK 7
Oct 11  Stoicism I: Divine Monism
13  Stoicism II: The Noble Stoics and Stoic Happiness
15  WRITING WORKSHOP IV: Paper Revision

Writing Assignment 3: Citation Exercise Due
Reading: Epictetus, Handbook; TWW, all Seneca readings.
[Hadot ch. 7]

WEEK 8
Oct 18  Epicureanism I: Science and Cosmology
20  Epicureanism II: What is Ancient Atheism?
22  Hellenistic Schools: Stoics vs. Epicureans

Reading: Lucretius, On the Nature of Things I-III, IV 1-213; TWW two Epicurus selections. [Hadot ch. 8]

WEEK 9
Oct 25  Cynics and Skeptics
27  Cicero and Roman Philosophy
29  Pliny the Elder: Encyclopedist

Reading: Sextus Empiricus, Outlines of Skepticism; TWW, all Cicero and Pliny the Elder readings in the section entitled Roman Syncretism and Skepticism.
WEEK 10
Nov  1  Marcus Aurelius
      SECOND PAPER DUE DATE
      Philosophy for Statecraft
      5  WRITING WORKSHOP V: Peer Review
         Reading: Marcus Aurelius, Meditations.

WEEK 11
Nov  8  Early Christian Philosophy
      10  Plotinus and Neo-Platonism
      12  Plotinus: Metaphysical Hierarchy and Spiritual Dynamics
         Reading: TWW Plotinus, Pliny the Younger selection in
         “Early Days of Christianity”. [Hadot ch. 9]

WEEK 12
Nov 15  Augustine I: Life and Works
      17  Augustine II: Souls and Cosmos
      19  Augustine III: Social and Political Thought
         Reading: Confessions, I-III, V; TWW: All Augustine
         selections. [Hadot ch. 10-12]

WEEK 13
Nov 22  Textual Transmission II: Stemma Analysis
      24  THANKSGIVING HOLIDAY
      26  THANKSGIVING HOLIDAY
         Reading: [optional: Confessions, VI-IX.]

WEEK 14
Nov 29  Boethius and Medieval Religion
      Writing Assignment 4: Stemma Analysis due
      Dec  1  The Borders of Christianity
      3  Christian Philosophy
         Reading: Boethius, Consolation of Philosophy.

REDEFINED DAY
Dec  6  Ancient to Medieval
      THIRD PAPER DUE DATE
         Reading: TWW: Anselm, the “Ontological Proof.”

Revisions for the second paper are due on the last day of the Exam Period.
Attendance:

Attendance is mandatory. Formal attendance will be taken in class frequently. Students will be penalized after more than three absences, except in the case of university-excused absences or absences arranged in advance by permission of the instructor. For each unexcused absence after that, the final grade will be reduced. Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor. It is ALWAYS better to talk to the instructor in advance if you expect to be absent or turn in an assignment late.

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

ADA:

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

Plagiarism:

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Ada Palmer and Sara Alpern, Department of History
    Walter L. Buenger, Head, Department of History
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: November 18, 2010
SUBJECT: REPORT ON PROPOSED W COURSE: HIST 419

We recommend that HIST 419 European Intellectual History, High Middle Ages to the 17th Century be certified as a writing (W) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 5000
4. Instructor to student ratio for one section: 1:25

Students write two analysis papers and do four writing exercises (concision, thesis development, citation, and analysis, each 500 words) for HIST 419. The analysis exercise is done collaboratively, but the write-up of the group’s investigations is done individually. The course focuses on developing concise and deep analysis of a primary source text. For each of the two papers, students receive a grade on the first version, then must revise and submit a substantially improved version based on instructor feedback. The in-class workshop on developing an analytic thesis and the peer review session provide more in-class opportunities to discuss and evaluate theses and analysis. Weekly reports on the reading give students opportunities to practice concision and prepare material for use in future papers. Handouts contain guidelines on the development of an appropriate analytic thesis and provide examples of successful and unsuccessful theses. In-class workshops will ask students to bring in and self-critique papers they have written for other, earlier courses so they can learn to identify and conquer their own writing issues.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   HIST 419 European Intellectual History, High Middle Ages to the 17th Century

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

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

Instructor / Coordinator: Ada Palmer

Printed name and signature

Oct 3, 2010

(Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

10/5/10

(Date)

Approvals:

Michael T. Stephenson

College Dean:

Printed name and signature

(Date)

Department Head: Walter L. Bueger

Printed name and signature

10/4/10

(Date)
HIST 419: European Intellectual History, High Middle Ages to the 17th Century

Dr. Ada Palmer              Office Hours: MW 3-5, Glasscock 214
Glasscock 206, Fall 2010    Virtual Office Hours: adapalmer@tamu.edu

Course Description: Western thought from the founding of universities to the emergence of 17th-century rationalism. The course rethinks the origins of modern philosophy, normally seen as the work of a group of magisterial 17th century thinkers, as an evolutionary process emerging over the course of six centuries, radicalized by the religious and cultural revolutions of the 16th century. Readings in Aneslm, Abelard/Heloise, Maimonides, Aquinas, Ockham, Machiavelli, More, Luther, Montaigne, Bacon, Descartes, Hobbes, Locke, Spinoza, Bayle.

Prerequisites: Junior or senior classification.

Requirements (see the course schedule for specific dates)
1. Two papers, 6 pages each (1,500 words). Papers must be analytical (i.e., question-oriented), not summary. (40%--20% each). There are three different paper due dates during the semester; students must write two of the three papers, of their choice. If they choose to write all three, the lowest paper grade will be dropped.
2. Paper Revision. Students must substantively revise both papers based on instructor comments and Peer Review feedback. Revised papers must be turned in within two weeks of the date they were handed back by the professor. (30%--15% each)
3. Concise (250 word) reports on each week’s reading are due every Wednesday. (10%)
4. Three Short Special Assignments (500 words each) (10%)
5. Class Participation and Peer Review (10%).

Writing Component:
The five in-class writing workshop days focus on:
1) Concision and Punctuation
2) Developing an Analytic Thesis
3) Citation and Bibliography
4) Revision
5) Peer Review

The three Special Writing Assignments focus on:
1) Concision
2) Citation and Bibliography
3) Expressing collaborative analysis in individual writing (Stemma analysis)

Assignments, revision and citation guides and peer review guides on the e-learning site.

Grading Summary:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers</td>
<td>40%</td>
</tr>
<tr>
<td>Paper Revisions</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Reading Reports</td>
<td>10%</td>
</tr>
<tr>
<td>Special Writing Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation &amp; Peer Review</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89.1</td>
</tr>
<tr>
<td>C</td>
<td>70-79.1</td>
</tr>
<tr>
<td>D</td>
<td>60-69.1</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>
Reading List

Texts (available in the campus bookstore).

- The Letters of Abelard and Heloise (Penguin) 0140448993
- Aquinas, Selected Philosophical Writings (Oxford, 1998) 0192835858
- Petrarch, Secret (MPS) 9780312154387
- Ficino, Meditations on the Soul (Inner Traditions) 9780892816583
- More, Utopia, tr. Paul Turner (Penguin Classics) 0140449108
- Luther, Three Treatises (Fortress, 1990) 9780800616397
- Bacon, Selected Philosophical Works (Hackett, 1999) 0-87220-470-7
- Descartes, Meditations, (Hackett). 0872201929
- Hobbes, Leviathan, (Penguin Classic) 0140431950
- Locke, Essay Concerning Human Understanding (Penguin) 9780452010192
- Voltaire, The Portable Voltaire (Viking) 9780140150414

E-Reserve Texts

- Five Proofs of the Existence of God:
  o Moses Maimonides, Guide for the Perplexed, Part II Premises and chapters 1-3.
  o St. Thomas Aquinas, Selected Philosophical Writings, pp. 195-209.
  o John Duns Scotus, Commentary on the Sentences, Book I, Distinction 2, Part 1, Question 2, from A Scholastic Miscellany, pp. 428-436.
  o William of Ockham, Philosophical Writings, pp. 114-126.
- Descartes, Passions of the Soul, Book 1.
- Ficino, Meditations on the Soul. Letters 1-11 and 22-28 (pp. 3-21 and 39-49).
- Galileo, Discoveries and Opinions of Galileo, selections.
- Machiavelli, selections from The Portable Machiavelli.
- Montaigne, Apology for Raymond Sebond (selections).
- Newton, Principia, Book I Definitions and Section i.
- Ockham, Philosophical Writings, selections.
- Petrarch, “Italia Mia,” Familiare XXI 10 and XXIV 3, 4, 12.
- Poggio Bracciolini and Francesco Barbaro, Two Renaissance Book Hunters, (letters on the rediscovery of ancient texts).
- John Wilmot, Earl of Rochester, A Satyr Against Mankind,
Optional Textbooks (on reserve in Evans):


COURSE SCHEDULE

Most weeks have the heavy reading due Wednesday. Many weeks there is no Monday reading assignment; when there is a Monday reading assignment it is short. Concise Reading Reports (1 page or 250 words) are due each Wednesday.

WEEK 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Aug 30</td>
<td>Introduction: Medieval and Modern</td>
</tr>
<tr>
<td>Sept 1</td>
<td>Classical Inheritance in the Middle Ages</td>
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<td></td>
<td>From Schools to Universities</td>
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<td></td>
<td><em>Reading for Friday:</em> e-reserve: Anselm <em>Ontological Proof of the Existence of God</em> (from <em>A Scholastic Miscellany</em>) [optional: Marenbon, ch 1-4]</td>
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</tbody>
</table>

WEEK 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Sept 6</td>
<td>The Ontological Proof</td>
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<td></td>
<td>Abelard and Scholasticism; Heloise and Medieval Ethics</td>
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<tr>
<td>10</td>
<td>WRITING WORKSHOP I: Punctuation and Conciseness</td>
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<td></td>
<td><em>Reading for Friday:</em> Letters of Peter the Venerable and Heloise and the Absolution.</td>
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</tbody>
</table>

WEEK 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>Sept 13</td>
<td>Aquinas I: Aquinas’ Method and Sources</td>
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<tr>
<td></td>
<td><em>Reading for Monday:</em> Aquinas, <em>Selected Philosophical Writings</em>, section on Being, Unity, Goodness and Truth, pp. 51-64</td>
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<tr>
<td>15</td>
<td>Aquinas II: The Soul, Thought and Intellect</td>
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<td></td>
<td><em>Reading for Wednesday:</em> Aquinas, <em>SPW</em>, read The Ladder of Being sections 7-14 (pp. 115-156) and sections 18-19 (Soul in Human Beings and My Soul is Not Me, pp. 184-92). [Marenbon, ch. 5-7]</td>
</tr>
<tr>
<td>17</td>
<td>Aquinas III: God, Providence and Ethics</td>
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<tr>
<td></td>
<td><em>Writing Assignment 1: Concision Exercise Due</em></td>
</tr>
</tbody>
</table>
Reading for Friday: Aquinas, SPW, read Providence: The Ordered Universe (pp. 270-6), How Evil is Caused (pp. 284-9), Does God Cause Evil? (pp. 289-97), God as the Goal of Human Living (pp. 315-342) and just the beginning of Moral Action (pp. 342-390)

WEEK 4
Sept 20 WRITING WORKSHOP II: Developing an Analytic Thesis
22 Proofs of the the Existence of God I: Leading Proofs
Reading for Monday e-reserve: Anselm (review the Ontological Proof from week 1), Maimonides (Guide for the Perplexed, Part II, Premises and chapters 1-3), Thomas Aquinas (Selected Philosophical Writings, pp. 195-209), Duns Scotus (A Scholastic Miscellany, pp. 428-436).
24 Proofs of the the Existence of God II: Ockham’s Anti-Proofs
Writing Assignment 2: Thesis Exercise Due
Reading for Wednesday e-reserve, Ockham, Philosophical Writings, Proof of the Existence of God, pp. 114-126.
[Marenbon, ch. 11 & Conclusion to Part II]

WEEK 5
Sept 27 Ockham, Nominalism and Voluntarism
29 The Birth of Humanism (no reading)
FIRST PAPER DUE DATE
Oct 1 FIELD TRIP: Cushing Rare Books Library
Reading for Friday: Petrarch, The Secret; e-reserve: Petrarch, Italia Mia and Letters to the Ancients (to Cicero and Homer); Poggio letters from Two Renaissance Book Hunters.

WEEK 6
Oct 4 WRITING WORKSHOP III: Citation and Bibliography
6 New Discoveries, Geographical and Philosophical (no reading)
Reading for Wednesday: More, Utopia, [The text is divided into two Books. For each Book, read the first third carefully, but skim the later two thirds.]
8 Machiavelli and the Uses of History
Reading for Friday: your choice of EITHER Ficino Meditations on the Soul, letters 1-11 and 22-28 (pp. 3-21 and 39-49), OR Machiavelli, The Prince xvii-xix (pp. 130-146) and xxiv-xxvi (pp. 157-166), Discourses, Book I introduction (pp. 169-71), xi-xiii (pp. 207-215), xxxix (pp. 252-3), lvi-lix (pp. 281-7), Book II intro, i (pp. 287-294), Book III i-ii (pp. 351-6) and xl (pp. 410-11). [Rice, ch. 5-6].
WEEK 7  
Oct  11  Relationship between the Renaissance and Reformation  
13  Luther and Christian Freedom  
   \textit{Reading for Wednesday}: Luther, “To the Christian Nobility of the German Nation,” from \textit{Three Treatises}.  
15  WRITING WORKSHOP IV: Paper Revision  
   \textbf{Writing Assignment 3: Citation Exercise Due}  

WEEK 8  
Oct  18  Atheism, Skepticism, and Philosophical Religion (no reading)  
20  Montaigne’s Skepticism  
22  Galileo and 17th Century Science  
   \textit{Reading for Friday}: e-reserve: Galileo, \textit{Discoveries and Opinions of Galileo (Starry Messenger pp. 27-58, Letter to the Grand Duchess Christina, pp. 175-97)}.  

WEEK 9  
Oct  25  New Philosophy; New \textit{Organon} (no reading)  
27  Bacon and the Scientific Method  
   \textit{Reading for Wednesday}: Bacon, \textit{New Atlantis} (complete) and \textit{Great Instauration} I; [Parkinson, ch 4-5]  
29  Newton and the Academy of Sciences  
   \textit{Reading for Friday}: e-reserve: Newton, \textit{Principia}, Book I Definitions and section I; [optional introduction].  

WEEK 10  
Nov  1  Descartes’ \textit{Meditations}: Truth Through God (no reading)  
3  Cartesian Cosmology  
   \textit{Reading for Wednesday}: Descartes, \textit{Meditations} [Parkinson, ch. 6]  
5  The Passions of the Soul  
   \textit{Reading for Friday}: e-reserve: Descartes, \textit{Passions of the Soul}, Part I.  

WEEK 11  
Nov  8  The Specter of Thomas Hobbes  
   \textbf{SECOND PAPER DUE DATE}  
10  Consequences of Political Science  
   \textit{Reading for Wednesday}: \textit{Leviathan}, book I  
12  WRITING WORKSHOP V: Peer Review  
   \textit{Reading for Friday}: \textit{Leviathan}, book II [Parkinson, ch. 7-9]
**WEEK 12**

Nov 15  Locke’s Solution: *Tabula Rasa (no reading)*

Nov 17  The Triumph of Nominalism
  Reading: Locke, *An Essay Concerning Human Understanding* (selections) Book I complete, Book II i-iii, ix-xii, xx-xxi, xxxii, Book III i-iii, viii-x, Book IV i-vii, ix-xii, xviii, xx.

Nov 19  Locke’s Political Science; Libertinism and Multiplying Doubt
  Reading: e-reserve: Rochester, *A Satyr Against Mankind*.

**WEEK 13**

Nov 22  2nd CUSHING TRIP: Bayle, Spinoza and the Encyclopedia
  Writing Assignment 4: Stemma Analysis due

Nov 24  EXTRA BREAK FOR THANKSGIVING HOLIDAY

Nov 26  THANKSGIVING HOLIDAY
  The three articles marked with * (those on David, Leucippus and Spinoza) are quite long: for these three, you must read the beginning and skim enough to understand what Bayle is doing, but you do not need to read the whole thing. Reading the first few sentences and last few sentences of each subsection is the most efficient way.

**WEEK 14**

Nov 29  Voltaire: The Patriarch
  *Reading for Monday*: From *The Portable Voltaire*, read *Selections from the English Letters*.

Dec 1  Enlightenment Deism
  *Reading for Wednesday*: From *The Portable Voltaire*, read the *Story of a Good Brahmin, Zadig*.

Dec 3  Radical Enlightenment Religion: Rousseau, Diderot, Sade
  *Reading for Friday*: From *The Portable Voltaire*, read IN THIS ORDER Letter to a First Commissioner (pp. 469-472), Letter to M. Martin Kahle (pp. 472-473), Letter to J. J. Rousseau (pp. 493-6), *Poem on the Lisbon Earthquake* (including preface), then, last, read the e-reserve Rousseau letter to Voltaire.

**REDEFINED DAY**

Dec 6  Paths toward Modernity
THIRD PAPER DUE DATE

Revisions for the second paper are due on the last day of the Exam Period.

Attendance:

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

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

ADA:

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

Plagiarism:

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

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

CC: Paula Miller, Dept. of Health and Kinesiology
    Richard Kreider, Head, Dept. of Health and Kinesiology
    James B. Kracht, AOC Dean, College of Education and Human Development

DATE: November 17, 2010

SUBJECT: REPORT ON PROPOSED C COURSE: HLTH 481

We recommend that HLTH 481 Seminar in Allied Health be certified as a Communications (C) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Total minutes of oral presentation: 10
5. Instructor to student ratio for one section: 1:25

In HLTH 481, a one-credit course, students complete a contemporary issues project that asks them to examine their personal philosophy as it relates to their chosen area of the health profession and to complete a scholarly discussion of contemporary issues. This project receives peer review as well as instructor comments on a draft. Instructors will present models, lecture on related writing topics, and assign in-class writing to help students practice.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   HLTH 481- Seminar in Allied Health

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

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

   Instructor / Coordinator: Paula J. Miller
   Printed name and signature
   (Date)

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

   Approvals:

   College Dean: James B. Keach
   Printed name and signature
   (Date)

   Department Head: Richard Keelker
   Printed name and signature
   (Date)

   RECEIVED
   OCT 1 3 2010
   By
Course title and number          HLTH 481 – Seminar in Allied Health
Term (e.g., Fall 200X)           Fall 2011
Meeting times and location      MW 9:10-10:00

Course Description and Prerequisites
Seminar on preparing for admission to allied health professional school and/or careers; research on selected allied health fields, discussion of transition from college environment to professional school/career environment including professional development.
Junior or senior classification; admission to the professional phase.

Learning Outcomes or Course Objectives
Students will
1. Prepare a professional school application including application, resume, personal philosophy/essay.
2. Create a professional philosophy statement
3. Create and critique health profession resumes
4. Prepare a cover letter for different school applications
5. Develop an application essay for different types of employment opportunities
6. Prepare for a job or professional school interview
7. Participate in a mock interview by acting as the interviewer and/or interviewee and by critiquing a variety of interview scenarios.
8. Prepare and deliver different types of professional presentations
9. Demonstrate understanding of the reading “What color is your parachute?”

Instructor Information
Name                           Paula J Miller
Telephone number               979-845-1471
Email address                  pjmiller@tamu.edu
Office hours                   TR 11:00-12:00
Office location                150C Read

Textbook and/or Resource Material
Grading Policies

Students will complete the following assignments and exams.

Contemporary Issues Project (1900 words) 75%
  - Identify Contemporary Issue in Chosen Field (150 words) (15%)
  - Personal Philosophy (250 words) (10%)
  - Scholarly discussion of Contemporary Issue (1500) (50%)
Resume (250 words) 5%
Application Essay (500 words) 5%
Mock Interview 5%
Parachute Test 10%
Total 100%

*Final grades will be determined based on the following scale.
A= 90%
B= 80%
C= 70%
D= 60%
F= <60%

*Because this course satisfies the W-course requirement of core curriculum, students must pass the writing portion of this class with 50% or better to pass this class.

Contemporary Issues Project (1900 words)

  Part 1 – Identification of Contemporary Issue (min. 150 words)
  Students will identify a contemporary issue in their chosen health-related field (nursing, physical therapy, occupational therapy, etc), supported by at least two scholarly sources.

  Part 2 – Personal Philosophy (min. 250 words)
  Students will write a personal philosophy of chosen health-related field.

  Part 3 – Scholarly Discussion of Contemporary Issue (min. 1500 words)
  Students will complete a scholarly discussion of the contemporary issue (once approved by the instructor). At least 5 scholarly sources should be used to support their discussion of the issue. Students will submit a draft of the paper to receive instructor feedback. Students will also participate in peer review of this paper.

Resume (min. 250 words)
  Students will create a resume using appropriate form. Each student will have their resume critiqued by other students as well as by the instructor.

Application Essay (min. 500 words)
  Students will write an application essay for professional school admission incorporating contemporary issue and personal philosophy. Each student will have their resume critiqued by other students as well as by the instructor.
Mock Interview
Students will participate in mock interviews by observing and critiquing at least 6 interviews. Some students will be able to participate in interviews. All students will critique the interviews.

Peer Review of Writing
When you participate in peer review of writing, you will be placed into groups. In your group, each of you gets a chance to be the professional (writer), while the other acts as a colleague (editors).

1. **Professional:** Read the paper aloud once. If you notice errors while you read, fix them or make a note to fix them later, but try not to interrupt the flow.
2. **Colleagues:** On the first reading, don’t make any comments. Just listen and try to understand what the writer is saying.
3. **Professional:** Read the paper again, slowly.
4. **Colleagues:** On the second reading, make notes/comments directly on your copy of the proposal. After the reading is finished, take a moment to summarize your findings in the three columns provided.
5. **Colleagues:** Explain your comments to the professional. Be honest, tactful and specific, with examples from the proposal.
6. **Professional:** Listen and make notes. Remember, the decision to use any feedback or suggestions is yours.
7. Repeat this process for each writer.

Attendance
“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.rule07](http://student-rules.tamu.edu.rule07).”

Excused absences require appropriate original documentation. Turn in documentation within a week of being absent. All excused absences must be cleared by the last class day of the semester. Any absences not cleared with documentation by this date will be treated as unexcused absences.

Late Work
Work turned in late will be penalized one half letter grade for each day it is late (not including weekends and holidays).

Exams
Exams are to be taken on the assigned day unless changes are made by the professor. If a student has three exams scheduled on the same day, other arrangements should be made between the student and the professor to take the test on another day.

Missed Exams
Students may make-up missed exams with the following parameters:

Students with **excused** absences may make-up exams or quizzes with no penalty. Students must schedule the make-up with the instructor as soon as they return to class. All make-ups should be completed as soon as possible after the student returns to class and will not be accepted more than 30 days after the student has returned to class.

Students with **unexcused** absences may make-up the exam with a penalty of 2 letter grades. It is the responsibility of the student to request the make-up exam. Students should schedule the make-up with the instructor as soon as they return to class. Students have one week from the day of the originally scheduled exam to complete the makeup.
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Class Guidelines and Expectations</td>
<td>Library Use/Writing Tips &amp; Techniques</td>
</tr>
<tr>
<td>Week 2</td>
<td>What is Allied Health? (OPSA)</td>
<td>Research on Contemporary Issue</td>
</tr>
<tr>
<td>Week 3</td>
<td>APA Format</td>
<td>Finish Contemporary Issue</td>
</tr>
<tr>
<td>Week 4</td>
<td>Personal Philosophy for chosen field</td>
<td>Personal Philosophy Paper</td>
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<tr>
<td>Week 5</td>
<td>Resume Writing (Career Center)</td>
<td>Resume Writing</td>
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<tr>
<td>Week 6</td>
<td>Evaluating Research Articles</td>
<td>Peer Review of Resumes</td>
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<tr>
<td>Week 7</td>
<td>Ethical Writing/Plagiarism</td>
<td>Contemporary Issue Paper</td>
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<tr>
<td>Week 8</td>
<td>Writing Scholarly Work</td>
<td>Contemporary Issue Paper</td>
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<tr>
<td>Week 9</td>
<td>Draft of Contemporary Issue Paper due</td>
<td>Peer Review: Contemporary Issue Paper</td>
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<tr>
<td>Week 10</td>
<td>Writing Applications</td>
<td>Writing Applications</td>
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<tr>
<td>Week 11</td>
<td>Writing Applications</td>
<td>Peer Review of Applications</td>
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<tr>
<td>Week 12</td>
<td>Interviewing</td>
<td>Parachute Exam</td>
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<tr>
<td>Week 13</td>
<td>Presenting Yourself</td>
<td>Contemporary Issues Paper due</td>
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<tr>
<td>Week 14</td>
<td>Mock Interviews</td>
<td>Mock Interviews</td>
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</table>

As a rule Monday classes will meet in the classroom and Wednesday classes will meet in the computer lab to work on assignments.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.”

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

Academic dishonesty will not be tolerated in this class. Review the Academic Integrity link on the class website for examples of what is and is not appropriate for this class. Ask for clarification from me prior to participating in any activity that might be questionable for completion of course work for this class. All work to be completed for this class is to be individual work except where noted otherwise. Any incident of academic dishonesty will result in a letter grade of F in this course.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee Chair

CC: Michael LeBuffe, Dept. of Philosophy
    Daniel Conway, Head, Dept. of Philosophy
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: November 18, 2010

SUBJECT: REPORT ON PROPOSED C COURSE: MATH 482

We recommend that MATH 482 Research Seminar in Math be certified as a Communications (C) course for four academic years (9/10 to 9/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 1570
4. Total minutes of oral presentation: 50
5. Instructor to student ratio for one section: 1:15

Students in MATH 482 will compose two abstracts, one to accompany a formal 15-minute talk, and another, a formal 45-minute talk, both with technology (such as slides) suitable for presentation at a professional or student conference. For each abstract, students will submit two drafts (first and second), which will be critiqued by the instructor; if necessary, they will submit a third draft. In addition to writing, students will conduct two short lectures or one long lecture using chalkboard, whiteboard, transparencies or a combination thereof. For the writing component, they will prepare lecture notes for distribution to the class. These notes will also be given feedback: a first draft will be passed out to the class before the lecture, and a polished draft which incorporates the instructor and peer feedback will be submitted later. Finally, students will create and present a poster on a topic suitable for a professional conference. Constructive criticisms will be given after each talk, and as appropriate during a talk, helping a student develop a good manner of oral presentation to a group. If a problem develops during a talk, where it is found that some information presented is faulty, the student will be given a chance to speak again as time permits. For instruction, sample abstracts, slides, and talks by others will be provided, and the instructor will give lectures on special topics that students might draw from in choosing their topic.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

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

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

   Math 482: Research Seminar

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

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

Instructor / Coordinator: David R. Larson
Printed name and signature
(Date)

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

Approvals:

College Dean:
Printed name and signature
(Date)

Department Head:  
Printed name and signature
(Date)

RECEIVED
By
OCT 25 2010
Math 482C      Spring  Semester 2012

“Research Seminar in Math”

TTh  5:30 - 6:45PM

Professor:     Dr. David R. Larson       Email: laron@math.tamu.edu
Office: 620A Blocker            Office Hours:  TTh TBA and by appointment

Course Description [3 credits]: Topics in one or more area of mathematics including: algebra, analysis, applied math, geometry, topology, and teaching. Introduction to creative mathematical activities. Instruction on writing reports, and preparing and giving oral presentations. For students with no prior math research experience, this course will provide pre-REU mentoring, possibly leading to student participation in a formal summer REU (research experience for undergraduates) program. For students with prior math research experience, this course will provide post-REU mentoring, which may include preparation of research talks to be given at student and professional conferences, and preparation of student articles to be submitted for publication in undergraduate research journals. An advanced student will be given the opportunity to start a new direction of creative activity, or to continue work on an existing research project.

Texts: Notes will be provided as needed, and books will be loaned as needed.

Prerequisites: Math 323, and Either Math 409 or Math 415 (may be taken concurrently), or Permission of instructor.

Preparation: Any student who has taken part in an REU or other undergraduate research experience will be very well prepared for this course. Students who are not yet ready for such an experience, but who want some preparation for it, and who are willing to do some work on either a project or a presentation of a suggested mathematical topic, are encouraged to take this course.

Homework: Each student is required to complete four oral and four written presentations. These include: giving a chalkboard/whiteboard lecture and writing up formal lecture notes for it, giving two formal talks with technology and writing formal abstracts for these talks suitable for submission to a student or professional conference, and preparing and presenting a poster suitable for a competitive poster session. Most projects will be on an individual basis. Some projects may be on a team basis but in this event all oral and written presentations will be on an individual basis.

Grading: Grades will be based on oral presentations 52%, written presentations 38%, and classroom participation 10%. Scale: A = 90%, B = 80%, C = 70%, D = 60%.

Credit: This course may be taken Twice for credit: normally once as a pre-research student and once as an experienced research student.

Class Schedule: A schedule will be worked out during the first two weeks of classes which will specify dates for lectures on instructions for the presentations, and on research workshop-style discussions of research topics suitable for student projects. This schedule will include the oral student presentations on mathematical topics of their interest, and so will necessarily be planned out in the beginning of the term in consultation with the enrolled students instead of being specified before classes formally begin.

An Aggie does not lie, cheat, or steal or tolerate those who do: See Honor Council Rules and Procedures, http://www.tamu.edu/aggiehonor
Plagiarism: Finding information in books or on the Internet is praiseworthy; lying (even by silence) about where it came from is academic dishonesty. Whenever you copy from, or “find the answer” in, some source, give a footnote or reference in a written presentation you are writing, or give a reference in an oral presentation you are doing.

Copyright: Course materials (on paper or the Web) should be assumed to be copyrighted by the instructor or other author who wrote them or by the University.

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

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

CC: Josh Heumann, Department of Communication
    Richard Street, Head, Department of Communication
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: November 18, 2010

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 435

We recommend that COMM 435 Rhetoric of Television and Film be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 55%
2. Course content appropriate to the major
3. Total number of words: 4750
4. Instructor to student ratio for one section: 1:25

COMM 435 has changed in its assignments and feedback. The writing assignments in COMM 435 include ten journal entries, two short papers, and one long paper at the end of the semester. The assignments are scaffolded to help students write the final research project. The instructor comments on all draft and models revisions in detail. In addition, student progress is charted on key points identified in previous drafts. Discussion of drafts with the instructor, peer editing (from the first week, students are in groups for a collaborative project), as well as feedback from the writing center are all encouraged. Writing instruction includes discussion, guidance on different parts of the research and writing process, and discussion of course readings as models of writing. One of the goals of the journal assignment is to expose students to different kinds of writing about media forms (from academic blogs to journalistic criticism).
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

Comm 435: Rhetoric of Television & Film

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

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

Instructor / Coordinator: Nancy J. Street
Printed name and signature

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

Approvals:

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

Department Head: Richard L. Street, Jr.
Printed name and signature
(Date)

RECEIVED
OCT 01 2010
By 63 of 83 S
Academic and popular discussion of mass-mediated texts often focuses on questions of content (“What’s it mean?”); with an emphasis on practical
criticism of those texts, this course explores sometimes neglected questions of form, building an introductory toolbox for thinking and writing about
how the tales are told (“How does it mean what it means?”). We’ll develop our analysis of form at three levels: style (composition, cinematography,
editing, and sound); narrative (the transformation of raw, unstructured events into a coherent, intelligible plot); and genre (the overarching system of
stylistic and narrative conventions that structures decisionmaking about form). In moving across these levels, we’ll move through three kinds of
media: film (where we’ll introduce a framework for formal analysis); television (where we’ll explore how TV’s particular systems of production
modify that analytic framework); and “other cameras, other screens” (where we’ll consider even more radical modifications to that framework, in
media like comics, gaming, and mobile video). Though our main interest is in questions of form onscreen, we’ll also take steps back to pursue those
questions offscreen, thinking about relations between form in mass-mediated texts and their contexts of production. All together, this course tries to
suggest the interest and importance of form, as a way to deepen our enjoyment, appreciation, and understanding of what’s formed.

Required readings are available on eLearning (at “Course Content”). Supplementary readings are available from the library. Supplementary
screenings are available at EDMS (in the library annex), and on the Web (at Hulu, network websites, and so on). It’s your responsibility to access
electronic resources successfully; be sure to leave a margin of error! Bordwell and Thompson’s Film Art and Butler’s Television: Critical Methods
and Applications offer helpful companions to the first and second part of the course, and I’m always glad to suggest even further readings in the field.

Course materials

Participation (ongoing): ................................................................. 50
Media form journal (ongoing): ................................................................. 150

You’ll keep a journal of out-of-class engagements with questions of form in mass-mediated texts, in short and informal entries of about 150–200
words. You should have at least ten entries by the end of the term (keep on pace!). Three will engage specific questions for class discussion (for
24 Feb, 5 April, and 21 Apr; on each of those days, you’ll submit the assigned entry along with at least two more. On those days and on the last
day of class, you’ll submit a paper copy of your journal to me, and post an electronic copy to our eLearning discussion page). At least one entry
should summarize and respond to an academic article (e.g. in *Film Quarterly*, *Velvet Light Trap*, *Cinema Journal*, *Journal of Popular Film &
Television*, *Journal of Film & Video*, *Film Criticism*, *Quarterly Review of Film and Video*). At least one should summarize and respond to an
academic or critical blog post (e.g. at henryjenkins.org, juststv.wordpress.com, or many of the blogs on their blogrolls). At least one should
summarize and respond to a critical review (e.g. by Jonathan Rosenbaum, AO Scott, David Edelstein, or a similarly “respectable” critic). Other
entries might engage questions of form in media texts directly, in DVD commentary tracks, in online fan response, and/or so on.

Group scene project (M 8 Mar): ................................................................. 100

In a small group with some of your colleagues, you’ll construct a film scene in a genre of your choice. Your genre should be narrowly delimited,
with specific conventions of style and narrative (think “Hong Kong-style action movies,” for example, rather than “action movies,” or “period
costume drama” rather than “romantic drama”). Your scene should demonstrate not only a mastery of stylistic and narrative conventions within
your genre, but also creative work within those conventions (this mastery and creativity will develop partly from your homework assignments in
the film section of the course—see below). You can submit your scene in any format (in standard manuscript form, in screenplay format, in
storyboards, as a shooting script annotated with “director’s commentary”); but what you submit should clearly and explicitly communicate a
specific set of decisions and a specific vision. You’ll share your scenes in informal presentations (while these are ungraded, they offer the
opportunity to put a flattering frame around your work).

Homework assignments (2x90+10 for revision assignment; dates by signup): ................................................................. 200

You’ll sign up for two informal homework assignments. In 3–4 pages for each, you’ll explore some question of form in the mass media, in close
readings of media texts. In the first part of the course, in which your work in these assignments will go to build our framework for analyzing
film style, you’ll choose case studies from your group’s genre (e.g., if your group has chosen to work with the historical epic, you might sign up
to examine production design, and then look at a scene from *Gladiator*). We’ll talk more about each topic, but they focus on: (1) film
composition; (2) film cinematography; (3) film editing; (4) visual style in 3-camera television, in a sit-com, soap opera, or talk or game show;
(5) visual style in reality television; (6) stylistic connections and disconnections between film and television and another medium, like comics,
animation, or gaming. Together and along with your journal, these homework assignments compose a writing work in progress; building from
my comments, you should develop your writing from one to the next. Along the way, you’ll revise a one-page section (of my choosing) from
each homework assignment, partly (though not only) according to my comments in that section, and taking my revisions to other sections as a
model. I’ll accept these revision assignments on a rolling basis, with a deadline of one week from when assignments are returned in class (in
general, I’ll return assignments in or within a week from their original due date).

Final paper (M 10 May): ................................................................. 250

In a 7–10 page final research paper, you’ll pursue in depth some aspect of form in the mass media. Revisiting prior work might be acceptable,
with prior approval; in whole or in part, however, unapproved multiple submission is a form of academic dishonesty. You might start from
questions of style (e.g. “How is the narcotic experience rendered in film style?”; “How have cinematographies of televised sport and sport video
games influenced one another?”; “How does continuity or discontinuity shape the process and outcome of screen performance?”), questions of
narrative (e.g., “How do fans evaluate complex ‘puzzle’ narratives like those of *Lost* or *Heroes*?”; “How do critics and fans make sense of
‘endings’ to long-form serial narrative like *Sopranos* and *Butfly*?”; “How do parallel narratives like *Crash* and *Syriana* challenge and conserve
conventions of classical Hollywood narrative?”), questions of genre (e.g., “How can we characterize the stylistic and narrative conventions of
teen TV after the maturation of the ‘MTV aesthetic’?”; “How have soap opera conventions evolved in a changing programming marketplace?”;
“How do conventions of comic books shift in pursuit of new genres and new audiences?”), or offscreen questions (e.g. “What converging and
diverging interests characterize relations between audiovisual productions and the locations where they shoot?”; “What legal and ethical issues
come into play when productions that employ child performers?”; “How do television directors make sense of their work at the intersection of
art, craft, and commerce?”), or some combination of these questions. On the way to the paper, you’ll submit an informal proposal with two or
three topics of interest, with brief explanations (early discussion and submission of prospective topics are strongly encouraged).

Final exam (M 10 May): ................................................................. 250

...and at the end of it all, you’ll take a final exam; as it gets closer, we’ll talk more about the form and content of the exam.

(Total ........................................................................................................ 1000)
Your evaluation considers the form of your work as well as its content. Substance counts more than style, but the effective communication of ideas implies their effective presentation as well. *It’s a primary expectation that work composed outside of class will follow standard rules of form and style.* Evaluation is holistic; things like form and content are considered as parts of a whole, rather than separate parts assigned separate points. Evaluation is also more additive rather than subtractive; you achieve your “A” by doing things (very) well, not by not doing things poorly. And finally, *evaluation is not negotiable.* •A (895–1000): In the A range, work not only meets but exceeds all assignment expectations, in the exceptional elegance of its form as well as the exceptional creative insight of its content. •B (795–895): In the B range, work meets all assignment expectations, demonstrating strong competence across the levels of both content and form; at the lower end of the range, minor lapses might diminish, but not endanger, that demonstration of competence (e.g., more than a handful of technical mistakes, an occasional slip or omission of argument). •C (695–794): In the C range, work meets all assignment expectations, but with more significant lapses that suggest only partial mastery at the levels of form and style (e.g., a pattern of technical mistakes, a lack of sufficient research appropriate to the assignment, a discussion limited to surface description, without sufficient depth of analysis). •D (595–695): In the D range, work approaches and substantively engages assignment expectations, but ultimately unsuccessfully, whether in not meeting major requirements (e.g., page count, research guidelines), or in other significant lapses in content or form (e.g., a lack of writing proficiency that falls below a university standard). •F (0–594): In the F range, work falls significantly short of meeting assignment expectations, or violates certain course policies listed in this outline (e.g., plagiarism, late submission).

**Course policies**

*Late work:* Late work will be accepted only at my discretion, and then only with a grade penalty for each day late (e.g., A to B). No work will be accepted outside of class without my approval.

*Writing skills:* Apart from quizzes and exams, all written work will be evaluated on the basis of writing skills—not only on points of grammar, but also on points of style like clarity, organization, and flow of ideas. Especially when dealing with complicated material, *style matters:* Give some care to the process of writing, revise your written work, peer edit, and so on!

*Academic integrity and plagiarism:* “An Aggie does not lie, cheat or steal, or tolerate those who do.” *Whether malicious or negligent, and whether in individual or group work,* academic dishonesty won’t be tolerated in this course. Plagiarism is an especially serious offense, and penalties for plagiarism will always exceed a failing grade on the plagiarized work. When you borrow someone else’s words, images, or ideas, in direct quotation or paraphrase, you must acknowledge the borrowing with a specific citation and on a list of references, distinguishing clearly between where the borrowing ends and where your own work begins (in research as well as in writing). If you’re not sure, ask!

*Mature content:* Some of the examples screened and discussed in this course may include mature content (PG–R). If you have questions or concerns about viewing such content, let me know as soon as possible.

*Electronic communications:* Much of the communication among us will travel electronically; when applicable, you’re responsible for checking eLearning and for maintaining and checking a working email account.

*Course materials and copyright:* All materials generated in this course, including syllabi, quizzes, exams, essay questions, in-class materials, and review sheets, are copyrighted, and can’t be copied without permission.

*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>. *If you require academic accommodation for a disability, it’s your responsibility to register with Disability Services, and to discuss your needs with me no more than fourteen days after we start.*
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<thead>
<tr>
<th>Week</th>
<th>TOPIC/S</th>
<th>Day Date</th>
<th>Subtopic/s</th>
<th>Reading/s</th>
<th>Assignment/s</th>
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<tr>
<td>1</td>
<td>INTRODUCTIONS</td>
<td>M 18 Jan</td>
<td>NO CLASS</td>
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<td></td>
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<td>W 20 Jan</td>
<td>Introducing COMM435/FILM489</td>
<td>Introducting form: style/narrative/genre</td>
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<td>2</td>
<td>INTRODUCTIONS; FILM/NARRATIVE</td>
<td>M 25 Jan</td>
<td>Introductions (2)</td>
<td>“Film Narrative” notes (in extended syllabus on eLearning)</td>
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<td>W 27 Jan</td>
<td>Film / narrative (2)</td>
<td>Look over course outline, and come with questions</td>
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<td>Come with genre group suggestions</td>
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<td>Come with homework assignment preferences</td>
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<td>Thompson, “Basic Techniques” and “Structuring the Action”</td>
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<td>3</td>
<td>FILM / STYLE—COMPOSITION</td>
<td>M 1 Feb</td>
<td>Composition—Production design</td>
<td>Barnwell, “From Concept to Construct”</td>
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<td>W 3 Feb</td>
<td>Composition—Staging and lighting, costume and makeup</td>
<td>Bordwell, from <em>Figures Traced in Light</em></td>
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<td>4</td>
<td>FILM / STYLE—COMPOSITION + FILM/NARRATIVE—CHARACTER; FILM/STYLE—CINEMATOGRAPHY</td>
<td>M 8 Feb</td>
<td>Composition—Performance; Narrative—Character</td>
<td>HW1—COMPOSITION</td>
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<td>W 10 Feb</td>
<td>Cinematography (a)</td>
<td>Monaco, “Mise-en-scène”; “The Diachronic Shot”</td>
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<td>5</td>
<td>FILM / STYLE—CINEMATOGRAPHY; EDITING</td>
<td>M 15 Feb</td>
<td>Cinematography (b)</td>
<td>HW2—CINEMATOGRAPHY</td>
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<td>W 17 Feb</td>
<td>Editing</td>
<td>Thompson, “The Continuity System”</td>
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<td>HW3—EDITING</td>
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<td>6</td>
<td>FILM / STYLE—SOUND; SYNTHESIZING FILM FORM</td>
<td>M 22 Feb</td>
<td>Sound</td>
<td>Kerins, “Narration in the Cinema of Digital Sound”</td>
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<td>Bordwell, “Subjective Stories and Network Narratives”</td>
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<td>JOURNAL1—INTENSIFICATIONS? (and two more)</td>
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<td>7</td>
<td>SYNTHESIZING FILM FORM</td>
<td>M 1 Mar</td>
<td>Problems in style and narrative</td>
<td>Bordwell, “Aesthetics in Action”</td>
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<td>W 3 Mar</td>
<td>Documentary style and narrative and “new factual forms”</td>
<td>Benshoff, “The Short-Lived Life of the Hollywood LSD Film”</td>
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<td>Mast, “New Directions in Hybrid Popular Television” (231–236)</td>
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<td>8</td>
<td>SYNTHESIZING FILM FORM</td>
<td>M 8 Mar</td>
<td>Group scene presentations (a)</td>
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<td>W 10 Mar</td>
<td>Group scene presentations (b)</td>
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SPRING BREAK 15–19 March
### Week 9: TELEVISION / STYLE AND SYSTEMS OF PRODUCTION

| M 22 Mar: | Liveness and television realism  
Early systems: 1-cam live, 3-cam live, 3-cam film | Barker, “The Emergence of Television’s Repertoire of Representation”  
Barker, “Production Variables in the Situation Comedy” |
| W 24 Mar: screen | 3-cam systems—from the control room and on screen | Butler, “Notes on the Soap Opera Apparatus”  
Butler, “VR in the ER” (313–321) |

### Week 10: TELEVISION / STYLE AND SYSTEMS OF PRODUCTION

| M 29 Mar: medium | Offscreen—video, as alternative and commercial medium | Halleck, “Paper Tiger Television”  
HW4—3-CAM SYSTEMS |
| W 31 Mar: | 1-cam film (1)—Defining quality style | Gitlin, “Hill Street Blues: Make it Look Messy”  
Butler, “VR in the ER” (313–321) |

### Week 11: TELEVISION / STYLE AND SYSTEMS OF PRODUCTION

| M 5 Apr: | 1 cam film (2)—Contemporary quality style | JOURNAL 2—MAPPING QUALITY STYLE (and two more)  
HW5—REALITY TV HYBRID SYSTEMS |
| W 7 Apr: | Reality TV hybrid systems | |

### Week 12: TELEVISION / NARRATIVE

| M 12 Apr: | Introducing television narrative  
The sit-com  
The soap opera | Newman, “From Beats to Arcs”  
Modleski, “The Search for Tomorrow in Today’s Soap Operas” |
| R 14 Apr: | Series drama, seriality and complexity | Ndalianis, “Television and the Neo-Baroque”  
Ornebring, “The Show Must Go On . . . and On” |

### Week 13: OTHER CAMERAS AND OTHER SCREENS—RESTYLING THE MIRROR?

| M 19 Apr: | Broken windows: Screen design | Vered, “Televisual Aesthetics in Y2K”  
JOURNAL 3—MUSIC VIDEO STYLE/NARRATIVE (and two more) |
| W 21 Apr: | Music video and CGI | Allen, “The Impact of Digital Technologies on Film Aesthetics”  
Vernallis, “The Kindest Cut” |

### Week 14: OTHER CAMERAS AND OTHER SCREENS—OTHER CAMERAS

| M 26 Apr: | Comics | McCloud, “Time Frames”  
Smith, “Shaping The Maxx” |
| W 28 Apr: | Animation  
Gaming | Brooker, “Camera Eye, CG-Eye: Videogames and the ‘Cinematic’”  
Wolf, “Inventing Space”  
Zagal, et al, “Rounds, Levels, and Waves”  
HW6—REMEDICATION AND SPECIFICITY IN OTHER CAMERAS |

### Week 15: OTHER CAMERAS AND OTHER SCREENS—OTHER SCREENS

| M 3 May: | The politics of digital video  
Web and mobile media / “User generated content” | Dawson, “Little Players, Big Shows” |

**Exam week**

| M 10 May: | Final exam, 3:30–5:30 | **FINAL PAPER** |
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Charles Conrad, Department of Communication  
    Richard Street, Head, Department of Communication  
    Donald J. Curtis, AOC Dean, Liberal Arts  
DATE: November 18, 2010  
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: COMM 446

We recommend that COMM 446 Communication, Organizations and Society be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 4500
4. Instructor to student ratio for one section: 1:25

Students in COMM 446 write a long term paper as well as three take-home essay examinations. The feedback on the first take-home examination contributes to the final project because it generally is the topic used for the final term paper. The instructor provides extensive written feedback on each stage of paper projects and on each exam. For instruction, illustrative sections of papers and exams (with feedback attached) are distributed to all class members (with identifying information removed) so they can compare answer and feedback. All students are provided with written guidelines regarding the writing process before the first assignment. Previous term papers and class readings are used for models.

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

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

   COMM 446 - Communication, Organizations & Society

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

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

Instructor / Coordinator: Nancy J. Street Nancy J. Street 9-27-10
Printed name and signature (Date)

Received: Valerie Balester 10/4/10
(W Course Coordinator, University Writing Center) (Date)

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

Department Head: Richard L. Street, Jr. 9-30-10
Printed name and signature (Date)
This course is designed to investigate the communicative processes through which formal organizations influence popular attitudes and public policies. It is grounded in the assumption that U.S. residents hold ambivalent and incongruent views of organizations and the executives who run them. On the one hand Americans long have had a deep cultural suspicion about the social and cultural impact of organizations, especially large, powerful ones. On the other hand we celebrate the ways in which organizations have contributed to our economic independence and standard of living. Similarly, we celebrate democracy and condemn totalitarianism of all kinds, but we happily accept autocratic rule within our organizations, even those supported by government and tax monies. These ambivalences create a conceptual space within which organizations can simultaneously be condemned and legitimized. Our goal this course will be to understand the role that communication plays in both of these processes. 

Note: because the course focuses on current controversies, the syllabus may suddenly change (although I will keep the same exam dates and paper due dates so that you can plan your semesters). During the spring of 2005 Walmart’s image had sunk to such a low point that the company hired a PR firm, so we focused on it. During the fall of 2005, hurricanes ravaged the gulf coast, creating massive problems of reputation management for almost every organization involved in the events. During the fall of 2008 the most recent wave of corporate (which means managerial) shenanigans created the “Great Recession,” and spawned an unprecedented wave of government “bailouts.” Last semester we focused on efforts to reform the U.S. healthcare system (a cycle that recurs every 15-17 years, like cicadas). In other semesters we’ve focused on the petrochemical industry (accusations of price gouging, environmental damage, and the misadventures of British Petroleum, which change every month or so). None of these events was part of the original syllabi for the course, but we wound up spending a month studying them. If this spring brings any new organizational crises or public disasters, you can be certain that we’ll study them. We will need to make two decisions, however. We will cover background concepts related to organizational image/crisis management and organizations’ influence on public policy. Then we will embark on an in-depth analysis of one of the two topics (we simply will not have time to cover both topics in depth). Then, we will need to select case studies related to the focal area that we choose.

Note #1: If a due date or examination falls on a religious holiday that you normally celebrate, please see me for an alternative schedule

Note: #2: I am willing to sponsor honors-eligible students on a contract basis so that they can receive honors credit for this course. I will provide additional information the first day of class.

EXAMINATIONS: There will be two. The first will be on February 11; the second will be during the final exam period scheduled for this course by the university registrar. Each exam will be "cumulative" in the sense that the key concepts of the course tend to build on one another and will be composed of multiple choice and essay questions. Each exam is
worth a maximum of 100 points. Hopefully, your answers to the essay questions on the first exam will lead to your paper/project, in keeping with the rationale behind “W” courses.

**PAPER/PROJECT:** during the course of the semester we will briefly consider a number of “case studies” of organization-society relationships. For your paper I want you to choose a case study that is relevant to the course and of particular interest to you, become an expert on that case, and then analyze the communicative strategies used by the various parties who are/were involved. Recent examples of organizational "reputation management" include image/crisis management surrounding sexual abuse in the Roman Catholic Church, Halliburton, Inc.'s contracts related to the Iraq war and/or Blackwater’s (now called Xe) activities in Iraq; responses to Gulf Coast Hurricanes (FEMA, the Red Cross, etc.); and so on. Examples of organizational influence on public policymaking include the role that financial organizations played in the reform of federal law regarding individual bankruptcy; the credibility of the U.S. accounting industry before and after the bankruptcies of Enron, Worldcom, etc.; federal government bailouts of various industries (airlines, financial firms, U.S. automakers, etc.); the impact of pharmaceutical company and insurance/HMO industry lobbying on healthcare reform; the 2010 Arizona immigration law, and so on. You are welcome to choose one of the case studies we cover in class, but my evaluation of your paper will be based on the parts of your analysis that go beyond what we discussed in class. 100 points possible. Due on the Tuesday after Turkey Day, although early submissions will be happily accepted.

**READINGS**

There will be many. The primary textbook will be Charles Conrad, *Organizational Rhetoric: Resistance and Domination*. You need not buy a copy; in fact you can’t because it isn’t out yet. I will provide copies of the chapters via email, the same way I’ll provide copies of the other readings. After the first day of class each session will involve a structured discussion of one or more of the week’s reading assignments. STUDENTS SHOULD BRING ANY QUESTIONS THEY HAVE OVER THE READINGS TO THESE CLASSES BECAUSE WE WILL NOT HAVE FORMAL REVIEW SESSIONS FOR THE EXAMINATIONS. It is quite important that students keep up on the readings. Discussion questions are included in this syllabus and/or will be distributed as the course progresses. I will distribute electronic copies of the other readings to you through the university’s neo system, assuming it’s actually functioning.

**UNIT ONE: TOPOI AND ORGANIZATIONAL DISCOURSE**

**Topic 1 (8/31/10-9/9/10). Characteristics of the “American System”**

*Focal Text: "Aaron Fuerstein and Corporate Executions"

**Discussion Questions:** What obligations/responsibilities do organizations have to the societies within which they operate? What obligations/responsibilities do societies have to the organizations which operate within them? (Note: the brief essay at the end of this syllabus may jump start your thinking about these questions)
Readings:
*Conrad, *Organizational Rhetoric*, chp. 1, through the “American System”.
*Perrow, *Organizing America*, chp. 5 (Corruption).

Discussion question over the dead Greeks section of Conrad, chp. 1:

On the one hand, Americans are strong advocates of democratic forms of government. On the other hand, we are happy to allow formal organizations to operate as totalitarian regimes. In fact, many (perhaps most) of us resist government efforts to influence the operations of organizations (that is, of democratic institutions to “interfere” with totalitarian ones) and tolerate corporate funding of/influence over political processes (that is, totalitarian institutions “interfering” with democratic ones). Explain why.

Discussion Questions over the American System:

--Perrow argues that economies can be organized through markets, hierarchies, communities, or networks. What are the key characteristics of each? What would life be like in each one? Why?
--How and why did the US economy move away from “small firm markets” to “hierarchies?” What role did the courts play in this change. There are three related questions: (1) how/why did the corporate form develop, (2) how/why did we shift to a system of easy incorporation, and (3) what role did the “Dartmouth decision” play in all of this?
--Why was it important that federal started to take precedence over state laws?
--What was the impact of the court decisions after *Dartmouth*?

Pharmaceutical Pricing Case Study

Focal Text: “The Other Drug War,” available at pbs.org under the “view online” tab on the “Frontline” website.

Reading: Conrad & Jodlowski, “Dealing Drugs on the Border”

Discussion question: complete the “weekend fun” exercise included in chapter one, and sketch out responses to the questions at the end of the case study that concludes the chapter. In the process make sure you find out how much the drug you’ve selected will cost you (note: most of you will need to add the copayment that you pay for the drug to and the total amount that your health insurance company pays for it). Then, find out how much it would cost if you were a U.S. military veteran (see the families.usa website) and how much it would cost if you bought it in Canada (which has the second-highest pharmaceutical costs in the developed world), or in a European country. Explain any discrepancies.

General Issue: Free Markets and Innovation
Kuttner, chp. 6, selections.

**Discussion Questions:** (1) Under what circumstances (economic and otherwise) is innovation most likely? Least likely? Why? (2) Do monopolies/oligopolies enhance innovation? Limit it? It depends (if you choose this answer, explain what it depends on).

**Topic 2 (9/9-9/21). Everything for Sale?**

Conrad & Millay
*Enrichment:* Kuttner, *Everything for Sale*, “Intro” and Chapter 1

**Discussion Questions:** (1) what are the assumptions underlying “free market fundamentalism” (Kuttner calls them “heroic” assumptions); (2) what factors/processes create what he calls “market failures;” (3) what is a “second best market” and why would we want one; (4) Under what circumstances are market systems the preferable way to organize a society/economy; (5) how in the world did the Texas legislature decide to abandon free market fundamentalism and pass the first HMO bill of rights?

**Case Study: Free Markets, Babies, and All That**

Conrad, chp. 2, closing case study
“Use with Posner” collection of essays

*Enrichment:*


**Discussion Questions:** First, an introduction. By the way, Judge Posner is a very important person—the senior justice of the federal appeals court in Chicago he was pushed by a number of conservatives as one of President Bush's nominees for the U.S. Supreme Court. Now that Milton Friedman passed away, he’s probably the most important advocate of free market theory among U.S. intellectuals (although like Ben Bernanke, he recently upset radical free market fundamentalists by admitting that it might’ve been a good idea to regulate the U.S. banking industry prior to the 2008 crash, and would be an even better idea to do so in the future). Robert Kuttner refers to him as a free market extremist who believes that taxation, income transfer from the rich to the poor, and government spending is a form of legalized theft (p. 335). What more could a good Ag want? Anyway, in the essay with Ms. Landes, he argues that the ills of the current baby adoption system in the U.S. can be traced to excessive government regulation, which could be remedied by a modified free market system. As you might guess, his proposal generated a bit of controversy (there’s pretty good evidence that it’s what kept him from being nominated to the Supremes by W). The second article is his
response to the criticisms. They’re important b/c they raise a number of non-economic issues regarding the acceptability of a free market. Hence, we’ll discuss the following questions: (1) What, according to Posner, are appropriate limits to the free market system? What, according to his critics, are appropriate limits? If one applied those conceptions of limits to an economy as a whole, what would the resulting system look like? (2) In “the Use With Posner” file I’ve attached similar debates about other aspects of a free market in human biology (e.g., sperm, eggs, ova, sex-selection, organ donations, etc.). What is an appropriate “mix” of free market and government control in these industries? Why? What does your answer have to do with economics? (2) Answer the same questions regarding other aspects of “family formation” and health care (sex selection of children, human egg/sperm/ova donation, organ sales, etc).

**Topic 4 (9/23-9/30) American Culture and the Theory of Comparative Advantage**

Higham, *Strangers in the Land, selections*

Peter Skerry, *The Real Immigration Crisis*

Readings on Immigration Policy

**Discussion Questions:** what is the “theory of comparative advantage?” What does it say about the movement of labor across national borders? Historically, what has US immigration policy been like? What position(s) have corporate leaders taken on immigration policy? How/why has it changed over time? What position(s) have other interest groups (politicians, labor unions, social reformers, religious leaders, etc.) taken on immigration policy? How did it change over time? What positions do the various stakeholders take in the contemporary debate? To what extent are these new positions?

**October 5. First Examination**

**UNIT TWO (10/7-10/21): ORGANIZATIONS, RHETORIC AND PUBLIC POLICYMAKING**

**Part One: Policy Formation**

**Readings:** Conrad, chp. 4

Stone, Policy Paradox, selections

Plan D follow-up pdf

**Enrichment:** Bruce Bartlett, “The Worst Legislation in History?”

**Discussion question:** complete the “Weekend fun” exercise and sketch answers to the discussion questions at the end of the chapter. Be sure you also can answer these questions: how does a bill become a law (do NOT review your notes from high school or college civics class)? Explain how and why a “free marketer” administration and Congress passed the largest socialist program since the New Deal (Medicare Plan D)

**Part Two: Regulation**

Kuttner, *Everything for Sale?* sections on regulation and de-regulation (focus on
Discussion Questions: (1) What are the economic reasons for govt. regulation of "2nd best" markets? The social reasons? (2) Why is regulation necessary in the power industry? Why have none of the Texas cities that are allowed to de-regulate their power systems done so? (2) Is regulation alone an adequate way to police "2nd best markets" like power? Why or why not? (3) Why has deregulation had mixed effects in the airline industry? (In other words, why in the world do airlines still serve places like North Dakota? Should they? Would they without government intervention in the marketplace? Why have 78 of the 80 new innovative airlines that have popped up since the industry was de-regulated died?)

*Focal Text: Watch the episode of the pbs “Frontline” series entitled "Dangerous Rx"

Discussion Question: (1) choose a prescription drug that interests you, preferably one that you or a loved one currently is taking or recently has taken). Find out how safe it is, including what side-effects are likely, and how effective it is, especially in comparison to other drugs or treatment approaches. (2) during 2007 and 2008 the Bush administration proposed that lawsuits against pharmaceutical firms over safety-related issues be declared unconstitutional, providing the drugs that were involved had been approved by the FDA. The case went to the US Supreme Court, which narrowly ruled against the administration. Given what you know about the FDA’s funding, operations, and so on, how would you have ruled? Why?

UNIT THREE MANAGING ORGANIZATIONAL IMAGE(S) (10/26-11/7)

Readings: Conrad, chp. 5

George Dionisopoulos & Steve Goldzwig, “The Atomic Power Industry and the NEW Woman”

Discussion Questions: (1) What advantages/disadvantages do the core assumptions of American culture provide for nuclear industry rhetors? (2) What advantages/disadvantages do they hold for anti-nuclear industry rhetors? Why? (3) What role can/does "science" and scientific discourse play in organizational legitimation?

*Focal Text: "Meltdown at Three Mile Island"

Readings: George Diosonopolous & Richard Crable, “Definitional Hegemony as a Public Relations Strategy”

Readings on the revival of nuclear power
Discussion Questions: (1) What legacy did the TMI accident leave for nuclear industry rhetors? (2) Pretend that President Obama asks you to devise strategies for persuading Americans to support the expansion of nuclear energy. What problems do you face in doing so (for the purpose of this question pretend that the term "Americans" includes those pesky blue states)? What strategies would you employ? Why? How would your approach differ from the one used by the industry after TMI

Our remaining class sessions will extend our analysis of either public policymaking or organizational image/crisis management.

Misc. Course Information

- **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](http://disability.tamu.edu).

- **Academic Integrity Statement and Policy**

  "An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

- **Grading Scale:**

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

  *If you receive an * next to your grade on a project or exam, it means that I concluded that something other than your mastery of the material influenced your grade. If your final total for the semester is within 5 points of the next-higher grade, and you had one or more *s, I may bump your grade for the course up to the next letter grade.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Chester Dunning, Department of History
    Walter L. Buenger, Head, Department of History
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: November 18, 2010
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 410

We recommend that HIST 410 Russian History to 1801 be certified as a writing (W) course for four academic years (9/11 to 9/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

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

HIST 410 requires an analytical, researched term paper, and a number of short assignments that build toward a longer one: a topic statement and bibliography; an outline; and a revised bibliography. Feedback is provided by the instructor on rough drafts of term papers as well as on the short assignments that contribute to the term paper. Students are also given the option of having the instructor re-read their rough drafts before the due date, something about 25% of the students decide to do. Because the course also includes two essay exams, students get ample practice in historical writing and reasoning. Instruction includes three in-class writing laboratories, one for pre-writing, one for drafting, and one for revision. Throughout the course there is instruction by means of modeling of a professional paper, written and oral instructions, class discussions of strategies, outlining, and common problems, individual tutorials, e-mail consulting, networking and problem solving.

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

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

   HIST 410: Russian History to 1801

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

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

   Instructor / Coordinator: Chester Dunning
   Printed name and signature
   (Date)

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

   Michael T. Stephenson
   Printed name and signature
   (Date)

   Department Head: Walter L. Buenger
   Printed name and signature
   (Date)

   RECEIVED
   OCT 15 2010
   By
RUSSIAN HISTORY TO 1801

This lecture course covers the first thousand years of Russian history, from the origins of the East Slavs to the death of Catherine the Great’s son, Tsar Pavel. Special attention is paid to Russia’s religious conversion and the development of Orthodox Christianity as a state religion, the impact of the Mongol conquest and domination, the rise of the Moscow-centered Russian state, the creation of the Russian empire and the tsardom of Moscow, the founding of the Romanov dynasty, serfdom and popular uprisings, the reforms of Peter the Great, Russia as a Great Power, and the reign of Catherine the Great. The course will appeal especially to those students with a strong desire to develop their critical thinking, reading, and writing skills.

W-Course:

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

Other Student Learning Outcomes:

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


Chester Dunning, *A Short History of Russia’s First Civil War* (Penn State Press)

Lindsey Hughes, *Peter the Great: A Biography* (Yale U. Press)

Isabel de Madariaga, *Catherine the Great: A Short History* (Yale U. Press)

II. Course Organization:

A. Term paper topic statement due **Thur., Sept. 23** 5% of semester grade

B. Mid-term exam (**Thursday, Oct. 14**)
   (Class notes; Moss, chs. 1-10; Halperin; Pouncy; Dunning, chs. 1-23) 30% of semester grade

C. Term paper outline and bibliography due on **Thursday, Oct. 21** 5% of semester grade

D. Term paper rough drafts due **Tuesday, Nov. 23** 10% of semester grade

E. Term papers due at instructor’s office on **Friday, December 10, by 2 pm** 20% of semester grade

F. Final exam (**Wed., Dec. 15, 1-3 pm**)
   (Class notes, Moss, chs.11-21; Dunning, chs. 24-25; Hughes; de Madariaga) 30% of semester grade

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

**Grading:** 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F

**Attendance:** Attendance is mandatory. Students may be penalized after more than three absences, except in the case of university-excused absences. Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. More than three unexcused absences may result in half a letter grade reduction for the semester; more than five absences, a full letter grade reduction; more than six absences, don’t go there!
Plagiarism Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor. As far as I am concerned, plagiarism is one of the worst academic sins. If you get caught, do not bother pleading ignorance.

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

History majors who wish to explore career ideas, please contact Dr. Philip Smith in the History Department's advising office (Room 105, Glasscock Building)
Phone: (979) 862-2061 E-mail: < pms@tamu.edu>

III. Course outline by week:

1. Introduction; Russia before the Russians
2. Origins of East Slavic society; Kievan Rus’
3. Medieval Russian culture and society; WRITING LAB I
4. Mongol conquest; Rise of Muscovy
5. Ivan III and the “Gathering of Russia”; Russian culture, society and economy in 16th c.
6. Tsar Ivan IV “the Terrible”; Founding the Russian Empire, imperial expansion
7. Russia in Crisis at the end of 16th century; mid-term exam
8. Russia’s First Civil War; Founding of Romanov dynasty
9. Russia in 17th century; recovery, serfdom, and rebellion; WRITING LAB II
10. Peter the Great comes to power; Russia vs. Sweden
11. Peter the Great’s reforms; rise of Russia as a Great Power
12. 18th century Russian politics, culture, society, economy; term paper rough draft due
13. Return term paper rough drafts; WRITING LAB III
14. Catherine the Great; Pugachev Rebellion; Russia in 1800
IV. Term Paper:

The term paper for this course may be on almost any topic in Russian (or pre-Russian) history up to the end of the eighteenth century. Remember, however, that whatever topic you choose to write on, your essay must take an analytical – not merely descriptive – approach to the subject. During the first weeks of the semester look at the textbook, other assigned books, and other available resources and identify a few topics in early Russian history that interest you. Visit Evans Library and look for books and/or articles on these topics. You will need to use at least one original source (in translation if necessary) in your term paper. In most cases you should have no difficulty finding appropriate original sources. If you need help, please ask for assistance early on – not at the last minute! Spend a little time choosing a potential term paper topic. Jot down your ideas – including the authors and titles of the books and articles that you have located. Get in the habit of writing down full names of authors and complete bibliographic references the first time; that will save you time and trouble later on. When you are ready, prepare a formal, typed statement of your topic and a preliminary bibliography. (For the bibliography, use Chicago Manual of Style formatting.) The more detailed and specific your topic statement is, the easier it will be for the instructor to help you nail it down and locate additional bibliographic references. Be sure to take some time at this stage so that you choose a topic that really interests you and that library holdings can support research in. There are reference librarians who can help you access useful electronic resources. I will be happy to consult with you about topics and bibliographies, but only after you have visited the library.

The statement of your term paper topic and preliminary bibliography (typed) is due in class on Thursday, September 23. This is worth 5% of your semester grade so put some thought into it. I will grade and return your statements quickly, making suggestions about refining topics and developing bibliographies. Save your graded statement and bibliography.

During the second month of the semester continue your reading and research on your refined topic. Feel free to consult with me and/or librarians at any stage in this process. Prepare a formal, typed preliminary outline of your term paper and updated bibliography. Be sure to attach your first graded topic statement and bibliography to your outline and updated bibliography before turning it in. This assignment is due in class on Thursday, October 21, and is worth 5% of your semester grade. I will grade the outlines very quickly and make suggestions about refining your approach, organizing your paper, and possibly adding additional items to the bibliography. Save your graded outline and bibliography.

Next, finish your research and prepare a rough draft of your term paper. Essays should be approximately 2500 words or about nine typed pages in length (double spaced, 1-inch margins) and carefully proofread. Use Chicago Manual of Style formatting for endnotes and bibliographies. The rough draft is due in class on Tuesday, November 23, and is worth 10% of your semester grade. Rough drafts will be returned quickly with comments, suggestions, and corrections. Final drafts of term papers are due at the instructor’s office by 2 pm, Friday, December 10, and will count as 20% of the semester grade. Be sure to attach to the back of your term paper your original topic statement, graded outline, and corrected rough draft.
V. **Writing Laboratories**: Three Writing Laboratories are scheduled over the course of the semester to help guide students through the three critical stages of a term paper: pre-writing, drafting, and revision. An article recently published by the instructor will serve as a model to help prepare students for the tasks of critical reading, organizing, outlining, and writing rough drafts of the term paper.

**Writing Laboratory I: Pre-Writing**

How does one begin? We will discuss how to choose a topic that will be of sustained interest to you, how to take notes while reading (an extremely important but often neglected strategy and skill), how to organize those notes, and how, in general, to stay focused while still being unsure of the paper’s central theme and supporting arguments. My own notes and several aborted attempts to start my article, which I will bring in and spread out on a table in the center of the room, will demonstrate just how chaotic this stage of the writing process can be. The trick is to persevere—indeed to thrive—during this period of ambiguity and discovery. **The term paper topic statement is due Thursday, September 23, and is worth 5 % of your grade.**

**Writing Laboratory II: Drafting**

Outlining, writing rough drafts, and developing strong thesis statements are the key issues at this stage—again, using the instructor’s article-writing experience as an explanatory model. The thesis statement (or central theme) is the crucial part of your paper. Stated properly and forcefully, it will provide structure to your essay. Stated unclearly or inadequately, it is likely that your paper will be unclear and inadequate as well. Remember, the less your reader has to struggle to understand your paper, the more likely he/she will appreciate its content and argument. Common problems that occur in undergraduate student papers will also be discussed – especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spell-checker programs. **The term paper outline and bibliography are due in class Thursday, October 21; this assignment is worth 5 % of your grade.**

**Writing Laboratory III: Revision**

If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft—especially the emergence of a strong thesis. One rarely develops a strong thesis statement right off that bat. Often, in fact, a writer only figures out his/her central theme after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. A paper is not like a movie, however. Do not keep your reader hanging in suspense until the end. Writing Laboratory III is intended to help students understand exactly how to convert their corrected rough drafts into the best possible term papers. Other issues of concern to the students and/or instructor that emerge from the rough-draft stage will also be discussed. **The term paper rough draft is due in class on Tuesday, November 24, and is worth 10% of your grade. The final, revised, and corrected version of your term paper is due by Friday, December 10 at 2 pm and is worth 20% of your grade.**