Memorandum

TO:        Faculty Senate Executive Committee
FROM:      Valerie Balester, Chair, W and C Course Advisory Committee
DATE:      May 24, 2011
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:

- ECON/WGST 318     The Economics of Gender and Race
- ENGL 412         Studies in Shakespeare
- HIST 445         Modern Military Thought

Courses submitted for W recertification:

- PHIL 410         Classical Philosophy
TO: Faculty Senate Executive Committee

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

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

DATE: May 24, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: ECON/WGST 318

We recommend that ECON/WGST 318 The Economics of Gender and Race 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: 40%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:25

Students write two papers in the style of the Economic Focus column of The Economist, and receive instructor comments on drafts of these. They also receive instruction in the form of workshops on style, and they read a canonical text, Economical Writing, and do exercises from it. They also look at and discuss examples of good writing of the type required for the class. As an additional boost to their communication skills, several students will prepare and deliver a slide presentation of a reading every week.
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):

   \textbf{ECON 318 THE ECONOMICS OF GENDER AND RACE}

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: \textbf{MANUELITA URETA} \hfill 4-15-2011
\textit{Printed name and signature} \hfill \textit{(Date)}

Received: \textbf{Valerie Balester} \hfill 4/14/11
\textit{(W Course Coordinator, University Writing Center)} \hfill \textit{(Date)}

Approvals:

\textbf{Michael T. Stephenson} \hfill \textit{Printed name and signature}
\textit{(Date)}

College Dean: \textbf{\hspace{12cm}}

Department Head: \hspace{15cm} \textbf{4-20-2011}
\textit{Printed name and signature} \hfill \textit{(Date)}

\textbf{RECEIVED} \hfill MAY 03 2011
\textit{By} 3 of 34 K
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):

   WGST 318 - The Economics of Gender and Race

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: Manuelita Ureta
Printed name and signature

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

Approvals:
Michael T. Stephenson

College Dean:
Printed name and signature

Department Head:
Printed name and signature

4-21-11
5/4/11

RECEIVED
By
May 03, 2011
Texas A&M University  
College of Liberal Arts --- Department of Economics  
ECON/WMST 318 --- The Economics of Gender and Race  

Fall 2011  
Prof. Manuelita Ureta  
Office: 3007 Allen Bldg. (847.9449)  
E-mail: Manuelita.Ureta@tamu.edu  

Syllabus [Subject to Minor Revision]  

Class Web Site: http://elearning.tamu.edu/ Be sure to upgrade your version of JAVA to the most recent, and enable pop ups. Call 845.8300 for help.  

Office Hours: [To be determined when the schedule of classes is set], and by appointment. Send e-mail to the above address to schedule an appointment. The department of economics has a tutoring lab for undergraduate students staffed with students in the economics PhD program. The lab is free of charge and runs Monday through Thursday from 8:30 until 11:30 am. and from 1:30 until 4:30 pm. in ALLN 3002 (third floor of the building where we meet for lectures). On Fridays the lab runs from 8:30 until 11:30 am. The Teaching Assistant for the class is [to be determined].  

Description: Theories and evidence on gender and race differences in labor market outcomes; labor supply and the role of family formation, the effect of human capital and discrimination on earnings, analysis of government policies, international comparisons. Prerequisites: ECON 202 and STAT 211 or 303 or equivalent.  

Objectives: The primary focus of this course is on the economic behavior of women and men, on economic institutions, and on economic outcomes, with a particular emphasis on race differences. We will seek answers to questions such as: Why are men paid more than women, and whites paid more than non-whites? Why do women and men work in different occupations? What explains the rise in labor force participation of women in the post World War II era? What explains the decline in labor force participation of black men in recent decades? Why do men and women marry? Why are there now more women than men enrolled in college? We will apply economic models of comparative advantage and specialization, supply and demand, consumer choice, human capital, and discrimination to explore the answers to these questions. Economic theory will frame our discussion. In addition, we will examine historical trends and empirical studies that try to answer these questions through the analysis of data.  

A secondary goal is to help you improve your ability to express yourself effectively in writing. This is a writing intensive course and your grade will depend both on your mastery of the content of the course and on how well you present the knowledge and analysis you have acquired.  

Required Text and Readings: The text book for this course is The Economics of Women, Men, and Work, by Francine D. Blau, Marianne A. Ferber, and Anne E. Winkler. Any recent edition (4th, 5th or 6th) is acceptable. Supplemental readings from professional journals, newspapers, and speeches will also be assigned. All readings listed in this syllabus are available on the electronic reserve for this course. To access the electronic reserve through the Texas A&M Library website you need a neo id and password. Articles and readings that are not available on the web nor the electronic reserve will be made available in pdf format on the class web site.  

Also required reading is Economical Writing, 2nd edition, by Deidre McCloskey.  

Any undergraduate labor economics textbook will be an extremely useful reference. Copies of several texts will be available on reserve at the PSEL library.  

Students are encouraged to collect and bring into class, or email me, articles that are relevant to the issues covered in class. Good sources are The Wall Street Journal, The New York Times, The Economist and Business Week.
**Requirements:** Six quizzes on lectures and readings will count 25 percent of the final grade. The lowest score on the quizzes will not count. There will be no make-ups for the quizzes. With university approved excuses, the grade on the exam will be re-weighted.

The final, and only, examination will count 25 percent of the final grade.

Every week, several students will each develop a PowerPoint presentation of a reading, deliver it in class, and “lead” the subsequent discussion. Class attendance, participation, quality of the PowerPoint presentation and its delivery, and ability in leading the discussion will be worth 10% of the final grade.

The remaining 40 percent of the final grade will be based on writing assignments. Two papers (1,000-1,200 words) will count 20 percent each. Details on the writing assignments will be distributed in a separate document, and are considered a part of the syllabus; any requirements and deadlines set forth there have equal force to those in this syllabus. In accordance with Texas A&M policy, your written assignments must be original writing, you must receive feedback on your drafts, you must revise your drafts, and the combined word count must be at least 2,000 words. **Failure to follow these three criteria will lead to an automatic failure in the class. Failure to turn in any of the draft or final version of the writing assignments will result in failure for the class. Failing the writing portion of the class will lead to an automatic failure in the class regardless of other performance.**

If you need assistance in developing your writing skills, you would be well advised to avail yourself of the services provided by the University Writing Center:

"The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are highly recommended but are not required. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person."

Class attendance is optional, however, it may affect your final grade as follows. If your final score in the course is within 2 percentage points of the next letter grade, and if you have no more than 3 absences (excused or unexcused), I will add 2 points to your total and give you the higher letter grade. There will be no exceptions. Note the bonus 2 points affect your course grade only “at the margin,” i.e., if your total points are within two points of the next grade. If you leave class before the class is dismissed, you will be counted as absent. I have set the bonus point cutoff at three absences and not zero absences because there will be legitimate excuses for missing class. Thus, the three absences are for any reason, excused or unexcused. If you are sick, must attend a funeral, see your doctor, have a flat tire, oversleep, leave town for a sports competition, etc., you are using one of the three allowed absences. Accordingly, please do not bring me a verbal or written excuse for an absence from class. Understand that the purpose of the attendance bonus points is to reward students who make a good effort in class. “Attendance” means arriving on time, being alert, paying attention to the lecture and taking good notes. Texting, doing crossword puzzles, reading newspapers, sleeping, surfing the web, talking to your neighbor or otherwise not paying attention is a violation of the spirit of this policy. If you arrive late to class and I am done with roll call it is your responsibility to make sure I count you as having been present. I will suspend this privilege if you arrive late repeatedly. Attempting to get credit for attendance but leaving early is tantamount to cheating and will not be tolerated.

The schedule for quizzes and final examination is below.

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

**Academic Integrity Statements:** AGGIE HONOR CODE

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

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

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

**Pledge:** On all course work, assignments or examinations required for this course, the following Honor Pledge shall be pre-printed and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**Violations of the Aggie Honor Code:** Students who violate the Aggie Honor Code in their work for this class will earn an F* grade. I will report all violations to the honor council.
Course Outline and Readings-Subject to Revisions

Week(s) of Topics and Readings
Aug. 29th Introduction, review of basic economic concepts, introduction to regression analysis
1. Blau, Ferber, and Winkler (BFW), chapter 1

Sept. 5th Overview of recent developments: women's progress, challenges facing blacks and Hispanics
1. BFW, chapter 2

Thursday, September 8th: Quiz 1

Sept. 12th The family as an economic unit: specialization and exchange, comparative advantage, household bargaining models
1. BFW, chapter 3

Sept. 19th The economics of marriage: supply and demand and marriage markets, divorce, fertility
1. BFW, chapter 10

Thursday, September 22nd: Quiz 2
Rise in married women's labor force participation: the basic labor supply model, trends in female and male labor supply and underlying factors, the “opt-out revolution”

1. BFW, chapter 4

The gender and race gaps in pay: trends in earnings and occupational segregation, the human capital model, regression analysis revisited

1. BFW, chapters 5 and 6, and appendix to chapter 7
Nov. 7th - Nov. 14th

The gender and race gaps in pay: discrimination

1. BFW, chapter 7

**Thursday, November 10th: Quiz 5**

Nov. 21st

Recent developments in the labor market and their impact on the gender gap

1. BFW, chapter 8 and 9

Nov. 28th

Gender Issues in Developing Countries

1. BFW, chapter 12

**Thursday, December 1st: Quiz 6**

[Date to be determined]: Final examination
TO: Faculty Senate Executive Committee

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

CC: Harriette Andreadis, Department of English
    Cecelia Hawkins, Department of English
    M. Jimmie Killingsworth, Head, Department of English
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: May 17, 2011

SUBJECT: REPORT ON PROPOSED W COURSE: ENGL 412

We recommend that ENGL 412 Studies in Shakespeare 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: 35%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:25

Students write a long critical paper and receive guidance on topic selection and thesis development in week 7, with instructor approval of topics and thesis statements by week 8. In week 11, students will bring an outline to class for another peer review. During workshops, the instructor will provide information about thesis statements, narrowing and focusing topics, and appropriateness. Models of critical analysis will be discussed in terms of focus and development. There will be another peer review workshop on the rough draft a week before the due date.
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):

   ENGL 412 - Studies in Shakespeare

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: Cecelia Hawkins
Printed name and signature
(Date) 4-19-11

Received: Valerie Balester
(W Course Coordinator, University Writing Center) 4-25-11

Approvals:

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

Department Head: J. Killingsworth
Printed name and signature
(Date)

RECEIVED APR 25 2011
By
ENGL 412: Studies in Shakespeare  
TR 9:35-10:50 a.m. , BLOC 121

Prerequisite: ENGL 212 or 312.

Course Description:

CATALOGUE DESCRIPTION: Exploration of a significant topic or genre in Shakespeare, emphasizing scholarship and literary criticism.

THIS CLASS: We will focus on the contemporary sources and socio-political contexts that informed Shakespeare’s plays. To that end, we will read a few selected plays in light of contemporary treatises and texts on the subjects that drive them.

Among the questions we will take up will be: What social, historical, and political issues influenced the plays and their production? What intellectual currents and literary conventions shaped the subject matter and style of Shakespeare’s plays? We will also consider how the material circumstances of the early modern theater shaped the drama as well as the construction of women, race, and gender during early modernity as it was filtered through contemporary materials and Shakespeare’s plays.

THIS IS A W (WRITING INTENSIVE) COURSE

As a “W” (Writing) course for majors this class provides credit toward your “W” requirement (two courses in your major). Consequently, it has a strong emphasis on writing that demonstrates mastery of content and format as practiced in the discipline of English. Students will aim their work at an audience of peers and a professional audience and will study models of good writing.

Considerable help is available at the University Writing Center in Evans Library 1.214 (http://writingcenter.tamu.edu/). I will also conduct two writing workshops designed just for this class at the times indicated on the reading schedule and emphasize techniques of revision and analysis.

Students cannot receive W credit for this course without earning a passing grade on the writing component, no matter how the points are distributed.
Course Objectives:

To enhance your critical thinking and analytical abilities as well as your comprehension and appreciation of the early modern (Renaissance) period and Shakespeare's plays through:

• Careful readings and advanced literary analysis of the texts of selected plays
• Study of the principles of Shakespeare’s dramaturgy
• Study of influential contemporary ideas and ideologies
• Focus on important critical concepts
• Comparison of different readings of the plays
• In-class discussion
• Critical writing on quizzes, essays, exams

Required Texts and Other Materials:

The Norton Shakespeare, ed. Greenblatt et al. 2nd edn. 2008. (If you choose to use another text of the complete plays, you must be certain that it contains a reliable college level text with adequate, up-to-date notes. See me if you have questions.)

The Bedford Companion to Shakespeare, Russ McDonald, 2nd edn. 2000. Assignments from The Bedford Companion will be made during the semester. You are responsible on exams and/or quizzes for the material assigned.

ADDITIONAL REQUIRED READINGS: I will regularly distribute in .pdf format via email and in class various supplementary background readings for each play taken from contemporary sources. You are responsible for a detailed knowledge of their contents. Print them out, read them, and bring them to class for discussion.

ELECTRONIC MATERIALS: Video and audio tapes of Shakespeare’s plays, especially those by the BBC, are available at the EDMS in Evans Library Annex, 4th floor. I urge you to familiarize yourself with them.

Course Schedule:

Check your University email account regularly. As above, you will receive assignments and supplementary materials for each play electronically. You are responsible for printing these out, reading them carefully, and bringing them to the next scheduled class meeting.

Class sessions will consist of lecture, discussion, and written work, including reading quizzes and exercises in critical analysis.

This schedule is suggestive rather than prescriptive; that is, it is intended to suggest the relative amounts of time we will be spending on each play. It is intended to be fluid insofar as our pace will depend on class needs, interests, and the demands of engaged class discussions. We may both fall behind and leap ahead of this “official” schedule;
however, if your reading keeps abreast of this schedule, if you read the play in its entirety for the day we’re to begin discussion, you will find that you’re always prepared. I will announce any changes in scheduled assignments well in advance.

Weeks 1: *Merchant of Venice*

Week 2: *Merchant of Venice*

Week 3: *Merchant of Venice*

Weeks 4: *Othello*

Week 5: *Othello*

Week 6: *Othello*

Thursday: hour exam #1 on MV & Othello

Weeks 7: *Coriolanus*

Thursday: Critical Paper Topic selection and writing workshop; submit a tentative thesis statement by the end of class for approval

Week 8: *Coriolanus*

Week 9: *Coriolanus*

Weeks 10: *Antony and Cleopatra*

Week 11: *Antony and Cleopatra*

Thursday: Critical paper outline due; workshop and peer critique

Week 12: *Antony and Cleopatra*

Thursday: hour exam #2 on Coriolanus & A&C

Weeks 13: *The Tempest*

Week 14: *The Tempest*

Thursday: Writing workshop on critical paper; peer critique

Week 15: FINAL EXAM WEEK

- Final exam on *The Tempest* at time scheduled for this course & section
- Submit the final draft of your research paper at the beginning of the exam. Also submit a final draft on Turnitin.com. You may submit the paper earlier.
Written Work:

Three exams @ 20% each................................................................. 60%
Final critical paper..............................................................................35%
Quizzes................................................................................................. 5%

HOUR EXAMS may consist of a variety of short answers (quotations from the plays, terms to be identified, etc.) and essays covering the plays, lectures, distributed materials, and introductions in your text.

CRITICAL PAPER: A 10-page paper exploring in detail an issue in one play. It must use secondary materials and be developed in consultation with me. Submit it on Turnitin.com. A completed first draft will be due the last class period for a workshop.

QUIZZES are intended to evaluate your reading preparation. They are unannounced and can be made up only with a university-approved excuse.

GRADING SCALE:
90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; 0-60%=F.

Classroom Conduct and Atmosphere:

• You are expected to attend class unless you are ill, have a family emergency, or present a good excuse. You are allowed two unexcused absences; each additional unexcused absence will result in a one point reduction in your final average. You must document excused absences within one week of your return to class after the absence. See http://student-rules.tamu.edu/rule7.htm on excused absences.

• If you miss class, you are responsible for any material covered, announcements made, changes in assignments, or anything else that transpires. (There will be no review sessions before the exams; recording class sessions requires my permission.)

• Take exams and submit written work on time. In order to make up an exam or hand in a paper after the deadline, you must have a university-approved absence with proof in writing. Any missed hour exams for which you provide a documented University excuse may be made up on the date indicated on the syllabus.
• Turn off and stow out-of-sight cell phones, pagers, iPods, and other electronic devices at the beginning of class. You are welcome to use laptops or PDAs to take notes (but not to surf the Web, read or write emails, text, or play games); if you use a laptop, PDA, or other electronic device to take class notes, you must sit in the first row of the classroom. Unauthorized use of electronic devices during class will result in your being counted absent that day.

• You are expected to be present in both mind and body for the duration of class. Distracting behavior and more than rare lateness is not acceptable. If you anticipate that you must consistently be late for class or must consistently leave early--or that you will be unable to stay awake during the class or that you are unable to refrain from distracting behaviors (i.e. reading the *Batt*, doing homework for another course, whispering to your neighbor, etc.)--you need to replace this course with another.

**The Americans with Disabilities Act (ADA):**

If you believe you have a disability requiring an accommodation, please see me and contact the Department of Student Services, Services for Students with Disabilities (SSD), in Cain Hall B 118, or call 845-1637.

**Academic Integrity:**

It is your responsibility to know the Aggie Honor Code and to understand what constitutes scholastic dishonesty. The Aggie Honor System Office web site can be found at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). For further information about student rules, see: [http://www.tamu.edu/aggiehonor/acadmisconduct.htm](http://www.tamu.edu/aggiehonor/acadmisconduct.htm) [http://www.tamu.edu/aggiehonor/appeal.html](http://www.tamu.edu/aggiehonor/appeal.html).
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Brian Linn, Department of History
    Walter Buenger, Head, Department of History
    Donal J. Curtis, AOC Dean, Liberal Arts
DATE: May 17, 2011
SUBJECT: REPORT ON PROPOSED W COURSE: HIST 445

We recommend that HIST 445 Modern Military Thought 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: 48%
2. Course content appropriate to the major
3. Total number of words: 3900
4. Instructor to student ratio for one section: 1:20

Students write two short essays, a topic proposal for their research essay, and a long research essay. In addition, they practice writing by doing written critiques for four essays written by their peers. These include a summary on the strength of the argument, analysis of primary sources, and suggestions for improving the essay, and they are reviewed by the instructor. Students also receive feedback from writing the topic proposal. The course includes four writing workshops dealing with various aspects of writing in history, and students read and discuss major writers.
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 445 Modern Military Thought

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: Brian M. Linen  3/29/11
   Printed name and signature (Date)

Received: Valerie Balester  4/8/11
   (W Course Coordinator, University Writing Center) (Date)

Approvals:

   Michael T. Stephenson
   Printed name and signature
   (Date)

College Dean:
   Printed name and signature
   (Date)

Department Head: Walter Buenger  4/5/11
   Printed name and signature
   (Date)
HIST 445W, History of Military Thought  Prof. Brian M. Linn  
Office: 200A Glasscock Bldg  Phone:  
Office Hours: E-mail:  

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Students are responsible for reading the entire syllabus and complying with the Aggie Honor Code (<www.tamu.edu/aggiehonor>), particularly the sections on plagiarism.

Course Description: This course examines writing on war, strategy, and military affairs in a historical context. It is based on primary source readings of US and world military theorists from antiquity to the present.

Learning Outcomes: To provide students with:
1. The critical skills to understand, contrast, and analyze primary sources.
2. The ability to write coherent and clear essays based on primary sources.
3. An appreciation of some of the more important philosophers of war and strategy, national security, and human violence
4. The ability to evaluate, compare, and critique a text, argument, or idea
5. The ability to conceptualize an argument and support it with documentation
6. The ability to write and critique a research essay
7. The ability to give an oral presentation that summarizes the themes and arguments of an essay

Required Texts:
Gerard Chaliand, *The Art of War in World History: From Antiquity to the Nuclear Age*  
Brian McAllister Linn, *The Echo of Battle: The Army’s Way of War*  
Primary source readings at http://history.tamu.edu/faculty/linn.shtml or sent via email.

The instructor will be sending some of the readings in PDF and posting them on his website. Students are responsible for ensuring a valid email address on the TAMUDirect site. It is not the instructor’s responsibility to ensure email reaches students.


Assignments: All assignments must be completed in order to pass the class
Early Military Thought Essay  25 points
Modern Military Thought Essay  25 points
Class Participation  70 points (35 on discussion summaries)
Research Essay Topic  10 points
Draft section of Research Essay  20 points
Student Paper Critiques  60 points (15 points each)
Presentation  30 points
Research Essay  110 points

Grade Distribution:
A: 315-350
B: 280-314
C: 245-279
D: 210-244
F: below 210
Attendance: Attendance is mandatory. Students will be penalized 5 points per absence after more than three absences, except in the case of university-excused absences. 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 much also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

Readings and Participation: 70 points will be awarded for class participation based on informed discussion of the readings. Many discussions will refer to specific passages, so bring the assigned readings to class. The class will be divided into three (3) teams for some class discussion and some writing assignments. There are 10 Discussion Days. On discussion day each student must bring to class an outline of the main points based on these question assigned to their tem that are able to discuss in class. These may serve as the basis for their class presentation. These will be collected after class by the instructor. These will be graded on a three-tier basis: Excellent (5 points)-Satisfactory (3-4 points)-Unsatisfactory (1-2 points), with the combined scores of the best seven (7) assignments serving as half the class participation grade (35 points) These are graded assignments. Students who do not turn them in at the end of the class or email them before class will be penalized 5 points each.

Participation in discussion means active participation, not attendance. Teams will be asked to give presentations to the class. Each student can expect to be a group discussion leader at least once. Students who choose not to talk or who demonstrate that they have not read the assignment are hurting their team.

Academic Integrity Statement and Policy: The instructor believes strongly in both intellectual freedom and intellectual responsibility. Claiming that someone’s ideas or words are your own without crediting the original author is dishonest. Claiming someone’s ideas or words are your own in an effort to secure a better grade is cheating. The Aggie Honor Code is very clear: An Aggie does not lie, cheat or steal, or tolerate those who do. All written assignments (not discussion summaries) submitted for a grade must have the following statement at the bottom: On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work [Student Signature]

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.

Turnitin: All written assignments to the instructor must be submitted via Turnitin. The Turnitin name for this course is: -------. The password is -------. Students will be given the opportunity to submit papers to Turnitin up to 24 hours before their due date. Late Papers: Late papers will be penalized 5 points per 24-hour day beginning at the end of class.
COURSE CALENDAR  Read these pages before class and bring the readings to class. They will constitute part of the course participation grade

Week 1:  Background and Content
Day 1: Definitions: Strategy, Tactics, Principles of War, course expectations, etc.

Day 2:  Ancient War, Attrition and Annihilation. [Art of War: 77-81]; Herodutus, Battle of Marathon, at http://www.thenagain.info/Classes/Sources/Herodotus-Marathon.html

Day 3:  Writing Workshop: How to organize a military thought project
Class assignment over weekend: Movie: Red Cliff available at Evans Annex 4th Floor

Week 2:  Ancient Ways of War
Day 1: Islam and War: [Art of War: 387-99, 410-14, 420-26, 441-46]. Discussion 1
Team 1: What are the lessons from these thinkers you believe are valid for today?
Team 2: What are the differences between political (secular) and religious war (jihad)?
Team 3: What are the principles of strategy (deception? Leadership? Knowing ones enemies?)

Day 2:  Sun Tzu. [Art of War: 221-38, 274-84] Discussion 2
Team 1: What does Sun Tzu believe is the role of the commander?
Team 2: What are the lessons from these thinkers you believe are valid for today?
Team 3: Sun Tzu says that much of strategy consists of planning (calculations) of many variables prior to war. What variables does the commander have to consider in developing strategy?

Day 3: Byzantine Warfare. [Art of War: 348-75]

Research Essay due two hours before class meets: Write a 2-3 page (350-500 word) analysis of one of the following questions. The paper must contain no more/less than four quotations from the documents to support your arguments. No more than three consecutive lines of text in the essay may be quotations. No more than five total lines of text in the essay may be quotations.
Students will write on one of the following questions based on their readings of Sun Tzu, Muslim theorists, and Byzantine writers.
1. What are the fundamental differences between these military thinkers on the relationship between war and religion?
2. What are the main similarities in how these military thinkers conceptualize war and strategy?
There will be discussion on the papers divided by subject. Individual students will be asked to present their arguments and evidence.:

Week 3:  European Warfare
Day 1:  Maurice de Saxe [Art of War, 580-95]
Lecture: The Context of European Limited War

Day 2:  Frederick the Great and Guibert [Art of War, 596-608, 623-26] Discussion 3
Team 1: Do these de Saxe, Frederick, and Guibert advocate limited war, and if so, how is it limited?
Team 2: What criticisms do de Saxe, Frederick, and Guibert make of the way war is conducted (composition of armies, poor leadership, strategy)?
Team 3: This era has been called the period of “Great Captains.” Why is generalship so important?

MILITARY THOUGHT ESSAY TOPICS DUE
Day 3:  People’s War [Art of War, 633-70] Discussion 4
Team 1: Is guerrilla warfare a new method of warfare?
Team 2: Why is popular support crucial for guerrilla resistance?
Week 4: Clausewitz
Day 1: Writing Workshop #2: Organizing a Historical Military Thought Paper

Day 2: Readings Clausewitz [*Art of War: 671-88*]
Lecture: Clausewitz in Historical Context

Day 3: Readings Clausewitz [*Art of War: 671-88*] **Discussion 5**
Team 1: What is Clausewitz’s view of the relationship between Means and Ends in war?
Team 2: Is Clausewitz still relevant today?
Team 3: What limits war from escalating to total violence?

Week 5: The Nation in Arms, 1870-1914
Day 1 – Lecture on Industrial Warfare

Day 2— **Modern Military Thought Essay due two hours before class meets:** Based on *Art of War:* 754-59, 808-12, 843-64, write a 2-3 page (350-500 word) analysis of one of the following questions. The paper must contain no more/less than four quotations from the documents to support your arguments. No more than three consecutive lines of text in the essay may be quotations. No more than five total lines of text in the essay may be quotations.
Students will write on one of the following questions.
1. What do these writers believe distinguishes modern/industrial war from previous warfare?
2. Why do these thinkers believe modern warfare will be more destructive than previous conflicts?

Day 3: Writing Workshop #3: Citations and Sources
Weekend Assignment: *Zulu*

Week 6: Colonial and Revolutionary War **Discussion 6**
Day 1: Colonial Warfare [*Art of War: 744-53, 813-15, 819-20 and Zulu*]
Team 1: Is imperial warfare a strategy or a collection of tactics?
Team 2: Why is understanding an opponent’s culture so important in imperial war?
Team 3: What principles of colonial war can be drawn from *Zulu* and the writings?

Day 2— Guerilla War [*Art of War: 880-90 and Lawrence of Arabia*] **Discussion 7**
Team 1: What are the weaknesses of conventional forces that guerillas can exploit?
Team 2: What principles from Lawrence’s writing appear in *Lawrence of Arabia*?
Team 3: Why is it vital for a guerrilla leader to know both his enemy and his own people?

Day 3—Counterinsurgency, the American Experience [*Echo of Battle, 68-92; Bell-Bisbee Letter on webpage*]

Week 7: The Legacy of World War I

Day 1: Air Power [*Art of War: 891-96, 897-910, 962-65*] **Discussion 8**
Team 1: Why does air power supplant all previous forms of warfare?
Team 2: What strategy best uses the strengths of air power?
Team 3: Why can air power alone achieve short, cheap, and decisive victory?

Day 2: Mechanized War [Art of War, 921-26; 949-61] Discussion 9

Team 1: How has the tank revolutionized warfare?
Team 2: What is the tank’s mission (to smash enemy forces? Paralyze command? Panic?)
Team 3: What are the main similarities between tank and air warfare?

Day 3: US in the Interwar Period [Echo of Battle, 116-50; readings on webpage]

Week 8: Atomic War Discussion 10

Day 1: Atomic Warfare and Deterrence [Art of War: 991-1012]

Team 1: What are the limits of nuclear weapons?
Team 2: Have nuclear weapons made conventional (land-sea) war obsolete?
Team 3: Does nuclear deterrence make sense, or should the US launch a preventative war?

Day 2: Lecture: US Military Thought in the 1950s [Echo of Battle, 151-92]

Day 3: US Military Though in the Atomic Era [readings on webpage]

Team 1: What criticisms do Army officers make about atomic warfare?
Team 2: What is the role of atomic weapons in war?
Team 3: How do Army officers propose to fight atomic warfare?

Week 9: Military Thought to the Present

Day 1 US Military Thought: The 1970-80s [Echo of Battle, 193-221]

Day 2 Draft Section on Research Essay Due. Each student will write a 500-600 word section of his or her research paper. This should not be the introduction or conclusion. It should give the reader a clear idea of the argument, style, and sources that are going to be used throughout the paper. Class discussion on problems of research, working through a lack of sources, organizing the paper.

Day 3 The 1990s [Echo of Battle, 219-43, readings on webpage]

Week 10: US Military Thought Today


Day 2: Writing Workshop #4: Critiquing an essay

Day 3: Draft of Research Essay Due. (3,000 words) Discussion on critiques among groups. One copy of this draft must be submitted to the instructor via Turnitin. Four copies must be send via email to the assigned student reviewers. All papers must be sent two hours prior to class

Week 11: Envisioning Future War

Day 2: Network Centric Warfare and Effects Based Operations Lecture

Day 3: Critiques of drafts due. Class discussion by teams on individual papers

Week 11: Research Essay Revisions. Class will not meet, instructor will be available for consultation.

Week 12-13: Presentations: Each student will give a 5-7 minute summary of their research paper.

Week 14: Research Essay due 2 hours (3,000 words) due before last class meeting

Writing Assignments must answer the question and demonstrate a clear understanding of the document(s) and include clear and specific references to the military theorist's ideas. They must be based only on the *Art of War in World History* or handouts provided in class. Papers based on secondary readings will be either failed or returned for rewriting. The instructor views the development of writing skills as one of the major priorities of this class. All written work will be graded on organization, spelling, and grammar as well as on content. All written work must be turned in by the end of the class on the day assigned or it will be penalized 5 points per 24-hour day from the end of the class period (weekends excluded) Failure to turn in any of the written assignments will result in a failing grade.

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 paper, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

Discussion Day Summaries

The class will be divided into three (3) teams for some class discussion and some writing assignments. There are 10 Discussion Days. On discussion day each student must bring to class an outline of the main points based on these question assigned to their team that are able to discuss in class. These may serve as the basis for their class presentation. These will be collected after class by the instructor. These will be graded on a three-tier basis: Excellent (5 points)-Satisfactory (2-4 points)-Unsatisfactory (1 Point), with the combined scores of the best seven (7) assignments serving as half the class participation grade (35 points).

Writing Assignments

(15 points each) Students must write two (2) writing assignments of 350-500 words on questions from the reading. The paper must contain no more/less than four quotations from the documents to support your arguments. No more than three consecutive lines of text in the essay may be quotations. No more than five total lines of text in the essay may be quotations
Research Essay Topic

(10 points) Students must write a 1-paragraph (200-250 word) summary of their Military Thought Essay topic. This summary will include the title, the thesis, the readings that will be consulted, and a concept of organization (chronological, thematic).

Draft Section of Research Essay

(20 points) Each student will write a 400-500 word section of his or her military thought paper. This should not be the introduction or conclusion. It should give the reader a clear idea of the argument, style, and sources that are going to be used throughout the paper. For example, a research paper on US counterinsurgency might have the section on the Bell-Bisbee letter.

Student Research Essay Critiques

(15 points each for total of 60 points): Each student will write critiques of four students’ papers and submit a copy to the instructor. Each critique should include a 250-400 word summary that. The critique must include feedback on the strength of the argument, an analysis of the primary sources used, suggestions for improvement, and what the author did that was effective. The critiques must be written in essay format (no outlines) and in coherent sentences (no fragments or lists). Critiques should address, and will be graded, on the following criteria. One copy will be emailed to the author, one copy to the instructor.

1. What is the author’s thesis? Does the author change the thesis during the essay?
2. Is the essay well organized? Do ideas follow in order or are there large gaps?
3. Are primary sources integrated into the text and are there sufficient sources?
4. Has the author correctly understood what the sources argue? Has the author misquoted or misunderstood the sources?
5. What specific improvements can be made to the thesis? The methodology? The sources?
6. The writing style? What major problems prevent this from being an “A” paper?
7. What did you like about the paper? What did the author do well?

Reviewers should also feel write comments and notes on the draft paper and mail them back—these do not have to be submitted to the instructor.

Oral Presentations

(30 points): Each student will give a short (5-7 minute) summary of their Military Thought Essay that will cover: 1) Their central thesis 2) An outline of their argument 3) What sources they used and how these sources supported or contradicted their argument 4) Their conclusions. Presentations will be graded on both substance and delivery. It is highly recommended that students rehearse their presentations to ensure coherence, clarity, and keeping to time limits.

Research Essay

(110 points) Students must write a 3,000-word essay on one of the following questions of a topic approved by the instructor. Essays must refer to (and cite) at least seven (7) of the military thinkers who appear in Art of War or in readings assigned in class or on the instructor’s webpage.

Topics:
1. Clausewitz has been called the founder of modern military thought. Trace his influence on at least six other military thinkers and discuss whether they understood Clausewitz or not.

2. What are the six most important thinkers who have influenced current US military thought? [This will require you to identify 2-3 documents that you believe are typical of current US military thought]

3. How have military thinkers attempted to resolve the question of whether technology revolutionizes warfare?

4. Is there a distinct American way of war? If so, who are the military thinkers who influenced it?

5. What are the major points of difference between writers on conventional warfare and writers on irregular warfare?

6. What is unconventional (guerrilla, revolutionary) warfare? Who do you believe are the most important military theorists that US leaders should read today, and why?

7. How can understanding military thought and strategy help us understand history?

The following are specific guides on format and writing. Papers that do not comply with these rules will be penalized and returned.

**Format**: Assignments must be typed, double-spaced, clean and free of excessive corrections. Margins should be no greater than 1.25” on all sides. **I will measure!** Fonts should be 12-point. At the top of the first page write (single spaced) your name, date, and word count. Skip one space and write the question you will be discussing or the title of the paper. The page number should be in the upper right corner of all pages. Although some leeway will be allowed, these format requirements will be enforced. Sloppy or illegible papers or those that violate the format will be penalized 5 points and turned back to be resubmitted by the next class.

**Format for Writing Assignments and Military Thought Essay**

EXAMPLE (at top of first page):
Joe Schmedlap

Essay Topic: Is Clausewitz more relevant than Jomini?

At the end of the essay, write: On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work [Student Signature]

**Citations**: One of the objectives of this course is provide students with the skills to write coherent and clear essays based on primary sources. This includes how to cite primary documents and how to avoid plagiarism. Students should come out of this class with an appreciation of how to use documents, how to cite them, and how to interpret them in their own words.

1) All summaries and essays must support their arguments with appropriate quotations taken from the text. No quotes or citations means a one-grade reduction.

2) Because everyone in class is using *Art of War in World History, The Echo of Battle,* or readings from the instructor’s webpage, there is no need for footnotes in the writing assignments. Quotations must be cited in the text with the correct page number in parenthesis and have short
but understandable reference to the text. It is not necessary to use "p" or "pp." **Examples:** The Kautilya provides good advice for occupiers when it states the new rules "should cover the enemy’s vices with his own virtues" (*Art of War*, 331). The manual warns “often insurgents carry out a terrorist act . . . with the primary purpose of enticing counterinsurgents to overreact . . . “ (*FM 3-24*, 1-27).

3) Quotations should only be used to convey interpretation, not to repeat factual material. **Examples.** Examples of when to use a quotation and how to cite it from *The Art of War in World History*. A) When Pericles argues, “I am afraid of our own errors more than of their designs” (*Art of War*, 80) he is making a strong case that nation’s defeat themselves as often as they are defeated by others. B) The Kautilya provides good advice for occupiers when it states the new rules "should cover the enemy’s vices with his own virtues.” (*Art of War*, 331). **When not to use a quote:** Cortes said, “I sent messengers to the provinces of Tascalteca” (*Art of War*, 508). This is factual information, not interpretation and can best be left out or stated in your own words.

4) In general, the rule is only use a quotation when you cannot express the ideas better yourself or when you wish to highlight (and discuss) a major point of interpretation. **Examples.** When to quote: Central to German military thought is the idea of the "decisive point" (*Art of War*, 725). This can be seen in von Schlieffen's directive to "focus all attention on the right wing, do not let the blow be dispersed" (*Art of War*, 808). **When not to quote:** Mahan said that "the strategic value of any place depends upon three principal conditions: 1) Its position, or more exactly its situation. . . 2) Its military strength, offensive and defensive. A place may well situated and have large resources and yet possess little strategic value . . . 3) The resources of the place itself and of the surrounding country . . ." (*Art of War*, 793) This last quote could be better summarized in your own words.

5). **Avoid extensive quotations.** "Extensive" is defined as more than 3 consecutive lines of quotations or 5 lines of quotes per page.

6) Cutting or shortening or otherwise modifying quotes. To do this, use “ellipses” which are either three dots. The three-dot ellipses (…) is when you want to leave out parts of a sentence, a sentence, or a paragraph. **Examples.** Original quote: Mahan said "the strategic value of any place depends upon three principal conditions: 1) Its position, or more exactly its situation. A place may have great strength, but be so situated with regard to strategic lines as not to be worth occupying." This can be shortened and made more coherent by using ellipses to remove unnecessary or overly detailed information: Mahan said "the strategic value of any place depends upon . . . its position, or more likely its situation." Incorrect use of ellipses: Mahan said an area might be strong " . . . but be so situated with regard to strategic lines as not to be worth occupying" (*Art of War*, 693). The latter is simply paraphrasing Mahan and the quote is unnecessary. Be sure to put a space between every period ( . . . ) and not (…)

7) Do not make up your word count. Papers with an excessive discrepancy between what is claimed and what is written will be penalized and returned.

8) A paragraph deals with a particular idea—it is not simply an indented sentence put in every 15 or 20 lines. A paragraph topic sentence provides the organizing idea(s) for the rest of the paragraph. Paragraphs that shift ideas midway through or fail to develop the idea(s) introduced
in the first sentence are not acceptable and need to be rewritten. When revising your work, spend some time making sure that paragraph topic sentences actually refer to ideas discussed in the rest of the paper.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Michael le Buffe and Scott Austin, Department of Philosophy
     Daniel Conway, Head, Department of Philosophy
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: May 17, 2011
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: PHIL 410

We recommend that PHIL 410 Classical Philosophy 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: 66%
2. Course content appropriate to the major
3. Total number of words: 3500-5250
4. Instructor to student ratio for one section: 1:25

Students write at least two papers on a philosophical topic discussed in the class; for the third, they have the option of writing a paper or taking an exam. The instructor makes comments on the drafts of each paper. Students have the opportunity to receive oral comments as well. Instructional sessions are scheduled before each paper’s first draft is due to discuss model papers and possible paper topics.

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):

PHIL 410 900 CLASSICAL PHILOSOPHY

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

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

Instructor / Coordinator: Michael LeBope, Ph.D., Prof. of English (Chair) 4/15/11
Printed name and signature (Date)

Received: Daniel J. Carter 4/18/11
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Valerie Balester 4/26/11
Printed name and signature (Date)

Department Head: 04-18-11
Printed name and signature (Date)
A history of Greek philosophy from the beginnings through Aristotle. Monistic natural science (Thales, Anaximenes, Anaximander), flux and Logos (Heraclitus), immovable Being (Parmenides), paradoxes of change and motion (Zeno), logic and cosmology (Empedocles, Anaxagoras, Democritus), sophistry and relativism (Gorgias and Protagoras). Plato: learning and recollection (Meno), the trial of Socrates (Apology), civil disobedience and revenge (Crito), death and immortality (Phaedo), what is friendship? (Lysis), the Good (Republic, Books VI and VII), the Forms (Parmenides), the cosmos (Timaeus). Aristotle: what is Being? What is Substance? (Metaphysics, Book VII); matter, form, causality, teleology, God and the heavens (Metaphysics, Book XII). There are no prerequisites for this course.

Requirements: two 7-12 page double-spaced papers, due in class according to the schedule of drafts and final versions below, and one comprehensive blue-book examination on the exam date (Tuesday, December 15). There are extensions for religious holidays, for illness, and for crisis. There are also rewrites, all of which must be turned in by December 15. Late papers must also be handed in by that date. The grade for the course is normally the average of the paper grades plus the final, with each paper counting for one-third, and with the final counting one-third.

Submission of a paper or exam in fulfillment of these requirements constitutes an affirmation that the work is in accordance with the Aggie Honor Code.

Books: “Some Fragments from Presocratic Philosophers” (handout)  

You can consult a reliable encyclopedia, the Stanford Encyclopedia of Philosophy, online at http://plato.stanford.edu. I’m told that http://itunes.stanford.edu/quickstart.html has a lecture course called the Literature of Crisis, containing an excellent introduction to the culture of the classical world. (Wikipedia is unreliable.)

This is a Writing-Intensive (W) section of PHIL 410, and 2/3 of the semester grade is based on two 7-12 page, double-spaced, original papers, all graded by the faculty instructor. 1/3 of the semester grade is based on a final examination. (Questions for the exam will be chosen from a list handed out and discussed on the last day of class.) There are two in-class Writing Instruction sessions, with demonstrations of a model paper and discussions of possible paper topics. Your drafts for each paper will then be handed in
two weeks before the final version of the paper is due. The drafts will be handed back, with the instructor’s written comments, at least one week before the final due date. There will also be an opportunity for each of you to receive oral comments. Here is the schedule for instruction sessions, drafts, papers and the exam:

- First instruction session: Monday, September 21
- First draft due: Monday, September 28
- Drafts handed back: Monday, October 5
- First paper due: Monday, October 12
- Midterm grades: Monday, October 19
- Second instruction session: Monday, November 9
- Second draft due: Monday, November 16
- Drafts handed back: Monday, November 23
- Second paper due: Friday, December 4
- Last day of class: Monday, December 7
- Exam: Tuesday, December 15, 8-10 AM

This syllabus will also be available online on my departmental website at [http://www-phil.tamu.edu/People/Faculty/Austin/index.html](http://www-phil.tamu.edu/People/Faculty/Austin/index.html). Or go to the Philosophy departmental website, click on “People,” then “Faculty,” then “Scott Austin.”

**Course Objectives**

1. To demonstrate awareness of the scope and variety of works in ancient philosophy (EEO 1).
2. To understand the values of ancient Greek philosophers as expressions of their civilization (EEO 2).
3. To respond critically to works in Ancient Greek philosophy (EEO 3).

**Americans With Disabilities Act (ADA) Policy Statement**

The following ADA policy statement (part of the policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

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

**AGGIE HONOR CODE**

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

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

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

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