Memorandum

TO: Faculty Senate Executive Committee

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

DATE: June 12, 2012

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:

- ESSM 406 Forest Policy
- INTS 401 Urbanism and Modernism
- OCNG 410 Introduction to Physical Oceanography
- WFSC 101 Introduction to Wildlife and Fisheries Sciences

Courses submitted for C certification:

- ANSC 481 Seminar in Animal Science
- MART 410 Watchstanding—Bridge Resource Management

Courses submitted for W recertification:

- HIST 280 The Historian’s Craft
TO: Faculty Senate Executive Committee

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

CC: Dianne Stroman, Department of Ecosystem Science and Management
Steven Whisenant, Head, Department of Ecosystem Science and Management
Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: June 6, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ESSM 406

We recommend that ESSM 406 Forest Policy be certified as a writing-intensive (W) course for four academic years (1/12 to 1/16). 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: 3250
4. Instructor to student ratio for one section: 1:20

ESSM 406 (formerly FRSC 406) is an online course. Students write a short essay (variable topic related to forest science policy) and a longer term paper. For additional practice, they contribute ten times to an online weekly discussion (for an average of 100-200 words). Feedback is provided by the instructor on request by phone or in person, but meetings are not required. Students are also repeatedly encouraged to visit the UWC throughout the semester to receive additional help beyond the course to improve writing skills (and they can get this help online). For the policy paper (2500-3000 words), students submit a draft via Turnitin, which the instructor reviews and grades in time for revisions to be made before the final version is submitted. For instruction, students get feedback via e-mail on methods to improve their weekly discussion responses. They also are encouraged to access to University Writing Center writing resources, including a handout written to support this course on policy papers.

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):
ESST

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: Diann Stroman
Printed name and signature
(Date)

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

Approvals:
College Dean:
Kim Dooley
Printed name and signature
(Date)
MM. Kothmann
(Date)

Department Head:
Printed name and signature
(Date)
ESSM 406 Natural Resource Policy Syllabus

Fall 2012

ESSM 406 Natural Resource Policy is taught as a web course using Blackboard Vista. Students may directly access policy material on forest and natural resource issues from many federal, state, and other agencies, advocacy groups, special interest alliances, and nongovernmental organizations. In addition, there are many materials on the web to give context to the historical development of policy issues.

Course Objectives: The student will have the opportunity to:
1) acquire an understanding of the historical development of forest and natural resources policy, laws, and institutions in the U.S.,
2) learn to evaluate policy proposals using structured analysis methods,
3) learn to think critically about current forest resource policy issues and information in the context of relevant history, and
4) enhance formal written communication skills.

Professor:
Dianne A. Stroman, Lecturer
Department of Ecosystem Science and Management
ANIN 203A
Phone 903-473-3748
TAMU e-mail: dstroman@neo.tamu.edu (please use Blackboard Vista email)
Office Hours: By appointment.
Communication through e-mail or by phone is encouraged.
Please use the Blackboard Vista email.

Texts:

Selected Readings
Selected Web Sites

Materials, including the Dana and Fairfax text, will be in files or linked through Vista. All reading materials and web links are required. Some of the selected readings or websites are quite extensive. For those items, the student is expected to spend enough time on the document or web site to become familiar with the contents. For those students who are particularly interested in a topic, reading or viewing the entire site or document is encouraged. Because all assignments and exams/quizzes are open book, open notes, and open web, it is not necessary for students to memorize the details of the material. The objective is for the student to obtain an understanding of forest and natural resource policy and the vast array of policy-relevant materials available.

Discussions:
Web discussions will permit students to exchange opinions about course materials and explore linkages among topics. The instructor will pose one or more questions each week on the material and each student is expected to post at least one comment each week.
Students should focus on the instructor’s questions, but may also comment on the postings of other students. The point is to enhance understanding of the material through these discussions.

**Assignments and Quizzes:**

All assignments will be posted in Blackboard Vista. The short essay assignment and policy analysis paper will require additional independent research to gain information not contained in the course materials on Blackboard Vista. In the professional policy analysis world, there is a veritable flood of written and web information available on any and all topics. It is part of the education in this course for the student to learn to obtain and go through these kinds of materials, sort out what is important and useful information, assess the validity of the sources, and integrate the acquired knowledge to understand and communicate historical and current issues and policy analyses. In addition, there will be a number of quizzes given via Blackboard Vista. These will be focused on evaluation of the student’s mastery of basic informational course content. There are certain facts and concepts that anyone passing a policy course concerned with natural resources or ecosystems needs to understand and these quizzes will emphasize these basic ideas. However, there will be additional questions requiring integrative thought on the part of the student. These quizzes will be given in Vista, with a short time period (e.g. one hour) permitted for the student to completely answer all questions. The student can take each one-hour quiz at a time convenient for the student within the specified test/exam calendar. Students may discuss assignments and papers, but MUST WORK ON DISCUSSIONS/QUIZZES ALONE. Turning in each assignment and quiz for this course will be construed to mean that the student has not received unauthorized aid on the academic work submitted and has completed the assignment in accordance with the Aggie Honor Code.

**Writing Materials:**

Improving written communication skills is an important component of the class. Assistance with writing assignments is available from the instructor. Additional assistance is to be found at the TAMU University Writing Center. In addition, the UWC website provides handouts, materials, and links to other materials that students may find useful. This professor highly recommends that students consult the UWC handouts on citations within a text and the correct preparation of a list of references. In addition, materials that contribute to the improvement of formal writing in a policy context will be on the course website. These materials are required and are meant to aid the student in improving written communication skills. Exams/quizzes may include some questions on writing, grammar, essay and paper organization, appropriate citation, and related topics. There will be one short essay of 750-1000 words (3-4 written pages). Detailed feedback on each writing assignment will be provided. The policy paper 2500-3000 words (10-12 written pages) will be turned in as a draft, which will be returned with comments. The final paper should be a revision of the draft that reflects additional thought and work by the student and an effort to respond to suggestions that the professor has made on the draft.
Grading
Both content and effectiveness of written communications will be graded. Some portion of each written assignment grade will be based on the quality of the writing, to include grammar, spelling, organization, and overall efficacy of the communication. Materials on enhancing writing quality are part of the course. A major assignment, the policy paper, will be evaluated first as a draft to permit improvements to be incorporated into the final document.

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Penalties for Late Work
Assignments, papers, and presentations will be assigned due dates and times. In fairness to those who are on time with work, late work will be graded down 10% for each 24 hours late, beginning at the time that the assignment is due. For example, if an assignment worth 100 points, is due at 4:00 p.m. on a certain day, an assignment turned in after 4:00 p.m. on its due date or any time until 4:00 the following day will lose 10% of the possible grade for lateness, which is 10 points. An assignment turned in after 4:00 p.m. on the day after it is due will lose 20%, for lateness, which is 20 points. All assignments are to be turned in via Blackboard Vista, which has an automatic time and date stamp. Relevant citations and a reference list, including web citations, must be included on all assignments and papers.

Exams/quizzes will be given within Blackboard Vista. Once the calendar time for the exam has expired, students who have not completed the exam will receive a zero. Generally, each exam will be open for a week and students must complete the exam at one sitting sometime during that week.

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

Academic Integrity Statement
The Aggie Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”
A professional's integrity is of critical importance to career and personal success.
Academic dishonesty is a violation of the Aggie Honor Code. Academic dishonesty is defined in the TAMU Student Rules and includes getting or providing unauthorized information, answers to questions on assignments or exams, plagiarism, fabrication of information, and conspiracy to commit academic dishonesty. Violation of academic dishonesty policies can lead to penalties ranging from a zero on the assignment or an "F" in the course up to and including expulsion from the University. In this course, students may discuss assignments, BUT NOT EXAMS/QUIZZES/TESTS, among themselves or with the instructor as part of the learning process. Each student must independently write up and submit his/her own essays and his/her own papers. Exams are to be completed only by the student without help from anyone and are to be discussed only with the instructor. Turning in each assignment and exam/quiz/test for this course will be construed to mean that the student has not received unauthorized aid on the academic work submitted. Plagiarism, or the use of others' words or work without proper attribution, including material used from Blackboard Vista, the texts, or course readings, will not be tolerated. Plagiarism is the theft of another's work and ideas. Therefore, all sources used must be cited as appropriate within the essay and a complete reference list must appear at the end of the document. Web searches and other aids, such as Turnitin.com, may be used to verify the originality of students' works.

COURSE SCHEDULE

Week 1 Beginning 8/29 Course Introduction, Early Years: Disposition of Public Domain and Forest Reservations
Dana and Fairfax, Chapters 1, 2 and 3
Selected readings and links
Discussion 1- This one will be open for 2 weeks to allow for late registrations
Quiz 1- This one will be open for 2 weeks to allow for late registrations

Week 2 Beginning 9/5 Boom, Depression, War and Resources
Dana and Fairfax, Chapters 4, 5 and 6
Movie: A Wilderness Idea
   See link in e-learning folder to Media Matrix site to log in and stream this movie
Selected readings and links
Discussion 2
Quiz 2

Week 3 Beginning 9/12 Resource Management and the Postwar Years
Dana and Fairfax, Chapters 7, 8 and 9
Selected readings and links
Discussion 3
Quiz 3
Week 4 Beginning 9/19  Conflict and Confrontation: the 60's and 70's
Dana and Fairfax, Chapters 10, 11, and 12
*Sierra v. Morton*
*Izaak Walton League v. Butz*
Selected readings and links
Short Essay Grading Rubric Available
Discussion 4
Quiz 4

Week 5 Beginning 9/26  1980s, 1990s and 2000’s Environmental Policy and Current Institutions
Klyza and Sousa, Chapters 1 and 2
Rosenbaum, Pgs. 7-14
Selected readings and links
Discussion 5
Quiz 5

Week 6 Beginning 10/3  Policy Analysis Frameworks
Selected readings and links
NO DISCUSSION THIS WEEK
NO QUIZ THIS WEEK

Thursday 10/6 Short Essay Due by 5:00 p.m. in E-Learning (use Turnitin link)

Week 7 Beginning 10/10  Land, Ethics and Property Rights
ESSM 406 Natural Resource Policy Syllabus

Fall 2012


Movie: In the Light of Reverence
See link in e-learning folder to Media Matrix site to log in and stream this movie

Selected readings and links

**Structured Policy Paper Grading Rubric Available**

NO DISCUSSION THIS WEEK

NO QUIZ THIS WEEK

**Week 8 Beginning 10/17 Public Lands Issues**


Selected readings and links

Discussion 6

Quiz 6 (includes content from week 7 and 8)

**Thursday 10/20 Last Day to Submit Policy Paper Topics for Approval. Due 5:00 p.m. via e-Learning (e-mail proposed topic directly to me)**

**Week 9 Beginning 10/24 Ecosystem Management and Sustainability**


Nowak, David J., Jeffrey T. Walton, John F. Dwyer, Latif G. Kaya, and Soojeong
Myeong. The Increasing Influence of Urban Environments on US Forest
Wallinger, R. Scott. SFI Sustainable Forestry Initiative Program. *Journal of Forestry*,

Selected links
Discussion 7
Quiz 7

**Week 10 Beginning 10/31  Forest Health, Restoration and Related Issues**
McIntosh, Phyllis. Reviving the Everglades. *National Parks*, Vol. 76, Nos. 1&2,
January/February 2002, pp. 30-34.
O'Laughlin, Jay, and Philip S. Cook. Inventory-Based Forest Health Indicators. *Journal
Ries, et. al. National Strategy and Implementation Plan for Invasive Species
April/May 2006.
Wagner, Michael R., William M. Block, Brian W. Geils and Karl F. Wenger. Restoration
Webster, Christopher R., Michael A. Jenkins, and Shibu Jose. Woody Invaders and the
Wuerthner, George. Out of the Ashes, *National Parks*, Vol. 76, Nos. 7&8,

Selected links
Discussion 8
Quiz 8

**Week 11 Beginning 11/7  Air, Water and Climate Change**
Carluccio, Tracy. Will We Sacrifice Our Water for Gas? Outdoor America, Spring 2010,
pp 27-33.
32-35.
Maness, Thomas C. Forest Management and Climate Change Mitigation: Good Policy
Requires Careful Thought. *Journal of Forestry*, Vol 107, No. 3, April/May 2009,
pp. 119-124.
Perks, Rob. Appalachian Heartbreak: Time to End Mountaintop Removal Coal Mining.
ESSM 406 Natural Resource Policy Syllabus

Fall 2012

2010, pp 26-31

Selected links
NO DISCUSSION THIS WEEK
NO QUIZ THIS WEEK

Friday 11/11 5:00 p.m. Policy Paper Drafts Due via e-Learning (use Turnitin link).

Week 12 Beginning 11/14  Endangered Species

Movie: *The God Squad and the Case of the Northern Spotted Owl*
See link in e-learning folder to Media Matrix site to log in and stream this movie

Selected links
Discussion 9
Quiz 9 (includes content from week 11 and 12)

Week 13 Beginning 11/21  Economic Issues
Kline, Jeffrey D., Marisa J. Mazzotta and Trista M. Patterson. Toward a Rational Exuberance for Ecosystem Services Markets. *Journal of Forestry*, Vol 107, No. 4, June 2009, pp204-212

Selected links
NO DISCUSSION THIS WEEK
NO QUIZ THIS WEEK

Thursday 11/24 HAPPY THANKSGIVING!

Week 14 Beginning 11/28  Fire Policy and International Forestry Issues

Fire Issues

International Issues

Selected links
Discussion 10
Quiz 10 (includes content from week 13 and 14)

Wednesday, 11/30 Policy Paper Due at 5:00 p.m. via e-Learning (use Turnitin link).
TO: Faculty Senate Executive Committee

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

CC: Olga M. Cooke, Department of International Studies
    Michael Greenwald, Head, Department of International Studies
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: June 12, 2012

SUBJECT: REPORT ON PROPOSED W COURSE: INTS 401

We recommend that INTS 401 Urbanism and Modernism be certified as a writing-intensive (W) course for four academic years (1/12 to 1/16). 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: 3,750
4. Instructor to student ratio for one section: 1:25

The major assignments for INTS 410 are two term papers. In addition, students write five to seven in-class essays of about a page each. For both the research papers, students turn in drafts and receive written feedback from the instructor. They thus have time to revise before a final draft is submitted. In-class essays provide further practice and opportunities for feedback on their writing. Finally, students will have the opportunity to revise one paper and re-submit it for a new grade. Instruction for in-class essays comes with guidelines for them at the beginning of the semester. Other instruction includes lectures on writing topics, discussion of writing, and the examination of models. Also, time is devoted to research writing in the field of international studies.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   INTS 401 - URBANISM & MODERNISM

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: Olga M. Cooke  OlgaM Cooke 4/18/12
Printed name and signature
(Date)

Received:  Valerie Balester  4/25/12
(W Course Coordinator, University Writing Center) (Date)

Approvals:  Michael T. Stephenson

College Dean:  Printed name and signature
(Date)

Department Head:  Steven Oberhelman  4/26/12
Printed name and signature (Date)
INTS 401-500: Urbanism and Modernism TR 11:10-12:25

Dr. Olga M. Cooke
845-2124, 693-3704
574-1115 (cell)
Office: 329B Academic
olga-cooke@tamu.edu
Office hours: TBA

Course Description: Urbanism and Modernism is an interdisciplinary examination of the transition from rural traditions to urban alienation, covering modernist currents in artistic culture, history and politics. This course will explore the problems of urbanism as represented in art, ballet, film, literature, music, poetry and theater of the most renowned twentieth century artists, against the backdrop of key works on urban studies. Topics will include: modernist urban design, urban alienation, modernist cities, dystopia, urbanism and the loss of values in the twentieth century. There are no prerequisites.

Student Learning Outcomes:
During the semester, students will
1. expand their knowledge of the human condition and human cultures in the context of the course subject matter;
2. enhance their abilities to analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone
3. enhance their abilities to reason logically and respond critically to a wide range of evidence, both primary and secondary;
4. gain an understanding of the intellectual demands required for the study of culture through their own critical analysis—thinking, reading, listening, speaking, and writing;
5. develop an appreciation of foreign cultures as both a field of knowledge and a creative process;
6. gain an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign cultures;
7. learn to understand these issues and interpretations in their cultural and social contexts;
8. develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies;
9. begin to identify unanswered questions and to articulate his/her own opinion; and,
10. earn to distinguish fact from opinion and to apply reflection to practical applications.

Required Texts:
Xeroxed packets of materials available at Notes 'N Quotes
Samuel Becket, Waiting for Godot
Andrei Bely, Petersburg
Alban Berg, Lulu
Italo Calvino, Invisible Cities
Marguerite Duras, Hiroshima, Mon amour
Fritz Lang, Metropolis
Vladimir Mayakovsky, “The Brooklyn Bridge”
Lewis Mumford, The City in History
Igor Stravinsky, The Rite of Spring
Secondary Readings
Xeroxed packet will consist of readings from the following books:

- Berghaus, Gunter, *International Futurism in Arts and Literature*
- Bowlt, John, *Russian Art of Avant-Garde: Theory and Criticism 1902-1934*
- Calinescu, Matei, *Five Faces of Modernity*
- Chipp, Herschel, *Theories of Modern Art*
- Clark, Gregory, *A Brief Economic History of the World*
- Collaër, Paul, *The History of Modern Music*
- Daly, Martin & Margo Wilson, *Homicide*
- Fritzsche, Peter, *Reading Berlin: 1900*
- Gilloch, Graeme, *Myth and Metropolis: Walter Benjamin and the City*
- The Guggenheim Museum, *The Great Utopia*
- Harvey, David, *Urban Experience*
- Herbert, Robert, *From Millet to Léger: Essays in Social Art History*
- Hughes, Robert, *The Shock of the New*
- Jacobs, Jane, *The Death and Life of Great American Cities*
- Kolocotroni, Vassiliki, Jane Goldman & Olga Taxidou (editors), *Modernism: An Anthology of Sources and Documents*
- Le Corbusier, *The City of To-Morrow and its Planning*
- McGregor, Gaile, *The Noble Savage in the New World Garden*
- Mennel, Barbara, *Cities and Cinema*
- Prakash, Gyan & Kevin M. Kruse (editors), *The Spaces of the Modern City: Imaginaries, Politics, and Everyday Life Schorske, Carl, Fin-de-Siècle Vienna*
- Scott, James, *Seeing Like a State*
- Shattuck, Roger *The Banquet Years*

Course Requirements:
- 2 Papers (80 points of final grade): each paper 5 pages in length; topic must receive prior approval
- In-class essays (40 points of final grade)
- Brief reports and participation (40 points of final grade)
- Final (40 points of final grade)

Description of Requirements:

2 Papers: The first paper deadline will be during week 7, and the final paper during week 14. However, the sooner you turn in your papers the better. If you enjoy a topic from early on, select a theme, have it approved by me, and take one to two weeks to write your paper. This way the papers can be staggered throughout the semester. Be sure that the topic is approved beforehand. A sign-up sheet will be provided early on. Both papers should reflect an objective analysis of one artistic text covered in class, using secondary readings from the required packet of materials. When analyzing your artistic piece, try to cover as many details as possible. Be as specific as possible, and argue your case with salient examples and plenty of observations. Please observe the requested minimum number of 5 pages per paper. You may exceed the requested number if you desire. You may write a draft of each paper, for which you will receive feedback. If you are dissatisfied with your grade, you may improve your paper and resubmit it (attached to the original paper), but only if you turn in your paper two weeks before the deadline.
In-class essays: brief 10-minute in-class essays, approximately every 2-3 weeks.

Brief Reports and Class Participation: You will be assigned a total of four questions throughout the semester, by which you will earn 40 points; thus, participation in class discussion is absolutely essential.

Final Exam: a one-hour test covering the second half of the semester.

Grading Scale:
Out of 200 assignable points
A = 180–200 points
B = 160–179 points
C = 140–159 points
D = 120–139 points
F = <120 points

“W” credit cannot be gained without a “C” on papers and essays

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.

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, which are stated at http://aggiehonor.tamu.edu.

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

Course Topics and Readings
Week 1 Urbanism and Modernism: “The Emergence of Modern Man” (Gregory Clark)
  Lewis Mumford, The City in History
  Roger Shattuck, The Banquet Years
  Robert Hughes, The Shock of the New
  (Strategies for in-class essays and term papers)

Week 2 Urban Nostalgia for the Rural & Rise of Neo-Primitivism: “The Noble Savage in the Modern Age” (Gaile McGregor)
  Picasso’s African Masks
  Igor Stravinsky’s The Rite of Spring
  (Feedback on in-class essays)
Week 3 Modernist Urban Design: “The High-Modernist City: An Experiment and a Critique” (James Scott)
   Le Corbusier and the city of tomorrow: Brasilia
   Walter Gropius & the Bauhaus

Week 4 Cubism and the City: “Léger’s Le Grand Déjeuner” (Robert Herbert)
   Pablo Picasso’s Les Demoiselles d’Avignon
   Fernand Léger’s The City
   Draft of first paper due

Week 5 Modern Cityscapes: “Walter Benjamin’s Myth and Metropolis” (Graeme Gilloch)
   Baudelaire’s Paris
   Doblin’s Berlin
   Joyce’s Dublin
   (Feedback on first paper)

Week 6 The City and the Fantastic: “Visible and Invisible Worlds” (Lubomir Dolezel)
   Peripathetics in Andrei Bely’s Petersburg

Week 7 The City and the Machine: International Futurism in Arts and Literature (Gunter Berghaus)
   Italian Futurism: Marinetti’s Manifesto of Futurism
   Russian Futurism: Mayakovsky’s “Brooklyn Bridge”
   (First paper deadline -- guidelines on resubmissions)

Week 8 Urban Alienation: Cities and Cinema (Barbara Mennel)
   Fritz Lang’s Metropolis

Week 9 Modernist Crimes in Music: “Homicide” (Martin Daly & Margo Wilson) and
   Fin-de-Siècle Vienna (Carl Schorske)
   Berg’s Lulu and Prostitution

Week 10 Constructivism and The Great Utopia: “Taylor’s Time and Motion Studies” and
   “Constructivists: Modernism and the Way to Modernization” (Great Utopia)
   Russian Constructivism in Art & Design

Week 11 Cityscapes, Landscapes and Dreamscapes
   Italo Calvino’s Invisible Cities
   Draft of second paper

Week 12 Dystopian Nightmare
   Alain Resnais & Marguerite Duras, Hiroshima, Mon Amour
   (Feedback on second paper)
Week 13 Apocalypse: Post-World War II Loss of Values
   Samuel Beckett’s *Waiting for Godot*

Week 14 The End of Modernism: *The Death and Life of Great American Cities* (Jane Jacobs)
   (Second paper deadline)

Week 15 Final Exam (Deadline for resubmitted papers)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Achim Stoessel, Department of Oceanography
     Piers Chapman, Head, Department of Oceanography
     Sarah Bednarz, AOC Dean, College of Geosciences
DATE: June 12, 2012
SUBJECT: REPORT ON PROPOSED W COURSE: OCNG 410

We recommend that OCNG 410 Introduction to Physical Oceanography be certified as a writing-intensive (W) course for four academic years (1/12 to 1/16). 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

This course requires that students write ten weekly assignments, each consisting of four-to-five questions that must be answered in essay format. Emphasis is placed on writing clear, concise, and accurate prose with appropriate references and incorporation of graphics. Because students write ten of the same sort of assignment, formative feedback is provided in the form of instructor comments on each one after it is turned in. Feedback comes in the form of written comments and, in some cases, oral comments from the instructor. Instruction includes the use of handouts, discussion of issues such as audience, and instruction on how to write interpretations of complex differential equations.
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):

   OCNG 410, Introduction to Physical Oceanography

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: Achim Stoessl, Achim Stoessl, 19 Apr. 12
Printed name and signature
(Date)

Received: Valerie Balester 4/23/12
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Bednarz 4/20/12
Printed name and signature
(Date)

Department Head:
Printed name and signature
(Date)

Sarah Wilborn Bednarz
Associate Dean for Academics
College of Geosciences

RECEIVED
APR 25 2012
By WWU 22 of 64
Course title and number
Introduction to Physical Oceanography, OCNG 410

Term
Fall 2012

Meeting times and location
Tuesdays and Thursdays, 11:10–12:25, O&M Bldg., Room 203

Course Description and Prerequisites

According to catalog: Elements of the physics of the sea; descriptive aspects as well as cause and effect relations in respect to currents, thermal structure and waves. Intended for majors in the physical sciences or engineering. Prerequisites: MATH 308, PHYS 219, junior or senior classification.

Details from instructor: Oceanography is an interdisciplinary science that deals with the geological, biological, chemical, and physical properties of the ocean. This course provides an introduction to physical oceanography, primarily for majors in ocean engineering, environmental geosciences, and meteorology. The main objective of this course is to convey an overview and a basic understanding of the physical processes that occur in the ocean, covering a wide spectrum, from coastal currents to the global ocean circulation, from atmosphere - ocean interactions to deep-ocean hydrographic properties, from polar to tropical oceanic features, from ship-borne in-situ measurements to satellite remote sensing products, from basic theories to their application in mathematical-numerical models. Prerequisites equivalent to the above are acceptable.

Learning Outcomes

Even though the emphasis of this course is on physical oceanography, almost all covered mathematical-physical concepts are also applicable in other fields, in particular in the field of the student’s major. Toward the end of this course the student is expected to be able to apply mathematics (in particular derivatives and partial differential equations) to describe and quantify ocean dynamics and thermodynamics. This skill will mainly be assessed through conceptual graphics in which the student is to visualize the effects of individual terms of a differential equation in 2- or 3-dimensional space. Furthermore, the student is expected to have gained insight in all the listed topics (see below) to the point where he/she will be able to interpret the associated graphics and equations, and to describe the physical processes in written form. The progress toward this goal will be assessed as outlined under the grading policies.

Instructor Information

Name
Achim Stössel

Telephone number
862-4170

Email address
astoessel@ocean.tamu.edu

Office hours
MWF from 8am to 5pm

Office location
O&M Building, Room 606 (mailbox: Room 602)
Textbook and/or Resource Material

In class I will make use of the white board for equations and conceptual graphics of which you are encouraged to take your own notes. In addition, numerous viewgraphs and photographs will be shown electronically. These will be available as .pdf files at http://ocean.tamu.edu/608. There is no required textbook; instead you are expected to collect information from a variety of sources. The following is a list of recommended basic literature: Descriptive Physical Oceanography by Pickard and Emery (new 6th addition by Talley, Pickard, Emery, and Swift), Introductory Dynamical Oceanography by Pond and Pickard, Introduction to Physical Oceanography by Stewart (for further details see http://oceanworld.tamu.edu/home/course_book.htm), Introduction to Physical Oceanography by Knauss, as well as "The Open University" books: Seawater: Its composition, properties and behaviour, Ocean circulation, and Waves, tides and shallow-water processes. There are also various general oceanography books that include more or less detailed sections on physical oceanography, e.g. Invitation to Oceanography by Pinet and Essentials of Oceanography by Trujillo and Thurman. All these books are also listed in the catalog of the Evans Library. Of these texts, the structure of the course follows most closely that of Stewart.

Grading Policies

The final grade will to 20% be based on the outcome of a first exam (October 4th), and to 30% on the outcome of a second exam (November 29th). The other 50% will be based on weekly take-home assignments. The procedure is as follows: once per week you will receive an assignment sheet consisting of a review of the most relevant topics covered in class and associated questions. You are expected to study these topics thoroughly and answer the questions yourself outside class. To monitor your understanding of the material and your efforts in answering the questions, and to provide immediate feedback, I will assess your writings promptly after the given due dates, so these dates will be insisted upon. You should treat the assignments as your most precious class notes, for one because the exam questions will exclusively be selected out of the assignments. Note, however, that a major goal of this course is for you to understand basic mathematical-physical concepts, so the exam questions may deviate in their phrasing and applied cases from those of the assignments. In order to follow the class material in a timely manner and to work effectively on your weekly assignments, I strongly recommend attending all class sessions.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% or higher</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>Less than 60%</td>
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</table>
# Course Topics, Sequence, Assignments, and Exams

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction and Overview</strong></td>
<td>1st assignment handed out</td>
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</tbody>
</table>
| 1    | **Relevance of physical oceanography** &gt; Seafaring  
     &gt; Exploitation  
     &gt; Engineering  
     **Data sampling**  
      &gt; Traditional measurements/observations  
      &gt; Satellite remote sensing  
      &gt; Measurement errors  
      &gt; Data assimilation  
     **The physical setting**  
      &gt; Land - Sea distribution  
      &gt; Projection of the ocean  
      &gt; Bathymetry  
      &gt; Satellite altimetry | |
| 2    | **The upper boundary conditions**  
     &gt; Earth in space  
     &gt; Role of the atmosphere  
     &gt; Momentum, heat, and fresh-water flux  
     &gt; The surface heat-flux equation  
     &gt; Ocean impact on atmosphere  
     &gt; Role of sea ice | 1st assignment due, 2nd handed out |
| 3    | **The large-scale circulation**  
     &gt; Large-scale gyres  
     &gt; Wind-driven and thermohaline circulation  
     &gt; Volume, mass, and heat transport  
     &gt; Role of ocean in global climate | 2nd assignment due, 3rd handed out |
| 4    | **The hydrographic properties**  
     &gt; Temperature (T) and salinity (S)  
     &gt; Equation of state  
     &gt; Density (ρ) and (σT)  
     &gt; The oceanic mixed-layer  
     &gt; Static and dynamic stability  
     &gt; Double diffusion  
     &gt; Convection  
     &gt; Role of density maximum  
     &gt; Potential temperature (θ) and density (σθ)  
     &gt; Water masses  
     &gt; Temperature - salinity diagram | 3rd assignment due, 4th handed out |
| 5    | **Measurement methods**  
     &gt; Measurements of T, S, and pressure  
     &gt; Measurements of ocean currents  
     &gt; The role of sound in the ocean  
     &gt; Penetration of light in the ocean  
     &gt; Satellite remote sensing | 4th assignment due, 5th handed out |
| 6    | **Basic dynamic equations**  
     &gt; Conservation of mass  
     &gt; Conservation of momentum  
     &gt; Common simplifications | First exam |
| 7    | **The role of friction**  
     &gt; Molecular versus turbulent viscosity  
     &gt; The Reynolds equation | 5th assignment due, 6th handed out |
<table>
<thead>
<tr>
<th>Application of momentum equation</th>
<th>6th assignment due, 7th handed out</th>
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<tbody>
<tr>
<td>Inertial oscillations</td>
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<td>Ekman dynamics and Ekman transport</td>
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<tr>
<td>Geostrophic flow</td>
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<tr>
<td>8 Geostrophic currents</td>
<td>7th assignment due, 8th handed out</td>
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<tr>
<td>Dynamic topography</td>
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<td>Currents from hydrography</td>
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<td>Thermal wind</td>
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<td>Barotropic versus baroclinic flow</td>
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<td>Eddies</td>
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<td>Baroclinic deformation radius</td>
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<td>9 Wind-driven circulation</td>
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<td>Gyre circulation</td>
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<tr>
<td>Sverdrup balance</td>
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<td>Equatorial Counter Current</td>
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<tr>
<td>Langmuir circulation</td>
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<tr>
<td>10 Vorticity</td>
<td>8th assignment due, 9th handed out</td>
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<td>Conservation of potential vorticity</td>
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<td>Topographic steering</td>
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<td>Western boundary currents (e.g. Gulf Stream)</td>
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<td>10 Numerical modeling</td>
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<td>Finite differences</td>
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<td>Numerical stability</td>
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<td>Boundary conditions</td>
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<td>Subgrid-scale parameterizations</td>
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<td>General circulation models</td>
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<td>Eddy-resolving models</td>
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<tr>
<td>11 Waves</td>
<td>9th assignment due, 10th handed out</td>
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<tr>
<td>Wave spectrum</td>
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<td>Short- and long-wave approximation</td>
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<td>Propagating versus standing waves</td>
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<td>Breaking and refracting waves</td>
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<td>Sea versus swell</td>
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<td>Tsunamis</td>
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<td>Internal waves</td>
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<tr>
<td>The Kelvin wave</td>
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<td>The Rossby wave</td>
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<td>El Niño</td>
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<tr>
<td>12 Tides</td>
<td>10th assignment due</td>
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<tr>
<td>Tidal waves</td>
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<td>Tide-producing forces</td>
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<td>Diurnal versus semi-diurnal tides</td>
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<td>Neap and spring tides</td>
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<td>Tidal range - tidal resonance - tidal flats</td>
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<td>Storm surges</td>
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<td>Estuarine dynamics</td>
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<tr>
<td>13 Review</td>
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<tr>
<td>14 Review</td>
<td>Second exam</td>
</tr>
<tr>
<td>15 Discussion of exam, slide show</td>
<td></td>
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</tbody>
</table>
Other Pertinent Course Information

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

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

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

Copyright Notice
All materials in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problems sets. Because of these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

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

Advise from instructor on copyright and plagiarism.

The copyright includes the electronic material shown in class that you can readily view under http://ocean.tamu.edu/608. When you refer to any of this material in your assignments, please make sure to put any text citation in quotes, and to provide reference to the author/source (normally indicated on the bottom right corner of each figure page). Don’t deliver direct copies out of this (or any other) material in your assignments. Rather try to reproduce and explain things in your own drawings and words.
TO: Faculty Senate Executive Committee

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

CC: Delbert M. Gatlin, Department of Wildlife and Fisheries Science
    John Carey, Head, Department of Wildlife and Fisheries Science
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: June 7, 2012

SUBJECT: REPORT ON PROPOSED W COURSE: WFSC 101

We recommend that WFSC 101 Introduction to Wildlife and Fisheries Science be certified as a writing-intensive (W) course for four academic years (1/12 to 1/16). 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: 75%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:25

In this introductory course for majors, students write five essays on articles in the field, which are reviewed using Calibrated Peer Review. Calibrated Peer Review and the iteration of a similar genre five times provides for formative feedback. To help them prepare for peer review, students will participate in peer review during one class, with each working on the same document. Lectures and exercises will provide specific details relative to each writing assignment such as a set of guiding questions and goals, format, target audience, and citations. Students also keep a journal with five assignments in which they do exercises and practice peer review.
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):

WFSC 101 – Introduction to Wildlife and Fisheries Sciences

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: Delbert M. Gelfin III
Printed name and signature

Received: Amanda K. Schudde
(W Course Coordinator, University Writing Center)

Approved:

College Dean: Kim Dooley
Printed name and signature

Department Head: Delbert M. Gelfin III
Printed name and signature

(Date)
WFSC 101-Introduction to Wildlife and Fisheries Sciences

Section 501/502: T/R 9:35-10:25 AM

Coordinator: Amanda Schwede
202B Nagle Hall
979-845-5704
arschwede@tamu.edu
Office Hours: By Appointment

Course Description: Introduces students to Texas A&M University (TAMU) and the Department of Wildlife and Fisheries Sciences (WFSC). Various services offered through the different departments at TAMU, as well as a basic introduction to the different curricular options and career opportunities available in WFSC will be presented. Writing-Intensive (1 cr.)

Course Attendance: You are expected to attend the lectures and to turn assignments in on time. University-excused absences (http://student-rules.tamu.edu/rule07) will be accepted for late assignments within 3 days of the assignment due date/time with no penalty. Late CPR essays/grading will incur a 10 point penalty for each day late past the due date and time if a University-approved absence is not confirmed.

Journal Entries
There will be 5 “journal” assignments. Some of the journals will be written outside of class, while others will be assignments that are revised in class (in-class peer review). You must be in class when we do the in-class peer review assignments or you will not receive credit for that journal exercise. If you do a poor job on the peer review, you will lose points from your score. The first “journal” is actually a practice Calibrated Peer Review (CPR; see below) assignment on plagiarism to help familiarize you with the CPR software. You must complete both portions (text entry and calibration stages) to receive full credit. The purpose of these essays is for you to hone your writing skills while integrating the course material. You will receive full credit if you complete your assignment on time. Late journal assignments are not accepted unless you provide a University-approved excuse within 3 days (each journal is worth a maximum of 2 points). Your final journal grade will be determined from 4 of the 5 assignments. Therefore, you may miss one journal assignment without penalty.

Calibrated Peer Review™ (CPR)
There will be five writing assignments submitted to CPR for grading during this semester. In each case you will be assigned a journal article and a series of guiding questions and goals to be considered for writing each essay. The assignments will be available through the Calibrated Peer Review website (http://cpr.tamu.edu). The four CPR assignments will be based upon papers from the primary scientific literature. CPR assignments will build upon skills learned in prior assignments. Be sure to complete all portions of each assignment.
You may not work with anyone else on the CPR assignments at the grading stage. However, I encourage you to let your peers read your essays and provide feedback prior to the CPR essay submission stage. If any stage of the assignment is not completed by the due date, you are required to provide a University-approved excuse in order to receive a make-up assignment. The excuse must be provided within 3 days of the due date for that portion of the assignment. All CPR essays must be submitted at the beginning of class. Failure to submit at the beginning of class will result in a **ZERO on the final Calibrated Peer Review grade**. Late submissions for CPR assignments incur a 5 point penalty for each day the submission is late.

I reserve the right to either add or remove points from final CPR grades as a particular situation warrants. This policy includes student-initiated grade changes as well as those changes I choose to make if I believe an assignment has been incorrectly scored. If you fail to provide either the appropriate in-text citation or a Literature Cited section in the format designated by the instructor, **you will lose 5 points** from the final journal score.

**Grading:** Grading will be based on a 100 point scale.

<table>
<thead>
<tr>
<th>Essay Topic</th>
<th>Points</th>
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<tbody>
<tr>
<td>Journals</td>
<td>10</td>
</tr>
<tr>
<td>Aquatic Ecology Essay CPR #1</td>
<td>15</td>
</tr>
<tr>
<td>Wildlife Ecology Essay CPR #2</td>
<td>15</td>
</tr>
<tr>
<td>Vertebrate Zoology Essay CPR #3</td>
<td>15</td>
</tr>
<tr>
<td>Compare and Contrast Wildlife &amp; Fisheries Curricula Essay CPR #4</td>
<td>20</td>
</tr>
<tr>
<td>Career Opportunities in Wildlife and Fisheries Essay CPR #5</td>
<td>25</td>
</tr>
</tbody>
</table>

**Total Points:** Grade

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

**Course Outline**

- Week 1 (8/30, 9/1) Welcome, Introduction, and Course Overview
- Week 2 (9/6, 9/8) Introduction to CPR/Writing/Plagiarism
- Week 3 (9/13, 9/15) Extracurricular Opportunities in WFSC (WFSC Students)
- Week 4 (9/20, 9/22) WFSC AEC Option-Drs. Delbert Gatlin and Fran Gelwick
- Week 5 (9/27, 9/29) Career Opportunities-Dr. Nova Silvy
  - **Journal 1** due in class=AEC Option practice essay
- Week 6 (10/4, 10/6) WFSC WEC Option (Wildlife Ecology, Wildlife and Fisheries Management emphases)-Dr. Michael Morrison
  - **Journal 2** due in class=Career Opportunities practice essay
- Week 7 (10/11, 10/13) WFSC WEC Option (Animal Behavior, Conservation Biology emphases)-Dr. Jane Packard
**Journal 3** due in class= WEC Option (Wildlife Ecology, Wildlife and Fisheries Management emphases) practice essay

Week 8 (10/18, 10/20) WFSC VZY Option (Professional School)-Dr. Markus Peterson

**Journal 4** due in class= WEC Option (Animal Behavior, Conservation Biology emphases) practice essay

Week 9 (10/25, 10/27) **In-class peer review=Journals #1-#4**

Aquatic Ecology CPR #1 Essays due

**Journal 5** due in class= VZY Option (Professional School) practice essay

Week 10 (11/1, 11/3) Writing Center Services, Library Use, Honor Code

Wildlife Ecology CPR #2 Essays due

Week 11 (11/8, 11/10) Study Abroad Opportunities-Orie Varner

Vertebrate Zoology CPR #3 Essays due

Week 12 (11/15, 11/17) Internship Opportunities-WFSC Students

Pass out internship website handout

**Compare and Contrast CPR #4 Essays due**

Week 13 (11/22) Career Center-Marilyn Yeager (section 501 only)

Week 14 (11/29, 12/1) Career Center-Marilyn Yeager (section 502 only)

Semester wrap up (section 501 only)

**Career Opportunities Paper CPR #5 Essays due (section 501 only)**

Week 15 (12/6) Semester wrap up (section 502 only)

**Career Opportunities Paper CPR #5 Essays due (section 502 only)**

**Americans with Disabilities Act (ADA) Policy Statement**
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Academic Integrity Statement for Syllabus

Aggie Honor Code
"An Aggie does not lie, cheat or steal, or tolerate those who do."
Please refer to the Honor Council Rules and Procedures at www.tamu.edu/aggiehonor
For all assignments and exams you will be required to sign the following:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this
academic work."

________________________________
Signature of Student

Plagiarism
All work in this class is to be completed on an individual basis. The instructor
encourages class participation and discussion; however, all assignments should be
completed on your own!! Any students copying each other’s work will both receive a
zero and be reported to the Honor System Office.
TO: Faculty Senate Executive Committee

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

CC: Tyron Wickersham, Department of Animal Science
    H. Russell Cross, Head, Department of Animal Science
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: June 12, 2012

SUBJECT: REPORT ON PROPOSED C COURSE: ANSC 481

We recommend that ANSC 481 Seminar in Animal Science be certified as a communication-intensive (C) course for four academic years (1/12 to 1/16). 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: 65%
2. Course content appropriate to the major
3. Total number of words: 3750
4. Total minutes of oral presentation: 10-20 minutes
5. Instructor to student ratio for one section: 1:20

ANSC 481 Seminar in Animal Science is designed to help Animal Science students explore careers and hone their communications skills as well as provide them with a foundation in the discipline. Students write a final technical paper with an original figure and deliver a long oral presentation on the same topic. Part of the grade for the oral presentation comes from peer feedback. At least two class lectures are devoted to helping them learn to judge each other’s oral presentations, and each student is required to attend a mandatory session where he or she must practice the presentation for peers and a graduate assistant. For formative feedback on writing, students turn in a topic proposal to the instructor and a rough draft of their paper to three peers for review. Peer reviewers use the style guide from *The Journal of Animal Science*, thus helping them to learn disciplinary conventions. After making revisions based on their peers’ suggestions, students turn in another draft for instructor comment. The first four class periods focus on communication, including how to find, read, and evaluate a scientific paper, how to develop research questions, how to avoid plagiarism, how to create a figure, and how to think about data.
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):

   ANSC 481- 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: Tevyn Wickersham [Signature]
Printed name and signature 5/4/2012
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
5/3/12
(Date)

Approvals:
College Dean: Kim Dooley [Signature]
Printed name and signature
5/8/2012
(Date)

Department Head: H.R. Cross [Signature]
Printed name and signature
5/3/12
(Date)
ANSC 481: SEMINAR
FALL SYLLABUS 2011

Section 505, T 11:10-12:35
KLCT 123

Instructor: Tryon Wickersham
Phone: 979-862-7088
Office: 230 Kleberg
Email: tryon@tamu.edu
Hours:

<table>
<thead>
<tr>
<th>Instructor: Tryon Wickersham</th>
<th>Phone: 979-862-7088</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: 230 Kleberg</td>
<td>Email: <a href="mailto:tryon@tamu.edu">tryon@tamu.edu</a></td>
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COURSE DESCRIPTION AND PREREQUISITES

481. Seminar. (1-0). Credit 1, I, II, S. Review of literature and research problems related to the livestock and food industries; preparation of a technical report including an oral presentation supported by a written technical paper. Prerequisite: Priority enrollment given to graduating seniors in Animal Science.

LEARNING OUTCOMES AND COURSE OBJECTIVES

Seminar is designed to assist senior students in preparing for their career. Students taking this course should have had public speaking, technical writing and a sound foundation of Animal Science courses. Seminar allows students the opportunity to put all of this information together. Students will gain experience in preparing a technical report including an oral presentation supported by a written technical paper. Students will not only learn from the experience gained in preparing and presenting their seminar, but will have the opportunity to observe and participate in the seminar given by their classmates.

Each student enrolled will present a 10-to-20 minute seminar based on results of at least ten technical articles that they have reviewed and discussed in their technical paper.

Choice of topics and manner of presentation, oral and written, are evidence of your training in Animal Science, ability to follow instructions and standards of performance. Pick a topic that you have an interest in, not a topic that you think will be popular with the class or the professor.

TEXTBOOK AND RESOURCE MATERIALS

No textbook required. Reference materials include the Journal of Animal Science Instructions to Authors
GRADING

Your grade will depend upon your oral presentation, use of visual aids, responses to questions, your typed written technical paper, and how well you followed instructions. Regular attendance and courteous attention are also expected. Classroom participation will be considered in borderline cases. Your grade in the course will be based upon the following:

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

The following will result in a one (1) letter grade reduction in your final course grade:
1) Failure to turn in your technical paper on time.
2) Failure to follow guidelines for written paper.
3) A change in your seminar schedule without an official excused absence.
4) For each absence other than Official University Excused Absences.

Part of your oral seminar grade is based upon your ability to adhere to the time requirements of at least 10 minutes and no more than 20 minutes.

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Grade Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;10 &lt;20</td>
<td>-0</td>
</tr>
<tr>
<td>&lt;10 &gt;20</td>
<td>-1</td>
</tr>
<tr>
<td>&lt;09 &gt;21</td>
<td>-2</td>
</tr>
<tr>
<td>&lt;08 &gt;22</td>
<td>-3</td>
</tr>
</tbody>
</table>

A seminar evaluation form will be completed by all students and the professor on each seminar presentation. A copy of this evaluation form is in the appendix.

**Presentation:**

- Professor’s evaluation of oral seminar 15%
- Student evaluation (classroom average)* 15%

**Paper:**

- Topic Selection 5%
- Written technical report peer evaluation 5%
- Rough Draft II 10%
- Professor’s evaluation of final paper 35%
- Professors evaluation of notebook 15%

100%

*Students will be advised to score the seminar as follows:

- **90 to 100** Professional presentation, exceeded what you thought was required in the course.
- **80 to 89** Adequate presentation, completed the basic requirements
- **70 to 79** Inadequate presentation, did not meet the basic seminar requirements.
# LECTURE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session</th>
<th>Class Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24</td>
<td>1</td>
<td>Introduction/Pictures/Course Requirements (Seminar topic due prior to start of 2nd class period)</td>
</tr>
<tr>
<td>1/31</td>
<td>2</td>
<td>Discuss technical paper <strong>Topic Due</strong></td>
</tr>
<tr>
<td>2/7</td>
<td>3</td>
<td><strong>No Class</strong></td>
</tr>
<tr>
<td>2/14</td>
<td>4</td>
<td>Discuss oral presentation</td>
</tr>
<tr>
<td>2/21</td>
<td>5</td>
<td>Discuss oral presentation</td>
</tr>
<tr>
<td>2/28</td>
<td>6</td>
<td>Seminar Presentations (3) <strong>Rough Draft I Due</strong></td>
</tr>
<tr>
<td>3/6</td>
<td>7</td>
<td>Seminar Presentations (3) <strong>Peer Reviews</strong></td>
</tr>
<tr>
<td>3/13</td>
<td></td>
<td><strong>No Class/Spring Break</strong></td>
</tr>
<tr>
<td>3/20</td>
<td>8</td>
<td>Seminar Presentations (3) <strong>Rough Draft II Due</strong></td>
</tr>
<tr>
<td>3/27</td>
<td>9</td>
<td>Seminar Presentations (3)</td>
</tr>
<tr>
<td>4/3</td>
<td>10</td>
<td>Seminar Presentations (3)</td>
</tr>
<tr>
<td>4/10</td>
<td>11</td>
<td>Seminar Presentations (3)</td>
</tr>
<tr>
<td>4/17</td>
<td>12</td>
<td>Seminar Presentations (3)</td>
</tr>
<tr>
<td>4/24</td>
<td>13</td>
<td>Seminar Presentations (3) <strong>Final/Notebook Due</strong></td>
</tr>
<tr>
<td>5/1</td>
<td>14</td>
<td><strong>Exit Interviews</strong></td>
</tr>
</tbody>
</table>
COURSE EVALUATION

You will be asked to evaluate this course during the last class period.

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

ACADEMIC INTEGRITY STATEMENT AND POLICY

An Aggie does not lie, cheat, or steal or tolerate those who do. More information can be found at www.tamu.edu/aggiehonor/
TECHNICAL PAPER, SEMINAR PREPARATION, AND PRESENTATION INSTRUCTIONS

PROCEDURE FOR PREPARING THE TECHNICAL PAPER, SEMINAR PREPARATION AND PRESENTATION

1. General Information
   A. Seminar topics are to be selected by you and submitted in writing on the proposed seminar topic form and approved by your professor prior to the second class period. It is suggested that you select a topic of major interest to you because you will learn more, enjoy it more and you will be more effective in your presentation.
   B. You may access the journal at: jas.fass.org/. This website also allows you to search the Journal based on author name and key words (each article has key words after the abstract that relate to its content).
   C. A schedule of speakers and seminar topics for the semester will be given to you the fourth class period.
   D. Seminar topics or the scheduling time of the seminar cannot be changed without prior consent of the professor. Failure to follow these guidelines will result in a (1) letter grade reduction in your final course grade.
   E. Seminar must consist of a 10-to-20 minute presentation.
   F. Seminars will be timed and a part of the grade will depend upon your presentation meeting the time requirements.
   G. Seminars will be video recorded for critique purposes.
   H. Only one (1) 3" X 5" card will be permitted for reference while presenting the seminar.
   I. Dress professionally - coat and tie; dress/pantsuit; no jeans; look and act professional.
   J. You have one (1) week after your seminar presentation to review the video of your presentation and set up an appointment to meet with your professor. During this individual conference the professor will share your overall grade for the seminar, discuss both the students’ and the professor’s comments regarding your seminar and the professor’s evaluation of the technical paper.

2. Preparation of Technical Paper
   A. You should select your technical references and prepare your technical paper before concerning yourself about your seminar. The technical paper should be the basis for selecting your visual aids for your seminar.
   B. The first rough draft of your paper is due 2/28/2012 and you will need to bring three copies to class, one for you and two for your peer group. On 3/6/2012 you will bring your corrected copies to your peer group members. On 3/20/2012 you will turn rough draft II into me. Papers will be returned to you by 4/17/2012 and your final copies and your completed notebooks will be due on 4/24/2012. Absolutely no exceptions will be made for any due dates late papers or papers not in
final form. The notebook turned in on 4/24/2011 will include six sections: 1) Introductory materials, 2) All of the literature used in preparing the paper and seminar, 3) Rough draft I (including your edits and your peer edits), 4) Rough draft II (including your edits and Dr. Wickersham’s edits), 5) Final Paper, and 6) Printed out copies of the slides used in your presentation.

C. Your technical paper must consist of a minimum of 3,000 words typed (font size of 12) exclusive of Title page, Literature Cited section and Table or Figure pages. Your paper must include a minimum of ten (10) technical articles that have been reviewed and cited in your paper. Your grade will be based 50% upon content and 50% on proper paper format requirements. A high quality paper will contain between 15-to-25 scientific references cited in your paper and consist of 15-to-25 pages of text (Introduction, Results and Discussion and Conclusions).

D. Take advantage of the Writing Center, located in Evans Library or visit their website at: uwc.tamu.edu (phone: 458-1455) in preparing your paper. The Writing Center is a free resource for students in need of consultation at any stage of the writing process. Their services range from one-on-one tutorial sessions to computer based intervention and writing development programs.

E. Technical articles for your paper should come from the Journal of Animal Science or similar peer-reviewed publications. You have access to the ASAS website and full text articles of the JAS free of charge. The TAMU library (http://library.tamu.edu/) also has access to search engines/databases that allow you to electronically search for articles in a large number of scientific journals at once. Once at the library homepage select the “Database” tab. If you need help ask the librarians. Cited references from refereed publications or other scientific sources are preferred. References from non-refereed publications, magazines, websites, etc., should be avoided and do not count toward the ten (10) minimum references. The number of citations from non-refereed publications should be minimized by careful scrutiny; select only the most pertinent ones for your technical paper.

F. The technical paper must be written to follow the Style and Form of the Journal of Animal Science. A copy can be printed from jas.fass.org. The Style and Form contains examples of how to cite references in the text, and how to write the references in the Literature Cited (pages 9 and 10). Using a current article from the Journal of Animal Science as an example is another way to make it easier to understand the Style and Form. (Print a copy from JAS website and bring to the 2nd class period). The main points of Style and Form are summarized below.
ORAL SEMINAR PRESENTATION

1. Procedure and Organization
   The procedures and organization for making your oral presentation are as follows:
   A. Introduction
   B. Objectives
   C. Discussion
   D. Conclusion or Implications

2. Preparation of Visuals
   A. You are required to use slides in your presentation.
   B. You are required to use the following four types of slides in your presentation:
      1) Introduction slide - first slide should list the title of your presentation, your name, course and date.
      2) Objective slide - your slide should address the specific question, issue you are discussing.
      3) Data slides - use to support your discussion, make a specific point, slides should have a freestanding title, list the data, and list reference at the bottom of the slide.
      4) Conclusion slide - the last slide should consist of a brief statement of the facts.
   C. Other slides (transition slides) are optional, but can be used to enhance your presentation.
   D. Your visuals can come from two sources: make them yourself or borrow them. Poster boards, models or overlays are not permitted.
   E. Make sure you have not put a timer or unnecessary transitions on your visuals unless you really want them there.
   F. PowerPoint Guidelines:
      Equipment Available for the Presentation:
      - Dell computer with Microsoft Office PowerPoint
      - (Can read any version of Microsoft Office PowerPoint)
      - CD ROM Drive
      - USB port for memory sticks
      - If you use video clips in your presentations be sure to check them out on the computer in the class room. Software you use may not be installed on the computer. You need to do this BEFORE the mandatory practice session.

***Your presentation must be compatible to this computer! Only the most recent version of MAC can efficiently work with this computer.

If there are any concerns about the compatibility of your presentation, clear those up before you start preparing your presentation. This will alleviate any problem that may occur with your presentation. It is your responsibility to ensure that your slides are compatible with the classroom equipment.
Facilities for preparing your presentation:
1) Your Personal Computer
2) Computer Lab in 021B KLCT
3) Computer Lab in West Campus Library
4) Computer Lab in Blocker
5) Library Annex Computing Center

*Scanners are available for use at:
1) Blocker Building - You must sign up ahead of time for a two-hour block of time
2) West Campus Library - First come, first serve basis
3) Library Annex - First come, first serve basis

*Mandatory Practice Session:
The Monday and Wednesday before each class there will be a practice session at 5:30 P.M. Students will have the opportunity to become familiar with the PowerPoint presentation procedures. Teaching Assistant is Carrie Mueller, Rm. 240 Kleberg, phone number: 845-7731; e-mail address: carrie.mueller@tamu.edu. Please contact Carrie prior to the scheduled practice session if you cannot meet at the assigned time and wish to reschedule.

GENERAL INFORMATION AND TIPS AND HINTS ON SEMINAR PREPARATION AND PRESENTATION
1. Seminar is expected to be an enjoyable, learning experience, not a boring or frightening chore.
2. Be considerate of the speaker by prompt attendance (be seated before time for class to begin) and participate as professional by asking questions.
3. Rehearsing for presentation:
   A. Requires many, many rehearsals. Use visuals and speak aloud. Speaking in front of a mirror or a friend is very effective.
   B. Read your seminar aloud. Timing is very important.
APPENDIX

SUMMARY OF TECHNICAL WRITTEN PAPER FORMAT

The first page of your paper will be your title page. Format as follows:

Title of Paper
Student’s Name
Animal Science 481
(Month) (Year)

Your paper will consist of the four main headings:

INTRODUCTION

This section should define the problem and the importance of this topic. A paragraph, not exceeding 2,000 keystrokes, should adequately cover the introduction.

RESULTS AND DISCUSSION

This section should utilize your literature references relative to the research conducted on the topic. Explain what was done, methods used, results obtained and conclusions reached. Sufficient data should be presented to allow the reader to interpret the results. When different approaches and experiments are discussed combine their results in your discussion statements. This should be the principle portion of your technical paper.

CONCLUSION

This section should summarize your paper. A paragraph, not exceeding 2,000 keystrokes should adequately cover your conclusions. This portion of your paper should consist of a summary of experimental results establishing the science (facts) and the implications of this information.

LITERATURE CITED

This section is to begin at the top of a separate page and must include a minimum of ten (10) technical articles that have been reviewed and cited in your paper. Citations should conform to the style of the Journal of Animal Science indicated in the 2009 revision.

Tables and/or Figures are to be inserted after the Literature Cited section. They are to be numbered consecutively in Arabic numbers, each Table or Figure is typed on a separate page.

NOTE: Your typed (font size of 12), should be stapled, but not bound, covering your Introduction, Results and Discussion and Conclusion must consist of a minimum of 3,000 words, double spaced. A minimum of ten (10) cited references is required. Your grade will be based 50% on content and 50% on proper paper requirements.
Animal Science 481
Seminar Evaluation

Name: ________________________________

Section No: __________________________

SPEAKER: ________________________________

TOPIC: ________________________________

DATE: ________________________________

I. Personal confidence, appearance and poise (10)________

II. Voice, eye contact and presentation without distracting mannerisms (10)________

III. Organization and presentation of topic (20)________

IV. Knowledge of topic and evidence of preparation for presentation (25)________

V. Use of visuals to support presentation and quality of visuals (15)________

VI. Awareness of time and length of seminar (10)________

VII. Response to questions (10)________

TOTAL (100)________

Suggestions for Improvement/Seminar Evaluation Comments:

______________________________
TO: Faculty Senate Executive Committee

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

CC: Captain Scott Putty, Department of Marine Transportation
    Captain Augusta Roth, Head, Department of Marine Transportation
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: June 7, 2012

SUBJECT: REPORT ON PROPOSED C COURSE: MART 410

We recommend that MART 410 Watchstanding-Bridge Resource Management be certified as a communication-intensive (C) course for four academic years (1/12 to 1/16). 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: 2000
4. Total minutes of oral presentation: 50
5. Instructor to student ratio for one section: 1:6

MART 410 is a two-credit course. Individually, students write an analysis on three case studies about accidents (requiring analysis) and complete a short Deck Logbook project (total 1750 words and 25%). They also work in teams to write a Passage (Voyage) Plan, which is also presented orally (10 minutes for each individual at 10% and 40 minutes for each group at 10% for the plan as well as the presentation). Students receive instruction during lab periods from lecture, and the Writing Lab at Galveston provides workshops on writing the case study. For oral feedback, students complete at least three exercises in which they run the bridge (or the bridge simulator) and receive immediate feedback on their performance. In addition, they submit a draft of their individual oral presentation for instructor feedback and peer review before the actual presentation occurs. Formative feedback occurs through peer review, debriefing after the bridge simulation exercise, and instructor review of sections of the Voyage Plan, early in the process. Since the assignments are integrated (oral assignments and written assignments), feedback is continuous.
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):
MART 410 Watchstanding – Bridge Resource Management (BRM)

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: CAPT. Scott Potty DePatty 4/19/2012
Printed name and signature

Received: Valerie Balester 4/24/12
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: William Scott William C. Scott 4-18-12
Printed name and signature

Department Head: Augusta D. Roth 4/19/2012
Printed name and signature

AUGUSTA D. ROTH (Date)
MART 410 – Watchstanding / Bridge Resource Management
Fall 2012

Instructor: Capt. Scott Putty
Office: Eng. 114
Office Hours: By Appointment
Office Phone: 409-740-4467
Email: puttys@tamug.edu

Class: Lecture: Wednesday, 1200-1250
Lab: M - F: 0800 - 1050

Texts: SHM Shiphandling for the Mariner
       WG Watchstanding Guide for the Merchant Marine Officer
       Charts Specific to Voyage Plan
       COLREGS CG-169: Navigational Rules

Case studies and reference material will be found on WebCT or online.

Prerequisites: MART 304, 306, 300, & 321

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Term Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam (comprehensive)</td>
<td>25%</td>
</tr>
<tr>
<td>Voyage Plan – Group</td>
<td>10%</td>
</tr>
<tr>
<td>Voyage Plan – Individual</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Written assignments</td>
<td>20%</td>
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<td>100%</td>
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</table>

This is a C course (communication intensive). You must pass both the written and oral presentation portions of the course in order to pass the course and receive credit.

Voyage Passage Plan: Each lab team will complete a written Voyage Passage Plan that will be assigned. This written plan will be presented orally as a group during the last scheduled lab period of the semester. Every team member should be prepared to present the plan and answer any and all questions. A guide for Voyage Passage Planning according to IMO requirements will be provided.

Presentation: Each student will give a 10 minute oral presentation on a current topic of interest relevant to Watchstanding / Bridge Team Management. All topics will require prior approval. The goal of the presentation is improve your communication skills that you will need as a 3rd Mate.

Written Assignments: Each student will be required to turn in a 500 word summary and analysis of the three case studies reviewed in the lab. This assignment is due within 72 hours of the completion of the lab period. Ten points will be deducted for each day the assignment is late. Failure to turn in the assignment will result in a ZERO for that lab! The format is MS Word, Arial 12 point and double spaced. A Deck Logbook exercise will also be assigned during the semester. This exercise will improve you logbook writing skills and your understanding of relevant USCG requirements.

In accordance with STCW requirements, all work missed due to college excused absences must be made up within one week of absence!! Any unexcused absences will result in an “F”. No Exceptions!!! Make up assignments will be additional written papers on specific topics.

Proper Dress: Cadets will be in proper and complete uniforms in both lecture and lab periods.

Course Description: Upon successful completion of this course, the Cadet will be issued a certificate certifying that he/she has demonstrated appropriate competence in “Watchstanding Techniques and
Procedures” and has meet the requirements of Section A-I/6 1.1, 1.2 as well as A-II/1 of the STCW 95 Convention.

The Bridge Watchstanding Simulator will enhance the Third Mate candidate’s decision-making skills as it applies to traffic and voyage planning situation. The students will learn to work as a team and develop and use procedural checklists for various aspects of vessel operations.

**Objective:** Cadets who successfully complete this course will have gained experience in handling ships under various conditions and will make a more effective contribution to the bridge team during ship maneuvering in normal and emergency situations.

In particular, Cadets will become proficient in the following skills and techniques through the use of practical simulator exercises:

- Effective Bridge Watchstanding Procedures and the Bridge Team concept
- Effective Passage Planning and the requirement for contingency planning during the course of a voyage
- Effective leadership, decision making, and task prioritization for the Bridge Team
- Voyage record keeping including proper logbook entries
- Familiarization with Bridge equipment and the proper use of helm and engines for ship maneuvering
- A greater understanding and awareness of efficient Bridge procedures, watchkeeping, and ship handling during ocean, coastal and inland passages
- A greater awareness and understanding of a good interactive communication style and the benefit of building a common shared mental model of the planned passage.
- Proper application of the COLREGS through situation recognition, Radar/ARPA traffic analysis, and navigation
- Bridge emergency procedures and the proper response to a variety of Bridge equipment failures

**Statement on Academic Dishonesty:**

For many years Aggies have followed a Code of Honor, "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or to tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University handbook will be the standard upon which scholastic integrity will be maintained in this course. It is the responsibility of the student to familiarize themselves with the standards, definitions, and procedures concerning academic dishonesty. Academic dishonesty infractions will result in failure of this course as a minimum sanction.

**Statement on American Disabilities Act**

The American 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 Director of Counseling and each of your course instructors.

**TAMUG Statement on Absences**

Information concerning absences is contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**Family Educational and Rights to Privacy Act (FERPA)**

FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of the information, please consult the Admissions and Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.
TO: Faculty Senate Executive Committee

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

CC: Rebecca Hartkopf Schloss, Department of History
    David Vaught, Head, Department of History
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: June 7, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 280

We recommend that HIST 280 The Historian’s Craft be certified as a writing-intensive (W) course for four academic years (1/12 to 1/16). 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: 75%
2. Course content appropriate to the major
3. Total number of words: 3250
4. Instructor to student ratio for one section: 1:15

The requirements for HIST 280 may vary from section to section; however, the faculty has agreed in a faculty meeting that every section will include a final research paper of at least 2,000 words. Every syllabus requires a draft of this paper at least three weeks prior to the due date so that either peer response, instructor comments (in writing or conference), or all of these can be used as formative feedback. The sum of writing for the course (finished products) will always be 33% minimum, although some instructors may include more than the research paper and divide that total between assignments in different ways. For example, the sample syllabus submitted with the proposal includes the research paper, a proposal for the research paper, and four short papers (thought pieces), for a total of 85% and 4750 words. Instruction methods are required and may vary. The sample provided assigns two books on writing (Mary Lynn Rampolla’s A Pocket Guide to Writing in History and Jules Benjamin’s A Student’s Guide to History) and spends multiple class periods discussing how historians evaluate evidence and craft historical arguments. The Undergraduate Director in history reviews syllabi each semester to ensure they meet these standards and will, in addition, provide each instructor teaching the course a written version of the guidelines agreed upon by the faculty.

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 280W The Historian's Craft

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

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

Instructor / Coordinator:  Rebecca Hartkopf Schloss  4/4/2012
Printed name and signature  (Date)

Received:  Valerie Balester  4/10/12
(W Course Coordinator, University Writing Center)  (Date)

Approvals:

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

Department Head:  David Vaught  4/4/2012
Printed name and signature  (Date)
HISTORY 280(W): THE HISTORIAN'S CRAFT

Class Meeting Time: Professor Adam Seipp
MW 4:10-5:25 208 Glasscock Building
Meeting Place: aseipp@tamu.edu
Glasscock 008 945-1737 (w)
Office Hours: MW 10-11 am

"The function of the historian is neither to love the past nor to emancipate himself from the past, but to master and understand it as the key to the understanding of the present."
-Edward Hallett Carr

“What is a historian? Someone who writes too poorly to work for a newspaper."
-Karl Kraus

Overview
History is a rich and compelling subject of study. The wide variety of scholarly and popular books, films, television programs, and magazines dedicated to teaching and talking about the past suggest how many people find the subject fascinating. Those interested in history can choose from any number of venues to learn more about the human past.

In this course, we will consider the role of history and historians in our society, while designing and carrying out an original piece of historical writing. Together, we will discuss some of the most pressing issues related to the study and writing of history. We will engage with important historical debates, some of which have tremendous relevance to the world today. We will also explore some of the ways that professional and non-professional historians disseminate their work to the public. By the end of the course, you will hopefully have a clearer idea of what historians do, why they do it, and what our work means in the contemporary world.

History 280W is designed for those majoring in or thinking about majoring in history and anyone interested in pursuing an advanced degree in history. Even if you are not convinced that the study of history is in your future, this class will help you to develop skills in evidence gathering, the development of a coherent argument, and the craft of narrative and analytical writing.

In this course, students will:
1. Develop and write an original piece of historical argumentation
2. Gain confidence working with primary historical sources
3. Develop skills in finding and assessing archival materials
4. Discuss trends in the field of historical studies
5. Learn about opportunities available to students of history inside and outside of the university setting.
**W-Course:**
This is a university-approved “W” Course, meaning that writing instruction will receive special emphasis. Through a wide range of methods, approaches, and strategies—lecture, discussion, in-class laboratories devoted exclusively to the difficult process of crafting successful papers, and one-on-one meetings during office hours—students will have the opportunity to greatly enhance their writing abilities. History majors entering the program under the 2007-2008 catalog are required to take two “W” courses—this course meets one of those requirements. History majors entering the program earlier and students in other majors are more than welcome as well.

**Other Student Learning Outcomes**
During the semester, students will:

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

**Required Book List**
The following books will be used in the course. They can be purchased at the MSC Bookstore or online. They are also available at the Evans Library Reserve Desk (4 hour loan period).

Evans, Richard. *In Defense of History*
Gross, Jan. *Neighbors*
Howell, Martha and Walter Prevenier, *From Reliable Sources*
Tec, Nechama, *Defiance*
Wunderli, Richard, *Peasant Fires*

**Other Outside Readings:**
In addition to the volumes listed above, the following articles are available on electronic reserve.


A selection of book reviews provided by the instructor (not on electronic reserve)
**Film**
There will be one film, *Defiance*, shown in this class. A screening will be held in Evans Annex 410 on October 4. Students unable to attend the scheduled showing are responsible for watching the film on their own. You can view this film at any time at http://mediamatrix.tamu.edu (you will need Real Player to stream the film).

**Evaluation**
Your final grade in this class will be determined based on the following:

- Final Paper 35%
- Wunderli paper 15%
- Defiance paper 15%
- Book review 15%
- Document packet 5%
- Draft 10%
- Participation 5%

The most significant assignment in this course will be the semester paper (2,000-2,500 words, 12-point font). The topic of the paper, which will be discussed further during the semester, will be developed by the student in conjunction with the instructor and will deal broadly with “the politics of history.” The paper will include appropriate citation and represent significant primary source research. It is due by 5:00 PM on December 3.

In addition, there will be three writing assignments and several ungraded but required assignments in this course.

1. Students will each write a response paper, based on questions provided by the instructor, for Richard Wunderli’s *Peasant Fires*. This paper will be roughly 1,000 words in length. This paper is due by the beginning of the class period on September 22.

2. Students will read Nechama Tec’s book, *Defiance*, and view the film of the same title. Based on a prompt provided by the instructor, students will complete a paper of roughly 1,000 words comparing and contrasting the film and book versions. This paper is due by the beginning of the class period on October 6.

3. Following extensive discussion of the importance and structure of book reviews, students will prepare a review of Jan Gross’ *Neighbors*. This paper is due by the beginning of the class period on November 24.

All students will submit a one-page semester paper proposal by September 27. The proposal will not be graded, but I will not accept a draft from any student who has not turned in a proposal.

Since the final paper will be based on both primary and secondary historical sources, students will be responsible for assembling a packet of documents related to their paper and presenting that packet to the class during one of three designated presentation days. While this assignment will not receive a formal grade, students will only receive credit
for document packets that reflect a good faith effort to complete the assignment in a timely manner.

All students must submit a draft of their paper by 5:00 PM on November 10. The draft is a vital part of the writing process. Students who do not put sufficient effort into writing a draft do not benefit from instructor feedback and generally perform poorly on the final version. Since I read and extensively respond to drafts and turn them back to you in time to make revisions, failure to submit drafts in a timely and complete manner is nonproductive and impolite. Students will receive full credit for the draft provided that they submit a paper of AT LEAST 1,500 words no later than the due date. I will comment on late or incomplete drafts, but you will not receive credit for them.

All class assignments will be submitted through www.turnitin.com. Any student who has not previously registered for this service should do so as soon as possible.
Class ID: 3436819
Password: hist280f2010

**Attendance:**
Attendance is generally not required, but is strongly encouraged. The course is a seminar and will only function effectively if students attend and are prepared for course work. Because they involve contributions from individuals and organizations outside of the class, attendance is mandatory on site visits and days for which we have a guest speaker. ANYONE ABSENT WITHOUT A UNIVERSITY-APPROVED EXCUSE ON THE DAY OF A GUEST SPEAKER WILL SUFFER A 5 POINT PENALTY ON THEIR FINAL GRADE. These days are noted with a * on the course schedule below.

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

**Course Schedule**
30-Aug  Introduction
   1-Sep  What is History?
   6-Sep  The Historian's Task (Evans)
   8-Sep  The Historian's Task II (Evans)
13-Sep  Semester Paper Introduction
15-Sep  Sources for Historians (Howell)
20-Sep  Workshop: Identifying and Using Sources
22-Sep  Discussion: Peasant Fires (paper due)
27-Sep  So, You Want to Be a Historian? (topic proposals due) *
29-Sep  No class
   4-Oct  Screening, Defiance
   6-Oct  Discussion, Defiance (paper due)
11-Oct  Career Center *
13-Oct  Career Center *
18-Oct  Corps of Cadets Center *
20-Oct  Meeting with Joel Kitchens, TAMU Libraries *
25-Oct  Document presentation #1
27-Oct  Document presentation #2
1-Nov  Document presentation #3
3-Nov  Writing Center Presentation *
8-Nov  No class, work on papers
10-Nov  Draft due
15-Nov  Bush Library and Archive Visit *
17-Nov  Workshop: Writing Book Reviews, drafts returned (review packet)
22-Nov  Conferences
24-Nov  Discussion, Neighbors, book reviews due (Gross)
29-Nov  Discussion: The Future of the Past (Mandler)
1-Dec  Course wrap-up (with donuts and coffee)
3-Dec  PAPERS DUE
HISTORY 280 W: THE HISTORIAN’S CRAFT
Spring 2011
MW 4:10-5:25, MILS 217

Dr. Glenn A. Chambers
Office: 303B Melbern G. Glasscock Building (History)
Office Hours: MW 10:30-12:00 or by appointment
Office phone: 979-845-7151
e-mail: g-chambers@tamu.edu

Purpose:
In this course, we will consider the role of history and historians in our society and use the skills learned to conceptualize and construct an original piece of historical writing. We will also discuss and debate some of the most pressing issues in the current historiography. An important aspect of the course will be to understand the ways in which professional and non-professional historians engage the public and disseminate their findings to the public. By the end of the course, it is my hope that you have a clearer understanding of what historians do, why they do it, how they do it, and its relevance in our society.

HIST 280W is designed for those students majoring in or thinking about majoring in history and anyone interested in pursuing an advanced degree. The emphasis on historical methodology, evidence gathering, development of clear research questions and a thesis, and the craft of narrative and analytical writing, though discussed from a historian’s perspective, will be valuable for most academic disciplines.

In this course, students will:

1. Develop and write an original piece of historical work.
2. Be able to identify and gain confidence working with primary sources.
3. Develop tools for accessing and evaluating archival sources.
4. Discuss trends in the field of historical studies and historical methodology.
5. Learn of opportunities for historians beyond traditional academia.

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

Other Learning Objectives:
In addition to understanding the historian’s craft, students will also expand their knowledge of the human condition and human cultures that have contributed to the development of the United States. The goal is to broaden students’ awareness of the variety of contemporary issues and interpretations in history. For this course, one way to
accomplish this is through an analysis of the development of national identity within the United States. The readings this semester will focus on the origins of American identity and the role that ethnicity, race, culture, religion, and politics have played in the construction of the American people. We will use this backdrop to discern the different definitions and interpretations of the United States and how they converge and conflict within the literature.

**Required Books:**


**Evaluation:**
Your final grade in the class will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper Proposal</td>
<td>25</td>
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<tr>
<td>Response Paper</td>
<td>50</td>
</tr>
<tr>
<td>Book Review</td>
<td>50</td>
</tr>
<tr>
<td>Document Packet</td>
<td>25</td>
</tr>
<tr>
<td>Paper Draft</td>
<td>100</td>
</tr>
<tr>
<td>Final Paper</td>
<td>150</td>
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</table>

The most significant assignments in this course are related to the final paper (2,000-2,500 words, 12-point, Times New Roman Font). The topic of the paper, which will be discussed during the semester, will be developed by the student in conjunction with the instructor and will deal broadly with any of the approaches to history as outlined in chapters 8-11 of Tosh’s *The Pursuit of History*. The paper will incorporate at least 4 primary sources and 4 secondary sources and will include appropriate citations using the Chicago Manual of Style. The paper is due by 5:00 PM on May 2, 2011.

All students must submit a one-page paper proposal due in class on February 16, 2011. The proposal must include a prospective thesis statement identifying the historical problem you will address. In addition, it should list at least one primary and two secondary sources that you will consult in making your argument. Secondary sources must NOT be published prior to 1990 unless you have permission from the professor.

Because the final paper will be based on primary and secondary sources, students will be responsible for assembling a packet of documents related to their paper topic and presenting it to the class one of three designated presentation days (March 2, 7, or 9). Students must be prepared to discuss at least 3 primary sources and 3 secondary sources.
All students must submit a draft of their paper by 5:00 PM on March 23. Students will receive full credit for the draft provided that they submit a paper of AT LEAST 1500 words. I will comment on late or incomplete drafts, but you WILL NOT receive credit for them.

**Attendance and Makeup Policy:**
Attendance is not required, but is strongly encouraged. In order to understand the concepts discussed in class, it is essential that you be present. Because the course is organized in a seminar format, it will only function effectively if students attend, are prepared, and participate.

Assignments submitted late will receive a ZERO except in the case of university-excused absences or by prior agreement 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- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637).

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

**Grading Breakdown:**
Final grades are determined based on your point total for all assignments during the semester. The breakdown of letter grades based on point totals is as follows:

- 400- 359 = A
- 358- 319 = B
- 318- 279 = C
- 278- 239 = D
- 238 and below = F

**Course Schedule**

<table>
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<tr>
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<th>Topic</th>
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<tr>
<td>19-Jan</td>
<td>Introduction</td>
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<tr>
<td>24-Jan</td>
<td>Tosh, Chapter 1</td>
</tr>
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<td>26-Jan</td>
<td>Tosh, Chapter 2</td>
</tr>
<tr>
<td>31-Jan</td>
<td>Tosh, Chapter 3</td>
</tr>
<tr>
<td>2-Feb</td>
<td>Semester Paper Introduction</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>7-Feb</td>
<td>Benjamin, Chapter 6</td>
</tr>
<tr>
<td>9-Feb</td>
<td>Tosh, Chapter 4</td>
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<td>14-Feb</td>
<td>Benjamin, Chapter 3 and Tosh, Chapter 4</td>
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<tr>
<td>16-Feb</td>
<td><strong>Paper Proposal Due</strong>, Library Presentation</td>
</tr>
<tr>
<td>21-Feb</td>
<td>Discussion: <em>Whiteness of a Different Color</em></td>
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<tr>
<td>23-Feb</td>
<td>Discussion: <em>Whiteness of a Different Color</em> Response Paper Due</td>
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<tr>
<td>28-Feb</td>
<td>Tosh, Chapter 5</td>
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<tr>
<td>2-Mar</td>
<td><strong>Document Presentations</strong></td>
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<tr>
<td>7-Mar</td>
<td><strong>Document Presentations</strong></td>
</tr>
<tr>
<td>9-Mar</td>
<td><strong>Document Presentations</strong></td>
</tr>
<tr>
<td>21-Mar</td>
<td>Benjamin, Chapter 7 and Tosh, Chapter 6</td>
</tr>
<tr>
<td>23-Mar</td>
<td><strong>Rough Draft Due</strong></td>
</tr>
<tr>
<td>28-Mar</td>
<td>Discussion: <em>Havana USA</em></td>
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<tr>
<td>30-Mar</td>
<td>Tosh, Chapter 7</td>
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<tr>
<td>4-Apr</td>
<td>Tosh, Chapter 8</td>
</tr>
<tr>
<td>6-Apr</td>
<td>Tosh, Chapters 9-10</td>
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<tr>
<td>11-Apr</td>
<td>Discussion, <em>The Promised Land</em></td>
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<tr>
<td>13-Apr</td>
<td><strong>Book Review Due</strong></td>
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<tr>
<td>18-Apr</td>
<td>Careers in History Presentation</td>
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<tr>
<td>20-Apr</td>
<td>Conferences to Discuss Revisions</td>
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<tr>
<td>25-Apr</td>
<td>Conferences to Discuss Revisions</td>
</tr>
<tr>
<td>27-Apr</td>
<td>Film-</td>
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<tr>
<td>2-May</td>
<td><strong>Final Papers Due</strong></td>
</tr>
</tbody>
</table>
Historian’s Craft, 280-900
9:10am - 10:00am MWF, Military Sciences Building 216

Dr. Felipe Hinojosa                Office: Glasscock 102B
Email: fhinojosa@tamu.edu              Fall 2011
Office Hours: MWF—10:30am-12pm and by appt.

Purpose of the Course:
If you are in this class then you must really love history, or you are here by mistake. History often does not carry the best reputation. Some regard our field as “boring,” “outdated,” and “irrelevant.” Well, in this course we will counter those claims and in the process learn a little something about how and why historians do their work. Together we will consider the role of history and historians in our society, while designing and carrying out an original piece of historical research. We will discuss some of the most important historiographical debates, the art of writing history, and the processes involved in archival research. I believe that by paying close attention to the cadence and rhythms of history and historical research, we can gain a better understanding of how this field of study contributes to our understandings of society, culture, and politics.

History 280 is designed for those majoring in or thinking about majoring in history and anyone interested in pursuing an advanced degree in history. Even if you are not convinced that the study of history is in your future, this class will help you to develop skills in evidence gathering, the development of a coherent argument, and the craft of narrative and analytical writing.

In this course, students will:
1. Develop and write an original piece of historical argumentation
2. Work with primary sources
3. Develop skills in finding and assessing archival materials
4. Discuss trends in the field of historical studies
5. Learn about opportunities available to students of history inside and outside of the university setting.

Required Readings (additional readings will be provided online):
A Pocket Guide to Writing in History, 6th edition
Mary Lynn Rampolla

Jules R. Benjamin

No Mexicans, Women, or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement
Cynthia E. Orozco

Mexican Americans and World War II
Edited by Maggie Rivas-Rodriguez
Assignments:
Your final grade in the class will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Proposal</td>
<td>25</td>
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<tr>
<td>Class Presentations</td>
<td>50</td>
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<tr>
<td>Document Packet</td>
<td>25</td>
</tr>
<tr>
<td>Thought Pieces</td>
<td>200</td>
</tr>
<tr>
<td>Paper Draft</td>
<td>50</td>
</tr>
<tr>
<td>Final Paper</td>
<td>150</td>
</tr>
</tbody>
</table>

Grading Breakdown:
- A: 500-446
- B: 445-396
- C: 395-346
- D: 345-300
- F: 299-0

Class Presentations: Each class meeting will begin with a presentation on the assigned reading for that particular day. Each group (2 per group) will conduct 2 class presentations throughout the semester each worth 25 points. More than a summary of the readings, students will be expected to engage the class with discussion questions as well as how certain idea(s) resonated with your own experience and/or knowledge.

Thought Pieces: You will be required to write four short (1-2 pages) “thought pieces” that are reflective of the readings and discussions in class. Each will be worth 50 points. I am not interested in summaries of our readings/discussions. Instead, I am looking for critical reflection on the major ideas and themes discussed.

Paper Proposal: All students must submit a one-page paper proposal. The proposal must include a prospective thesis statement identifying the historical problem you will address. In addition, it should list at least one primary and two secondary sources that you will consult in making your argument.

Paper Draft: All students must submit a 1st draft of their paper for my review. Students will receive full credit for the draft provided, which should be at least 1500 words. I will comment on late or incomplete drafts, but you will not receive credit for them.

Document Packet: Because the final paper will be based on primary and secondary sources, students will be responsible for assembling a packet of documents related to their paper topic and presenting it to the class. Students must be prepared to discuss at least 3 primary sources and 4 secondary sources.

Final Paper: The most significant assignment in this course is the final paper (2,000-2,500 words, 12-point, Times New Roman Font). The topic of the paper, which will be discussed during the semester, will be developed by the student in conjunction with the instructor and will deal broadly with any of the approaches to history we discuss in class. The paper will incorporate at least 3 primary sources and 4 secondary sources and will include appropriate citations using the Chicago Manual of Style.

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 dropped by one percentage point. 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 visit http://student-rules.tamu.edu/revisions/rule7-2006-08-23 for current policy on university-excused absences.

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**Academic Integrity Statement and Policy**
“An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information, please visit http://aggiehonor.tamu.edu.

Course Outline:

8/29: Course Introduction
8/31: Benjamin, ch 1: The Subject of History
9/2: Rampolla, ch 1: Why Study History

9/5: Benjamin, ch 2: Succeeding in your History Class
9/7: Rampolla, ch 3: Reading and Writing in History
9/9: Film: “The Longoria Affair”

9/12: Benjamin, ch 3: Working with Historical Evidence
9/14: Rampolla, ch 2: Working with Sources
9/16: Rampolla, ch 4: Writing History Papers

9/19: Benjamin, ch 4: Building a History Essay **(Thought Piece due)**
9/21: Benjamin, ch 5: Preparing Specific Writing Assignments
9/23: Rampolla, ch 5: Writing a Research Paper

9/28: Benjamin, ch 7: Writing a Research Paper
9/30: Film: “Hernandez v. Texas”

10/3: Benjamin, ch 8: Documenting your Paper
10/5: Rampolla, ch 6 & 7: Plagiarism and Documenting Sources
10/7: Evans Library Visit
10/10: Neil Foley, “Becoming Hispanic: Mexican Americans and the Faustian Pact with Whiteness”
10/14: Readings discussion (Visit by Dr. Carlos Blanton)

10/17: Rivas-Rodriguez, ch 2: “The Beating of Private Aguirre”
10/19: Readings discussion
10/21: Rivas-Rodriguez, ch 3: “On the West Side” (Thought Piece due)

10/24: Rivas-Rodriguez, ch 6: “Zoot Violence on the Home Front”
10/26: Readings discussion
10/28: Rivas-Rodriguez, ch 8: “Framing Racism”

10/31: Readings discussion (Thought Piece due)
11/2: Writing Center: Workshop on “Writing Clearly, Concisely, and Correctly.”

11/7: Orozco, ch 2: “Ideological Origins of the Movement”
11/9: Readings discussion
11/11: Orozco, ch 3: “Rise of a Movement”

11/16: Readings discussion
11/18: L. Oropeza, “To be Better and More Loyal Citizens”

11/21: L. Oropeza, “A New Wind From the Southwest” (Paper Draft due)
11/23-25: No Class

11/28: Presentations (Thought Piece due)
11/30: Presentations
12/2: Presentations

12/5: No class
12/7: No class
12/9: Final Papers due by Noon