Memorandum

TO: Faculty Senate Executive Committee

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

DATE: May 16, 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 415 Range Analysis and Management Planning
- INTS 403 Nations and Nationalisms
- SOCI 299 Qualitative Methods
- SOCI 404 Sociology of the Community
- WFSC 484 Internship in Wildlife and Fisheries Sciences

Course submitted for C certification:

- ACCT 421 Critical Communication Skills for Accountants

Courses submitted for W recertification:

- ACCT 407 Auditing
- BIOL 491 Research in Biology
- ECEN 405 Electrical Design Laboratory
- GEOG 404 Spatial Thinking
- HIST 327 Caribbean History Since Emancipation
- HIST 481 Senior Seminar
- JOUR 303 Media Writing II
- MARA 400 Global Economy
- MARA 466 Strategic Management
- POLS/WGST 367 Women in Government Around the World
- POLS 481 Comparative Ethnic Politics
- RPTS/RENR 460 Nature, Values, and Protected Areas
- SOCI/WGST 315 The Marriage Institution
- WFSC 406 Conservation Biology and Wildlife Habitat Management
TO: Faculty Senate Executive Committee

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

CC: Wayne T. Hamilton and Robert Conner, 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: May 14, 2012

SUBJECT: REPORT ON PROPOSED W COURSE: ESSM 415

We recommend that ESSM 415 Range Analysis and Management Planning 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: 33%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:25

ESSM 415 is a four-credit course. Although students produce collaboratively-written reports, they write individually on an executive summary of recommendations and on their assigned section of the report. They also are assessed on their participation in compiling the collaborative report. They submit their writing to their team members for peer review before the final draft is completed. Instruction is based on review and discussion of model reports and some in-class lecture and discussion of content and format.
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):

   ESSM 415 Range Analysis and Management Planning

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: Wayne T. Hamilton
Printed name and signature
4/11/2012
(Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
4/17/12
(Date)

Approvals:

College Dean: Kim Dooley
Printed name and signature
4/13/2012
(Date)

Department Head: M. M. Kothmann
Printed name and signature
4/11/2012
(Date)
Course title and number Range Analysis and Management Planning, RLEM 415

Term: Fall 2011

Meeting times/Location: Lecture 9:10 - 10 MWF, Lab 1-3 Tuesday.

Course Description and Prerequisites

This course has been designed to address the resource assessment and decision making skill requirements of grazinglands managers worldwide. Developing skills to understand the interface between land managers and technical consultants will be the primary thrust of this course. Students will become familiar with the basics of planning and use of advanced planning tools along with techniques that can be used in lesser developed countries. The resource planning process will form the core of the program. Students will develop teamwork, task planning, leadership, analysis and reporting skills through working as a contributing member of a consulting team. Each team will work with a unique case study (client) of an actual ranch. Background information will be provided while on campus and via a mid-term, 3-day field trip to collect supporting resource information.

Prerequisites: RLEM 314

Learning Outcomes or Course Objectives

2. Identify plants and other organisms in their genetic and evolutionary context.
   a. Identify species present and relative abundance in all different plant communities on client ranch
   b. Formulate recommendations to client relative to appropriate grazing management and vegetation manipulation practices based on land use objectives.

4. Explain and use the concepts and applications of geographic information systems and remote sensing.
   a. Develop maps showing locations of fences, water points, gates and other aspects of facilities and landscape features to communicate recommendations to client

5. Apply basic statistics concepts and methods to develop sampling designs and collect, analyze, and interpret natural resources inventory and monitoring data.
   a. Recognize and create meaningful data presentation (eg, tables, graphs, oral reports)
   b. Measure vegetation on a grass dominated landscape
   c. Quantify the influence of woody vegetation on range landscapes (density, canopy)
   d. Demonstrate ability to apply an array of sampling methods: Point, Area, Distance
   e. Know why we sample and the need for systematic data collection
   f. Demonstrate the ability to conduct an inventory of an area, and analyze the data collected

6. Evaluate conceptual, statistical, and quantitative ecological models and systems thinking.
a. Use and apply decision support systems pertinent to ecosystem management

7. Design management strategies for restoring and sustaining ecosystem goods and services and adaptive management concepts.
   a. Explain pros and cons of alternative vegetation manipulation systems to client

8. Interpret socio-economic and business environments relevant to ecosystem management
   a. Explain pros and cons of alternative natural resource based enterprises to client
   b. Make recommendations regarding natural resource based enterprises to client consistent with client’s goals and managerial and financial capabilities

9. Assess past, present and future policy options relevant to ecosystems.
   a. Explain the features and potential usefulness of state and federal government conservation and risk management programs in assisting achievement of client’s goals

10. Illustrate critical thinking and demonstrate problem-solving skills
    a. Delineate and describe alternative natural resource enterprises that are feasible based on a thorough assessment of both resources and client’s goals and financial and managerial capabilities
    b. Make recommendations regarding natural resource based enterprises to client consistent with client’s goals and managerial and financial capabilities

11. Demonstrate an ability to acquire, interpret, and present conclusions orally and in writing.
    a. Collect data from field, electronic, and lab sources
    b. Demonstrate ability to assimilate technical/scientific information
    c. Demonstrate ability to formulate data presentations suitable for the client’s understanding.

12. Demonstrate the ability to work collaboratively in teams and exercise leadership skills on projects.
    a. Work collaboratively in teams
    b. Participate in group projects and make meaningful inputs
    c. Demonstrate the ability to respect and interact with others in a group effort
    d. Exercise leadership skills
    e. Lead an aspect of a team project
    f. Learn to evaluate team members and encourage participation

13. Demonstrate environmental stewardship and professional and ethical behavior.
    a. Design a sound management plan that sustains natural resource uses

14. Recognize the need for lifelong learning and exhibit the skills necessary to acquire, organize and reorganize new knowledge.
    a. Gather, organize and communicate the information necessary to enable the client to achieve his/her goals relative to the subject ranchland property
    b. Demonstrate the ability to acquire and utilize new knowledge and technologies in the conduct of professional activities

**Instructor Information**

Wayne T. Hamilton (845-5589, wt-hamilton@tamu.edu), J. Richard Conner (845-7456, jrc@tamu.edu) and Doug Tolleson, (doug@cals.arizona.edu). Several other instructors will be in the course through
the semester. The TA for this course will be Casey Riggs (432-290-2685, casey.riggs@gmail.com).

Textbook and/or Resource Material

Materials will be handed out in the class as needed but we will depend largely on software accessed over the web. Many of the lectures, but not necessarily all, will be available on WebCT.

Grading Policies

Each student’s grade for the course will consist of grades assigned to teams and applied uniformly to team members and grades assigned to individuals based on each student’s performance and participation. The team grade (22% of each student’s grade) will be made up of the weighted average of the team’s grade for their performance in the first interview & introduction of the company to their client (10%), and the average of the grades for each planning step in the final written report to their client (12%). Each planning step leader will be assigned a leadership grade by the instructors based on performance in their oral presentation (15%) and the quality/clarity/practical applicability of a 500 word executive summary of the section(s) of their company’s recommendations to the client they are leading (15%). Written and oral feedback is provided to each student within 48 hours of the completion of the oral presentation. Each planning step leader is also assigned an individual grade for the section(s) of the team’s final report (minimum of 1500 words) written by the student (18%). Written feedback is provided by the end of the last day of final exams. The remaining 30% of each individual’s grade will consist of the weighted average of 3 grades submitted by each teammate; first on the first class period following the team’s presentation of their cost bid to their client (5%), second on the first class meeting after the field trip (10%) and the third at the time the team’s final written report is turned in (15%).

Attendance Policy

“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.”

Course Topics and Calendar of Activities

Wk/Date/Day Activity

1- Aug 29 M Course Orientation (WTH, JRC, CR)
1- Aug 30 T Lab – Course overview and resume development (JRC, WTH, CR)
1- Aug 31 W Consulting business considerations and cost estimates for clients (JRC, CR)
1- Sept 2 F Resource assessment & assembling photography, maps, etc. (WTH, CR).

2- Sept 5 M Professionalism (WTH, CR)
2- Sept 6 T Lab - Team formation and orientation for problem (JRC, WTH, CR)
2-Sept 7 W Mapping ecological sites (WTH, CR)
2- Sept 9 F Pro-forma income statements (JRC, CR)

3- Sept 12 M Vegetation manipulation – the methods and why is it important (WTH, CR)
3- Sept 13 T  Lab – IBMS Integrated Brush Management Systems – the planning process (WTH, CR)
3- Sept 14 W  Dealing with risk and uncertainty- PRFRI & PRFVI crop insurance (WTH, CR)
3- Sept 16 F  Conducting a forage inventory to assess stocking rate (WTH, CR)

4- Sept 19 M  Population survey and analysis by species of interest (BC, CR)
4- Sept 20 T  Lab - Matching land treatments with needs using Pestman (LN, CR)
4- Sept 21 W  Mapping key habitat for target wildlife species (TS, CR)
4- Sept 23 F  Assessing Stocking for mixed animal populations (DT, CR)

5- Sept 26 M  Current practices, costs and contracting issues for IBMS (JRC, CR)
5- Sept 27 T  Lab - Teams conduct interviews with clients (JRC, WTH, CR)
5- Sept 28 W  Teams conduct interviews with clients (JRC, WTH, CR)
5- Sept 30 F  Current practices, costs and contracting issues for IBMS (JRC, CR)

6- Oct 3 M   Conducting nutritional advisories for ranchers (SP, CR)
6- Oct 4 T   Lab – GIS, GPS, Mapping (WS, CR)
6- Oct 5 W   Using the NIRS/NUTBAL PRO nutritional management system (SP, CR)
6- Oct 7 F   Grazing management and grazing systems (DT, CR)

7- Oct 10 M  Managing for and during a drought (WTH, CR)
7- Oct 11 T  Lab – Nature-based enterprise characterization and assessment (JRC, CR)
7- Oct 12 W  Marketing / Hunting lease arrangements (JRC, CR)
7- Oct 14 F  Characterization of herds/husbandry practices (DT, CR)

8- Oct 17 M  Emerging early warning systems for adjusting animal demand (DT, CR)
8- Oct 18 T  Lab- Integrated ranch management with livestock (DT); Projecting land treatment response (JRC, WTH, CR)
8- Oct 19 W  Trip Planning (JRC, WTH, CR)
8- Oct 20 Th Leave on field trip (12:00 PM)
8- Oct 21 F  Conduct field survey
8- Oct 22 S  Complete field trip

9- Oct 24 M  Discuss field trip & forage inventory Protocol (WTH, JRC, CR)
9- Oct 25 T  Lab – FRAMS (JRC, CR) I guess we can leave this for now and change it orally when we see what other lecture/lab material we may want to insert.
9- Oct 26 W  Enterprise budgets & Assessing trade-offs among land uses (JRC, CR)
9- Oct 28 F  BRASS (WTH, JRC, WS, CR)

10- Oct 31 M  Group planning tasks with instructors (JRC, WTH, CR)
10- Nov 1 T  Lab – Grazing leases & guidelines for assessment reports (JRC, WTH, CR)
10- Nov 2 W  Group planning tasks with instructors (JRC, WTH, CR)
10- Nov 4 F  Group planning tasks with instructors (JRC, WTH, CR)

11- Nov 7 M  Group planning tasks with instructors (JRC, WTH, CR)
11- Nov 8 T  Leadership assessment of forage inventory (JRC, WTH, CR)
11- Nov 9 W  Leadership assessment cont.; Group planning with instructors (JRC, WTH, CR)
11- Nov 11 F  Group planning tasks with instructors (JRC, WTH, CR)
12- Nov 14 M Group planning tasks with instructors (JRC, WTH, CR)
12- Nov 15 T Leadership assessment for livestock-grazing planning (JRC, WTH, CR)
12- Nov 16 W Leadership assessment cont.; Group planning with instructors (JRC, WTH, CR)
12- Nov 18 F Group planning tasks with instructors (JRC, WTH, CR)

13- Nov 21 M Group planning tasks with instructors (JRC, WTH, CR)
13- Nov 22 T Leadership assessment for vegetation manipulation (JRC, WTH, CR)
13- Nov 23 W Leadership assessment cont.; Group planning with instructors (JRC, WTH, CR)
13- Nov 25 F No class – Thanksgiving Holidays

14- Nov 28 M Group planning tasks with instructors (JRC, WTH, CR)
14- Nov 29 T Leadership assessment for nature-based enterprise planning (JRC, WTH, CR)
14- Nov 30 W Leadership assessment cont.; Group planning with instructors (JRC, WTH, CR)
14- Dec 2 F Group planning tasks with instructors (JRC, WTH, CR)

15- Dec 5 M Leadership assessment for economic analysis (JRC, WTH, CR)
15- Dec 7 T Leadership assessment for economic analysis cont. (JRC, WTH, CR)

15- Dec 9 F Team plans are due at 10:00 am on December 10, 2010.

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://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
TO: Faculty Senate Executive Committee  
FROM: Valerie Balester, Chair, W and C Course Advisory Committee  
CC: Ralph Schoolcraft III, Department of International Studies  
    Michael Greenwald, Head, Department of International Studies  
    Donald J. Curtis, AOC Dean, Liberal Arts  
DATE: May 14, 2012  
SUBJECT: REPORT ON PROPOSED W COURSE: INTS 403

We recommend that INTS 403 Nations and Nationalism 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: 65%  
2. Course content appropriate to the major  
3. Total number of words: 9000  
4. Instructor to student ratio for one section: 1:25

Students in INTS 403 write three papers, three peer reviews, and seven reading report. The three peer reviews not only serve as writing practice but also to provide feedback. One of the three papers is collaborative: each student writes half the paper, then they exchange and revise each other’s half. There is an essay exam, although it is not counted in the total number of words or percentage above, since it is not take-home. Oral and written comments evaluate their success in mastering the forms required in the seven reading reports and provide recommendations for better realizing their goals.

For instruction, the reading reports hone different skills and help students think strategically about their reading. Articles read in class are used for analysis to provide examples of professional writing in various disciplines relevant to the course; the class as a group participates in dissecting lead paragraphs, rhetorical strategies, demonstrations of proof and examples for the different disciplines. Graded exams are discussed to help students learn important writing concepts.
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 403 NATIONS AND NATIONALISMS

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

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

Instructor / Coordinator:  

Printed name and signature (Date)

Received:  

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

Approvals:

College Dean:  Michael T. Stephenson  

Printed name and signature (Date)

Department Head:  Steven M. Oberhelman  

Printed name and signature (Date)
INTS 403: Nations and Nationalisms

Dr. Ralph Schoolcraft III
845-2124 (Dept. office)
rschoolcraft@tamu.edu

Course Description: The course has three parts. 1) Reconstruct how modern nation-state evolved out of prior forms of political organization; 2) Examine different arguments (political philosophy) about nature of “nations” with particular attention to the construction of national identities and the rise of “nationalisms”; 3) Study globally diverse test cases for concrete comparisons with abstract concepts (earliest examples of “nations”; wars involving nationalism; non-European nations formed through decolonization; non-democratic “nations”; symbolic representations of nations/nationalisms through films, monuments/flags/commemorations, political parties; and modern entities anchored in nationhood such as international law, U.N., European Union, globalization summits. Particular attention will be given to notions of national identity and the challenges posed to the national model by global economy and multiculturalism.

Prerequisites: Junior or senior classification; INTS majors only; INTS 201.

Student Learning Outcomes:
During the semester, students will
1. refine knowledge of different forms of statehood across the globe and the justifications for/consequences of these distinctions;
2. see how different disciplines (political science, philosophy, sociology, history) ask different questions and thus open different avenues for critical analysis of particular nation-states or supranational contexts;
3. have concrete experience uncovering the traces of these issues in a variety of different media and thus gain practical expertise in critical methods on modern media and representations;
4. gain global prospective through the comparison of different nation-states;
5. undertake projects designed to promote advanced reading comprehension in theoretical domains germane to International Studies, synthesis and critical analysis in writing skills, group work and oral discussion through questionnaire forms on readings;
6. articulate for oneself what distinguishes patriotic discourse from nationalist views, where national identity serves to include but also to exclude, and thus to sketch out boundaries relevant to identifying extremism, xenophobia, racism, anti-Semitism, etc.;
7. develop the ability to apply knowledge of diverse backgrounds and cultures to one’s personal life and studies;
8. distinguish fact from opinion/fiction and perfect techniques of rational argumentation

Required Texts:
Dahbour, Omar, ed., The Nationalism Reader (Humanity Books, 1995)
Guibernau, Montserrat, and John Hutchinson, eds., Understanding Nationalism (2001)
Woolf, Stuart, ed., Nationalism in Europe, 1815 to the Present: A Reader (1996)
Essays and book chapters available on electronic Course Reserves.
**Grading Policy:** The final grade will be calculated according to the following percentages:

- Biweekly reports: 15%
- Peer review: 5%
- Discussion: 10%
- 2 tests: 25%
- 3 papers: 45%

(Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below)

Biweekly reports (7) will verify that students have completed readings and train analytic/synthetic writing skills. Peer review (3) will take several forms and will include collaborative efforts for grades. Evaluation during discussion will not grade students’ “opinions” but will again verify that students are familiar with the material and can apply the concepts presented in their readings.

Tests will cover readings and class lectures. Study guides will be provided as a courtesy.

Papers will require students to demonstrate clear understanding and synthesis of readings, to formulate their own specific case study, and to make relevant use of interdisciplinary approaches in analyzing their topic. In other words, successful students will demonstrate mastery of reading material, perform original research, and write cogently and critically. Each is worth 15%.

**Attendance:**
The University views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Students should refer to the University Student Rules, Academic Rule 7, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07), for details on excused absences. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code ([http://student-rules.tamu.edu/rule24](http://student-rules.tamu.edu/rule24)).

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

Since this course includes an important writing component, plagiarism is an especially serious issue. It deprives the student in question of learning opportunities while constituting an attempt to obtain academic credit in violation of university rules. Please see the following link for further information: [http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx](http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx)

**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](http://disability.tamu.edu).
Weekly Program

Week One

Introduction: Origins of the nation
Anderson, Benedict, “Introduction”
Cobban, Alfred, “The Rise of the Nation-State System”

Reading report: outline

Week Two

First Definitions
Herder, Johann, Ideas upon Philosophy and the History of Mankind (excerpt)
Fichte, Johann, Addresses to the German Nation (excerpt)
Renan, Ernst, “What Is a Nation?”

Week Three

Modern Definitions
Hobsbawm, Eric, “The Nation as Invented Tradition”
Gellner, Ernst, “Definitions”

Reading report: Summary

Week Four

Test 1

Definitions of Nationalism:
Hutchinson, John, “Nations and Culture”
Breuilly, John, “The State and Nationalism”
McCrone, David, “The Fall and Rise of Nationalism”

Week Five

Formation of Nationalist Identities:
Breuilly, John, “The Sources of Nationalist Ideology”
Anderson, Benedict, “The Origins of National Consciousness”
Whitmeyer, Joseph, “Elites and Popular Nationalism”
Eriksen, Thomas, “Place, Kinship, and the Case for Non-Ethnic Nations”

Reading report: Abstract + example

Week Six

Paper 1

National Identity: Race, Ethnicity, and Religion:
Smith, Anthony D., The Ethnic Origins of Nations (excerpt)
Hastings, Adrian, “The Nation and Nationalism”
Grosby, Steven, “Nationality and Religion”
Balibar, Etienne, and Immanuel Wallenstein, *Race, Nation, Class: Ambiguous Identities* (excerpt)
Triandafyllidou, Anna, “National Identity and the ‘Other’”

**Week Seven**

Modern France:
Michelet, Jules, “Preface”
Weber, Eugen, “France, One and Indivisible”

Reading report: Polemic report

**Week Eight**

Modern Germany:
Kershaw, Ian, *Hitler (Profiles in Power)* (excerpts)
Riefenstahl, Leni, *Triumph of the Will* (film)

**Week Nine**

**Paper 2: Collaborative work**

Divisiveness of Nationalism:
Brubaker, Rogers, “Civic and Ethnic Nations in France and Germany”
Gans, Chaim, *The Limits of Nationalism* (excerpt)
Hechter, Michael, *Containing Nationalism* (excerpt)
Kaldor, Mary, “Nationalism and Globalisation”

Reading report: Summary

**Week Ten**

Decolonization:
Fanon, Frantz, *The Wretched of the Earth*
Snyder, Jack, “Transitions to Democracy and the Rise of Nationalist Conflict”

**Week Eleven**

African Examples:
Brubaker, Rogers, and David Laitin, “Ethnic and Nationalist Violence”
Laitin, David, “Strategic Theory and Africa’s Language Future”
Young, Crawford, “Nationalism and Ethnic Conflict in Africa”

Reading report: News illustration
Week Twelve

Test 2

Southeast Asia: The Case of Cambodia:
  Kohn, Hans, “Western and Eastern Nationalisms”
  Cable, James, *The Geneva Conference of 1954 on Indochina* (excerpt)
  Fall, Bernard, “Settlement at Geneva—Then and Now”

Week Thirteen

Nations as Constructive International Force: League of Nations, United Nations, European Union:
  Berezin, Mabel, and Martin Schain, eds., *Europe without Borders: Remapping Territory, Citizenship, and Identity in a Transnational Age* (excerpts)
  Williams, Bernard, *Personal Identity, National Identity, and International Relations* (excerpt)
  Özkirimli, Umut, “Nationalism, Multiculturalism, and Liberalism”
  Guibernau, Montserrat, “Globalization and the Nation-State”

Reading report: Paper proposal

Week Fourteen

Geneva Convention, Nuremberg, The Hague, International Criminal Tribunal
  Germany, Cambodia, former Yugoslavia, Rwanda

Paper 3 due
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Kathryn Henderson, Department of Sociology
    Jane Sell, Head, Department of Sociology
    Donald J. Curtis, AOC Dean, Liberal Arts
DATE: May 14, 2012
SUBJECT: REPORT ON PROPOSED W COURSE: SOCI 299

We recommend that SOCI 299 Qualitative Methods be certified as a Writing (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: 6000
4. Instructor to student ratio for one section: 1:25

Writing for SOCI 299 includes ungraded writing that provides practice both in writing and in qualitative research methods: a journal (24-hour journal exercise), sight-only field observations, genealogy field notes, practice interview notes, and a research paper topic outline. Graded assignments include field observation notes (4000 words and 30% of the final grade) and a research paper (2000 words and 30% of the final grade). The first draft of the research paper receives written comments from the instructor for feedback. In addition, segments are read aloud for discussion, and evaluated for thick description, clarity, and sociological themes. For instruction, students receive handouts related to writing in general and writing in sociology. The class discusses examples based on actual student writing errors, and small groups discuss and correct selected sections from student papers and present them to the class.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

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

   Soci 299 Qualitative Methods and Disasters

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: Kathyn Henderson
   Printed name and signature
   (Date)

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

   Approvals:

   College Dean:
   Printed name and signature
   (Date)

   Department Head:
   Printed name and signature
   (Date)

   Received
   May 7, 2012
   By WWC17 of 259
**Sociology 299/657**
**Professor:** Kathryn Henderson
**Office:** Rm. 415 Academic Bldg. (845-9706) **hendrsn@tamu.edu**

**Soci 299-500 – Undergraduate Qualitative Methods and Disasters stacked with Soci 657-602 Graduate Visual Methods**

This is an entirely unique writing and research intensive course (funded by Texas A&M Liberal Arts) in which you will be able to learn valuable research, observation, and writing skills at the same time you are helping those impacted by the Bastrop wildfires. Because of these special circumstances the course requirements are also unique. We will be doing community service in Bastrop during the process of learning field research skills. In this course you will have the opportunity to: 1) Learn to understand and to use qualitative methods of observation, interview, analysis and writing through hands-on experience along with study; 2) Gain a basic understanding of major themes in the disaster literature to compare to your observations. This will include but is not limited to such aspects as myths and definitions of disasters, organizational responses, race, class and gender issues, comparison of human-caused versus so-called “natural” disasters, resettlement, impacts on community and individuals; and 3) Do social service in Bastrop and in so-doing observe first-hand what is happening there. We will make bi-weekly trips to Bastrop starting in October for a total of 4 trips. **Transportation and food will be provided.** You will come away from this course with skills in conducting qualitative research, increased writing abilities, and a sociological understanding of disasters. Fieldtrips are a required part of the course and crucial to the course assignments. (Assignment descriptions in separate handout.)

**Graduate students** will gain enhanced understanding of theory for analyzing visual representation and methods for undertaking visual research. The emphasis is on ethnographic visual methods, including photo-elicitation techniques, map-elicitation techniques, collecting mental maps, collaborative drawing, as well as other analytical visual tools and theory for analyzing existing visual documents. Those who have taken qualitative methods will need to attend 229 only on Thursdays when we discuss the disaster literature. We will meet separately to discuss the visual methods literature and class exercises. Extra materials for graduate students are in italics throughout the syllabus.

**Undergraduate BOOKS and readings – Required:**
- **Rossman & Rallis**
  - *Learning in the Field (2nd Ed.)*
- **Emerson, Fretz, Shaw**
  - *Writing Ethnographic Fieldnotes*
- **Kai Erikson**
  - *A New Species of Trouble: Explorations in disaster, trauma, and community*
- **Turner & Zedlewski**
  - *After Katrina* (PDF) [http://www.urban.org/publications/311406.html](http://www.urban.org/publications/311406.html)
  - *collection of articles* posted in e-learning

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

**Recommended:**
- Dowty and Allen eds. *Dynamics of Disaster*

**Useful Websites:**
- **PSS:: Perspectives from the Social Sciences: Understanding Katrina:** [http://understandingkatrina.ssrc.org](http://understandingkatrina.ssrc.org)
- **FEMA training:** [http://training.fema.gov/EMIWeb/IS/is700a.asp](http://training.fema.gov/EMIWeb/IS/is700a.asp)
Graduate Books – Required
Sturken and Cartwright: Practices of Looking
Marcus Banks: Visual Methods in Social Research (Electronic, Evans Library)
Evans and Hall: Visual Culture: the reader
Rose: Visual Methodologies

Recommended:
Smith, Moriarity, Baratsis, Kenney: Handbook of Visual Communication: Theory Methods, Media

WEEK 1: Introduction and Orientation: Qualitative Research / Defining Disaster
Day 1: READ IN CLASS: Miner: "Body Ritual among the Nacerima"
READ:
 Rossman & Rallis: Ch 1: Qualitative Research as Learning 1-26

Week 1 Graduates:
READ: Sturken and Cartwright: Ch. 1: Images, Power, and Politics; Ch. 2: Viewers make meaning; ROSE: Ch 1 & 2

WEEK 2: Qualitative Practice / Sociology of Disasters
* journal assignment due
* IRB training certificate due in 1 week (see instruction hand-out for on-line course): READ:
 Erikson pp. 11-23
 Rossman & Rallis: Ch 2: The Researcher as Learner. 31-56
 Emerson et al: (Fieldnotes) preface. vii-xviii

Week 2 Graduates:
*clip journal #1 due, using concepts from Sturken and Cartwright ch. 1-3, Rose 1-3 or more READ: Sturken and Cartwright: Ch 4: Reproduction and Visual Technologies; Ch. 5: The Mass Media
and the Public Sphere; Ch. 6: Consumer Culture and the Manufacture of Desire
ROSE: chs. 3,4,6


**PSS:** Virginia R. Dominguez: Seeing and Not Seeing: Complicity in Surprise

**WEEK 3: Research Ethics / Disaster Community Impacts**
* IRB training certificate DUE

**READ:**
- Rossman & Rallis: Ch 3: The Researcher as Competent and Ethical. 61-83
- Emerson et al: Ch 1: Fieldnotes in Ethnographic Research. 1-16

- Denzin: "Thick Description" from *Interpretive Interactionism*
- ASA Code of Ethics (XP1) [reference]

**Week 3: Grads**
* IRB training certificate DUE

*clip journal #2 due: Collect 5 pictures on a theme and conduct content analysis; take same collection and collect audience meanings. Compare the kinds of things these 2 methods reveal.

**READ:** Chapters on ethics from Handbook:
- Banks Chapters 4 and 5


**WEEK 4: Access, power & developing a field site identity / disaster social vulnerability**
* Sight without sound observation exercise DUE

**1st Fieldtrip to Bastrop during week 4:** observe conditions in Bastrop, start building rapport

**READ:**
- Erikson pp. 99-157
- Rossman & Rallis: Ch 6: Entering the Field. 145-166
- Emerson et al: Ch 2: In the Field: Participating, Observing, and Jotting Notes.17-38


**PSS:** Fussell: Leaving New Orleans: Social Stratification, Networks, and Hurricane Evacuation
http://understandingkatrina.ssrc.org/Fussell/
**Week 4: Grads**

*Preparation for field visit: Create consent forms and photo consent forms for Dr. Henderson to review.*

**Review building rapport. Do not take photos of people without their consent.**


Sturken and Cartwright: Ch. 7: Postmodernism & Popular Culture; Ch 8: Scientific Looking, Looking at Science; Ch 9: The Global Flow of Visual Culture; ROSE 9,10,11


**WEEK 5: Developing Observation Skills / Disaster issues of Class and Race**

*fieldnotes #1 from fieldtrip #1 to Bastrop DUE*

READ:

- Erikson pp. 203-225; 226-242
- Rossman & Rallis: Ch 7: Gathering Data in the Field. 169-200
- Ch 8: Our Character’s Data. 207-242
- Emerson et al: Ch 3: Writing Up Fieldnotes I: From Field to Desk. 39-65

**e-Pac:** Ellis, Kiesinger, Tillmann-Healy: “Interactive Interviewing”

- Peacock & Girard: “Ethnic & Racial Inequalities in Hurricane Damage…” & “Ethnicity & Segregation; Post Hurricane Relocation” in Hurricane Andrew: Ethnicity, Gender, and the Sociology of Disasters

**PSS:** Nils Gilman: What Katrina Teaches about the Meaning of Racism

**Week 5: Grads**

*Photos & Notes #1 DUE: Hand in a selection of photos (5-8) from fieldtrip #1. Try at least 2 different analysis techniques we have discussed with your images. Hand in accompanying field notes.*

READ

**e-Pac**

- Douglas harper: “Meaning and work: a Study in photo Elicitation”
- Steven J. Gold: “Using Photographs in Studies of Immigrant Communities”
- Excerpts from Pink, Kurti & Afonso: Working Images: Ch. 3 Photography in the Field
- Dyson. 2006. Come Hell or High Water – [Katrina] pp. 1-33: 55-86; 141-77; 2-3-12
- Dash, Peacock, Morrow: “And the Poor get Poorer” in Hurricane Andrew: Ethnicity, Gender, and the Sociology of Disasters.

**PSS:** Sarah Kaufman: The Criminalization of New Orleanians in Katrina’s Wake
WEEK 6: Interpretation / Gender and Disasters
*genealogy due
2nd Fieldtrip to Bastrop during Week 6

READ
ePac: Denzin: “The Interpretive Point of View” from Interpreive Interactionism
PSS: Elaine Enarson: Women and Girls Last? Averting the Second Post-Katrina Disaster

WEEK 6: Grads
*clip journal # 3 DUE: Conduct a map elicitation, have 2 people draw “mind maps” of the salient things in their everyday world, their route to work, or some theme that you negotiate. Discuss what kinds of things you discovered, especially those you might not have thought to ask about without the map. DO THIS EXERCISE for the first time WITH SOMEONE WHO IS NOT A BASTROP WILDFIRE SURVIVOR.

READ
ePac: Fothergill: Heads Above Water: Gender, Class and Family...Flood pp 1-135; 157-172
excerpts from Turnbull on indigenous maps, Mukerji on politics of maps

WEEK 7: Interviews / Disaster resettlement
*Practice interview due

READ
Emerson et al (Fieldnotes ) Writing up fieldnotes II: Creating Scenes on the Page pp. 66-105

PSS: Julie Sze: Toxic Soup Redux: Why Environmental Racism and Environmental Justice Matter after Katrina

WEEK 7: Grads
*Photos & Notes #2 due: Hand in a selection of photos (5-8) from fieldtrip #3. Preferably take photos from fieldtrips 1 or 2 for photo-elicitation in the field or conduct participant-directed photography. Try different analysis techniques with your images. Hand in accompanying field notes.

READ: Banks: Chapters 1-3
WEEK 8: Refining Fieldnotes /Disaster and Organizational Issues

*fieldnotes from trip #2 to Bastrop Due

3rd Fieldtrip to Bastrop during Week 8

READ: Rossman and Rallis: Ch 10: Analyzing and Interpreting Data 267-307


PSS: Monika Krause: New Orleans: The Public Sphere of the Disaster

Tricia Wachtendorf and James M. Kendra: Improvising Disaster in the City of Jazz:
Organizational Response to Hurricane Katrina

WEEK 8: Grads

*work on analysis and notes due week 9

READ: Banks: Ch 6 & 7

Evans & Hall: Ch 2 Barths; Ch 6 Benjamin, Ch 9 Hebridge; Gendering the Gaze: Ch 26 & 28


WEEK 9: Beginning Analysis /Social Change and the Environment

QUIZ Thursday on Disaster Literature

*fieldnotes from trip #3 to Bastrop DUE

READ: Emerson et al: Ch 6: Processing Fieldnotes; Coding and Memoing 142-168

Rossman and Rallis: Ch 11: Our Character’s Analysis. 309-327


WEEK 9: Grads

*Photos & Notes #3 due: Hand in a selection of photos or map sketches from fieldtrip #3. Your choice: your sketches or mental map, locals’ mental maps, photo-elicitation or directed photography. Try different analysis techniques appropriate to your method. Hand in accompanying field notes.

READ:


WEEK 10: Analysis II Grounded Theory / Un/natural Disasters?
4th and final Fieldtrip to Bastrop during week 10
READ:
**e-Pac:** Emerson: Ch 15 Charmaz: "Grounded Theory"
**PSS:** Stephen Jackson: Un/natural Disasters, Here and There
Neil Smith: There's No Such Thing as a Natural Disaster

*Week 10 Grads*
**re-check data and analysis with participants in Bastrop**

**READ:**
**ePac:** *Handbook of Visual Communication: Part VII Reception Theory chs. 18 &19; Part VIII Narrative chs. 21 &22; Part XI Visual Literacy chs. 29 & 30.*

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WEEK 11: Analysis III – framing / Media and disasters
*Fieldnotes from 4th trip to Bastrop DUE with coding*
**e-Pac:** Denzin: ch. 7: "Doing Interpretation"

**PSS:** Dynes & Rodríguez: Finding and Framing Katrina: The Social Construction of Disaster
Charles Perrow: Play it again, FEMA
Scott Frickel: Our Toxic Gumbo: Recipe for a Politics of Environmental Knowledge

*Week 11 Grads*
*A. clip journal #3 DUE: Collect 3-5 images of the aftermath of Katrina from books, internet, etc. Try out at least 2 different techniques we have learned in the class to analyze them. Compare and contrast the differences in outcome/success of each theory or technique. Discuss how ethics are involved. Discuss how framing is used in the text that supported them.*

*B. Photos & Notes #4 DUE: Photos and accompanying field notes with analysis that gives the images meaning: Discuss your framing of your images in comparison to framing used in the media about Katrina.*

**READ:** Rose: Ch 5 Semiotics,
Evans & Hall: Ch 19 Althusser, 20 Freud, 22 Silverman (on Lacan)
Holzer & Lerman: Employment Issues and Challenges in Post-Katrina N.O.


**PSS:** Hurlbert, Beggs, Haines: Bridges Over Troubled Waters: What are the Optimal Networks for Katrina’s Victims?

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WEEK 12: Thinking about Writing / Applying Disaster Readings
*DUE: Outline of paper to be written and to be presented to class, based on codings and readings

READ:
   Rossman & Rallis: Ch 12: Presenting the Learnings. 329-348
   Emerson et al: Ch 3: Writing and Ethnography

**e-Pac:** Coffey: "Romancing (read 'leaving') the field"
   "Writing the Self"

Week 12 Grads
*DUE: Outline of paper with major themes, theories, analysis most useful and applicable to your collection of visual materials

READ: Banks Ch 6 (review) Ch 7

WEEKs 13, 14: Student Project Presentations
*Undergrads and Grads: 1st Draft of paper, electronic and hard copy, due Thursday of Week 13, comments will be returned electronically, final draft due on date of assigned final.

*Note on use of internet sites: All internet information should be cited just as if the materials were published in a book or journal. For the purposes of the clip journals, a print-out is sufficient. If you use other internet materials for analysis in your short papers, cite it using ASA style (provided in handout). Just like books and journals, direct quotes should include quotation marks followed by author and page number; a paraphrase should include author and page number at the end of the paragraph. The full citation with web address should then appear in a bibliography. Using materials from the internet (or anywhere else, for that matter) and attempting to pass them off as your own work is plagiarism which is illegal and could result in a failing grade. Dr. Henderson may use turnitin.com to monitor papers. A handout on how to cite from the internet will be provided.

Basis of grade

- class participation: 10%
- exercises: 15%
- literature quiz: 15%
- fieldnotes: 30%
- final paper: 30%

100%

Grading policy: Late work will drop ½ grade per each day late unless proof of university approved absence is provided. Attendance is required for class participation. Fieldtrips are part of your writing, not class participation. Make-up work for university approved absence must be accomplished within one week after returning to class.

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

Academic Integrity Statement and Policy
"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).
The university has suggested the inclusion of this statement: All materials handed out in class such as syllabi, worksheets, guidelines, etc. are copyrighted and the property of the professor. They may not be copied without her or his permission. To do so and pass off any such materials as your own is plagiarism.

You have my permission to copy any class materials you wish for legitimate learning purposes for this course.
TO: Faculty Senate Executive Committee

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

CC: Sarah Gaston, Department of Sociology
    Jane Sell, Head, Department of Sociology
    Donald J. Curtis, AOC Dean, Liberal Arts

DATE: May 14, 2012

SUBJECT: REPORT ON PROPOSED W COURSE: SOCI 404

We recommend that SOCI 404 Sociology of the Community 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: 6,650
4. Instructor to student ratio for one section: 1:20

SOCI 404 introduces students to the scholarly research and writing process. The major writing assignments include three concept papers, an abstract of the final paper, and a final paper. The final paper is completed in three drafts (including a draft of the abstract and an outline). Students received feedback on all drafts from peers and in workshops. They also receive feedback from the instructor on drafts. In addition, the instructor assigns a text (A Short Guide to Writing about Social Science by Lee Cuba).
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):

   SOC 1404: Sociology of the Community

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: Sarah N. Gatson  3/23/2012
   Printed name and signature: Sarah N. Gatson (Date)
   Received: Valerie Balester  4/2/12
   (W Course Coordinator, University Writing Center) (Date)

   Approvals: Michael T. Stephenson
   College Dean: Jose Luis Becuode  3/29/2012
   Printed name and signature
   (Date)
   Department Head: Jane Sell  3/29/2012
   Printed name and signature
   (Date)
Course Description & Learning Outcomes: This course will involve an analysis of the social construction, social experience, and community as an institution and as a set of everyday relationships and networks. In this course, we will discuss particular concepts of community and its attendant institutions and roles as important cornerstones of ways to structure social interactions on various levels, especially relations of power and inequality in society. The objective of the course is to challenge our taken-for-granted notions about these topics, and ask the sociological questions, “How constructed/natural is community?” and “What is community, and what is it for?” The course will deal primarily with these issues over the last two decades or so, with an eye simultaneously towards a historical grounding of our understanding of contemporary issues. Students should leave the course with an understanding of the general sociological perspective on community, as well as be able to discuss and present informed and reasoned opinions upon it. Students should be able to express themselves in a variety of written formats, and will produce basic research papers, involving mainly secondary research and preliminary primary research. Work produced in the class should be able to be developed in a variety of professional endeavors.

Pre-requisites (undergraduate): Junior or Senior Classification, or permission of the instructor; SOCI 205 OR 407. This class is intended for SOCI majors who need a W-course credit, and want research experience. HOWEVER, this class is open to any level student interested in and willing to do the work.

Required Readings:

Books:
A Short Guide to Writing About Social Science, Lee Cuba
Qualitative Data Analysis with ATLAS.ti, Susanne Friese

Readings:


Readings from *City & Community,* journal of the Community & Urban Sociology Section of ASA:


“Nimby and the Civic Good,” Gibson, 2005.


**Recommended Reading:**

*Middletown,* Robert Lynd and Helen Lynd

*Race, Caste, and Class,* Oliver Cromwell Cox

*Black Metropolis,* St. Clair Drake and Horace Cayton

*The Urban Villagers,* Herbert Gans

*Hanging Out in the Virtual Pub,* Lori Kendall

*Life Online,* Annette Markham

*Bowling Alone,* Robert Putnam

*Communities of Play,* Celia Pearce & Artemesia
Conjuring Crisis, George Baca
City & Community, Special issue on Gentrification: Volume 10, Number 3, September 2011.

Course Requirements & Evaluation [200 points total; 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), Below 120 (F)]:

IT IS YOUR RESPONSIBILITY TO MAKE SURE I HAVE ALL YOUR ASSIGNMENTS IN, AND IN ON TIME. Additionally, please note that I WILL NOT RE-GRADE assignments in order to round up to a higher grade. For example, 179 and 179.5 are Bs, and will not be rounded up to a 180/A.

CLASS PARTICIPATION & ABSENCE POLICY: I do not take attendance; it is your responsibility to come to class on time and to be responsible for the material covered therein. While I am happy to answer questions pertaining to the course, I will not re-provide lectures or produce my lecture notes for you – THE POWERPOINTS USED IN CLASS AND AVAILABLE ONLINE ARE NOT FULL NOTES; THEY ARE OUTLINES. If you miss class for any reason, your best option for getting back up to speed is to communicate with other students, whom you may ask to share their notes. Please see Rule 7 under Part I (http://student-rules.tamu.edu/search/rule7.htm) for details on excused absences, which I only need to be notified of in the event of missing an assignment or exam deadline, so that make-up work may be scheduled.

ASSIGNMENTS – All assignments should be uploaded to corresponding assignment areas on eLearning. Make sure to save a copy of all assignments. ALWAYS MAKE SURE TO MAKE A BACK-UP COPY; NEVER ERASE YOUR PAPER FROM DISK UNTIL AFTER THE SEMESTER ENDS, TO AVOID “LOST” PAPERS. If you ever have trouble uploading an assignment, MAKE SURE TO EMAIL A COPY to me either through eLearning or to my regular TAMU account by the deadline – emails are automatically time-stamped, and you will not be sanctioned for missing the deadline. When the assignment is one that other students need to review and give feedback on, I will upload it for you when necessary.

CONCEPT PAPERS: 15%/30 points. (3 X 10 points) These are short, 1-2 page papers used to assess your grasp of concepts and materials discussed in class. They are based on discussion prompts that I will either present in class or post online at our eLearning site. The graded CPs should be saved and referred to when writing your final papers. Please refer to the schedule on pages 9-10 below for due dates for each CP.
**RESEARCH PAPER:** 20-30 pages (NOT including the references cited/bibliography section or end notes).

As this is a writing intensive course in sociology, these papers will be authentic research papers, going through the necessary steps to produce such a paper. While I expect you to incorporate relevant course materials into your papers, DO NOT merely use summary references from any lecture slides from class or research presentations, and DO NOT use a few cursory references to the assigned, recommended, or externally researched sources you choose. While you do not need to touch on every concept/topic/source discussed/assigned during the class, appropriate selection and in-depth use of the course materials, in addition to those external sources discovered through the building of a literature review is the pathway to a superior grade. As we engage in the process of producing the final papers, I will provide a further list of references that may aid you in your analysis, and provide guidance on how to extend these projects into full-blown research projects (either individual or collaborative) for presentation at either the TAMU Student Research Week in Spring 2012, TAMU System Pathways Research Symposium in Fall 2012, as a Senior Thesis or Honors Thesis Project in Sociology, or a journal article submission.

**For this paper, you may choose from the following options:**

**A:** You will do some original research on your own community situation. You may gather data on the history of your hometown, any places you have lived/are living. You may interview community members, etc. You may engage in constructing a sociologically-informed narrative of your own place in your community. Then, from among the theories and experiences dealt with during the course, present the sociology of your community. You must incorporate appropriate course materials in your analysis, not merely tell a story about your community/communities.

**B:** Using a mass media source (e.g. a television series like *Community*, or a film like *Get on the Bus*; the source does not *explicitly* have to be about community), from among the theories and experiences dealt with during the course, present the sociology of community as it is represented in popular culture. You must incorporate appropriate course materials into an analysis, not merely provide a review of the source material (e.g. no “book reports” or “TV reviews.”) You may compare and contrast several episodes in one series, between two or more series, or engage in an extended analysis of a film, or compare and contrast between two or more films. What do(es) the media source(s) say about the community? What sociological paradigm would you say it falls into? You should actually watch some specific episode(s)/film(s), not merely rely on your memory of having seen a series; remember, Dr. Gatson is a pop culture geek, and will likely have watched the source(s) that you use. This type of research is usually referred to as media/cultural studies, and will be discussed during Week 1.

**C:** An analysis of online discourse related to community. This may be done by searching for public policy discussions, discussions related to media representations (e.g. representations in television, film, and literature). This type of research is usually referred to as media/cultural
studies, but depending upon the substantive topic of the discourse, may also fall into the arena of legal studies; it will be discussed during Week 1.

This paper has several separate staged assignments attached to it, designed to provide you with an authentic experience in researching and writing your own project from beginning to end. They are as follows:

**Topic & rationale:** 5%/10 points. **Due in class, Week 2.** You will provide the class with a brief presentation on your chosen topic, provide the group with a rationale for your research, and answer any questions relevant to the topic & rationale.

**Abstract:** 10%/20 points (2 X 10). **Part I Due online Week 6.** This assignment is split into two parts, as you will produce a draft abstract before your paper is written, and revise the abstract so that it reflects the actual research paper produced. The draft abstract is due at the end of Week 6, while the final abstract will be included in your final paper. We will discuss abstract-writing in class prior to the due date of the draft abstract.

**Outline:** 10%/20 points. **Due online Week 7.** We will use an outline method that will have you focus on your research questions, your methods, and your literature review in detail. At the end of the course, this outline may be referred to again in order to revise and further develop your paper into an externally submitted research paper/article/poster, as desired.

**Draft #1:** 10%/20 points (NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts). A draft of the body of the paper (excluding references cited, relevant appendices, etc.). All sections of the outlined paper should be included, but need not be fully complete. **Due online Week 8.**

**Draft #2:** 10%/20 points. (NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts). A full draft of the body of the paper (excluding references cited, relevant appendices, etc.). Feedback should be incorporated, and if not, a reason for not incorporating it should be given, either in an explanation within the body of the paper, or in a separate post to the group through eLearning. **Due online Week 10.**

**Draft #3:** 10%/20 points. (NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts). A full draft of the body of the paper (INCLUDING references cited, relevant appendices, etc.). Feedback should be incorporated, and if not, a reason for not incorporating it should be given, either in an explanation within the body of the paper, or in a separate post to the group through eLearning. **Due online Week 12.**

**Final paper:** 30%/60 points. This should be a fully completed paper, including title page, abstract, footnotes/endnotes, references cited, and relevant appendices, tables, and figures.
Schedule (“*” highlights weeks when an assignment is due):

**Week 1: 1/14-18:**
- **T:** Introductory discussion: *What is an ideal community?*
- **R:** Cuba Ch. 4-5; Online resource tutorial; Writing Instruction and the Research Paper: IRB tutorial & topic selection preparation.

**Week 2: 1/21-25:**
- **T:** Granovetter; Gatson & Zweerink, “The Place of Networks”
- **R:** Cuba, pp. 56-60; 85-86. (Constructing the abstract); **Topic & Rationale posted online by 9 a.m., 1/25/2012.**

**Week 3: 1/28-2/1:**
- **T:** Marshall; Anderson; Ryle & Robinson
- **R:** Discussion of Concept Paper requirements. **CP # 1 due by 5p.m., Friday, Feb. 1**

**Week 4: 2/4-8:**
- **T:** *ECR*: xxv-46
- **R:** *ECR*: 47-96 **CP # 2 due by 12p.m., Friday, Feb. 8**

**Week 5: 2/11-15:**
- **T:** *NCT*: 16-98
- **R:** *NCT*: 99-142 **CP #3 due by 12p.m. Friday, Feb. 15**

**Week 6: 2/18-22:**
- **T:** *NCT*: 183-232; Gatson “The Body or the Body Politic?” & “Illegal Behavior & Legal Speech”
- **R:** **WRITING WORKSHOP** Cuba Ch. 1, 3, 7; Draft abstract due by 12p.m., Friday, Feb. 22

**Week 7: 2/25-3/1:**
- **T:** Demerath & Levinger; Paulsen; Alkon & Traugot; Hunter
- **R:** **WRITING WORKSHOP:** Outline due by 12 pm Friday, March 1

**Week 8: 3/4-8:**
- **T:** White & Guest; Hampton & Wellman; Stern & Dillman; Ashton & Thomas
- **R:** Cuba Ch. 8 **Peer review; Draft#1 due, by 12pm Friday, March 8**

3/11-15: **SPRING BREAK**

**Week 9: 3/18-22:**
- **T:** Bahr, et al.; Brown-Saracino
- **R:** Gibson

**Week 10: 3/25-29:**
- **T:** Gatson & Zweerink, “Vampire Slaying on TV”; Gatson, *Matrices* Introduction
- **R:** Concluding discussion: *What is an ideal community, and how do we make one?* **Draft#2 due, by 12pm Friday, March 29**

**Week 11: 4/1-5:**
- **TR:** Free writing time, general Q&A with Dr. Gatson
*Week 12: 4/8-12:
   TR: Free writing time, general Q&A with Dr. Gatson; Draft #3 due, by 12pm Friday, April 12

Week 13: 4/15-19:
   TR: Free writing time, general Q&A with Dr. Gatson

Week 14: 4/22-26:
   T: WRITING WORKSHOP: Locating presentation arenas; Locating publication arenas
   R: Check-in, WRITING WORKSHOP: Final proofreading of final papers AND posters; Free writing time, general Q&A with Dr. Gatson

*Final Papers & Posters will be due on Monday, May 6, 2012 by 5 p.m.
Format for Papers

All papers must conform to the following guidelines:

Cover page: This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer (i.e. it should not be used to take up space in the body of the paper).

Margins: All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number “1.” If you have trouble doing this, SEE ME prior to turning in the paper.

Spacing: Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs.

Font: You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

Length: Adhere to the page-length requirement in the syllabus for each paper assignment – these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing.

Grammar and Proofreading: Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell-checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proof-reading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes. You may also go to the Writing Center in the English Department – for more information: http://www-english.tamu.edu/wcenter/usingcenter.html

Sources/Works cited/Bibliography: If the paper is a research rather than a short response paper (i.e., you are required to outside research of primary and/or secondary materials), please include a full bibliographic section, in alphabetical order, of the sources you used. Within the text itself, you may use whatever citation format with which you are most comfortable. If you are unfamiliar with citation formats, you may check out the online Chicago Manual of Style for commonly used formats: http://www.chicagomanualofstyle.org/tools.html. The parenthetical method of citation within the text – (Gatson, 1997: 56) or (Gatson, 1997, p.56) is generally more concise and easy to read. Online sources are fine for general research, but must be cited as such, and you must be able to explain why they are relevant when a research article was just as available as a source. News articles may be used as sources if they are being used to illustrate the existence of a phenomenon or cultural concept, but NOT as independent research sources like law review articles or scholarly journal articles or books.
All of the above are meant to be read as requirements aside from the content requirement of critical engagement with the course materials. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.

*The papers will be graded on the following percentage system: 40% for content, and understanding and application of the material; 30% for clarity and structure of your argument; and 30% for the grammar and style/format and proofreading rules.*

Making the same guidelines errors will result in more points off than that occurrence in the first paper.
# Sample Grading Rubric

<table>
<thead>
<tr>
<th>Use of sociological concepts</th>
<th>Organization</th>
<th>Presentation</th>
<th>Grammar</th>
<th>Overall score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer skillfully intertwines several sociological concepts to advance a sophisticated argument or understanding of social issues.</td>
<td>The paper is clearly organized. For instance, each paragraph’s topic sentence clearly introduces a new topic or issue, while advancing an identifiable argument or interpretation of the issues.</td>
<td>The paper is polished and presented in a sophisticated manner.</td>
<td>The paper contains no grammatical errors.</td>
<td>Awesome!</td>
</tr>
<tr>
<td>The writer uses 2 or 3 sociological concepts well and develops them, but does not construct a framework that links all of the concepts together.</td>
<td>The paper is well organized, but there are gaps in the writer’s logic in moving from one concept or issue to another.</td>
<td>The paper is relatively well written, but there are a few awkward sentences and phrases that could have been corrected.</td>
<td>The paper contains minor grammatical errors that could have been corrected with more thorough revision.</td>
<td>Good work.</td>
</tr>
<tr>
<td>The writer uses a couple of concepts, but does not explain them in sufficient detail to demonstrate why they can explain or illustrate the social phenomena under examination.</td>
<td>The paper’s topic sentences and explanation of concepts are incomplete and misleading.</td>
<td>The paper has many awkward sentences and phrases, and the sentences do not “hang together” in a way that propels the paper forward.</td>
<td>The paper contains several grammatical errors unacceptable in college writing.</td>
<td>Satisfactory.</td>
</tr>
<tr>
<td>The writer selects sociological concepts inappropriate for the topics under discussion/investigation, and misuses them.</td>
<td>The paper lacks coherence. The lack of organization is unacceptable in college writing.</td>
<td>The paper is not written at a level appropriate for college writing.</td>
<td>The paper is rife with grammatical errors that are unacceptable in college writing.</td>
<td>Needs considerable improvement.</td>
</tr>
</tbody>
</table>
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 a 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 126 of the Student Services Building. The phone number is 845-1637.

Aggie Honor Code

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

Our conduct in this class should embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honor Council and its Procedures, please consult the “Know the Code” website found at http://www.tamu.edu/aggiehonor/.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Kirk O. Winemiller, 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: May 16, 2012

SUBJECT: REPORT ON PROPOSED W COURSE: WFSC 484

We recommend that WFSC 484 Internship in 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: 80%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:3

This internship course is offered in multiple sections each year by different members of the tenure-track faculty working with small groups of 2-3 students. The faculty mentors provide instruction and feedback on the writing assignments. All students, regardless of faculty mentor, write a memo with a plan of research for the final project, five critiques of podcasts relevant to wildlife and fisheries, five short progress reports on their research in progress, an outline and annotated bibliography for their final project, and a final project. Instruction includes access to online models and instruction, encouragement to use the University Writing Center online resources, a common rubric (in development), and a common set of standards for instruction (in development).
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 484 W Internship

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: Kirk O. Winemiller
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)

Department Head: Kirk Winemiller
Printed name and signature
(Date)
WFSC 484W: Internship in Wildlife and Fisheries Sciences

Fall 2012

WFSC 484W. Internship. A supervised research or professional internship experience conducted in an area directly relevant to the student's field of specialization. Prerequisite: Junior or Senior classification or approval of instructor. Writing-Intensive (3 cr.)

Course Objectives. A semester-long professional internship a business, nongovernmental organization, government agency (local, state, national, or international) or faculty-approved project to expose the student to research, biological conservation, wildlife or fisheries management, or related activity.

Contact Information
Advisor: Amanda Schwede (Amanda will assign a professor to be your internship advisor)
Office: 202B Nagle Hall
Telephone: 979-845-5704
E-mail: arschwede@tamu.edu

Attendance and Participation
If you have any questions about course assignments, feel free to contact Amanda Schwede by email, telephone, or stop by her office. She normally will reply to e-mail within 24 hours.

Ethics and Professionalism
It is expected that students will help provide a good environment for learning and be open to diverse ideas during the internship. Students represent the WFSC Program; a professional manner is expected in all email and writing assignments.

Reading and Writing (Expected Outcome)
Writing is a process of practice and editing. Formal writing of >2,000 words will be required during the internship. The intent of the writing component of this professional experience is to facilitate and improve your ability to:
• Communicate clearly and effectively
• Demonstrate competence in use of English grammar and the language of biologists, conservationists, and natural resource professionals
• Write in a scientifically correct manner, including citations

Assignments (Deadlines, Format, Rules)
Each assignment is due by email no later than 11:55 PM on the date indicated on the syllabus. Late assignments will not be graded.
Use the following format for all documents: 1” margins, Times New Roman, 12-point font. Memos and resumes are single-spaced. Progress reports, the preliminary outline, annotated bibliography, and final report are double-spaced. If you prepare figures or tables for your progress reports or final report, insert them at the end of the document.

Grading
A=90-100; B=80-89; C=70-79; D=60-70; F= less than 60.
## SYLLABUS for WFSC 484 Writing-Intensive

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>(Points)</th>
<th>Total (100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX Sept</td>
<td>Plan of Research Memo</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>XX Sept</td>
<td>Podcast</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>XX Sept</td>
<td>Research Update</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>XX Oct</td>
<td>Podcast</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>XX Oct</td>
<td>Research Update</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>XX Oct</td>
<td>Draft Resume</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>XX Oct</td>
<td>Podcast and Research Update</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>XX Nov</td>
<td>Podcast</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>XX Nov</td>
<td>Research Update</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>XX Nov</td>
<td>Podcast</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>XX Nov</td>
<td>Research Update</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>XX Nov</td>
<td>Outline &amp; Annotated Bibliography</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>XX Nov</td>
<td>Cover Letter, Final Resume</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>XX Dec</td>
<td>Final Report</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

### 1. Plan of Research Memo (1 page; ~350 words). 5 points.
This memo should include where you are working, how the internship relates to your degree and career plans, and your internship goals and objectives for the semester.

http://writingcenter.tamu.edu/2005/how-to/business/memos/

### 2. Research Update (~250 words each). 5 assignments. 5 X 5 = 25 points
Twice-monthly reports of your progress. Indicate your assigned duties (work or research), successes (or disappointments) with your experience, and where you are in achieving your stated goals. If you have insufficient data (or are beginning your internship), then read appropriate articles, reports, scientific papers, or view videos or other source materials that can be incorporated into your update.

### 3. Podcast Commentary (50 words). 5 X 1 = 5 points
Select any podcast related to your research/field experience. Provide the web link and prepare a 50-word critique (comments, ideas) related to the topic.

### 4. Draft Resume. 10 points.
You can ask your faculty advisor for sample resumes. The resume or CV must be a word document (.doc). Read and make use of online resume building guides. A good starting point is http://writingcenter.tamu.edu/2005/how-to/business/resumes/

**NOTE:** There is NOT a firm rule that a resume is one page. Many WFSC students have prepared 2-3 page resumes that include work experience, TAMU volunteer activities, and honors and awards.

### 5. Cover Letter (5) and Final Resume (5). 5 + 5 = 10 points.
Your faculty advisor will read, edit, and make suggestions on your draft resume, which you will revise, paying particular attention to details, such as fonts, headings, and style format (tabs,
italics, etc.). Prepare a formal cover letter responding to an advertised job description that fits your interests and expertise. Submit the cover letter and resume as a word document or PDF.

6. Preliminary Outline and Annotated Bibliography. 15 points
The outline will begin with a written paragraph introducing your project. To outline your paper, use summary sentences or a formal outline format. This is as a draft document of your final report. Submit the Outline and Annotated Bibliography as a word document or PDF. Compile a bibliography and annotate at least ten (10) references that you read in preparation for your Final Report. An annotated bibliography provides a brief (1-2 sentence) summary of the reference. Citations for these references will be prepared using standardized citation format, such as MLA or an appropriate scientific journal style. 
http://writingcenter.tamu.edu/2005/how-to/research-documentation/annotated-bibliographies/
EndNote is useful for references, and the free software is available at http://software.tamu.edu
For information on using EndNote: http://guides.library.tamu.edu/EndNote

The final report is to take the format of a research paper. The formal paper will have six sections: Introduction, Materials and Methods, Results, Discussion, Critique of Internship, and References. The annotated bibliography style is not used in the final report. References include all materials that you read (book chapters, newspapers, scientific reports or articles) or view (such as training videos, podcasts) to prepare your final report. Any figures or tables will be prepared in a professional manner and included after the references. The final report will be 1250 words, double-spaced, Times New Roman, 12 point font. Submit this as a word document or PDF file. Include a short critique of the internship with benefits and downsides to the internship, including any interesting experiences. References, figures, tables and critique are not included in the total word count; 1250 words reflects the text portion of the document.

The University Writing Center (writingcenter.tamu.edu)
Individual consultation: face-to-face or online help with your writing (2nd floor Evans Library).

Academic Integrity Statement (aggiehonor.tamu.edu)
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the University community from the requirements or the processes of the Honor System.

Plagiarism
Plagiarism is defined as theft or inadequate citation of other work, including (but not limited to) primary and secondary literature and internet sources. Plagiarism will result in a grade of ‘zero’ for the assignment AND a deduction of the equivalent amount of points from the grade. For example, a score of minus 10 points (−10) would be the penalty per writing assignment if plagiarism occurs. Most instructors use turnitin.com to monitor plagiarism.

Disability Services (disability.tamu.edu)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services Office, Rm. B116 Cain Hall, or call (979) 845-1637.
TO: Faculty Senate Executive Committee

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

CC: Susan Fiechtner, Department of Accounting
   James Benjamin, Head, Department of Accounting
   Martha Louder, AOC Dean, Mays Business School
   Nancy Simpson, Clinical Professor, Business Undergraduate Special Programs

DATE: May 14, 2012

SUBJECT: REPORT ON PROPOSED C COURSE: ACCT 421

We recommend that ACCT 421 be certified as a communications-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: 94%
2. Course content appropriate to the major
3. Total number of words: 1700
4. Total minutes of oral presentation: 16 minutes
5. Instructor to student ratio for one section: 1:35

ACCT 421 is a two-credit course. The enrollment of 35-40 with 6-7 sections per year is rather high, as noted by the committee, and should not exceed 35, given the amount and nature of feedback required. Students write three assignments and a speech packet individually, then as a team write another speech packet and a review of a slide show. Each writing assignment is peer reviewed, with students signing off with colored pens and receiving points for participation. In addition, each semester an optional writing workshop is held where students actually complete their next graded assignment in class with the guidance of the instructor. Before each presentation students are required to practice in the classroom with their team members at least twice. Peer review comment sheets are provided for the students to fill out on their team members. Each presentation is taped during class, and students are encouraged to view their presentation immediately via e-learning. The TA and instructor are also available to view individual presentations with the student. In addition, students scoring below a “B” on the first presentation are encouraged to visit the Mays Communication Lab to practice and receive feedback from the lab instructors before they present their final presentation.

Instruction includes reading from *Effective Writing and Speaking Skills for Accountants*. Students also view video examples of former XTXAX presentations and team presentations so that they can get an idea of what is expected for their final presentation. Students are tested on grammar and punctuation.
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):

   Accr-421 Improving Accountants Communication Skills

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: Susan Fiechtner
Printed name and signature: Susan Fiechtner (Date: May 3, 2012)

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
(Date: 5/8/12)

Approvals:
College Dean: Jerry Strawser
Printed name and signature: Jerry Strawser (Date: 5/4/12)

Department Head: Jim Benjamin
Printed name and signature: Jim Benjamin (Date: 5/3/12)
Accounting 489
Spring, 2011
Critical Communication Skills for Accountants

“You have to make the numbers and live the vision.”
Jack Welch

“When you’re managing as much change as corporations globally must deal with today, the ability to communicate and communicate effectively is so important that it ought to be a core capability in every business school curriculum.”

Professor:
Dr. Susan B. Fiechtner

Office:
460T Mays Business School

Voice Mail:
Home: 979.696.7324    TAMU: 979.845.9974    (Please leave a message at both locations.)

E-Mail:
Home: susan@speakingofsusan.com    TAMU: sfiechtner@mays.tamu.edu
Feel free to email me if you have any questions! Be sure to send your question to both addresses, since I often have trouble receiving TAMU mail at home. (Of course, you may e-mail Caty with questions also.)

Graduate Assistant:
Caty Lively    Cell: 210.316.2047    E-mail: caitlinlively@gmail.com

Note: Classes are Monday and Wednesday in Room 155 (2:20-3:35 or 3:55-5:10) if we need to. Please do not schedule other activities during this time block. As the semester progresses, I will release these time blocks on a weekly basis.

Text and Materials:

- The class text (Critical Communication Skills for Accountants) is available at both the Texas Aggieland Bookstore in Northgate and the campus bookstore. I will also place two copies of the text on reserve in the West Campus Library.
- Colored pens (Do not purchase these until you are assigned a team.)
- Blue/gray TAMU scantrons

Course Objectives:

- To cultivate specific leadership/management skills that you will use in the accounting profession.
- To build a strong background in professional writing so that you will be able to write clearly, concisely, effectively, and confidently. (In addition, you will gain experience in critiquing your own writing and that of your team members.)
- To provide grounding in the theories of grammar and the rhetoric of sentence and paragraph development.
- To give you confidence in your ability to orally present information in the style required by the accounting profession.
- To cultivate skills in constructing visuals for presentations.
Instructor Expectations:

- Carefully read the assigned material before coming to class so that you will be able to participate.
- Check your elearning account on a daily basis for any announcements.
- Please ensure that the “ringtone” on your cell phone is on silent and in your backpack or purse. No texting or computer work is permitted during class!
- If you miss a class, it is your responsibility to contact your team members in order to receive class notes or assignments. (Often I will discuss information that is not in the text.)
- Ask questions early if you do not understand an assignment. Take advantage of being on a team and get your team members to proof your written work and critique your presentations.
- If there are team conflicts or concerns, please contact me immediately. Do not wait until the end of the semester when your grade (or a team member’s grade) may be affected.
- Never wait until the night before to practice a presentation.
- Be proactive and print out all assignments before coming to campus. Do not assume that you will be able to print them on campus an hour before class. I do not accept late papers.
- Always get to class early on days when writing assignments are due and presentation days.
- I assume that you have taken writing courses and have a general knowledge of business writing skills, i.e., sentence and paragraph construction, writing paragraphs, and a general understanding of grammar, punctuation, and capitalization rules. If this is not the case, I have included several chapters from Effective Writing: A Handbook for Accountants in your class text that will be assigned early in the semester. In addition, I encourage you to visit the University Writing Center (http://writingcenter.tamu.edu). Not only does this web site have many helpful hints and resources for improving your writing skills, but also the consultants are well-trained and would be happy to help you improve your skills.
  There is a writing center on the main campus on the 2nd floor of Evans Library and one on the 2nd floor of the West Campus Library. You may schedule appointments by using the website or by calling 845-1455. Take advantage of this educational service that is a part of your tuition payment every semester.
- If you have questions regarding your grade on a quiz, paper, or presentation, please contact me within one week of the returned assignment. I do not change grades at the end of the semester.

Attendance Policy:

- Because Acct. 489 is a skills-based course; attendance is required.
  Unexcused absence: 10 pts. (After two: 20 pts. per)
  More than five minutes late: 5 pts. (After two: 10 pts. per)
  Fifteen minutes late or more is considered an unexcused absence.
  Note: There is an exception to this guideline when papers are due or when we have presentations. I do not accept late papers…there is no five minutes grace period.
  Likewise, once the door is closed on presentation days, you should not enter.
  If you have a university-excused absence please talk to me asap about make-up work.

- If you know a date when you will not be in class for either a university or a non-university excused absence, e-mail me on the first day of class so that I will put you in a team that does not speak on that date!
**University Excused Absences Include:**

- Participation in an activity that appears on the TAMU authorized activity list
- Death or major illness in a student’s family
- Illness of a dependent family member
- Participation in legal proceedings or administrative procedures that require your presence
- Religious holy days
- A medical excuse signed and dated by a medical professional, not a student or a friend
  
  (All medical excuses must be submitted **within one week** of the absence.)
- Required participation in military duties

(Note: Interviews and weddings are **not** considered university-excused absences. If you choose to miss a class for an unexcused reason, I strongly encourage you to submit the “insurance paper” assignment at the end of the semester.)

**ADA Statement:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please let me know as soon as possible and contact Disability Services at 845.1637 or visit Disability Services in Cain Hall, Room B118.

**Academic Integrity Statement:**

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” Upon accepting admission to Texas A&M University, you immediately assumed a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. For additional information, please visit:  [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/).

**Plagiarism:**

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. There is no excuse for plagiarism. Serious students understand the importance of maintaining academic integrity.

**Mays Food and Beverage Policy:**

We have beautiful, state-of-the-art classrooms in the Mays Business School. Our established policy is no beverages, food, or tobacco products within the classrooms. (Containers of water/clear liquids are acceptable and encouraged.)

**Point Distribution:**

**Writing Module:**

**Assignment A:** 10 pts.

This assignment will focus on paragraph development. Students will be asked to write several paragraphs explaining an accounting issue. After a class discussion on paragraph length, structure, flow, and transitions, students will have the opportunity to rewrite the assignment for the allotted points.
Assignment B: 40 pts. (Peer reviewed)
This assignment will focus on business correspondence. After an in-class peer review, Students will rewrite three memos for 40 points. The emphasis will be on organization, style, and tone.

Assignment C: 80 pts. (Peer reviewed)
Principles of letter writing will be the emphasis for this assignment. Students will write four typical management advisory letters. Emphasis will be on conciseness, clarity, and tone. (Only three will be graded.)

Grammar Quiz: 50 pts.
1st Present. Assign.: 20 pts. (Peer reviewed)
(Outline and speaker notes)
2nd Present. Assign: 30 pts. (Peer reviewed)
(Outline, PowerPoint’s, revisions, and documentations)
Team PowerPoint’s 20 pts. (Peer reviewed)
(PowerPoint’s depicting financial information)

Total: 250 pts.

Speaking Module:

1st Presentation: 100 pts.
2nd Presentation: 200 pts.
Total: 300 pts.

Team Member Evaluation: 25 pts.

Class Participation: 10 pts.
(Attitude, professionalism, class prep. etc.)

Total Possible Points: 585 pts.

A=527-585; B= 468-526; C= 410-467; D=351-409

(Optional Insurance Paper: 15 pts.)

-------------------------------------------------------------------------------------------------------------------------------

Tentative Syllabus
January:

W 18th Course and syllabus explanation; Instructor expectations. Reading assignment for the 23rd: Chps. 3 and 4. Writing assignment discussed.

M 23rd Professional writing examples and instruction. Reading assignment for the 25th: Chp. 5; Discuss Writing Assignment A due Wednesday. Hand out Assignment B-- due on the 30th. In class writing exercise/peer reviewed.

W 25th Assign. A due/discussed -- Remember to bring two copies! First practice test on grammar and punctuation—no grade involved. Read Chps. 6 and 7 for the 30th. (This is very important!) Bring colored pens today.

M 30th (Writing Assign. A grades may be picked up in my office from 10-12 and 1:30-2:00 today. Unreturned papers will be brought to class…) Assignment B due/discussed. Second practice test on grammar and punctuation—no grade involved. Hand out Assignment C---due on the 6th. Bring colored pens to class. Remember to bring a scantron on Wednesday.
**February:**

**W 1st**
Grammar, punctuation, and capitalization scantron quiz; Read Chps. 1 and 2 for the 6th; Start discussion of presentation skills/visuals

**M 6th**
Discuss Assign B; Developing Oral Presentations; Explanation of 1st presentation requirements, rubric, active vs. passive slides etc. Discussion of team visual aid assignment due Friday 10th. In class writing assignment/peer reviewed.

**W 8th**
Assign. C due. Enhancing Presentations with PowerPoint Slides; PowerPoint demonstration and examples (Caty) Return grammar quiz if time

**F 10th**
Have one person from your team e-mail your team's slides to Caty by 12:00/noon. Be sure to put your team number and section on the subject line! Your name should be at the bottom right-hand corner of your slides. Remember, you must peer-review this assignment.

**M 13th**
Return and discuss Team PowerPoint assign.; Start discussing 2nd presentation

**W 15th**
Presentations Teams 1 and 2 (Before coming to class on the 29th, please read pp. 233-251 in Chp. 9. Fill out Strategies for Handling Conflict questionnaire on p. 235 in text.)

**M 20th**
Presentations Teams 3 and 4

**W 22nd**
Presentations Teams 5 and 6 (Read pp. 167-190 in Chp. 8 before coming to class on the 5th. We will fill out questionnaires in class on that date.)

**M 27th**
Presentations Teams 7 and 8

**W 29th**
Chapter 9 Managing Conflict Bring you textbook to class. Handout/ Explanation of the 2nd Presentation; Return writing assignment C.

**March:**

**M 5th**
Chapter 8 Managing Stress Handout on Optional Insurance Paper due the 21st.

**W 7th**
Return first presentation grades; 2nd presentation requirements continued; (View DVD of sample presentations.)

**M 12th**
Yeah for Spring Break! Drive carefully and get some much-needed sleep.

**W 14th**
This is your day to work! I will be in the classroom if you have any questions as you put the final touches on your presentation. (This is considered a class day.)

**M 19th**
Presentations 8,7 (Optional Insurance Paper due at first of class along with Team Packet.)
M 26th  Presentations 6,5
W 28th  Presentations 4,3

April:
M 2nd  Presentations 2,1  (Team member evaluations)
W 4th  TBA
M 9th  TBA
W 11th  Final critiques, grades, and grade sheets returned

“Knowing is not enough, you must apply what you know. Being willing is not enough, you must work hard.”
Leonardo DaVinci
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: James Flagg, Department of Accounting
James Benjamin, Head, Department of Accounting
Martha Louder, AOC Dean, Mays Business School
Nancy Simpson, Clinical Professor, Business Undergraduate Special Programs
DATE: May 16, 2012
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ACCT 407

We recommend that ACCT 407 Auditing be certified as a writing-intensive (W) course for four academic years (9/12 to 9/16). 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: 32%
2. Course content appropriate to the major
3. Total number of words: 3150
4. Instructor to student ratio for one section: 1:35

Students in ACCT 407 write one essay, four memos related to their reading and homework, two memos related to a case project, and six essay exams. Since the course was approved before the W and C Course Advisory Committee decided to limit essay exams to take-home only, and since this course has not changed substantially since first approval, the essay exams are being counted for number of words and percentage of the grade based on writing. Thus, the percentage is 32% rather than 33%; the word count still exceeds 2000 whether or not the essay exams are counted. Students have the opportunity to revise and resubmit essays and two project memos based on instructor comments and may continue to resubmit until they reach a satisfactory level. Instruction includes examination and discussion of sample memos and links to helpful resources.

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):

   ACCT 407 Auditing

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.

   James C. Faga

   Instructor / Coordinator: James C. Faga

   Printed name and signature

   (Date)

   Received: Valerie Balester

   (W Course Coordinator, University Writing Center)

   (Date)

   Approvals: see back of page
College

M.-LOUVER

Printed name and signature

(Date)

Department Head: Jim Benjamin

Printed name and signature

(Date) 5 | 1 | 12
AUDITING 407  
Section 900—Writing Course  
Spring 2012

Instructor: James Flagg, Ph.D, C.P.A.  
Office: 485N Wehner  
Phone: 845-7607  
E-Mail: j-flagg@tamu.edu (Always put 407 in subject line)  
Office Hours: 10:00-1:00 TTH, by mutual agreement or at anytime you see me in my office.

WARNING!!

Please read this entire syllabus.

There are no guaranteed grades. There are no minimum grades. If you need a certain grade to graduate, keep your scholarship, or remain at this great institution of higher learning, work hard the entire semester rather than just the middle or the end. Do not ask me to compromise my integrity in order for you to "just get by" or "just to graduate". It will not happen. If you are having problems understanding the material, with tests, with members of your group, or with any of the assignments, you are encouraged to see me ASAP and AFAN.

The Wehner Building
"We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the outstanding quality condition of these classrooms for current and future students. Thus, it is necessary for you to adhere to the firm policy of no beverages, food, tobacco products, or like items within the Wehner classrooms. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced. If you have a special condition that requires the intake of water during the class period, please see me. In this circumstance, an exception will be granted."

Students with disabilities
The Americans with Disabilities ACT (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life in 126 Koldus or call 845-1637.
Academic Honesty

The accounting profession has a long-established reputation for its high level of ethical conduct. The reputation reaches into the academic arena where the profession’s future leaders are being prepared. Thus, accounting students are expected to conduct themselves in a manner that is above reproach in their own course-related actions. Scholastic dishonesty is discussed in the University Rules (http://www.tamu.edu/aggiehonor). You are expected to be familiar with the University’s Policy on Academic Dishonesty. In addition, the following specific requirements will be expected in this class:

1. Strict individual performance on individual quizzes and exams, i.e., not copying answers from others, not discussing a question with another student in class. This includes the use of cell phones and text messaging devices. (You will receive a warning for the first cell phone/texting infraction and point deductions for subsequent violations);

2. Not passing or receiving information about a test or quiz to students in your section or in other sections of the course or from previous semesters;

3. Not consulting notes or books during tests unless specifically permitted to do so;

4. Not copying solutions to individual/group assignments from other students (or students from previous semesters or from other concurrent sections), or providing solutions to other students. This includes solutions obtained from the internet, from other students, or purchased at the bookstore. Please note that this applies particularly to the Apollo working paper assignment.
5. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have that person’s permission. This also applies to using the work of another person who took this class in previous semesters. The materials used in this course are copyrighted. The term “materials” includes, but is not limited to, syllabi, quizzes, exams, pre-prepared class notes, audit practice case assignments, and in-class materials. Because these materials are copyrighted, please do not copy them unless I expressly grant permission.

6. **Cell Phone etiquette:** Please mute your cell phones. Please do not check/read your email (family emergencies and Code Maroon are the exceptions), browse the Internet, or text (family emergencies and Code Maroon are the exceptions) during class. Repeated offenses are not only rude and disrespectful but also extremely unprofessional. You will receive a warning for the first offense. Each subsequent offense will result in a 10-point deduction from your total course points.

If any of these requirements are unclear to you, please consult with me before you complete any requirement of the course. I expect every student in my classes to share responsibility for preventing dishonesty of any kind. Academic integrity is considered a prerequisite for admission into the accounting profession.

Furthermore, for violating any of the above (items 1 through 5) I reserve the right to give you a failing grade for the respective assignment/exam **AND** a failing grade in the course. You have the right to appeal such decisions through the University appeals process and/or the University Honor Council.

**Required Readings and References Sources**


- The West Campus Library’s Resource Guide to Auditing and Accounting Information Resources [http://library.tamu.edu/subject-guides/accounting](http://library.tamu.edu/subject-guides/accounting). This link is also located on the Mays Business Portal. The RIA Checkpoint with AICPA Materials and the Accounting Research Manager (ARM) are excellent resources.

- Fraud in a Financial Statement Audit: What Every Auditing Student Should Know About SAS No. 99—[Posted on E-Learning](http://library.tamu.edu/subject-guides/accounting)

- TAMU Writing Center: [http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/) The Writing Center website contains links to a wealth of information. Students should explore Weblogiography for various writing aids.

- Center for Audit Quality [http://thecaq.org/](http://thecaq.org/)

- **Sarbanes-Oxley Act/PCAOB Implementation Central:**
  Summary of Sarbanes-Oxley:
  [http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/FraudPreventionDetectionResponse/Pages/Summary%20of%20the%20Provisions%20of%20the%20Sarbanes-Oxley%20Act%20of%202002.aspx](http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/FraudPreventionDetectionResponse/Pages/Summary%20of%20the%20Provisions%20of%20the%20Sarbanes-Oxley%20Act%20of%202002.aspx)

- PCAOB Auditing Standards No. 1, 2 (superseded), 3, 4, 5, 6, and 7: [http://pcaobus.org/Standards/Auditing/Pages/default.aspx](http://pcaobus.org/Standards/Auditing/Pages/default.aspx)
OBJECTIVES

1. To prepare students for a very profound and socially responsible profession.

2. To facilitate the development of professional judgment in materiality and risk assessment, in ethical conduct, in the application of generally accepted auditing standards, and in the determination of sufficient competent evidential matter for the purpose of rendering a professional opinion on financial statements or on any other assertions made by your client. And to develop the necessary written and oral skills that will enable you to communicate your findings (opinion) to the many users of financial statements.

3. To convince you that the development of communication skills (writing and verbal) and problem solving abilities (which emphasize rational and logical solutions developed individually or in a group) are essential for success in public accounting, as well as in many other professions. It has been said that auditing is 20% technical and 80% social. In other words, you will spend a majority of your time interacting with your client and peers. Clear instructions must be communicated to staff, persuasive arguments must be made to clients, unambiguous documentation must be present in working papers, and unambiguous wording must be present in engagement letters and contracts.

Your ability to express your knowledge and ideas orally and in writing will be critical to your professional success. You will need to effectively communicate highly technical information to both peer audiences and laypersons. This course will provide opportunities to enhance your ability to strategically organize a memorandum or report, and to present information in a well organized, compelling manner. These opportunities will come in the form of a pedagogy commonly referred to as “Problem-Based Learning (PBL).” PBL fosters a classroom environment in which you, the student, are confronted first with a problem and then you must determine how much and what type of information you need to solve the problem. You are actively looking for information rather than having it provided to you as in the typical classroom setting. Much of the technical material that you learn in this class will be obsolete in 5 to 10 years. With PBL, you will learn how to learn new material rather than memorizing it.

You are encouraged to think rather than memorize. Ambiguity is King

4. To expose students to the degree of skill and knowledge required to obtain the CPA license. This license is a measure of minimum excellence, nothing more. You are expected and encouraged to exceed this minimum level of understanding at all times.
5. In addition, each chapter has a list of learning objectives with which you should become thoroughly familiar. By the end of the semester you should be able to:

- Understand the Code of professional conduct as it specifically relates to the auditor's financial and managerial independence from the client it represents.
- Understand that business viability and profitability assessments are essential elements of financial statement auditing. In obtaining this understanding you will learn that a company's viability and profitability are functions of numerous business processes and interdependencies (Business Risks) both internal and external to the company.
- Understand how business risk affects audit risks.
- Identify major deficiencies in an unqualified, qualified, adverse, or a disclaimer audit report.
- Identify internal control strengths and weaknesses (and how to correct such deficiencies) in a typical business environment and how such controls affect assessment of audit risk.
- Understand the auditor's responsibility for detecting fraud in a financial statement audit. Professional skepticism has always played an important part in the planning and execution of an audit. Post Enron/Andersen, a CPA’s "due professional care" has taken a front row seat in the minds of regulators, investors, and the general public. Therefore, additional emphasis will be placed on fraud and intentional misstatements.
- Write a generic audit program for testing specific internal controls and performing specific substantive tests for the purpose of verifying any or all of management assertions.
- Identify and understand the nature of the auditor's legal liability under statutory law and common law.
- Understand the current auditing environment as defined by the PCAOB and Sarbanes-Oxley.

Quizzes (maybe), exams (definitely), and several writing assignments submitted during the semester will test your understanding of the above learning objectives.

CLASS ETIQUETTE
The spring is always an extremely busy time for students. There are numerous extracurricular activities including basketball (WBB National Champs---WHOOP!!) and the greatest sporting challenge of all, finding a job. I am positive that missing class because of sporting events and/or job interviews does not fall under University excused absences. However, if you have a job interview that conflicts with a scheduled exam and your potential employer is not sympathetic, please see me ASAP.
In addition, some of you are taking a full load and have a full, or part time job. While I recognize that there are other demands on your time, each class day is extremely important. Your daily attendance is not mandatory but it is vital to your success; some information provided in the classroom will not be in the text. You are responsible for all material covered in class and for any announced changes in the syllabus.

Promptness is expected. However, the instructor can be 5 minutes late. Any avoidable late interruptions are both rude and unprofessional.

You are expected to read the chapters before the appropriate class period. No Joke!

The due dates for the projects and exams are not flexible. You are, therefore, encouraged to plan ahead!!

Please mute your cell phones. Please do not check/read your email (family emergencies and Code Maroon are the exceptions), browse the Internet, or text (family emergencies and Code Maroon are the exceptions) during class. Repeated offenses are not only rude and disrespectful but also extremely unprofessional. You will receive a warning for the first offense. Each subsequent offense will result in a 10-point deduction from your total course points.

Writing Assignments
Written assignments include individual and group assignments. All written assignments will be due on the date indicated (see below). Late assignments will receive an automatic 50% point reduction.

The Apollo Case will be done in groups. Please self select into a group of no more than four students and provide me the names of your group members (for my approval) on or before January 26th. There will be group member evaluations at the end of the semester. I suspect/hope you are aware that it is extremely unprofessional to "not carry your weight" during group assignments. Excuses such as "I have a test in another class", "I have a group assignment due in another class", "I am going out of town", "I am getting married", and/or "I am taking the CPA exam" are not acceptable excuses. If there are problems caused by a nonparticipating/underperforming group member, please see me as soon as possible. I retain the option to remove a group member from the group for non-performance or for other actions detrimental to the group’s success. That student is then responsible for turning in all remaining group assignments as an individual assignment. In order for me to take effective, timely action, I need to know about the situation as soon as possible. Therefore, do not wait until the end of the semester to inform me of the problem.

Each assignment will be evaluated, in part, for grammatical correctness, but more emphasis will be placed on the clarity and persuasiveness of your writing. Throughout the semester (5%) I will discuss overall benchmarks (firm expectations) for professional writing and the preparation of working papers, including memos. Your ability to communicate will be judged from the vantage point of an in-charge accountant, a manager, a partner, a CFO, or a president reviewing your work product.

The group and individual writing assignments are based on the comprehensive audit case, Apollo Shoes, due in stages throughout the semester (see further discussion below). Although each group member is responsible for the entire report/project, the work is often divided among the group members. When this is done, a consistency of style problem is created. The writing style, page formatting, and tic mark explanations of each person varies. Therefore, it is important that you edit the entire document so that the "flow" does not change from one page to the next and that conclusions reached are not incongruous with the other parts of the project/report.

In addition, there will be four individual writing assignments (WA); the lowest graded assignment will be dropped. The individual assignments are selected from questions at the end of the chapters (see WA chart below). Answering the assigned chapter questions will not be a group effort but an individual one. The Aggie Honor Code will be in affect.
Individual written assignments----(WA) | Due Dates | Points
---|---|---
1. Problem 12.40: As the staff on the engagement, write a memo to the ICA identifying the deficiencies in the report. Use a bullet format. | February 14th | 20
2. Problem 4.47: Write a memorandum identifying areas of potential misstatements. | March 1st | 20
3. Problem 7.66: Write a memo using the proscribed format. | March 29th | 20
4. Problem 8.43: DO NOT USE THE MEMO FORMAT SUGGESTED BY THE TEXT. INSTEAD, YOUR MEMO SHOULD IDENTIFY THE SUSPECT AND GIVE A DETAILED EXPLANATION JUSTIFYING YOUR SUSPICIONS. | April 17th | 20

Apollo Shoes Case (355 points)
Apollo Shoes is an audit case designed to introduce you to the entire audit process, from planning the engagement to drafting the final report. Although you will not be asked to complete the entire project, it is HIGHLY recommended that you read and review (scan) all sections. There will be information in sections that you do not complete that will facilitate your understanding and completion of the required sections. Contrary to actual practice, the information in the case is sequential in nature in order to ease you into the process. Begin with the first tab: Planning, and work through the documents/links in this tab in the order they are listed. Then move on to the next tab: Internal Control, and so on. The case is available online through the publisher of your textbook: McGraw-Hill Irwin at mhhe.com/louwers4e. There are several versions of this textbook in the market place. Please make sure you obtain the 4th edition material.

The Apollo case will be due in several group and individual assignments as indicated below. Please note that your page numbers and the page numbers below may be different. If you are having trouble locating the assignment by the page number, please search for the title/name of the assignment.

<table>
<thead>
<tr>
<th>1. Apollo Trial Balance (T/B format only. Do not prepare a B/S, I/S or CF statements)—10 points</th>
<th>Page 40</th>
<th>Due 1/31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two individually written memos:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Apollo BOD minutes (Page 36)—75 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apollo SAS 99 —80 points</td>
<td></td>
<td></td>
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<tr>
<td>4. Analytical Review (B/S format)—this will be done in class Group discussion. The B/S and I/S will be given to you in advance. No work papers will be turned in.</td>
<td>Page 43</td>
<td>Due 2/28</td>
</tr>
<tr>
<td>5. Internal Control Questionnaire—Sales Transaction Processing. This will be a group jeopardy style game/oral quiz—45 points. Instructions/game rules will be provided. No work papers will be turned in but you will be expected to participate in the class discussion.</td>
<td>Page 50</td>
<td>Due 2/28</td>
</tr>
<tr>
<td>6. Bridge WP on Strengths and Weaknesses in Revenue Cycle (30 points— Pre-clearance review strongly recommended):</td>
<td>Page 57</td>
<td>Due 3/6</td>
</tr>
<tr>
<td>7. Memo on Problems Bradley Found (10 points)</td>
<td>Page 58</td>
<td></td>
</tr>
<tr>
<td>8. Substantive Test——Accounts Receivables: Lead Schedule; Memo, Confirmation Control; Allowance for Doubtful Accounts (including the audit program)—50 points. Pre-clearance review strongly recommended.</td>
<td>Page 74</td>
<td>Due 4/3</td>
</tr>
<tr>
<td>9. Substantive Test—Inventory: Lead Schedule; memo; test counts; warehouse report; status report; price test— 50 points. Pre-clearance review strongly recommended.</td>
<td>Page 84</td>
<td>Due 4/17</td>
</tr>
<tr>
<td>10. Substantive Test—Property Plant and Equipment (PPE) [including audit program]—25 points; Accounts Payable (including the audit program: Lead Schedule; Search for Unrecorded Liabilities.)—25 points. Pre-clearance review strongly recommended.</td>
<td>PPE (pg 113) A/P (pg 122)</td>
<td>Due 5/1 (No later than 5:00 pm)</td>
</tr>
</tbody>
</table>
Re-submits and pre-clearance reviews are intended to provide you with "review notes" and therefore mimic what you would experience on a real audit. Review notes will include suggestions for grammatical and technical corrections. You must make corrections (clear the review notes) and turn in a corrected assignment (plus the original) in order to get full credit. You can re-submit (Pre-Clearance) the Bridge and Substantive test work papers (items 6-10 on the previous page) as often as you want until May 1st at 5 pm. There will be maximum 48 hour turn-around on all re-submissions. Please do not take advantage of this opportunity to get full credit by first submitting woefully inadequate working papers as your "first submission" with the idea of resubmitting them after I have told you what is wrong with them. Such submissions will, at my discretion, receive a permanent 20 point reduction. The two INDIVIDUAL memo assignments (BOD minutes and SAS 99) can only be submitted once; there is no "pre-clearance" review.

You are required to write all memos in a business format. On page 12 of this syllabus I have included links to web sites on how to write a business styled memo. In addition, there is PDF file on E-Learning containing information on how to write a business memo.

Also on E-Learning is a checklist of certain procedures that must be performed on every working paper. Prior to submitting your work, you should review this checklist to make sure your working paper is complete. This will reduce the number of review notes you will get. Please do not turn in the checklist.

You must include an audit program for all substantive tests (Apollo #7, 8, and 9) with your final submissions. Although the audit program is only required with the final submission, I would strongly suggest you follow the audit program steps as you perform the work. Do not wait until it is too late to find out that you have not performed a required audit program step. Please see me if you are not sure whether a particular audit step is applicable. Standard audit programs are defined on pages 46-47 of your text. Examples are also included in the appendices of the relevant chapters (Cash, Accounts Receivable, etc.)

The following Apollo assignments are not required to be completed. However, it is recommended that you read (scan) through these assignments to determine if they contain information relevant to the required assignments indicated above.

- Staffing Memo—page 4
- Specific Audit programs—page 35
- Memo on IT System—page 46
- Bridge WP on strength and weaknesses of the purchasing cycle—page 61
- Substantive Tests—Prepaids—page 112
- Control Evaluation and Substantive Tests on Payroll—page 128
- Substantive Tests—Revenues and Expenses—page 135
- Substantive Tests—Stockholders Equity—page 138
Video Presentation and Memo (45pts)—SUBJECT TO CHANGE
You will see a video entitled —Dermaceutics”—pharmaceutical industry—fairly early in the semester. We will not cover some of the video’s concepts/terms until later in the semester. However, I am confident that each of you can follow the various themes presented as examples of what to expect in a real audit such as the initial acquisition of the client, planning the audit, performing tests of transactions/balances and the issuance of the audit report. Although the video is old and the acting leaves a lot to be desired, it is still a fair rendition of a real audit.

One of the recurring themes/concepts in the video is —materiality”. Materiality permeates the entire audit process and is an extremely important concept for you to understand. Therefore, based on your own research and the video, you are required (individually) to write a memo (typed), two page minimum, on how materiality affects the audit process and the factors the auditors used to determine materiality in the video. You should AVOID excessive use of quotations and/or simply —cutting and pasting” the authoritative literature. Materiality is covered in several auditing standards, in your text, and in the SEC Staff Accounting Bulletin No. 99 (SAB 99—NOT SAS 99), as well as in several auditing standards. SABs reflect the Commission (SEC) staff’s views regarding accounting-related disclosure practices. You can access SABs through the SEC’s web site (http://sec.gov/). Auditing standards are available on-line directly through the West Campus Library (http://library.tamu.edu) and through various links (ARM and the RIA Checkpoint with AICPA Materials) on the E-Learning.

Your SAB 99 memo should discuss the factors the auditors in the video considered in making their determination and state, in your opinion, whether or not these factors were appropriate. You should support your answer using the auditing/accounting literature. A minimum of two resources, not including your text, should be used. Memo Due Date: April 19th.

You will get one shot at watching the video but please note that materiality is discussed several times throughout the video. I will not accept the —memo” if you have not attended the class video. I will take attendance to remove the temptation to —get the notes” from a fellow student. Your job is to come prepared by reviewing the background material and to take VERY GOOD notes from which to write your memo. Yes, you can compare notes with your group members, but your memo will be your own work; the Aggie Honor Code is in affect.
Restaurant Project

Each group will select a local restaurant (non-fast food) to observe actual internal controls at work. *I must approve your choice before you go to the restaurant.* It is not necessary to go to an expensive restaurant but it is important that the restaurant have a wait-staff. Each group will have a different restaurant; therefore, first come first served. The purpose of this exercise is to document control strengths and weaknesses that are easily observed from a customer’s vantage point. It is not required or necessary to interview staff or the manager. Yes, you may get "funny" looks and the manager may ask what is going on. If that happens, politely explain that this is a class project and give the manager my phone number if necessary.

Internal controls in a restaurant are varied and their extent generally depends on the size and type of restaurant. For example some restaurant’s will have a hostess and some will not; some wait-staff will write your order down on paper and some will not; in some restaurants, the bathroom is located by the exit and in others it is located in the back of the restaurant; in some restaurants computers are used extensively but in others everything is still manual. You should be able to identify at least six strengths and six weaknesses in the restaurant you choose.

Again, my approval of your restaurant choice for this project is required before you go.

Use the following format to document your findings:

<table>
<thead>
<tr>
<th>Strengths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td><strong>Impact on financial statements</strong></td>
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<table>
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<tr>
<th>Weaknesses</th>
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</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td><strong>Impact on financial statements</strong></td>
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</table>
The description and impact on the financial statements should not exceed 3 or 4 sentences per item. It is not necessary to write a paragraph detailing the strength or weakness. What is important, however, is the use of the internal control terminology in the textbook. For example, you will learn that there are five general types of internal controls one of which is “proper documentation”. If your restaurant uses pre-numbered order tickets, this would be considered a good (strong) internal control over “proper documentation”. However, if the restaurant does not use pre-numbered order tickets, then this would be an internal control weakness over proper documentation. In addition, the proper operation of each control serves to confirm or deny management assertions regarding the financial statements. Your textbook (pages 12 and 13) discusses five management assertions one of which is called accuracy. If a certain control operates or does not operate correctly, certain financial statement accounts may or may not be accurate. In the above format, you will discuss how the control strength/weakness you listed impacts one or more of the five assertions. For example, the lack of pre-numbered tickets could cause customers to be charged incorrectly or not charged at all. If this weakness is not corrected, then cash and or revenues may not be accurate.

Check points and end of the chapter problems (zero pts)
Problems, including the entire chapter check points, are assigned for each chapter. Except for the designated writing assignments, these problems will not be collected but they should still be completed to facilitate your preparation for each exam. Yes, some exam questions will come directly from the chapter problems. Copies of the solutions for the end of the chapter problems and chapter check points will be made available via E-Learning. WARNING: Do not memorize the suggested answers. You will be wasting precious time. Do not look at the solution prior to attempting the homework problem; you will not get the maximum benefit. Do not automatically assume that the solution is correct and that your answer is incorrect; publishers and authors can and do make mistakes. Please see me for any and all clarifications.

EXAMS (500 pts)
There will be three exams and a final. The three exams will be multiple-choice and essay. The essays will be the writing component and represent at least 25% of the examination grade. The final exam will be CUMULATIVE with 50 multiple choice questions (no essay).

Make-up exams will only be given for University excused absences.
**TOTAL POINTS AVAILABLE:**

Your grade in this course will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Exam</td>
<td>100</td>
</tr>
<tr>
<td>Second Exam</td>
<td>100</td>
</tr>
<tr>
<td>Third Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Dermaceutics</td>
<td>45</td>
</tr>
<tr>
<td>Jeopardy</td>
<td>45</td>
</tr>
<tr>
<td>WA</td>
<td>60</td>
</tr>
<tr>
<td>Restaurant</td>
<td>50</td>
</tr>
<tr>
<td>Apollo</td>
<td>355</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>1055</strong></td>
</tr>
</tbody>
</table>

Breakout of Individual Essay/Writing Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>75</td>
</tr>
<tr>
<td>Dermaceutics</td>
<td>45</td>
</tr>
<tr>
<td>WA</td>
<td>60</td>
</tr>
<tr>
<td>Apollo</td>
<td>155</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>335</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned based on the standard scale as indicated below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;1055* .9</td>
</tr>
<tr>
<td>B</td>
<td>&gt;1055* .8&lt; A</td>
</tr>
<tr>
<td>C</td>
<td>&gt;1055* .7&lt; B</td>
</tr>
<tr>
<td>D</td>
<td>&gt;1055* .6&lt; C</td>
</tr>
<tr>
<td>F</td>
<td>&lt; D</td>
</tr>
</tbody>
</table>

Note: Chapter power point slides are available through the publisher’s web site.

**Links to web sites on memo preparation:**

- [Memo Writing - The OWL at Purdue](#)
- [Introduction: Writing Memos](#)
- [Memo Writing & WID Studio: FACULTY - Enhancing the GW teaching ...](#)
- [The Writing Center at Rensselaer Polytechnic Institute](#)

In addition, a PDF file on how to write a business memo will be on E-Learning.
Some Myths and Realities about Learning Auditing (Author Unknown)

Myth 1: "I read the chapters and do all of the assignments but my grade doesn't show what I have learned (nor what I anticipated)"

Reality 1: Reading the chapters and doing the homework provide a minimum understanding and therefore a minimum grade. Above average grades require additional work such as asking questions and participating in class discussions.

Myth 2: "I did learn a lot from the projects, but I wasted a lot of time just trying to figure out exactly what I was doing."

Reality 2: It may have taken a lot of time, but that time was not wasted. You were thinking, and you learned more than you would have if you were told exactly what to do.

Myth 3: "Unless a student has the opportunity to spend time with other students in the class discussing their interpretations of the assignments, he or she may be left out in the cold."

Reality 3: There is insufficient class time to discuss all topics in depth. Out of class discussions of concepts and interpretations are encouraged. Where out of class assignments are involved everyone should do their own thinking and submit their own work.

Myth 4: "In doing the cases and projects there should be more guidance because it is frustrating to try and complete something by a deadline when you really don't know what you are doing."

Reality 4: In the future you will always have a deadline and you will seldom know exactly how to do what you have been assigned to do. As soon as you master one task, you will be assigned another unfamiliar one (with a deadline).

Myth 5: "I didn't miss one day of class and still feel like I have not accomplished anything."

Reality 5: Merely showing up for class provides no assurance of accomplishment. Preparation and active class participation are necessary.

Myth 6: "Increase the guidance given on the cases and project so that you can concentrate on learning 'how to' instead of worrying if you have done what you are supposed to."

Reality 6: The most important thing you can learn in this course is how to identify problems. In the future they will not be identified for you. Determining how to deal with a problem is usually simple once the problem has been identified.
Several years ago Bill Gates gave a speech at a High School about 11 things they did not and will not learn in school. He talks about how feel-good, politically correct teachings created a generation of kids with no concept of reality and how this concept set them up for failure in the real world. I think some of what he said applies to college students as well.

Rule 1: Life is not fair - get used to it!

Rule 2: The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.

Rule 3: You will NOT make $60,000 a year right out of high school. You won't be a vice-president with a car phone until you earn both.

Rule 4: If you think your teacher is tough, wait till you get a boss.

Rule 5: Flipping burgers is not beneath your dignity. Your Grandparents had a different word for burger flipping: they called it opportunity.

Rule 6: If you mess up, it's not your parents' fault, so don't whine about your mistakes, learn from them.

Rule 7: Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you thought you were. So before you save the rain forest from the parasites of your parent's generation, try delousing the closet in your own room.

Rule 8: Your school may have done away with winners and losers, but life HAS NOT. In some schools, they have abolished failing grades and they'll give you as MANY TIMES as you want to get the right answer. This doesn't bear the slightest resemblance to ANYTHING in real life.

Rule 9: Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you FIND YOURSELF. Do that on your own time.

Rule 10: Television is NOT real life. In real life people actually have to leave the coffee shop and go to jobs.

Rule 11: Be nice to nerds. Chances are you'll end up working for one.
<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>HOMEWORK PROBLEMS, PROJECTS, AND WRITTEN ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Select groups (minimum three, maximum four). Email me the names and email addresses of each group member no later than January 26&lt;sup&gt;th&lt;/sup&gt;. Please type ―07 Group‖ in the subject line</td>
<td></td>
<td></td>
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</tbody>
</table>
| January 24<sup>th</sup> | Introduction to business processes/cycles, accounting documentation, accounting files/journals, internal controls, assertions, audit risks, business risks, tests of controls, substantive tests, financial statements, and audit reports.  
- Research using PCAOB, TSBPA, and AICPA web sites.  
- Auditing & Assurance Services  
- Professional Standards  
- Chapter 1 (skim)  
- Chapter 2  
- Module B | Chapter 1: All MCQs, 1.47, 1.52, 1.53  
Chapter 2: All MCQs, 2.46, 2.47, 2.50, 2.55  
Module B: All MCQs, B.45, B.47, B.51 (b), B.51 (e) |                                                      |
| January 24<sup>th</sup> and January 26<sup>th</sup> | Professional Standards  
Professional Ethics | Chapter 2  
Module B | Chapter 2—continued  
Module B—continued  

| January 31<sup>st</sup> and February 2<sup>nd</sup> | Audit Reports | Chapter 12 | Chapter 12: All MCQs, 12.38, 12.39, 12.41, 12.44, 12.45, 12.51  
DUE January 31<sup>st</sup>: Apollo Trial Balance (Group) and BOD minutes memo (Individual) |                                                      |
| February 7<sup>th</sup> | Subsequent Events, Dual Dating, Subsequent Discovery of facts, Reviews, Compilations, and Special reports | Chapter 11 (pages 438-440; 450-458) | Module A (pages 523-526; 534-540; 543-545)  
Module A: All MCQs relating to the assigned pages, A.35, A.36, A.39, A.40, A.41 | None |
<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION TOPIC</th>
<th>READING ASSIGNMENT</th>
<th>HOMEWORK PROBLEMS, PROJECTS, AND WRITTEN ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 9th</td>
<td>Exam I</td>
<td>Exam 1</td>
<td>Exam 1</td>
</tr>
<tr>
<td>February 14th</td>
<td>Management Fraud and Audit Risk</td>
<td>Chapter 3</td>
<td>Chapter 3: All MCQs, 3.47, 3.51, 3.53</td>
</tr>
<tr>
<td></td>
<td>Engagement Planning</td>
<td>Chapter 4</td>
<td>Chapter 4: All MCQs, 4.48, 4.49, 4.50, 4.55</td>
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<td></td>
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<td></td>
<td><strong>DUE:</strong> WA #1 (Prob. 12.40—There are at least 10 errors. Full credit requires the identification 7 or more errors)**</td>
</tr>
<tr>
<td>February 16th</td>
<td>Management Fraud and Audit Risk</td>
<td>Chapter 3</td>
<td>Chapter 3—continued</td>
</tr>
<tr>
<td></td>
<td>Engagement Planning</td>
<td>Chapter 4</td>
<td>Chapter 4—continued</td>
</tr>
<tr>
<td>February 21st</td>
<td>Internal Control Evaluation: Assessing Risk</td>
<td>Chapter 5</td>
<td>Chapter 5: All MCQs, 5.60, 5.64, 5.67, 5.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(CC: 5.63, 5.64, 5.65)</td>
</tr>
<tr>
<td>February 23rd</td>
<td>Internal Control Evaluation: Assessing Risk</td>
<td>Chapter 5</td>
<td>Chapter 5—continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Apollo SAS 99 Memo Due</strong></td>
</tr>
<tr>
<td>DATE</td>
<td>DISCUSSION TOPIC</td>
<td>READING ASSIGNMENT</td>
<td>HOMEWORK PROBLEMS, PROJECTS, AND WRITTEN ASSIGNMENTS</td>
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<tr>
<td>February 28th</td>
<td>Internal Control Evaluation: Assessing Risk</td>
<td>Chapter 5—continued</td>
<td>Chapter 5—continued</td>
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<td></td>
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<td></td>
<td>Apollo Analytical Review: Group Discussion</td>
</tr>
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<td></td>
<td>DUE: Apollo Internal control Questionnaire in class group exercise/oral exam--JEAPORDY</td>
</tr>
<tr>
<td>March 1st</td>
<td>Employee Fraud and the Audit of Cash</td>
<td>Chapter 6</td>
<td>Chapter 6: All MCQ, 6.43, 6.45, 6.46, 6.48, 6.49, 6.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(CC: 6.44, 6.46, 6.47, 6.48)</td>
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<tr>
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<td></td>
<td>DUE: WA #2 (Prob. 4.47)</td>
</tr>
<tr>
<td>March 6th</td>
<td>Employee Fraud and the Audit of Cash</td>
<td>Chapter 6</td>
<td>Chapter 6—continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DUE: Apollo Bridge and Bradley memos</td>
</tr>
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<td></td>
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<td></td>
<td>Strongly recommend reviewing the requirements for the Apollo cash wps that are due April 3rd</td>
</tr>
<tr>
<td>March 8th</td>
<td>Exam II</td>
<td>Exam II</td>
<td>Exam II</td>
</tr>
<tr>
<td>March 20th</td>
<td>Employee Fraud and the Audit of Cash</td>
<td>Chapter 6</td>
<td>Chapter 6—continued</td>
</tr>
<tr>
<td>DATE</td>
<td>DISCUSSION TOPIC</td>
<td>READING ASSIGNMENT</td>
<td>HOMEWORK PROBLEMS, PROJECTS, AND WRITTEN ASSIGNMENTS</td>
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<tr>
<td>March 22nd</td>
<td>Revenue &amp; Collection Cycle</td>
<td>Chapter 7</td>
<td>Chapter 7: All MCQs, 7.62, 7.64 (CC: 7.57, 7.61)</td>
</tr>
<tr>
<td>March 27th</td>
<td>Revenue &amp; Collection Cycle</td>
<td>Chapter 7</td>
<td>Chapter 7 –continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>DUE:</strong> Restaurant project.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Strongly recommend that you start reviewing the requirements for the Apollo accounts receivable due 4/12</strong></td>
</tr>
<tr>
<td>March 29th</td>
<td>Acquisition &amp; Expenditure Cycle</td>
<td>Chapter 8</td>
<td>Chapter 8: All MCQs, 8.40, 8.46, 8.48 (CC: 8.39, 8.41, 8.42, 8.45, 8.48, 8.50)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>DUE:</strong> WA # 3 (Prob. 7.66)</td>
</tr>
<tr>
<td>April 3rd</td>
<td>Acquisition &amp; Expenditure Cycle</td>
<td>Chapter 8</td>
<td>Chapter 8–continued</td>
</tr>
<tr>
<td></td>
<td>Production Cycle</td>
<td>Chapter 9 (pgs 369-378)</td>
<td>Chapter 9: All MCQs (relating to inventory), 9.52, 9.53, 9.57</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>DUE:</strong> Apollo A/R work papers</td>
</tr>
<tr>
<td>April 5th</td>
<td>Exam III</td>
<td>Exam III</td>
<td>Exam III</td>
</tr>
<tr>
<td>April 10th</td>
<td>Production Cycle</td>
<td>Chapter 9 (cont)</td>
<td>Chapter 9: All MCQs (relating to inventory), 9.52, 9.53, 9.57</td>
</tr>
<tr>
<td></td>
<td>Finance &amp; Investment Cycle</td>
<td>Chapter 10</td>
<td>Chapter 10: All MCQs, 10.54, 10.55 (CC: 10.48[f], 10.51, 10.52, 10.53)</td>
</tr>
<tr>
<td></td>
<td><strong>Focus will be on LTD</strong></td>
<td></td>
<td><strong>Strongly recommend reviewing the requirements for the Apollo Inventory wps that are due 4/17.</strong></td>
</tr>
<tr>
<td>April 12th</td>
<td>Production Cycle</td>
<td>Chapter 9 (cont)</td>
<td>Chapter 10---continued</td>
</tr>
<tr>
<td></td>
<td>Finance &amp; Investment Cycle</td>
<td>Chapter 10 (cont)</td>
<td><strong>Due: Apollo Accounts Receivable work papers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Focus will be on LTD</strong></td>
<td></td>
<td><strong>Strongly recommend reviewing the requirements for the Apollo wps (PPE &amp; A/P) that are due 5/1.</strong></td>
</tr>
<tr>
<td>DATE</td>
<td>DISCUSSION TOPIC</td>
<td>READING ASSIGNMENT</td>
<td>HOMEWORK PROBLEMS, PROJECTS, AND WRITTEN ASSIGNMENTS</td>
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</tbody>
</table>
| April 17<sup>th</sup>  
And April 19<sup>th</sup> | Completing the Audit             | Chapter 11 (Remainder)| Chapter 11: All MCQs, 11.51, 11.54, 11.61, 11.62  
Due on April 17<sup>th</sup>: WA# 4 (Prob. 8.43)  
Due on April 17<sup>th</sup>: Apollo Inventory wps  
Due on April 19<sup>th</sup>: Dermaceutics memo (2 page minimum, font size 12; spacing: no greater than double) |
| April 24<sup>th</sup>  
And April 26<sup>th</sup> | Auditor’s legal Liability and SEC Reporting | Module C              | Module C: All MCQs, C.62, C.63, C.66, C.67, C.73, C.75, C.77 |
| May 1<sup>st</sup>    | Apollo                             | Apollo                | DUE: Apollo A/P and PPE wps plus all sections previously reviewed. A/P and PPE will be the only sections you turn in without an official re-submit review. |
| Final exam-cumulative  
May 8<sup>th</sup>  
8-10 am            | Final exam-cumulative May 8<sup>th</sup>  
8-10 am            | Final exam-cumulative May 8<sup>th</sup>  
8-10 am            | Final exam-cumulative May 8<sup>th</sup>  
8-10 am            |
TO: Faculty Senate Executive Committee

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

CC: Rita Moyes, Department of Biology
U.J. McMahan, Head, Department of Biology
Timothy Scott, AOC Dean, College of Science

DATE: May 16, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: BIOL 491

We recommend that BIOL 491 Research in Biology 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: 100%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:4

BIOL 491 is taught by many faculty members in Biology. Each student taking the course and each faculty mentor signs a form outlining the basic requirements to ensure feedback and instruction in writing. Students are expected to write a research report detailing their labwork over the semester. Revision of the complete report (about 4,000 words) is required. Prior to writing, the student and instructor discuss the format of the research report and the elements of effective science writing. Students read relevant journal articles pertaining to their laboratory research as models for scientific writing and discuss these articles with the faculty mentor both for content and writing style. Discussions also cover the preparation of outlines and effective paragraph construction. Students write draft versions of the sections of the paper that will be turned in to their mentor starting by the end of the 8th week of the semester. Students discuss their draft version corrections with the mentor to receive feedback on the style, grammar and organization of the paper. Students submit a second draft by the end of the 12th week of the semester and get more feedback. For further instruction, the undergraduate advising office schedules workshops through the University Writing Center such as: “Citing and Using Sources,” “Summarizing,” “Abstracts,” and “Avoiding Plagiarism.” Slides and exercises for these topics developed for the introductory microbiology laboratories are also available through the Biology department website. Students must attend three workshops to obtain writing credit.

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):

   **Biol 491: Research in Biology**

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: **Rita B. Moye**  
Printed name and signature  
(Date)

Received: **3/29/12**  
(W Course Coordinator, University Writing Center)  
(Date)

Approvals:

College Dean: **Valerie Balester**  
Printed name and signature  
(Date)

Department Head: **L.J. McMahan**  
Printed name and signature  
(Date)
BIOL 491-900 Undergraduate Research with Writing Credit (1 credit) Syllabus

Course Coordinator: R. Moyes, Senior Lecturer, Biology, Ginger Carney, Assistant Professor Biology
Text: Style Guide recommended by your research advisor
This course will be graded.

In order to register for the 900 section and earn W credit, the following requirements must be met:
1) You must be an undergraduate major in the Biology Department.
2) Your research advisor must sign the application form, agreeing to read and respond to drafts of your work.
3) You must submit drafts of your paper to your research advisor by week 10 and week 12 for feedback. After each of these assignments is submitted, you must have a writing conference with your research advisor. You will revise these and incorporate them into your final thesis. A final paper must be submitted to your advisor at the beginning of week 15.
4) You must also submit the final version of your thesis to the Undergraduate Programs Office in Biology by Week 15.

Weekly Writing Assignment

1 Meet with advisor to discuss topic and research goals
2 library research on topic
3
4 Meet with advisor to discuss writing expectations after library research on topic
5 –7 online or workshop attendance through biology dept
8
9
10 Draft to Research Advisor: Conference with Advisor
11
12 2nd Draft to Research Advisor: Conference with Advisor
13
14 -15 Final Thesis Due

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

“Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” http://www.tamu.edu/aggiehonor/definitions.php
Application to Earn Writing Credit for Undergraduate Research

Name of Student:________________________________________________

UIN:___________________________________________________________

Thesis Title:______________________________________________________

________________________________________________________________

Research Faculty:__________________________________________________

**Research Advisor Agreement**
I agree to follow the guidelines outlined in the BIOL 491-intensive writing course syllabus.

Signature of Research Advisor:_________________________________________

Approved for 1 hr course credit:_________________________________________
Undergraduate Programs Office in Biology
REQUEST FOR APPROVAL TO REGISTER FOR BIOL491-Writing Intensive

This form must be completed and returned to the undergraduate advising office at the time of registration in order to receive a grade in this course.

- **NO CREDIT** will be given until this form is completed and returned.
- **Students on scholastic probation** are NOT permitted to participate in BIOL 491.
- The Biology Dept. will register students for 491 during open registration when this signed form is returned to Butler Hall Room 107.

---

**Student's Name (Print)**       **Classification**       **I.D. Number**       **TAMU E-mail address**

I request that I be allowed to register for ____ hours of BIOL 491 section ________ during the:

(circle one)     Fall      Spring      Summer (10 week)      Semester of 20______

**Description:**

BIOL majors (BIOL, MBIO, BMCB, ZOOL) may take one course in BIOL491 as Writing Intensive to meet the Writing Intensive requirement in the major. The goal of BIOL491 WI is for the student to produce a document in the same manner as a research publication in a biological discipline using the process that research scientists use to prepare such documents. Cycles of submission/review/revision/resubmission will be used until a final document is approved by the research supervisor.

**Tasks associated with BIOL491-Writing Intensive:**

- Each student must attend 3 workshops offered through the University Writing Center and Aggie Honor System Office during the first half of the semester. Students will be notified of the workshop location and time no later than the end of the first week of classes.
- Drafts of sections of the manuscript must be submitted to the research supervisor throughout the semester to engage in the submission/review process described above.
- A final copy of the manuscript must be submitted to the Biology Undergraduate Advising Office.
- Grades are assigned as determined by the research supervisor, using a grade scale of A-B-C-D or F.

**Proposed Research Description:** (use back of form or attach description if more space is needed)

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**Student's Signature**       **Supervising Professor (print)**       **Department**

**Student's Major**       **Supervising Professor (signature)**       **Office/Lab Phone No.**

**Student's Phone Number**       **Supervising Professors E-mail**

**APPROVED SIGNATURE:**       **DATE:**

*Christine Farris, Director*

---

**OFFICE USE ONLY**

BIOL 291/491 section:_____   Hours:____   Elective:_______  GPA_______  Major GPA_______

Student Contacted (date/initial)__________  How________________
TO: Faculty Senate Executive Committee

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

CC: Samuel Villareal, Department of Electrical and Computer Engineering
    Costas Georgiades, Head, Department of Electrical and Computer Engineering
    Ray W. James, AOC Dean, Dwight Look College of Engineering

DATE: May 16, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ECEN 405

We recommend that ECEN 405 Electrical Design Laboratory be certified as a writing-intensive (W) course for four academic years (9/12 to 9/16). 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: 45%
2. Course content appropriate to the major
3. Total number of words: 7000
4. Instructor to student ratio for one section: 1:20

The major assignments for ECEN 405 include a design proposal, two status reports, and a final report on a design. The two status reports and a portion of the final report are written individually. Students work in groups of four on a design. They pool the individual sections of their report to compose a final group report that reads smoothly as a single document. A rubric is used in peer review for the design proposal, status reports, and a preliminary draft of the final report. As part of instruction, students have some class time devoted to practicing the use of the rubric. Further instruction comes from reading assignments and lectures on writing topics (including a University Writing Center presentation). Each design team also attends a University Writing Center consultation in the two weeks before the design proposal is due.

One change since original certification was granted is the addition of peer response groups.
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):

   ECEN405  Electrical Design Lab

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:  Samuel S. Villareal  02/02/2012
   Printed name and signature  (Date)

   Received:  Valerie Balester  2/2/12
   (W Course Coordinator, University Writing Center)  (Date)

   Approvals:

   College Dean:  
   Printed name and signature  (Date)

   Department Head:  Costas N. Georgiades  2/2/12  
   Printed name and signature  (Date)

   Ray James
   PRINTED NAME AND SIGNATURE  2/2/12

   RECEIVED
   FEB 3 2012
   By UWE

81 of 259
ECEN 405: Electrical Senior Design
Spring 2012

Lecture Times and Location:
Tuesday 11:10 AM - 12:00 PM (ZEC 103)
Thursday 11:10 AM – 12:25 PM (ZEC 103)

Lab Time and Location:
Tuesday 2:20 PM – 5:10 PM (ZEC 111B)

Textbook:
J. Eric Salt and Robert Rothery
Design for Electrical and Computer Engineers
ISBN: 0-471-39146-8

Course Objectives:
1. Apply theory learned in courses to the conception and completion of a non-trivial engineering project.
2. Learn about and execute a disciplined engineering design and project management approach.
3. Develop technical skills including PCB design and soldering.
4. Learn to work in a team environment.
5. Develop a sense of professionalism by practicing good ethics and time management.
6. Develop both technical written and oral communication skills.
7. Exposure to different career paths from Electrical Engineering.

Instructional Staff:
Course Coordinator: Dr. Samuel Villareal (svilla@ece.tamu.edu)
Mentor: Dr. Chanan Singh (singh@ece.tamu.edu)
Writing Instructor: Mr. John Tyler, Senior Lecturer (tyler@ece.tamu.edu)
Lecturer: Johnny Lee, Ph.D. Candidate (johnnylee@tamu.edu)
Teaching Assistants: Momin Uppal (momin@ece.tamu.edu)
Joshua Pearce (jpearce@ece.tamu.edu)

Office Hours:
Wednesday, 1-3 PM, Zachry 19C (Villareal)

Grading:
Design Proposal 5% (Collaborative writing assignment)
Status Reports 20% (Individual writing assignment; 10% for each Status Report)
Oral Presentation 5% (Collaborative assignment)
Final Report 20% (10% individual; 10% collaborative writing assignment)
Final Project Demonstration 40% (max score determined by technical merit/difficulty)
Lab/Attendance 10%

Notes: Individual contribution will be weighed in determining final grade. Submit all writing assignments on eLearning. One late submission and one unexcused absence will be allowed. Failure to receive a passing grade on the writing assignments will result in a failing grade for the course, regardless of how points are distributed.

Lecture Topics:
1. Team Formulation
2. Project Selection
4. Project Design Process (Conceptual Design, Prototyping, Testing)
5. Planning/Project Management (Budget, Gantt Chart, Responsibility Matrix)
6. PIC Programming
7. Analog and Digital Circuits
8. Filter Design
9. Prototyping (procurement and fabrication)
10. Testing and Verification
11. Technical Writing (2 lectures)
12. Engineering Ethics
13. Career Paths from Electrical Engineering
14. Life Lessons

Course Written Assignments:
1. Design Proposal and Execution Plan (~10 pages)
   a. Provide an overview of project
   b. Address a specific need, improvement from previous designs, or market for your project
   c. List specific functionality of project and some ideas on how to bring this to fruition
   d. Provide a Gantt Chart, Resource Allocation Table (Responsibility Matrix), and Budget
2. Status Report 1 (Add 5-10 pages)
   a. Discuss progress made and start to provide concrete design details
   b. If you have results, please provide schematics and/or simulation or testing results
   c. Amend and edit original proposal and discuss why the change is necessary
3. Status Report 2 (Add 5-10 pages)
   a. Same as Status Report 1, but should include some subsystem design and testing
   b. Amend and edit Status Report 1
4. Presentation Slides
   a. Give overview and results of project
5. Final Report (30+ pages)
   a. Details everything done for the project with proper documentation

Lab Assignments:
1. Introduction to PCB Design: PCB Tutorial
2. Mini-Project PCB
3. Introduction to Soldering
4. Introduction to PIC Programming
5. Mini-Project Soldering/Debugging/Testing

Writing Course:
This course will be designated by the university as a “W” course, so your writing will be graded for content, organization, and style/grammar. If you have writing issues, please see writing instructor or the University Writing Center, http://writingcenter.tamu.edu, for assistance.

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637.

Academic Integrity Statement:
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
The Honor Council Rules and Procedures are located at: http://www.tamu.edu/aggiehonor. All instances of academic misconduct (e.g., plagiarism, copying, etc) will be severely penalized, with the offending group referred to the Aggie Honor Office.
TO: Faculty Senate Executive Committee

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

CC: Robert Bednarz, Department of Geography
    Vatche P. Tchakerian, Head, Department of Geography
    Sarah Bednarz, AOC Dean, College of Geosciences

DATE: May 14, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: GEOG 404

We recommend that GEOG 404 Spatial Thinking be certified as a writing-intensive (W) course for four academic years (9/12 to 9/16). 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: 6500
4. Instructor to student ratio for one section: 1:19

In GEOG 404 students write ten weekly reviews/commentaries, a position paper, a proposal (submitted in draft form), and a final paper. The proposal draft receives instructor comments, and the ten commentaries are spaced throughout the semester so that students have ample time to make improvements based on graded papers. Peer review is done on position papers and revised proposals. Common writing problems are addressed in class, and students read professional journal articles as models. Students also purchase and refer to A Manual for Writers of Term Papers, Theses, and Dissertations by K. L. Turabian.

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):

   GEOG 404  Spatial Thinking

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:  R Bednarz  RStedman  4/6/12
Printed name and signature
(Date)

Received:  Valerie Balester  4/13/12
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean:  Kate C Mull  4/11/12
Printed name and signature
(Kate CMelillo)
(Date)

Department Head:  VP Tchakerian  4/10/201
Printed name and signature
(Date)
A good example of bad spatial thinking that appeared recently in the *Economist* magazine—originally published map on left, corrected version on right.

### Americans with Disabilities Act (ADA) Policy Statement

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

### Copyright and Plagiarism Policy

All materials used 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 problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

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

### Know the Code

Aggie Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the new website: <http://aggiehonor.tamu.edu/>.
GEOG 404—Spatial Thinking
Syllabus

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 30</td>
<td>Introduction and Basic Concepts</td>
<td>11–48 in LtTS</td>
</tr>
<tr>
<td>Sept 6</td>
<td>Spatial Thinking in Everyday Life and Geoscience</td>
<td>49–56; 68–93 in LtTS</td>
</tr>
<tr>
<td>Sept 13</td>
<td>Proposal Preparation (Proposal draft due Sept. 16)</td>
<td>83–156; 184–206 in <em>Spatial Cognition and Computation</em> 10(2-3) April–September 2010</td>
</tr>
<tr>
<td>Sept 20</td>
<td>Acquiring Spatial Thinking Skills</td>
<td>94–109 in LtTS; 175–191 in <em>Annals of AAG</em> 84(2) June 1994</td>
</tr>
<tr>
<td>Sept 27</td>
<td>Support for Spatial Thinking</td>
<td>135–152 in LtTS; 1–14 in <em>Annals of AAG</em> 92(1) March 2002</td>
</tr>
<tr>
<td>Oct 4</td>
<td>The Connection between Geospatial Technologies and Spatial Thinking</td>
<td></td>
</tr>
<tr>
<td>Oct 11</td>
<td>Creating Spatial Thinkers</td>
<td>155–165 in LtTs; 183–198 in <em>Journal of Geography in Higher Education</em> 33(2) May 2009</td>
</tr>
<tr>
<td>Oct 18</td>
<td>The Structure of Spatial Memory and Information</td>
<td>3–24 in TESM; 96–108 in <em>Journal of Experimental Psychology: General</em> 125(1) 1996</td>
</tr>
<tr>
<td>Nov 1</td>
<td>The Impact of Physical Activity on the Acquisition of Spatial Information</td>
<td>77–103 in TESM; 211–221 in <em>Journal of Geography</em> 104(5) Sept.–Oct. 2005</td>
</tr>
<tr>
<td>Nov 8</td>
<td>Problems and Advantages of Acquiring Information from Maps</td>
<td>193–218; 219–247 in TESM</td>
</tr>
<tr>
<td>Nov 22</td>
<td>Preparation of Final Project &amp; Student Presentations</td>
<td></td>
</tr>
<tr>
<td>Nov 29</td>
<td>Student Presentations</td>
<td></td>
</tr>
</tbody>
</table>

Readings:

Text:
You should purchase the latest edition of *A Manual for Writers of Term Papers, Theses, and Dissertations*. This volume will serve as your style guide for all of the written work you submit. All work must conform to the style explained in *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Grading:
Written work during the semester 35pts.
Class Presentation and Participation 25pts.
Final paper and presentation 40pts.

Grading Rubric:
A: All assignments completed, on time, thorough, well-edited, and exceeding course requirements. Written work of superior quality in expression, attention to detail, originality, organization, and reflection. Demonstrated learning through careful
preparation for class and thoughtful contributions to class discussion.

**B:** All assignments completed, on time, thorough, edited, and meet course requirements. Written work of advanced undergraduate level organization and reflection. Demonstrated learning through preparation for class and thoughtful contributions to class discussion.

**C:** All assignments are completed but some may fail to meet requirements. Some written work below advanced undergraduate level organization and reflection. Class participation is uneven or infrequent.

**D/F:** All assignments not completed.

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**Course Description and Philosophy**

Geography 404 is a writing-intensive advanced course. The course requires that students actively prepare for class and participate in class discussions. The reading assignments come from a variety of sources, including academic journals in geography and psychology. Some of the readings are challenging. The amount of material assigned reflects the difficulty of the readings. In order to insure that students understand the readings fully, in addition to lectures delivered by the instructor, during approximately half of the class sessions articles and chapters will be discussed in seminar style. Students will be responsible for leading these discussions. If students are not prepared, these seminar sessions will not serve their purpose.

**GOALS**

If students attends class, completes reading and other class assignments, they can expect to receive a solid introduction to current ideas about spatial thinking, especially with respect to the importance of this topic to geographers and geography. Students will learn to identify and understand types of spatial thinking practiced in everyday life, in the workplace, and in academic research contexts. Students will learn how to "spatialize" non-spatial problems to solve them more quickly and easily. Students will also learn to identify, propose, design, and carry out an original research project related to "you-are-here" maps. After familiarizing themselves with the relevant research literature and developing an approved proposal, students will collect their own data, analyze it, report results, and draw appropriate conclusions.

Finally, students will learn to write concisely, clearly, and convincingly using a consistent style. Feedback on writing assignments will provide guidance necessary to improve writing skills. By the end of the course students will be able to communicate their research results effectively in both written and verbal form.

**EXAMS AND GRADES**

There are 13 writing assignments and a final research project. The findings of the research project will be presented in written form and during the final class meetings as an oral presentation. Students who are unable to attend class should be prepared to present a university-accepted excuse (see [Student Rules](#)). Assignments that are not turned in on time will not receive full credit. Classroom participation will account for a significant portion of the final grades. Your assignments will be graded as quickly as possible so that you can use the provided feedback to improve succeeding writing assignments. Grades will be posted on the course elearning website as soon as possible.

**EMAIL**

If you would like a response to an email message, you must send the email from your [neo account](#). I will not reply to non-university accounts.

**ATTENDANCE**

I expect you to attend classes. Attendance may or may not be taken formally, but I should point out that it is hard for me not to notice repeated absences. If you miss class, it is your responsibility to get the notes from a classmate. I will not make my notes available to students under normal circumstances. For official class days and holidays, consult the university calendar at [http://admissions.tamu.edu/Registrar/General/Calendar.aspx](http://admissions.tamu.edu/Registrar/General/Calendar.aspx).
GEOG 404 – Spatial Thinking
Presentation and Project Guidelines

For the first week or two, I will be responsible for lecturing and leading class discussions. I will use some class time to review the spatial-thinking concepts necessary for you to understand the material you are reading and will read. For the most part, this information will be conveyed by standard lectures, although you are strongly encouraged to participate by commenting, asking questions, etc.

When we discuss the weekly readings, I will not lecture. I will lead a discussion of the material during which you will do most of the talking. I will ask questions about the authors' conclusions and points of view, challenging you to apply what you have read to what you know and observe about how people think and behave spatially, and encouraging those of you with supportive or challenging ideas to argue your points effectively.

Student-led Sessions
Each of you will be responsible for leading the class discussion sometime during the semester. Your goal should be to lecture as little as possible. Instead you should strive to create a lively discussion of the material in which everyone participates. To do this you must understand the material very well, and you are encouraged to consult with me before you serve as class discussion leader. One way to enhance your presentation is to find and read an additional article or chapter (or two) so that you will be better informed than the rest of your classmates. When you present, you must create a powerpoint document to accompany your presentation. These will be converted to .pdf files and posted on the class web site.

To help you and your classmates prepare for the class discussion, all presenters will write three-page position statements. These statements must be distributed via the Internet to each class member (and to me) one week before the discussion occurs. The statement should not simply be a short summary of the readings. It should concentrate on the most important ideas, give the class your interpretation of the argument, supplement the assigned readings with any relevant additional information the presenter finds, point out different approaches or conclusions taken by different researchers, provide background or explanation to help your classmates better understand the readings. Think of it as a short briefing on the topic. Your reactions to the arguments in the readings are welcome as long as you support your comments or criticisms with data, sources, or both. To ensure that your classmates are ready to engage in the class discussion, non-presenting students are required to submit a one-page comment on the readings two days before the class presentation. These short statements will include reactions to your statements. Students are encouraged to point out statements that are unclear, statements with which they disagree, etc. They should also make constructive suggestions to improve the position statement if they can.

Presentations
Below is a list of students and the dates on which they present (lead the discussion).
Group A (Sept. 6)
Group B (Sept. 22)
Group C (Sept. 29)
Group D (Oct. 6)
Group E (Oct. 13)
Group F (Oct. 20)
Group G (Oct. 27)
Group H (Nov. 3)
Group I (Nov. 10)

Final Projects
Final class projects will take the form of a short (10-page) paper and class presentation. Students may work in pairs to carry out their research projects, that is collect data, but each student will write his or her own final paper. Papers are due on the last scheduled class day. Final class presentations will occur during the last week or two weeks of class depending on the number of students enrolled.
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: May 16, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 327

We recommend that HIST 327 Caribbean History since Emancipation 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: 65%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:25

Writing assignments include a take-home essay exam, a prospectus for a final paper, and a final research paper. Students turn in a draft of the research paper for instructor comment. One class is devoted to a workshop to discuss extensive instructor comments on these drafts. The instructor also holds office hours, and students are required to attend to discuss their papers. Two more class periods are devoted to writing workshops focused on the writing process: choosing a topic, prewriting, and drafting.

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):

AFST 489-900/HIST 417-900 Caribbean History Since Emancipation

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: Andrew J. Mitchell

Printed name and signature
(Date) 1/23/12

Received: Valerie Balester
(W Course Coordinator, University Writing Center) (Date) 3/8/12

Approvals:

College Dean: Michael Stephenson
Printed name and signature
(Date) 3/6/12

Department Head: Larry Oliver
Printed name and signature
(Date) 1/27/12

RECEIVED
MAR 8 2012
by uwe
HIST 327W 900: Caribbean History since Emancipation  
Fall 2009  
TTH 2:20-3: 35, CE Building (Civil Engineering ) 222

Dr. Glenn A. Chambers  
Office: 303B Melbern G. Glasscock Building (History)  
Office Hours: TTH 1:00-2:00 or by appointment  
Office phone: 979-845-7759  
e-mail:g-chambers@tamu.edu

Purpose:
This course will focus on the history of the Caribbean region from the emancipation from slavery to the present. Drawing heavily on the legacies of slavery and colonialism, a major aspect of the course will be the establishment of the links between the decline of plantation societies and its role in defining late nineteenth and twentieth century economic, cultural, social, and political movements in the region. One objective is to situate the history of the Caribbean and its people within the broader history of the Atlantic world. In order to promote a further understanding of the multi-cultural aspects of Caribbean societies and to demonstrate the complexities of the varying colonial and post-colonial systems in the region, the course will focus on the English, French, and Spanish- speaking islands.

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.

Required Texts:


Articles (All articles are available on Web CT or through the Sterling Evans Library databases):


Evaluation:

10%: Class Participation- This course is structured around weekly discussion of primary and secondary sources that you are expected to read by class time. The success of our discussions depends on students coming to class prepared and ready to actively engage with the material and other students. Only respectful exchange will be tolerated. (100 points).

15%: Assignment #1: Sample Paper Prospectus- In this 500-word assignment, you will apply the skills you will learn in Writing Laboratory I and submit three possible topics for a 2500-3000 word (10-12 page) research paper, as well as a list of two possible primary sources. Primary sources can include edited and published documents, including translations of documents from other languages into English. Other sources can include newspapers, magazines, broadsides, brochures, pamphlets, congressional, legislative or parliamentary proceedings, and other governmental documents within the time period and subject of the research paper. Some of these sources may be available on microfilm. Two sources
should also be secondary sources (none may be from the required texts) for each of the three potential papers. This assignment will be due Tuesday, October 6, 2009 unless other arrangements have been made in advance, and there will be a HALF-GRADE PENALTY for every day (24 hour period) the assignment is late (150 points).

15 % Assignment #2: Take Home Exam- This exam will consist of three sections. The first section will consist of an identification section in which students will be asked to define a list of terms using a historical analysis (Who? What? When? Why? How? and its significance). The second section will consist of an analysis of a primary historical document provided by the professor. Students will have the option of choosing from a list of 3 documents for their analysis. The analysis should be at least two (2) pages and no more than three (3) pages, typed, double-spaced, Times New Roman font. The third section will consist of an essay question. Students will choose one (1) question from a list of three provided by the professor. The essay should be typed, double-spaced, Times New Roman font and at least two (2) pages and no more than three (3) pages (150 points). The exam will be handed out on Tuesday, October 13, 2009 and will be due on Thursday, October 15, 2009 at the beginning of class.

25%: Assignment #3: Research Paper Rough Draft- In this assignment, you will apply the skills you will learn in Writing Laboratory II and submit a rough draft of your 2500-3000 word (10-12 page) research paper based on primary (at least 3) AND secondary (at least 4) sources. This assignment will be due Tuesday, November 3, 2009, unless other arrangements have been made in advance, and there will be a HALF-GRADE PENALTY for every day (24 hour period) the paper is late (250 points).

35%: Assignment #4: Final Research Paper- In this 2500-3000 word final research paper, you will apply the skills you will learn in Writing Laboratory III, as well as the comments you will receive from the instructor and your peers, and create a final research paper. The final draft will be due Wednesday, December 16, 2009 at 3:00PM, unless other arrangements have been made in advance. I WILL NOT accept late papers. (350 points)

PLEASE NOTE: A STUDENT MUST PASS THE WRITING ASSIGNMENTS TO PASS THE COURSE

Final Grading Scale (based on points):

900-1000 A
800-899 B
700-799 C
600-699 D
599 & below F

Writing Laboratories
Three Writing Laboratories are scheduled over the course of the semester to help guide students through the three critical stages of a term paper: pre-writing, drafting, and revision.
Writing Laboratory I: Choosing a Topic and Pre-Writing
How does one begin? In this lab, we will discuss how to choose a topic that will be of sustained interest to you, how to find appropriate primary and secondary sources on that topic that will inform your thinking about and provide evidence for your final paper, how to take notes while reading (an extremely important but often neglected strategy and skill), and how, in general, to stay focused while still being unsure of the paper’s central theme and supporting statements.

Writing Laboratory II: Advanced Pre-Writing and Drafting
Now that you have your topic and your evidence, how do you begin writing? In this lab, we will discuss the value of outlining, writing rough drafts, and developing strong thesis statements. The thesis statement (or central claim or central theme) is the crucial part of your paper. Stated properly and forcefully, it will provide structure to your essay and offer a ‘preview’ of your essay’s argument and organization. We will also discuss common problems that occur in undergraduate student papers –especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spell-checker programs–as well as appropriate citation formats for historical papers.

Writing Laboratory III: Revision
If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft, especially the emergence of a strong thesis. Often a writer only figures out his/her central argument after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. Writing Laboratory III is intended to help students understand exactly how to convert their first drafts into the best possible final paper.

Attendance Policy:
Class attendance is mandatory. I expect you to come to class prepared and ready to actively engage. To be counted as ‘in attendance’ you must be in your seat when class begins and remain until class is dismissed. You are allowed 3 unexcused absences. Each additional unexcused absence will result in the loss of 2 points from your final class average. For example, if your final grade, not including class attendance, is an 81%, four unexcused absences will lower your final grade to a 79%. If you have an excused absence during the semester, in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule7.htm) you must turn in evidence of that excuse within two working days of the absence.

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.

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**Caribbean Slavery and Emancipation**

**WEEK of September 1-3, 2009:**
**Readings:**

T: Course Introduction and Overview.


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**Emancipation, Indenturedship, and the Changing Demographics of the Caribbean**

**WEEK of September 8-10, 2009.**
**Readings:**


TH: **Writing Lab I: Choosing a Topic and Pre-Writing.**

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**Slavery and Emancipation, a Cultural-Political Perspective.**

**WEEK of: (September 15-17, 2009).**
**Readings:**


**The New Imperialism: United States Influence in the Caribbean**

**WEEK of (September 22-24, 2009).**

**Readings:**


**Emigration and the Origins of the Caribbean Diaspora**

**WEEK of (September 29- October 1, 2009).**

**Readings:**


**Economic Depression and the Rise of Trade Unionism**

**WEEK of (October 6-8, 2009).**

**Readings:**


TH: Writing Lab II: Advanced Pre-Writing and Drafting.


Readings:
T: Colin Grant, *Negro with a Hat*, Chapters 1-3. Assignment #2 Take Home Exam handed out in class.

TH: Colin Grant, *Negro with a Hat*, Chapters 8-9. Assignment #2 TAKE HOME EXAM DUE AT BEGINNING OF CLASS

WEEK of (October 20-22, 2009).

Readings:


Nationalism, Decolonization, and Independence

WEEK of (October 27-29, 2009).

Readings:

TH: Open

Caribbean Cultural and Religious Traditions

WEEK of (November 3-5, 2009).

Readings:
Reggae, Rastafari, and the Globalization of Afro-Jamaican Culture

WEEK of (November 10-12, 2009).

Readings:
T: Lee and Davis, The First Rasta, Chapters 1-6.
TH: Lee and Davis, The First Rasta, Chapters 7-11.

WEEK of (November 17-19, 2009).
T: Lee and Davis, The First Rasta, Chapters 13-19.
TH: Writing Lab III: Revision.

WEEK of (November 24-26, 2009). NO CLASSES. THANKSGIVING BREAK.

One-on-One Revision Meetings

WEEK of (December 3-5, 2009).
Readings: None; sign up for meeting with professor to discuss revisions to paper draft

T: student last names A-L
TH: student last names M-Z

WEEK of (December 8, 2009). REDEFINED DAY. NO FORMAL CLASS MEETING

T: additional student meetings.

FINAL PAPER DUE IN MY OFFICE ON DECEMBER 16, 2009 BY 3:00 PM.
HIST 327W 900: Caribbean History since Emancipation  
Spring 2011  
MWF 9:10-10:00, Glasscock (History) Building 008

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:  
This course will focus on the history of the Caribbean region from the emancipation of slavery to the present. Drawing heavily on the legacies of slavery and colonialism, a major aspect of the course will be the establishment of the links between the decline of plantation societies and its role in defining late nineteenth and twentieth century economic, cultural, social, and political movements in the region. One objective is to situate the history of the Caribbean and its people within the broader history of the Atlantic. In order to promote a further understanding of the multi-cultural aspects of Caribbean societies and to demonstrate the complexities of the varying colonial and post-colonial systems in the region, the course will focus on the English, French, and Spanish-speaking islands.

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.

Required Texts:


Articles (All articles are available on Web CT or through the Sterling Evans Library databases):


Evaluation:

5%: Class Participation- This course is structured around weekly discussion of primary and secondary sources that you are expected to read by class time. The success of our discussions depends on students coming to class prepared and ready to actively engage with the material and other students. Only respectful exchange will be tolerated. (50 points).

5%: Map Quiz- Students should be able to identify the geographical location of the region they are studying. Therefore, you will be given a map quiz in which you will be responsible for identifying key islands and key geographical entities within the Caribbean at the end of the second week of classes (January 28, 2011). A detailed map of the region will be available on elearning to students on the first day of class in order to help in preparation for the quiz (50 points).

10%: Reading Quizzes- There will be ten quizzes based on the course readings throughout the duration of the semester. Quizzes will be given AT THE BEGINNING of class within the first 15 minutes of class. There will be NO makeup quizzes, unless you have a university approved absence. Each quiz is worth ten (10) points for a total of 100 points.

10%: Assignment #1: Paper Prospectus- In this assignment, you will apply the skills you will learn in Writing Laboratory I and submit one possible topic for a 2500-3000 word (10-12 page) research paper, as well as a list of three possible primary sources and three secondary sources. Primary sources can include edited and published documents, including translations of documents from other languages into English. Other sources can include newspapers, magazines, broadsides, brochures, pamphlets, congressional, legislative or parliamentary proceedings, and other governmental documents within the time period and subject of the research paper. Some of these sources may be available on microfilm. Three sources should also be secondary
sources (books, scholarly articles), none of which may be from the required texts. Secondary sources must NOT be published prior to 1990, unless approved by the professor in advance. **No sources may come from on-line encyclopedias.** This assignment will be due **Monday, February 14, 2011** (100 points).

**10 % Assignment #2:** Take Home Exam- This exam will consist of three sections. The first section will consist of an identification section in which students will be asked to define a list of terms using a historical analysis (Who? What? When? Why? How? and its significance). The second section will consist of an analysis of a primary historical document provided by the professor. Students will have the option of choosing from a list of 3 documents for their analysis. The analysis should be at least two (2) pages and no more than three (3) pages, typed, double-spaced, Times New Roman font. The third section will consist of an essay question. Students will choose one (1) question from a list of three provided by the professor. The essay should be typed, double-spaced, Times New Roman font and at least two (2) pages and no more than three (3) pages (100 points). **The exam will be handed out on Monday, February 28, 2011 and will be due on Wednesday, March 2, 2011 at the beginning of class.**

**15%:** Assignment #3: Research Paper Rough Draft- In this assignment, you will apply the skills you will learn in Writing Laboratory II and submit a rough draft of your 2500-3000 word (10-12 page) research paper based on primary (at least 4) AND secondary (at least 5) sources. This assignment will be due **Monday, March 21, 2011** (200 points).

**10% Assignment #4:** Book Review- Reading is a fundamental part of the historical profession. For this assignment, students should select a book related to a theme of Caribbean history (preferably your research paper topic) and write a 3-4 page (Double-spaced, 12 point Times New Roman font) critical analysis of the book. Do not simply tell me whether you like or dislike the book. Instead, identify the author’s central thesis, main arguments, types of sources used, and how the book contributes to your understanding of Caribbean history (100 points). This assignment is due **Friday, April 15, 2011.**

**35%:** Assignment #5: Final Research Paper- In this 2500-3000 word final research paper, you will apply the skills you will learn in Writing Laboratory III, as well as the comments you will receive from the instructor, and create a final research paper. The final paper will be due Monday, **May 9, 2011 by 5:00PM** (300 points)

**PLEASE NOTE: A STUDENT MUST PASS THE WRITING ASSIGNMENTS TO PASS THE COURSE**

**Final Grading Scale (based on points):**

- 900-1000 A
- 800-899 B
- 700-799 C
- 600-699 D
- 599 & below F
Writing Laboratories

Three Writing Laboratories are scheduled over the course of the semester to help guide students through the three critical stages of a term paper: pre-writing, drafting, and revision.

**Writing Laboratory I: Choosing a Topic and Pre-Writing**
How does one begin? In this lab, we will discuss how to choose a topic that will be of sustained interest to you, how to find appropriate primary and secondary sources on that topic that will inform your thinking about and provide evidence for your final paper, how to take notes while reading (an extremely important but often neglected strategy and skill), and how, in general, to stay focused while still being unsure of the paper’s central theme and supporting statements.

**Writing Laboratory II: Advanced Pre-Writing and Drafting**
Now that you have your topic and your evidence, how do you begin writing? In this lab, we will discuss the value of outlining, writing rough drafts, and developing strong thesis statements. The thesis statement (or central claim or central theme) is the crucial part of your paper. Stated properly and forcefully, it will provide structure to your essay and offer a ‘preview’ of your essay’s argument and organization. We will also discuss common problems that occur in undergraduate student papers—especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spell-checker programs—as well as appropriate citation formats for historical papers.

**Writing Laboratory III: Revision**
If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft, especially the emergence of a strong thesis. Often a writer only figures out his/her central argument after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. Writing Laboratory III is intended to help students understand exactly how to convert their first drafts into the best possible final paper.

**Attendance 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).
Academic Misconduct:
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Weekly Breakdown

WEEK of (January 19-21, 2011):
Readings:
W: Course Introduction and Overview.
F: Eric Williams, Columbus to Castro, Chapter 17

WEEK of (January 24-28, 2011).
Readings:
M: Columbus to Castro, Chapter 18
W: Writing Lab I: Choosing a Topic and Pre-Writing.

WEEK of (January 31-February 4, 2011).
Readings:
M: Columbus to Castro, Chapter 19
F: NO CLASS

WEEK of (February 7-11, 2011).
Readings:
M: NO CLASS
W: The Birth of Caribbean Civilisation, Chapter 23, pp. 294-312
WEEK of (February 14-18, 2011).

Readings:

F: Film- *My Footsteps in Baraguá*

WEEK of (February 21-25, 2011).

Readings:

M: The Birth of Caribbean Civilisation, Chapter 1, pp. 3-17.
W: Open
F: Writing Lab II: Advanced Pre-Writing and Drafting.

WEEK of (February 28-March 4, 2011).

Readings:

W: Assignment #2 TAKE HOME EXAM DUE AT BEGINNING OF CLASS
F: The Birth of Caribbean Civilisation, Chapter 34, pp. 492-504.

WEEK of (March 7-11).

Readings:

W: *A Voice at the Workplace*, Chapters 4-6

WEEK of (March 14-18, 2011). SPRING BREAK- NO CLASSES

WEEK of (March 21-25, 2011).

Readings:

M: Assignment #3 Rough draft due at the beginning of class. Film - Cuban Story
W: *The Birth of Caribbean Civilisation*, Chapter 9, pp. 106-122
F: *Columbus to Castro*, Chapter 28.

WEEK of (March 28-April 1, 2011).
Readings:
F: *The First Rasta*, Chapters, 9-11

**WEEK of (April 4-8, 2011).**

Readings:
F: Lecture: “The Culture of Resistance in the Caribbean.”

**WEEK of (April 11-15, 2011).**

M: Film- Rockers
W: Film- Rockers
F: Writing Lab III: Revision.

**Assignment #4 Book Review Due at the beginning of class.**

**WEEK of (April 18-22, 2011).**

W: Open
F: Open

**WEEK of (April 25-29, 2011). Readings: None; sign up for meeting with professor to discuss revisions to paper draft**

M: student last names A-L
W: student last names M-Z
F: Additional student meetings

**LAST DAY OF CLASS, MONDAY- MAY 2.**

**FINAL PAPER DUE IN MY OFFICE ON MONDAY, MAY 9, 2011 BY 5:00 PM.**
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: May 14, 2012
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 412

We recommend that HIST 412 Soviet History, 1917-1991 be certified as a writing-intensive (W) course for four academic years (9/12 to 9/16). 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: 35%
2. Course content appropriate to the major
3. Total number of words: 2500
4. Instructor to student ratio for one section: 1:25

Students in HIST 412 write a research paper in which they turn in a rough draft in week eight that the instructor reviews. The instructor comments are used in revision before a final paper is turned in. In addition, in week eleven the class participates in a revision workshop to help them decide how to make the revisions suggested. Two additional workshops are used to provide instruction on choosing a topic, prewriting, and drafting.

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):


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  4/16/12
   (W Course Coordinator, University Writing Center)  (Date)

   Approvals:
   Michael T. Stephenson
   College Dean:
   Printed name and signature  (Date)
   Department Head:  David Vaughn  4/4/2012
   Printed name and signature  (Date)
The purpose of this class is to provide an understanding of the historical and related social, cultural, economic, and political processes that led Russia into revolution in 1917, shaped socialist society under the Soviet Union and finally led to the collapse of communism in Russia and the disintegration of the Soviet empire.

Prerequisites: U3 classification

Requirements: 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.

1) There will be three tests including the final. All the tests are of two parts, essay questions over the lecture material, and essays on the books.

   Test #1 will be February 17
   Test #2 will be March 31
   Test #3 (final exam) will be May 8, 12:30-2:30

   It is the student’s responsibility to arrange for a make-up test in the event he or she misses the regularly scheduled exam. Make-ups will be granted only for university approved excused absences.

2) Each student will write a paper of from 2500-3000 words (10-12 pages).

   Paper topics are due on February 3.
   First drafts are due on March 10.
   Final rewritten papers are due on April 21.

Grading: The first two tests are each worth 20% of the course grade. The final paper is worth 35% of the course grade and the final test is worth 25% of the course grade. YOU CAN NOT PASS THE CLASS WITHOUT PASSING THE WRITING COMPONENT.
Attendance: I take attendance in the form of a roll sheet passed around each class period. It is the responsibility of each student to sign the roll. Students with three or fewer absences at the end of the semester will have added to the grade of their final exam one point for every day of attendance (except test days). The entire class gets one point per day of perfect class attendance prior to a test added to that test. I will not consider raising borderline grades of students showing more than three absences.

Writing Laboratories:

Three Writing Laboratories are scheduled over the course of the semester to help guide students through the three critical stages of a term paper: pre-writing, drafting, and revision.

Writing Laboratory I: Pre-Writing

In this lab, we will discuss how to choose a topic that will be of sustained interest to you, how to find appropriate primary and secondary sources on that topic that will inform your thinking about and provide evidence for your final paper, how to take notes while reading (an extremely important strategy and skill), and how, in general, to stay focused while still being unsure of the paper’s central theme and supporting statements.

Writing Laboratory II: Drafting

Now that you have your evidence, how do you begin writing? In this lab, we will discuss the value of outlining, writing rough drafts, and developing strong thesis statements. The thesis statement (or central claim or central theme) is the crucial part of your paper. Stated properly and forcefully, it will provide structure to your essay and offer a ‘preview’ of essay’s argument and organization. We will also discuss common problems that occur in undergraduate student papers—especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spell-checker programs. We will also discuss appropriate citation formats for historical papers.

Writing Laboratory III: Revision

If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft, especially the emergence of a strong thesis. Often a writer only figures out his/her central argument after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. Writing Laboratory III is intended to help students understand exactly how to convert their first drafts into the best possible paper.
Required Texts:

Ronald Suny, *The Soviet Experiment*
Fitzpatrick and Slezkine, *In the Shadow of Revolution*
Robert Thurston, *Life and Terror in Stalin’s Russia*
Nicolas Werth, *Cannibal Island*

Optional texts to help you write your papers

Vincent A. Clark, *A Guide to Your History Course*
Richard Marius and Melvin Page, *A Short Guide to Writing about History*
Mark Hellstern, Gregory Scott, and S. Garrison, *The History Student Writer’s Manual*

Plagiarism:

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”
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Study Guide and Class Schedule

For the first test read:  Suny, *The Soviet Experiment*, chapters 1 & 2; Fitzpatrick and Slezkine, *In the Shadow of Revolution*.

Week of Jan 20, 22:  Pre-Revolution Russia

Week of Jan 27, 29:  Revolutionary Movement & Feb Revolution; Writing laboratory I 
Prewriting.

Week of Feb 3, 5:  Dual Power and the build up to October.  Paper topics due Tuesday.

Week of Feb 10, 12:  The October Revolution; the civil war

Week of Feb 17, 19:  TEST #1 Tuesday.  Establishing Bolshevik power.

For the second test read: Suny, *The Soviet Experiment*, chapters 3-10; Thurston, *Life and Terror in Stalin’s Russia*; Werth, *Cannibal Island*.

Week of Feb 24, 26:  NEP & the Power Struggle, 1921-28; Writing laboratory II: 
Drafting.

Week of March 3, 5:  Power struggle, 1921-1928, First Five-Year Plan, 1928-32

Week of March 10, 12:  Collectivization, 1929-38.  First draft of paper due Tuesday.

Week of Spring Break- No Class

Week of March 24, 26:  The purges and the party under Stalin

Week of March 31, April 2; TEST #2 Tuesday; Writing laboratory III: Revision.


Week of April 7, 9, Foreign policy to 1939; World War II, Post-war Stalinism

Week of April 14, 16:  The Khrushchev Era 1953-56.


Week of April 28, 30:  Gorbachev and the collapse of the USSR, 1985-91

Final exam:  May 8, 12:30-2:30.
The purpose of this class is to provide an understanding of the historical and related social, cultural, economic, and political processes that led Russia into revolution in 1917, shaped socialist society under the Soviet Union and finally led to the collapse of communism in Russia and the disintegration of the Soviet empire.

Prerequisites: U3 classification

Requirements: W-Course:

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1) There will be three tests including the final. All the tests are of two parts, essay questions over the lecture material, and essays on the books.

   Test #1 will be February 17
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   It is the student’s responsibility to arrange for a make-up test in the event the regularly scheduled exam is missed. Make-ups will be granted only for university approved excused absences.

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Now that you have your evidence, how do you begin writing? In this lab, we will discuss the value of outlining, writing rough drafts, and developing strong thesis statements. The thesis statement (or central claim or central theme) is the crucial part of your paper. Stated properly and forcefully, it will provide structure to your essay and offer a ‘preview’ of essay’s argument and organization. We will also discuss common problems that occur in undergraduate student papers – especially verb/noun and noun/adjective agreement, proper use of punctuation, and the perils of relying on computerized spell-checker programs. We will also discuss appropriate citation formats for historical papers.

Writing Laboratory III: Revision

If you are in the habit of writing your papers in a single sitting just before they are due, you are denying yourself the pleasure of discovering your true writing abilities. Everything happens after the first draft, especially the emergence of a strong thesis. Often a writer only figures out his/her central argument after completing a first draft. Indeed, it is not unusual for the thesis statement to emerge in the conclusion of a first draft. Writing Laboratory III is intended to help students understand exactly how to convert their first drafts into the best possible paper.

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**Careers for History Majors**

History majors who wish to explore career ideas, please contact Dr. Philip Smith in the History Department's advising office, Room 105, Glasscock Building, 862-2061, pms@tamu.edu” or Tricia Barron, the Career Advisor for Liberal Arts, in 209 Koldus, 845-5139, patriciab@careercenter.tamu.edu.
Study Guide and Class Schedule

For the first test read: Suny, *The Soviet Experiment*, chapters 1 & 2; Fitzpatrick and Slezkine, *In the Shadow of Revolution*.

Week of Jan 18 & 20: Pre-Revolution Russia

Week of Jan 25 & 27: Revolutionary Movement & Feb Revolution; **Writing laboratory I: Prewriting**.

Week of Feb 1 & 3: Dual Power & the build up to October. **Paper topics due Thursday**.

Week of Feb 8 & 10: The October Revolution; the civil war

Week of Feb 15, 17: **TEST # 1 Thursday**. Establishing Bolshevik power.

For the second test read: Suny, *The Soviet Experiment*, chapters 3-10; Thurston, *Life and Terror in Stalin’s Russia*; Werth, *Cannibal Island*.

Week of Feb 22 & 24: NEP & the Power Struggle, 1921-28; **Writing laboratory II: Drafting**.

Week of March 1 & 3: Power struggle, 1921-1928, First Five-Year Plan, 1928-32

Week of March 8 & 10: Collectivization, 1929-38. **First draft of paper due Thursday**.

Week of Spring Break- No Class.

Week of March 22 & 24: The purges and the party under Stalin

Week of March 29 & 31; **TEST #2 Tuesday; Writing laboratory III: Revision, Thursday**.


Week of April 5 & 7, Foreign policy to 1939; World War II, Post-war Stalinism

Week of April 12 & 14: The Khrushchev Era 1953-56.


Week of April 26 & 28: Gorbachev and the collapse of the USSR, 1985-91

**Final exam: Wednesday, 11 May 2011, 8:00 a.m.**
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: May 14, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: HIST 481

We recommend that HIST 481 Senior Seminar in History be certified as a writing-intensive (W) course for four academic years (1/13 to 1/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35%
2. Course content appropriate to the major
3. Total number of words: 3200
4. Instructor to student ratio for one section: 1:15

The history department has agreed, via a faculty meeting and document distributed to all 481 instructors, that minimum standards for this course will be met in the same way; as a final precaution, the course syllabi are reviewed by the Director of Undergraduate Studies each semester. Thus, this course does not need to be approved by title. The basic course structure requires a research paper of minimum 2000 words that is turned in in draft form. The draft is commented on by the instructor. Many instructors require additional writing, for example, a prospectus or paper proposal, or a book review. Some classes also include peer review of drafts. For instruction, every class incorporates at least three discussions or workshops devoted to the writing process (i.e., selecting a topic, prewriting, drafting, revision). The research paper must count for at least 33% of the final grade.

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 481W Senior Seminar in History

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 4/16/12
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean:
Printed name and signature
(Date)

Department Head: David Vaught 4/4/2012
Printed name and signature (Date)
Requirements for HIST 481: Senior Seminar in History
(approved unanimously by the history department faculty on November 18, 2011)

--Student Enrollment: This capstone course is capped at 15 to ensure a focused, hands-on learning experience for history majors that will allow them to learn the critical reading and writing skills essential to the discipline and to the kinds of professional occupations in which many will participate.

--Syllabus: minimum requirements: Syllabi for all sections of this course must meet the university’s minimum syllabus requirements available at :
(http://curricularservices.tamu.edu/files/syllabus/minimum_syllabusRequirements.pdf)
At least two weeks before the start of every semester, the Director of Undergraduate Studies will review the syllabus for each section of the class to ensure it meets these requirements and those for this capstone course agreed to by the faculty and outlined here.

--Writing Instruction: Instructors must conduct some form of in-class writing instruction in at least three different class periods and clearly indicate on the syllabus the specific topic of discussion (e.g. prewriting, drafting, revision).

--Writing products: Final Research Paper: Instructors must assign a final research paper that is at least 2,000 words (8 pages)--most instructors assign double that length. The final research paper must incorporate both primary and secondary sources and the due date must be clearly indicated on the syllabus.

--Writing products: Draft of Final Research Paper: Instructors must assign a draft of the final research paper, indicate on the syllabus the due date (which must be at least three weeks prior to the due date for the final version of the paper), and provide constructive written feedback on the work to guide students in their final revisions. Many instructors also schedule individual student meetings to discuss their written comments and hold ‘peer review’ sessions for students to comment on each other’s written work.

--Evalutive measures: graded writing assignments: The combination of finished, graded writing assignments (i.e. not drafts) must account for at least 33% of the final grade (most instructors set a much higher percentage) and instructors must indicate on the syllabus that students must pass the writing portion of the course to pass the class.
HIST 481-907: “EMPIRE IN AMERICAN HISTORY”
Fall 2011
M, W, F 10:20-11:10 a.m.
Glasscock (History) 206

Professor Katherine Unterman
Office: 103B Melbern G. Glasscock Building (History)
Office hours: Monday and Wednesday, 3:00-5:00 p.m. and by appointment
E-mail: unterman@tamu.edu
Phone: 979-845-7151

“We have no territorial ambitions. We don’t seek an empire.”
George W. Bush, 2002

“America is not the crude stereotype of a self-interested empire. The United States has been one of the greatest sources of progress that the world has ever known. We were born out of revolution against an empire.”
Barack Obama, 2009

COURSE DESCRIPTION
What is American empire? Answering this question involves exploring what the term “empire” has historically meant to scholars, policymakers, and in popular culture. According to the most basic definition of imperialism—the military conquest of foreign territory—the United States has not traditionally been an imperial nation, with a few brief exceptions. However, more recently, historians have broadened their conception of American imperialism to include events from the taking of Indian lands in North America in the nineteenth century to the global exportation of American consumer goods and cultural forms in the twentieth. How helpful is it to our understanding of power on a global scale to apply the same word to such disparate phenomena?

Using a mix of primary and secondary sources, this seminar examines pivotal events in the international history of the United States that have been deemed imperial, from the early republic through the Iraq War, with case studies from Europe, Asia, and Latin America. In addition to state policy, this course looks at anti-imperialist movements both at home and abroad, cultural representations of American empire, and the role of non-state actors in imperial ventures. We will explore how scholars have theorized empire, compare American international activity with that of the Roman and British empires, and ask how imperial encounters have impacted American domestic life.

REQUIRED TEXTS
Most of the articles, book chapters, and primary sources for this course are available as pdfs on the eLearning site. The following texts are available at the MSC bookstore:


**EVALUATION**

20% **Class attendance and participation:** Because this class is organized around discussion of primary and secondary sources and student research, class attendance and participation are extremely important. Students are allowed to miss two classes without penalty. Each additional unexcused absence will result in the loss of 2 points from your final class average. For example, if your final grade, not including class attendance and participation, is an 81%, three unexcused absences will lower your final grade to a 79%. This is true regardless of your level of participation in the classes that you did attend. If you have an excused absence during the semester, in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule07) you must turn in evidence of that excuse within two working days of the absence.

20% **Skills Assignments:** Working with primary and secondary sources and learning to structure a major piece of writing are central aspects of writing a research paper. For this reason, students will complete two short assignments to help them acquire experience with these skills:

**Sep. 23 (4th week):** One three- to four-page argumentative essay, using at least three primary sources from the class readings. The topic of the essay will be distributed in class one week before the due date. (10%)

**Oct. 14 (7th week):** One 500-word book review that reviews one of the monographs students have chosen for their final research project (10%)

60% **Research Paper:** One 3000 to 3750 word research paper (typed, double-spaced, one-inch margins, 12 point font) based on at least 5 primary and at least 5 secondary sources that explores one of the course’s main themes. This project will be delivered in several stages:

**Oct. 3 (6th week):** A research proposal (250 words), including a preliminary bibliography, will be due. The proposal will count for 5% of the final grade.

**Nov. 4 (10th week):** A draft introduction (250 words) and preliminary outline will be due. It will also be worth 10% of the final grade.

**Nov. 18 (12th week):** A complete draft of the final paper will be due and will be worth 20% of the final grade. I will make comments on how you can substantively improve this project for final submission. Each student will meet with me individually to discuss research progress at least once between the time I return the draft and the final deadline.
Dec. 9 (finals week): Final papers are due. The final paper will be worth 25% of the student’s final grade.

Grading Scale:
90-100  A  Excellent
80-89   B  Good
70-79   C  Satisfactory
60-69   D  Passing but not satisfactory
 59 & below  F  Failing

Academic Dishonesty/Plagiarism: Students need to consult the University’s information regarding plagiarism (http://www.tamu.edu/aggiehonor). Plagiarism is a form of cheating. According to the aggiehonor Web site, “plagiarism” can be understood as “the appropriation of another person’s ideas, processes, results or words without giving appropriate credit.” Plagiarism may involve uncited or uncredited use of papers or materials taken in whole or in part from other persons or references, such as from Internet Web sites, books, magazines, journals, or newspapers, or from other students’ papers. If you are unsure of the meaning of this description, confer with the professor. Committing plagiarism will result in receiving an ‘F’ on the assignment, and possibly an ‘F’ in the course, and may lead to expulsion from the University.

Students should adhere to the Aggie Code of Honor at all times: An Aggie does not lie, cheat, or steal or tolerate those who do.

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). It is the responsibility of the student to discuss this matter with the professor.

SCHEDULE

WEEK ONE: IS THE UNITED STATES AN EMPIRE?

Mon, Aug. 29: Introduction

Wed., Aug. 31: What is an Empire?

Fri., Sep. 2: Imperial Denial
Victor Davis Hanson, “What Empire?” in The Imperial Tense, 146-155.
WEEK TWO: CONTINENTAL EXPANSION

Mon., Sep. 5: Manifest Destiny
Primary sources:
• Thomas Jefferson, on an Empire of Liberty: www.monticello.org/site/jefferson/emprise-liberty-quotations

Wed., Sep. 7: Indian Removal
Walter Nugent, Habits of Empire, ch. 8, “Populating the Empire,” 221-236.
Primary sources:
• Black Hawk, “Surrender Speech,” 1832.

Fri., Sep. 9: Visit to Bush Library with Dr. Robert Holzweiss
NOTE: We will meet at the Bush Library at 10:20.

WEEK THREE: EXPANSION ABROAD

Mon., Sep. 12: The U.S.-Mexican War
Primary sources:
• Read documents at http://www.dmww.org/mexwar/documents/docs.htm
• Carlos Maria de Bustamante, “The American Invasion of Mexico,” 1847.
• Treaty of Guadalupe Hidalgo, 1848.

Wed., Sep. 14: An Empire of Markets
Primary sources:
• President Grant and Sen. Charles Sumner, on a treaty of annexation of the Dominican Republic, 1870.
• Alfred Thayer Mahan, excerpt from The Influence of Sea Power upon History, 1890
• Carl Schurz, “Manifest Destiny,” 1893.
• The Open Door Notes, 1899.
Fri., Sep. 16: The War of 1898
Perez, *War of 1898*, Ch. 1-3

PRIMARY SOURCE ESSAY TOPIC DISTRIBUTED IN CLASS.
ASSIGNMENT DUE IN ONE WEEK.

WEEK FOUR: 1898 AND BEYOND

Mon., Sep. 19: Writing the History of 1898
Perez, Ch. 4-5

Wed., Sep. 21: Occupying the Philippines

Primary sources:
- Platform of the Anti-Imperialist League, 1899.
- President McKinley on the Philippines, 1899.
- Senator Beveridge on expansion, 1900
- Theodore Roosevelt on American empire, 1900 and 1901.

Fri., Sep. 23: The Monroe Doctrine

Primary sources:
- The Monroe Doctrine, 1823
- The Platt Amendment, 1901
- Convention between the U.S. and Panama (Panama Canal), 1903
- The Roosevelt Corollary to the Monroe Doctrine, 1904

PRIMARY SOURCE ESSAY DUE IN CLASS.

WEEK FIVE: THE DAWN OF THE AMERICAN CENTURY

Mon., Sep. 26: An Empire of Anti-Imperialism

Primary sources:
Wed., Sep. 28: Henry Luce’s American Century

Fri., Sep. 30: The Pax Americana
Geir Lundestad, “‘Empire by Invitation’ in the American Century,” *Diplomatic History* 23 (spring 1999): 189-217.
Primary sources:
- The Atlantic Charter, 1941.

WEEK SIX: CULTURAL IMPERIALISM

Mon., Oct. 3: Americanization and Pop Culture
Start reading LaFeber, *Michael Jordan and the New Global Capitalism*

RESEARCH PROPOSAL AND PRELIMINARY BIBLIOGRAPHY DUE

Wed., Oct. 5: Globalization
Finish reading LaFeber, *Michael Jordan and the New Global Capitalism*

Fri., Oct. 7: Soft Power

WEEK SEVEN: THE COLD WAR

Mon., Oct. 10: Vietnam
Max Boot, “Lessons Unlearned” in *Savage Wars of Peace*

Wed., Oct. 12: Latin America—Laboratory of Empire
Greg Grandin, *Empire’s Workshop* (selected pages)

Fri., Oct. 14: The Soviet Union—The “Evil Empire”
Watch Ronald Reagan’s Evil Empire speech (1983):
http://www.youtube.com/watch?v=do0x-Egc6oA

BOOK REVIEW DUE

WEEK EIGHT: IMPERIALISM IN DIFFERENT GUISES

Mon., Oct. 17: Missionaries
Ian Tyrell, *Reforming the World* (selected pages)
Bruce Cumings, “Archipelago of Empire,” in *Dominion from Sea to Sea*, 388-423.

Fri., Oct. 21: Economic Institutions
Primary source:

WEEK NINE: THE POST-COLD WAR WORLD

Mon., Oct. 24: A Unipolar World
Michael Hardt and Antonio Negri, *Empire* (selected pages)
Primary sources:

Wed., Oct. 26: Foreign Interventions
Michael Ignatieff, *Empire Lite* (selected pages)
Primary source:

Fri., Oct. 28: Imperial Overstretch
Chalmers Johnson, *Blowback* (selected pages)

WEEK TEN: FOCUS ON WRITING

Mon., Oct. 31: Writing Workshop 1

Wed., Nov. 2: Writing Workshop 2

Fri., Nov. 4: Writing Workshop 3

DRAFT INTRODUCTION AND PAPER OUTLINE DUE BY 5PM

WEEK ELEVEN: AFTER 9/11

Mon., Nov. 7: Accepting the Imperial Mantle
Wed., Nov. 9: The Bush Doctrine in History
Primary source:

Fri., Nov. 11: NO CLASS – Spend the class hour working on your research paper.

WEEK TWELVE: WRITING WEEK AND MEETINGS WITH DR. UNTERMAN
All students must make an appointment to meet with Dr. Unterman one-on-one to discuss your drafts.

Mon., Nov. 14: Write at home/meet with Dr. Unterman
Wed., Nov. 16: Write at home/meet with Dr. Unterman
Fri., Nov. 18: Write at home/meet with Dr. Unterman

ROUGH DRAFT DUE TO DR. UNTERMAN AND SMALL GROUP MEMBERS BY FRIDAY, 5PM

WEEK THIRTEEN: REVISE ROUGH DRAFT

Mon., Nov. 21: Meet with peer groups
Wed., Nov. 23: One-on-one meetings with Dr. Unterman
Fri., Nov. 25: NO CLASS, THANKSGIVING

WEEK FOURTEEN: STUDENT PRESENTATIONS

Mon., Nov. 28: Student Presentations
Wed., Nov. 30: Student Presentations
Fri., Dec. 2: Student Presentations
WEEK FIFTEEN

Mon., Dec. 5: The End of American Empire?
Fareed Zakaria, *The Post-American World* (selected pages)

Dec. 9, 5pm: FINAL PAPER DUE
The South as the Confederate States of America
History 481 Undergraduate Seminar

Fall 2011
Office Hours:
3:00—4:00 MW
& by appointment

Prof. Joseph G. Dawson
Office: 201A History Bldg
Office phone: 845-7182
<jdawson@tamu.edu>

This section of History 481 is designed to explore social, political, cultural, economic, and military aspects of the American South during its years as the Confederate States of America, 1861-1865, as well as selected postwar controversies. Several topics pertaining to the South and the Confederacy will form a sequence of class discussions. As a basis for class discussion, students will read several books and journal articles.

Required Readings: <<<obtain a copy of all books as soon as possible>>>
Emory M. Thomas. *The Confederacy as a Revolutionary Experience.*
Joseph G. Dawson. “Jefferson Davis and the Confederacy’s Offensive-
William J. Cooper. *Jefferson Davis and the Civil War Era.*
George C. Rable. *Civil Wars: Women and the Crisis of Southern Nationalism.*

Graded Exercises:

**Term Paper:** Each student will write a substantial seminar term paper (approximately 17 double-spaced pages in length) in which they present a thesis (argue a point of view) on a topic picked from a list of approved choices. Failure to follow Term Paper directions will result in subtracted points. One topic per student. A paper written on an unapproved topic will receive a score of “zero.” Students are required to turn in two versions (drafts) of their Term Paper.

**First Version of the Term Paper:** Students are required to turn in a completed First Version (First Draft) of their Paper on FRIDAY November 11th, about one month prior to the due date for the Final Version. Preparing this First Version means that students must select a topic and get to work on their Term Paper very early in the semester. The First Draft will be graded carefully on organization, spelling, and grammar as well as research, use of sources, and content. The professor will grade the First Version and return it with comments and requirements for revision. Ten points are subtracted for each day the paper is late, including weekends. First Version Point Value: 250 pts.
Term Paper, continued:

Primary Sources: Students must examine and cite a minimum of 15 primary sources, such as diaries, memoirs, documents, and articles from newspapers of the 1860s (each newspaper, such as the New Orleans Picayune, counts as one source). Some newspapers are available "on line" and several Civil War era newspapers are also on microfilm at Evans Library. Librarians will show students how to use microfilm readers. Other significant primary sources include published letters, diaries, personal journals, postwar memoirs, and government documents of the 1860s, published during and after the war. Also, the New York Times (microfilm in Evans Library; well indexed) published many articles providing northern views of the Confederacy. It is vital to study such sources and incorporate your findings in your Term Paper project.

Secondary Works: Regarding the subject of their term paper, each student must examine and cite at least 15 "secondary works." Secondary works are books and articles in history journals written by modern historians. Examples of journals include the Journal of Southern History, Civil War History, and the Journal of Military History. Also, each southern state has at least one history journal that publishes articles about the history of that state. For instance, the leading history journal of Texas is the Southwestern Historical Quarterly.

Any material taken directly from a book, journal, magazine, or newspaper must be put in quotation marks and cited properly. If not, this constitutes plagiarism. See the paragraph on plagiarism on p. 3 of the syllabus.

The Final Version of the Term Paper is due at noon on Friday DECEMBER 9th and will be graded on how the student has revised and improved the Paper. Ten points are subtracted each day the Term Paper is late, including weekends. Important: **Clip the First Version to the Final Version**: It is mandatory to turn in the First Version. Final Version Point Value: 150 pts.

Bibliographies & Outline: Other required graded exercises include two Bibliographies (preliminary and revised) and a Term Paper Outline. Use a cover page for all course assignments, and put your name, Term Paper Topic, and History 481/Dr. Dawson on each cover page. In each Bibliography, students must have two sections: Primary Sources, items from the Civil War era, such as letters, diaries, memoirs, and newspapers, and documents; and Secondary Works (works by historians). Refer to the syllabus for due dates. Double-space throughout for all of course assignments. Point Value: 150 points.

Short Papers: Each student will also write three short double-spaced papers, picking from among the assigned works by Olsen, Dew, Cooper, and Thomas. Each of these short papers will be between 450 & 550 words, including the heading, and have a cover page (student name, assignment, History 481/Dr. Dawson, & word count). Each paper’s purpose is to explain how students’ have a different understanding of that subject or topic now that they have read that author’s work; did the author present a convincing or persuasive thesis? Look for due dates in the schedule. Point Value: 50 points each = 150 points.
Seminar Discussion: Discussion is a vital part of the seminar. Each student must read the Required Readings and must contribute to class discussion. The professor will score each student's participation with a number grade for each meeting of the seminar. Students' participation in and contributions to class discussion will receive a score for the entire semester. A meeting of the seminar in which a student does not participate will be scored an “F” (59%). Each missed class without a university-approved excuse will be scored a “0.” Discussion Point Value: 200 points.

Grade Scale: 900 Total Points  
90 - 100 = A -- 810 points  
80 - 89 = B -- 720 points  
70 - 79 = C -- 630 points  
60 - 69 = D -- 560 points  
59&below = F -- 559 points

Summary of Grading by Types of Assignments:

--- Short Papers and book reviews: 150 points out of 900 total points.

--- Term Paper (First Draft and Revised Final Draft): 400 points out of 900 points.

--- Bibliographies and Term Paper Outline: 150 points out of 900 total points.

--- In class Seminar Discussion: 200 points out of 900 points.

History 481 Prerequisites:  
Students enrolled in History 481 are required to be senior History majors who have at least 21 credits in History, with 9 of those hours in classes at 300-level or above.
Attendance:
The University views class attendance as the responsibility of the individual student. Thus, 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>.

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for person 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 Disability Services Office, Room B118 in Cain Hall (or call 845-1637). For additional information visit http://disability.tamu.edu. It is the responsibility of the student to discuss this matter with the professor.

Academic Dishonesty/Plagiarism:
According to the aggiehonor Web site, “plagiarism” is a form of cheating and can be understood as “the appropriation of another person’s ideas, processes, results or words without giving appropriate credit.” Plagiarism may involve uncited or uncredited use of papers or materials taken in whole or in part from Internet Web sites, books, magazines, journals, or newspapers, or from other students’ papers. If you are unsure of the meaning of this description confer with the professor. Penalties for plagiarism include (but may not be limited to) an ‘F’ on the assignment, possibly an ‘F’ in the course, and may lead to expulsion from the University. For additional information visit http://www.tamu.edu/aggiehonor.

Learning Outcomes: “Learning outcomes” can be understood as the “course objectives.” The “learning outcomes” are for students to: gain a better understanding about significant controversies and events of the Civil War; demonstrate improvement in their written English by writing analytical short papers on assigned readings, and by writing an analytical, annotated substantial research paper assessing a topic, and also comparing and contrasting authors’ theses and conclusions; demonstrate improvement in their spoken English by engaging in thoughtful and effective discussion on assigned works; and in both written work and discussions demonstrate that they are reaching their own reasoned conclusions about historical events, based on the study and evaluation of various sources.
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>AUG 29</td>
<td>seminar opens: begin reading Thomas &amp; Dew; <strong>Term Paper topic??</strong></td>
<td><strong>Term Paper topic??</strong> <strong>next: read Olsen; read Dew.</strong></td>
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<tr>
<td>AUG 31</td>
<td>Discuss: attitudes about and impressions of the South &amp; the CSA; Discuss: Emory Thomas, Confed as Rev Exper, chap 1. <strong>Term Paper topic??</strong> <strong>next: read Olsen; read Dew.</strong></td>
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<tr>
<td>SEP 5</td>
<td>TURN IN &amp; Discuss response to Olsen’s article, “Extent of Slave Ownership” [<strong>picking a Term Paper topic??</strong>]</td>
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<tr>
<td>SEP 7</td>
<td>Discuss: Secession; Cooper chapters 1 &amp; 2; Thomas chapter 2</td>
<td></td>
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<tr>
<td>SEP 12</td>
<td>TURN IN response to Dew&gt; Discuss: Dew (all) &amp; Secession: Also: Writing Instruction &lt;1&gt; &amp; discuss graded papers [on Olsen]. <strong>Assignment for Sep 14: Who were the Secess. Commissioners?</strong></td>
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<tr>
<td>SEP 14</td>
<td>TURN IN &amp; Discuss short paragraphs on status of Secession Commissioners: Who were these men? &lt;∗up to 10 bonus points∗&gt; Also: Writing Instruction &lt;2&gt; &amp; discuss papers on Dew’s book.</td>
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<tr>
<td>SEP 19</td>
<td>TURN IN 1st Choice / 2nd Choice /3rd Choice of Term Paper Topic</td>
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<td>SEP 19</td>
<td>Discuss: CSA established: Thomas ch 3, Cooper ch 7, Coski, chap 1</td>
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<td>21</td>
<td>TURN IN response paper to Cooper’s book.</td>
<td>Discuss: Davis as Pres: Cooper chaps 4 &amp; 7, Thomas pp. 43-47</td>
</tr>
<tr>
<td>26</td>
<td>Library Research: seminar does not meet. Prepare Prelim Annotated Bibliography (15 or more items). [An annotation is one or two complete sentences on the value or potential value of each reference you intend to use.]</td>
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<tr>
<td>28</td>
<td>TURN IN Preliminary Annotated Bibliography (minimum of 15 references) = 30pts.</td>
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<tr>
<td>OCT 3</td>
<td>Discuss: CSA Strategy: Dawson article &amp; Cooper chapters 5 &amp; 6 Also: Writing Instruction &lt;3&gt; &amp; discuss papers [on Cooper].</td>
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<td>OCT 5</td>
<td>Discuss: States Rights: Thomas chap 4, Cooper pp. 11, 20, 33-40, 93-95, 97, 100, 106.</td>
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<td>10</td>
<td>TURN IN Term Paper Outline (2 pages typed) &amp; TURN IN &gt;&gt;&gt;&gt;Revised Bibliography (at least 25 references) = 50 points.</td>
<td>Discuss: Society: Thomas ch 6, Rable ch 3, Cooper pp. 81, 84, 97-98.</td>
</tr>
<tr>
<td>12</td>
<td>TURN IN response paper to Thomas’s book.</td>
<td>Discuss: Southern Women: Rable chapter 4</td>
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</tbody>
</table>
OCT 17 Discuss: Southern Women: Thomas, pp. 105-107, 134-35 & Rable chaps 6&7.
   Also: Writing Instruction <4> discuss papers on Thomas's book.
19 Discuss: Generalship: Holden Reid chapters 2, 4, 5
24 Discuss: Generalship: Holden Reid chapters 6, 7, 8
26 Library Research: seminar does not meet

OCT 31 Library Research: seminar does not meet
NOV  2 Library Research: seminar does not meet

NOV  7 Library Research: seminar does not meet
   9 Library Research: seminar does not meet

***>>>>>TURN IN First Draft of Term Paper by 4:00 p.m. Friday NOV. 11th

14 Discuss: Generalship & Lee Postwar: Holden Reid chs 1, 9, 10, & Cooper chapter 8
16 Discuss: Southern Women: Rable chapters 8 thru 11

21 Discuss: Southern Women: Rable chapters 12-13
23 Discuss: Confederate Flag: Coski chapters 2-3-4-5-6-7

28 Discuss: Confederate Flag: Coski chapters 8-9-10
30 Discuss: Confederate Flag: Coski chapters 11-12-13 & Epilogue & Seminar Closes

DEC 9th Friday >>>>TURN IN Revised Final Term Papers by 4:00 p.m.
References: Selected Primary Sources in Evans Library:

Newspapers from these cities are on microfilm at Evans Library. These and others may be available electronically on the Web:

Atlanta, Ga. Nashville, Tenn. Austin
Charleston, S.C. New Orleans, La. Dallas
Little Rock, Ark. Raleigh, N.C. Galveston
Memphis, Tenn. Richmond, Va. Houston
Mobile, Ala. [note: some newspapers have missing issues]

References: Selected Printed Primary Sources: [R] intended for Evans Reserve.

[Note: Civilians as well as combatants on both sides wrote memoirs, diaries, or letters that have been published. Some are available as ‘electronic books’ on the Web. Check ‘libcat’ and also WorldCat by entering the authors’ names.]

*Appleton’s Annual Cyclopedia and Register of Important Events.* [1860s]


Davis, Jefferson. *Jefferson Davis, Constitutionalist: His Letters, Papers, and Speeches.* Dunbar Rowland, ed. 10 vols. Jackson, Miss.: Mississippi Department of Archives, 1923. [well indexed] [R]

Dumond, Dwight L. ed. *Southern Editorials on Secession.*


Johnson, Robert U., & Clarence C. Buel, eds. *Battles and Leaders of the Civil War.* 4 vols. (1887-1888) [political & military recollections] [R] [supplemented by vols. 5 & 6, ed. Cozzens]. [R]

History 481, The South as the Confederacy, p. 8


Phillips, Ulrich B., ed. [Annual Report, American Historical Association, 1911] *Correspondence of Robert Toombs, Alexander H. Stephens, and Howell Cobb*. Washington, D.C.: AHA, 1913. [Toombs was CSA Sec. of State; Stephens was CSA Vice Pres.; Cobb was Presiding Officer, Secession Convention, member of the CSA Provisional Congress, & CSA general.]


Richardson, James D., ed. *Messages and Papers of Jefferson Davis and the Confederacy, including Diplomatic Correspondence*. 2 vols. (1905). [R]


References: Selected Reference Works: in Evans Library or in Cushing Library.

Davis, William C., ed. *The Image of War.* 10 vols. [photographs with essays]
Livermore, Thomas. *Numbers and Losses in the Civil War* (1900).
[annotated bibliographic guide to printed primary sources] [R]
History 481, The South as the Confederacy, p. 10

References that may be applicable to the Southern Secession Commissioners from South Carolina, Georgia, Louisiana, Mississippi, and Alabama: Works intended for Course Reserves in Evans Library Annex are indicated by [R]. Two books are also located in Cushing Library.

Allardice, Bruce. Confederate Colonels.
Allardice, Bruce. More Generals in Gray.
Appleton’s Cyclopedia of American Biography. [paper & electronic]
Bettersworth, John K. Confederate Mississippi.
Biographical Directory of the United States Congress. [several eds. & on line]
Bryan, T. Conn. Confederate Georgia.
Cauthen, Charles E. South Carolina Goes to War.
Channing, Steven A. Crisis of Fear: Secession in South Carolina.
Coulter, E. Merton. Confederate States of America. [R]
Current, Richard N., ed. Encyclopedia of the Confederacy. 4 vols. [R]
Davis, William C. Look Away! A History of the Confederacy. [R]
Dictionary of Louisiana Biography. [**on line**]
Eaton, Clement. A History of the Southern Confederacy. [R]
Freehling, William W. The Road to Disunion, 2 vols.
Heidler, David, and Jeanne Heidler, eds. Encyclopedia of the American Civil War. 4 vols. [R]
Johnson, Michael P. Toward a Patriarchal Republic: The Secession of Georgia.
National Cyclopedia of American Biography.
Parks, Joseph H. Joseph E. Brown of Georgia.
Smith, Timothy B. Mississippi in the Civil War: The Home Front.
Thomas, Emory. The Confederate Nation. [R]
Warner, Ezra, and W. Buck Yearns. Biographical Register of the Confederate Congress. [Cushing Library Reading Room / desk reserve]
Warner, Ezra. Generals in Gray. [Cushing Library Reading Room / desk reserve]

**Also check National Governors Association Web Site to see if any of the Commissioners served as an antebellum governor.

*Arrangement to be made with Cushing Library Reading Room to put Warner & Yearns, Biographical Register of the Confederate Congress, and Warner, Generals in Gray on desk reserve.
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State Secession Commissioners / 5 States / 52 Commissioners

Louisiana [1 commissioner]
Williamson, George M.

Alabama [16 commissioners]
Bullock, Edward C.
Calhoun, James M.
Clopton, David
Cooper, William
Elmore, John Archer.
Garrott, Isham W.
Gilmer, Francis M.
Hale, Stephen F.
Hopkins, Arthur F.
Hubbard, David
Curry, Jabez Lamar Monroe
Pettus, Edmund W.
Shorter, John Gill
Smith Robert Hardy
Winston, John A.
Wlaker, Leroy Pope

Georgia [10 commissioners]
Bell, Hiram P.
Benning, Henry L.
Campbell, David C.
Daniell, William C.
Glenn, Luther J.
Hall, Samuel L.
Hill, D. P.
Sanford, John W. A.
Vason, William J.
Wright, Augustus Romaldus
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Mississippi [16 (or 17?) commissioners]
- Adams, William W.
- Anderson, Fulton
- Brooke, Walter
- Dickinson, Henry
- Fall, George
- Featherston[e], Winfield Scott
- Handy, Alexander Hamilton
- Harris, William L.
- Hooker, Charles E.
- Matthews, Joseph W.
- Miller, Horace H. [?]
- Russell, A. R.
- Starke, Peter B.
- Thompson, Jacob
- Wharton, Thomas J.
- White, Thomas W.
- Yerger, Edward M.

South Carolina [9 commissioners]
- Burt, Armistead
- Calhoun, Andrew Pickens
- McQueen, John
- Manning, John L.
- Moses, Franklin J.
- Crr, James L.
- Preston, John Smith
- Spain, Albertus C.
- Spratt, Leonidas W.

For each Commissioner you are assigned, turn in a paragraph with the following information: commissioner's name and state; year of birth—indicating their age at the time of secession in 1861; any antebellum political office(s), military rank(s), and job(s)—indicating their status in the South's prewar society; their wartime political office(s), military rank(s), and job(s)—indicating if they provided service to the CSA in any way. Beneath each paragraph, make a note of the reference(s) where you found the information; and a list of other references you checked. For each book, indicate the author or editor's name, book title in italics, publishing data—city: publishing company or university press, year of publication, in parentheses, such as (College Station: Texas A&M University Press, 2010), and page number(s). For each journal article, indicate the author or editor's name, "article title" in "quotation marks," journal name in italics, volume number (7; 26; 72), month and year of publication—in parentheses, such as (Winter 1999; June 1999), and complete page numbers of that article.
The Vietnam War/The American War

Fall 2011
HIST 481-902
TR 12:45 – 2:00 p.m./ Hist 205
Office Hours: TR: 11 a.m.-12 p.m.
and by appointment

Olga Dror
Office: 103D Glasscock Bld.
Phone:(Hist. Dept.’s Office): 845-7151
E-mail: olgadror@tamu.edu

The word “Vietnam,” hardly known to most Americans before the 1960s, since then has become a symbol of national pain. How the US got involved in Vietnam, how it left Vietnam, and what happened in between – these questions will be among many others discussed in class. We will consider different views on the war in Vietnam – of both its proponents and opponents. We will remember that after all it was the “Vietnam” war and, thus, a considerable portion of the course will focus on the country where the war took place, its history, its people, and its tragedy. Primary documents, accounts of the leading political and military figures as well as of ordinary participants, literary works, will serve as a basis for seeing the war in Vietnam from different perspectives.

THIS IS NOT A MILITARY HISTORY COURSE

Prerequisites for the course: History Major, Junior or Senior classification.

Course Format:
This is a writing-intensive course. Through a wide range of methods, approaches, and strategies—lecture, discussion, in-class writing labs, devoted exclusively to the
difficult process of crafting successful papers, as indicated in the syllabus, and one-
on-one meetings during office hours—students will have the opportunity to greatly
ehance their writing abilities.

Required Texts:
1. George Donelson Moss, Vietnam: An American Ordeal – this is our primary
textbook. You will need the sixth edition of this book.
2. Nguyen Thi Dinh, Mai Van Elliott, No Other Road to Take – a memoir of a
Vietcong woman about her life in the South under the Diem regime.
3. Tim O'Brien, The Things They Carried – a novel on the Americans’ experience in
Vietnam (any edition will work).
experience of a North Vietnamese soldier.
5. John R. Trimble, Writing With Style – our guide to writing papers (any edition will
work).

Readings assigned for each class are listed under the topic of the day:
thus, for example, when you see
2. September 1/R. Colonial Vietnam and the August Revolution
- Moss, 1-8

it means that these readings must be completed by Thursday, September 1, and NOT
by Tuesday, September 6.

* * *

Expectations and Requirements:
1. Attendance:
Your attendance and participation constitute a very important part not only of your
learning experience, but also of your final grade. Attendance is mandatory for a
successful completion of the course. University excused absences must be verified
in writing (refer to University Student Rules, art. 7, sec. 1 at http://student-
rules.tamu.edu/rule7.htm). Each student is allowed 1 (one) unexcused absence
without penalty for all class meetings. For another additional unexcused absence
(two in total) your final grade will be reduced by a letter grade. The THIRD
unexcused absence will result in your failing the course. It is YOUR
responsibility to monitor the number of your absences.

2. Papers:
During the course you will write 3 papers. Papers should be typed, double-spaced,
font size 12 (Times or Time New Roman). They should have proper foot- or
endnotes. Unless specified, I will not accept e-mail submissions.
❖ Paper # 1 (2-3 pages – 500-650 words) is an analysis of one a primary document
which will be distributed electronically. The paper is due in class on Thursday,
September 22.
❖ Paper # 2 (2-3 pages – 500-650 words) is a comparative paper based on
secondary sources. You will contrast/compare to essays of modern historians
analyzing the role of the Tet Offensive. The paper is due in class on Tuesday, October
11.
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Paper # 3 is YOUR MOST IMPORTANT ASSIGNMENT OF THE COURSE. You have to write a research paper based on primary and secondary sources. In its final form it should include at least 10 different primary and 10 different secondary sources. Your paper will be on a topic of your choice in consultation with the instructor. You should confirm your topic by September 27. A draft (at least 2500-word-long, NOT INCLUDING BIBLIOGRAPHY OR FOOT/ENDNOTES) constitutes 20% of your final grade and is due November 8. The final version, which constitutes 35% of your final grade, is due by 4 p.m. on December 9.

Your draft should be at least 10-page- (2500-word)-long, NOT INCLUDING BIBLIOGRAPHY OR FOOT/ENDNOTES). It should be properly referenced and include a bibliography. The final version of the paper should be 15-17-page (3750-4250 words, NOT INCLUDING BIBLIOGRAPHY OR FOOT/ENDNOTES).

Both the draft and the final paper will be submitted through www.turnitin.com. The final paper will be submitted both online and in hard copy in my mailbox or left with the office staff of the Department of History.

***UNDER NO CIRCUMSTANCES A STUDENT CAN PASS THIS COURSE WITHOUT RECEIVING A PASSING GRADE ON HIS/HER FINAL PAPER***

Due Dates:
Assignments must be completed by the deadlines given. Late work will be penalized by a reduction of your grade by two thirds of a grade per day. “Day” is defined as a time between 10 minutes and 24 hours after the deadline. In the event of serious illness or family emergency, however, please notify me as soon as possible and we will try to make alternative arrangements.

3. Participation:
Your participation will consist of four components:
1. Students' participation is an integral and important part of the class. The exchange and discussion of ideas is indispensable in the academic environment. Each student is expected to contribute to this process through informed and active participation in the discussions based on the readings.
2. Oral Presentation: After the submission of the draft of the final paper, each student will give a 10-minute Power-Point based presentation on the topic of his/her paper, summarizing his/her paper and presenting the main argument of the paper and the sources used.
3. Submission of bibliography. On October 13 you are to submit a preliminary bibliography consisting of secondary (minimum 7 sources) and primary sources (minimum 5 sources). Failure to do so will automatically reduce your participation grade by 50%. IT WILL ALSO REDUCE YOUR GRADE FOR THE FINAL PAPER BY 10%.
4. Your dossier. During the course, we will be working with John R. Trimble’s book *Writing with Style*, which discusses different aspects of writing. For each class when this book is assigned there is a short assignment consisting of summarizing main points of the reading. You should submit this assignment each time. While it will not be graded, the absence of each of the assignments will reduce your participation grade by 15%. EACH ASSIGNMENT SHOULD BE TYPED. I WILL NOT ACCEPT HANDWRITTEN SUBMISSIONS.

4. Quizzes
There will be quizzes based on the readings assigned for this class. The days of the quizzes are indicated in the syllabus. You are not expected to demonstrate knowledge of every minute detail of the readings assigned for the day of the quiz but to provide me with a clear indication that you have read the book under discussion. These quizzes are very short consisting of 2-3 questions and do not last more than 5-7 minutes.

On three of these quizzes, based on two novels and a memoir, your grades should not fall below a “B.” Since these books are important for the understanding of the war, there is a longer time is allotted for reading them, and there are separate discussion sessions based on these readings, those quizzes will play a significant role in your final grade. If your grade falls below a “B,” it will indicate that you did not read the book(s) assigned for that day thoroughly.

In this case, WITHIN A WEEK AFTER THE DAY OF THE QUIZ you will have to submit a 4-page paper on the book the quiz on which you didn’t pass. It should be a critical review (not a summary but an analysis) of that book AND you will have to re-take the quiz, with a passing grade, that is a “B” or above.

If you do not do this, your FINAL grade for the course will be automatically reduced by one-third of a letter grade for the first failed quiz for which you did not submit a paper and I will factor an F for this quiz in my calculations of the component “Quizzes” (see “Grading System” on the next page). If you do not pass another quiz and don’t submit a paper, your FINAL grade for the course will be reduced by two-thirds of a letter grade and I will factor an F in my calculations of the component “Quizzes.” You will not be able to get a grade higher than a “B” on the second failed quiz upon submission of your paper.

PLEASE NOTE: YOU ARE ALLOWED TO SUBMIT A PAPER TO REPLACE YOUR QUIZ GRADE ONLY ONCE DURING THE SEMESTER. If you exceed this limit, the second quiz with a grade below a “B” will automatically reduce your FINAL grade by one-third of a letter grade AND will be factored as an F in my calculations of the component “Quizzes,” while the next failed (below a “B”) quiz will reduce your final grade by two-thirds of a letter grade AND will be factored as an F in my calculations of the component “Quizzes.” You cannot make up a missed quiz if your absence was not a University excused absence.

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1 “B-” for the purposes of this quiz will be considered as a grade below a “B.”
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If your absence on the day of a quiz is excused under the University policy, you should arrange with me taking a quiz within a week or should submit a paper within 10 days upon your return to class. If you do not do either of these, the quiz you missed will be considered failed with the consequences described above.

Grading:
1. Paper # 1 – 10%
2. Paper # 2 – 10%
3. Draft of the Final Paper – 20%
4. Final Paper – 35 %
5. Participation in class/Dossier/Oral Presentation – 15%
6. Quizzes – 10%

WRITING CENTER – The Writing Center is located in Stirling Evans Library and provides assistance for students on writing papers. Students are encouraged to make full use of their resources.

***If you wish to explore career ideas, please contact Dr. Philip Smith in the History Department's advising office, Room 105, Glasscock Building, 862-2061, pms@tamu.edu.***

The 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.

If you must miss a class for a religious holiday, notify me in writing at the beginning of the term so we can plan make-up work.

Plagiarism
“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.

CALL, E-MAIL ME, OR STOP BY ANY TIME YOU HAVE QUESTIONS OR PROBLEMS
It is your responsibility to check your e-mail regularly as I and/or your classmates might be posting questions and/or updates through the Internet.
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**Syllabus**

* * * THE SYLLABUS IS SUBJECT TO CHANGE, IN WHICH CASE A PRIOR NOTICE WILL BE GIVEN TO THE STUDENTS* * *

1. August 30/T. *Introduction to the Course and to Vietnam.*
2. September 1/R. *Colonial Vietnam and the August Revolution.*
   - Moss, 1-8
   - Trimble, 3-12
   - Moss, 10-51
   - Trimble, 13-24
4. September 8/R. *Aftermath of the War in Vietnam*
   - Moss, 51-83
   - Trimble, 25-31
5. September 13/T. *Writing Lab – Analysis of primary sources, concept of argument*
   - Review Trimble, 3-31
   - Write an opening paragraph for a document distributed during the previous class
   - Write an outline for analysis of this document
   - Start reading Nguyen Thi Dinh, *No Any Other Road to Take* (including Intro)
6. September 15/R. *Discussion Session. Quiz #1.*
   - Finish reading Nguyen Thi Dinh, *No Any Other Road to Take* (including Intro)
7. September 20/T. *Kennedy, Diem and Deepening the American Commitment*
   - Moss, 87-115
   - A primary document distributed in class
8. September 22/R. *Research Lab – How to Conduct Research* (conducted in Evans Library)
   - Trimble, 32-52, 94-98
   - First Paper (2-3 pages – 500-650 words): Analysis of the Kennedy’s interview due in class
9. September 27/T. *Writing Lab – Revision of Papers*
   - Trimble, 53-93
   - **TOPIC OF YOUR PAPER SHOULD BE CHOOSEN AND CONFIRMED WITH ME BY THIS TIME**
10. September 29/R. *Escalation of the War/Johnson’s Dilemma*
   - Moss, 120-155
   - Moss, 160-214
12. October 6/R *Tet*
   - Moss, pp. 221-249
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- Start reading two essays distributed electronically  

13. October 11/T. Tet’s Impact on the War  
- Moss, 252-270  
- Finish reading two essays distributed electronically  
- Second paper (2-3 pages – 500-650 words): Comparison of two secondary sources due in class (based on the two essays electronically distributed)

14. October 13/R. Nixon’s War  
- Moss, 274-307  
- BIBLIOGRAPHY DUE IN CLASS

15. October 18/T. Americans Withdraw and Fall of South Vietnam  
- Moss, 311-362

16. October 20/R. Memory and Legacy of the War  
- Moss, 362-381  
- Finish Trimble

17. October 25/T. Research and Writing – No Class – Individual Meetings

18. October 27/R. Research and Writing – No Class – Individual Meetings

19. November 1/T. Research and Writing – No Class – Individual Meetings

20. November 3/R. Writing Lab – Back to Class

21. November 8/T. Vietnam After the War

**DRAFT OF YOUR FINAL PAPER DUE IN CLASS**

22. November 10/R. Personal Experience of the War – Guest Speaker  
- Start reading Bao Ninh, The Sorrow of War

23. November 15/T. NO CLASS  
- Finish reading Bao Ninh, The Sorrow of War;  
- Start reading Tim O’Brien, The Things They Carried

24. November 17/R. Personal Experience of the War – Guest Speaker  
- Keep reading Tim O’Brien, The Things They Carried

**PAPERS RETURNED**

25. November 22/T. Discussion Session. Quizzes #3 & 4. PLEASE NOTE THAT THERE WILL BE 2 SEPARATE QUIZZES – ONE ON EACH BOOK!  
- Finish reading Tim O’Brien, The Things They Carried

26. November 29/T. Oral Presentations  
- Start revising your final papers

27. November 31/R. Oral Presentations  
- Work on revisions of your final papers

28. December 6/T. Oral Presentations  
- Work on revisions of your final papers  

**Final Paper due on December 9 n by 4 p.m.  
in the instructor’s mailbox or with the History Department staff.**
Pharmaceutical Modernity: A Social and Cultural History of Drugs

Course Description:

The global outbreak of H1N1 influenza in 2009 and the headlong rush of the world’s governments to secure enough doses of Tamiflu poignantly revealed the extent to which our medicalized lives depend upon the production and supply of medicinal products. This writing intensive course is an attempt to enrich our understanding of modern society through its history of pharmaceutical medicine. By studying social, cultural, and political dimensions of various medicinal products, this course tries to explicate the intricate web of multi-layered connections among body, drug, and society in Europe, Asia, and the U.S.

Course Objectives:

Upon successful completion of this course, students should be able to
1) clearly identify the major themes and events in the history of modern pharmaceutical developments.
2) critically assess primary and secondary historical sources.
3) effectively communicate their interpretations of social and cultural dimensions of modern pharmaceutical products in written assignments and classroom discussions.
4) graduate! Whoop!

Readings:

All readings assignments will be available as e-reserve (http://elearning.tamu.edu)

Assignments

As a senior writing-intensive seminar, this course is designed to improve students’ oral presentation and writing skills. As the culmination of this course, students are required to write a research paper of 3,000-4,000 words, utilizing original sources available at Texas A&M. The final paper should include at least five different primary historical sources and at least five different secondary sources.

1. Assignment #1: research topic
   - An one-page research topic is due on 2/3 (11:59pm)
- The topic should include 1) a description of a chosen topic (2-3 sentences) and 2) a list of primary and secondary sources.
- 5% of final grade or 10 points
- Grading scale: 10, 8, 6, and 4

2. **Assignment # 2: research proposal**
   - A two-page research proposal is due on 2/27 (11:59pm)
   - A research proposal should include 1) hypothesis, 2) outline, and 3) a bibliography.
   - 5% of final grade or 10 points
   - Grading Scale: 10, 8, 6, and 4

3. **Assignment # 3: draft**
   - Due on 3/26 (11:59pm)
   - 20% of final grade or 40 points
   - Grading Scale: 40, 36, 32, 28, and 24

4. **Assignment # 4: Peer Review Critique**
   - A one-page peer review critique is due on 4/2 (11:59pm)
   - 5% of final grade or 10 points
   - Grading Scale: 10, 8, 6, and 4

5. **Assignment # 5: Final Draft**
   - Due on 4/30 (11:59pm)
   - 35% of final grade or 70 points
   - Grading Scale: 70, 66, 59, 52, and 45

**Note:** All written assignments must be completed to receive a passing grade for this class.

6. **In-class writing assignments (10%): 20 points**
   - Four times in the semester, students will be given in-class writing assignments on the course readings discussed that particular week.
   - I will ask you to write a short essay responding to one of the study questions on the readings for that particular day. Since study questions will be distributed in advance, there will never be a surprise.
   - Each assignment is worth 5 points.
   - Grading Scale: 5, 4, 3, 2
   - No make-up test will be given unless it is a university-excused absence.

7. **Oral Presentations: 10% or 20 points**
   - Students will make two oral presentations of their research, respectively during week VI and the last week of class.
1) Oral Presentation 1: Week VI; a 5-minute presentation is followed by 5-minute discussion. Students can choose their presentation format, eg. Lecture style, powerpoint presentation, etc.
- Grading Scale: 10, 9, 8, 7, and 6

2) Oral Presentation 2: Last week; again a 5-minute presentation is followed by 5-minute discussion.
- Grading Scale: 10, 9, 8, 7, and 6

8. Participation: 10% or 20 points
- Discussions constitute an essential part of the course. Participation during each class goes beyond simply showing up and pretending to pay attention. The instructor defines participation as active engagement in each class discussion, which includes demonstrating your thorough reading of the assigned reading materials, offering your opinion, and finally answering and asking relevant questions.
- Grading Scale: 20, 19, 17, 15, and 13

9. Extra Credit: a Research Diary
- Keep a research diary and submit it at the end of the semester along with your final paper.
- A maximum 10 points (5% of the grade) will be awarded.
- Refer to the following website to get an idea of a research diary: http://www.scu.edu.au/schools/gcm/ar/arr/arow/rdiary.html

Grading Policy:
- A = 180-200 points; B = 160-179; C = 140-159; D = 120-139.
- Unexcused late papers will be graded down 5 points for each day late.

Students are encouraged to contact University Writing Center (http://writingcenter.tamu.edu/) for help with their writing.
- Students are required to attend all class meetings. Four unexcused absences will decrease your final grade by one letter grade; with seven unexcused absences, you will fail this class. 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).

Additional Course Guidelines:

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).

**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).

**Office Hours:** Students are strongly encouraged to fully utilize the office hours.

**One-on-One Meetings with the instructor:** During week IV and week XIV, each student is expected to have a ten-minute one-on-one meeting with the instructor.

**Course Schedule:**

**Week I: Introduction to Class**

1/18 (W): Why Pharmaceutical Medicine?; Nuts and Bolts of the Course

1/20 (F): Writing Workshop (1): How to Listen to the Voices of Historical Sources
- AKUTAGAWA Ryūnosuke, “In a Bamboo Groove”
- In-class exercise (a primary source will be distributed in class)

**Week II: Drugs”R”us**

1/23 (M): Advertising Drugs
- Students are requested to bring a copy of a drug ad from popular magazines, newspapers, and etc; or a Youtube link to an online commercial.

1/25 (W): How to Read an Ad

1/27 (F): Writing Workshop (2): How to Organize Thoughts and Research?

**Week III: Detecting Ideologies**

1/30 (M): Analyzing Visual Materials I: Student Presentation

Each student is expected to give a five-minute presentation on a drug ad of his/her choice, analyzing explicit and implicit messages and ideologies contained in the ad.
2/1 (W): Analyzing Visual Materials II: Student Presentation

2/3 (F): Writing Workshop (3): What to Search; How to Research

- **Assignment #1: research topic**
  
  *Due on 2/3, 11:59pm*

*Week IV: individual meetings with instructor to discuss research topics*

2/6 (M): Group 1

2/8 (W): Group 2

2/10 (F): Group 3

*Week V: Ethics*

2/13 (M): Experimentations


2/17 (F): Discussion of the Film, The Constant Gardener (2005)

*Week VI: Oral Presentation of Proposals*

2/20 (M): Presentation and Discussion of Students’ Proposals: Group 1

- 5-minute presentation and 5-minute discussion for each student

2/22 (W): Group 2

2/24 (F): Group 3

*Week VII: Regulating Global Pharmaceuticals*

2/27 (M): Global Pharmaceuticals

Assignment #2: research proposal
Due on 2/27, 11:59pm

2/29 (W): Regulation

3/2 (F): Consumers

Week VIII: The Pill and Viagra

3/5 (M): The Pill

3/7 (W): Viagra

3/9 (F): Writing Workshop (4): How to Write a Draft

Week IX: Spring Break

Week X: In-class Draft Discussion

3/19 (M): Group 1

3/21 (W): Group 2

3/23 (F): Group 3

Week XI: Happy Pills and Cholesterol

3/26 (M): Happy Pills

Assignment #3: Draft
Due on 3/26, 11:59pm
3/28 (W): Cholesterol

3/30 (F): Writing Workshop (5): How to Write a Review

**Week XII: Malaria and Quinine**

4/2 (M): Quinine and Imperialism

**Assignment #4: Peer Review Critique**
**Due on 4/2, 11:59pm**

4/4 (W): Malaria in Italy

4/6 (F): Reading Day, No Class

**Week XIII: Global Dimension: Patent Medicine in Japan**

4/9 (M): Defining Women

4/11 (W): Appropriating Militarism

4/13 (F): Writing Workshop (6): How to Revise

**Week XIV: Research and Writing**

4/16 (M): individual meetings with instructor, Group 1

4/18 (W): Group 2
4/20 (F): Group 3

Oral Presentations

4/23 (M): Group 1

4/25 (W): Group 2

4/27 (F): Group 3

4/30 (M): In-class Q&A; **Final drafts of papers due by 11:59pm.**

5/1 (T): Concluding Discussion

Please fill this out and return to the instructor.

History 481 – Student Information Sheet

Name:
Class of
Major:

• Reasons for taking this course:

• What would you like to achieve at the end of the semester?

• Any particular area of interest in history?

• Other history courses taken at TAMU:

• Other courses this semester:

• Extracurricular activities or employment?

• Anything the instructor should be aware of? (e.g. Desperate to graduate; recently heartbroken)
History 481: American Ways of War
Tu-Th 9:45-10:50

Prof. Brian McAllister Linn (http://history.tamu.edu/faculty/linn.shtml)
Office: 200A Glasscock Bldg Office Hours: 11:00-12:30 (Tu-Th)
Phone: 845-7151 (office) or 845-5172 (department) Email: b-linn@tamu.edu

Prerequisites: Senior History major. Should have taken History 230, 232, 234, 443, 444, or 445 or personal permission of instructor.

Course Description: This seminar will be a mixture of instruction in practical research/writing skills and a research project on US military history between the end of World War 2 and the current military environment. The course will be built around the research, writing, and revision of a 3,000-4,000 word essay on primary sources.

Course Objectives:
Develop skills in research, note taking, citing, and writing
Develop communication skills for academic and public audiences
Develop research skills in primary sources
Develop an appreciation for historical methods
Learn to identify, analyze, and substantiate an argument
Critique texts, arguments, and policy statements

Required Readings:
Frederick Kagan, Finding the Target
Brian McAllister Linn, Echo of Battle
The instructor may send readings via email or post them on his website: http://history.tamu.edu/faculty/linn.shtml Students are responsible for ensuring a valid email address on HOWDY. It is not the instructor’s responsibility to ensure email reaches students.

Assignments: Research Topic=10 points; Short Essay=20 points; Bibliography=10 points; Prospectus=30 points; Oral summary of prospectus=20 points; Reviews of student papers=20 points each (60 points total); Class participation=30 points; Discussion (D) outlines=30 points (5 points each); Oral project summaries=15 points each (total of 30 points); Oral presentation of research paper=30 points; Research paper=130 points. All written assignments—including first drafts and critiques—must be completed in order to pass this class. Failure to complete any written assignment is grounds for a failing grade.

Grade Distribution: A=360-400; B=320-359; C=280-319; D=240-279; F=below 240

Attendance: Attendance at seminars is mandatory and all students are responsible for signing the roster at each session. Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule7.htm. More than three unexcused absences will result in a one-grade reduction. More than six unexcused absences will result in the student being failed regardless of
whether he/she has completed all the written assignments. **Missing or not participating in the presentations on 17 and 24 April will result in “0” for class participation.**

**Course Topics and Readings: D** in front of a date refers class discussion. Students must bring their discussion outlines to class and submit a copy via email to the instructor before class. Handwritten discussion notes submitted after the discussion will not be accepted. **T** refers to assignments that must be submitted via Turnitin in Word.doc format. On **T days the assignment will serve as the basis for class discussion—students should bring a copy to class**

17 Jan—Introduction: Course objectives, requirements, research methods (note taking, finding internet archival collections, citation forms, using the library). Explanation of assignments.

19 Jan—Writing Workshop: primary sources, taking note, avoiding plagiarism, citations. Readings
Kate Bateman, “The War on Buzzwords,”
Gregory Foster, “Research, Writing, and the Mind of the Strategist”

Watch Writing Center Video: http://writingcenter.tamu.edu/2009/podcasts/write-right/episode-20-plagiarism/

D 24 Jan.— Atomic Warfare.
**Readings,** *Echo of Battle*, Chapter 6 and locate, read, and one of the following articles from:
http://cdm16040.contentdm.oclc.org/cdm/


“A Study of Soldier Attitudes and Knowledge About Atomic Effects,” (1952), 1-18 or one article on Atomic War from this website (such as a Military Review article) written before 1960

T 26 Jan: Military events in history, popular media and personal experience
**Short essay (20 points):** 500-600 words, *Chicago Manual of Style* footnote format Compare and contrast the accounts of the Ia Drang campaign:

*We Were Soldiers Once and Young*, directed by Randall Wallace (Icon Productions, 2002). Streaming mediamatrix from TAMY Library

http://www.benning.army.mil/library/content/Virtual/Donovanpapers/vietnam/index.htm

http://www.benning.army.mil/library/content/Virtual/Donovanpapers/vietnam/index.htm

D 31 Jan: Assessing Vietnam and Learning Lessons:
Readings
Finding the Target, Chapter 1
Conrad Crane, Avoiding Vietnam (ww.carlisle.army.mil/ssi/pubs/display.cfm?PubID=58)

Research Project due (10 points) 1-2 paragraphs. This requires a title, a hypothesis or historical question (1-2 sentences) and an explanation of what primary sources will be used in the paper.

2 Feb: Turning research projects into research papers

7 Feb: Research Day. Class will not meet

D 9 Feb: Military Renaissance? (1980s)
Kagan, Finding the Target, Chapter 2
Linn, Echo of Battle, 193-211 and one of the following


Bibliography due: (10 points): title of project and list of at least ten (10) primary sources

D 14 Feb.—Air Power after Vietnam
Finding the Target, Chapter 3 and one of the following


John Warden, “Air Theory for the Twenty-first Century,”

16 Feb: Writing Workshop: Writing a Prospectus

21 Feb: **Project Summary** (20 points). Each student will give a four to five-minute presentation on their prospectus including topic, argument, sources, and problems encountered so far.

**Prospectus due:** (30 points). Describe the project’s thesis, why it is important, the research methodology, and the paper’s organization. The proposal should be at least two pages. It should have two attachments: 1) an outline of the paper’s organization; 2) a bibliography of at least 15 primary sources.

D 23 Feb. Visions of Future War: Effects Based Operations, Network Centric Warfare, and Dominant Maneuver


And one of the following


D 28 Feb. The Critique of American Leadership

Readings

A. J. Bacevich “A Modern Major General” (http://www.newleftreview.org/?view=2529);


1-8 Mar. Research. Class will not meet but students may schedule me meetings with instructor. **Students who wish to read another student’s papers must request this before 19 March; otherwise papers will be randomly assigned via Turnitin.**

20 Mar. Writing Workshop: Editing

**Draft paper due**—each student must submit one copy to the instructor via Turnitin. The PeerMark option on Turnitin will assign each student three (3) papers to review. In addition
to answering the specific questions, reviewers should feel free to offer constructive suggestions on style, citation form, and writing style. Failing to turn in a draft on 20 March to Turnitin may constitute grounds for failing the class based on the completion of written requirements rule.

22 Mar. No class meeting, students may arrange appointment with instructor

27 Mar. Writing Workshop: Revising PeerMark Review on Turnitin due. Students can access the reviews of their papers after 5pm. If a student does not submit his/her review of a paper to PeerMark by the end of class on 27 March it may constitute grounds for failing the class based on the completion of written requirements rule.

29 Mar-12 April. Research and Writing. Class will not meet, but each student must meet with instructor at least once to go over comments on draft and discuss revisions

17 and 24 April: Oral Presentations. Each student will present an eight-ten (8-10) minute summary of his or her paper. This may be an overview of the paper’s major argument and evidence or a discussion on the process of researching and writing. Students may use audiovisual aids but are warned that time spent on setting up and fixing the display counts. Absence from class on these days will result in a “0” grade for class participation.

26 April: Review of class (evaluations). Final points on revising, citations.

1 May: Summation of class. Final drafts of papers (3,000-4,000 words) due by 6 p.m. through Turnitin. Turnitin will not accept late papers.

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

Academic Integrity Statements AGGIE HONOR CODE: “An Aggie does not lie, cheat, or steal or tolerate those who do. Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System For additional information please visit: http://www.tamu.edu/aggiehonor/

TURNITIN REQUIREMENT
All written assignments must be submitted electronically 1100 (11 am) on the due date at: http://turnitin.com/static/index.html. Turnitin will not accept late essays!

Class name: HIS 481: AmWayWar
Enrollment password: amwaywar2012
Draft Essays: In order to check their work for plagiarism, students may submit their essays (not summaries) to the appropriate “Essay Draft” up to a day before the assignment is due and check the results on the date and times listed in the instructions. This is optional. There is no credit for this. It is entirely an opportunity to avoid an unintentional Honor Code violation.

Late Papers—Late papers are subject 5-point penalty for each 24 hours they are overdue except in the case of University-excused absences. Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule7.htm. All papers should be submitted via email. Lost and misplaced papers are the student’s responsibility. Failing to turn in a draft on 20 March to the reviewers and the instructor will result in a “0” for class participation. If a paper is not turned in by 22 March may constitute grounds for failing the class based on the completion of all written requirements rule. Failure to return an edited draft of the author’s paper by 27 March will result in a “0” for participation and may result in failing the class based on the completion of all written requirements rule.

Participation Assignments:
Discussion days (D) Students will either submit via email or bring to class an outline of the major points of their reading. The summary should include your reactions to the reading assignment, questions raised by the readings, pros and cons of the authors’ arguments, possible implications for historical research, and issues you wish to discuss with your classmates.

Project Summaries: (15 points each) Each student will give two short (5-7 minute) summary of their project that will cover: 1) A summary of their findings 2) What sources they used 3) Problems they encountered in research 4) How they managed to resolve some of these problems

Oral Presentation: (30 points) Each student will give a short (5-7 minute) summary of his/her research paper. This will provide an overview of the paper topic, the main argument, the sources used, and the conclusion. Students may pick the format (PowerPoint briefing, lecture, etc.). This is a formal presentation in which clarity and coherence matters. It is highly recommended that student’s write out their remarks and rehearse several times.

Class participation (20 points): Students who do not participate in discussion are not fulfilling the requirements of the seminar and their grades will reflect this. Students are expected to come to class prepared to discuss the readings and research topics.

Style Guides:
Format: Assignments must be typed, double-spaced, clean and free of excessive corrections in Times or Times New Roman 12-point font. They must be in Word (not txt or Word Perfect). Margins should be no greater than 1.25” on all sides. At the top of the first page write (single spaced) your name, date, and word count. Skip one space and write the question you will be discussing or the title of the paper. The page number should be in the upper right corner of all pages. Although some leeway will be allowed, these format requirements will be enforced.
Citation Form: Several examples of proper citation format are available at the instructor’s website: http://history.tamu.edu/faculty/linn.shtml. This class will use Chicago Manual of Style. Use the citation form for books, articles, etc. Use footnotes or endnotes—not in-text citations. The Chicago Manual of Style guides for book, article citations in History can be found at: http://library.osu.edu/sites/guides/chicagogd.php Be very sure you are using the History format and not the Sciences format and that you are using the Footnote format and not the Bibliography format. The instructor will penalize incorrect footnote form in the final paper. Students must distinguish between NOTE format and BIBLIOGRAPHY format.

Direct Quotation: Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in the text by citation or in a footnote or endnote at the end of the sentence.

Common Knowledge: Common knowledge includes generally known facts such as the names of leaders of prominent nations, basic scientific laws, etc., basic historical information (e.g., George Washington was the first President of the United States). Common knowledge does not require citation.

Works Consulted: Writers should be certain that they have not used specific information from a general source in preparing their work unless it has been appropriately cited. Materials which added to the writer’s general understanding of the subject but which are not quoted or paraphrased may be acknowledged in the bibliography, and need not be footnoted or end-noted. However, writers should not include books, papers, or any other type of source in a bibliography, “works cited” list, or a “works consulted” list unless those materials were actually used in the research. The practice of citing unused works is sometimes referred to as “padding.”

Footnotes, endnotes, and in-text citations: One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required.

Quotations should only be used to convey interpretation, not to repeat factual material. In general, the rule is: only use a quotation when you cannot express the ideas better yourself.

WRITING CENTER—Writing Center The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your paper, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

Employment Opportunities: History majors who wish to explore career ideas are encouraged to contact our History Department Undergraduate Advisors, Dr. Philip Smith (pms@tamu.edu) or Ms.
Robyn Konrad (robyn-konrad@tamu.edu), in Room 105, Glasscock Building or the Career Advisor for Liberal Arts, Tricia Barron (patriciab@careercenter.tamu.edu) in 209 Koldus for more information.

Some Useful Research Websites:
   Student papers, reports
Air War College research portal: http://www.au.af.mil/au/awc/awcgate/awc-ref.htm#primary

Strategic Studies Institute: http://www.strategicstudiesinstitute.army.mil/

DTIC Stinet (source for student papers and technical reports): http://stinet.dtic.mil/
   Technical reports, student papers


US Army Center of Military History: http://www.history.army.mil

Maneuver Center of Excellence (Combat accounts, student papers, monographs) http://www.benning.army.mil/library/content/Virtual/virtual.htm

Texas Tech University Virtual Vietnam Archive: http://www.vietnam.ttu.edu/virtualarchive/


Professor Patrick Reagan of Tennessee Technical University has excellent websites:
Military History: http://www.tntech.edu/history/military.html
Contemporary Military Affairs: http://www.tntech.edu/history/contmil.html
Sources for Research in Military History: http://www.tntech.edu/history/336paper.html
Preparing to Write a Research Paper: http://www.tntech.edu/history/library.html
TO: Faculty Senate Executive Committee

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

CC: Edward L. Walraven, Director of Journalism Studies, Department of Communication
James Aune, Head, Department of Communication
Donald J. Curtis, AOC Dean, Liberal Arts
Nancy Street, Instructional Professor, Department of Communication

DATE: May 14, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: JOUR 303

We recommend that JOUR 303 Media Writing II be certified as a writing-intensive (W) course for four academic years (1/13 to 1/17). 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: 100%
2. Course content appropriate to the major
3. Total number of words: 8500
4. Instructor to student ratio for one section: 1:20

There are eleven writing assignments in JOUR 303, most of them feature writing or in-depth stories. Students select their own topics and meet with the instructor for feedback on whether the topic and planned approach are appropriate. Throughout the semester, students attend scheduled lab time to work on assignments and receive oral comments from the instructor. Throughout the semester—both during lab time and in one-on-one conferences—students offer drafts for both oral and written comment prior to submission for final grading. Written comments also accompany the graded assignments. (Assignments are similar during the semester, so improvement on one should lead to improvement on the next.) The primary methods for writing instruction include lecture augmented by assigned readings (especially of exemplars of outstanding professional writing), discussion of topics and readings just covered, and in-class writing with continuous feedback from the instructor. In addition, students are able to benefit from guest appearances by professional writers as part of an ongoing series sponsored in part by the Journalism Studies program.

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):

   JOUR 303 “Media Writing II”

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

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

   Instructor / Coordinator: Ed Walraven
   Printed name and signature
   (Date)

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

Approvals:

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

   Department Head: Dale Rice
   Printed name and signature
   (Date)

   RECEIVED
   MAY 7, 2012
   By UWC 166 of 259
JOUR 485 / 303 W
(Independent Studies in Advanced Media Writing)

Fall 2010

Lecture: TR 9:35 a.m.-10:50 a.m., RDMC 021 or as assigned
Lab: TR 11:10 a.m.–12:25 p.m., RDMC 021 or as assigned (students travel to meetings, interviews, etc.)
Instructor: Dr. Ed Walraven Contact: e-walraven@tamu.edu or 979-845-4675
Office: RDMC 215 Office Hours: As posted (generally MW 10-11, 1-2), or by appointment

Required: Journalism Next by Briggs
Associated Press Stylebook and Libel Manual
Elements of Style, Illustrated, by Strunk & White

Course Requirements: Through research, class discussion and independent lab projects, students will become familiar with standards for advanced media writing (issues, opinions, feature, reviews, etc.) with emphasis on interpretive information-gathering and writing, basic communication law and ethics, and attendant issues. The course builds on the basic skills learned in JOUR 203 (or similar course) and further develops them through independent assignments, while adhering to Associated Press style and practicing structures and approaches that appeal to various audiences. In addition to research and assignments, students are expected to market two of their stories to a source outside the county via query letter or unsolicited submission, and will offer documentation of same. This is a writing-intensive course that offers instructor consultation and feedback.

Prerequisites: JOUR 203, junior or senior classification and enrollment in the journalism minor; or approval of program director.

Grading: A = 91.0 points or higher; B = 81.0-90.9; C = 71.0-80.9; D = 61.0-70.9; F = 60.9 or lower. Grades of Incomplete are rarely given, and only when 1) severe extenuating circumstances have occurred, and 2) the major portion of course assignments have been completed.

This grading system more clearly defines a “borderline” grade as one that is solid, yet “low.” Similarly, work that has been consistently below the next highest letter grade does not qualify for the next highest letter grade. For example, a total of 80.8 points might be argued as a “B” with 1) good effort shown, 2) completion of all assignment, and 3) improvement over time. A total of 79.9 points, however, remains a “C.” No extra credit is given for this course.
One of the best actions you can take is to read, read, read. Remember this jewel of wisdom from award-winning Texas writer John Graves, author of “Goodbye to a River” and “Hardscrabble”: “Everything you read goes into you. The style goes into you, too.

Late Work, Make-Up Work: Generally, late work will not be accepted without penalty (usually -10 points per day [Friday afternoon to Monday morning counts as one day]). No penalty will be assessed if students’ work was late because of serious extenuating circumstances (documentation required) or because of circumstances defined by the university as “excused” absence reasons.

See the Student Rules on the Web site www.student-rules.tamu.edu for explanations of what are defined as university-excused absences, along with time types of documentation required and deadlines. If a student is unable to make the deadlines (for example, being hospitalized, travel to an out-of-town funeral or emergency, etc.), the student should contact the instructor by e-mail as soon as possible so that a judgment can be made regarding make-up opportunities, if any.

Scholastic Dishonesty: Honesty and integrity are expected of all university students. This is especially true of those studying journalism, in which honesty, credibility and trust are vital.

Any student violating the categories of Scholastic Dishonesty as outlined in the Student Rules Handbook, Sects. 20 & 24.3.14, may be given an automatic grade of Zero for the assignment in question, or for the course, and the matter may be turned over to the Aggie Honor Code system for possible further sanctions. Consulting the Aggie Honor Code Web site for more explanation: www.student-rules.tamu.edu/aggiecode and www.aggiehonor.tamu.edu The Code states: “Aggies do not lie, cheat, steal (n)or tolerate those who do.”

Americans with Disabilities Act Information: The American with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other provisions, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. Students who believe they have a disability requiring accommodation should contact the Department of Student Life, Services for Students with Disabilities, Room B118, Cain Hall, Phone (979) 845-1637. Students requiring special assistance or accommodations for the course should meet with the instructor the first week.
**Assignments, Values, Deadlines:** Grades will be calculated on the following:

**RESEARCH PAPERS:**

<table>
<thead>
<tr>
<th>Research Paper</th>
<th>Percent</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (due Tues., Oct. 5)</td>
<td>5%</td>
<td>1,200</td>
</tr>
<tr>
<td>B (due Tues., Nov. 16)</td>
<td>15%</td>
<td>2,500</td>
</tr>
</tbody>
</table>

Both research papers should address the status, changes, trends, and most acceptable practices in advanced journalistic/feature writing. Both research papers should consult academic sources, professional journals, and conduct interviews with professionals to ascertain the optimal theoretical approach to modern feature writing.

**LAB GROUP A:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Percent</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opinion</td>
<td>5%</td>
<td>300</td>
</tr>
<tr>
<td>2. Review (art, music, film…no restaurants, bars)</td>
<td>5%</td>
<td>300</td>
</tr>
<tr>
<td>3. Short Feature (1 live/1 “other” source)</td>
<td>5%</td>
<td>500</td>
</tr>
</tbody>
</table>

TWO “Group A” stories are due by Tuesday, Sept. 14. The third is due Friday, Sept. 17. None may be submitted later.

**LAB GROUP B:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Percent</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Feature Story 1 (2 live/1 “other” source)</td>
<td>5%</td>
<td>500</td>
</tr>
<tr>
<td>5. Feature Story 2 (2 live/2 “other” sources)</td>
<td>10%</td>
<td>800</td>
</tr>
</tbody>
</table>

ALL “Group B” stories are due between Tuesday, Oct. 12, and Friday, Oct. 15. No more than two stories may be submitted on any one day.

**LAB GROUP C:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Percent</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Longer Story 1 (2 live/2 “other”), opposing views</td>
<td>8%</td>
<td>800</td>
</tr>
<tr>
<td>7. Longer Story 2 (2 live/3 “other”), opposing views</td>
<td>10%</td>
<td>900</td>
</tr>
</tbody>
</table>

BOTH “Group C” stories are due by Friday, Nov. 12.

**LAB GROUP D:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Percent</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Longer Story 3 (2 live/3 “other”), opposing views</td>
<td>14%</td>
<td>1,000</td>
</tr>
<tr>
<td>9. Issue Story 1 (3 live/3 “other”), multiple views</td>
<td>14%</td>
<td>1,200</td>
</tr>
</tbody>
</table>

ONE “Group D” stories must be submitted by Wed., Nov. 24. The remaining story must be submitted by Friday, Dec. 3.

**SUBMISSIONS:**

Students are expected to submit two of their stories to a non-local publication or Internet magazine site for consideration, basing their decisions on independent research and class discussions. Documentation must be offered to show that the stories were submitted, and to whom. Each submission will account for 2 percent of the final grade, or a total of 4 percent.
**Style Points and Errors:** No separate quizzes on Associated Press style will be required. Students have been exposed to this in previously and are expected to follow this style without reminder. For each AP style error in your copy, you will be penalized 2 points (1 point for each recurrence).

Errors of fact will cost students 5-10 points each, depending on severity. Grammar/spelling errors will cost students 1-3 points each. Name errors are -20 points each. “Fell from Heaven” quotes are -10 points each. “Fell from Heaven” quotes are those for which no attribution is given and which seem unlikely to have been granted by direct interview, thus giving the appearance of having fallen from the skies. These are particularly numerous when beginning writers copy information from the Internet without proper attribution.

In addition, the following words or phrases that indicate weak writing are considered “Forbidden Fruit” and will be penalized 1 point each time they are used, except 1) as part of a direct quote, or 2) when done for an effect which must be instantly recognizable:

- actually
- a lot
- few
- get/got/getting/gotten
- great
- great deal
- however
- huge
- in other words
- like (when you mean as or such as)
- many
- obviously
- over (when you mean more than)
- plethora
- several
- stuff (except as a verb)
- there is/are
- therefore
- thing(s)
- very
- the following attribution verbs when you mean “said” or “stated”: claimed, charged, continued, concluded, pointed out, argued, proved, believed, felt.
Tentative Schedule (Dates Shown are Tuesdays):
Week One 8/31: Overview, Types of Advanced Stories, Sources for Research Papers
Week Two 9/7: Opinions and Reviews
Week Three 9/14: Feature Stories, Serious and Not
Week Four 9/21: Magazine Style and Attribution
Week Five 9/28: Opposing Viewpoints and Attribution
Week Six 10/5: Marketing Your Stories, Holiday and Evergreen Stories

Due 10/5: First research paper
Week Seven 10/12: Revisiting Opinions and Reviews
Week Eight 10/19: Human Interest Can Be Serious, Too
Week Nine 10/26: Longer Stories Have Multiple Views, Problems
Week Ten: 11/2: What is an Issue Story? Attribution?
Week Eleven 11/9: Research Your Issue Story
Week Twelve 11/16: Issue Stories, cont’d. … Do’s and Don’ts

Due 11/17: Second research paper
Week Thirteen 11/23: Due: First Story from Lab Group D

No lecture 11/25: Thanksgiving Holiday
Week Fourteen 11/30: Open Lab Week
Week Fifteen 12/6: No lecture or lab

No final exam for this course. Your research results and body of work, especially for the month of November, will speak for themselves.
JOUR 303
(Media Writing II)

Fall 2006

Lecture: TR 9:35-10:50 a.m., RDMC 021 or as assigned
Lab: TR 11:10 a.m. – 12:25 p.m., RDMC 021 or as assigned
(students will travel to meetings, interviews, etc.)

Instructor: Dr. Ed Walraven Contact: e-walraven@tamu.edu or 845-4675
Office: Room 215 RDMC Office Hours: as posted at office, or by appt.

Course objective: This course is meant to extend your training in writing news or information intended for mass consumption through some form of mass media. Those who are well trained in writing can easily adapt to the means available: broadcast, online or print.

Required: MediaWriting (2nd edition) by Whitaker, et al
Associated Press Stylebook and Libel Manual
Some sort of disk for storing work…wait until lab convenes

Recommended (for your desk at work): Elements of Style, by Strunk and White
Math Tools for Journalists, by Wickham

Course Requirements: Become familiar with standards and practices of advanced news writing and Associated Press style. Demonstrate competence through a series of advanced writing assignments likely to be encountered in a communications career in either old or “new” media.

Grading: 91.0 pts. or higher = A; 81.0-90.9 pts.= B; 71.0-80.9 pts.= C;
61.0-70.9 pts.= D; 60.9 pts. or fewer = F.

This grading scale more clearly defines a “borderline” grade as one that is solid, yet “low.” For example, a total of 808 points might be argued as a “B” with good effort shown. A total of 799 points, however, is a “C.”
**Assignments and Value:**

Grades will be based on the following assignments and values:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Stories (City Council or School Board)</td>
<td>2</td>
<td>5 %</td>
</tr>
<tr>
<td>Speech Stories</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Opinion Column</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Review (art, music, film…no restaurants or bars)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Feature Story (2 live sources/1 nonhuman source)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Feature Story (2/1)</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Longer Story (2/1)</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Longer Story (2/2), opposing views</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Longer Story (2/2), opposing views</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Issue Story (2/2), multiple views</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Issue Story (3/2) multiple views</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Students will be expected to market three of the stories to a source outside the campus via query letter or unsolicited submission, and will offer copies of documents verifying same.

Students will submit copies of contact information for all sources so they may be verified if needed.

**Style Points and Errors:** No separate quizzes on Associated Press style will be required. You have been exposed to this in the previous course. For each AP style error in your copy, you will be penalized 2 points during September, 3 points during October, and 5 points during November.

In addition, errors of fact will cost you 5 points each, and grammar/spelling/punctuation errors (which are not AP style errors) will cost you 1 point each. PAY ATTENTION. Slovenly copy can cost you one or more letter grades!

**Deadlines:** Assignments which miss a deadline lose a third of their value on the first day after deadline, two-thirds on the second day after deadline, and are not accepted on the third day after deadline, unless there were extenuating circumstances which you must explain to the instructor BEFORE material is late.

**Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, Room 126 of the Koldus Building, or call 979-845-1637. Students needing special assistance or accommodations for this course should contact the instructor during the first week of class.
**Academic Dishonesty:** Academic dishonesty involves lying, cheating and stealing – all among the worst violations for a reporter, writer or other communicator who has been accepted into a position of public trust and responsibility. Any instances of plagiarism (including cut-and-paste passages from the internet), copying the work of others, lying or misrepresenting your part in any lab situation, lying/misrepresenting circumstances in order to receive credit for late work, or any other form of dishonesty or cheating will be dealt with harshly. At the least, a student may expect a grade of Zero for the assignment in question, and possibly an F for the course (depending on the impact of the Zero or Zeroes).

**Tentative Semester Calendar:**

Week One 8/29: Meetings and Speeches  
Week Two 9/5: Opinions and Reviews  
Week Three 9/12: Feature Stories  
Week Four 9/19: Magazine Style Writing and Attribution  
Week Five 9/26: Opposing Viewpoints and Attribution  
Week Six 10/3: Marketing Your Stories  
Week Seven 10/10: Revisiting Reviews and Opinions  
Week Eight 10/17: Human Interest Can Be Serious, Too  
Week Nine 10/24: Longer Stories Have Multiple Views, Problems  
Week Ten 10/31: What Is an Issue Story? Attribution?  
Week Eleven 11/7: Researching Your Issue Story  
Week Twelve 11/14: Issue Stories, cont’d…Do’s/Don’ts  
Week Fourteen 11/27: Last week to turn in stories  
Week Fifteen 12/5: No lecture or lab this week

**No final exam for this course. Your body of work, especially the month of November, will speak for itself.**
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Kelly Weeks, Department of Maritime Administration
John Mileski, Head, Department of Maritime Administration
Vic Pennel, Director, Texas A&M Galveston Writing Lab
Donna Lang, AOC Dean, Texas A&M Galveston
DATE: May 14, 2012
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARA 440

We recommend that MARA 440 Global Economy be certified as a writing-intensive (W) course for four academic years (1/15 to 1/19). 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: 39%
2. Course content appropriate to the major
3. Total number of words: 5250
4. Instructor to student ratio for one section: 1:18

One graduate assistant helps evaluate the work in MARA 440. Students write an analysis of ethnocentric managers, an email on the gold standard, a short paper on a theorist (Michael Porter), and a research paper. The research paper is written collaboratively (grandfathered under the original certification that required no more than 50% of the grade based on writing to be collaborative). On major assignments the feedback includes peer review through critique of the initial draft of the research assignment. Instructor feedback for the research assignment involves critique of the outline and a draft of the final paper. Also, both the instructor and peers provide feedback on short, in-class writing assignments. The methods of instruction used include lectures on a writing issue such as outlining, plagiarism, the writing process, etc., modeling, writing practice with in-class assignments, report writing, a large group writing assignment, and discussion.

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):

MARA 440 C-1641 Economy

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

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

Instructor / Coordinator: [Signature]
Printed name and signature
2-28-2012
(Date)
Received: [Signature]
(W Course Coordinator, University Writing Center)
3/7/12
(Date)

Approvals:
College Dean: [Signature]
Printed name and signature
(Date)
Department Head: [Signature]
Printed name and signature
2-28-12
(Date)

RECEIVED
MAR 7 2012
Course title and number  Global Economy and Enterprise Management MARA 440-900  
Term  Spring, 2012  
Meeting times and location  MWF 10:00 am to 10:50 am in CLB 112  

Course Description and Prerequisites

The main purpose of this course is to introduce you to the economic, political, social and ethical environments of international business including the determinants of trade and investment patterns and the logic of government interventions in both trade and capital markets. We also discuss the structure, strategy and operations of the multinational firm. This course focuses on general management and integration of functional area skills needed to compete in a complex international business environment. Course material addresses strategic issues, operational practices, and governmental relations of multinational companies. Key topics include identifying, developing, and defending an international competitive advantage; evaluating the international environment; and organizing to become a successful global competitor.

Catalog Description  Introduction to economic, political, social and ethical environments of international business including the determinants of trade and investment patterns and the logic of government intervention in both trade and capital markets; also discussed are the structure, strategy and operations of the international firm. Prerequisites: ECON 203. Junior or senior classification.

Learning Outcomes or Course Objectives

COURSE OBJECTIVES
This is a survey course in international business. With the spread of globalization, managers must now attempt to uncover new markets, understand the forces of change affecting their businesses, develop appropriate responses, and manage global operations. This course will study the institutional, economic, political and environmental forces affecting international business, examine the risks and opportunities in transnational operations, and relate these forces and opportunities to a firm’s strategy and competitive position and daily operations.

WRITING OBJECTIVES
Research and analysis in international business are collaborative efforts. Communication of complex theories and ideas to various academic and business stakeholders requires clear writing. It is important that the student master certain established language and writing conventions in this discipline. This course is intended to improve the student’s writing skill within the Maritime Administration major and for future work in the Maritime Industry.

LEARNING OBJECTIVES:
1. Content Learning Objectives (Upon completion of the course, students will be able to ....):
Define globalization and the concept of reverse globalization

Identify the drivers of globalization.

Argue the pros and cons of globalization

Understand the benefits and detriments of the three economic systems

Determine how the different political systems interact with the three economic systems

Explain the different legal systems, their history and focus.

Explain how managers must deal with corruption in political systems.

Explain the special role of the IMO in the maritime industry

Apply the various determinants of economic development to economies in transition

Determine how culture impacts management decision making

Argue how education of the female population impacts economic development and business practices

Apply language and cultural difference to business etiquette

Understand how business ethics is impacted within various religious tenets

Recognize an ethical dilemma

Discuss the causes of unethical behavior by managers

Understand the basic trade theories: comparative advantage, Heckscher-Ohlin, Product life-cycle, Porter’s National Competitive Advantage

Identify the instruments of trade policy and the pros and cons of their use

Make an argument for and against free trade

Understand and identify the conditions of the various theories of Foreign Direct Investment (FDI):

Transaction Cost
OLI
Eclipter
Internalization
Strategic Behavior
Product life cycle

Argue the pros and cons of FDI to the host country and what government policies are
appropriate

Understand the evolution and current status of economic integration

Answer whether locational advantages are regional or country specific

Identify the determinants of foreign exchange, both fundamental and technical

Describe the primary and secondary market for foreign exchange

Explain the differences between translation, transaction, and economic exposure

Explain the history of the international monetary system.

Argue the pros and cons of both a fixed and floating exchange rates system.

Explain the role of the IMF and its recent policies in crisis countries

Explain the role of the World Bank in country development

Explain the growth and the meltdown of the global capital markets

Describe how the global capital markets work:
   Global bond markets
   Global equity markets
   Global derivatives

Describe the benefits and costs of the eurocurrency markets

Explain how foreign exchange risks impact the cost of capital to a multinational firm

Understand the theory of the multinational firm

Determine the benefits and costs of the various strategies of multinational firms:
   International strategy
   Multidomestic strategy
   Global strategy
   Transnational strategy

Describe the various organizational structures for multinational firms and how the structure implements the various strategies
   International Division
   Worldwide Area Structure
   Worldwide Product Divisional Structure
   Global Matrix Structure

Explain the unique problems of Maritime International Industry structure

List the types of control systems
Explain how organizational change is accomplished in a global setting.

Define the conditions for the various forms of entry into a foreign market:
- Export
- License
- Franchise
- Contract manufacturing
- Management contract
- Turn-key
- Joint venture
- Wholly-owned subsidiary

Recognize the which, when and how of market entry.

Explain Agglomeration theory.

Determine the pros and cons of being the first mover into a market.

Explain the strategies and information a manager may use to improve export performance.

Identify the various export and import financing instruments:
- Letter of credit
- Draft
- Bill of lading

Argue the pros and cons of countertrade.

Understand how managers determine where to manufacture: a discussion of outsourcing.

Explain how to manage the global supply chain:
- Inventory management
- Transportation and logistics
- Information management

Discuss the role of subsidiaries in knowledge management.

Determine how to globalize markets and brands.

Explain how to take the four P’s global.

Understand how to avoid global marketing blunders.

Explain when R & D should be outsourced to the host country.

Understand the training and development need of expatriate managers.

Describe global concerns for staffing policies.
Explain how cultural differences impact performance appraisal and compensation

Determine how to deal with organized labor groups in various countries

Discuss the various performance appraisal systems and compensation systems across countries

Explain the various country differences in accounting standards

Determine the issues of non-comparability in consolidating financial statements of multinational firms’ subsidiaries

Understand the importance of global accounting control systems and their determination of management performance

Understand how managers identify and manage financial risk across countries

Determine the various sources of financing and the structure of financing in various countries

Apply an efficiency strategy to global money management

Identify various taxation strategies to reduce the firm’s worldwide effective tax rate

Explain various strategies to reduce exchange exposure

2. Broad Skills Learning Objectives (Upon completion of the course, students will be able to…..):

Work productively in a group

Critically apply the concepts to real life case experiences through class discussions, research paper and tests

Learn to analyze and critically evaluate ideas, arguments and points of view

3. Writing Learning Objectives (Upon completion of the course, students will be able to….):

Demonstrate knowledge of the jargon of the discipline

Demonstrate an understanding of the writing conventions of the discipline

Write effective emails, short papers and collaborative research papers.

Demonstrate the ability to write an effective argument.

Limit grammar and mechanical writing errors to a minimum.

Instructor Information

Name Joan P. Mileski, PhD
Telephone number  409-740-4978
Email address  mileskij@tamug.edu
Office hours  MW 11:00am to 11:50 am. I am typically in my office more than the listed hours. As such, I often have multiple distractions and perform several different functions. Therefore, if you need extended time or a personal/private conference, please make an appointment so I can commit the amount of time needed.
Office location  CLB 229

Textbook and/or Resource Material
Required: Articles as listed in the references at the end of the syllabus.
Required: Handouts as provided by instructor.

Grading Policies

ASSESSMENT OF LEARNING:
A. Course Requirements:

1. Class Preparation, Participation and Homework

   Students can get the full benefit from the class through active participation in class discussions. There will be a strong emphasis on daily preparation and participation. You are required to be fully prepared to discuss assigned readings for each class as they apply to media articles. You will be evaluated on how well you respond orally. Further, students will be expected to turn in solutions to the various questions of the day, and you may be asked to participate in additional class activities.

   Since the class participation is crucial for students' learning, class attendance is mandatory for students' success in this class. Students are evaluated for the participation according to the quality and persistence in their classroom discussion and their attendance. Absences will affect a student's final grade.

   Further, this course is a writing intensive course in your discipline. Every class period you may be asked to write a brief paper and/or another writing assignment. This work will be collected each day; NO LATE WRITING WILL BE ACCEPTED.

2. Examinations

   There will be two examinations given during the course and a comprehensive final. They will consist of multiple choice questions and short answer to lengthy essays.

3. Team Papers
This project involves team research and writing. Each team will act jointly, researching and writing, its original research work. The ultimate goal of the research project is to prepare a research paper worthy of publication.

The subject of the project is an original research project on any international business subject. The team will develop the research question, design the project, and write the paper. Work should be divided equally among team members in research and write-up. Teams will be graded on analysis and presentation as a TEAM. Team size is limited to 4 members and can be no smaller than 3 members. Individual members will receive the same grade, unless gross lack of effort by some member(s) is obvious to the instructor. In this case, the grade of the member(s) demonstrating lack of effort, as well as the effectiveness of the team, will be discounted.

Drafts of the project will be due during the term. Feedback will be provided by the instructor on these drafts without grade. Suggestions should be incorporated into the final paper.

Each final paper must be submitted to www.turnitin.com. Specific instructions on submission will be provided by the instructor.

B. Grading Standards

40%  Class participation/writing assignment  
20%  Two examinations  
20%  Final examination  
5%  Research presentation  
15%  Final paper

Each project and all class participation will be given one of the following letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
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<tr>
<td>C</td>
<td>2</td>
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<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
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</table>

Grading is one of the most sensitive issues a faculty member faces. Fairness in grading is the guiding objective but this has many dimensions (e.g. a student has a right to be tested only on material available through the syllabus or lectures up through the time of the examination; students in the same class should not be treated differently; students who have legitimate absences should be offered a chance to make-up their examination, etc.) One paradox is that objective examinations (e.g. multiple choice) are, by definition, less prone to unfairness in grading than subjective (essay) examinations and cases, yet are often viewed by students as an unfair test of their knowledge of courses in which the critical parts have subjective content (e.g. decision making processes). Also a resource constraint exists: students are entitled to a careful reading of their essays but limited faculty time must be allocated over many competing uses.

There is no solution to this dilemma, just uneasy compromises. The system of grading and examination in this course has evolved through the suggestions of students. Please provide me your thoughts for improvement.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1/18</td>
<td>Introduction</td>
<td>None</td>
<td>Lecture</td>
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<tr>
<td>1/20</td>
<td>Discussion of writing</td>
<td>Resources at TAMUG/TAMU</td>
<td>Lecture</td>
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<td>Writing Center presentation</td>
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<tr>
<td>1/23</td>
<td>Globalization</td>
<td>Hill, Chap 1</td>
<td>Articles</td>
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<tr>
<td>1/25</td>
<td>Dr. Baca</td>
<td>Library Resources</td>
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<td>Discussion of Plagiarism/ Proper citing</td>
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<tr>
<td>1/27</td>
<td>Outlining</td>
<td>in-class writing:</td>
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<tr>
<td></td>
<td></td>
<td>Outline a chapter</td>
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<tr>
<td>1/30</td>
<td>Political Economy</td>
<td>Hill, Chap 2</td>
<td>Articles</td>
</tr>
<tr>
<td>2/1</td>
<td>Discussion of research project</td>
<td>Research questions</td>
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<td>Review of what makes a good outline</td>
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<td>2/3</td>
<td>Culture</td>
<td>Hill, Chap 3</td>
<td>Articles</td>
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<tr>
<td></td>
<td></td>
<td>Berry et. al, 2010</td>
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<td></td>
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<td>Leung, et. al, 2005</td>
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<td>Tang and Koveos, 2008</td>
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<td>Witt and Redding, 2009</td>
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<tr>
<td>2/6</td>
<td>Discussion of good analysis</td>
<td>In-class writing:</td>
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<td></td>
<td>and logical Arguments</td>
<td>analysis of Ethnocentric managers</td>
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<td>2/8</td>
<td>Ethics</td>
<td>Hill, Chap 4</td>
<td>Articles</td>
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<tr>
<td>2/10</td>
<td>Trade Theory</td>
<td>Hill, Chap 5</td>
<td>Articles</td>
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<tr>
<td>2/13</td>
<td>Discussion on how to critique</td>
<td>Review of in-class assignment</td>
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<tr>
<td>2/15</td>
<td>Political Economy of Trade</td>
<td>Hill, Chap 6</td>
<td>Articles</td>
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<tr>
<td>2/17</td>
<td>OLI/ECLIPTER</td>
<td>Loree &amp; Guisinger, 1995</td>
<td>Writing homework</td>
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<td></td>
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<td>Makino &amp;Tsang, 2011</td>
<td>Critique of Loree &amp; Guisinger, 1995</td>
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<tr>
<td></td>
<td></td>
<td>Dunning, 2009</td>
<td>Articles</td>
</tr>
</tbody>
</table>
2/20  Foreign Direct Investment  Hill, Chap 7  Articles  
Discussion of writing an international business paper  
Review of critique of Loree and Guisinger, 1995

2/22  Examination 1 due

2/24  Outline for Research paper due for critiquing – student in-class critique  
(grading sheet provided)  
In-class group research presentation

2/27  Regionalization  Hill, Chap 8  Articles

2/29  In-class writing: Think-pair-share on Regionalization  
Discussion of Using Peer Groups to Respond to Writing

3/2  Foreign Exchange  Hill, Chap 9  Articles

3/5  Discussion of the writing process

3/7  International Monetary System  Hill, Chap 10  Articles

3/9  In-class writing: Write an email to the Group on the benefits of the Gold standard.  
Corrections Based on student feedback.  
Revisions to instructor.

3/12 to 3/16  Spring Break

3/19  Global Capital Markets  Hill, Chap. 11  Articles  
“The Meltdown”  Whitley, 2009

3/21  Discussion of Models of good writing  
Group Research Work

3/23  Piracy Strategies  Articles

3/26  Strategy  Hill, Chap 12  Articles

In-class writing:  
Short paper on Porter’s Strategy  
effectiveness in Relation to purpose, style  
And audience

3/30  Examination 2 due
<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>4/2</td>
<td>First draft of paper due through methodology section for critiquing by</td>
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<td></td>
<td>group</td>
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<tr>
<td>4/4</td>
<td>Structure</td>
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<td></td>
<td>Hill, Chap 13</td>
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<td>Zho and Adams, 2008</td>
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<td>Artistic</td>
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<td>Verbeke and Kenworthy, 2008</td>
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<td>Review of critique by group of first draft.</td>
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<tr>
<td>4/6</td>
<td>Reading day – no class</td>
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<td>4/9</td>
<td>Modes of Entry</td>
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<td>Hill, Chap 14</td>
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<td>Zhao, et. al, 2004</td>
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<td>Review of instructor’s feedback on first drafts.</td>
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<tr>
<td>4/11</td>
<td>Exporting</td>
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<td></td>
<td>Hill, Chap 15</td>
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<tr>
<td></td>
<td>Article</td>
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<td></td>
<td>In-class writing:</td>
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<td></td>
<td>Submit Porter paper to</td>
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<td>Turnitin.com.</td>
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<tr>
<td>4/13</td>
<td>Manufacturing/logistics</td>
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<td></td>
<td>Hill, Chap 16</td>
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<td></td>
<td>Articles</td>
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<tr>
<td>4/16</td>
<td>Marketing and R &amp; D</td>
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<td>Hill, Chap 17</td>
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<td>Articles</td>
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<td>4/18</td>
<td>Accounting and Finance</td>
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<td>Hill, Chap 19, 20</td>
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<td>Articles</td>
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<td>Eden, et al, 2005</td>
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<td>Broderick, et. al, 2007</td>
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<td>4/20</td>
<td>Human Resources</td>
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<td>Hill, Chap 18</td>
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<td>Shin, et. al, 2007</td>
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<td></td>
<td>Wei and Lau, 2008</td>
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<tr>
<td>4/23</td>
<td>Discussion of Punctuation, grammar, style and Usage</td>
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<td></td>
<td>Short writing quiz</td>
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<td>GMAT style</td>
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<tr>
<td>4/25</td>
<td>First draft of completed paper due</td>
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<tr>
<td>4/28</td>
<td>Return of draft comments/ work on final paper</td>
</tr>
<tr>
<td>5/1</td>
<td>Final Research Paper due</td>
</tr>
<tr>
<td></td>
<td>Review of final examination</td>
</tr>
<tr>
<td>5/7</td>
<td>Final examination due</td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

TEACHING STRATEGIES:

This is an activities-driven/seminar/case study class. This means students must be prepared to discuss the material upon arrival in class and apply it to the case. My philosophy for the learning environment is the role of the professor as director of learning among equals. The relationship is a partnership where each, professor and student, are fully prepared for and enthusiastically embrace, each and every learning experience. I believe that insight (truth) can be an exciting experience for faculty and students alike. I try to instill in students that they must be their own lifetime teachers continuously gathering and discarding the appropriate skill sets for life long learning, success, and service to society.

Expectations

a. Instructor
   1. Meet with students with appointments to review questions.
   2. Review and grade and projects and examinations returning detailed comments.
   3. Will direct class discussions and activities

b. Students
   1. Read book assignments in a timely fashion.
   2. Write critically analyzed exams using concepts and terms learned.
   3. Show understanding of the international economics through class case participation.
   4. Will study 4 hours for every hour in class.
   5. Will present effectively orally work completed within a group.

Americans with Disabilities Act (ADA)

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Northern Student Center, or call (409) 740-4587.

Academic Integrity

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

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

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

For additional information please visit: http://www.tamug.edu/honorsystem/

Use of turnitin software
Turnitin is an anti-plagiarism software that scans written assignments for plagiarism with web sources, other student papers and assignments from A & M and all over the nation, and a variety of other written works. The software gives the instructor a percentage similarity between the student’s assignment and other written works. Please be assured that as long as you cite your work appropriately and give credit to your sources, that similarity alone is not enough for your work to be considered copied. Please review the Aggie Honor Code for more details on how these issues will be handled, should a cheating incident be found. You will submit the research project, to Turnitin at www.Turnitin.com. The class ID and password will be provided by the instructor.

How to Utilize Turnitin as a student:

From the main site, select “enter.”
Next, select “create a new user profile.” Create your profile. You do not need to create a new user profile if you have used turnitin before.
Next, select “user login”
Join new class using the above listed ID and password.
Select our class from the “your classes” page (see the tabs above your name if you are not already at this page).
There are seven pages for each class. The “assignments” page lists assignments. The “turnitin” page is what you will use to submit an assignment.

To submit an assignment, make sure you complete the following four steps:
1. Type in an assignment title
2. Select the appropriate assignment from the drop-down box.
3. Type in the path for your assignment (which you can do easily by browsing for it) OR cut and paste (but you cannot do both for a single assignment).
Submit by selecting the “submit” icon at the bottom of this page.

Statement on the Family Educational Rights and Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these 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 this information, please consult the Admissions & 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, GPA, 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.

Use of Cell Phone, Blackberries, Laptops, etc.
The student will receive a grade of “F” for the day should the student use through ringing, talking, text messaging etc. inappropriately an electronic device in class.

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).

Class Atmosphere
Any true discussion involves personal exposure and risk. Your ideas may not agree with others. However, respect is required from you and thus will be given to you. Rudeness in any fashion will not be tolerated and will result in expulsion from that class meeting.

Negotiation
Any and all of the above except academic integrity is negotiable as a class with the instructor

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

____________________________________  __________________
Instructor’s Signature                   Date

MARA 440 References


TO: Faculty Senate Executive Committee

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

CC: Kelly Weeks, Department of Maritime Administration
    Joan Mileski, Head, Department of Maritime Administration
    Vic Penuel, Director, Texas A&M Galveston Writing Lab
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: May 14, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: MARA 466

We recommend that MARA 466 Management Policy be certified as a writing-intensive (W) course for four academic years (1/13 to 1/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 5500
4. Instructor to student ratio for one section: 1:18

One graduate assistant is assigned to MARA 466 to help with grading. Students write a research paper and a case study. Students write an outline of the research paper, which receives feedback from the instructor. A draft of the research paper also receives instructor feedback. Peer review is held for the research paper and for some of the short writing assignments as well. Instruction includes lectures on writing issues such as outlining, plagiarism, the writing process, etc., modeling, writing practice with in-class assignments, and discussion of writing issues.

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):

   MARA 466 MANAGEMENT POLICY
   STRATEGIC MANAGEMENT

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: Kelly O. Weeks
Printed name and signature: Kelly O. Weeks
(Date)

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

Approvals:

College Dean: Donna Lang
Printed name and signature
(Date)

Department Head: Joan F. Maleski
Printed name and signature
(Date)
INSTRUCTOR
Kelly O. Weeks, Ph.D., CSSMBB

MEETING TIMES AND PLACE
Tuesdays and Thursdays at 3:30 pm to 4:45 pm in CLB 112.

INSTRUCTOR INFORMATION
E-mail: weeksk@tamug.edu
Office Phone: 409-740-4451
Office Location: Kirkham 119
Office Hours: Tuesdays and Thursdays from 9:30pm to 3:00 pm and by appointment. I am typically in my office more than the listed hours. As such, I often have multiple distractions and perform several different functions. Therefore, if you need extended time or a personal/private conference, please make an appointment so I can commit the amount of time needed.
Web information: I use Blackboard as a supplemental tool. This will be discussed in-class.
Contacting students: The department will use your on-campus Email address as the primary means of contacting you. Please check your email daily.

TEXTBOOK
Other Required Materials: Articles as assigned on reserve and listed on the reference list for MARA 466 (attached).

COURSE DESCRIPTION
The course content includes --- Strategic issues facing organizations, including top management decision making and social responsibility; environmental and industry analysis; establishing organizational mission and objectives; corporate, business and functional level strategy formation; global and multidomestic strategies; implementation ad control; integrating operations, finance, marketing and human resource strategies; case analysis.

COURSE SEQUENCE IN CURRICULUM
This course is a required course for MARA majors and an elective for the MARA minor.

COURSE OBJECTIVES
This is an integrating case course in strategic management. The 2000s is a decade of globalization, with managers attempting to uncover new markets, understand the forces of change affecting their businesses, develop appropriate responses, and manage global operations. This course will study the economic, political, social, environmental and the ethical forces affecting the strategic management of international business.
WRITING OBJECTIVES:
Research and analysis in business and economics are collaborative efforts. Communication of complex theories and ideas to various business stakeholders requires clear, concise writing. It is important that the student master certain established language and writing conventions in this discipline. This course is intended to improve the student’s writing skill within the Maritime Administration major and for future work in the Maritime industry.

LEARNING OBJECTIVES:
1. Content Learning Objectives (Upon completion of the course, students will be able to…..)
   - Define strategy and describe the difference between planning and implementation
   - Compare and Contrast the different strategic management paradigms
   - Complete a SWOT analysis
   - Apply the Porter diamond to different levels of analysis
   - Apply the Strategic Group theory to the maritime industry
   - Analyze the various integration strategies including pooling
   - Determine the conditions of a prisoner’s dilemma and what strategies are appropriate under these conditions
   - Describe the problems of the various CEO incentive systems
   - Apply the government-firm relationship strategy appropriate to the maritime industry

2. Writing Learning Objectives (Upon completion of the course, students will be able to…..)
   - Write effective business letters
   - Summarize complex business reports into a two page executive summary
   - Write concise emails
   - Write collaboratively business reports.
   - Demonstrate knowledge of the jargon of business
   - Demonstrate an understanding of the writing conventions of business disciplines
   - Demonstrate the ability to write an effective argument
   - Limit grammar and mechanical writing errors to a minimum

3. Broad Skills Learning Objectives (Upon completion of the course, students will be able to…..)
Write a strategic plan

Develop skill in expressing oneself orally

Integrate knowledge from all business disciplines and apply the concepts to real life experiences

Analyze and critically evaluate ideas, arguments, and points of view

**TOPICAL OUTLINE**

Below is a tentative schedule of what the class will be covering each meeting. It is within the professor discretion to alter or change any of the times, dates, and examination information and methods if he/she deems it appropriate.

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1/20         | • Introduction and Explanation of course and quizzes, projects, activities, writings and writing resources, Blackboard and Teaching Assistant.  
                • Assign Groups- exchange contact information.  
                • Homework: Read Chapter 1 |
| 1/25         | • Lecture Chapter 1  
                • Assign Cases to Individuals  
                • Homework  
                o Review Question Chapter 1- Group Assignment |
| 1/27         | • Lecture Chapter 1(part 2)  
                • Discussion of Plagiarism  
                • Selection of Company for Research Paper  
                • Review Answers for Homework Questions |
| 2/1          | • Lecture Chapter 2  
                • Homework  
                o Review Question Chapter 2- Group Assignment |
| 2/3          | • Lecture Chapter 2(part 2) |
| 2/8          | • Lecture Chapter 3  
                • Homework  
                o Review Question Chapter 3- Group Assignment |
| 2/10         | • Lecture Chapter 3(part 2) |
| 2/15         | • Lecture Chapter 4  
                • Homework  
                o Review Question Chapter 4- Group Assignment |
Page 122, Exercise 1. Each team pick a brokerage firm. Answer part two, and be prepared for part three.

2/17
- Lecture Chapter 4 (part 2)
2/22
- Exam 1
2/24
- Lecture Chapter 5
- Homework
  - Review Question Chapter 5 - Group Assignment
3/1
- Lecture Chapter 5(part 2)
3/3
- Lecture Ch Chapter 6
- Homework
  - Review Question Chapter 6 - Group Assignment
3/8
- Lecture Chapter 6(part 2)
- Mid semester grades due
3/10
- Lecture Chapter 7
- Homework
  - Review Question Chapter 7 - Group Assignment
3/15
- Spring Break
3/17
- Spring Break
3/22
- Lecture Chapter 7(part 2)
3/24
- Lecture Chapter 8
- Homework
  - Review Question Chapter 8 - Group Assignment
  - Page 237 Exercise 2 - Group Assignment
3/29
- Lecture Chapter 8(part 2)
3/31
- Exam 2
4/5
- Lecture Chapter 9
- Last day to Q-drop or withdraw from university
- Homework
  - Review Question Chapter 9 - Group Assignment
4/7
- Lecture Chapter 9(part 2)
4/12
Course Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination 1</td>
<td>15%</td>
<td>100%-90%</td>
<td>A</td>
</tr>
<tr>
<td>Examination 2</td>
<td>15%</td>
<td>89%-80%</td>
<td>B</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>79%-70%</td>
<td>C</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
<td>69%-60%</td>
<td>D</td>
</tr>
<tr>
<td>Homework, Quizzes, Participation</td>
<td>10%</td>
<td>59%-00%</td>
<td>F</td>
</tr>
<tr>
<td>Case Assignment</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale:

- 100%-90% = A
- 89%-80% = B
- 79%-70% = C
- 69%-60% = D
- 59%-00% = F

In some case, if need arises, the grades may be curved.

Class Attendance and Conduct Policy:

You will be required to attend classes on a regular basis. You will need to be prepared for each class session by reading the required material from the text (as assigned in the course schedule or announced in class) and by being prepared to participate in class discussions. Students leaving early without permission will be counted as absent. You may consult the University Student Rules Section 7 for information concerning absences. Absences and excessive tardiness’ WILL have an effect on a student’s class participation grade.

Since the course will be highly interactive and discussion oriented, you are expected to read the assigned material carefully before coming to class. You can expect to put in at least an hour of your time before...
each class session. Only prepared minds can participate actively in the classroom discussions and benefit from the classroom activities. Therefore, you are expected to both attend regularly and be prepared by reading the appropriate reading material (chapter of book or other assigned reading) and thinking about the reading before you come to class. The classroom atmosphere will be informal and should not be stressful to the student. You need to help me in creating such an atmosphere. Any student using obscene language or gestures will be immediately dismissed from class. Rudeness in any fashion will not be tolerated and will result in expulsion from that class meeting and potentially the course.

**Computer/Library Usage:**

You will also be required to use word processing software for some assignments done outside of class. You may also benefit from using the Internet or other library databases for some or all of your assignments.

**Writing Center:**

The writing center is an invaluable tool! Visit it often to get help with your papers.

**Quizzes:**

There may be several unannounced quizzes during the course of the semester covering the chapters from the text that have been discussed in class. You are expected to keep up with the reading and class lectures and discussion to do well on the quizzes.

**Homework Assignments:**

Your homework assignments will be as instructed. Homework will normally be handed in the next scheduled class meeting. **No homework will be accepted late!!!**

**Exams:**

There will be **NO MAKE-UP EXAMS**. Excused, missed exams will be replaced by the grade on the final exam. Only one missed exam can be made up in this manner. A second missed exam will result in a score of zero. If you will miss more than one exam, you should drop the course and retake it at another date.

**Research Paper:**

This minimum Standards for this research paper are as follows:
Typed, 12 Font, Times New Roman, Double Spaced, 12-40 pages. This paper should be turned in during class, on or before the due day listed on the syllabus. One example of format the paper can follow is as follow, which contains the bare minimum information required:

- **Cover Sheet (1 page)**
  - With information such as your name, instructors, class, date etc…

- **Introduction (1-3 pages)**
  - This is a brief overview of that you are writing. This should discuss the history and background of the company. Who are the customers/users of the company’s service or products?

- **Strategy (3-10 pages)**
  - Include company vision, mission, business and marketing strategy.
    - For example, does the company use cost leadership? Differentiation? Focus?
    - Does it tend to use strategic leadership? Tactical?
What are the core competencies?
Discuss any patterns, such as cyclical or seasonal sales.
SWOT/TOWS matrix analyses.
  - This should include an analysis of major competitors!
  - Discuss the barriers to entry.
Where do products/services fall within the BCG? Discuss this.
What level of diversification is present within the company? What does this mean?
If the company is global, how does its international strategy differ from its domestic?

Technology (1-3 pages)
Discuss the level of technology used in the company and what role it plays?
Is Technology crucial to the success of the company?

Ethics (1-3 pages)
Does the company employ the use of ethics in any of its decision or products?
How does this affect the community and the company? Does it negatively/positively affect corporate profits/revenues?

Financials (2-10 pages)
Include ALL relevant financial and accounting information. This includes any charts and graphs such as time series analysis of revenues/costs, per share value etc..
Is there any financial implication? If so, detail them.

Limitations (1-2 pages)
List any limitations or problems the company has faced or is facing.

Conclusion (1-3 pages)
From all that you have gathered, written, and studied, what do you recommend? Should the company change anything? Should they stop producing a good(downsize). Should they consider a merger? Strategic alliance? etc…

Bibliography (1-4 pages)
List complete citation for all sources used and cited.

This list is not all-inclusive. You may add additional relevant material. This project will be time intensive. Therefore, I recommend beginning it immediately. Those who wait to begin this a week or two before the due date will be hardly pressed to turn in a quality research paper.

Case Analysis:

This minimum Standards for this research paper are as follows:
Typed, 12 Font, Times New Roman, Double Spaced, 3-12 pages. This paper should be turned in during class, on or before the due day listed on the syllabus. You may add as much material as you like, if you feel it is pertinent. If you feel you don’t have enough material to write a full paper or need more questions to answer come see me (professor).

TAMUG Academic Dishonesty Statement:

For many years, Aggies have followed a Code of Honor, which is stated in this very simple verse: “Aggies do not lie, cheat or steal, not do they tolerate others 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 tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standards upon which scholastic integrity is maintained at Texas A&M University at Galveston.

Statement on the Americans with Disabilities Act (ADA) of 1990:
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Northern Student Center, or call (409)740-4587.

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FERPA is a federal law designed to protect the privacy of educational records by limiting access to these 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 this information, please consult the Admissions & 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, GPA, 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.

Use of Cell Phone, Blackberries, Laptops, etc. :

The student will receive a participation grade of “F” for the day should the student use through ringing, talking, text messaging etc. inappropriately use an electronic device in class.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Michelle Taylor-Robinson, Department of Political Science
     James Rogers, Head, Department of Political Science
     Donald J. Curtis, AOC Dean, Liberal Arts

DATE: May 14, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS/WGST 367

We recommend that POLS/WGST 367 Women in Government around the World be certified as a writing-intensive (W) course for four academic years (1/13 to 1/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70%
2. Course content appropriate to the major
3. Total number of words: 7250
4. Instructor to student ratio for one section: 1:20

Writing assignments for POLS/WGST 367 include four short summaries of readings, one country background paper, and one collaboratively-written analysis paper. Feedback on the reading summaries comes from peers. For instruction, students read “The Write Stuff” on writing in political science, and they read and discuss numerous political science journal articles as models; in addition, a writing workshop early in the semester gives them the opportunity to revise their first summary paper after feedback from a consultant and a graduate student assistant.

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):

   POLS 367 / WGST 367 Women in Government Around the World

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:  Michelle M. Taylor-Robinson  March 10, 2012
Printed name and signature  (Date)

Received:  Valerie Balester
(W W Course Coordinator, University Writing Center)  3/23/12
(Date)

Approvals:

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

Department Head:
Printed name and signature

3/13/12

Received  MAR 23 2012
By
C44A 212
Recvd 3-19-12
POLS/WMST 367 (Writing Intensive Course)
Women in Government around the World
Fall 2009

Dr. Taylor-Robinson
Office: ALLN 2118
TR 11:55-1:10
Office phone: 845-2525
ALLN 1005
E-mail: e339mt@polisci.tamu.edu
Office hours: Tues 10:45-11:45 & Thurs 1:15-2:15 & by appointment

Course description: This course examines the evolution of women’s representation in governments around the world, with a focus on the legislative and executive branches of democratic governments. It explores factors that are theorized to affect both the supply of and demand for female candidates and appointees and when and why political institutions impact women and men differently. The course provides an in-depth exploration of scholarly literature about representation of women in politics and class members will gather data and conduct comparative research about representation of women in politics.

This is a writing intensive course, which means that it will provide you with some writing instruction for the style of writing that is common in the discipline of political science. 75% of your final grade is based on your writing assignments, including a country background paper, a team paper, and short reading summary papers. This series of assignments provides opportunities for writing practice and feedback, with the goal of improving your writing over the course of the semester. For more details about “W” courses, go to: http://writingcenter.tamu.edu/wid

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

Learning outcomes: By the end of this course, students should be able to:

Social and Behavior Sciences:
(1) to define, understand, and use concepts and terms relevant to the study of representation of women in politics
(2) to apply a body of factual knowledge directly relevant to understanding representation of women in government around the world
(3) to apply a body of factual knowledge and to critique and apply major theses directly relevant to analyzing the effects of historical, political, economic, cultural and global forces on the representation of women in governments around the world
(4) to recognize and formulate testable hypotheses relevant to the study of representation of different groups in politics

International and Cultural Diversity:
(1) to apply a body of factual knowledge about the history, society, politics, and economics of countries to facilitate understanding of the diversity of human cultures and how they impact representation of women
(2) to analyze alternative explanations for differences in representation of women in the national political systems of countries around the world
(3) to apply alternative explanations for the impact of international forces on the representation of women in countries around the world

Course requirements:
• 25% readings summaries (each assignment is 5% of grade)
• 20% exam (tentatively scheduled for Oct. 29)
• 25% country background paper
• 25% team analysis paper
• 5% class participation (including attendance – students will sign a sign-in sheet; students are expected to regularly take part in class discussion, and in particular in the formal class debate about quotas)

There is no extra credit in this course.

Command of course material and conduct of research is the most important determinant of your grade on course assignments. However, this is a W course, intended to improve your ability to write papers that are appropriate to the discipline of political science. Therefore, regardless of how well a paper addresses the substantive material of the assignment, the paper will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.

Grading policy: A = overall average of 89.5 or higher, B = 79.5 – 89.4, C = 69.5 – 79.4, D = 59.5 – 69.4, F = below 59.5

Required readings: all required readings are available as e-reserves and can be obtained either through the Evans Library e-reserves web link (http://library-reserves.tamu.edu) and also directly from the electronic journal holdings of Evans Library.
- The PSEL librarians have also prepared a library guide for our course that can be accessed at http://library.tamu.edu/class-guides/political-science/pols-367-women-in-government/

Penalties for missed exams and late papers:
- If you miss the exam because you have a university acceptable excuse (such as sickness with a note from your doctor), you must contact me by the end of the next working day after the absence to ensure full rights to take a makeup exam. Preferably, contact me before the exam.
- If you do not have a university acceptable excuse for missing the exam, you will not be allowed to take the exam and your grade will be zero.
- The penalty for late papers is one letter-grade off per day, and the paper is late if it is not turned in at the beginning of class.
- The team papers are due by 5 PM on Dec. 11 in my mailbox in the Department’s main office. Papers not received by that time are late, and the penalty is one letter-grade off per day.

Readings summary assignments: The purpose of these papers is to assist students in learning to summarize scholarly research articles toward building a literature review for a research project. Each assignment will summarize 1 or 2 assigned class readings. You will need to bring 2 copies of typed papers to class (two pages, double-spaced, 12-point Times Roman font with 1 inch margins). The readings will be discussed in lecture during the class period. For the final 10 minutes of class students will read, comment on, and correct a colleague’s paper.

Each summary should include the following:
- Full citation for each assigned reading in the format of the American Political Science Review.
- One sentence statement of the purpose of the research paper.
- Statement of the hypothesis (or hypotheses) proposed and tested in the paper
- Explanation of the data used to test the hypotheses (cases included, time period of data)
• Summary of findings, including whether the authors found support for their hypotheses.
• Brief discussion of how the work contributes to the scholarly literature.

So that students can learn from reading and evaluating other people’s writing, this assignment will be critiqued by your colleagues in the class. On the day the paper is due you must bring 2 copies of the paper to class (one for your professor who will grade your paper, and one to exchange with another student). Your colleagues will evaluate your paper based on the accuracy of your summaries (on the above points), and on the overall clarity and “cleaness” of your writing (i.e., lack of spelling and grammar errors). See rubric for evaluation at the end of the syllabus.

Selecting countries for individual papers & team project:
Students will form teams of 4 people in class on Sept. 22. Each team member will select 4 countries that will be the topics for their own country background paper and the team will utilize all team members’ countries for the team analysis paper. This means that each team member must select 4 different countries, so that each team will analyze 16 countries. Each team member must select 2 economically less developed countries (LDCs) and 2 industrialized democracies. This selection should be conducted in consultation with your teammates and you must turn in your list of countries for approval in class on Sept. 24.

Country background paper: (6 pages plus tables [no more than 2] & bibliography, double-spaced, 12 point Times Roman font with 1” margins)
Each team member will prepare their own paper, though the information collected for this paper will be utilized for your cases in the team analysis paper. The purpose of this paper is to summarize the historical experience of representation of women in each of your 4 countries, concluding with a brief comparison of the 4 cases. This paper should include the following types of information for each country:
• when women obtained the right to vote and to hold office
• the type of regime governing the country (currently and a summary of post-WWII regime types if it has changed)
• summary of the current electoral rules of the country, and any relevant changes in electoral rules in the most recent 20 years. If the country is a democracy, this summary should include whether the country is currently governed by a presidential or parliamentary system.
• number of parties currently represented in the legislature.
• dominant religion(s) of the country
• table with over time data (covering at least 20 years) about urbanization, education level in the country (for men and women), participation in the work force (for men and women), level of economic development, representation of women in the legislature
• careful thought should go into how to present data in a table to facilitate comparison of your countries and comparison over time. NO MORE THAN 2 TABLES.

Team analysis paper: (15-20 pages including bibliography and tables/graphs, double-spaced, 12 point Times Roman font with 1” margins)
This paper will test a hypothesis from the literature about how election rules affect representation of women in national legislatures. The paper must include the following:
• a formally stated hypothesis

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1 Relevant electoral rules for this paper refers to electoral rules that the literature hypothesizes to impact representation of women: type of election system (such as SMD, open- or closed-list PR), district magnitude, whether there is a national quota law in place.
• literature review explaining how the hypothesis fits into the scholarly literature (NOTE – the paper must discuss at least 4 literature sources, not all of which can be sources covered in class)
• explanation of definition and measurement of dependent and independent variables, and control variables (including how those variables have been handled by other scholars)
• explanation of data used to test the hypothesis (case selection, time period)
• presentation of findings
• careful thought should go into how to present data in a table to facilitate comparison of your countries and comparison over time.
• suggestions for future research

The team will receive a single grade for this paper. To insure equal work by team members, each member of the team will evaluate each other members’ contributions to the project (sending these evaluations to me by e-mail on the day the paper is due). If a majority of your teammates do not grade your effort an “A”, you personally will receive a grade 1 letter lower on the paper.

Papers are due no later than 5 PM on Dec.11. Turn papers in to my mailbox in the Department’s main office. E-mail grades for your team mates to me by 5pm on Dec.11.

Course schedule and readings:
Sept. 1, 3 & 8 – Introduction
Required readings:

Suggested further readings:

Sept. 10 & 15 -- Why do we care if women are in government? What is representation?
Required readings:

Suggested further readings:

Sept. 17, 22 & 24 -- **What affects the “supply” of female candidates and officials?**

- **READING SUMMARY #1 due (Inglehart and Norris) -- Sept.17**
- Sept.22 select teams
- **Sept.24 turn in country selections**

**Required readings:**

**Suggested further readings:**

Sept. 29, Oct.1 & 6 -- **What affects the “demand” for female candidates and officials (part 1—electoral institutions)**

- **READING SUMMARY #2 due Oct.1** (Matland & Matland/Taylor articles)

**Required reading:**

**Suggested further reading:**


UN Division for the Advancement of Women website [www.un.org/womenwatch/daw](http://www.un.org/womenwatch/daw) (be sure to read about CEDAW and CSW)

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**Oct. 8 & 13 -- What affects the “demand” for female candidates and officials (part 2-parties)**

- **READINGS SUMMARY #3 due Oct. 8** (Caul & Matland/Studlar articles)

**Required readings:**


**Suggested further readings:**


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**Oct. 15 & 20 -- What affects the “demand” for female candidates (part 3-quotas)**

- **Oct. 20 CLASS DEBATE are quotas a good idea or not?**

**Required readings:**

Critical discussion of quotas in *Politics and Gender* 2005 vol.1, no.4 (pp.622-52)


Suggested further readings:

Oct. 22 & 27 -- Other factors affecting demand & supply of female candidates and officials
- Oct.22 COUNTRY BACKGROUND PAPER due

Required readings:

Suggested further readings:

Oct. 29 -- EXAM

Nov. 3 & 5 -- Women in the executive branch – why so few female chief executives?

Required readings:

Suggested further readings:
Nov. 10-19 – **Representation of Women in Cabinets**

- **READINGS SUMMARY #4 due Nov.10** (Reynolds; Escobar-Lemon/Taylor-Robinson 2005 articles)
- **Nov.17 – guest speaker Dr. MaryAnne Borrelli**

**Required readings:**


**Suggested further readings:**


Nov. 24 – day to work on team analysis papers

Nov. 26 – Thanksgiving holiday

Dec. 1, 3 & 8 -- **What do women accomplish in office? Do men & women govern differently?**

- **READINGS SUMMARY #5 due Dec.1** (Swers; Taylor-Robinson/Heath articles)

**Required readings:**


**Suggested further readings:**


**Dec. 11 – TEAM PAPERS DUE 5pm** (my mailbox in the main department office), evaluations of team members’ contributions to paper must be sent to me by 5pm via e-mail

**Data sources & websites to explore for information about women in government and women’s movements around the world:**
- Global database of quotas for women: [www.quotaproject.org](http://www.quotaproject.org)
- Women in legislatures around the world: Inter-Parliamentary Union [www.ipu.org/wmn-e/classif.htm](http://www.ipu.org/wmn-e/classif.htm)
- Programs and seminars to empower election of women: Institute for Democracy and Electoral Assistance (IDEA) [www.idea.int/gender](http://www.idea.int/gender)
- Election rules: election notes published in *Electoral Studies*; ACE Electoral Knowledge Network [www.aceproject](http://www.aceproject)
- Education data: Unesco and UNDP United Nations Development Programme (Human Development Report)
- Labor force data: International Labour Organization
- World Bank’s World Development Report and World Development Indicators
- African Development Bank’s African Development Report
- iKNOW politics (International Knowledge Network of Women in Politics): [http://iknowpolitics.org](http://iknowpolitics.org)
- Center for American Women and Politics at Rutger’s University [www.rei.rutgers.edu/~cawp/Facts/ggap.pdf](http://www.rei.rutgers.edu/~cawp/Facts/ggap.pdf)
- Research Network on Gender, Politics and the State (RNGS) [www.rngs.org](http://www.rngs.org)
- Cingranelli=Richards (CIRI) Human Rights Dataset URL: [http://humanrightsdata.org](http://humanrightsdata.org)

**Rubric for student evaluations of readings summary papers:**

<table>
<thead>
<tr>
<th>Accuracy of</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>summary of purpose of papers</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>presentation of hypotheses</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>data summary</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Discussion</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Appropriate tone</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No spelling or punctuation errors</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Clarity of writing</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**TAMU University Writing Center** is located at 1.214 Evans Library (979-458-1455) and is open every day except Saturdays. You can learn about the Writing Center on their web page [www.writingcenter.tamu.edu](http://www.writingcenter.tamu.edu). It is a service that is available to all students – it is a resource for all writers, not just those having problems!

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

**Copyright on course materials:** All handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, exams, and in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

**Academic Dishonesty:** Academic dishonesty involves acts other than plagiarism. “As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website ([http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

“All Aggie does not lie, cheat or steal, or tolerate those who do.”
POLS/WMST 367 - 900 (Writing Intensive Course) - Fall 2011
Women in government around the world

Dr. Taylor-Robinson
Office: ALLN 2118
TR 3:05-4:20
Phone: 845-2525
ALLN 1016
E-mail: e339mt@polisci.tamu.edu
Office hours: Tues 1-3 & by appointment

Course description: This course examines the evolution of women’s representation in governments around the world, with a focus on the legislative and executive branches of democratic governments. We will explore factors theorized to affect both the supply of and demand for female candidates and appointees and when and why political institutions impact women and men differently. The course provides an in-depth exploration of scholarly literature about representation of women in politics and class members will gather data and conduct comparative research about representation of women in politics.

This is a writing intensive course, which means that it will provide you with some writing instruction for the style of writing that is common in the discipline of political science. Seventy percent of your final grade is based on writing assignments, including short reading summary papers, a country background paper, and a team paper. This series of assignments provides opportunities for writing practice and feedback, with the goal of improving your writing over the course of the semester. For more details about “W” courses, go to: http://writingcenter.tamu.edu/wid

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

Learning outcomes: By the end of this course, students should be able:

Social and Behavior Sciences:
(1) to define, understand, and use concepts and terms relevant to the study of representation of women in politics
(2) to apply a body of factual knowledge directly relevant to understanding representation of women in government around the world
(3) to apply a body of factual knowledge and to critique and apply major theses directly relevant to analyzing the effects of historical, political, economic, cultural and global forces on the representation of women in governments around the world
(4) to recognize and formulate testable hypotheses relevant to the study of representation of different groups in politics

International and Cultural Diversity:
(1) to apply a body of factual knowledge about the history, society, politics, and economics of countries to facilitate understanding of the diversity of human cultures and how they impact representation of women
(2) to analyze alternative explanations for differences in representation of women in the national political systems of countries around the world
(3) to apply alternative explanations for the impact of international forces on the representation of women in countries around the world

Course requirements:
- 20% readings summaries (each assignment is 5% of grade)
- 20% exam
- 25% country background paper
- 25% team analysis paper
• 5% class participation (including attendance)
• 5% weekly hypothesis
• **There is no extra credit in this course.**

Command of course material and conduct of research is the most important determinant of your grade on course assignments. However, this is a W course, intended to improve your ability to write papers that are appropriate to the discipline of political science. Therefore, **regardless of how well a paper addresses the substantive material of the assignment, the paper will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.**

**Grading policy:** A = overall average of 89.5 or higher, B = 79.5 – 89.4, C = 69.5 – 79.4, D = 59.5 – 69.4, F = below 59.5

**Required readings:** all required readings are available as e-reserves and can be obtained through the Evans Library e-reserves web link ([http://library-reserves.tamu.edu](http://library-reserves.tamu.edu)) or directly from the electronic journal holdings of Evans Library.

**Penalties for missed exams and late papers:**
- If you miss the exam because you have a university acceptable excuse (see TAMU Student Rule 7 for university policy about excused absences, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)), you must contact me by the end of the next working day after the absence to ensure full rights to take a makeup exam. Preferably, contact me before the exam.
- If you do not have a university acceptable excuse for missing the exam, you will not be allowed to take the exam and your grade will be zero.
- The penalty for late papers is one letter-grade off per day, and the paper is late if it is not turned in at the beginning of class. The penalty does not apply if you have a university acceptable excuse.
- The team papers are due by 5 PM on Dec.12 in my mailbox in the Department’s main office. Papers not received by that time are late, and the penalty is one letter-grade off per day.

**Weekly hypothesis:** On Tuesday of each week you will submit a hypothesis built from that week’s reading. The hypothesis should be no more than 1 or 2 sentences, but if necessary an additional sentence can be added to define a term. The hypothesis must be typed and submitted at the beginning of class.
- Hypotheses will be graded on a pass/fail bases
- You can drop or miss a total of 2 hypothesis assignments.

**Readings summary assignments:** The purpose of these papers is to learn to summarize scholarly research articles toward building a literature review for a research project. You will need to bring 2 copies of typed papers to class (two pages, double-spaced, 12-point Times Roman font, 1 inch margins). The readings will be discussed during the class period. For the final 10 minutes of class students will read, comment on, and correct a colleague’s paper. See rubric for evaluation at the end of the syllabus.

Each summary should include the following:
- Full citation for the article in the format of the *American Political Science Review*.
- One sentence statement of the purpose of the research paper.
- Statement of the hypothesis (or hypotheses) proposed and tested in the paper
- Explanation of the data used to test the hypotheses (cases, time period of data)
- Summary of findings, including whether the authors found support for their hypotheses.
- Brief discussion of how the work contributes to the scholarly literature.

**Selecting countries for individual papers & team project:**

Students will form teams of 4 people in class on Sept. 20. Each team member will select 4 countries that will be the topics for their own country background paper and the team will utilize all team
members’ countries for the team analysis paper. Each team member must select 4 different countries, so that each team will analyze 16 countries. Each team member must select 2 economically less developed countries (LDCs) and 2 industrialized democracies. Please select your countries in consultation with your teammates and turn in your list of countries for approval in class on Sept. 22.

**Country background paper:** (6 pages plus tables [no more than 2 tables of 1 page each] & bibliography, double-spaced, 12 point Times Roman font, 1” margins)

Each team member will prepare their own paper, though the information collected for this paper will be utilized for the team analysis paper. The purpose of this paper is to summarize the historical experience of representation of women in each of your 4 countries, and to compare the 4 cases. This paper should include the following types of information for each country:

- when women obtained the right to vote and to hold office
- type of regime governing the country currently
- summary of current electoral rules of the country, and any relevant changes in electoral rules in the most recent 20 years.\(^1\) If the country is a democracy, note whether the country is currently governed by a presidential or parliamentary system.
- number of parties currently represented in the legislature.
- dominant religion(s) of the country
- table with over time data (covering 20 years) about urbanization, education (for men and women), participation in the work force (for men and women), economic development, representation of women in the legislature
- careful thought should go into how to present data in a table to facilitate comparison across countries and over time. **NO MORE THAN 2 TABLES.**

**Team analysis paper:** (15-20 pages including bibliography and tables/graphs, double-spaced, 12 point Times Roman font, 1” margins)

This paper will test a hypothesis about how election rules affect representation of women. The paper must include the following:

- a formally stated hypothesis
- literature review explaining how the hypothesis fits into the scholarly literature (NOTE – the paper must discuss at least 4 literature sources, not all of which can be sources covered in class)
- explanation of definition and measurement of dependent and independent variables, and control variables (including how those variables have been handled by other scholars)
- explanation of data used to test the hypothesis (case selection, time period)
- presentation of findings
- careful thought should go into how to present data in a table to facilitate comparison across countries and over time.
- suggestions for future research

*The team will receive a single grade for this paper. To insure equal work by team members, each member will evaluate each other members’ contributions to the project (sending these evaluations to me by e-mail on the day the paper is due). If a majority of your teammates do not grade your effort an “A”, you personally will receive a grade 1 letter lower on the paper.*

Papers are due no later than 5 PM on Dec.12. Turn papers in to my mailbox in the Department’s main office. E-mail grades for your team mates to me by 5pm on Dec.12.

**Course schedule and readings:**

Aug. 30, Sept. 1 & 6 – **Introduction**

*Required readings:*

\(^1\) Relevant electoral rules for this paper are type of election system (SMD, open- or closed-list PR), district magnitude, whether there is a national quota law in place.

Suggested further readings:

Sept. 8 & 13 – Why do we care if women are in government? What is representation?
Required readings:

Suggested further readings:

Sept. 15, 20 & 22 – “Supply” of female candidates & officials
- READING SUMMARY #1 due (Inglehart and Norris) – Sept. 15
- Sept. 20 select teams
- Sept. 22 turn in country selections

Required readings:

Suggested further readings:


Sept. 27 – Guest lecture by Samantha Chiu “Are women still traditional in the developing world? Explaining gender gaps in 18 Latin American countries”

Sept. 29 – Writing workshop – revise your first reading summary paper

Oct. 4, 6 & 11 – “Demand” for female candidates & officials (electoral institutions)

* REQUIRED READINGS SUMMARY #2 due Oct. 6 (Matland and Taylor article)

Required reading:

Suggested further reading:

Oct. 13 & 18 – “Demand” for female candidates & officials (political parties)
READINGS SUMMARY #3 due Oct. 13 (Caul & Matland/Studlar articles)

Required readings:

Suggested further readings:

Oct. 20 – “Demand” for female candidates (quotas)

Required readings:
- Critical discussion of quotas in Politics and Gender 2005 vol.1, no.4 (pp.622-52)

Suggested further readings:

Oct. 25 & 27 – Other “demand” factors

- Oct. 25 COUNTRY BACKGROUND PAPER due

Required readings:
Suggested further readings:

Nov. 1 – EXAM

Nov. 3 & 8 – **Women chief executives**

*Required readings:*

*Suggested further readings:*

Nov. 10, 15 & 17 – **Representation of Women in Cabinets**

*Required readings:*

*Suggested further readings:*

Nov. 22 – work on team analysis papers

Nov. 24 – Thanksgiving holiday

Nov. 29, Dec. 1 & 6 – **What do women accomplish in office?**

*Required readings:*

Suggested further readings:

Dec. 12 – TEAM PAPERS DUE 5pm (my mailbox in the main department office), evaluations of team members’ contributions to paper must be sent to me by 5pm via e-mail

Rubric for student evaluations of readings summary papers:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• summary of purpose of papers</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>• hypotheses</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>• data summary</td>
<td>4</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>• summary of findings</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Discussion</td>
<td>4</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>Appropriate tone</td>
<td>4</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>No spelling or punctuation errors</td>
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<td>1</td>
</tr>
<tr>
<td>Clarity of writing</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

TAMU University Writing Center is located at 1.214 Evans Library (979-458-1455) and is open every day except Saturdays. You can learn about the Writing Center on their web page www.writingcenter.tamu.edu. It is a service that is available to all students – it is a resource for all writers, not just those having problems!

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

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Academic Dishonesty: Academic dishonesty involves acts other than plagiarism.
“As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

“An Aggie does not lie, cheat or steal, or tolerate those who do.”
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Elisabeth Ellis, Department of Political Science
James Rogers, Head, Department of Political Science
Donald J. Curtis, AOC Dean, Liberal Arts
DATE: May 14, 2012
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: POLS 481

We recommend that POLS 481 Comparative Ethnic Politics 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: 80%
2. Course content appropriate to the major
3. Total number of words: 6250
4. Instructor to student ratio for one section: 1:19

POLS 481 Comparative Ethnic Politics requires that students write a literature review, a memo about research design, and a final research paper. Feedback on the major paper takes place in the form of comments on drafts that are discussed in individual meetings with seminar participants. Seminar participants also meet individually with the instructor early in the process for feedback on research design and on the literature review. The graded research design and literature review papers are revised and incorporated into the final paper. There are five writing workshops given over the semester, two on parts of the research paper and three on aspects of writing the final paper.

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):

   POLS 481 Research Seminar: Comparative Ethnic Politics

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

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

Instructor / Coordinator: Elisabeth Ellis 3-8-12

Printed name and signature

Received: Valerie Balester 3-12-12

(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Michael T. Stephenson

Printed name and signature

(Date)

Department Head: Maria Escobar-Lemmon

Printed name and signature

Maria Escobar-Lemmon

Associate Head

(Date)
Ethnic Politics in Comparative Perspective  
POLS 481: Senior Research Seminar  
Last updated 03/08/2012

Professor: Kim Yi Dionne
Office: Allen Building 2037
Email: kdionne@tamu.edu
Phone: 979.845.6783
Office Hours: TBD
Course Web Site: TBD

Course Description:

Our goal is to get a broad overview of the relationship between ethnicity and politics in the comparative context. Thus, while we will read scholarship from the American context, the focus will be on ethnicity and politics in other countries. The first section of the course discusses theories of ethnicity and ethnic politics. The second section reviews methodological approaches to the study of ethnic politics. The final section gives us an opportunity to debate the merits of different theories and approaches through careful, critical examination of applications of the study of ethnic politics.

Course Objectives:

This course has three goals: (1) to give students an overview of the field of ethnic politics with a particular focus on theoretical and methodological innovations in this field; (2) to assist students in producing original research on questions in this field; and (3) to develop the capacity of students to comment critically and constructively on ongoing research.

Assignments and Evaluation:

Grades for this course will be calculated from: two presentations, a literature review, a research design memorandum, and a final paper. Late work will only be excused according to the guidelines set forth by TAMU Student Rule #7.

Presentations: You will choose one week during which you will make a brief presentation critiquing one of the assigned readings (Presentation #1). During Week 7, you will make a brief presentation about your proposed research design (Presentation #2).

Literature Review: You will submit a literature review of no more than 5 pages that sets the context in which your final paper will be making an argument. Literature reviews are due by the end of Week 5.

Research Design Memorandum: You will write a 2-4 page research design memorandum outlining the puzzle/question you are studying. RDMs are due by the start of Week 7.
**Final Paper:** You will write an original, 20-25 page research paper that you expect to submit for peer review within a year of this course. I will meet individually with you in the first weeks of the semester to discuss your interests and how the course may help in meeting your goals, especially with respect to the final paper. I will meet individually with you in later weeks of the course to go over feedback provided on drafts of your final paper.

Grades will be itemized as such:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Presentation #1</td>
<td>10%</td>
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<tr>
<td>Presentation #2</td>
<td>10%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>20%</td>
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<tr>
<td>Research Design Memorandum</td>
<td>20%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
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Letter grades will be earned according to the following scale:

- 89.5-100: A
- 79.5-89.4: B
- 69.5-79.4: C
- 59.5-69.4: D
- <59.5: F

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

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

**Academic Integrity Statement**

Any suspected violations of the Aggie Honor Code ("An aggie does not lie, cheat or steal, or tolerate those who do.") will be reported to the Aggie Honor System Office.

**Course Schedule:** Readings will be posted to the course’s library reserve site.

**Part I: Foundations**

**Week 1: What is Ethnic Identity?**
Kanchan Chandra, ARPS 2006, What is Ethnic Identity and Does it Matter?

**Week 2: Constructions of Identity**
**Part 1: Biological**
Mountain & Risch: Nature Genetics 2004. doi: 10.1038/ng1456
Week 3: Constructions of Identity (continued)

Part 2: Social Identity Theory


Week 4: Group Identity and Group Interests – Workshop: lit review writing


Part II: Approaches

Week 5: Measuring Ethnic Diversity

Fearon 2003: Ethnic and Cultural Division by Country ([link](#))

Laitin & Posner 2001, APSA-CP Winter, pp. 13-17 ([link](#))


Urla 1993: Cultural Politics in an Age of Statistics ([link](#))

Week 6: Experimental and Quasi-Experimental Approaches— Workshop: research design writing

Daniel Posner, APSR 2004: Chewas and Tumbukas ([link](#))

Habyarimana et al., APSR 2007 ([link](#))

Ted Miguel, Tribe or Nation ([link](#))

Week 7: Ethnography


Colleagues’ research design memoranda (to be posted at start of Week 7 to password-protected course web site)

Recommended: David Laitin’s *Hegemony and Culture*

Week 8: Social Networks Approaches


Dionne 2012: Social networks, ethnic diversity, and collective action: first impressions from Malawi (working paper to be emailed during Week 1)

Part III. Applications

Week 9: Institutions— Workshop: drafting the final paper

Elkins & Sides APSR 2007 ([link](#))
Lieberman & Gauri ([link](#))

**Week 10: Public Goods Provision**
Reread: Habyarimana et al., APSR 2007
Reread: Ted Miguel, Tribe or Nation
Alesina et al 1999: QJE ([link](#))
Miguel & Gugerty ([link](#))

**Week 11: Distribution—Workshop: revising the final paper**
Fearon 1999: Ethnic Politics and Pork ([link](#))

**Week 12: Elections**
Wilkinson 2004: *Votes and Violence*, Cambridge U Press, Chapters 1, 2, 5
Recommended: rest of Wilkinson’s book

**Week 13: Political Violence—Workshop: editing the final draft**
Varshney: *Ethnic Conflict and Civic Life* 2003, Yale U Press, Chapters 1, 2, 5
Fearon & Laitin 2003 ([link](#))

**Week 14: Immigration, Assimilation, Nationalism**
Glaser & Gilens POQ 1997 ([link](#))
Adida 2011: Comparative Political Studies ([link](#))
TO: Faculty Senate Executive Committee

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

CC: Amanda Stronza, Department of Recreation, Parks, and Tourism Sciences
    Gary Ellis, Head, Department of Recreation, Parks, and Tourism Sciences
    Kim Dooley, AOC Dean, College of Agriculture and Life Sciences

DATE: May 14, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: RPTS/RENR 460

We recommend that RPTS/RENR 460 Nature, Values, and Protected Areas 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: 80%
2. Course content appropriate to the major
3. Total number of words: 4750
4. Instructor to student ratio for one section: 1:25

This course requires that students individually write five reaction papers, each two pages in length, and a book review of two-to-three pages (meaning 40% of the grade and at least 3,000 words are done individually). They also work in a group of five-to-seven students to write a chapter assignment in which they compile a book, which entails creating a table of contents, referring to each other’s chapters, compiling a cohesive and well-organized bibliography, creating an artistic cover, and giving a 20-minute oral presentation about their findings. Each book is about a national park, reserve, or protected area anywhere in the world. Each chapter deals with different aspects of park management, such as stakeholders, conservation priorities, management challenges, and so forth. At the end of the course, students are given the task of rating each other’s relative contributions to the group assignment and providing candid feedback to the professor on team dynamics and performance.

Each student submits three drafts of their chapter before the final submission, and throughout the semester, students are required to review and comment on each other’s drafts. The instructor provides feedback on at least two drafts of the seven-page chapter. For instruction, reaction papers are graded with the same rubric given at the beginning of the semester so that students understand the performance criteria. In addition, instruction includes discussion of models and mini-lectures at the beginning and end of each class, focusing on revising vs. editing, the idea of writing as a process, free-writing, creating annotated bibliographies in preparation for scholarly writing, and so forth.

No significant changes have been made since original certification was granted. There has been a title change from "Development and Management of Protected Areas" to "Nature, Values, and Protected Areas."
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):

RPTS/RENR 460 Nature, Valves and Protected Areas

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: C. Scott Shifer (Assoc. Dept. Head)
Printed name and signature 3/30/12 (Date)

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

Approvals:

College Dean: Kim Dooley Kim Dooley Printed name and signature
(Date)

Department Head: Gary O. Ellis 3/3/12 Printed name and signature
(Date)
"We are the most dangerous species of life on the planet, and every other species, even the earth itself, has cause to fear our power to exterminate. But we are also the only species which, when it chooses to do so, will go to great effort to save what it might destroy.” ~Wallace Stegner

WHY THIS COURSE?

Parks and protected areas have a proven track record for conserving species, habitats, and ecosystems around the world. Yet parks are the focus of hotly contested debates among conservationists. How are park boundaries drawn, and who decides—biologists, politicians, indigenous leaders, oil companies? Who creates park rules and regulations, and who enforces them? Should people be allowed to live in parks? Which people, and under what circumstances? If people are removed from parks, should they be compensated? How and by whom? What happens to lands and resources outside of parks?

WHAT WILL WE LEARN?

Through reading, writing, lecture, and lots of discussion, we will:
★ Discuss the ways in which protected areas reflect human values about nature;
★ Identify stakeholders in and around protected areas, and explore the ways in which their interests either conflict or coincide with each other; and,
★ Evaluate social, economic, cultural, and ecological trade-offs of different approaches to conservation.

HOW WILL WE LEARN?

Parks are relevant to all of us, whether it’s because they protect the water we drink, the mountains we climb, the wildlife we hunt, or the landscapes we photograph. In some way or another, all of us are connected to parks, and all of us have important perspectives to contribute to this class. With that in mind, everyone will be responsible for what we learn and discuss throughout the semester. I will begin many classes with a lecture, and then encourage each of you to jump in with your own perspectives, questions, and analyses of the readings. If you prefer just listening, this class may not be for you!

WHAT’S EXPECTED?

1. **Reaction papers:** In addition to reading the assigned material, you will be responsible for preparing a total of five reaction papers. These will be due weekly at the beginning of Tuesday classes. In 500-600 words each, these papers summarize your thoughts about the readings, including any conclusions you have made or key points you feel warrant discussion. Please also include a provocative question for the class and a sentence or two about why you would like to hear the question discussed. We will use your writings to fuel our discussions.
2. **Book Review**: Each of you will write a review of Alston Chase’s book, Playing God in Yellowstone. Your review will explain what the book is about, what the author attempts to achieve, and what you think about it. Please start reading the book early in the semester! The review will be due on Nov. 16, and we will spend that week discussing your reactions.

3. **In-class participation**: You are responsible for completing all of the assigned readings and coming to class prepared to discuss the materials in a well-informed and analytical manner. Regular attendance is important and excessive absences (more than 3-4 classes) will result in a lower grade.

4. **Group Project**: Increasingly, parks around the world are “co-managed” by alliances of actors who share different backgrounds and perspectives. One goal in our class is to mirror that process. You will have the opportunity to work in a group with your peers to evaluate resource management in a protected area of your choice anywhere in the world. I will provide details about the project in the second week of class.

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>5 Reaction Papers</td>
<td>50</td>
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<tr>
<td>Book review</td>
<td>50</td>
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<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Group Project</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total Points** 250

Grading: A=90-100%, B=80-89%, C=70-79%, D=60-69, F=below 60%.

**Writing Quality**: Failure to earn a passing average grade on the writing requirements precludes the assignment of 'W' credit, regardless of a passing grade for the rest of the course.

**REQUIRED TEXTS:**


All other articles and chapters are available on through TAMU library course reserves website: [http://library-reserves.tamu.edu/areslocal/index.htm](http://library-reserves.tamu.edu/areslocal/index.htm)

**WEEKLY TOPICS & READINGS**

**Aug. 31, Sept. 2: PEOPLE AND NATURE**: In the first week, we will set the stage for our discussions about protected areas. How are ecosystems and social systems connected? In what ways is nature a social construction?

What is a “W” Course?

**Reading:**


**Sept. 7, 9: AMERICA’S BEST IDEA**: Parks are one kind of interface between social systems and ecosystems, or between people and nature. This week and next, we’ll read and discuss the history of parks in the United States, with a particular eye to values about untrammeled wilderness and scenic beauty.

Writing: Reaction papers: Expectations and guidelines

**Readings:**

Sept. 14, 16: SEEING THE CULTURE IN NATURE: Roderick Nash once said, “Wilderness is a state of mind. It doesn’t really exist. It was created by civilization.” This week, we’ll discuss this idea in depth.

Writing: Reading critically as preparation for writing critically

Readings:

Sept. 21, 23: WHAT DO WE VALUE? Protected areas are created for a variety of management goals that reflect the needs and desires of a variety of people. Though the purposes of parks may change over time, they always reflect certain values over others. This week we will explore a range of stakeholder values upheld by protected areas, focusing special attention on biodiversity conservation.

Writing: Getting started through free-writing

Readings:

Sept. 28, 30: ENVIRONMENTAL JUSTICE Environmental concerns affect people of different racial, ethnic, socio-economic backgrounds differentially. This week, we explore the inequalities and ask: Who benefits and who pays for conservation?

Writing: Defining audience and message

Reading:

Oct. 5, 7: CONFLICTING VALUES This week we continue our discussions of stakeholder values. Moving beyond management considerations, we consider challenges to ethics, spiritual and religious beliefs and environmental justice.

Writing: Research sources, citations & references

No Readings. FILM: In the Light of Reverence “Devils Tower, The Four Corners, Mount Shasta--All places of extraordinary beauty--and impassioned controversy--as Indians and non-Indians struggle to co-exist with very different ideas about how the land should be used. For Native Americans, the land is sacred and akin to the world's greatest cathedrals. For others, the land should be used for industry and recreation. The film portrays the struggles of the Lakota in the Black Hills, the Hopi in Arizona and the Wintu in California to protect their sacred sites” (http://www.pbs.org/pov/inthelightofreverence/)

Oct. 12, 14: EXPORTING YELLOWSTONE? This week we consider what happens when the “Yellowstone model” of parks is applied to different social, cultural, and economic settings. How should management goals worked differently in places where people depend directly on natural resources to sustain their livelihoods?

Writing: Group project, team writing

Readings:
Oct. 19, 21: USE IT OR LOSE IT! Some conservationists have argued that unless people are allowed, or even encouraged, to use natural resources and derive value from them—i.e., for hunting, fishing, tourism, logging, etc, there are too few incentives to protect these resources. This week, we discuss the idea that exploiting natural resources may be the best way to protect them.

Writing: Drafting and revising

Reading:

Oct. 26, 28: ECOTOURISM AND CONSERVATION Ecotourism has been called a “win-win” solution for meeting people’s economic needs while also providing support and incentives for natural resources management. This week, we’ll examine how ecotourism works for sustainable development in protected areas of Brazil and Peru.

Writing: Peer review

Readings:

Nov. 2, 4: COMMUNITY-BASED CONSERVATION Many indigenous and local peoples around the world have become managers or co-managers of parks and reserves within their own communities. This week, we explore several of examples, and assess the pros and cons of this model.

No Readings. FILM: Milking the Rhino “The clichés of nature documentaries ignore a key landscape feature: villagers just off-camera, who navigate the dangers and costs of living with wildlife. The Maasai of Kenya and Namibia's Himba - two of Earth's oldest cattle cultures - are in the midst of upheaval. After a century of "white man conservation," which displaced them and fueled resentment towards wildlife, they are vying to share the wildlife-tourism pie. Community-based conservation, which tries to balance the needs of wildlife and people, has been touted as "win-win." The reality is more complex. Charting the collision of ancient ways with Western expectations, Milking the Rhino tells intimate, hopeful and heartbreaking stories of people facing deep cultural change” (http://www.imdb.com/title/tt1273225/plotsummary)

Nov. 9, 11: Guest Lecture: Walt Dabney, former Director of Texas State Parks

Overview of parks in America from Yosemite and Yellowstone through to state and local systems

TRADITIONAL ECOLOGICAL KNOWLEDGE: Indigenous and traditional communities often share intimate, detailed, and holistic knowledge of plants, animals, and natural phenomena. Such knowledge has developed over generations of hunting, fishing, trapping, agriculture, and forestry. This week, we will study several examples of traditional knowledge to understand why local peoples are often the best allies and stewards of protected areas.

Readings:
Nov. 16, 18: BOOK REVIEW AND DISCUSSION  We devote the entire week to our discussion of Alston Chase’s book, Playing God in Yellowstone

Nov. 23: REVIEW and PEER REVIEW  
no readings

**THANKSGIVING HOLIDAY**

Nov. 30, Dec. 2: GROUP PRESENTATIONS

Dec. 7: RE-DEFINED DAY EVALUATION (Students attend Friday classes)  
no readings

**Americans with Disabilities Act (ADA) Policy Statement**
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**Academic Integrity**
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
Know the Aggie Honor Code: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/).

**Academic Misconduct**
Texas A&M University student rules Section 20 outlines official policies on scholastic dishonesty and academic misconduct ([http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)). Section 20 declares, “It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty.” Further, Section 20 defines a variety of categories of academic misconduct. I strongly encourage you to read the rules and definitions; they are a good resource of critical information ([http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html](http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html)). You are responsible for complying with them; ignorance of these rules is not an acceptable excuse for not doing so.

**University Writing Center**
Each student at Texas A&M University pays for the services of the University Writing Center ([http://writingcenter.tamu.edu](http://writingcenter.tamu.edu)). Not only does the Center’s we site have many helpful tips for improving your writing, but the consultants at the University Writing Center are well-trained and would be happy to help you improve your writing skills. You may find all the help that you need on the web site or you may schedule appointments with writing consultants at the two Center locations: 1) on main campus on the second floor of Evans Library and 2) on the 2nd floor of the West Campus Library. You may schedule appointments using their web site or by telephone (458-1455).
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Sarah Gaston, Department of Sociology
     Jane Sell, Head, Department of Sociology
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: May 14, 2012
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI/WGST 315

We recommend that SOCI/WGST 315 The Marriage Institution be certified as a writing-intensive (W) course for four academic years (1/13 to 1/17). 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: 6,650
4. Instructor to student ratio for one section: 1:25

SOCI/WGST 315 introduces students to the scholarly research and writing process. Major writing assignments include three concept papers, an abstract of the final paper, and a final paper. The final paper is completed in three drafts (including a draft of the abstract and an outline). Students write papers independently but their research contributes to the inquiry of a research team. This research team allows them to share ideas and resources and provides a peer review group. Students also receive feedback from the instructor on drafts. In addition, the instructor assigns a writing text (A Short Guide to Writing about Social Science by Lee Cuba).

Since original certification was granted, this course has been changed to be entirely inquiry-based.
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):
   SOC 103: The Marriage Institution (Recertification)

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: SARAH N. CATSON
Printed name and signature 3/23/2012 (Date)

Received: VALERIE BALESTER
(W Course Coordinator, University Writing Center) 4/1/12 (Date)

Michael T. Stephenson

College Dean:

(Printed name and signature)

(Date)

Department Head: JANE SELLS

(Printed name and signature)

(Date)

RECEIVED APR 3 2012
By UNDE36 of 259
Course Description & Learning Outcomes: This course will involve an analysis of the social construction and social experience of the family as an institution (including marriage, divorce, and other related familial issues) and as a set of everyday relationships. In this course, we will discuss particular concepts of the family and its attendant institutions and roles as important cornerstones of ways to structure social interactions on various levels, and especially relations of power and inequality in society. The objective of the course is to challenge our taken for granted notions about these topics, and ask the sociological questions, “How constructed/natural is the family?” and “What is the family, and what is it for?” The course will deal primarily with these issues over the last two decades or so, with an eye simultaneously towards a historical grounding of our understanding of contemporary family issues. Students should leave the course with an understanding of the general sociological perspective on marriage and family, as well as be able to discuss and present informed and reasoned opinions upon these subjects. Students should be able to express themselves in a variety of written formats, and will produce basic research papers, involving mainly secondary research and preliminary primary research. Work produced in the class should be able to be developed in a variety of professional endeavors.

Pre-requisites (undergraduate): Junior or Senior Classification, or permission of the instructor. This class is intended for SOCI and WGST majors who need a W-course credit, and want research experience. HOWEVER, this class is open to any level student interested in and willing to do the work.

Required Readings:
Books:
The Black Family ed. by Robert Staples (selected chapters)
From the Front Porch to the Back Seat, Beth Bailey
A Short Guide to Writing About Social Science, Lee Cuba
Qualitative Data Analysis with ATLAS.ti, Susanne Friese

Excerpts, chapters, articles (all will be available in online formats):
“Sex Roles in the American Kinship System,” Talcott Parsons, 1954 (from Social Theory).
“McBride meets McDreamy: Television Weddings, the Internet, and Popular Film,” Chrys Ingraham, 2008 (from White Weddings: Romancing Heterosexuality in Popular Culture).
Recommended Reading:

*Loving v. Virginia, 388 U.S. 1 (1967)

Prop 8 Cases


Charlotte Perkins Gilman: *Herland*


*The Second Shift*, Arlie Hochschild, with Anne Machung


“The Family,” from *Origin of the Family, Private Property, and the State*, Frederick Engels, (from *Social Theory*) 1884

“The Moynihan Report: Rethinking the Family,” Christopher Lasch, 1977 (from *Social Theory*).


“The Oneida Community,” William M. Kephart, 1988 (from *Family Relations*).


“The Emergence of the Modern American Family,” Carl N. Degler (from *Family Relations*).

“Restoring the Traditional Black Family,” Eleanor Holmes Norton, 1988 (from *Perspectives on the Family*).

“The Family as a Utopian Retreat from the City: The 19th Century Contribution, Kirk Jeffrey, 1988 (from *Perspectives on the Family*).

“Marriage,” Robert Lynd and Helen Lynd, 1988 (from *Perspectives on the Family*).


“American Fathering in Historical Perspective,” Joseph Pleck, 1988 (from *Perspectives on the Family*).


*Historical contingencies and social policy: benign control over the poor, 1971-1996,*


Course Requirements & Evaluation [200 points total: 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), Below 120 (F)]:

IT IS YOUR RESPONSIBILITY TO MAKE SURE I HAVE ALL YOUR ASSIGNMENTS IN, AND IN ON TIME. Additionally, please note that I WILL NOT RE-GRADE assignments in order to round up to a higher grade. For example, 179 and 179.5 are Bs, and will not be rounded up to a 180/A.

CLASS PARTICIPATION & ABSENCE POLICY: I do not take attendance; it is your responsibility to come to class on time and to be responsible for the material covered therein. While I am happy to answer questions pertaining to the course, I will not re-provide lectures or produce my lecture notes for you – THE POWERPOINTS USED IN CLASS AND AVAILABLE ONLINE ARE NOT FULL NOTES; THEY ARE OUTLINES. If you miss class for any reason, your best option for getting back up to speed is to communicate with other students, whom you may ask to share their notes. Please see Rule 7 under Part I (http://student-rules.tamu.edu/search/rule7.htm) for details on excused absences, which I only need to be notified of in the event of missing an assignment or exam deadline, so that make-up work may be scheduled.

ASSIGNMENTS – All assignments should be uploaded to corresponding assignment areas on eLearning. Make sure to save a copy of all assignments. ALWAYS MAKE SURE TO MAKE A BACK-UP COPY; NEVER ERASE YOUR PAPER FROM DISK UNTIL AFTER THE SEMESTER ENDS, TO AVOID “LOST” PAPERS. If you ever have trouble uploading an assignment, MAKE SURE TO EMAIL A COPY to me either through eLearning or to my regular TAMU account by the deadline – emails are automatically time-stamped, and you will not be sanctioned for missing the deadline. When the assignment is one that other students need to review and give feedback on, I will upload it for you when necessary.

UNDERGRADUATES – CONCEPT PAPERS: 15%/30 points. (3 X 10 points) These are short, 1-2 page papers used to assess your grasp of concepts and materials discussed in class. They are based on discussion prompts that I will either present in class or post online at our eLearning site. The graded CPs should be saved and referred to when writing your final papers. Please refer to the schedule on pages 9-10 below for due dates for each CP.
**GRADUATES – DISCUSSION LEADERSHIP:** 20% This refers both to contributions to the class discussion and written discussion questions/summary memos (1 page maximum) that you are expected to turn in, whether you refer to those issues in actual class discussion or not [10%], as well twice organizing our class discussion [10%]) during **Weeks 2-8**. When leading the discussion, either through a formal PowerPoint presentation, or a presentation w/out enhanced technology, if more than one student is signed up for this requirement, presentations should be coordinated in order to reflect equal work by each student: 30 minutes maximum. *(40 points total: 2 X 10 for discussion leadership, 20 total for class participation when not leading class)*

**UNDERGRADUATES – RESEARCH PAPER:** 20-30 pages (NOT including the references cited/bibliography section or end notes).

As this is a writing intensive course in sociology, these papers will be authentic research papers, going through the necessary steps to produce such a paper. While I expect you to incorporate relevant course materials into your papers, DO NOT merely use summary references from any lecture slides from class or research presentations, and DO NOT use a few cursory references to the assigned, recommended, or externally researched sources you choose. While you do not need to touch on every concept/topic/source discussed/assigned during the class, appropriate selection and in-depth use of the course materials, in addition to those external sources discovered through the building of a literature review is the pathway to a superior grade. As we engage in the process of producing the final papers, I will provide a further list of references that may aid you in your analysis, and provide guidance on how to extend these projects into full-blown research projects (either individual or collaborative) for presentation at either the TAMU Student Research Week in Spring 2012, TAMU System Pathways Research Symposium in Fall 2012, as a Senior Thesis or Honors Thesis Project in Sociology, or a journal article submission.

**For this paper, you may choose from the following options:**

**A:** You will do some original research on your own family situation. You may gather data on the history of your family and/or its various members. You may interview your parents or other family members, etc. You may engage in constructing a sociologically-informed narrative of yourself. Then, from among the theories and experiences dealt with during the course, present the sociology of your family. You must incorporate appropriate course materials in your analysis, not merely tell a story about yourself and your family. This type of research is usually referred to as life history or autoethnography, and will be discussed during Week 1. *[Models of this type: Gatson, 2003, 2005; Gerson; Hochschild]*

**B:** Using a mass media source (e.g. a television series like *Everybody Loves Raymond*, or a film/series like *Parenthood*; the source does not *explicitly* have to be about marriage/family), from among the theories and experiences dealt with during the course, present the sociology of family as it is presented in popular culture. You must incorporate appropriate course materials into an analysis, not merely provide a review of the source material (e.g. no “book reports” or “TV reviews.” You may compare and contrast several
episodes in one series, between two or more series, or engage in an extended analysis of a film, or compare and contrast between two or more films. What do(es) the media source(s) say about the family? What sociological paradigm would you say it falls into? You should actually watch some specific episode(s)/film(s), not merely rely on your memory of having seen a series; remember, Dr. Gatson is a pop culture geek, and will likely have watched the source(s) that you use. This type of research is usually referred to as media/cultural studies, and will be discussed during Week 1. [Models of this type: Ingraham; Gillis; Coontz.]

C: An analysis of online discourse related to marriage and/or family. This may be done by searching for public policy discussions, discussions related to media representations (e.g. representations in television, film, and literature). This type of research is usually referred to as media/cultural studies, but depending upon the substantive topic of the discourse, may also fall into the arena of legal studies; it will be discussed during Week 1. [Models of this type: Bailey, Hulbert, Peskowitz; Gillis; Coontz.]

This paper has several separate staged assignments attached to it, designed to provide you with an authentic experience in researching and writing your own project from beginning to end. They are as follows:

**Topic & rationale:** 5%/10 points. **Due in class, Week 2.** You will provide the class with a brief presentation on your chosen topic, provide the group with a rationale for your research, and answer any questions relevant to the topic & rationale.

**Abstract:** 10%/20 points (2 X 10). **Part I Due online Week 6.** This assignment is split into two parts, as you will produce a draft abstract before your paper is written, and revise the abstract so that it reflects the actual research paper produced. The draft abstract is due at the end of Week 6, while the final abstract will be included in your final paper. We will discuss abstract-writing in class prior to the due date of the draft abstract.

**Outline:** 10%/20 points. **Due online Week 7.** We will use an outline method that will have you focus on your research questions, your methods, and your literature review in detail. At the end of the course, this outline may be referred to again in order to revise and further develop your paper into an externally submitted research paper/article/poster, as desired.

**Draft #1:** 10%/20 points (NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts). A draft of the body of the paper (excluding references cited, relevant appendices, etc.). All sections of the outlined paper should be included, but need not be fully complete. **Due online Week 8.**

**Draft #2:** 10%/20 points. (NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts). A full draft of the body of the paper (excluding references cited, relevant appendices, etc.). Feedback should be incorporated, and if not, a reason for not incorporating it should be given,
either in an explanation within the body of the paper, or in a separate post to the group through eLearning. **Due online Week 10.**

**Draft #3:** 10%/20 points. (NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts). A full draft of the body of the paper *(INCLUDING references cited, relevant appendices, etc.)*. Feedback should be incorporated, and if not, a reason for not incorporating it should be given, either in an explanation within the body of the paper, or in a separate post to the group through eLearning. **Due online Week 12.**

**Final paper:** 30%/60 points. This should be a fully completed paper, including title page, abstract, footnotes/endnotes, references cited, and relevant appendices, tables, and figures.
**GRADUATES – RESEARCH COORDINATION:** See Option A, B & C descriptions above

Graduate students will be responsible for coordinating a research project with a team of undergraduate students. When discussing topic ideas during week 1, students shall form interest-based teams wherein sets of films/events/issues can be explored in both an individual and coordinated manner. For example, several students may be interested in exploring the media representation of legal/policy changes surrounding the position of women in the labor force. One or more team members may wish to cover film and television representations, while others may wish to focus on aspects of statutory/policy, jurisprudence, or movement discourse, historical or contemporary.

Graduate team leaders will be responsible for making sure all team members are familiar with the core literature required for the specific general topic, and for reducing duplication of effort. This will occur through leading a “journal club” activity once a week ONLINE, going over literature with the undergraduate team members. It is expected that graduate students will come with an existing research agenda of their own, with which they can collaborate with their undergraduate team. *(40%-80 POINTS)*

**GRADUATES – RESEARCH POSTER:** See Option A, B & C descriptions above

Graduate students will be responsible for turning the individual research papers of their team members into a collaborative research poster of which they shall be the lead author. *(40%-80 POINTS)*
Schedule ("*" highlights weeks when an assignment is due):

**Week 1: 8/27-31:**

2-2:50: Introduction to course & Online resource tutorial; IRB tutorial
3-3:50: Writing Instruction and the Research Paper
4-5: Basic perspectives and concepts

**Week 2: 9/3-7**

2-2:50: Parsons & *The Black Family*, pp. 18-24
3-3:50: Smith
4-5: Cuba, pp. 56-60; 85-86. (Constructing the abstract); Topic & Rationale posted online by 9 a.m., 9/6/2012.

**Week 3: 9/10-14:**

2-2:50: *The Black Family*, pp. 25-39; 129-150 (Pleck)
3-3:50: Gatson 2003 & 2005; McCarthy, Edwards, & Gillies; Gailey
4-5: Discussion of Concept Paper requirement. CP # 1 due by 5p.m., Friday, Sept. 14

**Week 4: 9/17-21:**

2-2:50: Coontz, 1-121 (Gillis)
3-3:50: Bailey, 1-76
4-5: Concept Paper assignment/activity CP # 2 due by 12p.m., Friday, Sept. 21

**Week 5: 9/24-28:**

2-2:50: Bailey, 77-144 (Griswold, Jeffrey, Degler, Perkins-Gilman; Hulbert)
3-3:50: Friese
4-5: CP Coding Activity CP #3 due by 12p.m. Friday, Sept. 28

**Week 6: 10/1-5:**

2-2:50: *The Black Family*, pp.67-96
3-3:50: Laquer (Hochschild)
4-5: WRITING WORKSHOP Cuba Ch. 1, 3, 7; Draft abstract due by 12p.m., Friday, Oct. 5

**Week 7: 10/8-12:**

2-2:50: Dunne, Dalton & Bielby, Bock
3-4:00: Budig & England; South; McManus & DiPrete; Hackstaff; Kurz (Gerson; Machung; Houseknecht, Macke, & Vaughn; ASA Research Brief)
4:15-5: WRITING WORKSHOP: Outline due by 12 pm Friday, Oct. 12

**Week 8: 10/15-19:**

3-3:50: Moynihan (pp.2-17 in *The Black Family*), Lasch, Norton, Coontz, 121-254
4-5: Cuba Ch. 8; Peer review; Draft#1 due, by 12pm Friday, Oct. 19

**Week 9: 9/22-26:**

2-2:50: Harknett & McLanahan
3-3:50: Sarkisian & Gerstel
4-5: Cuba Ch. 4-5
Week 10: 10/29-11/2:
2-2:50: Stacey & Biblarz (Caldwell & Peplau; Hull)
3-4:30: Research presentation: (TBA: Walther or Baumle & Compton); Q & A
4:35-5: Free writing time, general Q&A with team leaders and Dr. Gatson
Draft#2 due, by 12pm Friday, November 2

Week 11: 11/5-9:
2-2:50: Tally; Ingraham
3-3:50: Research presentation: (TBA: Lewis)
4-5: Q & A

*Week 12: 11/12-16:
2-5:00: Free writing time, general Q&A with team leaders and; Draft #3 due, by 12pm Friday, November 16

Week 13: 11/19-23: THANKSGIVING HOLIDAY – NO CLASS MEETING

Week 14: 11/26-30:
2-3:50: WRITING WORKSHOP: Locating presentation arenas; Locating publication arenas
4-5: Check-in, WRITING WORKSHOP: Free writing time, general Q&A with team leaders and Dr. Gatson

REDEFINED DAY, TUESDAY DECEMBER 4: Final proofreading of final papers; Free writing time, general Q&A with team leaders and Dr. Gatson

*Final Papers & Posters will be due on MONDAY, DECEMBER 10, 2012 by 5 p.m.
Teaching philosophy and structure of the course.

My teaching philosophy is based on the idea of non-passive learning. This means that I expect you to participate to a high degree in your own learning process. I expect you to do the reading, and to do it critically, and come to class prepared to discuss it, and be prepared to respond to it in writing. This doesn’t mean that I expect you to have all the answers, or to be able to parrot minute details, but rather that you are willing to challenge your own first understanding of the materials. My lectures on will cover the broad outlines of the material, stress the important points of the materials and my approach to them, and introduce connections to materials not in your readings. Discussions are to provide the class with a more in-depth approach, and the opportunity to explore your response to the material and get a bead on that of your peers. As much discussion occurs in online venues, I also encourage to you to raise questions – for clarity and for exploration – during class.

You will also notice from the syllabus that I stress writing – this is due to my own pedagogical belief that having to use the material that you are learning in critical formats is the best way to retain any knowledge you gain. In addition, learning to communicate well in written form is a skill that will serve you generally in your life.
Format for Papers

All papers must conform to the following guidelines:

Cover page: This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer (i.e. it should not be used to take up space in the body of the paper).

Works cited page: A bibliography of all sources referred to in the body of the paper should appear here, preferably in alphabetical order.

Margins: All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number “1.” If you have trouble doing this, SEE ME prior to turning in the paper.

Spacing: Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs.

Font: You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

Length: Adhere to the page-length requirement in the syllabus for each paper assignment – these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing. **THE COVER PAGE AND WORKS CITED PAGE DO NOT COUNT AS PART OF THE PAGE-LENGTH REQUIREMENTS.**

Grammar and Proofreading: Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell-checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proof-reading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes. You may also go to the Writing Center in the English Department – for more information: [http://www-english.tamu.edu/wcenter/usingcenter.html](http://www-english.tamu.edu/wcenter/usingcenter.html)

Sources/Works cited/Bibliography: If the paper is a research rather than a short response paper (i.e., you are required to do outside research of primary and/or secondary materials), please include a full bibliographic section, in alphabetical order, of the sources you used. Within the text itself, you may use whatever citation format with which you are most comfortable. If you are unfamiliar with citation formats, you may check out the online *Chicago Manual of Style* for commonly used formats: [http://www.chicagomanualofstyle.org/tools.html](http://www.chicagomanualofstyle.org/tools.html). The parenthetical method of citation...
within the text – (Gatson, 1997: 56) or (Gatson, 1997, p.56) is generally more concise and easy to read. Online sources are fine for general research, but must be cited as such, and you must be able to explain why they are relevant when a research article was just as available as a source. News articles may be used as sources if they are being used to illustrate the existence of a phenomenon or cultural concept, but NOT as independent research sources like law review articles or scholarly journal articles or books.

All of the above are meant to be read as **requirements** aside from the content requirement of critical engagement with the course materials. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.

**The papers will be graded on the following percentage system: 40% for content, and understanding and application of the material; 30% for clarity and structure of your argument; and 30% for the grammar and style/format and proofreading rules.**

Making the same guidelines errors will result in more points off than that occurrence in the first paper.
<table>
<thead>
<tr>
<th>Use of sociological concepts</th>
<th>The writer skillfully intertwines several sociological concepts to advance a sophisticated argument or understanding of social issues</th>
<th>The writer uses 2 or 3 sociological concepts well and develops them, but does not construct a framework that links all of the concepts together.</th>
<th>The writer selects sociological concepts inappropriate for the topics under discussion/investigation, and misuses them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>The paper is clearly organized. For instance, each paragraph’s topic sentence clearly introduces a new topic or issue, while advancing an identifiable argument or interpretation of the issues.</td>
<td>The paper is well organized, but there are gaps in the writer’s logic in moving from one concept or issue to another.</td>
<td>The paper lacks coherence. The lack of organization is unacceptable in college writing.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The paper is polished and presented in a sophisticated manner.</td>
<td>The paper is relatively well written, but there are a few awkward sentences and phrases that could have been corrected.</td>
<td>The paper has many awkward sentences and phrases, and the sentences do not “hang together” in a way that propels the paper forward.</td>
</tr>
<tr>
<td>Grammar</td>
<td>The paper contains no grammatical errors.</td>
<td>The paper contains minor grammatical errors that could have been corrected with more thorough revision.</td>
<td>The paper contains several grammatical errors unacceptable in college writing.</td>
</tr>
<tr>
<td>Overall score</td>
<td>Awesome!</td>
<td>Good work.</td>
<td>Satisfactory.</td>
</tr>
</tbody>
</table>
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 a 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 126 of the Student Services Building. The phone number is 845-1637.

Aggie Honor Code

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

Our conduct in this class should embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honor Council and its Procedures, please consult the “Know the Code” website found at http://www.tamu.edu/aggiehonor/.
TO: Faculty Senate Executive Committee

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

CC: Shawn Locke, 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: May 14, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: WFSC 406

We recommend that WFSC 406 Conservation Biology and Wildlife Habitat Management 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: 57%
2. Course content appropriate to the major
3. Total number of words: 2,150
4. Instructor to student ratio for one section: 1:22

Students in WFSC 406 write one of two long documents, either a wildlife management plan or a digital plant collection. Instruction includes example of and lecture on writing a management plan. A graded discussion board has been added to the course, and students are required to write a well thought out response to a weekly, relevant discussion question. Additionally, students are to respond critically to two other responses posted by peers. Students submit the management plan in three major sections throughout the semester; the instructor grades and provides feedback on each. At the end of the semester, students submit a final version of the management plan. Instruction includes reading sample management plans and a lecture on management plans.

Since original certification was granted, there have been changes in assignments, as described above.
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 4046 Wildlife Habitat Management

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

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

   Instructor/Coordinator:  
   Printed name and signature  
   (Date)

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

   Approvals:

   College Dean:  
   Printed name and signature  
   (Date)

   Department Head:  
   Printed name and signature  
   (Date)
WFSC 406 Course Syllabus  
Wildlife Habitat Management  
Spring 2012

Instructors  
Shawn L. Locke, 319 Nagle Hall, (979) 845-5784, sllocke@tamu.edu  
Office Hours: Monday-Thursday, 9-11 am

Course Description  
Students will be introduced to general concepts of wildlife habitat management and conservation biology. Specifically, students will be acquainted with major land use practices on public and private lands, how these practices influence wildlife production, and alterations or manipulations of habitat used to achieve specific wildlife management goals. Ultimately, this information will be used to formulate plans to manage wildlife populations and their habitat. Upon course completion students shall understand:

1. General concepts of wildlife-habitat relationships as they pertain to wildlife management and conservation biology.
2. Wildlife-habitat measurements useful in the manipulation and management of wildlife populations and their habitats.
3. Wildlife habitat modification techniques useful in the manipulation of succession on the landscape.
4. Analysis, interpretation, and presentation of results in the form of written reports and management plans.

Prerequisites  
A basic understanding of statistics or biometry and general ecology, experience with computers, and a calculator are useful. Students should have taken WFSC 201 and WFSC 401, WFSC 402 or 403, senior classification, and be a wildlife and fisheries major prior to taking this course.

Course material  
Course website – http://wildlifehabitat.tamu.edu – modules, videos, readings  
eLearning – http://elearning.tamu.edu/ – quizzes, discussion, grades

Attendance  
Being a distance education course, class room attendance is not required. It is the student’s responsibility to keep up with the weekly modules, readings, discussions, and quizzes. A weekly checklist is available for each topic (see below). Given the self-paced nature of the course, it is possible to get ahead of schedule if needed. Late work is discouraged and will not be accepted unless provided a university approved excuse. If you have trouble keeping up with course materials, please let me know as soon as possible and not at the end (little sympathy will be given to those who wait to discuss any issues of concern).

Grade Distribution (WFSC 406)  
<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quizzes (12 quizzes)</td>
<td>600</td>
</tr>
<tr>
<td>Course Project</td>
<td>500</td>
</tr>
<tr>
<td>Class participation</td>
<td></td>
</tr>
<tr>
<td>Shoot from the Hip (12 questions)</td>
<td>360</td>
</tr>
<tr>
<td>Pre-test</td>
<td>20</td>
</tr>
<tr>
<td>Post-test</td>
<td>20</td>
</tr>
<tr>
<td>Extra Credit (Pre/Post Course Surveys)</td>
<td>50</td>
</tr>
<tr>
<td>Total Points (extra credit not included)</td>
<td>1,500</td>
</tr>
</tbody>
</table>
Grading

Weekly Quizzes

- A total of 12 quizzes will be given during the semester. Each quiz will consist of 10 questions (e.g., short answer, true or false, multiple choice, matching, etc.) from modules, readings, videos and any other material assigned for that week. Quizzes are timed (30 minutes). Each quiz is comprehensive and will have at least 1 question from previous lessons.

Course Project – Undergraduate students have two options for their course project and must choose one. Undergrads may choose to do either a digital plant collection or write a wildlife habitat management plan.

- Plant Collection— If chosen, the student will be responsible for the collection of at least 25 native plant species (i.e., trees, shrubs, vines, grasses, or forbs) important to wildlife. Digital images will be used in place of actual specimens. Images must be taken by you personally and not taken from the internet or other sources. Digital images might include a collage of photos showing the species overall as well as close up photos of leaves, flowers, stems, fruit, etc. Information on each plant species includes the common and scientific name, brief description, habitat found, and its importance to wildlife (see course website for examples and grading rubric). If you do not have access to a digital camera or smartphone camera, contact me ASAP to make alternative arrangements.

- Management Plan— If chosen, the student will be responsible for writing a wildlife habitat management plan for a property of their choice. Management plans can serve to guide landowners seeking an agricultural wildlife valuation for their properties (Texas House Bill 1358, Proposition 11), and will follow Texas Parks and Wildlife Comprehensive Wildlife Management Planning Guidelines. Students will be required to develop a management plan addressing 1 landowner objective and 1 qualifying practice. Official plans have 3 objectives and 3 qualifying practices however for the purpose of this assignment I want the student to focus on 1 objective and 1 qualifying practice. The written plan will be graded on application of qualifying practice, content, writing style/clarity, and grammar. Grade sheets and guidelines are posted on the Planning tab at wildlifehabitat.tamu.edu.

Class Participation

- Class participation is graded in this course. Students are expected to participate in the “Shoot from the Hip” discussions. Weekly discussions about a timely topic will be posted to the discussion board within elearning. Each student is required to post at least 1 well thought out response to the discussion question and at least 2 comments to responses posted by other students by the due date.

- Pre and Post Tests are given at the beginning and end of the semester. These are graded based on your completion, not on the grade received. For example, if you score 50% on the pre-test and 80% on the post-test, you will receive full participation credit for both. The pre and post-tests are designed to assess students knowledge level entering the course and knowledge gained after the course.

Extra Credit

- There is one opportunity for extra credit in this course. Completion of the pre and post course surveys will replace one quiz grade. Pre and post course surveys are administered by Texas A&M University’s Measurement and Research Services. Pre and post course surveys differ from the pre and post-test in that the surveys asks demographic questions and course analysis questions. Your instructor is provided a list of students that completed the pre and post course survey in order to give them extra credit however, their responses to survey questions are completely anonymous. The pre and post course surveys are designed to provide the instructor with information on the types of students enrolled in the course as well as ways to improve the course and materials within. Extra credit will only be given for the completion of both pre and post course surveys.
**Academic Dishonesty**

We believe in the Aggie Code of Honor:

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

Academic dishonesty includes copying, sharing, or obtaining information from an unauthorized source, attempting to take credit for the intellectual work of another person, falsifying information, and giving or receiving information about a test, quiz, or assignment to students in another course section. This includes the fabrication of data. Any student involved in academic dishonesty will receive no credit for work done and/or may be penalized in accordance with published University Rules. Plagiarism software is used in class to ensure academic integrity.

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

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
**WFSC 406 Spring 2012**

**Tentative Schedule/Checklist**

**Wildlife-Habitat Relationships**

<table>
<thead>
<tr>
<th>Jan 17–22 – Course Overview</th>
</tr>
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<tbody>
<tr>
<td>To do checklist:</td>
</tr>
<tr>
<td>- Initial class meeting (TBA, classroom and Centra)</td>
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<tr>
<td>- Familiarize yourself with the website and eLearning</td>
</tr>
<tr>
<td>- Pre-Test (<em>Participation Grade</em>)</td>
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<tr>
<td>- Pre Course Survey (<em>Extra Credit</em>)</td>
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<table>
<thead>
<tr>
<th>Jan 23–29 – Habitat Concepts I</th>
</tr>
</thead>
<tbody>
<tr>
<td>To do checklist:</td>
</tr>
<tr>
<td>- <em>Jan 23 – Last day for adding/dropping courses for the spring semester</em></td>
</tr>
<tr>
<td>- Watch Habitat Concepts modules (Wildlife Management, Habitat, Succession, and Natural Selection)</td>
</tr>
<tr>
<td>- Watch TPWD Wildlife Management Areas and Plant Succession videos</td>
</tr>
<tr>
<td>- Read <em>Born in the Hands of Hunters, Future Challenges to the Model, A Conservation Timeline, The Habitat Concept and a Plea for Standard Terminology, and Early Successional Habitat</em></td>
</tr>
<tr>
<td>- Submit response to Shoot from the Hip discussion question (Due by 12:00 am Sunday 29th)</td>
</tr>
<tr>
<td>- <strong>Weekly Quiz 1</strong> (Due by 12:00 am Sunday 29th)</td>
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<table>
<thead>
<tr>
<th>Jan 30–Feb 5 – Habitat Concepts II/The Lorax</th>
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</thead>
<tbody>
<tr>
<td>To do checklist:</td>
</tr>
<tr>
<td>- Watch Habitat Concepts modules (Diversity, Landscape Ecology, Island Biogeography, and Fragmentation)</td>
</tr>
<tr>
<td>- Read <em>A Philosophy of Habitat Management for Northern Bobwhites, Biodiversity of Rangelands, and Land Fragmentation</em></td>
</tr>
<tr>
<td>- Watch “The Lorax” on Google Video</td>
</tr>
<tr>
<td>- Submit response to Shoot from the Hip discussion question (Due by 12:00 am Sunday 5th)</td>
</tr>
<tr>
<td>- <strong>Weekly Quiz 2</strong> (Due by 12:00 am Sunday 5th)</td>
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<tr>
<th>Feb 6–12 – Wildlife Habitat Planning</th>
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<tbody>
<tr>
<td>To do checklist:</td>
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<tr>
<td>- Class meeting (TBA, classroom and Centra)</td>
</tr>
<tr>
<td>- Watch Conservation Planning module</td>
</tr>
<tr>
<td>- Read <em>Example Management Plan, Milam County WMP, and Grimes County WMP Small Acreage</em></td>
</tr>
<tr>
<td>- Submit response to Shoot from the Hip discussion question (Due by 12:00 am Sunday 12th)</td>
</tr>
<tr>
<td>- <strong>Weekly Quiz 3</strong> (Due by 12:00 am Sunday 12th)</td>
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<tr>
<th>Feb 13–19 – GIS/GPS technology</th>
</tr>
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<tbody>
<tr>
<td>To do checklist:</td>
</tr>
<tr>
<td>- Watch GIS-GPS Overview Module</td>
</tr>
<tr>
<td>- Read <em>GIS Best Practices in Wildlife Management, Flooding-induced Landscape Changes, and Population variation in dune-dwelling lizards</em></td>
</tr>
<tr>
<td>- Submit response to Shoot from the Hip discussion question (Due by 12:00 am Sunday 19th)</td>
</tr>
<tr>
<td>- <strong>Weekly Quiz 4</strong> (Due by 12:00 am Sunday 19th)</td>
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</tbody>
</table>

**Measurement of Wildlife-Habitat**

<table>
<thead>
<tr>
<th>Feb 20–26 – Land measurement (Plane)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To do checklist:</td>
</tr>
<tr>
<td>- Watch Land Measurement modules 1-2</td>
</tr>
<tr>
<td>- Watch Basic Compass Use video</td>
</tr>
<tr>
<td>- Read <em>Land Measurement and Surveys</em></td>
</tr>
<tr>
<td>- Submit response to Shoot from the Hip discussion question (Due by 12:00 am Sunday 26th)</td>
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<tr>
<td>- <strong>Weekly Quiz 5</strong> (Due by 12:00 am Sunday 26th)</td>
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<table>
<thead>
<tr>
<th>Feb 27–Mar 4 – Land measurement (Volume)</th>
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<tr>
<td>To do checklist:</td>
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<tr>
<td>Date Range</td>
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<tr>
<td>Mar 5–11</td>
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<tr>
<td>Mar 12–18</td>
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<tr>
<td>Mar 19–25</td>
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<tr>
<td>Mar 26–Apr 1</td>
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<td>Apr 2–8</td>
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<td>Apr 9–15</td>
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<td>Apr 16–22</td>
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### Mar 5–11 — Vegetation Measurement

**To do checklist:**
- Watch Vegetation Measurement modules
- Read *Robel Rangepole* (Robel 1970), *Use of Rangepole* (Smith 2008)
- Watch Softball Habitat Evaluation Technique video
- Submit response to Shoot from the Hip discussion question (Due by 12:00 am Sunday 11th)
- **Weekly Quiz 6** (Due by 12:00 am Sunday 4th)

### Mar 12–18 — Spring Break

- Have a safe and fun Spring Break!

### Mar 19–25 — Mechanical Treatments

**To do checklist:**
- Watch Mechanical Treatments modules
- Read *Brush Management Methods, Sculpting Brush Mechanically and Light Disking to Improve Wildlife Habitat*
- Watch Half-cutting Brush Technique video
- Submit response to Shoot from the Hip discussion question (Due by 12:00 am Sunday 25th)
- **Weekly Quiz 7** (Due by 12:00 am Sunday 11th)

### Mar 26–Apr 1 — Wetland Management

**To do checklist:**
- Class meeting (TBA, classroom and Centra)
- Watch Pond Management Modules
- Read *Techniques for Wetland Construction and Management and Restoring Americas Wetlands: A Private Lands conservation Story*
- Submit response to Shoot from the Hip discussion question (Due by 12:00 am Sunday 1st)
- **Weekly Quiz 8** (Due by 12:00 am Sunday 25th)

### Apr 2–8 — Grazing Management and Harvest Management

**To do checklist:**
- *Apr 2 – Last day for all students to drop courses with no penalty (Q-drop)*
- Watch Grazing and Harvest Management modules
- Read *Grazing Systems for Profitable Ranching, Using Livestock to Manage Wildlife Habitat, Is Good Range Management for Livestock Really Good Management for Wildlife, and The Hunter and Conservation*
- Submit response to Shoot from the Hip discussion question (Due by 12:00 am Sunday 8th)
- **Weekly Quiz 9** (Due by 12:00 am Sunday 1st)

### Apr 9–15 — Prescribed Fire

**To do checklist:**
- Watch Prescribed Fire modules
- Watch TPWD Prescribed Fire and The Nature Conservancy Prescribed Fire videos
- Read *Prescribed Range Burning in Texas and Planning a Prescribed Burn*
- Submit response to Shoot from the Hip discussion question (Due by 12:00 am Sunday 15th)
- **Weekly Quiz 11** (Due by 12:00 am Sunday 15th)

### Apr 16–22 — Herbicide/Supplemental Water

**To do checklist:**
- Class meeting (TBA, classroom and Centra)
- Watch Herbicide module
- Watch Supplemental Water module
- Watch Rainwater Harvesting videos
- Read *Harvesting Rainwater for Wildlife, Benefits and Impacts of Wildlife Water Developments, and Managing Yaupon with Fire and Herbicides in the Texas Post Oak Savannah*
- Submit response to Shoot from the Hip discussion question (Due by 12:00 am Sunday 22nd)
- **Weekly Quiz 12** (Due by 12:00 am Sunday 22nd)
- Post-Test (*Participation Grade;* Due by 12:00 am Sunday 22nd)
- Post Course Survey (*Extra Credit*)

### May 2–3 – Redefined Days and Reading Days

### May 4, 7–9 – Finals Begin

**To do checklist:**
- There is no final exam in this course
- Check your grades on eLearning