GRADUATE COUNCIL REPORT
5 APRIL 2007

New Course Requests

A617 AGRO 613 Ethical Aspects of International Agricultural Systems (3-0) Credit 3. Diverse theories of morality; ethical dimensions of population growth, high yielding crop production systems, genetic engineering, and use of land, soil, and water. Prerequisites: Approval of Instructor.

A636 CLAS 692 Readings (3-0) Credit 3. Readings in Greek or Latin literary texts in the original language. Prerequisite(s): graduate classification.

A620 EURO 601 The Formation of the Republic of Letters (3-0) Credit 3. The beginnings of European culture in ancient Greece, its development into a Europe-wide civilization under the Roman Empire, and its survival as a common, Latin-based culture in the Middle Ages and Renaissance; deals with literature, the arts, and politics. Prerequisite(s): graduate classification.

A621 EURO 602 The Rise of Modern Nation States (3-0) Credit 3. Process by which the traditional, Latin-based common culture of Europe is supplemented and supplanted by vernacular cultures tied to the rise of nation states, from the Baroque through the Enlightenment and Romanticism to the nineteenth century; deals with literature, the arts, and politics. Prerequisite(s): graduate classification.

A622 EURO 603 Nationalism and European Integration (3-0) Credit 3. From the breakdown of civilization in the twentieth century to the determination, difficulties, and potential of reconstituting a common European culture in the post-national era; deals with literature, the arts, politics, film, press, and new media. Prerequisite(s): graduate classification.

A623 EURO 604 European Avantgardes (3-0) Credit 3. An interdisciplinary examination of modernist currents in art, culture, and politics. Prerequisite(s): graduate classification.

A624 EURO 605 European Cinema (3-0) Credit 3. An examination of the development of cinematic culture in Europe from the Lumiere brothers' invention of the cinematograph, to the development of national film cultures, to current trends in transnational filmic coproduction. Prerequisite(s): graduate classification.
A625 EURO 606 History and Memory in Modern Europe (3-0) Credit 3. Explores artistic, cultural, and political representations of fundamental experiences in the shaping of modern Europe, such as the Holocaust, the Nazi occupation of Europe, and Soviet prison camps of the Gulag. Prerequisite(s): graduate classification.

A626 EURO 607 Europe and Its Margins (3-0) Credit 3. Explores the interaction between European and neighboring cultures, such as those of North and Central Asia, the Middle East, North Africa, and the Atlantic in history. Prerequisite(s): graduate classification.

A627 EURO 608 European Drama (3-0) Credit 3. Examines literary, social, and historical aspects of dramatic literature and performance in the context of different European cultures. Prerequisite(s) graduate classification.

A628 EURO 610 Seminar in Classical Culture (3-0) Credit 3. Topics in Greek and Roman culture and civilization; readings in English. May be repeated for credit. Prerequisite(s): graduate classification.

A629 EURO 620 Seminar in French Culture (3-0) Credit 3. Topics in French culture and civilization; readings in English. May be repeated for credit. Prerequisite(s): graduate classification.

A630 EURO 630 Seminar in German Culture (3-0) Credit 3. Topics in German outline and civilization; readings in English. May be repeated for credit. Prerequisite(s): graduate classification.

A631 EURO 640 Seminar in Russian Culture (3-0) Credit 3. Topics in Russian culture and civilization; readings in English. May be repeated for credit. Prerequisite(s): graduate classification.

A632 EURO 650 Seminar in Italian Culture (3-0) Credit 3. Topics in Italian culture and civilization; readings in English. May be repeated for credit. Prerequisite(s): graduate classification.

A633 EURO 681 Proseminar (1-0) Credit 3. Student and faculty presentation of research fields, current issues, and research methods. Prerequisite(s): graduate classification.

A634 EURO 685 Directed Studies (4-0) Credit 4. Individual problems or research or scholarly activity not pertaining to thesis or dissertation, or selected instruction not covered by other courses. Final documentation of directed study is required. Prerequisite(s): graduate classification; approval of department head.
A635  EURO 691 Research Credit 1 to 12. Thesis or dissertation research. Credit given only upon acceptance of completed thesis or dissertation. Prerequisite(s): graduate classification.

A637  FREN 692 Readings (3-0) Credit 3. Readings in French literary texts in the original language. Prerequisite(s): graduate classification.

A638  GERM 692 Readings (3-0) Credit 3. Readings in German literary texts in the original language. Prerequisite(s): graduate classification.

A641  HIST 666 History of Technology (3-0) Credit 3. Origins of the subfield; historiography; industrial development and labor relations; impact on the military; gender, class, and other social aspects. Prerequisite(s): Graduate classification.

A647  ISEN 609 Probability for Engineering Decisions (3-0) Credit 3. Introduction to probability and stochastic processes for characterization of uncertainty in engineering decisions. Prerequisite(s): Approval of instructor.

A639  ITAL 692 Readings (3-0) Credit 3. Readings in Italian literary texts in the original language. Prerequisite(s): graduate classification.

A645  MEEN 619 Conduction and Radiation (3-0) Credit 3. Solutions of steady and transient problems with method of separation of variables, finite difference numerical methods, Duhamel's Theorem, Green's function, and Laplace transform, the phase change problems. View factors; radiative properties of surfaces and participating media, radiative exchange; gas radiation; and advanced solution methods for thermal radiation. Prerequisite(s): Heat Transfer (MEEN 461).

A648  NUEN 627 Radiation-Hydrodynamics (3-0) Credit 3. Coupling of the Euler equations of compressible fluid dynamics with the equations of thermal radiation transport; the equilibrium-diffusion limit; radiative shock waves; and numerical methods for one-dimensional calculations. Prerequisite(s): MATH 602.

A642  PHIL 633 Philosophy of Law (3-0) Credit 3. Key issues in normative and analytical jurisprudence, including the concept of law; the relationship between law and morality; civil disobedience; the moral obligation to obey the law; punishment. Prerequisite(s) Approval of Instructor.

A649  PLAN 601 Introduction to Planning (1-0) Credit 1. Will give an overview of the field of planning, the main areas of concentration/employment within the field, the faculty, their areas of expertise, etc. Prerequisite(s): all MUP students in their first semester.
A640 RUSS 692 Readings (3-0) Credit 3. Readings in Russian literary texts in the original language. Prerequisite(s): Graduate classification.

A643 SOCI 606 War and Society (3-0) Credit 3. Sociological approaches to study of war's effects on society and the use of force, in comparative-historical context. Prerequisite(s): Graduate classification.

A646 SOCI 625 Seminar in Comparative & Historical Methods (3-0) Credit 3. This course familiarizes students with methodological debates and strategies of analysis pertinent to the examination of social structures and events across societies and historical time. Prerequisite(s): Graduate Classification.

A644 URSC 641 Analytic Methods in Landscape and Urban Research I (3-0) Credit 3. To explicitly address many issues by offering graduate students who are focusing on planning and landscape architecture with hands-on experience in which issues related to theory, measurement, data, analysis are addressed in concert to answer relevant questions. Prerequisite(s): Doctoral Standing or permission from instructor.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of _Soil & Crop Sciences_

2. Course prefix, number and complete title  **AGRO 613: Ethical Aspects of International Agricultural Systems**

3. Course description (not more than 50 words) Diverse theories of morality; ethical dimensions of population growth, high yielding crop production systems, genetic engineering, and use of land, soil, and water.

4. Prerequisite(s)  Approval of Instructor  
Cross-listed with

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

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

7. Has this course been taught as a 489/689? □ Yes □ No  If yes, how many times?  __________  Indicate the number of students enrolled for each academic period it was taught.

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

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

   M.S. and Ph.D. in agronomy, plant breeding, and soil science

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

10. Prefix  Course #  Title (exclude punctuation)  

| AGRO 613 Ethics International Agriculture |

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<th>Lect.</th>
<th>Lab</th>
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<th>Acad. Year</th>
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Approval recommended by:  

W. Craig Smith  2-14-07  
Head of Department  
Date  

Chair, College Review Committee  
Date  

Dean of College  
Date  

Dean of College  
Date

Submitted to Coordinating Board by:

Director of Academic Support Services  
Date  

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-504
AGRO 613: Ethical Aspects of International Agricultural Systems

Professor: Harry Cralle, Associate Professor, Soil & Crop Sciences
Room 217B HEEP Center
Office phone: 845-9634
Home phone: 693-7293
E-mail: hcralle@tamu.edu or hcralle@aol.com

Prerequisites: None

Text: All material is available in handouts or online.

Grading. There are three examinations and one project. The examinations are essay type. The project will be a paper or poster presentation on a topic developed in consultation with the professor. Each exam and the project are worth 100 points.

A = 90 to 100% = 360 to 400 points
B = 80 to 89% = 320 to 359 points
C = 70 to 79% = 280 to 319 points
D = 60 to 69% = 240 to 279 points
F = less than 60% = less than 240 points
There will be no curve.

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 the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.

The expected conduct in this course should conform to the Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” (See the following web site for further guidance: http://www.tamu.edu/aggiehonor/faq.html.)
Course Outline: Ethical Aspects of International Agricultural Systems

I. The controversial basis of ethical decisions (15%)
   A. Benedict’s understanding of cultural differences
   B. Ayer’s emotive theory of ethics
   C. Sartre’s self as an individual project
   D. Nietzsche’s will to power
   E. Kierkegaard and conscience
   F. Case study: Yanomamo and Semai cultures
   G. Case study: slavery and crop production in the American South

II. Global population growth and food supply (10%)
   A. Past, present, and projected future growth and distribution of the world’s population
   B. Poverty and malnutrition
   C. Case study: family planning and population control measures
   D. Case study: migration patterns and farm workers

III. International agricultural development: the powers of the machines, chemicals, and genes (25%)
   A. Comparison of high yield and subsistence crop production
   B. The effect of high yield crop production on subsistence cropping systems in semi-arid and tropical regions of the world
   C. Case study: the Green Revolution in developing countries

IV. Genetic engineering (25%)
   A. Comparison of genetic modification of plants by domestication, traditional plant breeding, and genetic engineering
   B. Risks and benefits
   C. Intellectual property rights
   D. Case studies: roundup ready and B.t. cultivars

V. Land, soil and water use in crop production (25%)
   A. Private ownership and public good
   B. Case study: irrigation and water rights in the American West
   C. Case study: conservation tillage and soil erosion
   D. Case study: wildlife and natural areas preservation
Texas A&M University
Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures

2. Course prefix, number and complete title CLAS 692. Readings.

3. Course description (not more than 50 words) Readings in Greek or Latin literary texts in the original language.

4. Prerequisite(s) [graduate classification] Cross-listed with

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

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

7. Has this course been taught as 489/689? ☐ Yes ☑ No If yes, how many times? _________ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix Course # Title (exclude punctuation)
    CLAS 692 Readings

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 1 6 . 1 2 0 2 . 0 0 0 1

    Do not complete shaded area.

Approval recommended by:

Head of Department Date Chair, College Review Committee Date

Head of Department (if cross-listed course) Date Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-504
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures.


3. Course description (not more than 50 words): The beginnings of European culture in ancient Greece, its development into a Europe-wide civilization under the Roman Empire, and its survival as a common, Latin-based culture in the Middle Ages and Renaissance; deals with literature, the arts, and politics.

4. Prerequisite(s) graduate classification: Cross-listed with

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☑ No  
If yes, how many times? _______. Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix | Course # | Title (exclude punctuation)  
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EURO | 601 | PUBLIC OF LETTERS  

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Approval recommended by:  

Signature: [Signature]  
Date: Dec 20, 2006  
Head of Department

Chair, College Review Committee  
Date: [Signature]  
Jan 23, 2007  
Dean of College

Submitted to Coordinating Board by:  

Director of Academic Support Services  
Date:  
Effective Date:

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
EURO 601: The Formation of the Republic of Letters

Instructor: Prof. Craig W. Kallendorf
Office: 301C Academic Building
Hours: TR 8:00-9:00
Phone: 845-4638 (Office) 845-2124 (Department)
e-mail: kalendrf@tamu.edu

The course. This course traces out the beginnings of European culture in ancient Greece, its development into a European-wide civilization under the Roman Empire, and its survival as a common, Latin-based culture in the Middle Ages and Renaissance. The approach is interdisciplinary, dealing with literature, the arts, and politics.

Prerequisites: graduate classification

Grading. Students will read and discuss the texts together, leading to a common base of knowledge that is confirmed in a final examination (50%). Students will also prepare a seminar paper, and present an oral synopsis of their findings, that explores one aspect of the survival of Greco-Roman culture in the art, politics, or culture of the country that forms their principal national focus (50%).

Reading Plan.

Greece

Week 1: Vol. 1, Archaic Greece: The Mind of Athens
Week 2: Vol. 2, In Search of the Divine Center
Week 3: Vol. 3, The Conflict of Cultural Ideas in the Age of Plato

Rome

O. Taplin (ed.), Literature in the Greek and Roman Worlds (Oxford, 2000), Part II: Latin Literature
Week 4: The Republic, pp. 288-402
Week 5: The Empire, pp. 403-545

Week 6, Books 1-2
Week 7, Books 3-4

Week 8, Books 1-5
Week 9, Books 6-10
The Middle Ages

Week 10, pp. 1-301
Week 11, pp. 302-599

The Renaissance

Week 12: Humanism(s), in theory

Humanism(s), in practice

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).

✓ **Plagiarism**: As commonly defined, plagiarism consists of passing off as one’s own the ideas and words that belong to another. You are committing plagiarism if you copy someone else’s work and turn it in as your own, even if you have that person’s permission. If you have any questions about this, please talk to me or consult the latest issue of the Texas A&M University Rules, under the section ‘scholastic dishonesty’.

✓ **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 guarantees 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 that requires accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

**Absences**: Please see [http://student-rules.tamu.edu/rule7.htm](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).
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of ________
2. Course prefix, number and complete title ________
3. Course description (not more than 50 words) ________
4. Prerequisite(s) ________
5. Is this a variable credit course? □ Yes □ No
6. Is this a repeatable course? □ Yes □ No
7. Has this course been taught as a 489/689? □ Yes □ No
8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   Ph.D. in European Studies
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

10. Prefix   | Course #   | Title (exclude punctuation)   | Lect.  | Lab  | SCH  | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
     EURO      | 602       | RISE OF NATION STATES          | 03     | 00   | 03   | 01 04 0001                    | -           | -         | 00 3 63 2 |

Do not complete shaded area.

Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Dean of College Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/S-5/04
EURO 602: The Rise of Modern Nation States

Instructor:  Prof. Craig W. Kallendorf
Office:  301C Academic Building
Hours:  TR 8:00-9:00
Phone:  845-4638 (Office)  845-2124 (Department)
e-mail:  kalendrf@tamu.edu

The course. This course explores the process by which the traditional, Latin-based common culture of Europe is supplemented and supplanted by vernacular cultures tied to the rise of nation states, from the Baroque through the Enlightenment and Romanticism to the nineteenth century. The approach is interdisciplinary, dealing with literature, the arts, and politics.

Prerequisites: graduate classification

Grading. Students will do readings together, leading to a common base of knowledge that is confirmed in a final examination (50%). Students will also prepare a seminar paper, and present an oral synopsis of their findings, that explores one aspect of the course theme as it pertains to their principal national focus (50%).

Reading Plan.

Introduction: The emergence of nationalism.

Week 1: The Reformation as a challenge to cultural unity

Week 2: The rise of the nation state as a source of power

France

Weeks 3-4, Politics
David Bell, The Cult of the Nation in France: Inventing Nationalism, 1680-1800 (Cambridge, Mass., 2001)
M. Crook (ed.), Revolutionary France, 1788-1880 (Oxford, 2001)
Week 5, Culture (selections from the following)
Cornelle, *Le Cid* (1637)
Fontenelle, *A Digression on the Ancients and Moderns* (1688)
Diderot and d’Alembert, *Encyclopédie* (1751)
Voltaire, *Dictionnaire philosophique* (1764)

**Germany**

Weeks 6-7, Politics
W. Hardtwig, *Vom Elitebewusstsein zur Massenbewegung: Frühformen des Nationalismus in Deutschland (1500-1840)* (Berlin, 1996)

Week 8, Culture
J. F. Poag and C. Baldwin (eds.), *The Construction of Textual Authority in German Literature of the Medieval and Early Modern Period* (Chapel Hill, 2001)

**Italy**

Weeks 9-10, Politics
C. Duggan, *A Concise History of Italy* (Cambridge, 1994), chaps. 3 (“Stagnation and Reform, 1494-1789”), 4 (“The Emergence of the Nation Question, 1789-1849”), and 5 (“Italy United”)
G. Holmes (ed.), *The Oxford History of Italy* (Oxford, 1997), chaps. 5 (“Italy 1600-1796”), and 7 (“Italy 1796-1800: The Age of the Risorgimento”)

Week 11, Culture
Holmes (ed.), *Oxford History*, chaps. 6 (“Culture in the Age of Baroque and Rococo”) and 8 (“Nineteenth-Century Italian Culture”)

**Russia**

Week 12, Politics
M. T. Florinsky, *Russia: A History and an Interpretation* (New York, 1953)

Week 13, Culture
W. B. Lincoln, *Between Heaven and Hell: The Story of a Thousand Years of Artistic Life in Russia* (New York, 1998), pp. 54-152
Coda: The Emergence of a common European Identity

Week 14

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.

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Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and 2 copies. Attach a course syllabus to each. 

1. This request is submitted by the Department of  European and Classical Languages and Cultures  

2. Course prefix, number and complete title  EURO 603. Nationalism and European Integration  

3. Course description (not more than 50 words) From the breakdown of civilization in the twentieth century to the determination, difficulties, and potential of reconstituting a common European culture in the post-national era; deals with literature, the arts, politics, film, press, and new media.  

4. Prerequisite(s)  graduate classification  

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

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

7. Has this course been taught as a 489/689?  Yes  ☐ No  ☐ If yes, how many times?  Indicate the number of students enrolled for each academic period it was taught.  

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

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

10. Prefix  Course #  Title (exclude punctuation)  
    EURO 603 NATIONALISM & INTEGRATION  

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Approval recommended by:  

Head of Department  Dec 20, 2006  
Head of Department (if cross-listed course)  Date  
Submitted to Coordinating Board by:  

Dean of College  Jan 22, 2007  
Director of Academic Support Services  Date  

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.  
OAR/AS-504  
Page 16 of 130 C
EURO 603: Nationalism and European Integration

Instructor: Brett Cooke
Hours: T 3-5
Phone: 845-4762 (office) 693-3704 (home)
e-mail: brett-cooke@tamu.edu

Course Description: Proceeding from the development of critical realism in the mid-nineteenth century, this course examines the breakdown of civilization in Europe in the twentieth century, and the determination, difficulties, and potential of reconstituting a common European culture in the post-national era. The course deals with literature, the arts, politics, film, press, and new media.

Prerequisites: graduate classification

Required texts: Packet of readings (see below; available from Notes N' Quotes: 846-2255)

Grading Policy:

2 Term papers: 20% each

Class participation and seminar presentations: 20%

Midterm exam: 20%

Final exam: 20%

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

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accomodation of their disabilities. If you believe you have a disability requiring an accomodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 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.
Schedule of seminars:

Week 1: Theories of Cultural Change, Critical Realism, Impressionism, Versimo: Anton Chekhov/Konstantin Stanislavsky’s The Seagull, Paintings by Courbet, Monet & Sisley, Verga/Mascagni’s Cavalleria rusticana. Roman Jakobson, “Realism in Art”; Rene Welleck, Concepts of Criticism (excerpts); Erich Auerbach, Mimesis (excerpt); Georg Lukacs, Studies in European Realism (excerpt)

Week 2: Nationalism, the development of national styles, breakdown of cosmopolitan style: Bela Bartok & Zoltan Kodaly’s Hungarian dances Tolstoy, What Is Art?; Robert Nemes. The Once and Future Budapest (excerpt); Zoltan Kodaly, Folk Music of Hungary; Erno Lendvai The workshop of Bartok and Kodaly (excerpt).


Week 5: Attacks on consensual realism: Dostoevsky, Notes from Underground. Morris Kline, Mathematics: The Loss of Certainty (excerpts); Loren Eisley, Darwin’s Universe(excerpts); Simon Winchester, The Map that Changed the World (excerpts); Sigmund Freud, The Interpretation of Dreams (excerpts).

Week 6: Class warfare. Gerhart Hauptmann’s The Weavers and Maxim Gorky’s The Lower Depths. Marx, Das Kapital (excerpts); Lenin, What Is to Be Done?; Raymond Williams, Marxism and Literature (excerpts).


Week 8: The Great War: Poetry of Wilfred Owen & Benjamin Britten’s War Requiem. Niall Ferguson, The Pity of War (excerpts); Robert Graves, Goodbye to All That (excerpts), Robert Hughes, The Shock of the New (excerpts). Midterm Examination

Week 9: The Great Utopia: Mayakovsky’s Mystery-Bouffe, Fritz Lang’s Metropolis, and Zamyatin’s We.
M. Keith Booker’s *The Dystopian Impulse in Modern Literature* (excerpts); Erika Gottlieb, *Dystopian Fiction East and West* (excerpts); James C. Scott, *Seeing Like a State* (excerpts); Robert Hughes, *The Shock of the New* (excerpt).

Week 10: Avantgarde: Picasso/Fokine/Satie/Cocotte’s *Parade.*

Week 11: Fascist aesthetics: Leni Riefenstahl’s *Triumph des Willens* and Albert Speer’s plans for the new Berlin.

Week 12: Socialist Realism: Soviet paintings and Berthold Brecht’s *Mother Courage*

Week 13: Holocaust: Tadeusz Borowski’s *This Way to the Gas, Ladies and Gentlemen,*
Paintings by Marc Chagall

Week 14: Postcolonialism & Posttotalitarianism: Pontecorvo’s *Battle of Algiers* &
Tengiz Abuladze’s *Repentance.*
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of European and Classical Languages and Cultures
2. Course prefix, number and complete title EURO 604. European Avantgardes.

3. Course description (not more than 50 words) An interdisciplinary examination of modernist currents in art, culture, and politics.

4. Prerequisite(s) graduate classification Cross-listed with

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

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix Course # Title (exclude punctuation)
    EURO 604 EUROPEAN AVANTGARDES

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 5.0 1 6.0 0 0 1 0 0 3 6 3 2

    Do not complete shaded area.

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

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EURO 604: European Avant-Gardes

Instructor: Olga Cooke
Office: 329B Academic Building
Hours: MW 11:30 AM – 12:30 PM
Phone: 845-2198
Email: olga-cooke@tamu.edu

Course Description: European Avant-Gardes is a multi-media approach to the study of the avant-garde in twentieth century Europe. This course will cover the following artistic movements: Cubism, Dadaism, Expressionism, Futurism, Suprematism, Constructivism, and Surrealism, to name the most significant. This interdisciplinary course proposes to examine avant-garde representations of art, drawn from Austrian, French, German, Italian, Polish, Russian and Spanish cultures. Special attention will be given to avant-garde manifestoes and theoretical approaches to the subject.

Prerequisites: graduate classification

Grading Policy: class reports: 40%
class participation: 20%
research paper: 40%

Depending on class size, each student will give two or three reports of ca. 30 minutes on major issues of the course; the reports will serve as basis for in-class discussion. The research paper (ca. 20-25 pp.) may be developed from one of the report topics.

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

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 guarantees 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 that requires accommodation, please contact the Department of Student Life, Services for Students with Disabilities, 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.
Required Primary Texts:
  Samuel Becket, *Waiting for Godot*
  Andrei Bely, *Petersburg*
  Marguerite Duras, *Hiroshima, Mon amour*
  Eugene Ionesco, *The Bald Soprano*
  Alfred Jarry, *Ubu Roi*
  Vladimir Nabokov, *Pale Fire*
  Stanislaw Witkiewicz, *Plays*

Required Secondary Texts:
  Xeroxed packets of materials available at Notes 'N Quotes
  John Bowlit, *Russian Art of Avant-Garde: Theory and Criticism 1902-1934*
  Matei Calinescu, *Five Faces of Modernity*
  Herschel Chipp, *Theories of Modern Art*
  Paul Collaer, *The History of Modern Music*
  Robert Hughes, *The Shock of the New*
  Renato Poggioli, *Theory of the Avant-Garde*
  Roger Shattuck, *The Banquet Years*

Required Reading/Listening/Viewing:
**Architecture:** Bauhaus and Constructivism
**Art:** Paintings by Dali, Kandinsky, Magritte, Malevich, & Picasso
**Ballet:** Videos of *The Rite of Spring, Les Noces*
**Film:** Luis Bunuel, *The Andalusian Dog*
  Federico Fellini, *8½*
  Fritz Lang, *Metropolis*
  Alain Resnais & Marguerite Duras, *Hiroshima, Mon amour*
  Dziga Vertov, *Man with a Camera*
**Literature:** Andrei Bely, *Petersburg*
  Vladimir Nabokov, *Pale Fire*
**Manifestoes:** Cubism, Dadaism, Futurism, Surrealism, Suprematism
**Music:** Satie, *Parade*
  Schoenberg, *Pierrot Lunaire*
  Stravinsky, *Les Noces, The Rite of Spring*
  Berg, *Wozzeck*
**Poetry:** Guillaume Apollinaire & Vladimir Mayakovsky
**Theater:** Samuel Becket, *Waiting for Godot*
  Eugene Ionesco, *The Bald Soprano*
  Stanislaw Witkiewicz, *The Water Hen*

Week 1: Theories of the Avant-Garde.
  Alfred Jarry, *Ubu Roi*
  Roger Shattuck, *The Banquet Years*
  Rennato Poggioli, *Theory of the Avant-Garde*
Week 2: Avant-Garde Prose: Andrei Belyi’s *Petersburg*

Week 3: Cubism: Paintings of Pablo Picasso
Guillaume Apollinaire’s *Calligrammes*

Week 4: The Year 1913: Avant-Garde Music & Poetry
Igor Stravinsky’s *The Rite of Spring*
Schoenberg, *Pierrot Lunaire*
Russian & Italian Futurism: Marinetti & Mayakovsky

Week 5: Suprematism: Kazimir Malevich’s Paintings
Abstract Expressionism in Kandinsky’s Paintings
Constructivism and the Bauhaus Architecture

Week 6: Dadaism: Tristan Tzara’s Manifesto of Dadaism
Erik Satie’s *Parade*

Week 7: Avant-Garde German Cinema
Fritz Lang’s *Metropolis*

Week 8: Avant-Garde East European Theater
Stanislaw Witkiewicz’s *The Water Hen*
Witkiewics’s “Theory of Pure Form”

Week 9: Avant-Garde Soviet Cinema
Dziga Vertov’s *Man with a Camera*

Week 10: French & Spanish Surrealism
Buñuel’s *Andalusian Dog*
Dali’s Paintings
Andre Breton’s Essays on Surrealism

Week 11: Crisis in the Avant-Garde
Post World War II Theories of the Avant-Garde
Samuel Beckett’s *Waiting for Godot*
Eugene Ionesco’s *The Bald Soprano*

Week 12: French Avant-Garde Film
Alain Resnais & Marguerite Duras, *Hiroshima, Mon Amour*

Week 13: Avant-Garde Italian Cinema
Federico Fellini, *8 ½*

Week 14: The Avant-Garde Novel
Vladimir Nabokov’s *Pulse Fire*
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of [European and Classical Languages and Cultures]

2. Course prefix, number and complete title: EURO 605. European Cinema.

3. Course description (not more than 50 words): An examination of the development of cinematic culture in Europe from the Lumière brothers' invention of the cinematograph, to the development of national film cultures, to current trends in transnational filmic coproduction.

4. Prerequisite(s): [Graduate classification]

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

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

7. Has this course been taught as a 489/689? Yes ☐ No ☐ If yes, how many times? _________ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix | Course # | Title (exclude punctuation)
    -----------------------------
    EURO | 605 | EUROPEAN CINEMA

   Lect. | Lab | SCH | Subject Matter | Content Code | Admin. Unit | Acad. Year | FICE Code
   0 | 3 | 0 | 0 | 0 | 3 | 5 | 0.06 | 0.00 | 0.00 | 3 | 2

   Do not complete shaded area.

   Approval recommended by:
   [Signature] [Jan 20, 2001]
   [Name]
   Head of Department
   [Date]

   Chair, College Review Committee
   [Signature] [Jan 22, 2007]
   [Date]

   Dean of College
   [Signature] [Jan 22, 2007]
   [Date]

   Submitted to Coordinating Board by:
   [Signature] [Date]
   [Name]
   [Title]

   [Signature] [Date]
   Director of Academic Support Services

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

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EURO 605: European Cinema

Dr. Robert R. Shandley
Office: ACAD 231  Phone 845 2175   Office Hours: T-Th 1:30-3:30 or by appt.
e-mail: r-shandley@tamu.edu

Course Goals
The course will explore key movements in European cinema from 1895 to the present, including both national cinematic traditions, such as Italian Neorealism or French New Wave, and international trends, such as Formalism, Expressionism or Auteurism. At the same time we will study the various theoretical paradigms that have informed the study of film in Europe for the past century. We hope to develop an understanding of European cinema as a set of filmmaking, distribution, and exhibition practices distinct from its Hollywood counterpart.

Prerequisites: graduate classification

Attendance: 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).

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Academic Integrity
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Assignments
You will be expected to turn in a set of response questions from the week’s reading. The questions will be posted on WebCT and are due at 8:00am the day of class. Each student is expected to write a paper that contains a comparative discussion of at least two of the cinematic and theoretical traditions under discussion.

Warning: Some of the films under consideration contain portrayals of violence, aggressive language, depictions of sexual situations, and partial nudity. We will discuss these things in a critical manner. But, if such depictions offend you, I would suggest that you might be in the wrong course.
Grade Distribution

Preparation and Participation (including the response questions) 45%
Paper 55%

Grades will be distributed according to the following percentages. Grades will not be rounded up.
A=90-100%  B=80-89%  C=70-79%  D=60-69%
Any cumulative score below 60% will result in a failing grade.

Books
Film Form: Essays in Film Theory Sergei Eisenstein
European Cinema edited by Elizabeth Ezra
Cinema 1 Gilles Deleuze
Cinema 2 Gilles Deleuze
What is Cinema volumes 1 & 2 André Bazin
The Photoplay: A Psychological Study Hugo Munsterberg

Assignments

Week One
Introduction
Reading Pages 1-17 Ezra
Film: Selections from Lumiere Brothers and Georges Melies

Week Two
Early Film
Reading Munsterberg
Film: Selection of films by Alice Guy-Blanche

Week Three
Soviet Formalism
Reading Eisenstein
Film: Battleship Potemkin Sergei Eisenstein, 1935

Week Four
Weimar Cinema
Reading: Ezra 59-77, Deleuze Cinema 1
Film: Metropolis Fritz Lang, 1927

Week Five
Dada, Surrealism and Poetic Realism
Reading Ezra 78-113, Deleuze Cinema 1
Film Le jour se lève Marcel Carné, 1939

Week Six
Nazi Cinema
Reading: Rentschler and Hake (Electronic Course Reserve)
La Habenera Detlev Sierck (Douglas Sirk), 1937

Week Seven
Italian Neorealism
Reading: Ezra 119-139, Deleuze Cinema 2
Rome Open City Roberto Rossellini, 1945

Week Eight
Postwar Scandinavian Cinema
Reading: Ezra 139-156, Bazin Volume 1
Film: Wild Strawberries, Ingmar Bergman, 1958

Week Nine
French New Wave
Reading: Ezra 157-175 Bazin Volume 2
Film: Four Hundred Blows François Truffaut, 1959

Week Ten
New German Cinema
Reading Ezra 194-214
Film: Yesterday Girl Alexander Kluge, 1966

Week Eleven
New Italian Cinema
Reading: Ezra 233-249, Rosalind Galt ECR
Film: Cinema Paradiso Giuseppe Tornatore, 1988

Week Twelve
Contemporary Spanish Cinema
Reading: Ezra 250-264, Marsha Kinder ECR
Film: Women on the Verge of a Nervous Breakdown, Pedro Almodóvar 1988

Week Thirteen
East-Central European Cinema
Reading: Ezra 265-282,
Film: A Short Film About Love Krzysztof Kieslowski, 1988

Week Fourteen
French Cinema at the Margins
Reading: Ezra 283-298,
Film: Hate Mathieu Kassovitz, 1995
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of [European and Classical Languages and Cultures]

2. Course prefix, number and complete title: EURO 606. History and Memory in Modern Europe

3. Course description (not more than 50 words): Explores artistic, cultural, and political representations of fundamental experiences in the shaping of modern Europe, such as the Holocaust, the Nazi occupation of Europe, and Soviet prison camps of the GULag.

4. Prerequisite(s) graduate classification

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

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

7. Has this course been taught as 489/689? ☐ Yes ☐ No If yes, how many times? __________ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix    Course #    Title (exclude punctuation)
    EURO 606    HISTORY AND MEMORY

<table>
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<th>Lect. Lab SCH</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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Do not complete shaded area.

Approval recommended by:

[Signature]  Dec 20 2006
Head of Department
Date

Chair, College Review Committee
[Signature]  Jan 22 07
Date

Dean of College
[Signature]  Jan 29 07
Date

Submitted to Coordinating Board by:

[Signature]  Date
Dean of College

Director of Academic Support Services
[Signature]  Date
Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04
EURO 606: History and Memory in Modern Europe

Instructor: Nathan J. Bracher
Office: 329A Academic Building
Hours: MTR 1:30 – 3:00 PM
Phone: 845-0470
Email: nbracher@tamu.edu

The cataclysmic events of the Twentieth Century, including two world wars, totalitarianism, colonialism, genocide, death camps, and ethnic cleansing constitute historical, ethical, and intellectual landmarks in the development of Modern Europe. This course will explore how these events have shaped contemporary European politics, society, and aesthetics. Everyone knows Santayana's dictum that condemns those ignorant of the past to repeat its offenses. In practice, however, identifying the perpetrators and victims of these crimes and drawing the lessons from the events that produced them prove to be highly problematic. What or whose historical record do we use as a reference? How and on what basis can such a record be written? Is history no more that the narrative of the victorious or perhaps only a set of competing narratives written from irreconcilable perspectives drawn up to further the agenda of such and such social or national group? If so, then on what basis can one pass moral judgment on the past?

Repeating the slogan "Never again!", political leaders have often tried to draw their own particular lessons from this dark legacy. We also find multiple and contradictory appeals to the past on the social level, as efforts to prosecute crimes against humanity committed in the context of the Holocaust have clashed with claims of crimes against humanity inflicted upon the millions of Africans taken as slaves. In an increasingly diverse world, calls to recognize and repair the violence inflicted on many populations by teaching the legacy of slavery and colonial oppression have become more and more frequent and insistent.

Why does contemporary Europe still focus so intensely on the past? To whose past does it seem to give priority? To what uses does try to employ the past? Our discussions of these issues will use Tzvetan Todorov's Hope and Memory: Lessons from the Twentieth Century (Princeton, 2003, first published as Mémoire du mal, Tentation du bien by the Éditions Robert Laffont in Paris, 2000)) as our point of departure. Written with great clarity and jargon-free, Todorov's book recaps some of the momentous dramas of the Twentieth century, including Auschwitz, the goulags, collaboration and resistance in WWII France, terrorism and state torture in the Algerian war, Hiroshima, and even the war over Kosovo, and explores the ethical and historical problems that they posed. His analysis contains compelling analysis of the fundamental notions of democratic society, crimes against humanity, foundations of ethical action, and the establishment of historical narrative. As such, it ventures into the fields of history, politics, literature and philosophy, while grounding discussion in the events of the past century as seen through the lives of writers who had to face the actual events and grapple with the moral dilemmas they posed. Subsequent inquiries will focus on works of literature, film, and history pertaining to the specific contours of these issues in Germany, Russian, Italy, and France.

Prerequisites: graduate classification

Grading Policy:
- class reports: 40%
- class participation: 20%
- research paper: 40%
Depending on class size, each student will give two or three reports of ca. 30 minutes on major issues of the course; the reports will serve as basis for in-class discussion. The research paper (ca. 20-25 pp.) may be developed from one of the report topics.

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**Readings and Films:**

Ophül, Marcel. *The Sorrow and the Pity* (1971)
Schnapp, Jeffrey. *A Primer of Italian Fascism.* (University of Nebraska Press, 2000)
Rousso, Henry. *The Vichy Syndrome. History and Memory in France since 1944.* (Harvard University Press, 1991)
Staudte, Wolfgang. *The Murderers Are Among Us* (1946)

**Schedule:**

**Weeks 1 and 2:**  The Problematics of History and Memory in Twentieth Century Europe
Todorov, *Hope and Memory: Lessons from the Twentieth Century*

**Weeks 3 & 4:**  The Shadow of the Nazi Past in Germany
Maier, *The Unmasterable Past: History, Holocaust, and German National Identity*
Staudte, *The Murderers Are Among Us*

**Weeks 5 & 6:**  Confronting Mussolini and Fascism in Italian Art and Society
Schnapp, *A Primer of Italian Fascism*
De Sica, *The Garden of the Finzi-Continis*

**Weeks 7 & 8:** Representations of Totalitarianism in the Russian Novel
Grossman, *Life and Fate*
Solzhenitsyn, *The Gulag Archipelago*

**Weeks 9 & 10:** Collaboration, Resistance, and the Holocaust in Vichy France
Rousso, *The Vichy Syndrome. History and Memory in France since 1944.*
Ophüls, *The Sorrow and the Pity*
Modiano, *Dora Bruder*

**Weeks 11 & 12:** The Legacy of Colonialism
Bâ, *So Long a Letter*
Bouchareb, *Days of Glory*

**Weeks 13 & 14:** Individual Research Project Reports
Syntheses & Conclusions
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures.

2. Course prefix, number and complete title EURO 607. Europe and its Margins.

3. Course description (not more than 50 words) Explores the interaction between European and neighboring cultures, such as those of North and Central Asia, the Middle East, North Africa, and the Atlantic in history.

4. Prerequisite(s) Graduate classification Cross-listed with

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

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

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix Course # Title (exclude punctuation)
    EURO 607 EUROPE AND ITS MARGINS

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Do not complete shaded area.

Approval recommended by:

[Signature] Dec 21, 2006
Head of Department

[Signature] Jan 29, 2007
Chair, College Review Committee

[Signature] 2-30-07
Dean of College

Submitted to Coordinating Board by:

[Signature] Date
Dean of College

[Signature] Date
Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

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EURO 607: Europe and Its Margins

Instructor: C. F. Konrad
Office: 120 ACAD
Hours: TR 2:00-3:00 pm
Phone: 764-2802 (home) 845-6422 (office) 845-2124 (department)
e-mail: konradc@tamu.edu

Course Description: An examination of the interaction between European and neighboring cultures in Classical Antiquity, from the perspective of Roman imperial expansion and collapse. The course will focus on three main areas and themes: (1) imperial expansion under the Republic in Spain and North Africa; (2) the limits of empire vis-à-vis Parthia in the Near East during the Principate; (3) the long struggle to maintain the frontier along Rhine and Danube, and the eventual takeover of the Western Empire by migratory Germanic peoples—the margins becoming, as it were, the center.

Prerequisites: graduate classification

Grading scale: class reports: 40%
class participation: 20%
research paper: 40%

Depending on class size, each student will give two or three reports of ca. 30 minutes on major issues of the course; the reports will serve as basis for in-class discussion. The research paper (ca. 20-25 pp.) may be developed from one of the report topics.

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

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 guarantees 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 that requires accommodation, please contact the Department of Student Life, Services for Students with Disabilities, 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.
Week 1. Introduction.

‘Europe’ in Antiquity: Greece–Rome–Italy

I. The Empire Builders

Week 2. The Queen of the West.

The Phoenician-Carthaginian empire in the western Mediterranean
Sicily, Sardinia, North Africa
— Polybius Bk. 1
— P. A. Barceló, *Die iberische Halbinsel vor den Barkiden.*
— D. Soren et al., *Carthage.*

Week 3. Hands Across the Sea.

The Barqids in Spain
The ‘thunderbolts of war’
The Man from Africa
— Polybius Bks. 2-3
— Livy Bks 21-30 (selections)

Week 4. Roman Spain.

Celts, Iberians, and Celtiberians
Romans
Emperors
— Livy Bks. 31-45 (selections)
— S. J. Keay, *Roman Spain.*
— R. C. Knapp, *Aspects of the Roman Experience in Spain, 201-100 B.C.*

Week 5. Merchants and Nomads.

The end of Carthage
The unfriendly king
Rome in the desert
— Sallust, *The Jugurthine War.*
— D. Cherry, *Frontier and Society in Roman North Africa.*
II. The Limits of Empire

Week 6. Alexander's Legacy.

The Diadoch empires
Queen of Kings
— Plutarch, *Antony*.
— G. Shipley, *The Greek World after Alexander*.
— F. W. Walbank, *The Hellenistic World*.

Week 7. The Roman Near East.

Asia Minor
The Jewish Wars
Arabia
— Josephus, *The Jewish War*.
— N. Lewis, *Life in Roman Egypt*.
— D. Magie, *Roman Rule in Asia Minor*.
— A. N. Sherwin-White, *Roman Foreign Policy in the East*.
— G. Bowersock, *Roman Arabia*.

Week 8. The Limits of Empire.

The Parthian Empire
Who owns Armenia?
The Persian Gulf
— Tacitus, *Annals* Bks. 14-16 (selections)
— F. Millar, *The Roman Near East*


The Sasanid restoration
Palmyra
Death in the afternoon
— Ammianus Marcellinus, Bks. 18-25
— *The Cambridge History of Iran* (selections)
— R. Stoneman, *Palmyra and Its Empire*.
— G. W. Bowersock, *Julian the Apostate*. 
III. The Defense of the West

Week 10. The Wasteland of Peace.

_Gallia est omnis divisa_ . . .
Failure of nerve?
The wasteland of peace
— Caesar, _The Gallic War_.
— Tacitus, _Annals_ Bks 1-2; _Germania; Agricola_.
— C. B. Wells, _The German Policy of Augustus_.

Week 11. On the Beautiful Blue Danube.

Pannonians, Sarmatians, Dacians
Who's afraid of Transylvania?
Guardians of tradition
— J. Bennet, _Trajan, Optimus Princeps: A Life and Times_.
— S. Williams, _Diocletian and the Roman Recovery_.

Week 12. The Gathering Storm.

Goths, Franks, and Alamanni
The road to Adrianople
Federates
— Ammianus Marcellinus, Bks. 15-17, 26-31
— H. Wolfram, _History of the Goths_.

Week 13. Barbarians at the Gate.

From the Rhine to Africa
Sacking the City
— P. Heather, _Goths and Romans_.
— P. Heather, _The Fall of the Roman Empire_.
— B. Ward-Perkins, _The Fall of Rome and the End of Civilization_.

— course paper due

The new West
Rising crescent
The emergence of Europe
— F. E. Clover, _The Late Roman West and the Vandals_.
— W. Goffart, _Barbarians and Romans_.
— J. Moorehead, _The Roman Empire Divided_.
— H. Pirenne, _Mohammed and Charlemagne_.

Attachment C
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures

2. Course prefix, number and complete title EURO 608. European Drama.

3. Course description (not more than 50 words) Examines literary, social, and historical aspects of dramatic literature and performance in the context of different European cultures.

4. Prerequisite(s) graduate classification Cross-listed with Cross-listed courses require the signatures of both department heads.

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

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

7. Has this course been taught as 489/689? ☐ Yes ☑ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix Course # Title (exclude punctuation)
    EURO 608 EUROPEAN DRAMA

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    03 00 03 05 01 06 00 01 00 3 6 3 2
    Do not complete shaded area.

Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04
Page 37 of 130 C
EURO 608: European Drama

Tragic Women in the Modern Era (5th century B.C.E. - 20th century C.E.)

Instructor: Federica Ciccolella
Office: Academic 229B
Hours: TR 12:00-1:00 pm, or by appointment
Tel.: 845 2186
email: ciccolella@tamu.edu

Course Description: This course will analyze aspects of the reception of Greek tragedy in modern European literatures. The goal of this course is to expose students to a specific aspect of ancient literature, Greek tragedy, which will be considered both in itself and as a point of comparison for modern works derived from it; in this way, students will develop interpretive and critical skills necessary to confront literary works grounded on different kinds of attitudes and goals. The course will offer a unique opportunity to examine literary, social, and historical issues in the context of several different European cultures.

Lectures, discussion, and readings will focus on two main themes: the representation of passion (eros), and women's roles in society. For this purpose, we will take into account Greek tragedies centered on female characters (Phaedra, Helen, Medea, Antigone, and Electra), and their elaborations and imitations by modern European writers, musicians, and film directors. Differences and similarities between ancient and modern works will allow us to understand how universal issues—such as the relationship between individual and state, the conflict between desire and denial, etc.—were perceived in different ages and environments and used to respond to particular demands of different audiences.

The course focuses on the reading of primary sources. All texts can be read either in English or in their original languages. Students can find English versions either on the indicated websites or on electronic reserve. However, students are encouraged to approach texts in their original languages, whenever possible, and to use bibliography in their language of specialization. At students' request, the instructor will provide all necessary information, as well as copies of literary texts in original languages.

Prerequisites: graduate classification

Grading Policy
1 class presentation on a primary text of the student's choice 20% of final grade
2 short (2-3 pp.) response papers on secondary readings 40% of final grade
1 20-25 pp. course paper 40% of final grade

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Syllabus

Week 1
Introduction (1): the world of Greek tragedy: origins, rituals, festivals, theaters, authors.
Text:
- Aristotle, Poetics (in www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html)
Reading:
- J. Ferguson, A Companion to Greek Tragedy, Austin 1972 (selection, electronic reserve).

Week 2
Introduction (2): ancient tragedy in the modern world
Text:
- F. Nietzsche, The Birth of Tragedy (electronic resource)
Reading:
- Ch. Rocco, Tragedy and Enlightenment, Berkeley 1997 (selection, el. res.)

I. Eros
Week 3
Phaedra, or the power of eros (1): the drama of miscommunication
Texts:
- the myth: passages from Greek and Latin authors (el. res.)
- Euripides, Hippolytus (in www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html)
- Seneca, Phaedra (el. res.)
Reading:
- M. Suzuki, "The Dismemberment of Hippolytus," Classical Modern Literature 10 (1990), 103-112 (el. res.)

Week 4
Phaedra, or the power of eros (2): between guilt and super-womanhood.
Texts:
- Racine, Phèdre et Hippolyte (el. res.)
- D'Annunzio, *Fedra* (el. res.)
- Tsvetaeva, *Fedra* (el. res.)

Readings:

**Week 5**

**Helen, or eros made flesh (1): the victim of beauty.**

Texts:
- the myth: passages from Greek and Latin authors (el. res.)
- selected passages from Aeschylus, *Agamemnon*; Euripides, *The Trojan Women, Orestes* (el. res.)

Readings:
- D. M. Juffras, "Helen and Other Victims in Euripides' 'Helen'," *Hermes* 121 (1993) (download through Libcat)

**Week 6**

**Helen, or eros made flesh (2): unfaithfulness and the death of beauty.**

Texts:
- Hoffmannsthal-Strauss, *Ägyptische Helena* (text on el. res.; ask instructor for recording)
- Ritsos, *Eleni* (el. res.)

Readings:

**Week 7**

**Medea, or the excess of eros (1): a monster and/or an humiliated woman.**

Texts:
- the myth: passages from Greek and Latin authors (el. res.)
- (optional) Christa Wolf, *Medea* (on reserve)

Readings:
- E. A. McDermott, *Euripides' Medea: The Incarnation of Disorder*, University Park 1989 (selection, el. res.);
Week 8
Medea, or the excess of eros (2): the drama of intolerance.

Texts:
- Seneca, Medea (el. res.)
- Grillparzer, Medea (el. res.)
- Alvaro, La lunga notte di Medea (summary on el. res.)
- (optional) Pasolini, "Medea" (film, in Italian with English subtitles, available at Educational Media Services)

Readings:
- S. Ohlander, Dramatic Sense in Euripides' and Seneca's Medea, New York 1989 (selection, el. res.);

II. Society
Week 9
Antigone (1): individual vs. state.

Texts:
- the myth: selected passages from Greek and Latin authors (el. res.)
- selected passages from Aeschylus, Seven against Thebes; Sophocles, Oedipus the King and Oedipus at Colonus (el. res.)
- Sophocles, Antigone (www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html)

Readings:
- T. Burns, "Sophocles' Antigone and the History of the Concept of Natural Law," Political Studies 50 (2002), 545-557 (download through LibCat);
- P. J. Conradie, Recent Criticism and Hegel's Interpretation of Sophocles' Antigone, Frankfurt a.M. 2003 (selection, el. res.).

Week 10
Antigone (2): the voice of oppressed minorities.

Texts:
- Anouilh, Antigone (el. res.)
- Brecht, Antigone (el. res.)

Readings:
- H. Schmidt, "Epic Theater and the Antigone Versions by Anouilh and Brecht," Hypathia Essays ... Presented to H. E. Barnes, Boulder 1985, 199-211 (el. res);
- K. Fleming, Fascism on Stage: Jean Anouilh's Antigone, London 2006 (selection, el. res.)
- G. V. Dibble, Antigone: from Sophocles to Holderlin and Brecht, Lanham 1984 (selection, el. res.)

Week 11
Electra (1): individual vs. genos
Week 12

Electra (2): matricide and integration in the genos

Texts:
- Sophocles, Electra (www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html)
- Euripides, Electra (www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html)

Readings:

Week 13

Electra (3): conflicts between generations

Texts:
- Hoffmannsthal-Strauss, Elektra (text on el. res.; recording available at Educational Media Services)
- Yourcenar, Electre ou la chute des masques (el. res.)

Readings:
- Ph. M. Ward, "Hoffmannsthal, Elektra, and the Representation of Women's Behaviour through Myth," German Life and Letters 53 (2000), 37-55 (download through LibCat);

Week 14 (final paper due)

Electra (4): a modern story?

Texts:
- O'Neill, Mourning Becomes Electra (el. res.)
- Jancso, Electra my love (videorecording; ask instructor)
- Plath, Electra on Azalea Path (www.angelfire.com/tn/plath/electra.html)

Readings:
- J. M. Bremer, "Three Approaches to Sylvia Plath's Electra on Azalea Path," Neophilologus 98 (1992), 305-316 (el. res.).
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures

2. Course prefix, number and complete title EURO 610. Seminar in Classical Culture.

3. Course description (not more than 50 words) Topics in Greek and Roman culture and civilization; readings in English. May be repeated for credit.

4. Prerequisite(s) graduate classification

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
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      Ph.D. in European Studies
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

10. Prefix Course # Title (exclude punctuation)

    EURO 610 SEMINAR CLASSICAL CULT

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 1 6 1 2 0 2 0 0 0 1

    Do not complete shaded area.

Approval recommended by:

[Signature] Dec 20, 2006
Head of Department

[Signature] Jan 22, 2007
Chair, College Review Committee

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

[Signature] Date

Dean of College

[Signature] Date

Director of Academic Support Services

[Signature] Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

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EURO 610: Seminar in Classical Culture

Instructor: Dr. Steven M. Oberhelman  
Office: Academic 129B  
Hours: Monday 1:00 - 4:00 p.m.  
Phone: 845-0841 (office), 229-8228 (cell)  
Email: s-oberhelman@neo.tamu.edu

The Seminar in Classical Culture examines Greek and Roman literature, society, and history in their cultural context. Although the seminar provides a general overview of the cultural of Greco-Roman antiquity, it also focuses on a particular theme. This year’s theme centers on the concept of epic and culture.

Prerequisites: graduate classification

Texts: Homer, The Iliad, translated by Emil Rieu (Penguin paperback)  
Homer, The Odyssey, translated by Emil Rieu (Penguin paperback)  
Hesiod, Theogony, translated by Dorothea Wender (Penguin paperback)  
Apollonius of Rhodes, The Voyage of the Argo, translated by Emil Rieu (Penguin paperback)  
Vergil, The Aeneid, translated by William Knight (Penguin paperback)  
Lucan, Pharsalia, translated by Jane Wilson Joyce (Cornell University Press)  
Statius, Thebaid, translated by D. R. Shackleton-Bailey (Loeb Library)

Topics and class meetings:

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>September 1</td>
<td>Greek and Roman mythology; formation of Greek religion</td>
<td>Hesiod, Theogony</td>
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<td>September 8</td>
<td>Mycenaean history; Greece from the Protogeometric through Iron Ages; the development of the Greek city-state. Social, cultural, literary, artistic, and religious developments from the collapse of the Late Bronze Age through the end of the Dark Age; the rise of the aristocracy.</td>
<td>Homer, Iliad, books 1-12</td>
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<td>September 22</td>
<td>Close readings of the Iliad and Odyssey: the warrior-hero versus the individual; death, kleos, and family. Comparison</td>
<td>Homer, The Odyssey; selections from Epic of</td>
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<td>September 29</td>
<td>The rise of Alexander the Great; the Hellenistic world and its culture. Apollonius of Rhodes, <em>Argonautica</em>. Growth of the written epic as it originated in the library of Alexandrian. Differences between oral epic and written epic. Jason the hero as anti-hero.</td>
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<td>October 6</td>
<td>Selected readings from Herodotus and Thucydides (selections available on web)</td>
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<td>October 13</td>
<td>Presentations of first seminar papers by students</td>
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<td>October 20</td>
<td>Midterm</td>
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<td>October 27</td>
<td>History of Rome from beginnings to Nero. The early Latin epics; borrowings from and influence of Greek epic; the cultures of Rome and Greece: assimilations and differences. The epic as a national epic: <em>The Aeneid</em> of Vergil. Chiastic and disjunctive divisions of the poem.</td>
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<td>November 3</td>
<td>Vergil, <em>Aeneid</em>, books 1-6</td>
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<td>November 10</td>
<td>Aeneas as the Roman-Augustan ideal. Vergil's adaptation of Homer to a thoroughly un-Homeric ideology. Vergil's Roman ideology and Vergil as Augustan propagandist and spokesperson for the new regime of the emperor Augustus.</td>
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<td>November 17</td>
<td>Vergil, <em>Aeneid</em>, books 7-12</td>
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<td>November 24</td>
<td>Roman society and culture during the Augustan period and early empire. The drawing-room epic; rhetorical schools, oratory, and literature.</td>
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<td>December 1</td>
<td>Seminar Theme</td>
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In the disputable and usually futile task of classifying the forms of poetry, there is usually no great quarrel about the epic. The stereotypical definition of an epic poem is a narrative of some length and deals with events that have a certain grandeur and importance which come from a life of action, especially of violent action like war. It gives a special pleasure because its events and persons enhance our belief in the worth of human achievement and in the dignity and nobility of humankind. Yet within this field it is not so easy to make distinctions. There is undeniably a great difference between *Beowulf* and the *Song of Roland* on the one hand and the *Aeneid* and *Paradise*...
Lost on the other. There are also differences in the methods of epic composition—from the formulae character and type-scenes of the oral epic to the poetic texture and rich signification of phrase and word in the written. More importantly, although continuity is intrinsic to the epic as a genre in Western literature, change and adaptation are equally intrinsic. Social and spiritual codes are prime examples: most oral epics display a heroic spirit and come from societies that hold heroic standards of conduct, while literary epics, though they have their “heroes,” have a different conception of heroism and come from societies that cannot really be called heroic. The single man, Achilles or Beowulf or Roland, with his sole aim to win individual prowess, has no place in the world of written epics, composed in highly organized societies where unfettered individualism had little place. Neither Virgil under the all-pervading influence of Augustus Caesar, nor Camoes under the Catholic monarchy of Portugal, nor Tasso under the Counter-Reformation, nor Milton under Cromwell and the Puritans, was likely to praise to the virtues of the noble individual warrior ready to sacrifice all for personal honor. Even cosmological and theological premises change: the Achilles or Roland, with duty self-centered and with wounded pride as motives of character, would be foreign the Augustan Rome, where the Caesar was the first citizen, bound by all the decencies of conventional morality; the potentates and prelates of the Renaissance, Reformation, and Counter-Reformation were Christian rulers who believed that they were at least subordinate to God and could therefore see no signification in the valor of a strong but noble barbarian. The great prince now was not the warrior who defeated his enemies in hand-to-hand encounter, but the organizer of victory and the administrator who imposed his and God’s will upon other persons.

The study of epic within its epoch, therefore, offers an unique opportunity for interdisciplinary and multitheoretical approaches. Homer’s Iliad, for example, is now being subjected to critical examination by researchers of oral traditions in illiterate cultures; archaeologists of the Helladic Bronze Age and the Dark Age of Greece; social historians; feminists who study gender relations and the recovery of female otherness in this male-generated and male-authorized texts; art historians who have compared dipylon vase painting and the tectonic and ring composition of the Iliad; comparative literature scholars who look for parallels between Homeric composition, the Old Norse sagas, and English and Germanic oral epics; scholars employing new literary critical methodologies; and, finally, students of religion and mythology.

This class will center on discussions of the epic as a genre, first in the context of oral poetry, then as reformed by the infusion of writing on orality (the Iliad and Odyssey, Homeric poems, and Hesiod’s mythopoeia), and finally as reconceptualized and redefined time and again in the social and cultural systems of the Alexandrian Age and the Roman Empire. The way in which the class will work is through reading of the major epics, supplemented by lectures that employ knowledge of the Greek and Latin languages, anthropology, archaeology, art history, history, religion, and social sciences.

Presentations/Papers/Grades

There will be two tests, each of which will be essay tests. The material covered on the test will be based on the readings and lectures. Each test will be worth 100 points and will each count for 25 percent of your final grade.

You will also be responsible for completing two 10-page papers on a topic related to the poets we read and to the time periods during which they were written or which they describe. You will
give 15-minute presentations to the class which will summarize your papers. Each paper will be worth 100 points and will each count for 25 percent of your final grade.

Grade determination:
- Midterm 100
- Final 100
- First paper 100
- Second paper 100

Your scores will be totaled, converted to a percentage (your total divided by maximum total [1,200]), and then pitted against this scale:

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures

2. Course prefix, number and complete title: EURO 620. Seminar in French Culture.

3. Course description (not more than 50 words): Topics in French culture and civilization; readings in English. May be repeated for credit.

4. Prerequisite(s): Graduate classification

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix | Course # | Title (exclude punctuation)
     ---- | --------- | --------------------------------------------------
     EURO | 620 | SEMINAR FRENCH CULTURE

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Approval recommended by:

Head of Department: [Signature] Dec. 29, 2006

Chair, College Review Committee: [Signature] Jan. 22, 2007

Dean of College: [Signature] 2-20-07

Submitted to Coordinating Board by:

Director of Academic Support Services: [Signature] Date

Dean of College: [Signature] Date

Effective Date:

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

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EURO 620: Seminar in French Culture

Instructor: Dr. Richard J. Golsan
Office: 223 ACAD
Hours: 8:00-9:00 and by appointment
Phone: 845-2884
e-mail: rjgolsan@tamu.edu

Course Description:

This course will analyze the development of French cultural history and civilization through an exploration of the tension between order and excess in French history, literature, and other cultural artifacts. It will explore initially the Classical Period's taste for order and reason and contrast these tendencies with the Revolutionary and Romantic Periods' shared tendencies towards excess and irrationality. These axes will then be used for the analysis of French political, cultural and social tendencies in the 19th and 20th Centuries. Course materials will include fiction, essays, films, and cultural and political histories.

Prerequisites: graduate classification

Readings and Films:
Corneille: The Cid
Racine: Phaedre
La Rochefoucauld: Maxims
Bénichou: Morals of the Great Century
Furet: Thinking the French Revolution
Constant: Adolphe
Flaubert: Madame Bovary
Zola: The Human Beast
Céline: Journey to the End of the Night
Renoir: The Crime of M. Lange
Carné: The Devil's Emissaries
Camus: The Fall
Goddard: Breathless
Ionesco: The Lesson
Robbe-Grillet: The Erasers
Kassovitz: Hate

Course Requirements:

Seminar presentation: 30%
Research Paper: 70%

Absences: Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the
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**Week-by-week Schedule and Reading Plan**

**Weeks 1-3:** The Classical Period: Order, Reason, and their Discontents

Week 1: Benichou  
Week 2: Corneille  
Week 3: Racine, La Rochefoucauld:

**Weeks 4-7:** The French Revolution, Romanticism and Beyond: Excess and Subjectivity  
Week 4: Furet  
Week 5: Constant  
Week 6: Flaubert  
Week 7: Flaubert

**Week 8:** Seminar Presentations

Weeks: 9-14: Modern France: Industrialization, War, and Social Transformation  
Week 9: Zola  
Week 10: Céline, Renoir  
Week 11: Carné, Camus  
Week 12: Godard, Ionesco  
Week 13: Robbe-Grillet  
Week 14: Kassovitz
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures

2. Course prefix, number and complete title EURO 630. Seminar in German Culture.

3. Course description (not more than 50 words): Topics in German culture and civilization; readings in English. May be repeated for credit.

4. Prerequisite(s): 
   Cross-listed with 
   Cross-listed courses require the signatures of both department heads.

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No 
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9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix  Course #  Title (exclude punctuation)
    EURO 630  SEMINAR GERMAN CULTURE

    Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  Acad. Year  FICE Code
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Do not complete shaded area.

Approval recommended by:

Head of Department  Date

Head of Department (if cross-listed course)  Date

Submitted to Coordinating Board by:

Director of Academic Support Services  Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

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EURO 630: Seminar in German Culture

Post-War German Literature: Cold War to the Fall of the Berlin Wall and After

Instructor: Prof. Larson Powell
Office: Academic 201A
Hours: TueThu 1:00-2:00
Phone: (979) 845-2167
e-mail: l-powell@neo.tamu.edu

Course Description: This course is concerned with the cultural development of post-World War Two Germany (1945-present), the period of the Cold War, the student revolt, and the beginnings of a multi-ethnic nation. Postwar Germany began with the period of the “economic miracle,” then “working through” its Nazi past in the literature and film of the 1960s and 1970s. West and East Germany, Austria and Switzerland will be included. We will examine problems of modernization, the presence of American influence, critics of mass culture (Adorno) and new media technology, the positions of men and women in 1950s consumerism. Students will watch films and read plays, poems and stories of the period. There will be a longer paper, midterm and final, and shorter writing assignments. Students are also expected to give at least one oral report on class material (a sign up sheet will be distributed at beginning of semester). All readings are available in English translation.

Prerequisites: graduate classification

Grading Policy:

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<td>Final</td>
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<tr>
<td>Class Participation</td>
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Week I: Historical Introduction: Trauma and the Expressionist Heritage
Introduction: Zero Hour? The Question of German Guilt (Karl Jaspers)

FILM SCREENING: Wolfgang Liebeneiner, Liebe ’47 (7 p.m. Evans Annex 417C) – Film of Borchert

Wolfgang Borghert, Draussen vor der Tür/The Man Outside

Week II: Absurdist Theatre
Max Frisch, Don Juan or Love for Geometry

Frisch (conclusion): discuss Frisch in relation to Don Juan tradition (Bernard Shaw, Nietzsche)

Week III: Rebuilding the East: The Brechtian Production Drama

Week IV: Radio Plays (I): West Germany. “Reconstructed Modernism” (Scherpe)
Günter Eich, Träume (Dreams); compare radio version on cassette; discuss Rudolf Arnheim, Radio

Eich poems (“Inventory”) (time permitting); begin discussing Adorno, “The Meaning of Working Through the Past”

Week V: Poetry. The Paradox of Lyric as Collective Testimony
Paul Celan, ‘Death Fugue;’ Adorno, “To write a poem after Auschwitz is barbaric” (“Cultural Criticism and Society, from Prisms); “Lyric Poetry and Society”

Celan, ‘Tenebrae,’ ‘Corona;’ ‘Engführung/The Straitening;’ ‘Schibboleth,’ ‘Psalm;’ The Meridian
‘Difficulty as aesthetic principle;’ how to combine High Modernism with historical witness?

Week VI: Radio Plays (II): Austria. The 1950s and ‘Coca-Colonization’
Ingeborg Bachmann, The Good God of Manhattan: gender, modernism, media. Marcuse’s “repressive hypothesis” (Eros and Civilization), Surrealism

Week VII: Modernism versus Modernization?
Wolfgang Koeppen, Pigeons in the Grass/Tauben im Gras
Ambivalences between America vs. Europe: race and modernity
Reading from Alexander Stephan volume on US/Germany

MIDTERM EXAM

Week VIII: East and West (Berlin)
Uwe Johnson, Absence (Eine Reise ins nirgendwo)/Two Views (Zwei Ansichten)
Roland Barthes, ‘Writing in the Novel’ (from Writing Degree Zero): the French New Novel Photographic Realism and Moral Witness; Josef Stefan on borders
Week IX: Political Engagement in the Theater: Return to the 1920s?

**FILM SCREENING:** *Marat/Sade* (Evans Annex)

H. M. Enzensberger on “the death of literature” (*Kursbuch* 15)

**Week X: ‘Remembering, Repeating and Working Through’**
Johannes Bobrowski, Levin’s Mill. Microhistory, Oral History and The Novel (additional reading:
Carlo Ginzburg or Giovanni Levi on *microstorie*). Fiction as anthropological fieldwork, ‘thick description’ (Geertz) or ‘how it actually was’ (Ranke)?

**FILM SCREENING:** Levin’s Mill (Evans Annex)

**Paper Outline Due**

**Week XI: The Late End of the 60s: The 1977 Terrorism Crisis**

**FILM SCREENING:** The Lost Honor… (dir. Völker Schlöndorff)

**Week XII: Satire or ‘Dirtying One’s Own Nest’ (*Nestbeschmutzung*)?**
Elfriede Jelinek, *The Piano Teacher*

**FILM SCREENING:** The Piano Teacher (dir. Michael Haneke)

**Paper Due**

**Week XIII: Austrian Contemporary Women Writers**
Marlene Streeruwitz, *Seductions (Verführungen)*
Anti-Chick Lit?

**Week XIV: After the Wall/Contemporary Germany**

**FILM SCREENING:** Fatih Akim, *Gegen die Wand/Against the Wall*

Final Discussion
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures.

2. Course prefix, number and complete title EURO 640. Seminar in Russian Culture.

3. Course description (not more than 50 words) Topics in Russian culture and civilization; readings in English. May be repeated for credit.

4. Prerequisite(s) graduate classification

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

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7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _________ Indicate the number of students enrolled for each academic period it was taught.

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10. Prefix Course # Title (exclude punctuation)
    EURO 640 SEMINAR RUSSIAN CULTURE

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Do not complete shaded area.

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-504

Page 55 of 130 C
EURO 640: Seminar in Russian Civilization

The Development of Russian Consciousness

Instructors: Olga Cooke & Brett Cooke
Office: ACAD 329-B and 329-C
Hours: T 3-5
Phone: 5-4762 (bc) 5-2198 (oc) 693-3704 (home)
e-mail: brett-cooke@tamu.edu olga-cooke@tamu.edu

Course Description: The development of Russian consciousness (both self-consciousness and consciousness of being Russian) as traced in literary and artistic monuments from the origins of Russian expression to the present day.

Prerequisites: graduate classification

Required texts: Packet of readings (see below; available from Notes N' Quotes: 846-2255)

Grading Policy:

2 Term papers: 20% each

Class participation and seminar presentations: 20%

Midterm exam: 20%

Final exam: 20%

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

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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.
Schedule:

**Week 1: Natural Psychology and National Identity: Russian Proverbs**
Mertvago, Peter, *The Comparative Russian-English Dictionary of Russian Proverbs & Sayings* (excerpts)

**Week 2: Mankind in Russian folklore**

**Week 3: Mankind in Greek/Russian Orthodox Culture**

**Week 4: Enlightenment Views of the Psyche**
Bogdanovich’s “Dushenka” (Psyche et Cupidon); Fonvizin’s travel notes

**Week 5: The Class System, Serfdom and Sentimentalism**
Radishchev’s “Journey from St. Petersburg to Moscow”; Karamzin’s “Poor Liza” and “What Does an Author Need?”

**Week 6: Romanticism & Alternatives States of Mind**
Pushkin’s lyrics, “The Bronze Horseman”; Gogol’s “The Overcoat”; Dostoevsky, *The Double*

**Week 7: Slavophilism**
Dostoevsky *Winter Notes on Summer Impressions*; essays by Khomyakov and Kireevsky; Modest Mussorgsky, *Boris Godunov*
Peter K. Christoff, *An Introduction to Nineteenth-Century Russian Slavophilism*;

**Week 8: Critical Realism**
Week 9: Symbolism & Sythianism  
Bely's Petersburg & Stravinsky/Nijinsky's The Rite of Spring  
Essays by Petr Trubetskoy and Nikolai Berdyaev on Eurasianism.

Week 10: The October Revolution and Proletkult  
Lyric poetry by Gastsev and Mayakovskiy; Zamyatin's We.  
E. J. Brown, The Proletarian Episode in Russian Literature; Vladimir Markov,  
Russian Futurism; Victor Erlich, Russian Formalism: History-Doctrine.

Week 11: What Russians Might Have Become: Émigré Consciousness  
Nabokov, Pale Fire & Stravinsky, Apollon Musagette  
Brian Boyd, Nabokov: The Russian Years; Simon Karlinsky & Alferd Appel, Jr., eds., The Bitter Air of Exile: Russian Writers in the West, 1922-1972 (excerpts).

Week 12: Socialist Realism  
Nikolai Ostrovksy, How the Steel Was Tempered; Alexander Stolpner, Story of a Real Man.  
Katherine Clark, The Soviet Novel; Boris Groys, Totalitarian Art.

Week 13: The GULag  
Evgenia Ginsburg, Journey into the Whirlwind; Shalamov, Kolyma Tales.  
Leona Toker, Return from the Archipelago; Goldovskaia, Solovki Power

Week 14: Post-Stalinism  
Short fiction by Liudmila Petrushevskaya and Tatiana Tolstaya  
Andrei Sinyavsky, Soviet Civilization (excerpts)
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures

2. Course prefix, number and complete title EURO 650. Seminar in Italian Culture.

3. Course description (not more than 50 words) Topics in Italian culture and civilization; readings in English. May be repeated for credit.

4. Prerequisite(s) Graduate classification

Cross-listed with

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

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

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

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

10. Prefix Course # Title (exclude punctuation) EURO 650 SEMINAR ITALIAN CULTURE

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Approval recommended by:

Head of Department Dec 20, 2006

Chair, College Review Committee Jan 22, 2006

Dean of College 2-20-07

Submitted to Coordinating Board by:

Director of Academic Support Services

Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-504

Page 59 of 130 C
EURO 650: SEMINAR IN ITALIAN CULTURE

Instructor: Manuela Marchesini
Office: ACAD 230B
Hours: TR 9:00-10:00
Phone: 845.2107
Email: mmarchesini@tamu.edu

Course Description: A View on Modernity: Gadda and Calvino from mimesis to performance.

The sense of being modern goes along with the perception of a distance from conditions which are no longer deemed satisfactory. Since the Romantic rupture between the 1700s and 1800s and the later one of Modernism and Postmodernism, “modernity” always goes hand in hand with a rupture with historically handed down “tradition.” When the usual strategies of assimilation-appropriation of the past and/or of different cultures no longer work, the need for a third discourse emerges. Each “modernity” thus faces the challenge to articulate a novel discourse which must “translate” and move across different times and spaces without being reduced to neither of them. This course will look at how this goal was accomplished within 20th century Italian literature.

We will use the interpretive categories put forth by Wolfgang Iser to describe the general features of this third sort of discourse. Iser characterizes literature according to two different modes, often intertwined, but here distinguished for the sake of clarity: as a classically mimetic enterprise, and as “performance”. Literature is a “performance” when it is representative of something intangible, while at the same time it shapes that very intangibility. Reading therefore becomes an act that constructs the literary text only in so far as it constructs the reader herself, without ever being reduced to either—neither to a reified textual object nor to a psychological haze.

The course will explore the interplay of these two literary modes, as well as the joys and pains of the related constructions, in 20th century Italian literature. Gadda’s That Awful Mess of Via Merulana and Calvino’s If on a Winter Night, a Traveler show how the performativity of the literary text becomes a critical ingredient to modernity’s self-interpretation. Calvino’s The Watcher, on the other hand, offers an illustration of a mimetic approach. The literary and theoretical issues raised by Gadda and Calvino will take us into a discussion of selected texts drawn from the 19th century (Manzoni, Verga, De Amicis), as well as from different European literatures and genres (film, literary and art criticism). The analysis of the texts will be accompanied by a discussion of the relevant theoretical literature. A reader containing a selection of articles will be available (W. Iser, W. Benjamin, Bakhtin, Bateson, Girard, Gombrich, Auerbach). The course will have its own website on WebCT Vista.

Prerequisites: graduate classification
Texts: Gadda *That Awful Mess of Via Merulana*  
Calvino *The Watcher*  
*If on a Winter Night, a Traveler*

A reader containing a selection of articles will be made available.

**Grading Policy:**
- oral presentation: 40%
- research paper: 60%

It is the student’s responsibility to check the course website on WebCT vista at least 2 times per week.

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**Reading plan**

**Week 1: Telling stories and the making of a nation**  
Manzoni *The Bethrothed* and the Romantics  
Auerback from *Mimesis*

**Week 2:** same  
Bakhtin from *Discourse in the Novel*

**Week 3: Late 19th: Verga and social engagement**  
Verga, from *Short Stories*  
Girard from *Deceit, Desire, and the Novel*

**Week 4:** same  
Benjamin *The theory of criticism*

**Week 5: Neorealism and post WWII Italy: one way...**
Calvino *The Watcher*
Iser from the *Fictive and the Imaginary*

**Week 6:** same
Iser *What is Literay Anthropology*

**Week 7:** Pasolini and the Italy of the economic boom
Pasolini *The ragazzi*
Iser from *The Range of Interpretations*

**Week 8:** .... and another: The limits of mimesis
Gadda *That Awful Mess*
Benjamin from the *Arcades Project*

**Week 9:** same
Benjamin from the *Arcades Project*
Bateson from *Steps to an Ecology of Mind*

**Week 10:** same
Benjamin from the *Arcades Project*

**Week 11:** A formal reaction: *Nouveaux roman* and the Seventies:
Calvino *If on a Winter Night*
Genette from *Figures*

**Week 12:** same
Gombrich from *Art and Illusion*

**Week 13:** Back to the need to narrate a myth and 'do things' with literature
Wu Ming 54(in English)

**Week 14:** same
Benjamin *The Work of Art in the Age of Mechanical Reproduction*
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures.

2. Course prefix, number and complete title: EURO 681. Proseminar.

3. Course description (not more than 50 words): Student and faculty presentation of research fields, current issues, and research methods.

4. Prerequisite(s): Graduate classification. Cross-listed with.

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

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

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix | Course # | Title (exclude punctuation)  
          | EURO681 | PROSEMINAR

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Do not complete shaded area.

Approval recommended by:  

Head of Department: [Signature]  
Date: Dec 20, 2006

Chair, College Review Committee: [Signature]  
Date: Jan 22, 2007

Dean of College: [Signature]  
Date: 2-20-07

Submitted to Coordinating Board by:  

Director of Academic Support Services: [Signature]  
Date:  
Effective Date:  

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-504

Page 63 of 130 C
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of_________.  
2. Course prefix, number and complete title EURO 685. Directed Studies.

3. Course description (not more than 50 words) Individual problems or research or scholarly activity not pertaining to thesis or dissertation, or selected instruction not covered by other courses. Final documentation of directed study is required.

4. Prerequisite(s) graduate classification; approval of department head Cross-listed with __________.  
Cross-listed courses require the signatures of both department heads.

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _______. Indicate the number of students enrolled for each academic period it was taught.

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

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

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

10. Prefix | Course # | Title (exclude punctuation)  
EURO | 685 | DIRECTED STUDIES

<table>
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Do not complete shaded area.

Approval recommended by:  
[Signature] Dec 20, 2006  
Head of Department  
Date

Chair, College Review Committee  
[Signature] Jan 22, 2007  
Date

Dean of College  
[Signature] 2-30-07  
Date

Submitted to Coordinating Board by:  
[Signature]  
Date

Director of Academic Support Services  
Date  
Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.  
OAR/AS-5/04

Page 64 of 130 C
<p>Department of European and Classical Languages and Cultures Attachment C</p>

<p>Contract for a 685 Directed Studies/Problems Course</p>

<p>—This form to be completed and submitted <i>electronically</i> by Instructor—</p>

Student's Name: Student ID Number:

Course Number: Credit Hours: Semester/Year: 
(if Summer, specify <i>which Session</i>)

Reason for Course. <i>Note:</i> Too many directed studies may be perceived as diluting the academic rigor of a degree program. This perception in turn may affect a candidate's chances of acceptance into a Ph. D. or other advanced program. Please explain here how this directed study will fit in with your overall goals.

(a) Graduation Requirement (include expected graduation date)

(b) Degree Plan

(c) Other (explain in detail)

Description of 685 Project:

Supervision of Project:

Criteria for Determining Grade:

Approval procedure: ***Submit this form as e-mail attachment to Director of Academic Programs, along with forwarded e-mail statements attesting approval of this contract by Student, Instructor, and student's Graduate Advisor (in, e.g., COML, ENGL, EURO, HIST, etc.).***

Student: [type name & date] Instructor: [type name & date]

Graduate Advisor: [type name & date] Director of Academic Programs: [type name & date]

Contract must be submitted to Department Head for signature after all other approvals have been secured. Student may not register for class until Head's approval has been secured.

Head of Department: ___________________________
Texas A&M University
Departmental Request for a New Course
Undergraduate, Graduate, Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures.

2. Course prefix, number, and complete title: EURO 691. Research.

3. Course description (not more than 50 words): Thesis or dissertation research. Credit given only upon acceptance of completed thesis or dissertation.

4. Prerequisite(s): Graduate classification.

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history, Ph.D. in European Studies)
   b. An elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

10. Prefix: EURO Course #: 691 Title (exclude punctuation): Research

    | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-----|-----------------------------|-------------|------------|----------|
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Do not complete shaded area. Approval recommended by: [Signature] 1/24/2007

Head of Department

Chair, College Review Committee 2/22/07

Dean of College 2/22/07

Submitted to Coordinating Board by: [Signature] Date

Dean of College Date

Director of Academic Support Services Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-504
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures
2. Course prefix, number and complete title EURO 691. Research

3. Course description (not more than 50 words) Thesis or dissertation research. Credit given only upon acceptance of completed thesis or dissertation.

4. Prerequisite(s) graduate classification

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix Course # Title (exclude punctuation) EURO 691 RESEARCH

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*1/10/12 Do not complete shaded area.

Approval recommended by:

Head of Department 2/4/2007
Date

Chair, College Review Committee 2/21/07
Date

Dean of College 3/20/07
Date

Submitted to Coordinating Board by:

Director of Academic Support Services
Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures

2. Course prefix, number and complete title FREN 692. Readings.

3. Course description (not more than 50 words) Readings in French literary texts in the original language.

4. Prerequisite(s) Graduate classification Cross-listed with Cross-listed courses require the signatures of both department heads.

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix Course # Title (exclude punctuation)
    FREN 692 Readings

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 0 1 0 0 0 9 0 1 0 0 0 0 0 0

    Do not complete shaded area.

Approval recommended by:

Head of Department 1/24/07

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/04

Page 67 of 130 C
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures

2. Course prefix, number and complete title  GERM 692. Readings.

3. Course description (not more than 50 words)  Readings in German literary texts in the original language.

4. Prerequisite(s)  Graduate classification  Cross-listed with

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

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

7. Has this course been taught as a 489/689?  ☐ Yes  ☐ No  If yes, how many times? Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix  Course #  Title (exclude punctuation)
    GERM 692  READINGS

    Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  Acad. Year  FICE Code
    0 3 0 0 0 3 1 6 0 5 0 1 0 0 0 1 0 0 3 6 3 2

Do not complete shaded area.

Approval recommended by:

[Signatures and dates]

Head of Department  Date  Chair, College Review Committee  Date

Head of Department (if cross-listed course)  Date  Dean of College  Date

Submitted to Coordinating Board by:

[Signatures and dates]

Director of Academic Support Services  Date  Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

Page 68 of 130 C
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of History
2. Course prefix, number and complete title: HIST 666: History of Technology

3. Course description (not more than 50 words): Origins of the subfield; historiography; industrial development and labor relations; impact on the military; gender, class, and other social aspects.

4. Prerequisite(s): None
   Cross-listed with: None
   Cross-listed courses require the signatures of both department heads.

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No
   If yes, how many times? 3
   Indicate the number of students enrolled for each academic period it was taught: Fall 97 (7 students); Fall 00 (8 students); Fall 05 (9 students)

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

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

10. Prefix: HIST
    Course #: 666
    Title (exclude punctuation): HISTORY OF TECHNOLOGY

   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
   0 | 3 | 0 | 0 | 0 | 3 | 5 | 4 | 0 | 1 | 0 | 4 | 0 | 0 | 1 | 1 | 4 | 5 | 0 | 7 | 0 | 8 | 0 | 0 | 3 | 6 | 3 | 2
   Level: 6

   Approval recommended by:
   Walter F. Buenger 10/6/06
   Chair, College Review Committee 10/27/06
   Dean of College 2/20/07
   Date

   Head of Department (if cross-listed course): Date
   Dean of College: Date
   Submitted to Coordinating Board by:
   Director of Academic Support Services: Date
   Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
©AR/AS-504

Page 69 of 130 C
HISTORY 666. HISTORY OF TECHNOLOGY

Jonathan Coopersmith

313 History
845-8584
j-coopersmith@tamu.edu

Office hours: Tuesday, 5.30-6, Wednesday, 5-5.30, and by appointment.

This reading seminar will introduce students to the history of technology. By the semester's end, they will have an understanding of the major lines of research in the field, its historiography, and future areas of development.

The format will be a weekly seminar to discuss readings. I strongly encourage you to participate in class. Please ask questions (the only foolish question is the one not asked). If you are curious about or do not understand something, ask (quite likely you are not alone). If you have any potential problems or learning disabilities, please let me know at the start of the course. I operate under the assumption that you are a mature, responsible adult. Please also read the statements on plagiarism and the Americans with Disabilities Act at the end of this syllabus.

Grades

Your grade will be determined by participation in class, the weekly synopses, and a historiography paper. Every week has a common reading; some weeks you will also select an extra reading among the books presented.

30% Participation consists of both listening and contributing to class discussions.
50% You will write and distribute an analysis of the week’s reading by Tuesday evening on WebCT so your colleagues can read it.
20% A historiography paper will be based on a major issue or theme in the history of technology.

Participation

Participation involves taking an active role in the class. Attendance is an essential part of participation; an unexcused absence will cost one-half of a grade. Before each class, you will read your classmates’ postings on WebCT. For one week you will have the responsibility of introducing and critiquing the postings.

Analyses

In two to three pages, the weekly analyses should state the author's thesis; evaluate the evidence; explore whether the conclusions are valid; discuss at least one review of the book (read after you read the book); and, find and briefly discuss a relevant website.
Paper
The 15-20 page paper will propose a historiographical thesis and develop it with representative works and appropriate primary sources. I strongly advise you to consult with me on your topic.

Required reading
Arthur C. Clarke, "Supremacy."
Peter J. Hugill, Global Communications since 1844: Geopolitics and Technology (Baltimore: Johns Hopkins University Press, 1999).
"13 railroad cars"
Thomas Winpenny, "Dare anyone add to Kranzberg?" STS Newsletter, June 1988, 13-14.
The common reading is immediately below the week. A space separates the reading which will be assigned to specific students.

Week 1. January 19. WHAT IS THE HISTORY OF TECHNOLOGY?
Thomas Winpenny, "Dare anyone add to Kranzberg?" STS Newsletter, June 1988, 13-14. "13 railroad cars”

Week 2. January 26. WHAT HAS BEEN THE HISTORY OF TECHNOLOGY?

Week 3. February 2. SOCIAL CONSTRUCTION OF TECHNOLOGY


Weeks 4-5. February 9, 16. INDUSTRIAL REVOLUTIONS


Week 6. February 23. LABOR


Week 7. March 2. GENDER


Week 8. March 9. IMPERIALISM & EXPANSION


Week 9. March 23. GEOPOLITICS
Peter J. Hugill, Global Communications since 1844: Geopolitics and Technology (Baltimore: Johns Hopkins University Press, 1999).

Week 10. March 30. NORMAL TECHNOLOGIES

Week 11. April 6. RUSSIA
John Scott, Behind the Urals (Bloomington, University of Indiana Press, 1990).

Week 12. April 13. TECHNOLOGICAL DETERMINISM

Week 13. April 20. THE MILITARY
   Arthur C. Clarke, "Supremacy."

   Harold R. Winton and David R. Mets, eds., Challenge of Change: Military Institutions and New Realities, 1918-1941 (Lincoln: University of Nebraska, 2000).

Week 14. April 27. COMPUTING & FAILURE


Syllabus due May 10, 3 pm.
REMEMBER

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 as well as discussing this with me.

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 www.tamu.edu/aggiehonor.
Texas A&M University
Department of __________
Undergraduate __________
Professional __________
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of __________.

2. Course prefix, number and complete title __________.

3. Course description (not more than 50 words) __________.

4. Prerequisite(s) __________.

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught. 27 (Fall 2006); 45 (Spring 2007)

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

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

M.S., M.Eng., Ph.D. in Industrial Engineering

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

10. Prefix Course # Title (exclude punctuation) __________.

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Approval recommended by:

Head of Department __________

Head of Department (if cross-listed course) __________

Submitted to Coordinating Board by:

Director of Academic Support Services __________

Dean of College __________

Date __________

Effective Date __________

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/04

Page 77 of 130 C
DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING

609 COURSE SYLLABUS
(Use 15 weeks as a standard semester)

Number and Title of Course: ISEN 609 Probability for Engineering Decisions

Hours: Theory 3, Practice 0, Total 3, Credits 3

Prerequisites: Approval of instructor

Description of Course (Concise statement of purpose or design): Introduction to probability and stochastic processes for characterization of uncertainty in engineering decisions.

Textbook(s): None


Course Outline by Major Topics and Approximate Time Assigned to Each:

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<tr>
<td>2.</td>
<td>Sequences of Random Variables</td>
<td>6</td>
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<tr>
<td>3.</td>
<td>Stochastic Processes</td>
<td>12</td>
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<tr>
<td>4.</td>
<td>Models and Applications in Engineering Decision Making</td>
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<tr>
<td>5.</td>
<td>Strategic Decisions</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>Operational Decisions</td>
<td>6</td>
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<tr>
<td>7.</td>
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Grade Basis: Project 20%, Self-paced modular exams 80%

Date: 2/28/07

Course Instructor: Natarajan Gautam

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:

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

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

TO: Dr. Simon J. Sheather
    Department Head
    Statistics Department

FROM: Brett A. Peters
       Department Head

SUBJECT: INEN 609 “Probability for Engineering Decisions”

The Industrial and Systems Engineering Department would like to submit a request (copy attached) for a new course titled, “Probability for Engineering Decisions” which has been taught as a 689 course by Dr. Natarajan Gautam. We would appreciate your confirmation that the Statistics Department would have no objection to Industrial and Systems Engineering making the new course request for INEN 609 “Probability for Engineering Decisions”.

Approve: ____________________________

Dr. Simon J. Sheather

1/30/07

Date
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of _____________

2. Course prefix, number and complete title ISEN 609 Probability for Engineering Decisions

3. Course description (not more than 50 words) Introduction to probability and stochastic processes for characterization of uncertainty in engineering decisions.

4. Prerequisite(s) Approval of Instructor __________________________ Cross-listed with __________________________

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

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. 27 (Fall 2006); 45 (Spring 2007)

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

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

M.S., M.Eng., Ph.D. in Industrial Engineering

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

10. Prefix Course # Title (exclude punctuation) ISEN 609 PROB ENGR DECISIONS

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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</tbody>
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Do not complete shaded area.

Approval recommended by:

Head of Department ___________ Date ___________

Chair, College Review Committee ___________ Date ___________

Dean of College ___________ Date ___________

Submitted to Coordinating Board by:

Director of Academic Support Services ___________ Date ___________

Effective Date ___________

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

Page 80 of 130 C
DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING

609 COURSE SYLLABUS
(Use 15 weeks as a standard semester)

Number and Title of Course: ISEN 609 Probability for Engineering Decisions

Hours: Theory 3, Practice 0, Total 3, Credits 3

Prerequisites: Approval of instructor

Description of Course (Concise statement of purpose or design): Introduction to probability and stochastic processes for characterization of uncertainty in engineering decisions.

Textbook(s): None


Course Outline by Major Topics and Approximate Time Assigned to Each:

<table>
<thead>
<tr>
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<th>HOURS</th>
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<tbody>
<tr>
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<td>Th</td>
</tr>
<tr>
<td>1.</td>
<td>Introduction to Probability</td>
<td>9</td>
</tr>
<tr>
<td>2.</td>
<td>Sequences of Random Variables</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Stochastic Processes</td>
<td>12</td>
</tr>
<tr>
<td>4.</td>
<td>Models and Applications in Engineering Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>Strategic Decisions</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>Operational Decisions</td>
<td>6</td>
</tr>
<tr>
<td>7.</td>
<td>Exams</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Hours</td>
</tr>
</tbody>
</table>

Grade Basis: Project 20%
Self-paced modular exams 80%

Date: 2/28/07
Course Instructor: Natarajan Gautam

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:
“Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” 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.
(http://www.tamu.edu/aggiehonor)
January 23, 2007

MEMORANDUM

TO: Dr. Simon J. Sheather
Department Head
Statistics Department

FROM: Brett A. Peters
Department Head

SUBJECT: INEN 609 “Probability for Engineering Decisions”

The Industrial and Systems Engineering Department would like to submit a request (copy attached) for a new course titled, “Probability for Engineering Decisions” which has been taught as a 689 course by Dr. Natarajan Gautam. We would appreciate your confirmation that the Statistics Department would have no objection to Industrial and Systems Engineering making the new course request for INEN 609 “Probability for Engineering Decisions”.

Approve: ____________
Dr. Simon J. Sheather

1/30/07 Date
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures
2. Course prefix, number and complete title: ITAL 692. Readings.

3. Course description (not more than 50 words): Readings in Italian literary texts in the original language.

4. Prerequisite(s): Graduate classification

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☑ No. If yes, how many times? ___ Indicate the number of students enrolled for each academic period it was taught: ___

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

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

10. Prefix  | Course #  | Title (exclude punctuation)
     ITAL 692 READINGS

     Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
     0 3 0 0 0 3 1 2 0 9 0 2 0 0 0 1

Do not complete shaded area.

Approval recommended by:

[Signatures and dates]

Head of Department
Date

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

Director of Academic Support Services
Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-504

Page 83 of 130 C
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Mechanical Engineering

2. Course prefix, number and complete title MEEN 619: Conduction and Radiation

3. Course description (not more than 50 words) Solutions of steady and transient problems with method of separation of variables, finite difference numerical methods, Duhamel's Theorem, Green's function, and Laplace transforms. Phase change problems. View factors; radiative properties of surfaces and participating media; radiative exchange; gas radiation; and advanced solution methods for thermal radiation.

4. Prerequisite(s) Heat Transfer (MEEN 461) Cross-listed with

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. 04A-17: 08A-11

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

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

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

10. Prefix Course # Title (exclude punctuation) MEEN 619 Conduction & Radiation

Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code 03 00 03 14 19 01 00 06 19 20 08 - 09 0 1 0 3 6 6

Do not complete shaded area.

Approval recommended by: S. C. Can 2/27/07

Head of Department Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
MEEN 619  
CONDUCTION AND RADIATION  
FALL 2007  

COURSE DESCRIPTION:  
Solutions of steady and transient conduction problems with method of separation of variables, finite-difference numerical methods, Duhamel's Theorem, Green's function, and Laplace transform; and phase-change problems. View factors; radiative properties of surfaces and participating media; radiative exchange; gas radiation; and advanced solution methods for thermal radiation.  

INSTRUCTOR:  
Dr. Obdulia Ley, Assistant Professor, Department of Mechanical Engineering  
Room 317-ENPH and Room B012-Reed McDonald Building  
979-458-2264, and 979 862 4862, Email: oley@tamu.edu  

TEXTBOOK:  

PREREQUISITES:  
Heat transfer at undergraduate level (MEEN 461)  

TOPICS:  
Week 1: Heat Conduction Fundamentals  
Week 2: Method of Separation of Variables  
Week 3: Finite-Difference Methods  
Week 4: Duhamel's Theorem  
Week 5: Green's Function  
Week 6: Laplace Transform  
Week 7: Phase-Change Problems  
Week 8: Thermal Radiation Fundamentals  
Week 9: View Factors  
Week 10: Radiative Properties of Surfaces  
Week 11: Radiative Properties of Participating Media  
Week 12: Radiative Exchange  
Week 13: Gas Radiation  
Week 14: Exact Solution Methods for Thermal Radiation  
Week 15: Approximate Methods for Thermal Radiation  

REFERENCES:  

GRADING:  
Homework 20%  
Exam #1 15%  
Exam #2 15%  
Project 20%  
Final Examination 30%  

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT  
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services (disability.tamu.edu) in Room B118 of Cain Hall or call 845-1637.
ACADEMIC INTEGRITY:
Aggie Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

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

The following statement should be printed and signed on all assignments and examination cover pages:

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

Signature of student

Prepared by________________________________ Date: _____________________________

Obdulia Ley
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each copy.

1. This request is submitted by the Department of Nuclear Engineering
2. Course prefix, number and complete title: NUEN 627 Radiation-Hydrodynamics
3. Course description (not more than 50 words): Coupling of the Euler equations of compressible fluid dynamics with the equations of thermal radiation transport; the equilibrium-diffusion limit; radiative shock waves; and numerical methods for one-dimensional calculations.
4. Prerequisite(s): MATH 602
5. Is this a variable credit course? ☐ Yes ☐ No Interim, from to
6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No
7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught. _____
8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) Ph.D. in Nuclear Engineering
9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
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<td>627</td>
<td>Radiation-Hydrodynamics</td>
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<th>Acad. Year</th>
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Approval recommended by:

Head of Department: [Signature] 02/19/07

Chair, College Review Committee: [Signature] 3/6/07

Dean of College: [Signature] 3/6/07

Submitted to Coordinating Board by:

Director of Academic Support Services: [Signature] Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
NUEN 627 – RADIATION-HYDRODYNAMICS
Course Syllabus

COURSE DESCRIPTION
This course will study the physics and numerical characteristics of the radiation-hydrodynamics equations. These equations basically consist of the Euler equations of compressible fluid dynamics and the thermal radiation transport equation coupled via the exchange of energy and momentum. The radiation-hydrodynamics equations play a major role in many high temperature astrophysical phenomena as well as high-temperature terrestrial phenomena characterized by stellar-like temperatures. Inertial confinement fusion is an example of a terrestrial application in which radiation-hydrodynamics is of fundamental importance. From a numerical point of view, the radiation-hydrodynamics equations exhibit multiphysics/multiscale behavior in that the time and length scales associated with these equations can vary greatly from those associated with either the hydrodynamics equations themselves or the thermal radiation transport equation itself. The prerequisite for this course is MATH 602.

COURSE OBJECTIVES
The primary goal of this course is to educate the student in the basic physics and numerics of the radiation-hydrodynamics equations. After completing this course, the student will be able to:

1. Derive the non-relativistic radiation-hydrodynamics equations and their associated asymptotic limits.
2. Understand the fundamental impact of material-motion on radiation transport.
3. Understand both the laboratory and co-moving reference frames used to describe radiation transport.
4. Write a computer program to solve the 1-D radiation-hydrodynamics equations using a grey diffusion approximation, and verify that program via elementary radiation-hydrodynamics solutions.

SCHEDULE OF TOPICS

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>The Euler equations and the Lagrangian picture of hydrodynamics.</td>
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<tr>
<td>2</td>
<td>The equations of thermal radiation transport with a fixed transport medium.</td>
</tr>
<tr>
<td>3</td>
<td>The equilibrium-diffusion limit with a fixed transport medium.</td>
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<tr>
<td>4</td>
<td>Numerical methods for thermal radiation transport with a fixed transport medium.</td>
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<tr>
<td>5</td>
<td>The equations of thermal radiation transport with a moving transport medium</td>
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<tr>
<td>6</td>
<td>The equations of radiation-hydrodynamics with non-relativistic material motion.</td>
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<tr>
<td>7</td>
<td>The equilibrium-diffusion limit for radiation-hydrodynamics</td>
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<tr>
<td>8</td>
<td>The grey radiation diffusion approximation.</td>
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<tr>
<td>9</td>
<td>1-D Lagrangian hydrodynamics with grey radiation diffusion.</td>
</tr>
<tr>
<td>10</td>
<td>Hydrodynamic shock waves</td>
</tr>
<tr>
<td>11</td>
<td>Radiation-hydrodynamic shockwaves</td>
</tr>
</tbody>
</table>
CLASS TIME AND LOCATION
This course consists of three hours of in-class lecture according to the following schedule:

Time: TBD
Place: Zachry Engineering Center, TBD

INSTRUCTOR
Jim E. Morel, Ph.D.
Professor
3133 TAMU
College Station, TX 77843-3133
Office Address: ZACH 121B
Phone: (979) 845-6072
Fax: (979) 845-6075
Email: morel@tamu.edu
Office Hours: By Appointment

TEXTBOOKS
The principle source of information for this course is a set of electronic notes which will be
provided to the student in PDF form. The following texts are suggested as a supplement for these
New York (2004); Gerald C. Pomraning, The Equations of Radiation Hydrodynamics,
Pergamon Press, Oxford and New York (1973); Dimitri Mihalas and Barbara Weibel Mihalas,
(1984); E. F. Toro, Riemann Solvers and Numerical Methods for Fluid Dynamics, Second

METHOD OF EVALUATION
Students will be graded on homework and exams. Homework will be assigned throughout the
semester (normally you will be assigned one homework set every other week). There will be two
exams: a mid-term exam and a final exam.
The student's final grade will be determined according to the following percentages:
    40% - Homework
    30% - Two Exams
    30% - Final Exam

The homework will represent a conceptual preview of the exams. Full credit will be given for all
homework submitted on time assuming the student makes an honest effort to do each problem.
All exams will be of the take-home type and will be designed to be conceptual rather than calculationally intensive. No concept will appear on an exam unless it has also appeared in the homework. The final exam will require use of a radiation-hydrodynamics code written by each student.

The grades will be determined on the following scale:

A - 90.00-100.00
B - 75.00-89.99
C - 60.00-74.99
F - 0.00-59.99

ONLINE COURSE MATERIAL
All of the material for this course will be maintained on the University’s WebCT Vista system. This includes an electronic copy of this syllabus, the course schedule, all lecture notes, supplemental readings, and homework assignments. The instructor will use the WebCT Vista email system and discussion board to communicate important messages to the students. Students should check their email often to keep updated on current messages. Also, the student’s grades will be posted on the WebCT Vista system, and the students can use this system to check their grades at any time.

The WebCT system can be accessed through webct.tamu.edu. If you are unfamiliar with this system, instruction will be provided.

ATTENDANCE
In general, attendance at class is highly encouraged, but not required. If a student misses an examination or an examination deadline due to illness or a religious holiday, a reasonable accommodation will be made upon request. In all such cases, a student will be expected to submit a Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu/<http://attendance.tamu.edu/>

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

COPYRIGHTS
The handouts used in this course are copyrighted. By "handouts" we mean all materials generated for this class, which include but are not limited to syllabi, 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 the author expressly grants permission.
SCHOLASTIC DISHONESTY

As commonly defined, plagiarism consists of passing off as one's own the ideas, work, writings, etc., that 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 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 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."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Philosophy

2. Course prefix, number and complete title PHIL 633, Philosophy of Law

3. Course description (not more than 50 words) Key issues in normative and analytical jurisprudence, including the concept of law; the relationship between law and morality; civil disobedience; the moral obligation to obey the law; punishment

4. Prerequisite(s) Approval of Instructor Cross-listed with

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? 1 Indicate the number of students enrolled for each academic period it was taught. 7 enrolled; 3 audited

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

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

M.A. in Philosophy, Ph.D. in Philosophy

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

10. Prefix Course # Title (exclude punctuation)
    PHIL 633 Philosophy of Law

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 0 1 0 0 0 1 0 0 3 6 3 2

    Do not complete shaded area.

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

Page 92 of 130 C
Philosophy 633: Philosophy of Law
T 8:45-11:45am
213 Bolton Hall

Instructor: Dr. Colleen Murphy
Office: 302E Bolton Hall
Office phone: 979-862-4856
Mailbox: 314 Bolton Hall
Email: cmmurphy@philosophy.tamu.edu
Webpage: http://philosophy.tamu.edu/~cmmurphy/
Office Hours: Thursdays 2:00-4:00pm

Course Description:
This course investigates the nature of law, one of the key issues in the philosophy of law. Some of the questions we consider are: Is there a necessary connection between law and morality? Is law simply a set of written rules you can look up in statutes and judicial opinions, or does it also include general principles, morality, custom, and convention? What distinguishes the law from other standards relevant to human deliberation towards choice and action? When and why are we obligated to obey the law? When and why is civil disobedience permissible?

Required Texts:
Dworkin, Ronald, Law's Empire. Harvard University Press, 1896 (hereafter LE)
All other articles will be put on reserve in room 313

Course Requirements:
1. In-class presentation- 20%
   For your presentation, you are to
   a) reconstruct one substantial argument from the assigned reading
   b) critically assess the argument
   c) lead class discussion of the objections you raise as well as other objections presented by the class.

2. Term paper (20-30 pages)- 80%
   Mid-way through the semester, each student will meet with me to discuss and get approval for his or her proposed topic for the term paper. I strongly encourage students to give me drafts of their term paper so that I can provide comments.

Course Prerequisites:
There are no prerequisites for this course.

Grading Scale:
In this course, course has a grading scale of 90%=A, 80%=B, 70%=C, 60%=D, 59% and below = F
SYLLABUS SCHEDULE

Natural Law Theory
January 17: Overview of course
   Aquinas “Treatise on Law” (reserve)
   Finnis, Natural Law and Natural Rights, chs. X. 6-7, XII.1-4 (reserve)

Classical Positivism
January 24: Austin, Province of Jurisprudence Determined, (selections), (reserve)
January 31: Hart, CL, chs. 2-4

Hart’s Neo-Positivism
February 7: Hart, CL, chs. 5-7, 9.2
February 14: Dworkin, “The Model of Rules I” and “Model of Rules II”
   Hart, CL, “Postscript”
February 21: Coleman, PP, Part II

Fuller’s Neo-Natural Law
February 28: Fuller, ML, ch. 2
March 7: Fuller, ML, ch. 3, “A Reply to Critics”
March 14: No class- Spring Break

Law as Integrity
March 21: Dworkin, LE, chs. 1-4 (selections)
March 28: Dworkin, LE, chs. 5-7, 11 (selections)

Exclusive vs. Inclusive Positivism
April 4: Raz, Authority of Law , ch. 2-3 (reserve)
   Raz, Ethics in the Public Domain, ch. 9 (reserve)
April 11: Coleman, PP, pp.103-148

The Obligation to Obey the Law
April 18: Wasserstrom, “The Obligation to Obey the Law” (reserve)
   Rawls, “The Justification of Civil Disobedience” (reserve)
   Smith “Is there a Prima-Facie Duty to Obey the Law?” (reserve)
POLICIES

1. All assignments are due at the beginning of class. Please review the dates on which exams and papers are scheduled to see if you face any conflicts. You are responsible for arranging other commitments you may have such that you are able to take the exams when scheduled. Exams will be rescheduled only when there is a university sanctioned excuse. Written confirmation for illnesses of any length is necessary. For an illness or injury of less than three days, a student may sign the "Texas A&M University Explanatory Statement for Absence from Class form" to confirm their condition and receive an excused absence (See SR 7.1.6.2.a).

2. Grade complaints-
I will be more than happy to discuss your grade with you on a couple of conditions. First, you must wait at least 24 hours after you get the assignment back. Take this time to carefully read all the comments I have given you. Second, you must come with a written statement about why you think that there is a discrepancy between the quality of the work and the grade it received.

3. 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 or call 845-1637.

4. Academic Integrity Statement

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

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

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

Pledge
On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of _____________________________________________________________________________

2. Course prefix, number and complete title ____________________________________________________________________________________

3. Course description (not more than 50 words) __________________________________________________________________________________

4. Prerequisite(s) ____________________________________________________________________________________________________________

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

6. Is this a repeatable course? □ Yes ☑ No ___________________________________________________________________________________

7. Has this course been taught as a 489/689? □ Yes ☑ No _______________________________________________________________________

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

   _______________________________________________________________________

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

   _______________________________________________________________________

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

10. Prefix  Course #  Title (exclude punctuation)
    PLAN   6   0   1    INTRODUCTION TO PLANNING

    Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  Acad. Year  PICE Code
    01    01    3    ___________  ___________  -  003632

    Approval recommended by: ________________________________________________________________________________________________

    Head of Department Date

    Head of Department (if cross-listed course) Date

    Submitted to Coordinating Board by:

    Director of Academic Support Services Date

    Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/04
PLAN 601
INTRODUCTION TO PLANNING

INSTRUCTOR: Elise M. Bright, PhD, AICP
Professor and MUP Program Coordinator
Langford A327
979-862-2730
ebright@tamu.edu

OBJECTIVES

This required course for incoming MUP students will be offered every fall semester. It is designed to give an overview of the field of planning to incoming students. Since planning education takes place primarily at the Masters level and planning students come from a very wide range of undergraduate majors, they often have a very narrow view of what planning is and what planners do. Students must select an emphasis area and a committee chair during their second semester; this is difficult at present because in their first semester they simply do not gain a comprehensive understanding of the field, nor do they have contact with most of the professors. This course will rectify these shortcomings, allowing students to gain a better understanding of their profession and to make more informed choices regarding emphasis areas, final paper topics, and committee members. It is required and is one credit hour.

The course is structured so that each major subject area within the field is covered in one session, with a different faculty member in charge of each session. Faculty will run sessions that reflect their own areas of expertise. Within each session it is expected that the full spectrum of factors affecting the topic will be covered, including but not limited to political influences, economic factors, environmental impacts and constraints, physical design aspects, demographic and sociological influences, business considerations, community input and goalsetting, and appropriate implementation strategies such as regulations or financing. Each session should strive to give an overview of these items, whetting the student’s interest for further study in more specialized courses devoted solely to the specific subject area.

GRADING

There will be three short papers that focus on an issue raised in class. Although the facts of the issue should be presented in an unbiased manner, the author should take a stand on the issue and defend it as well. Students will present their papers to the class in a professional manner, and reply to any questions or debate that may ensue.
Each guest faculty member will assign his/her own readings, suggest paper topics and grade papers on his/her topic. Each paper will count as 20% of the final grade; another 20% will be based on class participation, including attendance, engaging in discussions, etc.; and the remaining 20% will be based on a final exam.

READINGS

The textbook will be *The Practice of Local Government Planning* (commonly known as the Green Book—referred to as PLGP below), ICMA, Washington, D.C., 2000. This will be supplemented by readings to be assigned by each guest speaker.

TOPICS AND SCHEDULE OF CLASS SESSIONS

Week 1: Planning Context--Dr. Bright

Planning for people and places; making plans and the planning process; implementing plans through funding; capital budgeting and revenue sources; citizen participation and consensus building

Readings: PLGP chapters 1, 2, 16, 17 and 18

Week 2: Planning in the Information Age--Dr. Wunneburger

Data, information, knowledge and intelligence; information technology in planning; types and sources of planning data; techniques for presenting information

Readings: PLGP chapters 3 and 4, and others TBA

Week 3: Environmental Planning—Dr. Brody

History of environmental planning initiatives; roles of various governmental levels; emerging alternative frameworks; political context; toward a comprehensive sustainable environmental strategy

Readings: PLGP chapters 5 and 8, and others TBA

Week 4: Disaster and Hazards Planning—Drs. Peacock and Lindell

Trends in disaster planning; hazards analysis and response alternatives; new challenges and emerging issues

Readings TBA

Week 5: First student presentation of issues papers—Drs. Peacock and Lindell

Week 6: Land Use, Sustainability and Infrastructure--Dr. Neuman

Sustainable development in the 21st century; growth management; good infrastructure planning practice; where is sustainability headed?

Readings: PLGP chapters 7 and 15, and others TBA
Week 7: Transportation Planning—Dr. Dumbaugh
  The traditional transportation planning process; objections and corrections; the local role; issues
  Readings: PLGP chapter 9, and others TBA

Week 8: Urban Design—Dr. Lee
  Concepts and theories; designing the city; government actions and city design; design for healthy, walkable cities
  Readings: PLGP chapter 13, and others TBA

Week 9: Second student presentation of issues papers—Dr. Prater

Week 10: Housing and Community Development—Dr. Van Zandt
  National housing trends and the American system; public and nonprofit housing; local planning; new challenges
  Readings: PLGP chapters 6 and 10, and others TBA

Week 11: Health and Community Services Planning—Dr. Bame
  The scope of community services and health planning; public and private sector roles; the role of schools, welfare and other agencies; current issues
  Readings: TBA

Week 12: Community and Economic Development—Dr. Giusti
  The good community; models of community development; the concept of local economic development; assembling an economic development strategy
  Readings: PLGP chapters 11 and 12, and others TBA

Week 13: Historic Preservation, Zoning and Regulatory Implementation—Dr. Jourdan
  What is a historic resource? Approaches to preservation; issues in historic preservation; role of zoning and related regulations
  Readings: PLGP chapter 14, and others TBA

Week 14: Final student presentation of issues papers—Dr. Sweeney

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 accommodation, please contact the Office of Support Services for Students with Disabilities in room 126 of the Student Services Building, phone 1 845-7637.
Academic Integrity Statement:

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

Please familiarize yourself with the Aggie Honor Code and the Honor Council Rules and Procedures. These can be found at www.tamu.edu/aggiehonor. They cover not only cheating, lying and stealing but also fabrication, falsification, multiple submission, plagiarism and complicity.

Please read the following, and signify your agreement with your signature below.

"On my honor as an Aggie, I will follow the Aggie Honor Code in all things I do related to this class."

Your signature __________________________ Date __________________________

Return this page to Dr. Elise Bright, Langford A327
Signature Sheet for College of Architecture New Course Requests

As a courtesy to your departmental representative on the Academic Affairs Committee, we ask that you submit this form as a cover sheet to all new course requests within the College of Architecture. This use includes all 489, 689 and permanent course requests effective November 1, 2004.

1. Department submitting the request: Landscape Architecture & Urban Planning

2. Prefix and number of new course: PLAN 601

3. Complete course title: Introduction to Planning

4. Justification for offering this course:
   We have revised our curriculum and this course is now the basic introductory course for all new students. It will give an overview of the field of planning, the main areas of concentration/employment within the field, the faculty, their area(s) of expertise, etc.

5. Has this course been reviewed by your departmental Academic Affairs Committee?
   ☐ Yes, Date April 06 ☐ No

Please attach the appropriate new course request form and a course syllabus complete with the following items required by the Dean of Faculties:

- Course Title and Number
- Course Description (see reverse for examples from the catalog)
- Instructor information
- Prerequisite(s)
- Course topics/calendar
- Grading
- List of assignments, tests, etc.
- No statements contrary to University rules re. attendance, approved absences, etc.
- Textbook and/or resource materials listing
- Americans with Disabilities Act (ADA) Policy Statement
- Academic Integrity Statement

(For copies of the appropriate ADA and Academic Integrity statements, please see http://www.tamu.edu/dof/faculty/syllabus.php).

Signature of faculty member proposing course

Signature of departmental AAC representative (see reverse for current membership)
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of European and Classical Languages and Cultures.

2. Course prefix, number and complete title RUSS 692. Readings.

3. Course description (not more than 50 words) Readings in Russian literary texts in the original language.

4. Prerequisite(s) graduate classification Cross-listed with

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix    Course #    Title (exclude punctuation)
    RUSS 692 READINGS

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Approval recommended by:

Head of Department 1/24/07

Chair, College Review Committee 1/22/07

Dean of College 2/20/07

Submitted to Coordinating Board by:

Dean of College

Director of Academic Support Services

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-3/04

Page 102 of 130 C
Texas A&M University

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Sociology
2. Course prefix, number and complete title: SOCI 606 War and Democracy

3. Course description (not more than 50 words): Sociological approaches to study of war's effects on democracy control of the military and the use of force, in comparative-historical context.

4. Prerequisite(s): none  Cross-listed with: none

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

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

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix | Course # | Title (exclude punctuation) |
      | SOCI 606 | War and Democracy |

      Lec. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
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      | 5 | 7 | 06 | 01 | 03 | 66 |

Do not complete shaded area.

Approval recommended by:

Head of Department: Mark Fossett

Date:

Chair, College Review Committee:

Date:

Dean of College:

Date:

Submitted to Coordinating Board by:

Date:

Director of Academic Support Services: Date:

Effective Date:

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

Page 103 of 130 C
Graduate Seminar on
War & Democracy

Instructor: James Burk
Office Hours: Wed. 2:30-5:30 and by appt.
Phone: 845-0813
Office: ACAD 426
Email: jsburk@tamu.edu

Purpose

The purpose of this seminar is to introduce graduate students in sociology to the study of the historical and contemporary relationships between war and democratic societies. The topic is vast so the materials we cover are necessarily selective, at best representative of a much larger whole.

We begin by clarifying what we mean by the terms “war” and “democracy.” While both are commonly used terms, as we shall see, what precisely they refer to is a matter for debate. Even before getting into a discussion of concepts, we reflect on the experience of war, an experience which happily most of us (me included) have had only vicariously, if at all.

With this preliminary work aside we spend the rest of the semester considering three substantive themes: how war affects democracy, how democracies control their militaries and the use of force, and how democracies adapt to the challenge of chronic war. Underlying these themes is an empirical claim and an empirical question. The claim is that wars of certain kinds have promoted the rise of democratic states. The claim suggests that wars of other kinds may be detrimental to democratic states. The empirical question, then, is how modern democracies will fare given the kinds of wars they presently face—wars within rather than between states, wars relying on highly trained professional militaries using technologically sophisticated weapons, and wars against non-state terrorist movements.

Requirements

Everyone is expected to do the readings assigned before class begins and to be ready to discuss the major arguments of the assigned readings during class. It is a good idea to take notes on your reading. Do not hesitate to read ahead.

In addition, you are required to complete the following writing assignments:

(a) Write topical reviews of the required readings for two of the topics assigned for the course, incorporating additional readings if you think it would be helpful. These topical reviews will be due at the beginning of class before the readings are discussed. Each topical review should be 4 to 5 pages in length (double-spaced, using a font size of 12). The aim of the review is to identify a key issue at stake, to describe major alternative ways to address the issue, and to evaluate the quality and/or progress of the debate. (Only one student per weekly topic please, so stake your claim early.)

(b) Prepare a research paper on one of the topics covered in the seminar other than a topic on which you have written a topical review. The paper should be 15 to 20 pages in length (double-spaced, using a font size of 12). I expect you to work on the paper during the course of the semester, in consultation with one another and me. Some time will be provided during seminar to discuss paper topics, sources, arguments, etc. At the last meeting of the seminar you will have the opportunity to present a summary of your paper’s argument for comment, before turning the in
the final version of your paper. The final version of your paper will be due one week after the seminar ends.

Grading

You will be graded on the quality of your participation in class discussions (based on a two point scale—acceptable or unacceptable) as measured by the substantive relevance of your interventions, demonstrating knowledge of the readings and an ability to use that knowledge to forward discussion of an issue. To receive a grade, of course, you must be present in class. Participation will count 10% toward your final grade.

Each topical review will count 20% toward your final grade.

Presentation of your research paper in class will count 10% of your final grade and the final draft of your research paper will count 40% of your final grade.

When grading written work, I will reward you when your main thesis is stated in clear substantive terms, your arguments for believing the thesis are clear, warranted and supported by evidence, and when you have anticipated possible objections to your argument and tried to overcome them. If you have any questions about what I mean, consult Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 2nd ed (Chicago: University of Chicago Press, 2003).

I will also reward good composition, proper spelling and the avoidance of obvious grammatical errors. Late papers will be accepted, reluctantly, but they will be downgraded by one letter grade for each day late.

Required Texts


(Assigned texts not listed here will be available through library reserves)
A Reminder from the Faculty Senate

The Faculty Senate advises that the following reminder be included in the course syllabus:

Handouts in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials, etc. Because these materials are copyrighted, you do not have the right to copy them, without express written permission to do so.

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 safely be communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

*Aggie Honor Code*

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

We expect our actions in this class to embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honors Council Rules and Procedures, please consult the “Know the Code” website found at [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/).

*Americans with Disabilities Act*

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in room 126 of the Student Services Building. The telephone number is 845-1637.
Outline

Basic Terms

30 Aug
week 1
Experiencing War

_Battle of Algiers_ (movie)

Readings:


6 Sep
week 2
Conceptualizing Wars: From Interstate War to Wars within (and without) States

Readings:


13 Sep
week 3
Conceptualizing Democracy

Readings:


How War Affects Democracy

20 Sep
week 4
Wars & the Rise of Democratic States

Readings:


27 Sep
week 5
How Mobilizing for War Affects the Rights of Citizens

Readings:


4 Oct
week 6
How War Affects Civil Liberties

Readings:


Introduction, chaps. 3-4, and conclusion (pp. 3-14, 135-310, 528-557)

11 Oct
week 7
Remembering Wars

Readings:


Democracy and the Social Control of War

18 Oct
week 8
The Norm of Civilian Control: Huntington v Janowitz

Readings:


Huntington, Samuel P. 1957. The Soldier and the State (Cambridge, MA: Harvard University Press, chaps 1, 3-4 (pp. 7-18, 59-97)

25 Oct  
week 9  
Narratives Justifying War

Readings:


1 Nov  
week 10  
Public Support for War and the Casualties Hypothesis

Readings:


8 Nov  
week 11  
Conscientious Objection

Readings:


**Confronting Chronic War**

15 Nov  
week 12  
A Long War on Terror

Readings:


New Rules for Supreme Emergencies: Preemption, Prevention, and Torture

Readings:


Presentations
December 5, 2006

MEMORANDUM

TO: James Burk
    Professor, Sociology

FROM: Walter L. Buenger
       Professor & Head of Department

SUBJECT: Sociology 606

I have examined the syllabus for your course, Sociology 606—War and Democracy. It does not conflict with any current courses in history, and while it naturally uses some writings and approaches from history it is clearly a sociology course. I support Sociology 606 and recommend that it become a regularly numbered seminar. You have my endorsement and approval for this course.
Dear Jim,

Thank you for revising the syllabus for SOCI 606 (War and Democracy) to address concerns raised by faculty members in the Department of Political Science. I circulated it to faculty in the Department to review just before the winter break.

With these changes the Department is pleased to support your request for catalog approval for this course.

Sincerely,

Pat

Patricia A. Hurley
Professor and Head
Department of Political Science
Texas A&M University
4348 TAMU
College Station, TX 77843-4348
Phone: 979-845-8833  Fax: 979-847-8924
mailto:pat_hurley@polisci.tamu
http://www-polisci.tamu.edu
James S. Burk

From: Kirkpatrick, Sam [skirkpatrick@bushschool.tamu.edu]
Sent: Tuesday, January 16, 2007 1:48 PM
To: jsbirk@tamu.edu
Cc: Chilcoat, Dick; Hermann, Charles; Desch, Michael C.
Subject: New course

Jim:

The key parties within the Bush School have reviewed your new course request for a seminar on war and democracy. You have our support to move ahead with formal approvals, but since this course is similar to one in the Bush School, we ask that you coordinate its offering with Chuck Hermann, our international affairs program director, so they are not offered in the same semester.

Sam Kirkpatrick
Executive Associate Dean for Academic Affairs & Mgmt. &
Executive Professor
Bush School of Government and Public Service
Texas A&M University
979-845-7063
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Sociology

2. Course prefix, number and complete title Soci 625/
   Seminar in Comparative & Historical Methods

3. Course description (not more than 50 words) This course familiarizes students with methodological
debates and strategies of analysis pertinent to the examination of social structures and events
across societies and historical time.

4. Prerequisite(s) N/A Graduate Classification Cross-listed with N/A
   Cross-listed courses require the signatures of both department heads.

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

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

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? _______ Indicate the
   number of students enrolled for each academic period it was taught. 12-05A.

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

   PhD in Sociology

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

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10. Prefix Course # Title (exclude punctuation)
   S O C I 6 2 5 H I S T A N D C O M P T M E T H O D S
   Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3 4 5 1 1 0 0 0 0
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   Approval recommended by:

   Head of Department
   [Signature] 2/20/07
   Chair, College Review Committee

   Head of Department (if cross-listed course) Date
   Dean of College 2/20/07

   Submitted to Coordinating Board by:

   [Signature] 2/20/07
   Dean of College

   [Signature] Date
   Director of Academic Support Services

   [Signature] Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please
send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
Dr. Joseph O. Jewell  
416 Academic Building  
Office Hours: Tuesdays & Thursdays 2pm-4pm  
e-mail: jjewell@tamu.edu

**SOCILOGY 425-600**  
**SEMINAR IN COMPARATIVE AND HISTORICAL METHODS**  
Schedule: Mondays, 9am-12pm  
307 Academic Building

Comparative and Historical sociology involves the examination of social structures and events across societies and historical time. Comparative and Historical analysis ranges from considering parallel events or social structures to examining, a range of similarities and differences across many societies. In either case, the ultimate goal is to bring observed differences and similarities into a theoretical framework that allows us to make sense of the variety of social forms and historical outcomes. As the title indicates, this seminar will familiarize you with the key methodological debates and analytical strategies involved in this field. The course is oriented around the “Five Questions,” a handout that will help you to frame your research and deal with methodological and theoretical issues. We will begin the course with defining historical and comparative analysis in sociology, the importance of asking “big questions” sociology, and the different types of sources used by historically and comparatively oriented social scientists. The last four weeks of the semester will survey recent research by sociologists and historians which attempts to develop historically informed theories of social inequality, political behavior, organizational formation and economic change. Where possible I have included the work of other faculty in the department who utilize comparative and historical methods. The list of topics is not exhaustive, but rather suggestive. Students should feel free to pursue other areas of interests using the guidelines offered here. You will be encouraged to review key theoretical debates in your own area of interest and to think about how the methodological and theoretical issues raised in the seminar relate to research that has been done in these areas.
ADA STATEMENT:
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COURSE REQUIREMENTS & EVALUATION

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http://www.tamu.edu/aggiehonor <http://www.tamu.edu/aggiehonor>

REQUIRED TEXTS: To be purchased and read by all students


NOTE: All readings marked with (e) are available online at the course website, found at http://elearning.tamu.edu
COURSE SCHEDULE

January 23rd - Course Introduction
- Today we will have an overview of the course as well as introductions from the instructor and seminar participants.

January 30th – What is Comparative Historical Sociology?
- Mahoney & Rueschemeyer, *Comparative Historical Analysis*, Ch. 1
- Tilly, *Big Structures*, Ch. 1 (e)
- Ragin, *The Comparative Method*, Ch. 1

Optional:
- **How Is Sociology Informed by History?**
  Larry J. Griffin
  Stable URL: [http://links.jstor.org/sici?sici=0037-7732%28199506%2973%3A4%3C1245%3AHISIBH%3E2.0.CO%3B2-T](http://links.jstor.org/sici?sici=0037-7732%28199506%2973%3A4%3C1245%3AHISIBH%3E2.0.CO%3B2-T)

February 6th – The Importance of Asking “Big Questions”
- Tilly, *Big Structures*, Chs. 2-3

- **Historical Events as Transformations of Structures: Inventing Revolution at the Bastille**
  William H. Sewell, Jr.
  *Theory and Society* > Vol. 25, No. 6 (Dec., 1996), pp. 841-881
  Stable URL: [http://links.jstor.org/sici?sici=0304-2421%28199612%2925%3A6%3C841%3AHEATOS%3E2.0.CO%3B2-Y](http://links.jstor.org/sici?sici=0304-2421%28199612%2925%3A6%3C841%3AHEATOS%3E2.0.CO%3B2-Y)

- **The Role of General Theory in Comparative-Historical Sociology**
  Edgar Kiser; Michael Hechter
  Stable URL: [http://links.jstor.org/sici?sici=0002-9602%28199707%2997%3A1%3C1%3ATROGTL%3E2.0.CO%3B2-X](http://links.jstor.org/sici?sici=0002-9602%28199707%2997%3A1%3C1%3ATROGTL%3E2.0.CO%3B2-X)

- Please bring in an example of comparative and/or historical research and be prepared to discuss it with other seminar participants. You should be able to offer a commentary about why it interests you, what sociological and historical questions you think it asks/answers, what evidence it uses, how you might improve or expand upon it, etc.

- PROPOSAL STAGE 1 DUE TODAY
February 13th – Analytic Tools: Comparative Analysis (Part I)
- Mahoney & Rueschemeyer, *Comparative Historical Analysis*, Ch. 9-11
- Tilly, *Big Structures*, Chs. 4-8

February 20th – Analytic Tools: Comparative Analysis (Part II)
- Ragin, *The Comparative Method*, pp. vii-xv, 19-84

February 27th – Analytic Tools: Comparative Analysis (Part III)
  - Pay special attention to pp. 85-102. If you have questions about the material discussed on these pages, please bring them to class for discussion.

- PROPOSAL STAGE 2 DUE TODAY

March 6th – Operationalizing Concepts: Social Inequality
- Tilly, *Durable Inequality*, Chs. 1 & 3 (e)

- **Gender: A Useful Category of Historical Analysis**
  Joan W. Scott
  Stable URL: [http://links.jstor.org/sici?sici=0002-8762%28198612%2991%3A5%3C1053%3AUAUCOH%3E2.0.CO%3B2-Z](http://links.jstor.org/sici?sici=0002-8762%28198612%2991%3A5%3C1053%3AUAUCOH%3E2.0.CO%3B2-Z)

- **Rethinking Racism: Toward a Structural Interpretation**
  Eduardo Bonilla-Silva
  Stable URL: [http://links.jstor.org/sici?sici=0003-1224%28199706%2962%3A3%3C465%3A%3E2.0.CO%3B2-0](http://links.jstor.org/sici?sici=0003-1224%28199706%2962%3A3%3C465%3A%3E2.0.CO%3B2-0)

- Thompson, *Making of the English Working Class*, Preface, pp. 17-54, & 189-212 (e)

- **A Theory of Structure: Duality, Agency, and Transformation**
  William H. Sewell, Jr.
  Stable URL: [http://links.jstor.org/sici?sici=0002-9602%28199207%2998%3A1%3C1%3AATOS%3E2.0.CO%3B2-9](http://links.jstor.org/sici?sici=0002-9602%28199207%2998%3A1%3C1%3AATOS%3E2.0.CO%3B2-9)

**March 13th - Spring Break. No Class Scheduled.**
March 20th – Operationalizing Concepts: Politics and Social Movements

- Paul D. Almeida. “Opportunity Organizations and Threat-Induced Contention: Protest Waves in Authoritarian Settings” (e)

- Mahoney & Rueschemeyer, Comparative Historical Analysis, Chs. 5, & 8

March 27th – Operationalizing Concepts: Institutions and Organizations

- Steel and the State: Industry Politics and Business Policy Formation, 1940-1989
  Harland Prechel
  Stable URL: http://links.jstor.org/sici?sici=0003-1224%28199010%2955%3A5%3C648%3ASATSIP%3E2.0.CO%3B2-M

- Mahoney & Rueschemeyer, Comparative Historical Analysis, Chs. 6 & 7

April 3rd – Data Sources in Historical Analysis

- Scott, A Matter of Record: Documentary Sources in Social Research, Chs. 1, 2, 6-8

- Jararush & Hardy, Quantitative Methods for Historians, Ch. 4 (e)

- Prins, “Oral History”, Ch. 4 in New Perspectives on Historical Writing (e)

- PROPOSAL STAGE 3 DUE TODAY

April 10th – Qualitative Approaches in Comparative Historical Analysis

- Culture in Action: Symbols and Strategies
  Ann Swidler
  Stable URL: http://links.jstor.org/sici?sici=0003-1224%28198604%2951%3A2%3C273%3ACIASAS%3E2.0.CO%3B2-B

- Wendy Griswold, “A Framework for Doing Cultural Analysis” (e)


- Oral History: Playing by the Rules
  David M. Oshinsky
  Stable URL: http://links.jstor.org/sici?sici=0021-8723%28199009%2977%3A2%3C609%3AOHPBTR%3E2.0.CO%3B2-2

- DOCUMENT ANALYSIS ASSIGNMENTS DUE
Optional:
- Skocpol, Theda. “Emerging Agendas and Recurrent Strategies in Historical Sociology,” from Vision and Method in Historical Sociology, pp. 356-391 (e)

April 17th – Quantitative Analysis in Comparative Historical Analysis
- Jararusch & Hardy, Quantitative Methods for Historians, Chs. 1, 3, 11, & 12 (e)

- Narrative, Event-Structure Analysis, and Causal Interpretation in Historical Sociology
  Larry J. Griffin
  The American Journal of Sociology > Vol. 98, No. 5 (Mar., 1993), pp. 1094-1133
  Stable URL: http://links.jstor.org/sici?sici=0002-9602%28199303%2998%3A5%3C1094%3ANEAAACL%3E2.0.CO%3B2-R

April 24th – No Meeting. Research Day!
- Students may use today’s class time to complete work on your proposals. I will be in my office for consultation.

- PROPOSAL STAGE 4 DUE TODAY. You may submit electronically.

May 1st – Summary and Looking Forward
- Tilly, Big Structures, Ch. 9

- Mahoney & Rueschemeyer, Comparative Historical Analysis, Ch. 12

- RESEARCH PROPOSALS DUE TODAY. Please be prepared to discuss your research topics with the rest of the class.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original to each.

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

2. Course prefix, number and complete title: URSC 641 Analytic Methods in Landscape and Urban Research I

3. Course description (not more than 50 words): To explicitly address many issues by offering graduate students who are focusing on research careers in urban and regional planning and landscape architecture with hands-on experience in which issues related to theory, measurement, data, analysis are addressed in concert to answer relevant questions.

4. Prerequisite(s): Doctoral Standing or permission from instructor

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught. 5 (fall 2006)

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

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

10. Prefix | Course # | Title (exclude punctuation)
      ---- | -------- | -----------------------------------
      URSC   | 641      | ANALYTIC METHODS I

Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code | Level |
----- |----- |----- |----------------------------- |------------- |------------ |---------- |------|
03    | 03  |     |                             |             |            | 0 0 3 6 3 2 | 3-2-07 |

Approval recommended by: [Signature]  3-2-07

Head of Department Date  Chair College Review Committee Date

Head of Department (if cross-listed course) Date  Dean of College Date

Submitted to Coordinating Board by: [Signature]  Date

Director of Academic Support Services Date  Effective Date

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Analytic Methods in Landscape and Urban Research I

The successful researcher in urban planning and landscape architecture is required to fully integrate theory, data, measurement and analysis in a coherent fashion in order to, more often than not, test theoretically derived hypotheses. Unfortunately, the pedagogical pathways for acquiring and mastering these elements are often diverse, disparate, and divergent. Theory courses discuss theory, methods course discuss data collection and maybe some analysis, statistics course discuss statistical methods. It is rare to find a course that addresses measurement issues in more than a cursory fashion. A research methods course will touch on these topics but will rarely discuss the actual operational procedures in sparse and rich data environments. It is even more uncommon to find courses that discuss data set creation, cleaning, and manipulation. One may learn fairly simple examples of data manipulation in some of their courses, however it is unusual to learn procedures to facilitate complex data manipulations to create variables that will be employed in their research. Indeed it is often the case that many research situations will require the creation of complex data sets consisting of data from multiple sources (i.e., tax-appraisal data, census data, environmental quality data and survey data). Linking these potentially complex data sets together and creating new variables out of existing data all require expertise that is rarely discussed in classes. Furthermore, undertaking analysis utilizing these integrated complex data sets can demand special considerations.

The purpose of this two-part course sequence, Analytic Methods in Landscape and Urban Research I and II (URSC 641 and URSC 642), is to explicitly address may of the above issues, as well as others, by offering graduate student who are focusing on research careers in urban and regional planning and landscape architecture with hands on experiences in which issues related to theory, measurement, data, and analysis are addressed in concert to answer research relevant questions. The specific goals of this course sequence are as follows:

1) To explore the wealth of quantitative and mathematical approaches utilized by researchers to analyze their data. These topics will range from fairly simple approaches for describing data and making inferences, to much more complex approaches allowing for one to consider multiple relationships, causality and functional forms. We will explore all forms of bivariate and multivariate approaches with both quantitative and qualitative measures.

2) To explore the variety of data that one is likely to employ in urban and regional planning research with an emphasis on data manipulation, merging, and restructuring. Additional data topics will include: survey data, secondary data, combining data, weighting data, census data (block, block-group, tracks, TAZ, etc.), PUMS data (Census), Economic data (ESA, BLS, BEA, local tax-folio data); problems and issues with aggregate data, multi-level data, etc.

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3) To explore a host of measurement issues, with an emphasis how researchers tackle the problem of operationalization, with real data, in urban and regional planning research. Additional measurement issues will include: levels of measurement, scale and index construction, tools and methods for establishing validity and reliability actor analytic approaches, information theoretic approaches for measuring inequality.

4) To explore using statistical packages to manipulate and analyze data. Our focus will be SPSS, the Statistical Package for the Social Sciences. There are a variety of packages we could employ. SPSS, however, is the most often utilized, particularly for learning how to use analyze and manipulate data, however it does lack some flexibility and utility when we get into more exoteric techniques. So we will explore the use of other packages, particularly in URSC 642. Nevertheless, SPSS does provide us with a good platform and, most importantly, it does provide us with the ability to explore employing menus and syntax (programming language) to perform more complex data manipulations.

The goal for Analytic Methods in Landscape and Urban Research I (URSC 641) is to lay a firm foundation upon which to build an understanding of more complex data set development and analysis strategies that are critical for the successful researcher in urban and regional planning. We will take things somewhat slowly, but build up momentum as we move along. Please do not get behind in the readings or in the homework.

**Subject Matter:** Although the course material necessarily requires some familiarity with arithmetic, basic algebra, and logic, I will try my best not to over emphasize its mathematical content. I will at times present mathematical element in the hopes of providing those comfortable with this approach some insight; however, this approach will not be a central emphasis of the course. I will strive to provide students with a more substantive, intuitive understanding to why one must do the things we do in research. So if you feel weak in mathematics you should not be intimidated by this course. We will concentrate on using standard approaches and computational software to help make meaningful "order" out of the initial "chaos" represented by data often utilized by researchers in urban and regional planning.

**Course Organization:** Class periods will be devoted to lecture and using the computer to get output. The lecture material will follow its own course, predominantly in PowerPoint presentation, which will draw upon required materials from the assigned books and supplemental readings. During the latter part of the class period, on selected days, we will discuss your homework assignments. I personally think that working with data and data analysis, much like other enjoyable activities, should be practiced more than once a week. Therefore, I would like to suggest the class attempt to create a study session during the week. I will gladly attend if it is on a day I can be there. I also request that you be to class ON TIME! Since we will be using the computers for power point lectures and data examples, it will be easier if you power them up, log on, get into SPSS, bring up the lectures, and be prepared to begin when the class is scheduled to start.
TEXTS: Unfortunately there is not a single text that I can assign in this course, which will cover many of the issues that will be covered in this course. Therefore, all text are in some sense supplemental, and yet some required. I will however have two required texts and a number of supplemental readings from which I will draw materials for my lectures, and from whence homework assignments will be drawn.

Required:


SPSS 14.0, 2005, SPSS: Command Syntax Reference. (Accessed through the Help menu and referred to as CSR in the course outline below).

Supplemental Texts and materials: The following are some supplemental books that will be particularly useful and I will make reference to in my lectures. In addition there will be multiple articles and sources that I will suggest throughout the lectures. Students are encouraged to read these materials. The following some examples:


Software: We will, as mentioned above, be using SPSS. This package is available in all labs through the Langford Architecture center and is available from SELL for $30.
GRADING: Your grade in this course is based on two exams, quizzes, and a number of homework assignments. The tests will count 30% each for a total of 60% of your final grade. Quizzes will count, again taken as a whole, for 25% of your grade and homework assignments will make up the final 15% of your grade. I reserve the right to alter this grading scheme should the need arise.

EXAMS: Exams will not be open book/notes, however, you may bring in one 8.5" by 11" sheet of paper with as much information as you can fit on it. DO NOT make the mistake of thinking that this means they are easy. My exams are long and will require you to do a considerable number of computer operations, thinking and writing. If you have not kept up with the lectures, reading and homework assignments you will not do well on the exams. The content of the exam will depend upon the materials we have covered by the exam and I will make this clear prior to the exam day.

QUIZZES: Quizzes will be given at the beginning of class. By their nature they will be short consisting of multiple guess, short answer, or a problem or two. There are no make-ups for missed quizzes. Rather, I will only count 85 to 90% of the possible points you can amass for quizzes when calculating the final grade. The net effect will be that you will be able to drop your lowest grade or two.

HOMEWORK: I will assign problems from the GDA book, most will be problems with answers provided in the back, or I may give you an assignment I have made up myself. You simply have to do them and hand them in on time. Each assignment is due on the day specified during the class period. You will lose 10% for everyday it is late and that includes non-class days and weekends. You may (in fact should) work together on homework assignments, but for your own sake, do not simply copy someone else's homework. Actually doing the homework will provide you with valuable practice for the test. The purpose of homework is to provide you with feedback about what you do not understand. If you are not getting something when you are doing your homework, ask about it in class! Do not wait for me to return your homework to ask questions.

Here are some tentative dates for exams and chapters covered:

Mid-Term Exam: Week 7.
Final Exam Day:

Course Outline: the following is the course outline and schedule for URSC 641 along with required readings. Given the flow of the course, we may have to make modifications to the schedule. I reserve the right to do so, but will always discuss changes with the class and keep you informed of these modifications.

Week 1, (August 28-Sept. 1): Introduction and discussion of key concepts in the Research process (Theory, Research, Measurement and Data.)

Week 2 (Sept 4–Sept 8): Introduction to SPSS, working with Data and procedures for describing your data (frequency distributions and simple graphs).
Readings: GDA, Chapters 1-4. SPC, Chapter 2 – 4.

Week 3 (Sept 11–Sept 15): Simple data manipulations, using syntax, and more procedures for describing your data (central tendency and dispersion).
Readings: SPC, Chapter 5 and 6; GDA, Chapters 5 and Appendix B, pages 597; and CSR.

Week 4 (Sept. 18–Sept. 22): An introduction to US Census data (blocks, block-groups, tracks, and PUMS) and comparing groups, a closer look at distributions and plots.
Readings: GDA, Chapters, 6 – 9.

Week 5 (Sept 25–Sept. 29): Using samples to make population inferences, hypothesis testing and confidence intervals.
Readings: GDA, Chapters 10 and 11; SPC, Chapter 7

Week 6 (Oct. 2–Oct. 6): Operationalization, part I (simple additive scales) and testing for differences between groups.
Readings: GDA, Chapters 13 and 14.

Week 7 (Oct. 9–Oct. 13): Mid-Term

Week 8 (Oct. 16–Oct. 20) Linking and merging data sets (survey data with spatial and census data) and testing for differences among multiple groups.
Readings: SPC, Chapter 9; GDA, Chapter 15.

Week 9 (Oct. 23–Oct. 27): Reconsidering cross-tabulations and measures of association with categorical data.
Readings: SPC, Chapter 10; GDA, Chapters 17 and 19.

Week 10 (Oct. 30–Nov. 3): Operationalization, part II: reliability and validity
Readings: SPC, Chapter 11 and 18

Week 11 (Nov. 13–Nov. 17): Assessing causal, predictive, and deterministic relationships in non-experimental research settings.
Readings: SPC, Chapter 12; GDA, Chapter 20.

Week 12 (Nov. 20–Nov 24): Multiple regression and hypothesis testing.
Readings: GDA, Chapter 21.

Week 13 (Nov. 27–Dec. 1): Explanation versus prediction: Why are we doing what we are doing and a critical assessment of the goals of empirical analysis.
Readings: SPC, Chapter 13; GDA Chapter 23.

Week 14: Final Exam
The following two statements are required by Texas A&M University:

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

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

Name: ____________________________________________
(please print clearly). 
Local Phone or Cell Number: _____________________________.
Email Address: _______________________________________
(please print clearly!!)
Undergraduate Major(s): ________________________________
____________________________________________________
Undergraduate Minor(s): ________________________________
____________________________________________________
Graduate degree(s) if any: ________________________________
____________________________________________________

If you have had any research methods courses please give the course number, title and brief description:
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

If you have had any statistic courses please give me the course number, title and brief description:
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Academic Integrity Syllabus Statement:

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

Please familiarize yourself with the Aggie Honor Code and the Honor Council Rules and Procedures that can be found at: www.tamu.edu/aggiehonor.
Please read the following and signify your agreement by your signature:

"On my honor as an Aggie, I will follow the Aggie honor code in all things I do related to this class."

________________________________________
Your signature
Signature Sheet for College of Architecture New Course Requests

As a courtesy to your departmental representative on the Academic Affairs Committee, we ask that you submit this form as a cover sheet to all new course requests within the College of Architecture. This use includes all 489, 689 and permanent course requests effective November 1, 2004.

1. Department submitting the request: Landscape Architecture & Urban Planning

2. Prefix and number of new course: URSC 1641


4. Justification for offering this course:
   This course, the first of a sequence of two courses, is fundamentally necessary to ensure that all landscape students receive adequate training in developing, manipulating, and analyzing data utilized in scholarly academic research.

5. Has this course been reviewed by your departmental Academic Affairs Committee?
   □ Yes, Date: July 2006  □ No

Please attach the appropriate new course request form and a course syllabus complete with the following items required by the Dean of Faculties:

- Course Title and Number
- Course Description (see reverse for examples from the catalog)
- Instructor information
- Prerequisite(s)
- Course topics/calendar
- Grading
- List of assignments, tests, etc.
- No statements contrary to University rules re. attendance, approved absences, etc.
- Textbook and/or resource materials listing
- Americans with Disabilities Act (ADA) Policy Statement
- Academic Integrity Statement

(For copies of the appropriate ADA and Academic Integrity statements, please see http://www.tamu.edu/dof/faculty/syllabus.php)

Signature of faculty member proposing course

Signature of departmental AAC representative (see reverse for current membership)
Current AAC Members:

Department of Architecture
Guillermo Vasquez
Vallie Miranda
Taeg Nishimoto
Dick Davison
Ergun Akleman

Department of Construction Science
Leslie Feigenbaum
Charles Graham

Department of Landscape Architecture and Urban Planning
Chang-Shan Huang
Donald Sweeney
Jon Rodiek
George Rogers
Atef Sharkawy

Catalog Examples of Course Descriptions:

Application of verbal, graphic, research, critical thinking and fundamental design skills to architectural projects that emphasize design theory, systems of ordering in architecture and urban design, use of precedents, site and contextual issues; includes program development and concerns for public health, safety and welfare. Core design studio for professional degree candidates. Prerequisite: Graduate classification.

641. Construction Management Communications. (3-0). Credit 3.
Current theory and practice of voice and data communications technology applicable to the construction industry; digital communications tools used by construction managers to facilitate the understanding of roles, relationships and processes of construction project constituents. Prerequisite: Graduate classification.

620. Dispute Resolution and Participation in Planning. (3-0). Credit 3.
Theory and practice of public policy-oriented alternative dispute resolution (ADR) especially in environmental and land planning and regulation; practical skills of facilitation/mediation as aids to conventional public participation; voluntary negotiation as a supplement to regulation; relevant theoretical perspectives from decision and game theory and compensation literatures. Prerequisite: Graduate classification.