Report of the University Curriculum Committee  
May 10, 2007

The University Curriculum Committee recommends approval of the following:

1. New Courses

**AGRO 460. Problems in Agronomy - Plants. (1-0). Credit 1.** Development of writing skills in the plant science aspect of agronomy: instruction in drafting, editing, and revising technical and popular reports for specific audiences; critical thinking, analytical reading, peer review, and discussion are emphasized. Prerequisite: Junior or senior classification.

**AGRO 461. Problems in Agronomy - Soils. (1-0). Credit 1.** Development of writing skills in the soil science aspect of agronomy: instruction in drafting, editing, and revising technical and popular reports for specific audiences; critical thinking, analytical reading, peer review, and discussion are emphasized. Prerequisite: Junior or senior classification.

**AGSC 383. Teaching Agricultural Mechanics. (2-3). Credit 3.** Methods of teaching and motivating students in agricultural mechanics; designed for students preparing to teach agricultural science in Texas public schools. Prerequisite: AGSC 301.

**AGSC 402. Designing Instruction for Secondary Agricultural Science Programs. (2-3). Credit 3.** Theory and practice in designing instruction for secondary agricultural science programs including effective planning and delivery methods; designed for students preparing to teach agricultural science in Texas public schools. Prerequisites: AGSC 384; concurrent enrollment in AGSC 405.

**PHIL 302. Women and Religion. (3-0). Credit 3.** Investigation of women’s position in religious institutions historically and/or currently, religion’s influence on women’s roles and status, and women’s attempts to define their own religious perspectives; draws on sociological and philosophical insights and methods. Prerequisites: Junior or senior classification or approval of instructor. Cross-listed with RELS 302, SOCI 302, WMST 302.

**RELS 302. Women and Religion. (3-0). Credit 3.** Investigation of women’s position in religious institutions historically and/or currently, religion’s influence on women’s roles and status, and women’s attempts to define their own religious perspectives; draws on sociological and philosophical insights and methods. Prerequisites: Junior or senior classification or approval of instructor. Cross-listed with PHIL 302, SOCI 302, WMST 302.

**RLEM 416. Fire and Natural Resources Management. (2-3). Credit 3.** Behavior and use of fire in the management of natural resources; principles underlying the role of weather, fuel characteristics and physical features of the environment related to the development and implementation of fire management plans. Prerequisite: Junior or senior classification or approval of instructor.

**SOCI 302. Women and Religion. (3-0). Credit 3.** Investigation of women’s position in religious institutions historically and/or currently, religion’s influence on women’s roles and status, and women’s attempts to define their own religious perspectives; draws on sociological and philosophical insights and methods. Prerequisites: Junior or senior classification or approval of instructor. Cross-listed with PHIL 302, RELS 302, WMST 302.
WMST 302. Women and Religion. (3-0). Credit 3. Investigation of women’s position in religious institutions historically and/or currently, religion's influence on women’s roles and status, and women’s attempts to define their own religious perspectives; draws on sociological and philosophical insights and methods. Prerequisites: Junior or senior classification or approval of instructor. Cross-listed with PHIL 302, RELS 302, SOCI 302.

2. Withdrawal of Course

ENGL 319. Satire.

3. Change in Courses

AGSC 384. Early Field Experience.

Course title
From: Early Field Experience.
To: Clinical Professional Experience in AGSC.

Course description and prerequisites
From: Early experience for students preparing to teach agricultural science in public schools of Texas; learning theories, individual differences, teaching methods, classroom management curriculum, school climate and culture, teacher roles and responsibilities. Prerequisite: Junior or senior classification or approval of instructor.
To: Clinical field experience for students preparing to teach agricultural science in public schools of Texas; through first-hand observation, students will study learning theories, individual differences, teaching methods, classroom management, curriculum, school climate and culture, and teacher roles and responsibilities. Prerequisite: AGSC 301.

MATH 222. Linear Algebra.

Course number
From: MATH 222.
To: MATH 323.

SOCI 317. Minority Groups.

Course title
From: Minority Groups.
To: Racial and Ethnic Relations.

Course description
From: Status of racial, ethnic, and other minority groups such as blacks, American Indians and Hispanics in the economic, legal and social systems of the United States.
To: Status of racial and ethnic groups such as Native Americans, African Americans, Latino Americans, Asian Americans, European Americans, and other groups in the political, economic, legal and social systems of the United States.
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 and Crop Sciences

2. Course prefix, number and complete title AGRO 460 Problems in Agronomy - Plants

3. Course description (not more than 50 words) Development of writing skills in the plant science aspect of agronomy: instruction in drafting, editing, and revising technical and popular reports for specific audiences; critical thinking, analytical reading, peer review, and discussion are emphasized.

4. Prerequisite(s) Junior or senior 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, 06C-10

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   BS - Agronomy; BS - Plant and Environmental Soil Science
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   none

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 460 PROBLEMS IN AGRO PLANTS | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |

| 01 | 00 | 01 | 01,11 | 02 | 00 | 05 | 26 | 20 | 08 | 09 | 00 | 36 | 32 |

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:

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 845-8737.

OAR/AS-5/04
PROBLEMS IN AGRONOMY - Plants
AGRO 460
Syllabus

INSTRUCTOR:
Mark Hall
Soil and Crop Sciences
217C Heep Center
Office: 862-4165
mhall@ag.tamu.edu

CREDITS: 1

PREREQUISITES: Junior or Senior status.

TEXT: None assigned. Students will be provided with scientific and technical papers to use as source material and will be expected to use outside sources such as the internet and library to facilitate other writing assignments.

LECTURE ROOM ASSIGNMENT: Heep Center Room 224

OFFICE HOURS: TBA or by appointment

COURSE DESCRIPTION: Course designed to develop writing skills of students in Agronomy. Students are exposed to multiple disciplines within Agronomy and are instructed in drafting, editing, and revising technical and popular reports for specific audiences. Problem solving skills are taught through the introduction of data and information relative to specific problems requiring the application of the scientific method for solutions. Writing skills within the discipline are taught through the reporting of these solutions to specific audiences. Critical thinking, analytical reading, peer review, and discussion are emphasized.

LEARNING OUTCOMES:
The student will be able to:
• Apply what is learned in class toward effectively communicating, both orally and through writing, with other professionals in the agronomic field as well as the general public.
• Properly cite sources and avoid plagiarism.
• Critically analyze and evaluate popular articles.
• Identify and create acceptable resumes and cover letters.
GRADING SYSTEM: Grades will be based on completion of assignments and class participation. No exams will be given. Students will be required to complete 3 large (3 to 8 pages) written assignments and at least 3 small (2 page maximum) written assignments during the semester. The first draft and the final version of each written assignment must be turned in by the due date. One point will be deducted from your final average for every day that assignments are late. First drafts will be edited and returned. Students must then consider incorporating editorial comments into a final draft. The final draft will be reviewed for technical merit and thoroughness as well as English and grammar. All written assignments must be typed unless otherwise specified. Grades will be given to individual assignments as follows:

- Large writing assignments: 3 x 18% each = 54%
- Small (usually in-class) assignments: 3 x 09% each = 27%
- Powerpoint presentation: 1 x 10% each = 10%
- Class participation: = 9%
- Total = 100%

GRADING SCALE:
A: 90 - 100
B: 80 - 89
C: 70 - 79
D: 60 - 69
F: < 60

MAKE-UP POLICY: Completion of assignments and participation in all activities of the class are the responsibility of the student. Participation is necessary for students to achieve the objectives of this course. Therefore, it is the responsibility of the student to present a valid reason, such as a signed medical excuse from a doctor, to be given consideration in the assessment of timeliness of submission of assignments. Assignments not returned will be given a grade of zero.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in Cain Hall, Room B118, call 845-1637 or visit: http://disability.tamu.edu.
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. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

Tentative Course Outline

Week 1
Introduction and expectations. Example and analysis of scientific report (handout). Writing Center presentation and plagiarism discussion.

Week 2
Dr. C. Wayne Smith: Format and logic for germplasm release. Assignment 1 - Create germplasm release based on data and example. Discussion on how to get started.

Week 3
Computer Lab - In class cover letter writing assignment. Students will be given instructions and details relative to a cover letter that requires a response. First draft due at end of class. First draft of germplasm release due.

Week 4
Edited germplasm release (Assignment 1) returned and discussed. Edited cover letter returned.

Week 5
Dr. Tom Cothren: plant growth regulator assignment (Assignment 2) presented. 2nd revision of germplasm release (Assignment 1) due. Final revised cover letter due.

Week 6
First draft of plant growth regulator assignment due. In-class discussion and writing of a business letter. Hand written draft of business letter due.

Week 7
Week 8


Week 9


Week 10

Edited popular press assignment returned for revision and discussed. Final version of resume due.

Week 11

Powerpoint presentation guidelines and examples. Selling It to the Boss - Powerpoint assignment presented. Final popular press article due.

Week 12

Selling It assignment Powerpoint presentations.

Week 13

Selling It assignment Powerpoint presentations.

Week 14

Selling It assignment Powerpoint presentations concluded.
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 and Crop Sciences.

2. Course prefix, number and complete title: AGRO 461 - Problems in Agronomy - Soils

3. Course description (not more than 50 words): Development of writing skills in the soil science aspect of agronomy: instruction in drafting, editing, and revising technical and popular reports for specific audiences; critical thinking, analytical reading, peer review, and discussion are emphasized.

4. Prerequisite(s): Junior or senior classification ___________ Cross-listed with ___________ N/A

5. Is this a variable credit course? □ Yes □ No If yes, from _______ to _______. Cross-listed courses require the signatures of both department heads.

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. 97A - 13

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      BS - Agronomy; BS - Plant and Environmental Soil Science
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      none

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 461 PROBLEMS IN AGRO SOILS

<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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Do not complete shaded area.

Approval recommended by:

Head of Department: [Signature] 4-12-07

Chair, College Review Committee: [Signature] 4-16-07

Dean of College: [Signature] 4-16-07

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-5/94

8 of 73 B
PROBLEMS IN AGRONOMY - SOILS
AGRO 461
Syllabus

INSTRUCTOR:

Mark Hall
Soil and Crop Sciences
217C Heep Center
Office: 862-4165
mhall@ag.tamu.edu

CREDITS: 1

PREREQUISITES: Junior or Senior status.

TEXT: None assigned. Students will be provided with scientific and technical papers to
use as source material and will be expected to use outside sources such as the internet and
library to facilitate other writing assignments.

LECTURE ROOM ASSIGNMENT: Heep Center Room 224

OFFICE HOURS: TBA or by appointment

COURSE DESCRIPTION: Course designed to develop writing skills of students in the
soil science aspect of Agronomy. Students are instructed in drafting, editing, and
revising technical and popular reports for specific audiences. Problem solving skills are
taught through the introduction of data and information relative to specific problems
requiring the application of the scientific method for solutions. Writing skills within the
discipline are taught through the reporting of these solutions to specific audiences.
Critical thinking, analytical reading, peer review, and discussion are emphasized.

LEARNING OUTCOMES:
The student will be able to:

• Apply what is learned in class toward effectively communicating, both orally and
through writing, with other professionals in the agronomic field as well as the
general public.
• Properly cite sources and avoid plagiarism.
• Critically analyze and evaluate popular articles.
• Identify and create acceptable resumes and cover letters.
**GRADING SYSTEM:** Grades will be based on completion of assignments, thoroughness, and class participation. No exams will be given. Students will be required to complete 3 large (3 to 8 pages) written assignments and at least 3 small (2 page maximum) written assignments during the semester. The first draft and the final version of each written assignment must be turned in by the due date. One point will be deducted from your final average for every day that assignments are late. First drafts will be edited and returned. Students must then consider and incorporate editorial comments into a final draft. The final draft will be reviewed for technical merit and thoroughness as well as English and grammar and assigned a grade. All written assignments must be typed unless otherwise specified. Grades will be given to individual assignments as follows:

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Tentative Course Outline

Week 1
Introduction and expectations. Writing Center presentation and plagiarism discussion.

Week 2
Example and analysis of scientific report (handout). Cover letter discussion and assignment.

Week 3
Computer Lab - In-class personal statement writing assignment. Students will be given instructions and details relative to writing a personal statement to gain admission into graduate or professional school. First draft due at end of class. First draft cover letter due.

Week 4
Dr. Monty Dozier: Water contamination assignment (1) and lecture. Edited personal statement and cover letter returned.

Week 5
Resume Workshop. Assignment 1 rough draft due. Final revised personal statement and cover letter due.

Week 6
Dr. Sam Feagley: Soil fertility assignment (2) and lecture. Edited assignment 1 returned. Resume rough draft due.

Week 7
Discussion of differences between scientific and popular articles. Article summary assigned. Final assignment 1 and first draft of assignment 2 due. Edited resume returned.
Week 8
Dr. Terry Gentry: Environmental soil problem assignment (3) presented. Final resume and article summary rough draft due.

Week 9
Edited assignment 2 returned and discussed. Edited article summary returned. Water contamination assignment 3 first draft due.

Week 10
Powerpoint presentation guidelines and examples. Educate the Public with Sights and Sound - Powerpoint assignment presented. Final assignment 2 and article summary due.

Week 11
Student Powerpoint presentations. Edited assignment 3 returned.

Week 12
Student Powerpoint presentations. Final assignment 3 due.

Week 13
Student Powerpoint presentations.

Week 14
Student Powerpoint presentations and course wrap up.
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 [Ag Leadership, Education, and Communications]

2. Course prefix, number and complete title  AGSC 383--Teaching Agricultural Mechanics

3. Course description (not more than 50 words): Methods of teaching and motivating students in agricultural mechanics; designed for students preparing to teach agricultural science in Texas public schools.

4. Prerequisite(s) AGSC 301 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.S. in AGSC-TCH option
   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) AGSC 383—Teaching Agricultural Mechanics

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

Approval recommended by:

Christine D. Townsend 4/17/07
Head of Department
Date

Ralph B. Clark 4/17/07
Chair, College Review Committee
Date

Head of Department (if cross-listed course) Date

Dean of College 4-20-07
Date

Submitted to Coordinating Board by:

Dean of College
Date

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

Date Effective Date

13 of 73 B
AGSC 383—TEACHING AGRICULTURAL MECHANICS

INSTRUCTOR: Tim Murphy  
Scoates Room 229  
(979) 862-3419  
tmurphy@tamu.edu

OFFICE HOURS: by appointment

COURSE WEBSITE: TBD

COURSE DESCRIPTION: Methods of teaching and motivating students in agricultural mechanics. Designed for students preparing to teach agricultural science in Texas public schools.

PREREQUISITE: AGSC 301

COURSE OBJECTIVES: Upon completion of this course you will be able to:

- Practice & model safety procedures in the agricultural mechanics laboratory.
- Create drawings of simple projects, layout projects from drawings, create a bill of materials for common agricultural mechanics laboratory projects.
- Identify tools and materials common to agricultural mechanics laboratories.
- Demonstrate basic shop skills common to agricultural mechanics laboratories through the construction of an agricultural mechanics project.
- Develop Instructional objectives for the agricultural mechanics laboratory.
- Utilize various laboratory teaching procedures and management techniques.
- Evaluate student learning, both process (skill development) and product (project).
- Successfully teach a "typical high school" lesson dealing with situations including, but not limited to: discipline, time limits, project management and evaluation.
- Integrate agricultural mechanics in the total program (Budgeting, SAE recordkeeping, CDE team training).

REQUIRED COURSE MATERIALS AND ASSIGNMENTS: The following textbooks are required:
ISBN: 1401859585

Other required materials will be available on the course website.

RECOMMENDED READING:

ATTENDANCE POLICY: Class participation will include class discussions as well as attendance, participation, project construction. Attendance will be checked at each session. Information and policy concerning excused absences is found in the Student Rules, Part 7, Attendance. Prompt notification of your instructor is required for any absence to be considered EXCUSED.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Introduction (lecture)</td>
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<td></td>
<td>Introduction to Shop Safety (lab)</td>
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<td>2</td>
<td>General Shop Safety (lecture)</td>
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<td>Sample Demonstrations (lab)</td>
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<td>3</td>
<td>Purposes and objectives of the Ag mechanics program</td>
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<td>Student Skills Demonstrations-Measuring tools (lab)</td>
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<td>4</td>
<td>Safety in Woodworking (lecture)</td>
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<td>Student Skills Demonstrations - Hand tools (lab)</td>
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<td>5</td>
<td>Safety in Plumbing and Electrical (lecture)</td>
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<td>Student Skills Demonstrations - Power Tools (lab)</td>
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<td>6</td>
<td>Selecting and Organizing Tools and Materials (lecture)</td>
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<td>Student Skills Demonstrations-Plumbing and Electrical tools (lab)</td>
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<td>7</td>
<td>Safety in Metal Welding (lecture)</td>
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<td>Student Skills Demonstrations - Welding / Cutting (lab)</td>
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<td>8</td>
<td>Safety in Metal Cutting (lecture)</td>
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<td>Student Skills Demonstrations - Welding / Cutting (lab)</td>
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<td>9</td>
<td>Project Selection (lecture) and Organizing to Teach (lecture)</td>
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<td>10</td>
<td>Project Planning (lab)</td>
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<td>11</td>
<td>Layout of Facilities (lab)</td>
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<td>Laboratory Management (lecture)</td>
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<td>Student Lesson Presentation Requirements (lab)</td>
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<td>Evaluating Student Learning in the Ag Mechanics Laboratory (lecture)</td>
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<tr>
<td>13</td>
<td>Student Lesson Presentations (lab)</td>
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<td>Ag Mechanics in the Agscience Program (lecture)</td>
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<td>14</td>
<td>Student Lesson Presentations (lab)</td>
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<td></td>
<td>Course Evaluations, Celebration, Awards Presentation (lecture)</td>
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<tr>
<td>15</td>
<td>Student Lesson Presentations (lab)</td>
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**COURSE GRADING AND ASSIGNMENTS:** Your grade for this course will be derived from the quality of your performance on a variety of indicators. These include written assignments, tests, projects and presentations. Detailed descriptions of assignments may be found on the course website.
The University Writing Center
Since this course requires several written assignments, you may want to take advantage of the University Writing Center to improve your writing skills as well as your assignments. The main objective of the UWC is to provide one-on-one consultations with a trained writing consultant. In consultations, we work with you to determine what you need. Want help getting started? Reading your assignment? Doing research or writing footnotes? Just an opinion on your draft? We will answer your questions regarding any part of the writing process. The UWC also sponsors an on-line writing lab (OWL) that allows you to send us parts of your paper (like the Introduction) and a question (i.e., whether the thesis is clear). For a quick question during business hours, students can access the UWC through AOL and Yahoo! Instant messaging services (the screen name for both is uwctamu) or by calling the Write Line at 979-845-2160.

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Copyright:
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Plagiarism:
As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with 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 under the section “Scholastic Dishonesty.” You are also encouraged to discuss specific questions about whether a particular practice is plagiarism or not with your instructor.
Date: 8 March 2007

To: Christine D. Townsend
   Professor and Head
   Agricultural Leadership, Education, and Communications

From: Ann L. Kenimer
   Professor and AGSM Coordinator
   Biological and Agricultural Engineering

Through: Gerald L. Riskowski
   Professor and Head
   Biological and Agricultural Engineering

Re: New course proposal for AGSC 383 Teaching Agricultural Mechanics

We have reviewed the new course request for AGSC 383 Teaching Agricultural Mechanics. Based on our assessment of the course proposal and syllabus, we believe AGSC 383 presents content significantly different from courses currently offered in Agricultural Systems Management. We therefore support the proposal for AGSC 383.
March 27, 2007

MEMORANDUM

To: Dr. Christine Townsend, Department Head
Agricultural Science - ALEC (Chair)

From: Dr. James Kracht, Associate Dean for Undergraduate Studies

Subject: New Courses and Proposed Course Changes from the Department of AgSc

The University Council on Teacher Education at their meeting on Tuesday, March 27, 2007 approved the following courses from the Department of Agricultural Science:

New Courses
AGSC 383, Teaching Agricultural Mechanics
AGSC 402, Designing Instruction for Secondary Agricultural Science
AGSC 405, Facilitating Complete Secondary Agricultural Science Programs

Proposed Course Changes
AGSC 384, Early Field Experience
AGSC 436, Student Teaching in Agricultural Education

If you have any questions or need additional information, please contact me.
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 AGSC 402--Designing instruction for secondary agricultural science programs

3. Course description (not more than 50 words) Theory and practice in designing instruction for secondary agricultural science programs including effective planning and delivery methods;

   Designed for students preparing to teach agricultural science in Texas public schools.

4. Prerequisite(s) AGSC 384; Concurrent enrollment in AGSC 405 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.S. in AGSC-TCH option
   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)

| AGSC | 402 | DESIGN INSTRN AGSC PRGMS |

<table>
<thead>
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<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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Do not complete shaded area.

Approval recommended by:

Christine D. Townsend 4/17/07
Head of Department

R. J. Pankey 4/17/07
Chair, College Review Committee

Head of Department (if cross-listed course) Date

Dean of College 4-20-07

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.

OAA/AS-5/04

19 of 73 B
INSTRUCTOR: Julie Harlin  
Scoates Room 104 B  
(979) 862-3014  
j-harlin@tamu.edu

OFFICE HOURS: by appointment (call Jordan at 458-1021)

COURSE WEBSITE: TBD

COURSE DESCRIPTION: Theory and practice in designing instruction for secondary agricultural science programs including effective planning and delivery methods. Designed for students preparing to teach agricultural science in Texas public schools.

PREREQUISITE: AGSC 384; Concurrent enrollment in AGSC 405

COURSE OBJECTIVES: Upon completion of this course you will be able to:

- Identify the characteristics of effective teachers;
- Apply the domains of learning and levels of cognition to learning outcomes;
- Distinguish learning styles and identify appropriate methods for learners;
- Construct an original scope and sequence for a semester agricultural science course;
- Develop learning objectives utilizing the domains of learning and levels of cognition;
- Compose an original and complete lesson plan;
- Develop a Power Point Presentation as part of a lesson;
- Develop a website for your professional development;
- Conduct a lesson utilizing effective teaching and learning practices discussed;
- Share ideas and support others through peer review of teaching presentations.

COURSE MATERIALS AND ASSIGNMENTS: The following textbooks are required:


Other course materials will be found on the course website.

ATTENDANCE POLICY: Class participation will include class discussions as well as attendance. Attendance will be checked at each session. Further information and policy concerning excused absences, see Student Rules. Part 7, Attendance. Please note that student rules require immediate notification of your instructor of an EXCUSED absence.
<table>
<thead>
<tr>
<th>Week</th>
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| 1    | The AGSC classroom VS the Regular Classroom—Identifying Differences and Impact on Instructional Planning (lab)  
      | Foundations 315-323 |
| 2    | The Psychology of Learning  
      | Foundations 220-231; EMoments 9-22  
      | Multiple Intelligences and Learning Styles (lab)  
      | Foundations 220-231; EMoments 9-22 |
| 3    | Adolescent Development and Ag Education  
      | Foundations 324-331  
      | Adolescent Development (lab) |
| 4    | Characteristics of Effective Teachers  
      | Foundations 3-11 and 40-42  
      | Domains of Learning and Levels of Cognition (lab)  
      | Foundations 236-239 |
| 5    | Effective Methods of Group Instruction (lab)  
      | Foundations 239-252; EMoments 25-157  
      | Exam I |
| 6    | Introduction to Course Planning  
      | Foundations 141-158  
      | Developing Scope and Sequence (lab)  
      | Foundations 141-158 |
| 7    | Creating a Unit of Instruction  
      | Foundations 141-158  
      | Lesson Planning—Identification, TEKS and Developing Objectives (lab)  
      | Foundations 252-254 |
| 8    | Lesson Planning—Preparation and Presentation  
      | Foundations 252-254  
      | Lesson Planning—Application and Evaluation of Knowledge (lab)  
      | Foundations 252-254 |
| 9    | Encouraging Interaction and Learning through Integration of EMoments (lab)  
      | EMoments 25-157  
      | Evaluating Student Learning  
      | Foundations 353-376 |
| 10   | Classroom Management (lab)  
      | Foundations 263-285  
      | Exam II |
| 11   | Creating PPT to Accompany a Lesson  
      | Create PPT (lab) |
Creating a Personal Web-Based Portfolio

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<td>Effective Teacher Discussion Paper</td>
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<td>Objectives</td>
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<td>Exam II</td>
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<td>Scope and Sequence</td>
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<tr>
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<tr>
<td>Power Point Discussion</td>
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<td>Web Page Portfolio</td>
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<tr>
<td><strong>Total Points</strong></td>
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A=1100-990; B=990-880; C=880-770; D=770-660; F=660 and below

The University Writing Center

Since this course requires several written assignments, you may want to take advantage of the University Writing Center to improve your writing skills as well as your assignments. The main objective of the UWC is to provide one-on-one consultations with a trained writing consultant. In consultations, we work with you to determine what you need. Want help getting started? Reading your assignment? Doing research or writing footnotes? Just an opinion on your draft? We will answer your questions regarding any part of the writing process. The UWC also sponsors an on-line writing lab (OWL) that allows you to send us parts of your paper (like the introduction) and a question (I.e., whether the thesis is clear). For a quick question during business hours, students can access the UWC through AOL and Yahoo! Instant messaging services (the screen name for both is uwctamu) or by calling the Write Line at 979-845-2160.

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

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/
Copyright:
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Plagiarism:
As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with 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, under the section “Scholastic Dishonesty.” You are also encouraged to discuss specific questions about whether a particular practice is plagiarism or not with your instructor.
March 27, 2007

MEMORANDUM

To: Dr. Christine Townsend, Department Head
   Agricultural Science - ALEC (cat)

From: Dr. James Kracht, Associate Dean for Undergraduate Studies

Subject: New Courses and Proposed Course Changes from the Department of AgSc

The University Council on Teacher Education at their meeting on Tuesday, March 27, 2007 approved the following courses from the Department of Agricultural Science:

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Proposed Course Changes
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AGSC 436, Student Teaching in Agricultural Education

If you have any questions or need additional information, please contact me.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

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

2. Course prefix, number and complete title: PHIL 302 Women and Religion

3. Course description (not more than 50 words): Investigation of women's position in religious institutions historically and currently, religion's influence on women's roles and status, and women's attempts to define their own religious perspectives; draws on sociological and philosophical insights and methods.

4. Prerequisite(s): Junior or senior classification or approval of instructor. Cross-listed with RELS/SCI/WEST 301.

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: 97A, 2003, 13, 07B, TBA.

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)

Undergraduate minor in Women's Studies, undergraduate general academic

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 302 Women and Religion

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

Level 3

Approval recommended by: [Signature] 3/20/2007
Head of Department
[Signature] Date
Head of Department (if cross-listed course) [Signature] 3/20/2007

Submitted to Coordinating Board by:
[Signature] Date
Dean of College

Director of Academic Support Services

Date Effective Date

If you have this form reviewed, please send to Linda P. Lacey, Mail Stop 1265 or fax to 847-8737.
Women and Religion
[sample]

Barbara Finlay
306 Academic

Office Hours ______ (or appt.)
b-finlay@tamu.edu
845-7994

Course Purpose and Goals

This course introduces the students to some of the basic writings and issues of feminist analysis of religion and feminist religious thought, an area that has burgeoned over the past 30 years. Among other topics, we look at the position of women in religious institutions historically and currently, the influence of religion on women's roles and status, and women's resistance and activism in attempts to define their own religious perspectives. We will also look at how religion influences attitudes and policies about women's sexuality, abortion, access to contraception, and violence toward women. Some attention will be given to new religious movements that have grown out of the 1970s Women's Movement, but most of the assigned reading has to do with women's issues within the mainstream Western tradition of Christianity, with somewhat less attention to Islam and Judaism. Consideration will also be given to the diversity of religious expressions by race/ethnicity and nation, within these traditions and within feminist discourses. The student should become familiar with the methods and issues of feminist theologies, feminist Biblical studies, and feminist recovering of women's history within the context of religions. While we cannot cover this field completely, individual research projects will allow students to study related topics not covered by the syllabus.

Required Readings are from the following books, the first four of which may be purchased at the MSC Bookstore:

Elizabeth Clark and Herbert Richardson, Women and Religion


Barbara Finlay, Readings for WMST 489: Women, Feminism, and Religion
Purchase at TAMU Graphics Center, Reed-McDonald Building on campus

Course expectations and requirements:

(1) Read, attend class, participate in the discussion and analysis of the readings and films. Students should make every effort to complete the readings before Thursday's class and to come to class with notes and/or highlighted passages ready to be discussed. For each
reading, be able to state what the main points are, and be ready to point out sections or points that you find interesting, troubling, or confusing.

(2) Attendance is mandatory, given the importance of participation. By missing class you are not only missing important information, but you are failing to meet your responsibility to contribute to the classroom learning of others. Only documented, university-approved absences (see University Student Rule 7, “Attendance”), will be accepted, although you will still need to make up any work you missed. Non-approved absences will be discounted from your final grade total at 3 points per absence.

(3) Do a major research project for the term and give a short summary presentation of your work at the end of the term. (See instructions below.)

(4) Keep a Scrapbook/Journal of observations and reading during the term. (See instructions below.)

(5) Write a take-home integrative essay to be assigned near the end of the semester and due during exam week.

Grading basis:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading, attendance, constructive discussion or questioning</td>
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<tr>
<td>Research Project</td>
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</tr>
<tr>
<td>Scrapbook/Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Take Home Essay</td>
<td>20%</td>
</tr>
</tbody>
</table>

Research Project Description (Item 2 above)

Each student will do one research project, as described below. All papers should be typed, double-space, with 1-inch margins in Times New Roman font, 12-point. Research projects should take one of the following forms:

a. **Library-based projects** involve typical term paper work on a specific topic, using documents available in the library, online, and from other sources. For this, you might do a historical study of a particular person or movement (Rebecca Jackson, for example, or the Shakers). Alternatively, you could do a study of a contemporary issue (e.g., abortion or divorce or women’s ordination) within religious groups. You might focus on some aspect of feminist theology, or perhaps conservative theology about women. More suggestions are given at the end of the syllabus. The paper should be from 12-15 pages long, with proper citations and references (not all from the internet, and you must be careful which internet sites you use—ask!).

b. **Observation projects** involve doing an ethnographic study of an ongoing religious group, focusing on issues of gender and women. For this, you will need to identify a group and attend at least two services, observing the roles of women and men and paying attention to other “gendered” messages in the service. (Does the sermon discuss preferred roles for women? Are women given prominent places in the service? Do the hymns (if there are any) use inclusive language? Think of indicators of the standing of women and men, or perhaps gay/lesbian groups.) If you do this, your paper should be as follows:
   i. Background on the group (use library, internet, the group’s own materials to help, but try to find scholarly materials as well).
ii. Description of the group—location, when you visited, what the people were like—race, gender/balance, age, class, etc. Description of the property/building/symbols, etc.

iii. Description of the service with attention to "messages" about gender or women.

iv. Data from interviews or discussions with members/participants if you have this.

I have examples of similar papers from another course if you are interested. If you choose to do this, the paper should be 8-12 pages in length.

c. Extended book summary/review essay. This paper will analyze in detail one book (or perhaps two if you want to compare them). The first part of the paper will be a detailed summary of the book and its main points. This should be 4-5 pages in length. The second part is a review of the book's impact and importance. Investigate how the book has been reviewed, how often it has been cited by others, what its sales have been—try to get an idea of how much impact it has had on the thinking of others. Then write a section on what YOU have learned from the book and how it has impressed you (or not)—what you thought was important and what you did not like or agree with. Here you can give your opinion, but be sure you give a fair representation of the book's point of view. You will be graded on the quality of your writing and how seriously you analyzed the book—not on your opinion per se. The suggested book list is given at the end of this syllabus. You might suggest another, but I will reserve the right to not approve alternatives, since I have chosen these books for good reason.

d. Media-based observation study. This is an observation project but based on observation (perhaps content analysis) of media sources—television, newspapers, magazines, etc. You might study the discussion of sexuality, sex education, or other topics in a particular type of magazine (conservative Christian—Christianity Today or Focus on the Family or liberal Christian—Christian Century, for example). Or you could do an analysis of religious messages about women in televangelism. Or perhaps a study of internet sites of feminist Christian/Jewish/Goddess/Muslim sites to see how they discuss a particular issue. For this, you need to be sure you have a clearly defined topic to study and a clear way to study it (perhaps a set of categories to use in classifying the things you observe). This paper should include a background brief scholarly literature review (what other studies have found) with references and proper citation. These papers will be 10-15 pages in length.

Journal/Scrapbook Instructions:
During the term, prepare a scrapbook/journal of items that you find in newspapers, online, magazines, church services, or elsewhere, dealing with issues for women and religion. You can also write up entries from things you have observed or heard in conversations, church services, on the street, on television, or elsewhere. For each item, clip it and attach it to your scrapbook and write a brief commentary, either directly on the scrapbook or attached to it next to the item. Everything should have relevance to the issues of women in religion, and your analysis or comments should incorporate a critical perspective similar to those we read in the class. You may include your own opinions in this section. Especially important is to think about the
implications of what you include for our cultural understandings of religion and the roles of
women. Examples will be shown in class. Try to work on this throughout the term, at least every
week. You may be asked to discuss your scrapbook progress during class meetings.

Course Outline and Schedule

Week 1  Introductions, definitions, goals for the course
  a. Feminism; religion; religious studies: Basic issues
  b. Film: *Women Serving Religion*

Readings:
  Holm, "Women and Religion"
  Dobson, "Bringing Up Boys"

Questions: What is Religion? What is Feminism? Are they compatible?

Week 2  Growing Diversity and Pluralism in American Religion

Readings:
  Rosemary Radford Ruether, "Growing Pluralism: New Dialogue—Women in
  American Religions" Pp. 425-467 in Ruether and R. S. Keller (eds), *In Our Own

  Plaskow and Christ, "The Essential Challenge: Does theology speak to women’s
  experience?," from Judith Plaskow and Judith Christ, *Womanspirit Rising*.

  Ann Carr and Douglas J. Schuurman, "Religion and feminism: A Reformist
  Christian analysis" From Anne Carr and Mary S. Van Leeuwen, eds., *Religion,

Questions: What are the issues for each of the writers? What are the
common themes, and how are they different? What is "feminine sin"?

Film: *Women Serving Religion*

Week 3  Historical view of Women in Christianity: Early church history,
  Gnostics, the Church Fathers to Middle Ages

Readings: Clark & Richardson, *Women and Religion*:
  Pp. 33-37. Gospel of Mary
  Pp. 38-42, end first paragraph) Jerome
  Pp. 54-56 (beginning with “A book on marriage”)
  Pp. 57-66, Augustine
  Pp. 67-73, (through Natural Law). Thomas Aquinas
  Pp. 119-143, Woman as Witch
**Questions:** What is the early Christian attitude about women’s leadership, women’s equality, and sexuality? How does this attitude evolve over time? Are the Witchhunts related to the earlier writings of the Church Fathers?

Film: *Burning Times*

### Week 4  
**Women’s Historical Feminist Resistance and Experiences within Christianity**

**Readings:**
Clark & Richardson, Women’s writing in the Middle Ages  
Pp. 90-97 (end first paragraph), Women Religious in the Middle Ages  
Pp. 104-109, Julian of Norwich  
Pp. 114-118, Margery Kempe

_Lerner, Creation of Feminist Consciousness_
  - Chapter 3, Self authorization. 46-64  
  - Chapter 4, The way of the mystics I, pp. 65-87  
  - Chapter 5, The way of the mystics II, pp. 88-115

Film: *TBA*

### Week 5  
**Women in Islam**

**Readings:** Riffat Hassan, Chapter on Feminism and Islam, from Arvind Sharma and Katherine K. Young, eds. *Feminism and World Religions*. SUNY Press, 1999.

Film: *My journey, my Islam*

### Week 6  
**Feminist Biblical Studies**

**Readings:**
_Lerner, Creation of Feminist Consciousness_
  - Chapter 7 One thousand years of feminist Biblical criticism, pp 138-165

**Reader:**

“Deconstructing Dena”  
Teresa J. Hornsby, “Why is she crying?”  
Van Wijk-Bos, “Explorations in the text” (handout)
| Week 7 | **Women and Religious Leadership**  
Finlay, *Facing the Stained Glass Ceiling*  
Chapters 1, 4, 5, 9, Chapter 10 (pp. 116-118 only), Chapter 11  
**Reader:** “It helps to be a feminist” |
| --- | --- |
| Week 8 | **Issues: abortion, contraception, violence**  
Finlay, *Facing the Stained Glass Ceiling*, Chapters 6-7  
**Reader:** Graela, *How elastic is Jewish tradition?*  
**Film:** *Honor Killings in Pakistan* |
| Week 9 | **Issues: Communitarian Movements and gender experimentation**  
Clark & Richardson, pp. 201-236  
**Reader:** Andreadis, The woman’s commonwealth  
**Film:** *Hutterites* |
| Week 10 | **Womanist and Mujerista voices**  
**Reader:**  
Ana Maria Isasi-Diaz, “The task of Hispanic women’s liberation theology.—Mujeristas: who we are and what we are about.” From Letty Russell, *Feminist Interpretation of the Bible*.  
**Recommended:**  
| Week 11 | **Asian and African voices/goddess spirituality** |
Reader:
Chung Hyun Kyung, “Struggle to be the Sun Again: Asian women’s theological reflections on humanity.” From Struggle to be the Sun. Orbis, 1994
From Letty Russell (ed.) Inheriting our Mother’s Gardens,
    Kwok, Pui-Lan, “Mothers and daughters, writers and fighters”
    Oduyoye, “Be a woman, and Africa will be strong”
Gwagana, “Speaking for the earth”
Spretnak, “Toward an Ecofeminist Spirituality”

Film: Full Circle

Week 12  Women and Fundamentalism

Ammerman, Bible Believers,
    “What is Fundamentalism?”
    “Husbands and Wives”
    Chapter on raising children

Reader:


Film: Battle for the Minds

Week 13  Jewish women and feminism
Women’s Haggadah (handout)
Plaskow, “It’s feminist, but is it Jewish?” (handout)
From Tradition in a Rootless World (handout)

Film: Half the Kingdom

Week 14  Student Research Presentations, Sharing of Scrapbooks
**Academic Dishonesty/Plagiarism Policy:**
Academic Honesty is a serious matter in the university (see section 20 of Student Rules.) Plagiarism is defined as “failing to credit sources used in a work product in an attempt to pass off the work as one’s own.” This includes paraphrasing another source—internet site, article, book, friend’s paper—without acknowledgement, turning in another student’s work as your own, and/or failure to use quotation marks when quoting material, even when a citation is given. It is perfectly fine to get ideas from other sources, but these must be acknowledged. All papers in this class are expected to be the work of the student, with proper citation and documentation of the sources used. Learning proper citation methods is part of becoming a professional, so I will expect you to pay proper attention to this. Any evidence of actual plagiarism will result in a grade of F in the course and a letter to the department head, according to procedures discussed in the Student Rule Book.

The Aggie Honor Code is as follows: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Honor Council Rules and Procedures may be consulted at http://www.tamu.edu/aggiehonor.

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Suggestions for Research topics
Catholic women’s movements for ordination
Goddess movement/Neo Paganism/Wicca
Promise Keepers: Positive or negative for women?
Womanism vs. Feminism
Women and leadership in Black Churches in the US
The work of Paula Gunn Allen (Native American Spiritual leader)
The Shakers and their philosophy of sex and sex roles
Communitarian religious movements in the US and alternative gender/family definitions (see section in Clark & Richardson for starters)
The rise of gay-friendly churches in Mainline Protestantism (e.g., More Light Presbyterians)
The role of the church in Latin America, and its impact on women
The churches and issues of violence toward women
Feminist pastoral counseling: what it is, and why it came about
Women in Afghanistan/Saudi Arabia/Egypt...under Islam
Mary—her meaning historically and today
Jewish women in Orthodoxy
Judaism and the ordination of women
Comparison of Judaism and Christianity on women’s issues (abortion, sexuality, religious leadership, etc.)
Women in Hinduism/Buddhism/Sikhism/or another traditional religion
The Virgin of Guadalupe in Mexico
The Christian Right and the issue of abortion (homosexuality, women’s roles in marriage, welfare policy, etc.)
The family in the Hebrew Bible/ New Testament
Women in the Bible

Suggestions for Books to Review
Brock, Rita Nakashima and Susan Thistlewaite, Casting Stones: Prostitution and Liberation in Asia and the United States.
Davidman, Lynn, Tradition in a Rootless World
Mary Daly, Beyond God the Father
Elizabeth Cady Stanton, The Woman’s Bible
Ana-Maria Isasi-Diaz, En La Lucha
Delores Williams, Sisters in the Wilderness
Judith Plaskow, Standing Again at Sinai
Carol P. Christ, Diving Deep and Surfacing
Ahmed, Leila, Women and Gender in Islam: Historical Roots of a Modern Debate
Ruth Wallace, They Call Her Pastor
Carolyn Walker Bynum, Jesus as Mother: Studies in the Spirituality of the High Middle Ages
Joanne Carlson Brown and Carole R. Bohn, Editors. Christianity, Patriarchy, and Abuse
Rosemary Radford Ruether, Sexism and God-Talk
Elisabeth Schussler-Fiorenza, In Memory of Her
Phyllis Tribble, Texts of Terror
Mollenkott, Virginia Ramey, Omnnigender: a trans-reiligious approach.
Pelikan, Jaroslav, Mary Through the Ages.
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 Religious Studies Program

2. Course prefix, number and complete title: RELS 302 Woman and Religion

3. Course description (not more than 50 words): Investigation of women's position in religious institutions historically and/or currently, religion's influence on women's roles and status, and women's attempts to define their own religious perspectives; draws on sociological and philosophical insights and methods.

4. Prerequisite(s): Junior or senior classification or approval of instructor

Cross-listed with SOCI/PHIL/WMST 302

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: 97A, 20; C3A, 13; 07B, 16A

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)

Undergraduate minor in Women's Studies, undergraduate general academic

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)

REL  S 3 0 2  W  O  M  E  N  A  N  D  R  E  L  I  G  I  O  N

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

Do not complete shaded area.

Approval recommended by:

David Bonesteel  3/20/2007

Chair, College Review Committee  Date


Dean of College  Date

Submitted to Coordinating Board by:

Director of Academic Support Services  Date

Received  APR 27 2007

Approved by Academic Support Services

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

OAR/AS-5/04

35 of 73 B
Women and Religion
[sample]

Barbara Finlay  
306 Academic

Office Hours ______ (or appt.)
b-finlay@tamu.edu
845-7994

Course Purpose and Goals

This course introduces the students to some of the basic writings and issues of feminist analysis of religion and feminist religious thought, an area that has burgeoned over the past 30 years. Among other topics, we look at the position of women in religious institutions historically and currently, the influence of religion on women’s roles and status, and women’s resistance and activism in attempts to define their own religious perspectives. We will also look at how religion influences attitudes and policies about women’s sexuality, abortion, access to contraception, and violence toward women. Some attention will be given to new religious movements that have grown out of the 1970s Women’s Movement, but most of the assigned reading has to do with women’s issues within the mainstream Western tradition of Christianity, with somewhat less attention to Islam and Judaism. Consideration will also be given to the diversity of religious expressions by race/ethnicity and nation, within these traditions and within feminist discourses. The student should become familiar with the methods and issues of feminist theologies, feminist Biblical studies, and feminist recovering of women’s history within the context of religions. While we cannot cover this field completely, individual research projects will allow students to study related topics not covered by the syllabus.

Required Readings are from the following books, the first four of which may be purchased at the MSC Bookstore:

Elizabeth Clark and Herbert Richardson, *Women and Religion*


Barbara Finlay, *Readings for WMST 489: Women, Feminism, and Religion*

Purchase at TAMU Graphics Center, Reed-McDonald Building on campus

Course expectations and requirements:

(1) Read, attend class, participate in the discussion and analysis of the readings and films. Students should make every effort to complete the readings before Thursday’s class and to come to class with notes and/or highlighted passages ready to be discussed. For each
reading, be able to state what the main points are, and be ready to point out sections or points that you find interesting, troubling, or confusing.

(2) Attendance is mandatory, given the importance of participation. By missing class you are not only missing important information, but you are failing to meet your responsibility to contribute to the classroom learning of others. Only documented, university-approved absences (see University Student Rule 7, “Attendance”), will be accepted, although you will still need to make up any work you missed. Non-approved absences will be discounted from your final grade total at 3 points per absence.

(3) Do a major research project for the term and give a short summary presentation of your work at the end of the term. (See instructions below.)

(4) Keep a Scrapbook/Journal of observations and reading during the term. (See instructions below.)

(5) Write a take-home integrative essay to be assigned near the end of the semester and due during exam week.

Grading basis:

- Reading, attendance, constructive discussion or questioning: 15%
- Research Project: 45%
- Scrapbook/Journal: 20%
- Take Home Essay: 20%

Research Project Description (Item 2 above)

Each student will do one research project, as described below. All papers should be typed, double-space, with 1-inch margins in Times New Roman font, 12-point. Research projects should take one of the following forms:

a. Library-based projects involve typical term paper work on a specific topic, using documents available in the library, online, and from other sources. For this, you might do a historical study of a particular person or movement (Rebecca Jackson, for example, or the Shakers). Alternatively, you could do a study of a contemporary issue (e.g., abortion or divorce or women’s ordination) within religious groups. You might focus on some aspect of feminist theology, or perhaps conservative theology about women. More suggestions are given at the end of the syllabus. The paper should be from 12-15 pages long, with proper citations and references (not all from the internet, and you must be careful which internet sites you use—ask!).

b. Observation projects involve doing an ethnographic study of an ongoing religious group, focusing on issues of gender and women. For this, you will need to identify a group and attend at least two services, observing the roles of women and men and paying attention to other “gendered” messages in the service. (Does the sermon discuss preferred roles for women? Are women given prominent places in the service? Do the hymns (if there are any) use inclusive language? Think of indicators of the standing of women and men, or perhaps gay/lesbian groups. If you do this, your paper should be as follows:
   i. Background on the group (use library, internet, the group’s own materials to help, but try to find scholarly materials as well).
ii. Description of the group—location, when you visited, what the people were like—race, gender/balance, age, class, etc. Description of the property/building/symbols, etc.

iii. Description of the service with attention to "messages" about gender or women.

iv. Data from interviews or discussions with members/participants if you have this.

I have examples of similar papers from another course if you are interested. If you choose to do this, the paper should be 8-12 pages in length.

c. **Extended book summary/review essay.** This paper will analyze in detail one book (or perhaps two if you want to compare them). The first part of the paper will be a detailed summary of the book and its main points. This should be 4-5 pages in length. The second part is a review of the book’s impact and importance. Investigate how the book has been reviewed, how often it has been cited by others, what its sales have been—try to get an idea of how much impact it has had on the thinking of others. Then write a section on what YOU have learned from the book and how it has impressed you (or not)—what you thought was important and what you did not like or agree with. Here you can give your opinion, but be sure you give a fair representation of the book’s point of view. You will be graded on the quality of your writing and how seriously you analyzed the book—not on your opinion *per se*. The suggested book list is given at the end of this syllabus. You might suggest another, but I will reserve the right to not approve alternatives, since I have chosen these books for good reason.

d. **Media-based observation study.** This is an observation project but based on observation (perhaps content analysis) of media sources—television, newspapers, magazines, etc. You might study the discussion of sexuality, sex education, or other topics in a particular type of magazine (Conservative Christian—*Christianity Today* or *Focus on the Family* or liberal Christian—*Christian Century*, for example). Or you could do an analysis of religious messages about women in televangelism. Or perhaps a study of Internet sites of feminist Christian/Jewish/Goddess/Muslim sites to see how they discuss a particular issue. For this, you need to be sure you have a clearly defined topic to study and a clear way to study it (perhaps a set of categories to use in classifying the things you observe). This paper should include a background brief scholarly literature review (what other studies have found) with references and proper citation. These papers will be 10-15 pages in length.

**Journal/Scrapbook Instructions:**
During the term, prepare a scrapbook/journal of items that you find in newspapers, online, magazines, church services, or elsewhere, dealing with issues for women and religion. You can also write up entries from things you have observed or heard in conversations, church services, on the street, on television, or elsewhere. For each item, clip it and attach it to your scrapbook and write a brief commentary, either directly on the scrapbook or attached to it next to the item. Everything should have relevance to the issues of women in religion, and your analysis or comments should incorporate a critical perspective similar to those we read in the class. You may include your own opinions in this section. Especially important is to think about the
implications of what you include for our cultural understandings of religion and the roles of women. Examples will be shown in class. Try to work on this throughout the term, at least every week. You may be asked to discuss your scrapbook progress during class meetings.

Course Outline and Schedule

Week 1  
**Introductions, definitions, goals for the course**

a. Feminism; religion; religious studies: Basic issues

b. Film: *Women Serving Religion*

**Readings:**

Holm, "Women and Religion"

Dobson, "Bringing Up Boys"

**Questions:** What is Religion? What is Feminism? Are they compatible?

Week 2  
Growing Diversity and Pluralism in American Religion

**Readings:**


**Questions:** What are the issues for each of the writers? What are the common themes, and how are they different? What is "feminine sin"?

Film: *Women Serving Religion*

Week 3  
Historical view of Women in Christianity: Early church history, Gnostics, the Church Fathers to Middle Ages

**Readings:** Clark & Richardson, *Women and Religion:*


Pp. 33-37. Gospel of Mary

Pp. 38-42, end first paragraph) Jerome

Pp. 54-56 (beginning with "A book on marriage")

Pp. 57-66, Augustine

Pp. 67-73, (through Natural Law). Thomas Aquinas

Pp. 119-143, Woman as Witch
Questions: What is the early Christian attitude about women's leadership, women's equality, and sexuality? How does this attitude evolve over time? Are the Witchhunts related to the earlier writings of the Church Fathers?

Film: Burning Times

Week 4  Women’s Historical Feminist Resistance and Experiences within Christianity

Readings:
Clark & Richardson, Women’s writing in the Middle Ages
Pp. 90-97 (end first paragraph), Women Religious in the Middle Ages
Pp. 104-109, Julian of Norwich
Pp. 114-118, Margery Kempe

Lerner, Creation of Feminist Consciousness
Chapter 3, Self authorization. 46-64
Chapter 4, The way of the mystics I, pp. 65-87
Chapter 5, The way of the mystics II, pp. 88-115

Film: TBA

Week 5  Women in Islam
Readings: Rifat Hassan, Chapter on Feminism and Islam, from Arvind Sharma and Katherine K. Young, eds. Feminism and World Religions. SUNY Press, 1999.

Film: My journey, my Islam

Week 6  Feminist Biblical Studies
Readings:
Lerner, Creation of Feminist Consciousness
Chapter 7 One thousand years of feminist Biblical criticism, pp 138-165

Reader:
Renita Weems, “Reading her way through the struggle.” Reprinted from Stony the Road We Trod, Cain Hope Felder, ed., Augsburg Fortress, 1991.


“Deconstructing Dena”
Teresa J. Hornsby, “Why is she crying?”
Van Wijk-Bos, “Explorations in the text” (handout)
Week 7  
**Women and Religious Leadership**  
Finlay, *Facing the Stained Glass Ceiling*  
Chapters 1, 4, 5, 9, Chapter 10 (pp. 116-118 only), Chapter 11  
**Reader:** “It helps to be a feminist”

Week 8  
**Issues: abortion, contraception, violence**  
Finlay, *Facing the Stained Glass Ceiling*, Chapters 6-7  
**Reader:** Graela, *How elastic is Jewish tradition?*  
**Film:** *Honor Killings in Pakistan*

Week 9  
**Issues: Communitarian Movements and gender experimentation**  
Clark & Richardson, pp. 201-236  
**Reader:** Andreadis, *The woman’s commonwealth*  
**Film:** *Hutterites*

Week 10  
**Womanist and Mujerista voices**  
**Reader:**  
Ana Maria Isasi-Diaz, “The task of Hispanic women’s liberation theology.—Mujeristas: who we are and what we are about.” From Letty Russell, *Feminist Interpretation of the Bible*.  
**Recommended:**  

Week 11  
**Asian and African voices/goddess spirituality**
Reader:
Chung Hyun Kyung, "Struggle to be the Sun Again: Asian women's theological reflections on humanity." From Struggle to be the Sun. Orbis, 1994
From Letty Russell (ed.) Inheriting our Mother's Gardens,
Kwok, Pui-Lan, "Mothers and daughters, writers and fighters"
Oduyoye, "Be a woman, and Africa will be strong"
Gwagana, "Speaking for the earth"
Spretnak, "Toward an Ecofeminist Spirituality"

Film: Full Circle

Week 12  Women and Fundamentalism

Ammerman, Bible Believers,
"What is Fundamentalism?"
"Husbands and Wives"
Chapter on raising children

Reader:


Film: Battle for the Minds

Week 13  Jewish women and feminism
Women’s Haggadah (handout)
Plaskow, “It’s feminist, but is it Jewish?” (handout)
From Tradition in a Rootless World (handout)

Film: Half the Kingdom

Week 14  Student Research Presentations, Sharing of Scrapbooks
**Academic Dishonesty/Plagiarism Policy:**
Academic Honesty is a serious matter in the university (see section 20 of Student Rules.) Plagiarism is defined as “failing to credit sources used in a work product in an attempt to pass off the work as one’s own.” This includes paraphrasing another source—internet site, article, book, friend’s paper—without acknowledgement, turning in another student’s work as your own, and/or failure to use quotation marks when quoting material, even when a citation is given. It is perfectly fine to get ideas from other sources, but these must be acknowledged. All papers in this class are expected to be the work of the student, with proper citation and documentation of the sources used. Learning proper citation methods is part of becoming a professional, so I will expect you to pay proper attention to this. Any evidence of actual plagiarism will result in a grade of F in the course and a letter to the department head, according to procedures discussed in the Student Rule Book.

The Aggie Honor Code is as follows: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Honor Council Rules and Procedures may be consulted at http://www.tamu.edu/aggiehonor.

**Disabilities Policy:** 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 Studies with Disabilities in 118B Cain Hall. The phone number is 845-1637. You should also feel free to consult with me.
Suggestions for Research topics
Catholic women’s movements for ordination
Goddess movement/Neo Paganism/Wicca
Promise Keepers: Positive or negative for women?
Womanism vs. Feminism
Women and leadership in Black Churches in the US
The work of Paula Gunn Allen (Native American Spiritual leader)
The Shakers and their philosophy of sex and sex roles
Communitarian religious movements in the US and alternative gender/family definitions (see section in Clark & Richardson for starters)
The rise of gay-friendly churches in Mainline Protestantism (e.g., More Light Presbyterians)
The role of the church in Latin America, and its impact on women
The churches and issues of violence toward women
Feminist pastoral counseling: what it is, and why it came about
Women in Afghanistan/Saudi Arabia/Egypt...under Islam
Mary—her meaning historically and today
Jewish women in Orthodoxy
Judaism and the ordination of women
Comparison of Judaism and Christianity on women’s issues (abortion, sexuality, religious leadership, etc.)
Women in Hinduism/Buddhism/Sikhism/or another traditional religion
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The Christian Right and the issue of abortion (homosexuality, women’s roles in marriage, welfare policy, etc.)
The family in the Hebrew Bible/ New Testament
Women in the Bible

Suggestions for Books to Review
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Davidman, Lynn, Tradition in a Rootless World
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Ana-Maria Isazi-Diaz, En La Lucha
Delores Williams, Sisters in the Wilderness
Judith Plaskow, Standing Again at Sinai
Carol P. Christ, Diving Deep and Surfacing
Ahmed, Leila, Women and Gender in Islam: Historical Roots of a Modern Debate
Ruth Wallace, They Call Her Pastor
Carolyn Walker Bynum, Jesus as Mother: Studies in the Spirituality of the High Middle Ages
Joanne Carlson Brown and Carole R. Bohn, Editors. Christianity, Patriarchy, and Abuse
Rosemary Radford Rutherford, Sexism and God-Talk
Elisabeth Schussler-Fiorenza, In Memory of Her
Phyllis Tribble, Texts of Terror
Mollenkott, Virginia Ramey, Omnigender: a trans-religious approach.
Pelikan, Jaroslav, Mary Through the Ages.
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 course is submitted by the Department of  Rangeland Ecology and Management

2. Course prefix, number and complete title of course:  RLEM 416 Fire and Natural Resources Management

3. Course description (not more than 50 words): Behavior and use of fire in the management of natural resources; principles underlying the role of weather, fuel characteristics and physical features of the environment related to the development and implementation of fire management plans.

4. Prerequisite(s)  Junior or Senior Classification  Stacked with  RLEM 616
or approval of instructor

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

6. Is this a repeatable course  _ Yes  X 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?  X Yes  No  If yes, how many times?  1
Indicate the number of students enrolled for each academic period it was taught.  10-06c

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)
      B.S. in natural resources related degrees

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)

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title (exclude punctuation)</th>
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<td>FIRE &amp; NATURAL RESOURCES MANAGEMENT</td>
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<th>Subject Matter Content Code</th>
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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

Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
COURSE DESCRIPTION:
Three hour course with 2 hr lecture and 3 hr lab. Behavior and use of fire in the management of natural resources; principles underlying the role of weather, fuel characteristics and physical features of the environment related to the development and implementation of fire management plans. Effects of fire on individual plants, populations, landscapes and communities and the implications of different fire regimes will be discussed. The role of natural resource managers in fire prevention & suppression will be discussed in the context of how that has altered ecosystems. Fire management plans will be developed to direct ecological succession in the context of natural fire regimes. There will be two written examinations and one research term paper required for the course. Possible short quizzes will be administered at the discretion of the instructors. Additionally, graduate students will be required to prepare and present a short classroom lecture on an assigned topic relevant to the course curriculum. Graduate and undergraduate students will be responsible for constructive critiques of these presentations. TEXTBOOK TBD.

Laboratory will emphasize field experience in prescribed burning. Some prescribed fires will be in the College Station area. Experience with a variety of fuels and environmental conditions may be provided with overnight trips. Some laboratory periods will involve group discussions on current and relevant publications in the scientific literature. Graduate students will be assigned to lead discussions and be responsible for additional background information that will provide additional insights to each meeting. We will not meet for all the scheduled laboratory periods.

PREREQUISITES:
Junior or Senior Classification or Approval of Instructor

INSTRUCTOR:
Dr. William E. Rogers  Department of Ecosystem Science and Management
Office: 305 ANIN  Phone: 845-0317  email: wer@tamu.edu
&
Dr. Mike Messina  Department of Ecosystem Science and Management
Office: 311 HFSB  Phone: 845-2547  email: m-messina@tamu.edu

LECTURE OUTLINE:
Introduction & overview  1 hr
Guest lecturers  2 hr
The Fire Environment  5 hr
  Combustion & physical processes  
  Fuels and fuel modeling  
  Fire behavior & weather  
  Mathematical simulation of fire behavior
Fire Regimes  6 hr
  Fire History  
  Fire effects on plants and soil  
  Direct effects of heat on plants & soil  
  Indirect effects through changes in the microenvironment  
  Redistribution of nutrients in smoke and ash  
  Selected Fire Regimes
Fire and Culture
Administration of Fire Regimes

Fire Management 3 hr
- Fire prevention & detection
- Fire information systems
- Fuels management
- Fire suppression (strategies, organization, & tactics)

Prescribed Fire 5 hr
- Legal requirements
- Fire breaks
- Planning prescribed fires
- Selected examples
- Smoke management

Student Presentations 3 hr

EXAMS 2 hr

LABORATORY OUTLINE:
- Introduction to prescribed burning equipment & safety
- Fuels modeling & fire behavior simulation modeling
- Fire ecology & management information systems on the World Wide Web
- Practical experience burning small and large areas with special emphasis on behavior
- Field studies of previously burned sites

Attendance Policy
Class attendance is required. See University Rule 7 for policy on excused and unexcused absences. In-class assignments missed as a result of unexcused absences are due 48 hours after you return; however, past-due assignments are not eligible to receive full credit (except in cases of University excused absences), and will be accepted at the instructors’ discretion. See “Basis for Grading Assignments” for details.

Class Participation
Active class participation is an integral part of this course and should be viewed as important practice for your professional career. Your class participation grade is derived from active participation in class discussions, meaningful peer review, and satisfactory completion of in-class assignments. Please read and understand the descriptions for how these activities are graded, and feel free to ask an instructor for clarification if you have questions. Instructors reserve the right to add accountability for reading via “reading quizzes”, if necessary.

Aggie Honor Code
“An Aggie does not lie, cheat, or steal or tolerate those who do.” For additional information please visit: www.tamu.edu/aggiehonor/

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 Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.
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 Sociology

2. Course prefix, number and complete title SOCI 302 Women and Religion

3. Course description (not more than 50 words) Investigation of women's position in religious institutions historically and currently, religion's influence on women's roles and status, and women's attempts to define their own religious perspectives; draws on sociological and philosophical insights and methods.

4. Prerequisite(s), junior or senior classification or approval of 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? 3 ☐

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) |
      | Lec. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
      | 0 | 3 | 0 | 0 | 3 | 4 | 5 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 2 | 3 | 7 | 0 | 0 | 0 | 9 | 0 | 0 | 3 | 6 | 3 | 2 |

Do not complete shaded area.

Approval recommended by:

Head of Department

Head of Department (if cross-listed course) RELS

Submitted to Coordinating Board by:

Director of Academic Support Services

Chair, College Review Committee

Dean of College

Dean of College

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

OAR/AS-5/04
Women and Religion
[sample]

Barbara Finlay
306 Academic

Office Hours _____ (or appt.)
b-finlay@tamu.edu
845-7994

Course Purpose and Goals

This course introduces the students to some of the basic writings and issues of feminist analysis of religion and feminist religious thought, an area that has burgeoned over the past 30 years. Among other topics, we look at the position of women in religious institutions historically and currently, the influence of religion on women’s roles and status, and women’s resistance and activism in attempts to define their own religious perspectives. We will also look at how religion influences attitudes and policies about women’s sexuality, abortion, access to contraception, and violence toward women. Some attention will be given to new religious movements that have grown out of the 1970s Women’s Movement, but most of the assigned reading has to do with women’s issues within the mainstream Western tradition of Christianity, with somewhat less attention to Islam and Judaism. Consideration will also be given to the diversity of religious expressions by race/ethnicity and nation, within these traditions and within feminist discourses. The student should become familiar with the methods and issues of feminist theologies, feminist Biblical studies, and feminist recovering of women’s history within the context of religions. While we cannot cover this field completely, individual research projects will allow students to study related topics not covered by the syllabus.

Required Readings are from the following books, the first four of which may be purchased at the MSC Bookstore:

Elizabeth Clark and Herbert Richardson, Women and Religion


Barbara Finlay, Readings for WMST 489: Women, Feminism, and Religion
Purchase at TAMU Graphics Center, Reed-McDonald Building on campus

Course expectations and requirements:

(1) Read, attend class, participate in the discussion and analysis of the readings and films. Students should make every effort to complete the readings before Thursday’s class and to come to class with notes and/or highlighted passages ready to be discussed. For each
reading, be able to state what the main points are, and be ready to point out sections or points that you find interesting, troubling, or confusing.

(2) Attendance is mandatory, given the importance of participation. By missing class you are not only missing important information, but you are failing to meet your responsibility to contribute to the classroom learning of others. Only documented, university-approved absences (see University Student Rule 7, “Attendance”), will be accepted, although you will still need to make up any work you missed. Non-approved absences will be discounted from your final grade total at 3 points per absence.

(3) Do a major research project for the term and give a short summary presentation of your work at the end of the term. (See instructions below.)

(4) Keep a Scrapbook/Journal of observations and reading during the term. (See instructions below.)

(5) Write a take-home integrative essay to be assigned near the end of the semester and due during exam week.

Grading basis:

Reading, attendance, constructive discussion or questioning: 15%
Research Project 45%
Scrapbook/Journal 20%
Take Home Essay 20%

Research Project Description (Item 2 above)

Each student will do one research project, as described below. All papers should be typed, double-space, with 1-inch margins in Times New Roman font, 12-point. Research projects should take one of the following forms:

a. **Library-based projects** involve typical term paper work on a specific topic, using documents available in the library, online, and from other sources. For this, you might do a historical study of a particular person or movement (Rebecca Jackson, for example, or the Shakers). Alternatively, you could do a study of a contemporary issue (e.g., abortion or divorce or women’s ordination) within religious groups. You might focus on some aspect of feminist theology, or perhaps conservative theology about women. More suggestions are given at the end of the syllabus. The paper should be from 12-15 pages long, with proper citations and references (not all from the internet, and you must be careful which internet sites you use—ask!).

b. **Observation projects** involve doing an ethnographic study of an ongoing religious group, focusing on issues of gender and women. For this, you will need to identify a group and attend at least two services, observing the roles of women and men and paying attention to other “gendered” messages in the service. (Does the sermon discuss preferred roles for women? Are women given prominent places in the service? Do the hymns (if there are any) use inclusive language? Think of indicators of the standing of women and men, or perhaps gay/lesbian groups. If you do this, your paper should be as follows:

   i. Background on the group (use library, internet, the group’s own materials to help, but try to find scholarly materials as well).
ii. Description of the group—location, when you visited, what the people were like—race, gender/balance, age, class, etc. Description of the property/building/symbols, etc.

iii. Description of the service with attention to "messages" about gender or women.

iv. Data from interviews or discussions with members/participants if you have this.

I have examples of similar papers from another course if you are interested. If you choose to do this, the paper should be 8-12 pages in length.

c. **Extended book summary/review essay.** This paper will analyze in detail one book (or perhaps two if you want to compare them). The first part of the paper will be a detailed summary of the book and its main points. This should be 4-5 pages in length. The second part is a review of the book’s impact and importance. Investigate how the book has been reviewed, how often it has been cited by others, what its sales have been—try to get an idea of how much impact it has had on the thinking of others. Then write a section on what YOU have learned from the book and how it has impressed you (or not)—what you thought was important and what you did not like or agree with. Here you can give your opinion, but be sure you give a fair representation of the book’s point of view. You will be graded on the quality of your writing and how seriously you analyzed the book—not on your opinion per se. The suggested book list is given at the end of this syllabus. You might suggest another, but I will reserve the right to not approve alternatives, since I have chosen these books for good reason.

d. **Media-based observation study.** This is an observation project but based on observation (perhaps content analysis) of media sources—television, newspapers, magazines, etc. You might study the discussion of sexuality, sex education, or other topics in a particular type of magazine (conservative Christian—Christianity Today or Focus on the Family or liberal Christian—Christian Century, for example). Or you could do an analysis of religious messages about women in televangelism. Or perhaps a study of internet sites of feminist Christian/Jewish/Goddess/Muslim sites to see how they discuss a particular issue. For this, you need to be sure you have a clearly defined topic to study and a clear way to study it (perhaps a set of categories to use in classifying the things you observe). This paper should include a background brief scholarly literature review (what other studies have found) with references and proper citation. These papers will be 10-15 pages in length.

**Journal/Scrapbook Instructions:**
During the term, prepare a scrapbook/journal of items that you find in newspapers, online, magazines, church services, or elsewhere, dealing with issues for women and religion. You can also write up entries from things you have observed or heard in conversations, church services, on the street, on television, or elsewhere. For each item, clip it and attach it to your scrapbook and write a brief commentary, either directly on the scrapbook or attached to it next to the item. Everything should have relevance to the issues of women in religion, and your analysis or comments should incorporate a critical perspective similar to those we read in the class. You may include your own opinions in this section. Especially important is to think about the
implications of what you include for our cultural understandings of religion and the roles of women. Examples will be shown in class. Try to work on this throughout the term, at least every week. You may be asked to discuss your scrapbook progress during class meetings.

**Course Outline and Schedule**

**Week 1**  
**Introductions, definitions, goals for the course**  
- Feminism; religion; religious studies: Basic issues  
- Film: *Women Serving Religion*

**Readings:**  
Holm, “Women and Religion”  
Dobson, “Bringing Up Boys”  
**Questions:** What is Religion? What is Feminism? Are they compatible?

**Week 2**  
**Growing Diversity and Pluralism in American Religion**

**Readings:**  


**Questions:** What are the issues for each of the writers? What are the common themes, and how are they different? What is “feminine sin”?

**Film:** *Women Serving Religion*

**Week 3**  
**Historical view of Women in Christianity:** Early church history, Gnostics, the Church Fathers to Middle Ages

**Readings:** Clark & Richardson, *Women and Religion:*  
Pp. 33-37, Gospel of Mary  
Pp. 38-42, (end first paragraph) Jerome  
Pp. 54-56 (beginning with “A book on marriage”)  
Pp. 57-66, Augustine  
Pp. 67-73, (through Natural Law). Thomas Aquinas  
Pp. 119-143, Woman as Witch
Questions: What is the early Christian attitude about women’s leadership, women’s equality, and sexuality? How does this attitude evolve over time? Are the Witchhunts related to the earlier writings of the Church Fathers?

Film: *Burning Times*

**Week 4**  
Women’s Historical Feminist Resistance and Experiences within Christianity

**Readings:**  
Clark & Richardson, Women’s writing in the Middle Ages  
Pp. 90-97 (end first paragraph), Women Religious in the Middle Ages  
Pp. 104-109, Julian of Norwich  
Pp. 114-118, Margery Kempe

Lerner, *Creation of Feminist Consciousness*  
Chapter 3, Self authorization. 46-64  
Chapter 4, The way of the mystics I, pp. 65-87  
Chapter 5, The way of the mystics II, pp. 88-115

Film: *TBA*

**Week 5**  
Women in Islam

**Readings:** Riffat Hassan, Chapter on Feminism and Islam, from Arvind Sharma and Katherine K. Young, eds. *Feminism and World Religions*. SUNY Press, 1999.

Film: *My journey, my Islam*

**Week 6**  
Feminist Biblical Studies

**Readings:**  
Lerner, *Creation of Feminist Consciousness*  
Chapter 7 One thousand years of feminist Biblical criticism, pp 138-165

**Reader:**  


- “Deconstructing Dena”
- Teresa J. Hornsby, “Why is she crying?”
- Van Wijk-Bos, “Explorations in the text” (handout)
Week 7  
**Women and Religious Leadership**  
Finlay, *Facing the Stained Glass Ceiling*  
Chapters 1, 4, 5, 9, Chapter 10 (pp. 116-118 only), Chapter 11  
**Reader:** “It helps to be a feminist”

Week 8  
**Issues: abortion, contraception, violence**


Finlay, *Facing the Stained Glass Ceiling*, Chapters 6-7

**Reader:** Graela, *How elastic is Jewish tradition?*

**Film:** *Honor Killings in Pakistan*

Week 9  
**Issues: Communitarian Movements and gender experimentation**

Clark & Richardson, pp. 201-236  
**Reader:** Andreadis, The woman’s commonwealth

**Film:** *Hutterites*

Week 10  
**Womanist and Mujerista voices**

**Reader:**


Ana Maria Isasi-Diaz, “The task of Hispanic women’s liberation theology.— Mujeristas: who we are and what we are about.” From Letty Russell, *Feminist Interpretation of the Bible*.

**Recommended:**


Week 11  
**Asian and African voices/goddess spirituality**
Reader:
Chung Hyun Kyung, "Struggle to be the Sun Again: Asian women’s theological reflections on humanity." From Struggle to be the Sun. Orbis, 1994
From Letty Russell (ed.) Inheriting our Mother’s Gardens,
Kwok, Pui-Lan, “Mothers and daughters, writers and fighters”
Oduyoye, “Be a woman, and Africa will be strong”
Gwagana, “Speaking for the earth”
Spretnak, “Toward an Ecofeminist Spirituality”

Film: Full Circle

Week 12 Women and Fundamentalism

Ammerman, Bible Believers,
“What is Fundamentalism?”
“Husbands and Wives”
Chapter on raising children

Reader:


Film: Battle for the Minds

Week 13 Jewish women and feminism
Women’s Haggadah (handout)
Plaskow, “It’s feminist, but is it Jewish?” (handout)
From Tradition in a Rootless World (handout)

Film: Half the Kingdom

Week 14 Student Research Presentations, Sharing of Scrapbooks
**Academic Dishonesty/Plagiarism Policy:**
Academic Honesty is a serious matter in the university (see section 20 of Student Rules.) Plagiarism is defined as “failing to credit sources used in a work product in an attempt to pass off the work as one’s own.” This includes paraphrasing another source—internet site, article, book, friend’s paper—without acknowledgement, turning in another student’s work as your own, and/or failure to use quotation marks when quoting material, even when a citation is given. It is perfectly fine to get ideas from other sources, but these must be acknowledged. All papers in this class are expected to be the work of the student, with proper citation and documentation of the sources used. Learning proper citation methods is part of becoming a professional, so I will expect you to pay proper attention to this. Any evidence of actual plagiarism will result in a grade of F in the course and a letter to the department head, according to procedures discussed in the Student Rule Book.

The Aggie Honor Code is as follows: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Honor Council Rules and Procedures may be consulted at http://www.tamu.edu/aggiehonor.

**Disabilities Policy:** 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 Studies with Disabilities in 118B Cain Hall. The phone number is 845-1637. You should also feel free to consult with me.
Suggestions for Research topics
Catholic women’s movements for ordination
Goddess movement/Neo Paganism/Wicca
Promise Keepers: Positive or negative for women?
Womanism vs. Feminism
Women and leadership in Black Churches in the US
The work of Paula Gunn Allen (Native American Spiritual leader)
The Shakers and their philosophy of sex and sex roles
Communitarian religious movements in the US and alternative gender/family definitions (see section in Clark & Richardson for starters)
The rise of gay-friendly churches in Mainline Protestantism (e.g., More Light Presbyterians)
The role of the church in Latin America, and its impact on women
The churches and issues of violence toward women
Feminist pastoral counseling: what it is, and why it came about
Women in Afghanistan/Saudi Arabia/Egypt...under Islam
Mary—her meaning historically and today
Jewish women in Orthodoxy
Judaism and the ordination of women
Comparison of Judaism and Christianity on women’s issues (abortion, sexuality, religious leadership, etc.)
Women in Hinduism/Buddhism/Sikhism/or another traditional religion
The Virgin of Guadalupe in Mexico
The Christian Right and the issue of abortion (homosexuality, women’s roles in marriage, welfare policy, etc.)
The family in the Hebrew Bible/New Testament
Women in the Bible

Suggestions for Books to Review
Brock, Rita Nakashima and Susan Thistlewaite, Casting Stones: Prostitution and Liberation in Asia and the United States.
Davidman, Lynn, Tradition in a Rootless World
Mary Daly, Beyond God the Father
Elizabeth Cady Stanton, The Woman’s Bible
Ana-Maria Isasi-Diaz, En La Lucha
Delores Williams, Sisters in the Wilderness
Judith Plaskow, Standing Again at Sinai
Carol P. Christ, Diving Deep and Surfacing
Ahmed, Leila, Women and Gender in Islam: Historical Roots of a Modern Debate
Ruth Wallace, They Call Her Pastor
Carolyn Walker Bynum, Jesus as Mother: Studies in the Spirituality of the High Middle Ages
Joanne Carlson Brown and Carole R. Bohn, Editors. Christianity, Patriarchy, and Abuse
Rosemary Radford Ruether, Sexism and God-Talk
Elisabeth Schussler-Fiorenza, In Memory of Her
Phyllis Tribble, Texts of Terror
Mollenkott, Virginia Ramey, Omnipresent: a trans-religious approach.
Pelikan, Jaroslav, Mary Through the Ages.
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 _____
   Women's Studies Program

2. Course prefix, number and complete title: WMST 302 Women and Religion

3. Course description (not more than 50 words): Investigation of women's position in religious institutions historically and/or currently, religion's influence on women's roles and status, and women's attempts to define their own religious perspectives; draws on sociological and philosophical insights and methods.

4. Prerequisite(s): Junior or senior classification or approval of instructor
   Cross-listed with SOCI/RELS/PHIL 302
   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: 97A, 20; 03A, 13; 07B, 16A

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)
   Undergraduate minor in Women's Studies, undergraduate general academic

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)
    WMST 302  WOMEN AND RELIGION

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Do not complete shaded area.

Approval recommended by:

Claudia Nelson  3/21/07
Head of Department

David Horton  RELS 3/20/2007
Head of Department (if cross-listed course)

Claude Liles  3/21/07
Chair, College Review Committee

Matthews  4/27/07
Dean of College

Submitted to Coordinating Board by:

Dean of College

Date

Date

Effective Date

Submitted to Coordinating Board by:

Director of Academic Support Services

Date

If you have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-504

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Late
Women and Religion
[sample]

Barbara Finlay
306 Academic

Office Hours _____ (or appt.)
b-finlay@tamu.edu
845-7994

Course Purpose and Goals

This course introduces the students to some of the basic writings and issues of feminist analysis of religion and feminist religious thought, an area that has burgeoned over the past 30 years. Among other topics, we look at the position of women in religious institutions historically and currently, the influence of religion on women’s roles and status, and women’s resistance and activism in attempts to define their own religious perspectives. We will also look at how religion influences attitudes and policies about women’s sexuality, abortion, access to contraception, and violence toward women. Some attention will be given to new religious movements that have grown out of the 1970s Women’s Movement, but most of the assigned reading has to do with women’s issues within the mainstream Western tradition of Christianity, with somewhat less attention to Islam and Judaism. Consideration will also be given to the diversity of religious expressions by race/ethnicity and nation, within these traditions and within feminist discourses. The student should become familiar with the methods and issues of feminist theologies, feminist Biblical studies, and feminist recovering of women’s history within the context of religions. While we cannot cover this field completely, individual research projects will allow students to study related topics not covered by the syllabus.

Required Readings are from the following books, the first four of which may be purchased at the MSC Bookstore:

Elizabeth Clark and Herbert Richardson, Women and Religion


Barbara Finlay, Readings for WMST 489: Women, Feminism, and Religion
Purchase at TAMU Graphics Center, Reed-McDonald Building on campus

Course expectations and requirements:

1. Read, attend class, participate in the discussion and analysis of the readings and films. Students should make every effort to complete the readings before Thursday’s class and to come to class with notes and/or highlighted passages ready to be discussed. For each
reading, be able to state what the main points are, and be ready to point out sections or points that you find interesting, troubling, or confusing.

(2) Attendance is mandatory, given the importance of participation. By missing class you are not only missing important information, but you are failing to meet your responsibility to contribute to the classroom learning of others. Only documented, university-approved absences (see University Student Rule 7, “Attendance”), will be accepted, although you will still need to make up any work you missed. Non-approved absences will be discounted from your final grade total at 3 points per absence.

(3) Do a major research project for the term and give a short summary presentation of your work at the end of the term. (See instructions below.)

(4) Keep a Scrapbook/Journal of observations and reading during the term. (See instructions below.)

(5) Write a take-home integrative essay to be assigned near the end of the semester and due during exam week.

Grading basis:

- Reading, attendance, constructive discussion or questioning: 15%
- Research Project: 45%
- Scrapbook/Journal: 20%
- Take Home Essay: 20%

Research Project Description (Item 2 above)

Each student will do one research project, as described below. All papers should be typed, double-space, with 1-inch margins in Times New Roman font, 12-point. Research projects should take one of the following forms:

a. **Library-based projects** involve typical term paper work on a specific topic, using documents available in the library, online, and from other sources. For this, you might do a historical study of a particular person or movement (Rebecca Jackson, for example, or the Shakers). Alternatively, you could do a study of a contemporary issue (e.g., abortion or divorce or women’s ordination) within religious groups. You might focus on some aspect of feminist theology, or perhaps conservative theology about women. More suggestions are given at the end of the syllabus. The paper should be from 12-15 pages long, with proper citations and references (not all from the internet, and you must be careful which internet sites you use—ask!).

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i. Background on the group (use library, internet, the group’s own materials to help, but try to find scholarly materials as well).
ii. Description of the group—location, when you visited, what the people were like—race, gender/balance, age, class, etc. Description of the property/building/symbols, etc.

iii. Description of the service with attention to “messages” about gender or women.

iv. Data from interviews or discussions with members/participants if you have this.

I have examples of similar papers from another course if you are interested. If you choose to do this, the paper should be 8-12 pages in length.

c. **Extended book summary/review essay.** This paper will analyze in detail one book (or perhaps two if you want to compare them). The first part of the paper will be a detailed summary of the book and its main points. This should be 4-5 pages in length. The second part is a review of the book’s impact and importance. Investigate how the book has been reviewed, how often it has been cited by others, what its sales have been—try to get an idea of how much impact it has had on the thinking of others. Then write a section on what YOU have learned from the book and how it has impressed you (or not)—what you thought was important and what you did not like or agree with. Here you can give your opinion, but be sure you give a fair representation of the book’s point of view. You will be graded on the quality of your writing and how seriously you analyzed the book—not on your opinion *per se*. The suggested book list is given at the end of this syllabus. You might suggest another, but I will reserve the right to not approve alternatives, since I have chosen these books for good reason.

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implications of what you include for our cultural understandings of religion and the roles of women. Examples will be shown in class. Try to work on this throughout the term, at least every week. You may be asked to discuss your scrapbook progress during class meetings.

Course Outline and Schedule

Week 1  Introductions, definitions, goals for the course
  a. Feminism; religion; religious studies: Basic issues
  b. Film: Women Serving Religion

   Readings:
   Holm, “Women and Religion”
   Dobson, “Bringing Up Boys”

   Questions: What is Religion? What is Feminism? Are they compatible?

Week 2  Growing Diversity and Pluralism in American Religion

   Readings:


   Questions: What are the issues for each of the writers? What are the common themes, and how are they different? What is “feminine sin”?

   Film: Women Serving Religion

Week 3  Historical view of Women in Christianity: Early church history, Gnostics, the Church Fathers to Middle Ages

   Readings: Clark & Richardson, Women and Religion:
   Pp. 33-37, Gospel of Mary
   Pp. 38-42, end first paragraph) Jerome
   Pp. 54-56 (beginning with “A book on marriage”)
   Pp. 57-66, Augustine
   Pp. 67-73, (through Natural Law). Thomas Aquinas
   Pp. 119-143, Woman as Witch
**Questions:** What is the early Christian attitude about women’s leadership, women’s equality, and sexuality? How does this attitude evolve over time? Are the Witchunts related to the earlier writings of the Church Fathers?

**Film:** *Burning Times*

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**Week 4**

**Women’s Historical Feminist Resistance and Experiences within Christianity**

**Readings:**
Clark & Richardson, Women’s writing in the Middle Ages
Pp. 90-97 (end first paragraph), Women Religious in the Middle Ages
Pp. 104-109, Julian of Norwich
Pp. 114-118, Margery Kempe

Lerner, *Creation of Feminist Consciousness*
Chapter 3, Self authorization. 46-64
Chapter 4, The way of the mystics I, pp. 65-87
Chapter 5, The way of the mystics II, pp. 88-115

**Film:** *TBA*

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**Week 5**

**Women in Islam**

**Readings:** Riffat Hassan, Chapter on Feminism and Islam, from Arvind Sharma and Katherine K. Young, eds. *Feminism and World Religions*. SUNY Press, 1999.

**Film:** *My journey, my Islam*

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**Week 6**

**Feminist Biblical Studies**

**Readings:**
Lerner, *Creation of Feminist Consciousness*
Chapter 7 One thousand years of feminist Biblical criticism, pp 138-165

**Reader:**

- “Deconstructing Dena”
- Teresa J. Hornsby, “Why is she crying?”
- Van Wijk-Bos, “Explorations in the text” (handout)

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Week 7

**Women and Religious Leadership**
Finlay, *Facing the Stained Glass Ceiling*
Chapters 1, 4, 5, 9, Chapter 10 (pp. 116-118 only), Chapter 11
**Reader:** “It helps to be a feminist”

Week 8

**Issues: abortion, contraception, violence**


Finlay, *Facing the Stained Glass Ceiling*, Chapters 6-7

**Reader:** Graela, *How elastic is Jewish tradition?*

**Film:** *Honor Killings in Pakistan*

Week 9

**Issues: Communitarian Movements and gender experimentation**

Clark & Richardson, pp. 201-236

**Reader:** Andreadis, *The woman’s commonwealth*

**Film:** *Hutterites*

Week 10

**Womanist and Mujerista voices**

**Reader:**


Ana Maria Isasi-Diaz, “The task of Hispanic women’s liberation theology.--- Mujeristas: who we are and what we are about.” From Letty Russell, *Feminist Interpretation of the Bible.***

**Recommended:**


Week 11

**Asian and African voices/goddess spirituality**
Reader:
Chung Hyun Kyung. "Struggle to be the Sun Again: Asian women’s theological reflections on humanity." From Struggle to be the Sun. Orbis, 1994
From Letty Russell (ed.) Inheriting our Mother’s Gardens,
   Kwok, Pui-Lan, “Mothers and daughters, writers and fighters”
   Oduyoye, “Be a woman, and Africa will be strong”
Gwagana, “Speaking for the earth”
Spretnak, “Toward an Ecofeminist Spirituality”

Film: Full Circle

Week 12  Women and Fundamentalism

Ammerman, Bible Believers,
   “What is Fundamentalism?”
   “Husbands and Wives”
   Chapter on raising children

Reader:


Film: Battle for the Minds

Week 13  Jewish women and feminism
Women’s Haggadah (handout)
Plaskow, “It’s feminist, but is it Jewish?” (handout)
From Tradition in a Rootless World (handout)

Film: Half the Kingdom

Week 14  Student Research Presentations, Sharing of Scrapbooks
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Academic Honesty is a serious matter in the university (see section 20 of Student Rules.) Plagiarism is defined as "failing to credit sources used in a work product in an attempt to pass off the work as one's own." This includes paraphrasing another source—internet site, article, book, friend's paper—without acknowledgement, turning in another student's work as your own, and/or failure to use quotation marks when quoting material, even when a citation is given. It is perfectly fine to get ideas from other sources, but these must be acknowledged. All papers in this class are expected to be the work of the student, with proper citation and documentation of the sources used. Learning proper citation methods is part of becoming a professional, so I will expect you to pay proper attention to this. Any evidence of actual plagiarism will result in a grade of F in the course and a letter to the department head, according to procedures discussed in the Student Rule Book.

The Aggie Honor Code is as follows: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Honor Council Rules and Procedures may be consulted at http://www.tamu.edu/aggiehonor.

Disabilities Policy: 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 Studies with Disabilities in 118B Cain Hall. The phone number is 845-1637. You should also feel free to consult with me.
Suggestions for Research topics
Catholic women’s movements for ordination
Goddess movement/Neo Paganism/Wicca
Promise Keepers: Positive or negative for women?
Womanism vs. Feminism
Women and leadership in Black Churches in the US
The work of Paula Gunn Allen (Native American Spiritual leader)
The Shakers and their philosophy of sex and sex roles
Communitarian religious movements in the US and alternative gender/family definitions (see section in Clark & Richardson for starters)
The rise of gay-friendly churches in Mainline Protestantism (e.g., More Light Presbyterians)
The role of the church in Latin America, and its impact on women
The churches and issues of violence toward women
Feminist pastoral counseling: what it is, and why it came about
Women in Afghanistan/Saudi Arabia/Egypt...under Islam
Mary—her meaning historically and today
Jewish women in Orthodoxy
Judaism and the ordinance of women
Comparison of Judaism and Christianity on women’s issues (abortion, sexuality, religious leadership, etc.)
Women in Hinduism/Buddhism/Sikhism/or another traditional religion
The Virgin of Guadalupe in Mexico
The Christian Right and the issue of abortion (homosexuality, women’s roles in marriage, welfare policy, etc.)
The family in the Hebrew Bible/ New Testament
Women in the Bible

Suggestions for Books to Review
Brock, Rita Nakashima and Susan Thistlewaite, Casting Stones: Prostitution and Liberation in Asia and the United States.
Davidman, Lynn, Tradition in a Rootless World
Mary Daly, Beyond God the Father
Elizabeth Cady Stanton, The Woman’s Bible
Ana-Maria Isasi-Diaz, En La Lucha
Delores Williams, Sisters in the Wilderness
Judith Plaskow, Standing Again at Sinai
Carol P. Christ, Diving Deep and Surfacing
Ahmed, Leila, Women and Gender in Islam: Historical Roots of a Modern Debate
Ruth Wallace, They Call Her Pastor
Carolyn Walker Bynum, Jesus as Mother: Studies in the Spirituality of the High Middle Ages
Joanne Carlson Brown and Carole R. Bohn, Editors. Christianity, Patriarchy, and Abuse
Rosemary Radford Ruether, Sexism and God-Talk
Elisabeth Schussler-Fiorenza, In Memory of Her
Phyllis Tribble, Texts of Terror
Mollenkott, Virginia Ramey, Omniperson: a trans-religious approach.
Pelikan, Jaroslav, Mary Through the Ages.
3. Change requested:
   a) Prerequisite(s): From ________________ To ________________
   b) Withdrawal (reason) No faculty to teach the course as described in the catalog. Faculty wish to teach satire under the more flexible ENGL 394, Studies in Genre.
   c) Cross-list with ______________________________________________________________________________________
   Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: ____________________________________________________________
   ______________________________________________________________________________________________________________
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5. Complete proposed course title and proposed course description (not to exceed 50 words): _______________________________________
   ______________________________________________________________________________________________________________
   ______________________________________________________________________________________________________________
   ______________________________________________________________________________________________________________
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6. a) As currently in course inventory:

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<td>SCH</td>
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<tr>
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<td>300</td>
<td>03</td>
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</tbody>
</table>

Approval recommended by: 
Head of Department: [Signature] 2/15/07
Chair, College Review Committee: [Signature] 1/26/07
Head of Department (if cross-listed course): [Signature] 4/26/07
Dean of College: [Signature] 4/26/07

Submitted to Coordinating Board by: [Signature] Date
Dean of College: [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.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Agricultural Leadership, Education, and Communications.

2. Course prefix, number and complete title of course: AGSC 384 – Early Field Experience

3. Change requested:
   a) Prerequisite(s): From Junior or Senior Classification or approval of instructor. To AGSC 301
   b) Withdrawal (reason)
   c) Cross-list with
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Early Field Experience – Early field experience for students preparing to teach agricultural science in public schools of Texas; learning theories, individual differences, teaching methods, classroom management curriculum, school climate and culture, teacher roles and responsibilities.

5. Complete proposed course title and proposed course description (not to exceed 50 words): Clinical Professional Experience in AGSC – Clinical field experience for students preparing to teach agricultural science in public schools of Texas; through first-hand observation, students will study learning theories, individual differences, teaching methods, classroom management, curriculum, school climate and culture, and teacher roles and responsibilities.

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
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   Approval recommended by: [Signature] 4/17/07

   Chair, College Review Committee 4/17/07

   Dean of College 4/20/07

   Submitted to Coordinating Board by: [Signature] 4/17/07

   Dean of College 4/17/07

   Director of Academic Support Services 4/17/07

   To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737. 69 of 73 B
March 27, 2007

MEMORANDUM

To: Dr. Christine Townsend, Department Head Agricultural Science - ALEC (cat)

From: Dr. James Kracht, Associate Dean for Undergraduate Studies

Subject: New Courses and Proposed Course Changes from the Department of AgSc

The University Council on Teacher Education at their meeting on Tuesday, March 27, 2007 approved the following courses from the Department of Agricultural Science: ALEC (cat)

New Courses
AGSC 383, Teaching Agricultural Mechanics
AGSC 402, Designing Instruction for Secondary Agricultural Science
AGSC 405, Facilitating Complete Secondary Agricultural Science Programs

Proposed Course Changes
AGSC 384, Early Field Experience
AGSC 436, Student Teaching in Agricultural Education

If you have any questions or need additional information, please contact me.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Mathematics

2. Course prefix, number and complete title of course: Math 222, Linear Algebra

3. Change requested:
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) ____________________________
   c) Cross-list with ____________________________
      Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.*

   Linear equations and matrices; real vector spaces, linear transformations,
   change of bases, determinants, eigenvalues and eigenvectors, diagonalization,
   inner products. Prerequisites: Math 152 or 172; Math 220 or approval of instructor.

5. Complete proposed course title and proposed course description (not to exceed 50 words): Math 323, Linear Algebra. Linear equations and matrices; real vector spaces, linear transformations,
   change of bases, determinants, eigenvalues and eigenvectors, diagonalization,
   inner products. Prerequisites: Math 152 or 172; Math 220 or approval of instructor.

6. a) As currently in course inventory:

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<td>SCH</td>
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</table>

Approval recommended by:

[Signature] 3/19/07
Head of Department

[Signature] 4/12/07
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

Director of Academic Support Services Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/caras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
MATH 323: Linear Algebra
Course Information


Catalog Description: Credit 3. Linear equations and matrices; real vector spaces, linear transformations, change of bases, determinants, eigenvalues and eigenvectors, diagonalization, inner products. Prerequisites: MATH 152 or 172; MATH 220 or approval of instructor.

Grading:

<table>
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<th>Weekly Quizzes</th>
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<tr>
<td>Final Exam</td>
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<tr>
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</tbody>
</table>

A = 360 – 400 pts  
B = 320 – 359 pts  
C = 280 – 319 pts  
D = 240 – 279 pts  
F = ≤239 pts

Exams: Major examinations will be announced at least two weeks prior to the examination date. All examination grades will be counted toward the final grade.

Make-up and Late Policy: An exam make-up, or homework extension, will be given only for a University Authorized Absence. A request for a make-up, or extension, must be made in writing to the instructor, and proof that an absence is authorized must be affixed to the letter. Failure to provide such a letter within one week of said absence will normally result in a grade of zero.

The Aggie Code of Honor:  
"An Aggie does not lie, cheat, or steal or tolerate those who do."  
Scholastic dishonesty in any form will no be countenanced any breaches will be severely sanctioned. See http://www.tamu.edu/aggiehonor/

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Copyright Policy: Any course material distributed in class or electronically is protected by copyright laws. For personal use you are allowed one photocopy (or download from the web) of course or departmental materials. Making multiple copies or the sale of any of these materials is strictly prohibited.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
- Submit original form and 2 copies -

Courses are submitted by the Department of Sociology

2. Course prefix, number and complete title of course:
   Soc 317 Minority Groups

3. Change requested:
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) ____________________________
   c) Cross-list with __________________________________
      Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description;
      complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Minority Groups
   Status of racial, ethnic, and other minority groups such as blacks, American Indians and Hispanics in the economic, legal and social systems of the United States.

5. Complete proposed course title and proposed course description (not to exceed 50 words): Racial and Ethnic Relations
   Status of racial and ethnic groups such as Native Americans, African Americans, Latino Americans, Asian Americans, European Americans, and other groups in the political, economic, legal, and social systems of the United States.

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title (exclude punctuation)</th>
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Lect. Lab SCH Subject Matter Content Code Admin. Unit FICE Code
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b) Changed to:

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<th>Title (exclude punctuation)</th>
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</tbody>
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Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
0 3 0 0 0 3 .................................................. 0 0 3 6 3 2

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:
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. 73 of 73 B