Memorandum

February 6, 2015

To: Executive Committee
   Faculty Senate

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

RE: Request for course additions to the W/C Course graduation requirement

The W and CCourse Advisory Committee voted to approve the following courses. The W and C Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W or C Course status requirement. Therefore, these courses should be included in the “W Designated Course” or “C Designated Course” category to meet the writing/communication requirement for graduation.

Courses submitted for W certification:

EHRD 490 Research in Human Resource Development/ Technology Management
PERF 101 Introduction to Performance Studies
POLS 412 International Political Economy

Courses submitted for C certification:

PERF 481 Senior Project

Courses submitted for W recertification:

SOCI 328 Sociology of the Environment
WGST 200 Introduction to Women’s & Gender Studies
TO: Faculty Senate Executive Committee

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

CC: Robert T. Jones, Department of Educational Admin. & Human Resources
    Fred Nafukho, Head, Department of Educational Admin. & Human Resources
    Christopher Cherry, AOC Dean, College of Education and Human Development

DATE: February 6, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: EHRD 490

We recommend that EHRD 490 Research in Human Resource Development/Technology Management be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 44%
2. Course content appropriate to the major
3. Total number of words: 6625
4. Instructor to student ratio for one section: 1:17

Students write a research proposal, a report on a book related to the course topic, a summary report on a clinical observation, a summary of an interview, a summary of qualitative data collection, and a report on jobs they have researched. Formative feedback is well-integrated into the class and includes peer-review and instructor review of the research proposal; instructor review of the book review; peer review and instructor review of the summary report on clinical observation; instructor review of the summary of an interview; peer review and instructor review of the summary of qualitative data collection; and instructor review of the job research. Instruction includes review and discussion of sample writing, lecture, and discussion of writing issues.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

ETHD 490 Research in HED/TEM

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

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

Instructor / Coordinator: Robert "Trea" Jones 1/22/14
Printed name and signature
(Date)

Received: Valerie Balester 1/22/14
(W and C Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean:

R. Christopher Cherry
1/5/15
Printed name and signature
(Date)

Department Head: Frederick M. Naafukho 12/22/14
name and signature
(Date)
Course title and number: EHRD 490  
Term: Fall 2015  
Meeting times: 12:45-2:00 and Online in eCampus

Course Description and Prerequisites

This course examines an overview of various types of investigative techniques currently employed in human resource development (HRD) and technology management (TCM) including the context of HRD research, planning HRD research, styles of HRD research, and strategies for data collection and researching.

Rationale and Course Objectives

The purpose of this course is to teach students how to conduct their own HRD or TCM research and how to read with understanding the research that others have completed. The focus is on the application of various research methods and techniques in an attempt to increase the students’ grasp of the research process.

Upon completion of this class, students will be able to:

1. discuss the nature and purpose of HRD research.
2. identify an HRD/TCM research problem.
3. utilize elements of the research process to write a research proposal.
4. discuss ethical concerns in HRD research.
5. utilize the methods of selection of research participants including sampling procedures in the research process.
6. identify and utilize the methods of reading and evaluating HRD research reports.
7. differentiate among the methods of experimental research, descriptive research, qualitative research, and action research.
8. discuss measurement and data analysis issues in HRD research.
9. utilize and discuss action focused research methods for organizational research.
10. read, understand, critique, and use published reports of research.
11. hone and utilize writing skills for professional communication.

Instructor Information

Name: TBD  
Telephone number: TBD  
Email address: TBD  
Office hours: TBD  
Office location: TBD
GA Information

Course Requirements

1. Students are expected to complete all assigned readings, outside assignments, and homework and are required to complete the work for each module by the module deadline (see Course Chart). When submitting assignments, please save your Word document in the following format: Lastname – Assignmentname.doc or docx, i.e. Sandlin – Bibliography.doc OR Cole- Observation.docx.

2. Please do not e-mail assignments to the instructor. Late work will not be accepted; also the deadlines are based upon the cCampus clock. Therefore, if eCampus indicates that an assignment is due at 11:59 PM and you submit it afterwards, it will not be accepted.

3. If you have a concern related to course material or assignment requirements, it is your responsibility to email the instructor in a timely manner. Remember to plan ahead. “A lack of planning on your part does not constitute an emergency on our part.”

4. When a video is provided, you MUST watch it. The videos are not optional, you must view them.

5. Continuously check your TAMU email throughout the term. I will try to send information out throughout the term to keep everyone updated.

6. Lastly, at the end of the class, you will be writing a research proposal that is linked to your internship. The quicker you can get that set up, the better. It is ideal that you write the proposal for me and then use the same one in your internship.

Textbook and Materials

Optional:


Choose One Book Below for Additional Reading:
Additionally, students will be utilizing research articles this semester related to current HRD and TCM topics. Articles will be posted on Moodle. Students are expected to write and reference course material according to the American Psychological Association (6th edition) guidelines.

**Attendance**

Class attendance is essential for student success; therefore, students are required to promptly and regularly attend all their classes. A record of attendance will be maintained from the first day of classes and/or the first day the student’s name appears on the roster through final examinations and constitute the participation grade for the course. Each day you attend, you earn attendance points. Being late to class will cost a percentage of the points for the class period. Missing more than 30 minutes of a lecture or lab period without a University excused absence will result in a loss of attendance points for the day. Playing around, facebooking, not paying attention, etc. or disrupting the class can also result in a loss of participation points for the period. Absences may only be excused as defined by the *Texas A&M University Student Rules* available at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Grading Policies**

Student grades will assessed according to the following criteria:

**NOTE**: Failure to earn a passing grade on the writing requirements precludes the assignment of W credit, irrespective of the student’s making a passing grade for the entire course on a straight calculation basis. Students cannot receive W credit for this course without earning a passing grade on the writing component, no matter how the points are distributed.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Chapter Exams</td>
<td>150</td>
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<tr>
<td>Research Proposal</td>
<td>75</td>
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<tr>
<td>Outside Assignments</td>
<td>215</td>
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<tr>
<td>Article Tests</td>
<td>60</td>
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<td></td>
<td>500</td>
</tr>
</tbody>
</table>

- 500 – 450 points = A
- 449 – 400 points = B
- 399 – 350 points = C
- 349 – 300 points = D
- 299 and below = F

**Online Tests and Assignments**

The online tests are designed to assess your mastery of chapter material. All online quizzes and assignments are to be *individual assignments*. If you are suspected to be completing course tests or assignments with another person or within a group, as determined by IP addresses indicated in the activity reports on the course website, proper measures will be taken to address the situation. In addition, it is highly recommended that you do not wait until the last minute to complete course tests or assignments. Computer problems, sudden illness, etc. are not acceptable explanations for unfinished tests or assignments.
Once you click on the link for a test, you will be redirected to the chapter quiz. **You will have one attempt for each test with each attempt lasting no more than 15 minutes.** Monitor your time wisely.

**Course Activity Reports**

The course website is capable of tracking course activity and progress. This information is used for cases of academic dishonesty or when grading conflicts arise. The activity report records login times, login problems, access to the videos, notes, and quizzes, IP addresses, and any action while on the website. If you have questions about the tracking functionality of the course website, please contact your instructor. Website issues, specifically those that are technologically related MUST be directed to the College of Education’s Moodle Help Desk.

**Americans with Disabilities Act (ADA)**

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

**Aggie Code of Honor**

Aggies do not lie, cheat, or steal, nor tolerate those who do. For more information please visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

**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 should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

**Use of Copyrighted Material**

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class worksheets, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the materials unless permission is expressly granted.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kumar</td>
<td>Introduce Yourself</td>
<td>10</td>
<td>9/9 @ 11:59 pm</td>
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<tr>
<td></td>
<td>Chapter 1</td>
<td>Chapter 1 Test</td>
<td>10</td>
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<tr>
<td>2</td>
<td>Kumar</td>
<td>Chapter 2 Test</td>
<td>10</td>
<td>9/16 @ 11:59 pm</td>
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<td></td>
<td>Chapter 2 &amp; 3</td>
<td>Chapter 3 Test</td>
<td>10</td>
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<td>Appropriate Resources</td>
<td>20</td>
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<td>3</td>
<td>Kumar</td>
<td>Chapter 4 Test</td>
<td>10</td>
<td>9/23 @ 11:59 pm</td>
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<td></td>
<td>Chapter 4 &amp; 5</td>
<td>Chapter 5 Test</td>
<td>10</td>
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<td>Bibliography</td>
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<td>APA Test</td>
<td>10</td>
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<td>4</td>
<td>Kumar</td>
<td>Chapter 6 Test</td>
<td>10</td>
<td>9/30 @ 11:59 pm</td>
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<td></td>
<td>Chapters 6</td>
<td>Writing Hypotheses</td>
<td>10</td>
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<td>5</td>
<td>Kumar</td>
<td>Chapter 7 Test</td>
<td>10</td>
<td>10/7 @ 11:59 pm</td>
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<td>Chapters 7</td>
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<td>6</td>
<td>Kumar</td>
<td>Chapter 8 Test</td>
<td>10</td>
<td>10/14 @ 11:59 pm</td>
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<td>Chapter 8</td>
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<td>7</td>
<td>Quantitative</td>
<td>Quantitative Article Test</td>
<td>20</td>
<td>10/21 @ 11:59 pm</td>
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<td>Article</td>
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<tr>
<td>8</td>
<td></td>
<td>Quantitative Data Collection</td>
<td>30</td>
<td>10/28 @ 11:59 pm</td>
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<td>9</td>
<td>Kumar</td>
<td>Chapter 9 Test</td>
<td>10</td>
<td>11/4 @ 11:59 pm</td>
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<td></td>
<td>Chapters 9 &amp; 10</td>
<td>Chapter 10 Test</td>
<td>10</td>
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<td>Qualtrics Instrument</td>
<td>20</td>
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<td>Observation &amp; Interview Qualitative Article Test</td>
<td>Qualitative Article Test</td>
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<td>10</td>
<td></td>
<td>Qualitative Article</td>
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<td>11</td>
<td></td>
<td>Chapter 11 Test</td>
<td>Kumar Chapters 11 &amp; 12</td>
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<td></td>
<td>Chapter 12 Test</td>
<td>Action Article</td>
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<td>Action Article Test</td>
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<tr>
<td>12</td>
<td></td>
<td>Chapter 14 Test</td>
<td>Kumar Chapter 14</td>
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<td>Chapter 14 Test</td>
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<td>13</td>
<td></td>
<td>Chapter 13 Test</td>
<td>Kumar Chapters 13</td>
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<td>Chapter 13 Test</td>
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<tr>
<td>14</td>
<td></td>
<td>Book Report**</td>
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<tr>
<td>15</td>
<td></td>
<td>Research Proposal**</td>
<td>Research on Jobs**</td>
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</tbody>
</table>

**NOTE:** Your book report, proposal and research on jobs will be submitted in cCampus as well as TurnItIn.com. Points will be deducted for failure to submit in both places.
TO: Faculty Senate Executive Committee

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

CC: Jeffrey M. Morris, Department of Performance Studies
    Donnalee Dox, Head, Department of Performance Studies
    Steven Oberhelman, Interim AOC Dean, Liberal Arts

DATE: February 6, 2015

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: PERF 101

We recommend that PERF 101 Introduction to Performance Studies be certified as a writing (W) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:20

Students write reading responses every week for ten weeks and an essay, which is due at the end of the semester. Formative feedback on the responses comes with timely feedback on each entry and, additionally, the instructor and peers comment on the essay in draft form. Two full class days are dedicated to preparing for writing the essay. Instruction comes from lecture on writing topics and from class discussion of models of papers.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns
   (enter prefix, number, and complete course title):
   ________________________________
   PERF 101 Introduction to Performance Studies

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

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

Instructor / Coordinator: Jeffrey M. Morris ____________________________ 12-10-14
(Date)
Printed name and signature

Received: Valerie Balester ____________________________ 12-10-14
(Date)
(W and C Course Coordinator, University Writing Center)

Approvals:

College Dean: Steve Oberholtzer ____________________________
(Date)
Printed name and signature

Department Head: Donna Lee Dix ____________________________
(Date)
Printed name and signature
Perf 101 Introduction to Performance Studies

Fall 2015

Meeting times and location: TBA

Course Description and Prerequisites
Credit 3. Survey of topics in the interdisciplinary field of performance studies, including forms of performance, performance in everyday life, and performance in global and intercultural contexts; in-class performance exercises and discussions; major writing component.

Prerequisites: None.

Learning Outcomes
Upon successful completion of this course, students will be able to:

- Define key aesthetic, philosophical, and analytical concepts of Performance Studies.
- Apply Performance Studies concepts to a variety of performance situations through performance exercises learned in class.
- Discuss Performance Studies topics with performers and researchers from a variety of backgrounds.
- Analyze forms of cultural expression by applying the methodologies of Performance Studies.
- Apply central concepts of Performance Studies to one’s personal experience or professional goals in a scholarly essay.

Instructor Information

Name: Jeffrey M. Morris
Telephone number: (979) 845–6751
Email address: morris@tamu.edu
Office hours: TBA
Office location: LAAH 229
Textbooks

Required:


Recommended reading (optional, but helpful for your final essay):


Grading Policies

10% Participation

60% 10 weekly reaction papers (250 words; 6% each)

30% Final essay (1,500 words)

A = 90–100%
B = 80–89%
C = 70–79%
D = 60–69%
F = 0–59%

Attendance and Make-up Policies

Your respectful attention and active participation are expected in all scheduled meetings.

Late work will not be accepted unless its lateness is caused by an excused absence. Refer to the Student Rules regarding Academics at http://student-rules.tamu.edu/rule07 for guidelines in documenting excused absences and arranging to make up work.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the discipline, the course, and classmates</td>
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<tr>
<td>2</td>
<td>Ch. 1—What is Performance Studies? (pp. 1–27)</td>
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<tr>
<td>3</td>
<td>Ch. 2—What is Performance? (pp. 28–51)</td>
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<tr>
<td>4</td>
<td>Ch. 3—Ritual (pp. 52–88)</td>
</tr>
<tr>
<td>5</td>
<td>Ch. 4—Play (pp. 89–122)</td>
</tr>
<tr>
<td>6</td>
<td>Ch. 5—Performativity: Defining terms (pp. 123–146)</td>
</tr>
<tr>
<td>7</td>
<td>Ch. 5—Performativity, con’t: The problems with terms (pp. 147–169)</td>
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<tr>
<td>8</td>
<td>Ch. 6—Performing: Types of acting (pp. 170–205)</td>
</tr>
<tr>
<td>9</td>
<td>Ch. 6—Performing, con’t: Performance in everyday life (pp. 206–220)</td>
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<tr>
<td>10</td>
<td>Discuss final paper topics</td>
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<tr>
<td>11</td>
<td>Ch. 7—Performance Processes (pp. 221–262)</td>
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<td>Students will be randomly assigned sections from this chapter to read</td>
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<td>and discuss in class</td>
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<tr>
<td>12</td>
<td>Ch. 8—Global and Intercultural Performances (pp. 263–331)</td>
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<td></td>
<td>Students will be randomly assigned sections from this chapter to read</td>
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<td>and discuss in class</td>
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<td><strong>Final essay draft is due</strong> on 2nd class meeting of the week</td>
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<tr>
<td>13</td>
<td>Discuss final paper progress—open discussions with students and guests</td>
</tr>
<tr>
<td>14</td>
<td>Discuss final paper progress—open discussions with students and guests</td>
</tr>
</tbody>
</table>

Finals week: No exam. **Final essay is due** at the Registrar-scheduled final examination time.
Class Format

Readings and reaction papers. Readings are assigned weekly. Reaction papers (250 words in length) are due by the first class meeting of each week. These papers will be graded by a rubric designed to help you improve your writing skills, in preparation for your final essay.

Participation. In class meetings you will discuss the readings and participate in performance exercises that further explore the concepts from the readings, for example, this might involve discussion in a small group of your classmates, resulting in a short presentation about how the reading relates to the concept of performance. These discussions and exercises will be led by a variety of faculty from the Department of Performance Studies and guest artists and scholars, including both theorists and practitioners (performers/artists) with backgrounds in Music, Theatre Arts, and other areas of Performance Studies, moderated by your instructor of record.

Final essay. Your essay (1,500 words in length) will relate course concepts to your own experience or professional goals. You will receive feedback from your instructor through a draft submitted on time and from your classmates and class guests during scheduled in-class discussions, in order to improve your writing skills and help you refine your ideas.

Americans with Disabilities Act (ADA)

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

Academic Integrity

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information please visit: http://aggiehonor.tamu.edu.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Erica Owen, Department of Political Science
     William Clark, Head, Department of Political Science
     Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: February 6, 2015
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: POLS 412

We recommend that POLS 412 International Political Economy be certified as a writing (W) course for four
academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course
meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 33%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:15

The writing assignment in this course is a write-up of a research project. The first draft of the project receives
written and oral instructor feedback. Instruction includes lecture on writing topics such as plagiarism; in-class
assignments on writing issues such as writing hypothesis statements, summarizing, and evaluating readings;
and readings on research in political science.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

(enter prefix, number, and complete course title):

POLS 412W International Political Economy

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

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

Instructor / Coordinator: Erica Owen  
Printed name and signature  
12/15/14  
(Date)

Received: Valerie Balester  
(W and C Course Coordinator, University Writing Center)  
12/19/14  
(Date)

Approvals:

College Dean: Steven M. Obremski  
Printed name and signature  
12/16/14  
(Date)

Department Head: William Clark  
(name and signature)  
12/15/14  
(Date)
POLS 412W: International Political Economy (Writing Intensive Course)
Spring/Fall 20XX
Texas A&M University
3 credits

Class time: TBD
Class location: TBD
Course website: e-campus

Professor: Erica Owen Phone: (979) 845-5623
Email: ericaowen@tamu.edu Office: 2102 Allen Building
Office Hours: TBD

Course Description and Objectives: This course is an introduction to the scientific study of international political economy (IPE), an interdisciplinary field related to international politics and international economics. Some exemplary issues IPE addresses include the management and openness of international economy, the determinants of foreign economic policy making (trade, foreign exchange, capital control, etc), the bargaining between MNCs and host countries, and the politics of economic development. IPE examines the interaction between politics and economics at the international level as well as between the international and domestic levels, involving various political and economic actors (governments, MNCs, interest groups, as well as individuals).

The course aims at (1) providing substantive knowledge on the political economy of development, trade, finance, and investment, (2) developing analytical skills of students to explain cause-effect relationships in international political economy and to assess causal arguments empirically, (3) increasing students skill in the use of scientific research methods learned in 209, (4) improving students writing skills.

This is a writing intensive course, which means that it will provide you with writing instruction for the style of writing that is common in the discipline of political science. Forty-five percent of your final grade is based on your writing assignments, and this series of assignments provides opportunities for writing practice and feedback with the goal of improving your writing over the course of the semester. Failure to pass the writing portion of this class will result in failure of the entire class.

Student Responsibilities: Students taking this course should have understood basic principles of economics and business. Students are expected to finish the assigned readings before coming to class, attend and participate in the lectures and class presentations, write and turn in written assignments on time, and take exams as scheduled. Lectures focus on and complement the assigned readings, providing necessary background for understanding and critiquing the readings as well as honing the students skills in interpreting analytic readings. The exams cover both the reading materials and the lectures. Students need to grasp the required readings as well as the lectures to do well on the exams and the research paper. Students who preview the readings and always attend the lectures typically outperform those who fail to do so. Students who fail to show up for class regularly are most unlikely to pass this course.

Prerequisites and background: Junior or senior classification. Students are required to take POLS 209 “Introduction to Political Science Research” prior to enrolling in this course.
Course Materials:


Any assigned readings outside the text book, as well as all other course materials, assignments, and data will be uploaded into the course website on the university e-campus system. Students are expected to check the website regularly.

Grading

• Two in-class essay exams (25 and 25%). Exams will include two essays (one optional and one required), based on lectures and assigned readings, that ask you to synthesize material and form an argument. Exam 1 focuses on trade politics and theories of development and Exam 2 concerns the politics of MNCs and international finance.

• Draft of research paper (12%). This will include a discussion of the research question, literature review and a plan for how you will answer your research question empirically, including data sources. This should be approximately 4 to 5 pages double spaced.

• Research paper (33%). Each student will complete a semester-long quantitative research paper of 8 to 10 pages, based on a topic chosen from a list of topics to be provided by the instructor. This paper must offer an empirical test of hypotheses drawn from an existing theory in international political economy. You will collect original data and analyze it statistically to provide evidence for (or contrary to) the theory. I will provide instruction (refresher from 209) during scheduled computer lab sessions. More details on the term project will be provided in a separate document.

• Class participation (5%) Your participation grade will be based on involvement in discussion, attendance, and in-class work. Although I encourage you to ask questions regularly, your participation grade is not simply a tally of how many times you speak in class. I am looking for students to provide their peers with thoughtful feedback when I ask you to discuss topics in groups, or to work with each other to complete the occasional in-class group activity. When we have in-class exercises, I will sometimes ask you to turn in a brief written assignment as evidence of your work and completion of the reading, which I will count towards your participation grade. A rubric with additional information can be found on the course website.

The following grading scale (%) will be used to assign final grades:

\[
\begin{align*}
A & = \geq 89.5 \\
B & = \geq 79.5 < 89.5 \\
C & = \geq 69.5 < 79.5 \\
D & = \geq 59.5 < 69.49 \\
F & = < 59.5
\end{align*}
\]

Command of course material and conduct of research is the most important determinant of your grade on course assignments. However, this is a W course, intended to improve your ability to write papers that are appropriate to the discipline of political science. Therefore, regardless of how well a paper
addresses the substantive material of the assignment, the paper will not earn a passing grade unless your writing in the paper is also graded to be at a passing level. I will provide regular instruction on writing for political science. One requirement of a W course is that students get one-on-one advice from the instructor on the required paper while still in draft. I will ask each student to meet with me to discuss their research proposal. I will also give you considerable advice on outlines or drafts if you ask for it.

Course Expectations and Policies

- **Readings:** I expect that you will complete the readings prior to class and come prepared to discuss. Students are expected to bring readings to class.

- **Attendance:** I will take attendance daily. Class participation is highly correlated with student performance on other components of the course requirements. A student who misses classes regularly is unlikely to perform well in this course. I will not give out copies of my notes. As such, it is your responsibility to obtain the notes and announcements from colleagues if you are absent during the class.

- **Laptop policy:** I strongly discourage the use of laptops during lecture. Studies suggest that using a laptop is a distraction to you and those around you, which detracts from student learning (e.g. Fried 2008).1

- **This is a writing-intensive (W) course.** This means that in order to pass, students must submit written work that not only addresses the substance of the assignment, but also meets the instructor’s expectations for writing (properly organized, grammatically correct, etc.).

- **Exam absences:** Make-up exams will be permitted only in the case of university-excused absences, in other words, only if the student presents original written documentation of legitimate circumstances that prevented the student from taking the exam on time. Except in the case of the observance of a religious holiday, to be excused, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence. Legitimate circumstances include religious holidays, illness (verified by a doctor), serious family emergencies and participation in group activities sponsored by the University, etc. See http://student-rules.tamu.edu/rule07 for additional information. Please note that I do not accept Xeroxed copies of medical excuses from students. Unexcused absences from either exam will result in a score of 0 for the exam.

- **Late policy:** The research proposal and research paper are due at the beginning of class on the due date. Late work is not accepted without a university excused absence.

- **Grade appeals:** If a student wants to appeal an assigned grade, they must submit a written statement to me, along with the original graded item. I retain the right when re-grading to raise, lower or maintain your original grade. One exception to this policy is if there is an arithmetic mistake, in which case I am happy to fix the error without a written statement.

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1Fried, Carrie. 2008. “In-class laptop use and its effects on student learning.” Computers and Education.
• **Contacting me:** Students are welcome to drop by my office during office hours for clarification or explanation of course materials. If you have a schedule conflict during my usual office hours, please do not hesitate to contact me for an appointment.

Outside of my office hours, the best way to reach me is via email at ericaowen@tamu.edu. As with all business related correspondence, please include an appropriate salutation, identify yourself, and write in complete sentences.

I am happy to answer clarification questions via email, but questions about course material, grades, or research projects are best dealt with in office hours where we can have a more productive conversation than over e-mail. If my office hours do not work for you because of your class/work schedule, or another important commitment, please do not hesitate to contact me for an appointment.

• **Extra credit:** There is no extra credit offered in this course.

**University Writing Center:** The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at [writingcenter.tamu.edu](http://writingcenter.tamu.edu), or stop by in person.

**COURSE SCHEDULE:** Please note that all dates are subject to change at the discretion of the instructor, with sufficient advance notice provided to students. I will announce changes in class.

1: Course introduction

**Part I: Political Economy of Development**

2: North (in e-Campus)

3, 4: Sokoloff and Engerman; Acemoglu

**Part II: Trade Politics**

5, 6: Couglin; Rogowski

7, 8: Eichengreen on Smoot-Hawley, Bailey, Goldstein and Weingast

9, 10: Deardorff and Stern; Freeman

11, 12: Sally; Williamson

13: Exam 1

**Short intermission: A refresher on how to do political science research**

14: Hypothesis testing and the goals of political science research

Kellstedt and Whitten excerpt, Pollack excerpt (recommended)

15: Common data sources and creating a dataset for analysis (meet in computer lab)

16: Implementing and interpreting statistical analysis (meet in computer lab)

Preliminary research report due

17: No class. Meet with instructor to discuss research report

**Part III: Politics of International Finance**

18, 19: Frieden in e-learning

20, 21: Cohen; Frieden in FLB

22, 23: Gabel, Schmukler

**Part IV: Political Economy of Multinational Corporations**

24, 25: Caves; Tarzi
26, 27: Li and Resnick in ecampus; Elkins et al
   Last day to turn in rough draft for feedback
28: EXAM 2
29: Optional class. Meet with instructor to discuss research project

RESEARCH PAPER DUE BY NOON. NO LATE PAPERS ACCEPTED.

Note: There will be no final exam in this class.

ADDITIONAL POLICIES AND INFORMATION

Accommodations for students with disabilities: All discussions will remain confidential. University policy is in accordance with the Americans with Disabilities Act Policy Statement.

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

Reasonable accommodations will be made for all students with disabilities, but it is the student’s responsibility to inform the instructor early in the term. Do not wait until just before an exam to decide you want to inform the instructor of a learning disability; any accommodations for disabilities must be arranged well in advance.

Academic Integrity Statement and Policy

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

The instructor, the Department of Political Science, the College of the Liberal Arts and the University, take violations of academic dishonesty seriously. Observing basic honesty in one’s work, words, ideas, and actions is a principle to which all members of the community are required to subscribe. All course work by students is to be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. Please ask the instructor or writing center if you have questions!

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Diversity policy. The Department of Political Science supports the Texas A&M University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. (See http://diversity.tamu.edu/). In the spirit of
this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.

**Course Materials Copyright:** The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, slides, tests, and assignments. Because these items are copyrighted, you do not have the right to copy handouts, unless I expressly grant permission.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Jeffrey M. Morris, Department of Performance Studies
    Donnalee Dox, Head, Department of Performance Studies
    Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: February 6, 2015
SUBJECT: REPORT ON PROPOSED C COURSE: PERF 481

We recommend that PERF 481 Senior Project be certified as a Communication (C) course for four academic years (1/15 to 1/19). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 60%
2. Course content appropriate to the major
3. Total number of words: 1250
4. Total minutes of oral presentation: 15-52.5
5. Instructor to student ratio for one section: 1:25

Students write seven weekly assignments to prepare for a final paper on their senior project, which has a written and an oral component. Depending on the nature of the project, students either write 5,000 words and present for 15 minutes, or they write 1250 words and present for 52.5 minutes, or any combination such that words and minutes total to a combined 6500. While some of the work is done collaboratively for some projects, individuals never write less than 1250 words or present for less than 15 minutes. Formative feedback on the weekly assignments comes with timely feedback on each entry and, additionally, written instructor comments and peer review on the essay in draft form. Instruction comes from examining and discussing models of papers and presentation samples. Class days are dedicated to presentation practice before peers.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

   PERF 481 Senior Project

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

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

   Instructor / Coordinator: Jeffrey M. Morris
   Printed name and signature
   (Date)

   Received: Valerie Balester 12-11-14
   (W and C Course Coordinator, University Writing Center)
   (Date)

   Approvals:

   College Dean: 
   Printed name and signature
   (Date)

   Department Head: Donnalee Dox
   name and signature
   (Date)
Course Description and Prerequisites
Credit 3. Capstone senior project on an individually-chosen research topic, presentation of a performance, or interdisciplinary project; major writing and oral communication components.

Prerequisites: Performance Studies major status; all other coursework required for the B.A. in Performance Studies must be completed or taken concurrently with this course; approval of instructor, advisor, and department head.

Learning Outcomes
Upon successful completion of this course, students will be able to:

- Apply technical and cultural concepts from prior coursework in an individually-chosen research topic, performance, or interdisciplinary project
- Make effective and appropriate use of research resources available at TAMU or elsewhere
- Plan and produce an entire project including a public presentation component

Instructor Information
Name: Jeffrey M. Morris
Telephone number: (979) 845–6751
Email address: morris@tamu.edu
Office hours: TBA
Office location: LAAH 229

Textbooks and Materials
Appropriate reference and resource materials will be proposed by the student and approved by the instructor. Additional materials will be assigned on an individual basis as needed for the success of each student’s own project.
Grading Policies

30% Weekly assignments
10% Full draft submitted in week 10
30% Public presentation of the project
30% Written component (e.g., final research paper, preliminary research and treatment for a performance project)

A = 90–100%
B = 80–89%
C = 70–79%
D = 60–69%
F = 0–59%

Communication (C) Course Requirements

Your final public presentation and written component must total at least:
- 5,000 words of writing and 15 minutes of presentation, or
- 1,250 words of writing and 52.2 minutes of presentation, or
- any combination in between such that:
  \[100 \times \text{minutes} + \text{words} \geq 6,500\]
  with words \(\geq 1,250\) and minutes \(\geq 15\)

Presentations may be collaborative, depending on the nature of the project, and as approved in advance by the instructor. Each student will be responsible for all written content counted toward the formula above, and each student will be responsible for composing or directing every minute of presentation counted toward the formula above. The student's role in the presentation will be accounted for in the written component.

Attendance and Make-up Policies

Your respectful attention and active participation are expected in all scheduled meetings.

Late work will not be accepted unless its lateness is caused by an excused absence. Refer to the Student Rules regarding Academics at http://student-rules.tamu.edu/rule07 for guidelines in documenting excused absences and arranging to make up work.
Americans with Disabilities Act (ADA)

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

Academic Integrity

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

Course Topics, Calendar of Activities, Major Assignment Dates

Appropriate schedules and topics will be proposed by the student and approved by the instructor. The following are templates to use for reference.

Sample schedule for a research paper

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discussion of the nature, scope and goals of the project</td>
</tr>
<tr>
<td>2</td>
<td><strong>Annotated bibliography/literature review/swipe file due</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Thesis statement and model call for papers due</strong></td>
</tr>
<tr>
<td>4</td>
<td>Progress report, discuss goals for next week</td>
</tr>
<tr>
<td>5</td>
<td>Progress report, discuss goals for next week</td>
</tr>
<tr>
<td>6</td>
<td>Progress report, discuss goals for next week</td>
</tr>
<tr>
<td>7</td>
<td>Progress report, discuss goals for next week</td>
</tr>
<tr>
<td>8</td>
<td>Progress report, discuss goals for next week</td>
</tr>
<tr>
<td>9</td>
<td>Progress report, discuss goals for next week</td>
</tr>
<tr>
<td>10</td>
<td><strong>Full draft of paper due</strong></td>
</tr>
<tr>
<td>11</td>
<td>Discussion and revisions</td>
</tr>
<tr>
<td>12</td>
<td>Discussion and revisions</td>
</tr>
<tr>
<td>13</td>
<td><strong>Materials for oral presentation due</strong></td>
</tr>
<tr>
<td>14</td>
<td>Oral presentation</td>
</tr>
</tbody>
</table>

Finals week: No exam. **Final version of paper is due** at the Registrar-scheduled final examination time.

Sample schedule for an inquiry-based performance project
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discussion of the nature, scope and goals of the project</td>
</tr>
<tr>
<td>2</td>
<td>Annotated bibliography/literature review/swipe file due</td>
</tr>
<tr>
<td>3</td>
<td>List of technical and aesthetic challenges due</td>
</tr>
<tr>
<td>4</td>
<td>Production schedule due</td>
</tr>
<tr>
<td>5</td>
<td>Proofs of technical and aesthetic concepts due</td>
</tr>
<tr>
<td>6</td>
<td>Venue, date/time, and technical needs determined</td>
</tr>
<tr>
<td>7</td>
<td>Progress report, discuss goals for next week</td>
</tr>
<tr>
<td>8</td>
<td>Progress report, discuss goals for next week</td>
</tr>
<tr>
<td>9</td>
<td>Progress report, discuss goals for next week</td>
</tr>
<tr>
<td>10</td>
<td><strong>Full draft of performance and written component due</strong></td>
</tr>
<tr>
<td>11</td>
<td>Discussion and revisions</td>
</tr>
<tr>
<td>12</td>
<td>Discussion and revisions</td>
</tr>
<tr>
<td>13</td>
<td>Final rehearsals and previews</td>
</tr>
<tr>
<td>14</td>
<td><strong>Performance presentation</strong></td>
</tr>
</tbody>
</table>

Finals week: No exam. **Final version of written component is due** at the Registrar-scheduled final examination time.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Kathryn Henderson, Department of Sociology
     Jane Sell, Head, Department of Sociology
     Steven Oberhelman, Interim AOC Dean, Liberal Arts
DATE: February 6, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 328

We recommend that SOCI 328 Sociology of the Environment be certified as a writing (W) course for four academic years (9/15 to 9/19). We also noted that the enrollment of 30 students should be the limit, given the amount of writing assigned, and we recommend 25. We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 28,500
4. Instructor to student ratio for one section: 1:30

Students keep an Eco-clip journal and a field work journal, and they write four short essays and a research report based on field work. Students may re-write all work, and the instructor makes comments on the draft of all final papers. For instruction, students are assigned readings about writing in sociology and about grammar and a link to the American Sociological Association style guide and links to the University Writing Center. Readings are discussed in class. Students also receive a handout with examples of common student writing errors from papers in past course offerings, and an in-class activity reviews common errors from papers in the current class.

Since original certification, there have been no significant changes in the writing component.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

   SOCI 328, Sociology of the Environment

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

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

Instructor / Coordinator: Kathryn Henderson

Printed name and signature

Valerie Balester

(W and C Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Steven M. Oberhelman

Printed name and signature

(Date)

Department Head: Jane Smith

name and signature

(Date)

1214 Sterling C. Evans Library
5000 TAMU
College Station, TX 77843-5000

Tel. 979.458.1455 Fax 979.458.1458
writingcenter.tamu.edu
Soci 328 - Sociology of the Environment
Writing and Investigative Research Intensive Course

This is a writing and research intensive Sociology of the Environment course. Course goals are to develop understanding of social and cultural factors underlying environmental issues from an array of sociological conceptual frameworks while developing critical thinking, research, and writing skills. Students will critically discuss how readings apply to real experiences and practices through projects and field trips. (Fieldtrip dates TBA, shortly)

Fieldtrips include volunteer work in post-wildfire Bastrop which will provide the opportunity to observe first-hand what is happening there. You will be able to take sociological awareness into a setting where you can help people and learn at the same time. We will make 4 trips to Bastrop starting the first week of class, due to Tree Folk planting schedule. PARTICIPATION IN A MINIMUM OF 3 FIELD TRIPS IS MANDITORY. Travel and food will be provided. Fieldtrip participation is university excused; you will be given documentation to this effect in case you need to be excused from another class. Fieldtrips and the notes from them are a required part of the course and crucial to the goals of the course and course assignments.

Part of the course requirement is to get involved in some sort of hands-on experience with the environment and write about it. Course fieldtrips to relevant sites will also give you an opportunity to examine with a sociological eye how people are attempting to solve some of the dilemmas of the social and the environment.

Course topics will include: nature as a social construction; the predicament of sustainability; consumption and materialism; the ideology of environmental justice relative to various theological outlooks; gender and environmental domination; nature and scientific racism; the wilderness ideal; the tragedy of the commons; the greening of religion; cradle to cradle design and sustainable response to disasters.

Required Texts:
Mayerfeld Bell An Invitation to Environmental Sociology
Kenneth Gould & Tammy Lewis Twenty Lessons in Environmental Sociology
McDonough & Braungart The Upcycle: Beyond Sustainability--Designing for Abundance

E-pac: posted in e-learning Readings excerpts from authors such as Gibson, Shiva, Hoffman, Warren, Ruether, Gore, Beavan, posted in elearning.

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

Recommended
James William Gibson A Reenchanted World: Quest for a New Kinship w/ Nature
Beavan Colin No Impact Man
Weekly Discussion Topics:  
The Social meets the Environment

WEEK 1: Environmental Problems and Society  
READ: Bell: Ch. 1 The Environmental Predicament, Sustainability, Environ. Justice  
Gould/Lewis: Ch. 1 Introduction to Environmental Sociology

a. Written exercise #1: Ethno-biography due in 1 week  
   (Tues. Sept 6) – begins ethno-journal (handout a)  
b. Due Thursday, Jan 24. IRB Ethics training so you can  
   conduct research (handout b)

WEEK 2: The Problem of Materialism  
READ: Bell: Ch. 2 Consumption and Materialism  
Gould/Lewis: Ch 2 The Social Construction of Nature  
e-pac: Gibson: Ch 1 Modernity & Its Discontents  
   Ch 2 Animals Who Speak to Us (recommended)

a. Ethno-biography DUE Tuesday  
b. IRB Ethics training certificate DUE Thursday

c. Clip journal #1: an example of dialogue related to  
   ecology from some form of media & discussion of it in  
   terms from the course: due in in one week, Thurs. Jan 31

Film: Rachel Carson's *Silent Spring* - Thurs.

WEEK 3: Dialogue, Democracy and the Greening of Religion (Jan 29 & 31)  
READ: Bell Ch. 8 all: Organizing the Ecological society …action, dialogue & democracy  
Gould/Lewis: Ch 3 Theories in Environmental Sociology  
e-pac: Gibson: Ch 3: Holy Lands

*Be prepared to discuss readings in small groups on Thurs.*  
c. Clip journal #1 DUE due Thursday  
d. Short paper #1 prompt handed out, due in one week

Film: Texas: The State of Water - Thurs

WEEK 4: Water (Feb 5 and 7)  
READ: e-pac: Shiva: excerpts Water Wars; Privatization, Pollution, and Profit  
   Sanson: excerpts Water in Texas

d. Short Paper #1 DUE Thursday
a. Fieldnotes or eco-journal entry #2 about a recent  
   direct experience in or with nature, nature degradation,
or ecological issues (may include sketches & photos: due in 1 week.

Film: Blue Gold

WEEK 5: Money and Machines
READ: Bell: Ch. 3: Treadmill of Production; Technology as a dialogue, a social structure.
Gould/Lewis: Ch 4 The State and Policy: Imperialism, Exclusion & Ecological Violence as State Policy
E-pac: Hoffman: Heresy to Dogma: An Institutional History of Corporate Environmentalism
a. Fieldnotes or eco-journal entry #2 DUE
b. Short paper #2, prompt handed out, due in 1 week

WEEK 6: Media, Technology and Design: problems and solutions: Cradle to Cradle Design
READ: Gould/Lewis: Ch 8 Technological Change and the Environment
McDonough & Braungart: Cradle to Cradle intro, chs. 1 & 3
E-pac: Anderson: Confessions of a Radical Industrialist (ch 2, 10, (16 recommended))
b. Short paper #2, DUE
C. Clip journal #2: an example of environmental activism from some form of media & discussion, due in one week

Historical Looks at Environmental Concern
WEEK 7: The ideology of Environmental Concern & history
READ: Bell: Ch. 6: Rome, Greece, China; Democratic basis of environmental concern
Gould/Lewis: Ch 7 The Science of Nature and the Nature of Science
E-pac: Gibson: Ch 7: Imitation Wilderness and the Sacred Casino
Excerpts from Beavan: No Impact Man
C. Clip journal #2: an example of environmental activism from some form of media & discussion, DUE
a. Fieldnotes or eco-journal entry #3 about a recent direct experience in or with nature, etc. due in 1 week.

Global Management of Nature
WEEK 8: Global mis-management of Nature
READ: Gould/Lewis: Ch 6 Corporate Power: Role of Global Media..in shaping what we know
McDonough & Braungart: Cradle to Cradle: ch 4 “waste equals food”
E-pac: Gibson: Ch 8: The Right-Wing War on the Land
b. Fieldnotes or eco-journal entry #3 DUE
b. Short paper #3 prompt handed out, due Thursday after Spring Break.

Film: The World According to Monsanto
Spring Break!

WEEK 9: Climate Change and The Human Nature of Nature
READ: Bell: Ch 7: Nature as a Social Construction; …Scientific Racism, Wilderness
Gould/Lewis: Ch 13: Understanding Disaster Vulnerability: Floods & Hurricanes
Ch 14 Climate Change: Why the Old Approaches Aren’t Working
e-pac: Phillips: Systems Theory and Sustainable Approach to Disaster Recovery
Gibson Ch 5: Eco-Warriors and Blood Sacrifice (recommended)
b. Short paper #3 DUE
c. Clip journal #3: an example of environmental issues from some form of media & discussion, due in one week

WEEK 10: Development, Poverty, and Environmental Racism
READ: Bell Ch 4: Population and Development
Gould/Lewis: Ch. 10 Environmental Inequality and Environmental Justice
Ch 18 Indigenous Cultures: Environmental Knowledge, Practice and Rights
e-pac:: Taylor: Women of Color, Environmental Justice & Ecofeminism
c. Clip journal #3: an example of environmental activism from some form of media & discussion, DUE
a. Fieldnotes or eco-journal entry #4 about a recent direct experience in or with nature, etc. due in 1 week.

Film: Food Inc.

WEEK 11:
Understanding Ecofeminism and the Greening of Religion I
READ:
E-pac: Warren, Ch 1: Ecofeminism: Women, Culture, Nature
Ruether, Ch 4 and conclusion from Integrating Ecofeminism, Globalization and World Religions
a. Fieldnotes or eco-journal entry #4 DUE
b. Short paper #4 prompt handed out, due in 1 week

The Ideology of Environmental Domination
WEEK 12: The Greening of World Religions Part II
READ: Bell Ch 5: Various Religions and Environmental Domination
e-pac: Gibson Ch 4: Space Exploration, Gaia, the Greening of Religion
Reuther Ch. 2: Greening of Religion
c. Clip journal #4: examples of “greenwashing” in marketing products and/or corporations due Tues.

!! Outline of research project paper due Thurs.
WEEK 13 Cradle to Cradle Society? Or where do we go from here? (class presentations start)

READ: McDonough & Braungart: Cradle to Cradle: chs. 5 & 6
Gould/Lewis: Ch. 19 The Paradoxes of Sustainable Development: Ecotourism
.e-pac: Gibson: Gibson Ch 9: Fighting Back

c.Clip journal #4: due Tues.

#d.Outline of research project paper due Thurs.

WEEKs 13, 14, 15: Class Presentations

WEEK 14: The Future of Environmental Sociology and the Environment

READ: McDonough & Braungart: Cradle to Cradle: chs. 5 & 6
e-pac: Gibson: Ch10: the Journey Ahead

b. Short paper #4 DUE Tuesday April --

#First Draft of Research paper DUE Thursday April -- (Dr. Henderson will provide feedback, electronically, for use in your final draft.)

WEEK 15: Due, Last day of class:

- Entire Fieldnotes and eco-journal/sketch book with rewrites & final conclusions
- Whole clip journal with any rewrites – hard copy

#IDue: Date of Assigned Final, Final Draft, Research paper!

Assignments:
Fieldtrips: ATTENDANCE REQUIRED: We will try to keep to the practice of scheduling fieldtrips on Fridays. However, some volunteer activities such as tree replant may take place on weekends. [Dr. Henderson is awaiting response from volunteering opportunity organizations for final dates.] Once established, every attempt will be made to keep to fieldtrip schedule. However, some things are not predictable. In the case of inclement weather or other unforeseen events, dates may have to be rescheduled. For this reason one extra field trip over what is required will be available.

Research ETHICS: The research you will be doing on fieldtrips is REAL research, approved by the Texas A&M University Institutional Review Board (IRB). That is why you must take the ethics training. In addition, any interviews you conduct MUST use a consent form or information sheet (PROVIDED) which MUST be handed in (hardcopy) with the (hardcopy) interview notes. You may use tape recorders for interviews IF you use a consent form. ALL BASTROP FIELDNOTES MUST BE HANDED IN IN HARD COPY AND SENT TO DR HENDERSON AT THE DESIGNATED WEBSITE TO RECEIVE CREDIT FOR THE FIELDNOTES.
Clip Journal: Students will receive periodic prompts relative to topics/terms we are covering to look for in the world outside the classroom, such as ecological discourse, concern over food safety, “green” products and “green-washing.” This will give you the opportunity to apply critical thinking skills beyond the classroom. Individual clip discussions (including the source or its description in hard copy) are handed in separately for feedback and may be re-written for improvement when the whole set is handed in at the end of the term.

Field notes and sketches: Students will keep field notes and sketches/photographs from their experiences with nature and class field trips and use it as a thinking tool both to record on-site experiences and to make note of how successfully (or not) ideas from the course are put into practice or used to explain what they are observing. These will be handed in a week after field trips for feedback and will be used to write the final paper.

Short Essays: These will be written in response to questions that will ask students to apply a theory discussed in class to some sort of data or compare one set of materials with another such as a text or film or fieldtrip experience.

Participatory Research Project: Students will engage in hands-on experience related to concepts from the course, which will be written up at course end. Preference is that the paper will be written from field-work experiences and interviews in Bastrop. In the case that insufficient field-interviews take place, alternative ecological experiences, individual or team-based may be used. These could range from participating in sustainable agriculture or green building to trying the “No Impact Man” experiment of living one week making no impact on the environment. During the final weeks of the course students will present these experiences in light of our readings. (For team projects, each person in a team must present 5 minutes of the whole.) Using ideas from the course, the rest of the class will question and debate the “greenness” or impact of the project. A 1-page handout, describing the project and enumerating its advantages should be provided in hard copy for class members. Power-point presentations are optional. Students will fill out an evaluation of peer participation for fellow team members on team projects. Projects and presentations may be team-based. Papers must be individually written.

As this is a writing intensive course all work should be rewritten, incorporating feedback, which also gives you a chance to improve your grade. Deadlines for rewrites:

Short Essays: 1 week after they are returned
Clip journal and Eco- journal: Last day of class, Tues, April 30, before 5:00 pm
Research paper: Date of assigned final, by 5:00 pm, earlier by choice

All Essays & Papers will be turned in in both hard and electronic copy for the use of Turnitin.Com.

Grade will be based on:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>A 90-100%</td>
</tr>
<tr>
<td>Eco-Clip Journal (due every 3rd week and total at end)</td>
<td>20%</td>
<td>B 80-89%</td>
</tr>
<tr>
<td>Fieldnotes/eco-journal and Sketch book (every 3rd wk &amp; at end)</td>
<td>20%</td>
<td>C 70-79%</td>
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<tr>
<td>Short Essays (due every 3rd week)</td>
<td>20%</td>
<td>D 60-69%</td>
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<tr>
<td>Participatory Research Project</td>
<td>30%</td>
<td>F 59% &amp; below</td>
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**Attendance policy:** Except for university excused absences you are expected to be in class, including during the showing of films. Class participation is part of your grade. You cannot participate if you are not present.

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

*All materials handed out in class such as syllabi, worksheets, guidelines, etc. are copyrighted and the property of the professor. They may not be copied without her or his permission. To do so and pass off any such materials as your own is plagiarism. You have my permission to copy any class materials you wish for legitimate learning purposes for this course.*

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

**Academic Integrity Statement and Policy reminder**
"An Aggie does not lie, cheat or steal, or tolerate those who do.” “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Honor Council Rules and Procedures on the web: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)
TO: Faculty Senate Executive Committee

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

CC: Claire Katz, Department of Philosophy & Humanities, Women's & Gender Studies Program
    Annette Jackson, Women's & Gender Studies Program
    Gary Varner, Head, Department of Philosophy & Humanities
    Steven Oberelman, Interim AOC Dean, Liberal Arts

DATE: February 6, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: WGST 200

We recommend that WGST 200 Introduction to Women’s & Gender Studies be certified as a writing (W) course for four academic years (9/14 to 9/18). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 100%
2. Course content appropriate to the major
3. Total number of words: 8000
4. Instructor to student ratio for one section: 1:29

Students complete two take-home essay exams, keep a journal, and write a book review. The book review is reviewed by peers and discussed in class; multiple drafts are expected. The instructor also comments on each journal entry at least twice a semester. Instruction includes examination and discussion of model book reviews.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W & C COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W & C Course Advisory Committee
University Writing Center, MS 5000

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

WGST 200 Introduction to Women's & Gender Studies

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

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

Instructor / Coordinator: Claire Katz

Printed name and signature

28 August 2014

(Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Steven Oberhelman

Printed name and signature

(Date)

Department Head: Claire Katz

Printed name and signature

28 August 2014

(Date)
Course Description:
This course is designed to introduce you to key concepts, themes, and ideas in Women's and Gender Studies. Our goal will be to explore these ideas with an eye toward investigating the influences—biological and cultural—that shape gender and sexuality. Our exploration will take into account the intersection of gender and race, age, sexuality, disability, religious commitment, and class. As a result, our exploration will include discussions of sexuality, politics, violence, reproduction, globalization, families, and work. These issues reflect the variety of experiences in women's lives and thus the success of our class and of your education in this class is dependent on your presence and participation. First and foremost, you must attend class but you must attend class having read the material and prepared to discuss it.

A note about class discussion: This class will cover provocative and controversial material. We will discuss these themes and ideas critically but respectfully. If you are not prepared or willing to do either, this might not be the right class for you. Disagreement does not mean disrespect—but name-calling, yelling, or dismissive behaviors do and they will not be tolerated.

Books
Shaw and Lee, Women's Voices/Feminist Visions
Marilyn Frye, The Politics of Reality
Atwood, The Handmaid's Tale
Hurston, Their Eyes Were Watching God (Extra)

Course Requirements:
Midterm 25% (approximately 3 pages typed double spaced)
Final 30% (approximately 4 pages typed double spaced)
Book Review 20% 5 pages typed double-spaced in 11 or 12 pt. font. I will provide more and presentation details about this assignment. Details to follow but this will be an assignment that is collaborative—you will work with a peer on multiple drafts and feedback. You will also engage in a discussion with the class about your review.
Weekly Journal Entries 25% (See below) (approximately 2 pages typed double spaced per entry)

For this assignment you will submit a 2 page entry Wednesday of each week via ecampus. I will not accept late submissions, although you are welcome to submit your entries before the due date. I will give you one “free pass” to skip a weekly entry without harming your grade. After that free pass, any missed entries will have a negative impact on your grade for this journal. For example, for each missed entry after the free pass, your grade will be lowered one step: B+ to a B. I will periodically, though not always, comment on your journals. Significant improvement in the journal entries will be reflected in the final journal grade.

The journal is a space and place for you to think and reflect without the constraints of formal writing—grammar, spelling, style, and so forth. Although I do expect your entries to be coherent and articulate—certainly enough for me to read and understand. This is your place to ask questions, give opinions, offer reflections, and use your voice, especially for issues, themes, and ideas that provoke you, worry you, excite you, or just generally keep you awake at night. The primary requirement is that you must keep your entries tied to class material. Make connections—to things you hear, see, experience—at work, on campus, in your other classes, with friends, family, partners, and so forth. Use the journal entries to further your own learning and express your ideas to indicate that
you are making these connections. Save a hard copy of your entries such that you can keep all entries together and read them in their entirety at the end of the semester.

Your journal will also include responses to directed assignments that I give throughout the semester. The first, which must completed by October 23, is a “Do something” assignment. For this assignment, I am asking you to do something that pertains to the issues that will be discussing in this course: violence, sexuality, families, etc. You may visit—a women’s shelter, rape crisis center, Planned Parenthood. You may do an experiment—walk around with a romance novel for a week and take note of the reactions. Interview men and women of different ages and different backgrounds about one or two of the themes we are discussing and write up the response. You may do an analysis of something in popular culture—current movies, children’s books. But the point is to do something—to participate in the world in which you live and reflect on that experience with regard to the themes in this course.

Due Dates for Journals
Last Name Initial:
A-L  9/18  10/23  12/4
M-Z  9/25  10/30  12/4

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http://www.tamu.edu/aggiehonor

Please include the following on all work:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Signature of student
Religious observance
http://dof.tamu.edu/faculty/policies/religiousobservance.php
Attendance
http://student-rules.tamu.edu/rule7.htm
Authorized and Sponsored events
http://studentactivities.tamu.edu/online/sponsauth/
Absences related to Injury or Illness
http://attendance.tamu.edu/
Reading Schedule—subject to change!

Aug 28  Introduction, [http://www.rci.rutgers.edu/~elk/feminismquotes.html](http://www.rci.rutgers.edu/~elk/feminismquotes.html)
30  Genesis—And God Created Woman

### Unit I  Systems of Privilege and Inequality in Women’s Lives

**Sep 4**  Beauvoir, Introduction to *The Second Sex*
**Sep 6**  Frye, *The Politics of Reality*, (1-17)
Introduction, pp 1-21 (VV)
Rich, “Claiming an Education” (1)
Baumgardner and Richards, “A Day Without Feminism” (4)

**Sep 11**  Frye, *The Politics of Reality* (17-40; 84-94))
**Sep 13**  Ch 2, pp. 60-75
Quindlan, “Still Needing the F Word” (7)
Collins, “Toward a New Vision” (9)
Hogeland, “Fear of Feminism,” (101)
Kimmel, “Real Men Join the Movement” (103)
Pharr, “Homophobia: A weapon of Sexism” (12)

**Sep 18**  Frye, *The Politics of Reality* (110-127)
McIntosh, “White Privilege and Male Privilege” (13)
Moraga, “What’s Race Gotta Do With It?” (14)
Wong, “When I was Growing Up” (24)
Website: [http://uts.cc.utexas.edu/~rjensen/freelance/whiteprivilege.htm](http://uts.cc.utexas.edu/~rjensen/freelance/whiteprivilege.htm)
Website: [http://uts.cc.utexas.edu/~rjensen/freelance/whitefolo.htm](http://uts.cc.utexas.edu/~rjensen/freelance/whitefolo.htm)
Website: [http://www.uccs.edu/~wpc/Articles/hwc.htm](http://www.uccs.edu/~wpc/Articles/hwc.htm)
Website: [http://www.tolerance.org/hidden_bias/tutorials/index.html](http://www.tolerance.org/hidden_bias/tutorials/index.html)
(Read all four pages)
Website: [http://www.tolerance.org/hidden_bias/index.html](http://www.tolerance.org/hidden_bias/index.html)
On line activity: [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/)
**Sep 20**  Discussion continued

**Sep 25**  Ch 3, 105-120
Fausto-Sterling, “Two Sexes are Not Enough” (19)
Lorber, “The Social Construction of Gender” (20)
Steinem, “If Men Could Menstruate” (37)
* p. 112; Learning activity, p. 110; 115; 118

**Sep 27**  Film: *Free to be you and me* (streamed)
Wendell, “The Social Construction of Disability” (17)
Learning Activity, p. 219; p. 228
[http://www.disabilityisnatural.com/peoplefirstlanguage.htm](http://www.disabilityisnatural.com/peoplefirstlanguage.htm)

**Oct 2**  Bruggink, “Don’t Give Up Your Day Job: Leslie Bennetts on *The Feminine Mistake*” (55)
Ehrenreich, excerpts from *Nickel and Dimed* (blackboard)
Website: [http://www.classmatters.org/working_definitions.php](http://www.classmatters.org/working_definitions.php)

**Oct 4**  Discussion continued

**Oct 9**  Review
Oct 11     Exam

Unit II: Sex, Power and Violence
Oct 16     Ch 4, 165-179
Other readings, TBA
Oct 18     Ch 10 554-577
Davis, “Betrayed by the Angel” (80)
Bridges, “Lisa’s Ritual (age 10)” (83)

Oct 23  Women and War
Roy, et al “Rape and War” (84)
Benedict, “The Plight of Women Soldiers” (89)
Oct 25  Violence and the media
Readings TBA

Unit III: Health and Reproduction
Nov 1    Ch 6, pp 301-329
Cooney, “The Way it Was” (47)
Sanger, “My Fight For Birth Control” (46)
**Flanagan, “The Sanguine Sex” (WEB CT)

***Last day to Q-Drop

Unit IV: State and Family
Nov 6    Anthony, “The Constitutional Argument” (85)
Nov 8    Ch 7
Goldman, “Marriage and Love” (53)
Ehrenreich, “Maid to Order: The Politics of Other Women’s Work” (62)
Sander and Moltz, Title IX update (87)
Gomes, “Partners as Parents” (56)

Unit V: Women, Religion and Spirituality
Nov 13   Ch 12
Stanton, “Introduction to The Women’s Bible” (92)
Plaskow, “Standing Again at Sinai” (97)
Riswold, “Feminist Questions of Christianity” (99)
Nov 15   Ch 11; Atwood, Handmaid’s Tale

Nov 20   Student presentations
Nov 22   THANKSGIVING BREAK

Nov 27   Student presentations
Nov 29   Student presentations

Dec 4    Review
Dec 7    Final Exam 3pm-5pm