Memorandum

August 5, 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 C Course 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 recertification:

ANSC 491 Research
ANTH 423 Bioarchaeology
ECON 426 Economics of Antitrust and Regulation
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Donna Witt, Department of Animal Science
     H. Russell Cross, Head, Department of Animal Science
     Kim Dooley, AOC Dean, College of Agriculture and Life Sciences
DATE: July 8, 2015
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANSC 491

We recommend that ANSC 491 Research be certified as a writing (W) course for four academic years (1/16 to 1/20). 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: 2000
4. Instructor to student ratio for one section: 1:20

ANSC 491 is a one-credit course in which students work one-to-one with a faculty member supervising their research and the writing of a thesis. In addition, they may attend a review in Week 10 where they can get comments on their work from graduate students working with their faculty advisor. Instruction is provided by faculty members from the department in workshops that cover various relevant writing topics such as citation, review of model papers, and basic grammar. Students are required to attend at least three workshops and submit early drafts of their literature reviews and results for written feedback from their faculty advisors. They are required to have at least one conference during the semester with their faculty advisor.

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):

ANSC 491 - Research

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: Donna Witt
Printed name and signature
(Date)

Received: Valerie Balester 7/13/15
W and C Course Coordinator, University Writing Center
(Date)

Approvals:

College Dean: Kim Dooley
Printed name and signature
(Date)

Department Head:
Printed name and signature
(Date)
ANSC 491-900 Undergraduate Research with Writing Credit (1 credit)

Course Coordinator: Donna Witt, Senior Academic Advisor II - Animal Science

Text: Journal of Animal Science, or a style guide recommended by your instructor

This course will be graded. Final thesis needs to be 2000-3000 words.

In order to register for the 900 section and earn ‘W’ credit, the following requirements must be met.

1) You must be an undergraduate major in Animal Science.
2) Your research advisor must sign the application form, agreeing to read, or have your immediate research supervisor read and respond to drafts of your work.
3) You must attend 3 writing workshops in coordination with the Animal Science department and/or the Writing Center. You must choose the most appropriate workshop/tutorial for your research area in each of the following topics:
   a. Plagiarism/proper citing of sources
   b. Scientific writing style
   c. Components of a thesis
4) You must participate in a graduate student mentor/peer-review of your thesis in Week 10, arranged through your major professor and the Animal Science Undergraduate Advising Office.
5) Submission of drafts and revisions should meet the schedule below.
6) You must submit the final version of your thesis to the Animal Science Undergraduate Advising Office by Week 14.

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<tr>
<th>Week</th>
<th>Writing Assignment</th>
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<td>2</td>
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<tr>
<td>3</td>
<td>Workshop # 1 completed – Plagiarism/Proper citing of sources</td>
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<td>4</td>
<td>Introduction Due: Conference with Advisor</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>Workshop # 2 completed – Scientific writing style</td>
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<tr>
<td>7</td>
<td>Experimental/Methods Due: Conference with Advisor</td>
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<tr>
<td>8</td>
<td></td>
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<tr>
<td>9</td>
<td>Workshop # 3 completed – Components of a Thesis</td>
</tr>
<tr>
<td>10</td>
<td>Graduate student mentor/Peer review of Thesis</td>
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<tr>
<td>11</td>
<td></td>
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<tr>
<td>12</td>
<td>Complete draft of research project report to Research Advisor</td>
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<tr>
<td>13</td>
<td>Conference with Advisor</td>
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<tr>
<td>14</td>
<td>Final Thesis Due</td>
</tr>
</tbody>
</table>

Complete the information on the reverse side.
# Application for Writing Credit for Undergraduate Research in Animal Science

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<thead>
<tr>
<th>Name (print)</th>
<th>UIN</th>
<th>Term</th>
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<tbody>
<tr>
<td>ANSC 491</td>
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<thead>
<tr>
<th>Course Number</th>
<th>Section Number</th>
<th>Credit Hours</th>
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</table>

Working Thesis Title

Faculty Research Advisor

Faculty Research Advisor Agreement

I agree to read and respond to drafts of my student’s thesis

<table>
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<tr>
<th>Signature</th>
<th>Name (print)</th>
<th>Date</th>
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</table>

Approved: Date entered in COMPASS
Animal Science Undergraduate Advising Office
TO: Faculty Senate Executive Committee

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

CC: Lori Wright, Department of Anthropology  
Cynthia Werner, Head, Department of Anthropology  
Steven Oberhelman, Interim AOC Dean, Liberal Arts

DATE: July 8, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ANTH 423

We recommend that ANTH 423 Bioarcheology be certified as a writing (W) course for four academic years (9/15 to 9/19). 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: 45%
2. Course content appropriate to the major
3. Total number of words: 4750
4. Instructor to student ratio for one section: 1:15

Students write a research paper and two lab assignments. The research papers are turned in as drafts and get formative feedback in the form of written comments from the instructor or Graduate Teaching Assistant (if one is assigned to the class). The feedback on the two lab assignments is also relevant to the research paper. The use of Turnitin.com is encouraged. The instructor gives a lecture on scientific report writing, and the professional articles students read for the course are analyzed and discussed for writing as well as content. Evans Library instructs students on research and bibliographic software, and the University Writing Center presents on avoiding plagiarism.

No significant changes have been made since original certification was granted.
1. This request is submitted to Valerie Balester, Chair, W & C Course Advisory Committee, and concerns

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

ANTH 423: Introduction to Bioarchaeology

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: Lori E. Wright 6/12/2015
Printed name and signature

Received: Valerie Balester 7/28/15
W and C Course Coordinator, University Writing Center

Approvals:

College Dean: 7/24/15
Printed name and signature

Department Head: Frank E. Gaebel 7/24/15
Printed name and signature

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

Tel. 979.458.1455 Fax 979.458.1486
writingcenter.tamu.edu
ANTHROPOLOGY 423: BIOARCHAEOLOGY (Writing)  
Fall 2014

Instructor: Dr. Lori E. Wright  
Class: Monday & Wednesday 10:20 – 11:35 AM.  
Room: Anthropology Building, Room 300B  
Office Hours: Monday, 1:00-3:00 PM, and by appointment, sign up online at:  
http://tinyurl.com/WrightSignup  
Office: Anthropology Building, Room 316B  
Email: lwright@tamu.edu —Email is the most efficient way to reach me!

Course Description: This writing intensive course will acquaint the advanced undergraduate student interested in archaeology and physical anthropology with the broad range of issues that can be examined with evidence gleaned from human skeletal remains. The course will focus on the role of human skeletal studies in reconstructing both the biological and cultural past of our species. Classes will be a combination of lecture and seminar formats, with some laboratory sessions.

Prerequisites: ANTH 225 and either ANTH 210 or any upper level archaeology class

Texts:
2) Readings to download from the course page at: http://eCampus.tamu.edu/

Grading: Two exams will cover material presented in lectures and in readings discussed in class. Each student will prepare a research paper and two written laboratory assignments. Class attendance and participation in discussion of weekly readings will also contribute to your grade. Up to five unannounced quizzes will be given over lecture material and readings. Grades (A≥90, B= 80-89, C=70-79, D= 60-69, F<60) will be assigned from the following proportions:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>20%</td>
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<tr>
<td>Exam #2</td>
<td>20%</td>
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<tr>
<td>Research Paper</td>
<td>25%</td>
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<tr>
<td>Leading class discussions &amp; Participation</td>
<td>15%</td>
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<tr>
<td>Quizzes</td>
<td>5%</td>
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<tr>
<td>Lab assignment #1</td>
<td>10%</td>
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<tr>
<td>Lab assignment #2</td>
<td>10%</td>
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Writing component of the course: Writing instruction is integrated throughout this course, both through lectures and the critical analysis of published research. Three written assignments will contribute approximately half of the grade. Students will write a research paper (10 to 12 pages, excluding bibliography), on a topic of your choice. A preliminary bibliography for your paper listing at least 10 sources must be submitted by October 13th along with a 100 word description of your research topic. Your first draft is due on November 12th. The first draft will be reviewed by a teaching assistant, who will give advice on writing style, structure and sources. You will have an opportunity to revise and improve your paper; the final version is due on December 3. Only the final version will be graded. Please discuss paper topics with me well in advance of the bibliography due date. Papers will be submitted online using Turnitin (accessed through the eCampus course site), which may be done for the first draft but is required only for the final submission. Lab assignments will consist of your analysis and interpretation of osteological data collected in class. These will be written in scientific format, and under 5 pages in length. Details on these assignments will be provided in class.
Anth 423 Course Schedule & Reading Assignments:
Classes will include a mixture of lectures and seminar periods. This schedule is tentative, and may well change! Read the assignments listed below before each class, as indicated. Readings may also change in advance of the class date. Papers can be downloaded from eCampus.tamu.edu. In general, assignments for lecture classes will be from Larsen's Bioarchaeology, although there are background reading assignments that will be posted on eCampus also. For seminar classes, numbered readings will be assigned to individual students who will lead discussion of the reading. However, all students are expected to have read all of the assignments and to be able to discuss them (Not just the paper you are assigned to lead!). Note that readings pdfs will be posted to the web well in advance of the class for which they are assigned.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept. 1</td>
<td><strong>Class Introduction &amp; skeletal anatomy review</strong></td>
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<td></td>
<td></td>
<td>Dr. Wright’s research</td>
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<td>Skeletal review from varied osteology texts, also see <a href="http://www.eskeletons.org">www.eskeletons.org</a></td>
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<td></td>
<td></td>
<td>Learn your bones and body orientation terminology</td>
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<td></td>
<td>Larsen, Chapter 1, p. 1-5.</td>
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<td>1</td>
<td>Sept. 3</td>
<td><strong>Quiz, Demographic Parameters: Sex estimation Lecture</strong></td>
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<tr>
<td>2</td>
<td>Sept. 8</td>
<td><strong>Sex estimation lab</strong></td>
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<td>2</td>
<td>Sept. 10</td>
<td><strong>Lecture on Scientific Writing and Citations</strong></td>
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<td>Read the American Journal of Physical Anthropology Guide for Authors</td>
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<td>3</td>
<td>Sept. 15</td>
<td><strong>Demographic Parameters: Age estimation Lecture</strong></td>
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<tr>
<td>3</td>
<td>Sept. 17</td>
<td><strong>Age estimation lab</strong></td>
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<td><strong>Sex Estimation Lab Assignment is due in class.</strong></td>
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<tr>
<td>4</td>
<td>Sept. 22</td>
<td><strong>Paleodemography: Life Tables, etc. Lecture</strong></td>
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<tr>
<td>4</td>
<td>Sept. 24</td>
<td><strong>Paleodemography Seminars</strong></td>
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<td>5</td>
<td>Sept. 29</td>
<td><strong>Histology, Growth &amp; Stress Lecture</strong></td>
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<tr>
<td></td>
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<td>Larsen, Chapter 2, pp. 6-63</td>
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<td><strong>Age Estimation Lab assignment is due in class.</strong></td>
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<td>5</td>
<td>Oct. 1</td>
<td><strong>Growth &amp; Stress Seminars</strong></td>
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<td>Date</td>
<td>Activity</td>
<td>Details</td>
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<td>Oct. 6</td>
<td>Activity Lecture: <em>Trauma, Wear &amp; Tear</em></td>
<td>Larsen, Chapter 5 &amp; 6, pp. 161-225</td>
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<tr>
<td>Oct. 8</td>
<td>Presentation by Dr. Stephen Bales, Evans Library, online bibliographic researching</td>
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<td>Oct. 20</td>
<td>Midterm exam</td>
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<tr>
<td>Oct. 22</td>
<td>Paleodiet Lecture: <em>Elements &amp; Isotopes</em></td>
<td>Larsen, Chapter 8, pp. 270-301</td>
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<tr>
<td>Oct. 29</td>
<td>Geology &amp; Migration Lecture</td>
<td>(no readings from the text, work on your papers!)</td>
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<td>Nov. 3</td>
<td>University Writing Center presentation on plagiarism</td>
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<td>Nov. 5</td>
<td>Catch-up and/or TBA</td>
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<tr>
<td>Nov. 12</td>
<td>– First draft of research paper due! – Paleopathology: <em>Infectious &amp; Nutritional Disease Lecture</em></td>
<td>Larsen, Chapter 3, pp. 64-108.</td>
</tr>
</tbody>
</table>
| Date | Nov. 17 | Cool pathology cases  
| Date | Nov. 19 | Agricultural Revolution & the New World  
| Date | Nov. 24 | Reviews of Classmates papers due!  
Genetics and Population Affinity Lecture  
Larsen, Chapter 9, pp. 302-332 |
| Date | Nov. 26 | Morphological Genetics Seminars  
| Date | Dec. 1 | Molecular Genetics Seminars  
| Date | Dec. 3 | Research Papers due in class!  
Repatriation Seminars: The NAGPRA Challenge  
| Date | Dec. 16 | Final Exam!! 8:00-10:00 am in Room 300B |
Attendance and Exam Policy

A good record of class attendance is necessary to succeed in this class. However, active participation in readings discussion is also necessary for a good grade. If you must be absent for an exam, assignment due date, or for the discussion of a reading that you are scheduled to lead, you must notify me in advance of the date, or no more than 48 hours later (if it was a last minute medical emergency only) and you must have a legitimate reason for the absence, as defined in the TAMU Regulations. Of course, you can always turn in assignments early to the Anthropology Department office (on the 2nd floor of the Anthropology Building)!

Copyright & Plagiarism

All materials generated for use in this class are copyrighted. These include syllabi, exams, review sheets and other materials. Because these materials are copyrighted you do not have the right to copy the handouts, unless I expressly grant permission. 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. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

“An Aggie does not lie, cheat, or steal or tolerate those who do.”
For information regarding the Aggie Honor Code, rules and procedures, see http://www.tamu.edu/aggiehonor

Americans with Disabilities Act

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

Diversity in the Anthropology Classroom

Respect for cultural and human biological diversity are core concepts of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/).
**Guidelines for Leading Discussion of assigned readings:**

We will spend about 20 minutes discussing each paper. As you discuss the assigned paper, you should expect me to interrupt, raise questions, and direct the conversation to include your classmates. Your comments on the paper should be no more than 15 minutes in length, and should cover the following points:

1) Brief summary of the research described:
   - what material was studied? Culture? Time period?
   - what data were collected?
   - what do the results mean for the specific case?

2) Discuss theoretical issues raised in (or missing from) the work:
   - does this change how we interpret the adaptation of this culture?
   - implications for analytic methods, previous work?
   - how does this relate to other themes we have discussed?

3) Critical assessment of the work’s value, and relevance:
   - did you believe it?
   - how useful will this be to other researchers?
   - does the paper conform to expected format for a scientific paper?
      How does it deviate from this? Might there be a good reason for this?

4) ONE page (ONLY!) summary outline for distribution to the class:
   - USE BULLETS, NOT PARAGRAPH STRUCTURE,
   You may even use incomplete sentences!! The point is to be brief. We should not be so busy reading your outline that we can’t listen and participate in your seminar.
   - include the full citation(s)
   - brief summary of the main argument of the work(s)
   - key critical comments
   - your name at top of the page!!
   - bring enough copies for each member of the class (17 copies!)

5) Try to generate some class discussion on the issues you raise by relating it to other seminars, core readings, etc. Everyone in class should have read the work you present and be able to discuss it, so your comments should not be a monologue!
TO: Faculty Senate Executive Committee

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

CC: Jonathan Meer, Department of Economics
Joseph Ura and Sarah Ura, Department of Economics
Timothy Gronberg, Head, Department of Economics
Steven Oberhelman, Interim AOC Dean, Liberal Arts

DATE: July 8, 2015

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ECON 426

We recommend that ECON 426 Economics of Antitrust and Regulation 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: 35%
2. Course content appropriate to the major
3. Total number of words: 2250
4. Instructor to student ratio for one section: 1:25

The writing for this class includes a proposal and a major paper on economics. Students submit a draft of the final paper for peer review and for written instructor comments; they also get feedback on the final paper from the proposal. Students are encouraged to have conferences with the instructor. Modeling occurs through class readings, discussed in class with attention to writing; in addition, students take the Evans Library plagiarism quiz and participate in one workshop sponsored by the University Writing Center.

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):

___ECON 426: Economics of Antitrust and Regulation____________________

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: Dr. Jonathan Meer 7/2/2015
Printed name and signature

Received: Valerie Balester 7/3/15
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Steven Abelham 7/10/15
Printed name and signature

Department Head: Trig Jenson 7/2/15
name and signature (Date)
Course Description: In this course, you will analyze contemporary issues in antitrust and economic regulation. We will use theoretical models and tools from industrial organization to assess the bureaucratic and judicial impact of antitrust laws and other regulatory means on the American economy, as well as, market structure, economic efficiency, and social welfare. In particular, we will evaluate the efficiency gains and losses associated with specific business practices including price discrimination, predation, cartelization, horizontal merger, vertical integration, and resale price maintenance. By reading landmark judicial opinions and economic case studies that analyze these opinions, we will look at how antitrust law has evolved over time and consider its effectiveness. In addition, this course will address other forms of government regulation designed to correct market failures and promote efficiency. We will study a variety of industries including computer operating systems, retail, consumer products, railroads, airlines, and electricity.

Prerequisites: ECON 323

Required Text:
Additional required readings and supplementary material will be made available throughout the course on the eLearning website and through course reserves. I also recommend Economics of Regulation and Antitrust by W. Kip Viscusi, John M. Vernon, and Joseph E. Harrington, Jr. (MIT Press).

Learning Objectives:
1. Apply theoretical models and tools to assess the relationship between market structure, market efficiency, and social welfare.
2. Evaluate efficiency gains and losses associated with specific business practices.
3. Analyze how antitrust law has evolved over time and discuss its effectiveness.

Course Policies:
Grading:
- Exam 1 (3/1/16) 25%
- Exam 2 (4/26/16) 30%
- Writing Exercises 10%
- Research Proposal 5%
- Research Paper 30%

Grades will be distributed as follows:
A: 90%-100%; B: 80%-89.99%; C: 70%-79.99%; D: 60%-69.99%; F: below 60%
Please do not ask me about extra credit or extra work to improve your grade. None will be given.

Exams:
- The exams will be primarily in short-answer/essay format. Anything covered in class or in the readings is fair game. My lectures will help you identify the material that I consider to be the most important, but you must do the readings in order to be fully prepared for the exams.
• If you know in advance that you have a conflict with one of the exam times, please see me as soon as possible so that we can work out an alternative. This may involve arranging to take the exam earlier or scheduling a modified make-up exam.
• No make-up exams will be given without a university-approved and documented excuse. Per Student Rule 7, you must notify me prior to the exam except in the case of an accident, emergency, or religious observance. If you are seeking an excused absence due to illness, you must notify me prior to the exam (email is fine) and provide confirmation of a visit to a health care professional. Non-excused absences will result in a zero for that portion of your grade.
• If you think there has been a mistake in the grading of your exam, please contact me no later than one week after the exam was returned. I reserve the right to re-grade the whole work, meaning that you may lose points (since mistakes can happen in both directions).

Research Paper:
• In order to fulfill the requirements for this Writing-Intensive Course, you will be asked to analyze and evaluate a recent antitrust case, merger, or policy issue. The final product of the analysis will be an 8-12 page paper (2000 word minimum).
• Writing is a continuous process that requires time and dedication. For this reason, you will be required to present your work in several stages: first, a 1-page proposal, a rough draft, and a final draft before turning in the final work. I will provide more details on the requirements for each of these assignments in a separate handout, but for now, please be aware of these key dates:
  o Thursday, February 23: Proposal Due
  o Thursday, March 22: Rough Draft Due
  o Tuesday, May 1: Final Paper Due by 5pm (no class meeting)
Assignments are due at the beginning of class on the above date. Penalties will be assessed on your final research paper grade for each day any of these assignments are turned in late.
• There are many resources available to assist you in developing your writing skills. Class time will be devoted to writing instruction and peer review. I also encourage you to consult with me or your TA during office hours and to take advantage of the wealth of services offered by the University Writing Center.

Please 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.

Writing Exercises:
• Announced and unannounced writing exercises will be given periodically. These exercises will involve writing practice based on the assigned reading or group work (e.g., a peer-review session to comment on drafts of the research paper). Your lowest score from these exercises will be dropped before averaging.
• I will not accept late work. If an exercise is given during the first 5 minutes of class, and you are 5 minutes late to class, then you have missed that exercise. In order to make up the exercise, you must have a university-approved and documented excuse.

Course Objectives and Expectations:
• This is an advanced, writing-intensive course in applied microeconomics. By the end of the course, you will have learned how to analyze competition within industry and to assess antitrust rulings and policies designed to regulate such competition. You will also have developed writing skills that are suited to the discipline of economics and that will serve you well in a number of potential careers, including economic consulting, academic research, law, policy analysis, or government service.
• To get the most out of each lecture, you are expected to do the readings in advance and will be called upon to discuss the facts of a case, identify the economic issues at hand, and offer your
opinions on rulings and policies. This helps clarify your own thinking as well as contributes to the overall class’s learning experience.
I highly encourage classroom participation for several reasons. First, the class will be much more interesting for all of us if I am not the only person speaking for the entire class session. We will all benefit from hearing and thinking about different perspectives. Second, and perhaps more importantly, as your careers proceed, you will find it quite valuable to have the ability and courage to communicate verbally. Practice now.

- I will not enforce a formal attendance policy, though the best grades are historically earned by those who are active, engaged, and in class. If you miss a class, it is your responsibility to catch up with the material. If you cannot attend several lectures, it is a good idea to email or talk to me as soon as you can.
- As a courtesy to me and to your fellow students, please arrive on time and turn off your cell phones. If you absolutely must leave a class early, let me know in advance to minimize distractions.

ADA Notice:
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 979-845-1637. For additional information visit http://disability.tamu.edu.

Copyright Notice:
The handouts used in this course are copyrighted. By “handout” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials, and review sheets. You do not have the right to copy or distribute these materials, unless I expressly grant permission.

Statement on Academic Integrity:
The Aggie Honor Code states

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/

Because this is a Writing-Intensive Course, the problem of plagiarism is of special concern. It is against university rules and will not be tolerated. The failure to properly credit sources or the use of a paper written by someone else may result in a failing grade for the assignment, the course, and/or referral to the Aggie Honor System Office. If you have questions as to what constitutes plagiarism, please consult me, the University Writing Center, or the AHSO Aggie Honor System Office website (www.tamu.edu/aggiehonor/). I also recommend this tutorial on the library’s website.
**Course Outline**

*Note:* The following is a tentative schedule of the topics the course aims to cover. I will update the schedule on the course website with specific readings and dates as the class goes on. If there is a topic you are especially interested in, please let me know and I’ll try to incorporate it or spend extra time there.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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| 1    |      | **I. Introduction to Antitrust and Regulation**  
|      |      | When Markets Work (Walters, Ch. 2)  
|      |      | When Markets Don’t Work (Walters, Ch. 3) |
| 2    |      | **II. Background on Antitrust Policy**  
|      |      | Legal Statutes  
|      |      | Early Cases, Per Se v. Rule of Reason (Excerpt from Key Cases) |
| 3    |      | **III. Horizontal Practices and Horizontal Mergers**  
|      |      | Theoretical Models of Oligopoly (VH Ch. 5)  
|      |      | Price-fixing, bid rigging, and market division (Excerpts from Key Cases) |
| 4    |      | Price-fixing, bid rigging, and market division (KW Case 11: Lysine Cartel)  
|      |      | Price-fixing, bid rigging, and market division (KW Case 12: Ohio Milk Markets) |
| 5    |      | Tacit collusion and “facilitating practices” (KW Companion: The Airline Tariff Publishing Case)  
|      |      | Horizontal Mergers: Guidelines (Commentary written by the FTC and DOJ) |
| 6    |      | Horizontal Mergers: Cases (Excerpts from Key Cases, KW Case 7: Staples-Office Depot)  
|      |      | Horizontal Mergers: Cases (KW Case 6: Heinz-Beech Nut)  
|      |      | Research Proposal Due |
| 7    |      | Review/Catch-up |
| 8    |      | **IV. Vertical Mergers and Vertical Restrictions**  
|      |      | Vertical Integration: Meet in Economic Research Laboratory  
|      |      | Vertical Integration: Theoretical Background (VH Ch. 8), Cases |
|      |      | **Spring Break – March 12-16** |
| 9    |      | Vertical Integration: Cases  
|      |      | Resale Price Maintenance, Territorial Restraints (KW Case 17: *State Oil v. Khan*) Paper Draft |
| 10   |      | Exclusive Dealing (VH Ch. 8, KW Case 14: *Dentsply*, KW Case 16: *ToysRUS*)  
|      |      | Tying and Bundling (VH Ch. 8, KW Case 13: *Trident*, KW Companion: *Jefferson Parish*) |
| 11   |      | **VII. Monopolization and Network Issues**  
|      |      | Legal Treatment of Monopolization (Excerpts from Key Cases)  
|      |      | In-Class Peer Review |
| 12   |      | Networks (KW pp. 474-486 and “Economics of Standards Wars” by Stango)  
|      |      | The *U.S. v. Microsoft* Case (KW Case 20) |
| 13   |      | Predatory Pricing (KW Case 8: *Spirit v. Northwest Airlines*) |
| 14   |      | **VIII. Regulated and Deregulated Industries**  
|      |      | Airlines (“How Airline Markets Work…or Do They?” chapter by Borenstein and Rose) |
|      |      | **EXAM 2** |
|      |      | Final Paper Due by 5pm |

**Sample readings are listed in parentheses. For daily reading assignments, check schedule on ecampus!**