Agenda
August 4, 2011
Room 310 - Jack K. Williams Administration Building
1:30 p.m.

1. Approval of July 2011 Graduate Council minutes.

2. Tabled Item from July 7, 2011:
   Course Withdrawal:
   PLPA 625    Plant Pathogenic Fungi

3. New Course Requests:
   a. AGLS 601    Agriculture and Life Sciences Graduate Study Abroad
   b. MGMT 613    Management Macroeconomics

4. Course Change Requests:
   a. AGEC 633    Sustainability in World Development
   b. ENGL 640    Topics in Children’s Literature and Culture

5. Special Consideration Items:
   a. College of Engineering - Qatar Campus Engineering Graduate Faculty –
      Dr. Robin Autenrieth
   b. College of Engineering request for Non-Thesis Option to MS SENG via Distance
      Education – Dr. Autenrieth
1. Approval of June 2011 Graduate Council minutes. Minutes were approved as written.

2. Tabled Items:
The below listed tabled courses were approved by Graduate Council.
   a. New Course Request:
      ECON 633 Energy Markets and Policy
   b. Course Change Request:
      HISP 671 Bilingualism in the Spanish-speaking World

3. New Course Requests:
The below listed new course requests were approved by Graduate Council.
   a. ATTR 651 Clinical Education I
   b. ATTR 652 Clinical Education II
   c. ATTR 653 Clinical Education III
   d. ATTR 654 Clinical Education IV
   e. ATTR 655 Clinical Education V
   f. ATTR 656 Clinical Education VI
   g. ATTR 660 Prevention and Care of Athletic Injuries
   h. ATTR 661 Prevention and Care of Athletic Injuries Lab
   i. ATTR 662 Clinical Examination and Diagnosis-Lower Extremity
   j. ATTR 663 Clinical Examination and Diagnosis-Lower Extremity Lab
   k. ATTR 664 Clinical Examination and Diagnosis-Upper Extremity
   l. ATTR 665 Clinical Examination and Diagnosis-Upper Extremity Lab
   m. ATTR 666 Physical Rehabilitation
   n. ATTR 667 Physical Rehabilitation Lab
   o. ATTR 668 Therapeutic Modalities
   p. ATTR 669 Therapeutic Modalities Lab
   q. ATTR 670 General Medical Conditions and Therapeutic Medication
   r. ATTR 671 Organization and Administration in Athletic Training
   s. ATTR 672 Professional Preparation and Issues in Athletic Training
   t. EPSY 655 Item Response Theory
   u. HLTH 645 Health Education Research and Program Evaluation
   v. VIBS 616 Advanced Development Neurotoxicology

4. Course Change Requests:
The below listed course change requests were approved by Graduate Council with friendly amendments.
   a. ECEN 690 Switching Power Supplies
   b. VIBS 612 Mammalian Embryology

5. Course Withdrawal:
The below listed course withdrawal was tabled by Dr. Reed.
   PLPA 625 Plant Pathogenic Fungi

6. Special Consideration Items:
The below listed special consideration items were approved by Graduate Council.
   a. College of Liberal Arts request to discontinue the Master of Arts Degree in Comparative Literature
   b. Mays Business School request for change in prerequisite hours for Master of Science in Management

7. Item for review – August Graduate Council vote.
   Below item will be placed on August 2011 GC agenda for consideration and vote.
   Qatar Campus Engineering Graduate Faculty – Dr. Robin Autenrieth
Tabled Items
Withdrawals
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. Request submitted by (Department or Program Name):
   Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course:
   PLPA 625 Plant Pathogenic Fungi

3. Change requested
   Attach a brief supporting statement for changes made to items 3a thru 3d. and 6 below.
   a. Prerequisite(s): From: _____________________________ To: _____________________________
   b. Withdrawal (reason): Replaced this course with PLPA 630, 631, & 632 to provide more flexibility in the graduate courses
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:
Department Head or Program Chair (Type Name & Sign) 7/7/2011
Leland S. (Sandy) Pierson III

Chair, College Review Committee 7/25/11

Dean of College 7/25/11

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
7 July 2011

MEMORANDUM

TO: Dr. David Wentling  
Assistant Vice President for Graduate Studies

FROM: Dr. Charles Kenerley  
Associate Dept Head, PLPM

SUBJECT: Course Withdrawal

The Department of Plant Pathology and Microbiology added three new courses to its graduate program as part of a curriculum revision. These courses were PLPA 630 (Fungi: Physiology and Genetics), PLPA 631 (Fungi Laboratory), and PLPA 632 (Fungi Cell Biology and Taxonomy), and they were approved by the appropriate TAMU Committees. The intention of the Department was to withdraw PLPA 625 and replace this older course with these three new ones. The rationale for this revision was to increase flexibility among our graduate students for course selection and provide a series of varying credit course for students outside our program. The expertise of our faculty and the needs of our students have changed regarding the context of PLPA 625. Thus, we seek to withdraw from the catalog PLPA 625.
New Courses
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

- Submit original form and attach a course syllabus.

Form Instructions:

1. Request submitted by (Department or Program Name): College of Agriculture and Life Sciences

2. Course prefix, number and complete title of course: AGLS 601 Agriculture and Life Sciences Graduate Study Abroad

3. Catalog course description (not to exceed 50 words): Approved study abroad student participation; reciprocal educational exchange programs

4. Prerequisite(s): Admission to approved program

Cross-listed with: None

Stacked with: None

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

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

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken ___ times.

Will this course be repeated within the same semester? ☐ Yes ☐ No

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      None
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      All graduate programs in the College of Agriculture and Life Sciences

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

9. Prefix: AGLS
    Course #: 601
    Title (excluding punctuation): AGLS Graduate Study Abroad

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Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date

(alif cross-listed course)

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
May 20, 2011

TO: Dr. Mark Zoran
Chair, Graduate Council

Dr. Karen Butler-Purry
Associate Vice President for Graduate Studies

FROM: Dr. David Reed
Associate Dean for Graduate Programs and Faculty Development
College of Agriculture and Life Sciences

RE: Graduate Course for Study Abroad and Reciprocal Exchange

Graduate students in the College of Agriculture and Life Sciences who are participating in reciprocal exchange programs with partner institutions register and pay tuition and fees at Texas A&M University for classes that they take at the host institution. We seek to create a college level course, AGLS 601 Agriculture and Life Sciences Graduate Study Abroad, to better and more accurately serve the registration of these students in a graduate level exchange program in COALS departments when they study abroad.

Please find attached the new course request form. I ask that upon review of the Graduate Council, it be approved.

Thank you for your consideration of this request.
AGLS 601: Agriculture and Life Sciences Graduate Study Abroad
Fall, Spring and Summer
Location: TBD

COURSE DESCRIPTION AND PREREQUISITES

Approved study abroad student participation; reciprocal educational exchange programs. May be taken two times for credit. Reciprocal exchange participants will attend classes at a host partnership institution for a full semester or 10-week summer session, maintaining sufficient credits for full-time status.
Prerequisite: Admission to approved program.

COURSE LEARNING OUTCOMES:

1. The course will provide a systematic way for capturing data on graduate students studying abroad.
2. Students will gain an international perspective in their major through learning at a partner institution.
3. Students will learn how to adapt and function in a new culture allowing them to be more comfortable and self-confident when meeting persons (clients and/or colleagues) from other cultures when they enter their chosen professions.
4. Students will extend networking in their field of study beyond their home country.
5. Study abroad will increase the student’s attractiveness as a potential employee.

INSTRUCTORS

Cathryn Clement
Tel. 979-458-0820
E-mail: cclement@ag.tamu.edu
Office Hours: Open Door Policy or by appointment
Location: 515H AgriLife Sciences Building

David W. Reed
Tel. 979-845-3712
E-mail: dwreed@tamu.edu
Office Hours: By appointment
Location: Suite 515 AgriLife Sciences Building

REQUIRED COURSE MATERIALS:

None

GRADING POLICY

Grades will be based on grade awarded by faculty at the host institution and verified through review of course material at the home institution. Grades and credit hours will then be transferred from the holding course into equivalent Texas A&M University courses.

PROVISIONS FOR STUDENTS WITH DISABILITIES

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

Aggie Honor Code: An Aggie does not lie, cheat, or steal or tolerate those who do.
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Mays Business School

2. Course prefix, number and complete title of course: MGMT 613: Managerial Macroeconomics

3. Catalog course description (not to exceed 50 words): Analysis of domestic and global macroeconomic issues from a managerial perspective; analysis of current and historical macroeconomic events at the national and global levels; analysis of business cycles and monetary and fiscal policies; managerial decisions in the context of changing macroeconomic environment.

4. Prerequisite(s): Enrollment is limited to BUAD classification 7.

Cross-listed with: 

Stacked with: Cross-listed courses require the signature of both department heads.

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

6. Is this a repeatable course? ☑ Yes ☐ No If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? ☑ Yes ☐ No

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

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

9. Prefix Course # Title (excluding punctuation)
   MGMT 613 MANAGERIAL MACROECONOMIC

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Approval recommended by:

Ricky Griffin
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.

Curricular Services – 3/10
Course Description

Analysis of domestic and global macroeconomic issues from a managerial perspective; analysis of current and historical macroeconomic events at the national and global levels; analysis of business cycles and monetary and fiscal policies; managerial decisions in the context of changing macroeconomic environment.

Prerequisites

Enrollment is limited to BUAD classification 7.

Course Overview

Macroeconomics is concerned with the structure and performance of national economies, fiscal and monetary policies, relationships among national economies, and the global economy. Important questions that macroeconomics addresses include: (i) what factors may cause a nation’s long-run economic growth, (ii) what are the basis for business cycles or short-run economic fluctuations, (iii) what causes unemployment, (iv) why is price stability an important determinant of investment, (v) what causes overall prices to rise or fall, (vi) how does being part of a global economic system affect a nation’s economy, (vii) can government policies be used to improve a nation’s economic performance, and (viii) how may governments avoid (or deal with) recession, inflation, unemployment and maintain a steady state growth?

Macroeconomic insights importantly inform business plans and long-term strategies. For example, should Exxon expand drilling activities, begin hiring new geologists, or alternatively maintain the status quo? Should Johnson & Johnson open a baby oil plant in South Africa, knowing that the plant requires millions of dollars of fixed investment? These long-term strategies importantly depend, among other things, on macroeconomic factors, such as expected GDP growth, inflation, unemployment, interest rate, and tax policies. Understanding factors that influence economic viability of a nation is fundamental to business decisions and long-term strategies.

How is an economy’s well-being measured? While shareholders, managers, and analysts use ROI, ROE, ROA, and/or earnings per share to assess performance of a firm, macroeconomists use gross domestic product (or equivalently income) and its expected growth, unemployment, and inflation as indicators of an economy’s well being. And, while management experts prescribe solutions to organizational problems regarding organizational architecture and strategy, macroeconomists (relying on economic models or theories) prescribe corrective measures in the form of government policies for sustained economic growth, price stability, and low unemployment rate.

In addition, it goes without saying that most businesses are either affected by global economic events or operate globally. Economic decisions and events in other countries can influence macroeconomic factors here at home. While the interrelationships between national economies offer opportunities to companies, they also expose them to more challenges and risks. For example, public debt issues in Greece in recent months have influenced the business environment in the U.S., so has the unprecedented economic growth in China and other emerging economies. Thus, understanding the relationships between national economies
and the factors affecting them are also important prerequisite for forming corporate strategies. This course is designed to help students develop insights and frameworks for analyzing economic-wide opportunities and risks both domestically and globally.

I do recognize that very few of you may pursue economics as a profession. However, I fully expect that all of you will be users of economic data and analyses of national and global economies and markets. Thus, I assume you will be an informed user or consumer of macroeconomic data. This is not to say that I will compromise the importance of understanding economic frameworks and models. Given the complexity of national and global economies, users of economic data must understand economic models to simplify analysis and identify relevant factors and relationships among pertinent economic variables. To be an informed consumer of economic data, you will need to acquire sufficient insights for thinking like an economist. An important purpose of this course is to learn some basic models to analyze current and historical events, national and global economic trends, economic policies of different economies, and managerial decisions in the context of changing economic environment. Economic models introduced in this course are not theoretical abstracts, rather meaningful insights used by central banks, economic advisors, and the like. For example, the economic policies pursued by the Obama Administration are based on fundamental assumptions, models, and frameworks involving relationships among important economic variables.

As future managers your will be challenged to think about the implications of alternative government economic policies and national and global trends for long-term business strategies. To be sure, we will discuss current economic events and emerging trends in the business environment. My expectation upon the completion of the course is that you will have a working knowledge of basic macroeconomic frameworks and will be able to apply that knowledge to understand complex economic environments.

I look forward to interacting with you in learning the fundamentals of macroeconomics.

REQUIRED MATERIALS

A. Required Textbook:

David Miles and Andrew Scott, Macroeconomics and the Global Business Environment. Wiley. 2005 (with supplements to update domestic and global trends and policies.)

B. Supplemental Materials

Given your background in economics, you may find it useful to consult some of the supplemental materials listed below.

1. **Streaming Video**: Economics USA, [http://www.learner.org/resources/series79.html](http://www.learner.org/resources/series79.html)

The instructional video series, produced by the Educational Film Center, offers high quality introductory economics lessons using video footages of important historical events and economic commentaries. It is a great learning tool. And best of all, it is FREE (but registration is required). There are 28 half-hour lessons on both microeconomics and macroeconomics.

2. The following newspapers and magazines offer good coverage and analysis of events that affect global economies and markets: *The Wall Street Journal, Financial Times, Business Week, The Economist* and *Bloomberg*.

3. Recommended Books:
c. Shiller: Irrational Exuberance (Note: This is the book that predicted the current economic mess.)

Requirements and Student Performance Evaluation

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

**Grading Scale:** 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; below 60%=F.

**Four quizzes** *(As indicated below)* \( \frac{30\%}{} \)

**Four Homework Assignments** *(posted on the second, fourth, sixth, and eighth Monday and to be turned in on the third, fifth, seventh, and ninth Monday, respectively)* \( \frac{20\%}{} \)

**Final Exam (to be announced)** \( \frac{50\%}{} \)

**Quizzes**

There will be four quizzes. Quizzes can take any form, including possible multiple choice questions. The questions will be based on readings for the day and the topics covered during the sessions before the quiz. You will have a total of 15 minutes to finish each quiz. There will be NO make-up quizzes except for those with University approved absences. Late arrivals will have less time to finish quiz. Quizzes will be collected exactly 15 minutes after the class begins. The main purpose of the quizzes is to assess whether you have read the materials for class discussions and learned the materials discussed during the previous periods. Quizzes will be 30% of the course grade.

**Individual Homework Assignments**

There will be a total of three homework assignments which will be posted on the “e-learning” on the second, fourth, sixth, and eighth Tuesday and to be turned in on the third, fifth, seventh, and ninth Tuesday, respectively. You will have one week to turn in each assignment. This requirement provides students with the opportunity to analyze macroeconomic problems outside the class. Assignments must be word-processed and turned in with no folders.

**Final Examination**

The final exam will carry 50% of your grade. The exam will be cumulative, covering all semester materials, and closed book. You’ll have a maximum of three hours to finish the final exam. The exam is scheduled by the MBA office. The office will announce the date and time.

**Make-up Policy**

Make-up exam and quizzes will be available only to students who meet the following criteria. First, if reasonably possible, the student must contact the professor by phone or leave a message at (979-845-2043) or email the professor at zardkoohi@tamu.edu before missing an exam and indicate why he/she will miss the exam or quiz. Second, the reason for **missing exam or quiz must qualify as a university approved**
absence and the student must provide written documentation (i.e., participation in an authorized University activity, confinement due to illness, death in the family, mandatory participation in legal proceedings, or religious observance). Third, If the absence is excused based on the above criteria (http://student-rules.tamu.edu/rule07), the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

Special Notes:

1. All handouts in this class are copyrighted
2. Problems with grades won’t be discussed in class. If you have concerns regarding your grade, you must see the instructor during his office hours or get an appointment to discuss your grade.
3. The instructor won’t discuss your NEED for a particular grade. It is totally up to you to allocate your time and effort across courses and other alternative uses to get the “desired” outcomes.
4. Important University links:
   - http://admissions.tamu.edu/Registrar/General/Calendar.aspx
   - http://admissions.tamu.edu/Registrar/General/FinalSchedule.aspx
   - http://www.tamu.edu/admissions/catalogs/
   - http://student-rules.tamu.edu/
   - http://dof.tamu.edu/faculty/policies/religousobservance.php
   - http://disability.tamu.edu/

American for Disability 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, please visit http://disability.tamu.edu.

Academic Integrity Statement

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

The following categories describe the most typical types of academic misconduct recognized at Texas A&M University. It is not exclusive as some students continue to find new ways to commit academic misconduct and undermine the education experience for everyone. The list is meant to be a guide to actions and activities that are most commonly reported as violations. Cheating: A broad category that includes intentionally using or attempting to use unauthorized materials or assistance in completing an exam or assignment. Fabrication/Falsification: Two closely linked behaviors involving making up, modifying, or manipulating information or university documents. Multiple Submissions: This misconduct is based on a student reusing material from an assignment in one class for another without pre-approval by the instructor. Plagiarism: The most common type of misconduct reported to the Honor System Office, this is using someone else's intellectual content (ideas, words, pictures, etc.) with giving appropriate credit or attribution. Complicity: Often overlooked, this is the third party violation of intentionally helping or enabling someone else to commit academic misconduct. Abuse and Misuse of Access and Unauthorized Access/Violation of Departmental or College Rules/University Rules on Research: These areas may be reported to the Honor System Office but will often involve breaking other university rules or laws and may be reported through other departments and subject to additional sanctioning. SPECIAL NOTE ON GROUP PROJECTS: If someone in a group commits academic misconduct, the entire group could be held responsible for it as well. It is important to clearly document who contributes what parts of the joint project and to know what group members are doing and how they are getting the material they provide. For more information, please go to: http://aggiehonor.tamu.edu/Descriptions/.
Managerial Macroeconomics  
Course Outline  
Second trimester: 2011-2012

Required Readings and Other Materials

Day 1: Monday, November 7

Topic: Macroeconomics and definitions

Required Readings:

1. Miles and Scott, Chapters 1 and 2.
2. “What Went Wrong at CISCO”? CIO Magazine

Day 2: Wednesday, November 9

Topic: Growth and the Supply Side

Required Reading:

1. Miles and Scott, Chapters 3 and 4.
3. The Economist: A productivity primer. November 4, 2004

Optional Reading:
- Roubini and Backus, Lectures in Macroeconomics, Chapter 1.
- The WSJ: Japan as number three. Tuesday, August 17, 2010

Day 3: Monday, November 14

Topic: Growth and the Supply Side

Required Readings:

1. Miles and Scott, Chapter 5

Optional Reading:
(http://terpconnect.umd.edu/~creinhart/Papers/RR%20Debt%20and%20Growth-01-18%20NBER.pdf)

Day 4: Wednesday, November 16 (Quiz No. 1): First assignment will be posted in the evening

Topic: Growth and the Supply Side

Required Readings:
1. Miles and Scott, Chapter 6
2. Harvard Case: Singapore, Inc. (revised 2008), case no. 9-703-040
4. The Economist: Corporate profitability: Profits, but no jobs, August 7th, 2010

Optional Reading


Day 5: Monday, November 21

Topic: Unemployment

Required Readings:
1. Miles and Scott, Chapter 7
2. The Economist: American Unemployment: Lower, not hire, August 14th, 2010
3. Mohamed El-Erian: The real tragedy of persistent unemployment, WSJ, Friday 9, 2010
5. U.S. Beveridge Curve in Recent Years

Optional Reading:

Day 6: Wednesday, November 23: Due date for assignment no. 1

Topic: International Trade

Required Readings:

1. Miles and Scott, Chapter 8

Day 7: Monday, November 28

Topic: Globalization

Required Readings:

1. Miles and Scott, Chapter 9

Day 8: Wednesday, November 30 (Quiz No. 2): Second assignment will be posted this evening

Topic: Fiscal Policy and the Role of Government

Required Readings:

1. Miles and Scott, Chapter 10
   http://www.economist.com/node/17363625
   http://www.economist.com/node/15452594?story_id=15452594

Optional Reading:
1. Congressional Budget Office Website: http://www.cbo.gov/

Day 9: Monday, December 5

Topic: Money and Prices

Required Reading /Audios

1. Miles and Scott, Chapter 11

Day 10: Wednesday, December 7: Due date for assignment no. 2.

Topic: Consumption

Topic: The Open Economy

Required Readings:

1. Miles and Scott, Chapter 12
2. The WSJ: The high costs of very low interest rates, Wednesday, August 11, 2010

Day 11: Monday, January 2
Required Reading

1. Miles and Scott, Chapter 13

Day 12: Wednesday, January 4: (Quiz No. 3): Third assignment will be posted this evening.

Required Reading

1. Miles and Scott, Chapter 14
2. Notes on the Index of Leading Economic Indicators (also see: http://www.conference-board.org/)
5. WSJ: Crisis compels economists to reach for new paradigm, Nov. 3, 2009.

Optional Reading:


Day 13: Monday, January 9

Topic: Monetary Policy

1. Miles and Scott, Chapter 15
3. The Fed’s Big Announcement: Down the Slipway; “Quantitative easing” is unloved and unappreciated—but it is working http://www.economist.com/node/17417742?story_id=17417742

Day 14: Wednesday, January 11: Due date for assignment no. 3.

Topic: Stabilization Policy
Required Reading

1. Miles and Scott, Mankiw, Chapter 16

Day 15: Wednesday, January 18

Topic: Equity Markets
Required Reading

1. Miles and Scott, Chapter 17

Day 16: Friday, January 20: (Quiz No. 4): Fourth assignment will be posted this evening

Topic: The Bond Market

Required Reading

1. Miles and Scott, Chapter 18

Day 17: Monday, January 23

Topic: Global Markets

Required Reading

1. Miles and Scott, Chapter 19

Optional Reading:

Nouriel Roubini and David Backus: Lectures in Macroeconomics (Chapter 7. Foreign Exchange Rates)

Day 18: Wednesday, January 25

Topic: Global Markets

Required Reading

1. Miles and Scott, Chapter 20
2. The Economist: The Big Mac Index: An Indigestible Problem, October 16th, 2010

Optional Reading

Day 19: Monday, January 26: Due date for assignment no. 4

Topic: Global Markets and Crisis

Required Reading

1. Miles and Scott, Chapter 21
3. The Economist: Currency Wars: Fumbling toward a truce, October 16th, 2010
2. The Economist: China’s reserves: In need of a bigger boat, October 16th, 2010

Day 20: Wednesday, February 1

Topic: Energy Economics

Required reading:
1. World Energy Demand and Economic Outlook, July 2011
   http://www.eia.gov/oiaf/ieo/world.html
-----Original Message-----
From: Wiggins, Steven N [mailto:swiggins@neo.tamu.edu]
Sent: Wednesday, July 27, 2011 8:28 PM
To: Jordan Kleckley
Cc: Brynildsen, Suzanne; swiggins@tamu.edu; tjg; Patricia Hurley
Subject: Re: MGMT 613 - Departmental Request for a New Course

Jordan--
We don't have a problem with this course, particularly since it will primarily be offered to MBAs. Students in your MBA program have a particular background and the course will fit with their needs.
Sincerely,
Steve Wiggins

----- Original Message ----- 
From: "Jordan Kleckley" <jkleckley@mays.tamu.edu>
To: "Steven N' Wiggins" <swiggins@neo.tamu.edu>
Cc: "suzieb@tamu.edu" <suzieb@tamu.edu>, "swiggins@tamu.edu" <swiggins@tamu.edu>, "tjg" <tjg@econmail.tamu.edu>
Sent: Wednesday, July 27, 2011 7:24:43 PM GMT -05:00 US/Canada Eastern
Subject: RE: MGMT 613 - Departmental Request for a New Course

Dr. Wiggins:

I just wanted to follow up on the Economics Dept. memo we had requested from you. Let me know if you need any further information or if I can answer any questions.

Thanks!

Jordan Kleckley (Thebeau)

Assistant Director, Full-Time MBA Program Mays Business School Texas A&M University
Phone: 979-845-5194
Email: jkleckley@mays.tamu.edu
Course Changes
Texas A&M University
Department Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments

Form Instructions
1. Request submitted by (Department or Program Name): Agricultural Economics
2. Course prefix, number and complete title of course: AGEC 633 Sustainability in World Development
   Attach a brief supporting statement for changes made to items 3a thru 3d, and 6 below.
3. Change requested
   a. Prerequisite(s): From: ECON 629 and AGEC 652 To: ECON 607 or equivalent
   b. Withdrawal (reason):
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course prefix, number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked:
5. Complete current course title and current catalog course description: AGEC 633: Economics of Underdeveloped Agricultural Areas. Survey of analytical and empirical studies on development issues in less developed countries; topics include agricultural household models, the economics of contract choice, migration, the economics of family structure, technological change, emerging, environmental issues, and evaluation of policy initiatives in product and factor markets.
6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): AGEC 633: Sustainability in World Development. Economic development defined; economic structure, economic efficiency, equity, conservation and role of sustainability, characteristics of developing countries; problems facing development planners, policy makers, resource managers; role of local, regional and international institutions, policies, civil society, biodiversity, and climate change; economic foundation of project development, design, financing, and implementation issues.

7. a. As currently in course inventory:

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Approval recommended by:

John P. Nichols
Department Head or Program Chair (Type Name & Sign) Date

Dean of College
Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:

Mark Z. Zoran
Chair, GC or UCC Date

Associate Director, Curricular Services
Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 09/10
AGEC 633: Sustainability in World Development

Summer 10-week Session

Class time: 4.00pm to 6.30pm, Tuesday/Thursday

Venue: AGLS Room 110,

Instructor: Dr. Piya Abeygunawardena (408E AGLS or 123 Teague Building)

Office hours: 2.00pm to 4.00pm, Tuesday/Thursday, Suite 123, Teague Building

Email: pabey@tamu.edu

Phone: 458-1129 (direct)

Prerequisites: ECON 607 preferred. Equivalent course or exposure to microeconomics is required. Instructor’s clearance is recommended.

Textbook:

Two supplementary books are recommended:

Class Readings

Any required readings will either be made available on-line on the course website or handed out in class at the appropriate point in the semester.

You do not need to read the Appendices to the assigned chapters unless indicated in the readings list.

NOTE: Other readings may be assigned during the semester. The readings NOT in the supplementary books will either be handed out or made available on the course website

Grading

Midterm Exam 15% A=90-100
Final Exam 40% B=80-89
Class participation and discussions 10% C=70-79
Final Written Report 35% D=60-69

F=below 60
Note that the mid-term and the final are the only two exams for this course. They will be closed book and closed notes. The final exam will be comprehensive. Your written report will be reviewed by external reviewer(s) and your class colleagues.

*Lecture Notes:* The power points/overhead transparencies used in the class lectures are available on the course website for you to print off at your convenience. However, I expect you to bring the relevant printed lecture notes to the class in each day. You can find a link to the course website at [http://elearning.tamu.edu](http://elearning.tamu.edu). You will need Adobe Acrobat Reader to print the files. *Changes in the on-line lecture notes may be made during the semester.*

**Important Dates to Remember**

1 June 2010 – First Lecture  
Date TBD – Mid-term Exam  
4 August 2010 – Final Report Submission by 12 noon  
9 August 2010 – Last Lecture  
11 August 2010 – Final Exam

**Course Objectives**

This course has four objectives. They are (i) to provide a broad understanding of the sustainability aspects of agriculture, natural resources, and environment in world development, (ii) to introduce the difficult nature of the trade-offs faced by policy makers in developing countries when balancing allocation of resources with meeting pressing needs such as hunger and poverty, (iii) to address how such national decisions becomes even more complex in globalizing world, where global commons are under threat for their existence; and (iv) to explore the role of good projects and their proper implementation with the support of bi-lateral and multilateral agencies.

The following will be particularly emphasized:
1. Definition, measurements and attributes of sustainability and economic prosperity.  
2. The role of agriculture, natural resources, and energy in reducing poverty, hunger and meeting other human needs.  
3. The role of environment and its connectivity to economic prosperity – local, national and global.  
4. The need and the relevance of public policies for various resource allocations to ensure economic progress and environmental sustainability.  
5. Policy formulation and the necessary trade-offs when considering improvement in economic prosperity and sustainability.  
6. Socio-economic and institutional (including market) considerations in project designing and implementation including the role of various development partners.

**Course Procedures**

The course will consist of a mixture of lectures and class presentations with real world experience on development and sustainability. Each student will undertake a semester-long project in developing a report that analyzes sustainability of a situation and experience related
to the non-major area of the student's basic training (e.g. an engineer works on a biological problem or an agronomist work on an economic or an energy issue). They will be given various opportunities during the semester to present relevant sections of their reports to the class.

Course Content and Organization

(1) Sustainable development, Economic, social and environmental aspects of sustainability, efficiency, conservation and market based pricing, Carbon footprint, measurement of sustainability – 3hrs
(2) Natural resources, energy and development, Definition of resource, time, quality and space dimensions, energy and power, climate change, pollution – 3 hrs
(3) Millennium development goals, extreme poverty reduction, millennium declaration, universal primary education, gender quality, and all eight MDGs defined, – 3 hrs
(4) Markets, institutions, Anatomy of market failure, externalities, property rights and various other institutions - 3hrs
(5) Water resources, types of water resources, their linkages to international development, water pollution, water resource planning, economics of water resource allocation – 3hrs
(6) Energy resources, defined energy and power resources, energy ladder and development, gender, rural poverty and energy - 2hrs
(7) Transport, Sea, land and air transport, trade and transport, value chain, air pollution, climate change, urban and rural transport, sustainable transport – 2hrs
(8) Environmental management, market based policy instruments, command and control approach, international development and pollution control, various international agreements and global public goods – 3hrs
(9) Project development, Project as cutting edge of development, technical, economic, financial, social and environmental consideration in international project development, project analysis and project evaluation – 3 hrs
(10) Economic foundation of project analysis, consumer welfare, consumer surplus, producer surplus and producer welfare
(11) UN system and international development, Consultative Group on Agricultural Research - 3 hrs
(12) Multilateral development banks, the World Bank, Asian Development Banks. African Development and other regional and semi-regional banks, lending modalities, repayment systems, and donors' role in economic development - 3 hrs

Project Report

Throughout the semester you will work on preparing a report on an issue or a situation related to either biofuels or the next Green Revolution in agriculture. No two reports can cover the same aspect, however both topics have a lot of different dimensions such as water, fertilizer, labor, gender, deforestation, soil erosion, food vs. fuel debate, etc. The report may include four main sections: (1) Introduction; (2) The specific dimension within biofuels/green revolution you wish to discuss; (3) Problem (or Issue) analysis and policy implications; and (4) Conclusions. During the semester, you may make informal presentations on each section of your report to the class to get others’ feedback. At the end of the semester, you will submit a formal written report to me. I would ask an external reviewer(s) and at least 2 class colleagues to read it and make their comments.

Everyone reviewing the report will have an opportunity to make their comments and provide an evaluation of it. I will assign the grade for your final written report. The objective of this activity
is to give you practical experience in applying the interdisciplinary approach to solve or understand an issue(s) related to sustainability and economic prosperity. The written report will give you important experience in conveying your thoughts, ideas, and analyses on material relevant to your interest. Your final written report is due to me no later than August 4, 12 noon.

Copyright Notice

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

Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement and Policy

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

Scholastic Dishonesty

Plagiarism is failing to credit sources used in your work in an attempt to pass off someone else’s work as your own. This includes attempting to receive credit for work performed by someone else such as papers obtained in whole or in part from individuals or other sources. So you are guilty of plagiarism if you copy someone else’s work and turn it under your name even if that person gives you permission to do so. Failing to provide proper citations of material taken from other sources or even being careless or sloppy in documenting the sources used in your work constitutes plagiarism.

Plagiarism is a serious academic sin for which the penalties are severe under the student rules. You are responsible for understanding what plagiarism is and how to avoid it, including the appropriate and ethical use of sources. Let me know if you have questions about how to use sources in your paper. If you have any questions regarding plagiarism, please refer to the section on "Scholastic Dishonesty" in the Texas A & M University Student Rules.
Texas A&M University

Departmental Request for a Change in Course
Undergraduate + Graduate + Professional

Submit original form and attachments.

1. Request submitted by (Department or Program Name): English
2. Course prefix, number and complete title of course: ENGL 640: Topics in Children's Literature and Culture

3. Change requested
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason):
   c. Cross-reference:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: ____________

5. Complete current course title and current catalog course description: ENGL 640 Topics in Children's Literature and Culture. Topics in the history, theory, and interpretation of children's literature and other cultural forms; may focus on genres, critical and theoretical methods, social and historical contexts.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): ENGL 640 Topics in Children's Literature and Culture. Topics in the history, theory, and interpretation of children's literature and other cultural forms; may focus on genres, critical and theoretical methods, social and historical contexts. May be taken 3 times for credit as content varies.

7. a. As currently in course inventory:

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<td>Chair, GC or UCC</td>
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   Questions regarding this form should be directed to Sandra Williams at 945-8201 or sandra.williams@tamu.edu.
ENGL 640: Topics in Children’s Literature and Culture

Dr. Claudia Nelson
Academic 306, 845-8777
claudia_nelson@tamu.edu
Spring 2012

Topic:
Gender and Chapter Books

Course Description
This course will focus on issues of the gender roles that selected Anglophone works of fiction for older children and/or young adults have illustrated, and sometimes prescribed, for boys and girls. Expect to be thinking about a variety of issues, including the following: How have masculine and feminine roles differed, or resembled one another, over the past 150 years? How has sexuality been represented, implicitly or explicitly? What do depictions of children’s or adolescents’ friendships, or of adult rules about appropriate conduct for the young, have to tell us about authors’ understandings of gender over time? What is the relationship between the figure of the tomboy and that of the “bad boy”?

Course Objectives
(1) develop familiarity with major examples of chapter books written for children; 2) gain a fuller understanding of the historical and social contexts in which these texts are produced and read, particularly with regard to gender ideologies and norms; (3) practice several of the skills fundamental to the academic profession in which we all participate (analysis, explanation, and oral and written argumentation); and (4) leave the course with an original piece of scholarship or criticism suitable for presentation to an academic public.

Required Texts
Charlotte Yonge, Countess Kate, 1862
Louisa May Alcott, An Old-Fashioned Girl, 1870
Ethel Turner, Seven Little Australians, 1893
Eleanor H. Porter, Pollyanna, 1913
Beverly Cleary, Jean and Johnny, 1959
Sally Watson, Jade, 1969
Mark Twain, Tom Sawyer, 1876
Robert A. Heinlein, Space Cadet, 1948
S. B. Hinton, The Outsiders, 1967
Perry Moore, Hero, 2007
Electronic texts, as indicated on the syllabus

Course Requirements
In addition to the weekly readings and discussion contributions, students will write a review (approximately 1500 words) of a scholarly book that deals in some significant way with the topic of gender and children’s literature; construct an annotated bibliography of secondary sources relevant to thinking about a particular children’s work included on the syllabus (sources might
include works that focus on the social context in which the work was produced rather than on our specific title); make one 10-minute class presentation on a research resource in the field of children’s literature; and write a well researched seminar paper of 18-25 pages, exclusive of bibliography. Grades in this course will be calculated as follows:

- Class participation: 15%
- Book review: 15%
- Annotated bibliography: 15%
- Presentation: 15%
- Research paper: 40%

**Attendance and Discussion**

Graduate students are expected to attend every class, unless prevented by illness, family emergency, attendance at a professional conference at which you are presenting a paper, or another matter of pressing importance; if you are unable to join a class meeting, please make every effort to notify me by email in advance. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). In addition, please note that this is a discussion seminar and that your informed contributions to our conversation are crucial to the success of the course. Your continued enrollment in the course will be considered to constitute an agreement to complete each week’s assigned reading before the class meets. You should come to class prepared to contribute thoughtfully and in an informed way to the day’s discussion.

**Grading scale:**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = <60

**Academic Integrity**

Your conduct in this class should reflect the principles outlined in the Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” If you are caught submitting an assignment containing any kind of plagiarized material, you will fail the course and be reported to the Honor Council for academic dishonesty. If you have not already done so, please familiarize yourself with the Honor Council Rules and Procedures (http://www.tamu.edu/aggiehonor).

**American 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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Course Topics and Schedule of Activities**
Week One
Introduction; discussion of short texts from children's periodicals to be handed out in class.

Femininity
Week Two
Charlotte Yonge, Countess Kate.

Week Three
Louisa May Alcott, An Old-Fashioned Girl, 1870

Week Four
Ethel Turner, Seven Little Australians
Student presentation #1: Children’s Literature Abstracts
Student presentation #2: ABC-Lit: An Index to Children’s Literature Scholarship

Week Five
Bleanor H. Porter, Pollyanna, 1913
Student presentation #3: Children’s Literature
Student presentation #4: Children’s Literature Association Quarterly

Week Six
Beverly Cleary, Jean and Johnny, 1959
Student presentation #5: The Lion and the Unicorn
Student presentation #6: The Looking Glass

Week Seven
Sally Watson, Jade
Book review assignment due

**Masculinity**  
**Week Eight**
Hughes, Part II chs. 1–2 from *Tom Brown’s School Days*, available on Gutenberg at [http://www.gutenberg.org/etext/1480], 1857
Frederic Farrar, ch. 9 of *Eric* (available on Gutenberg at [http://www.gutenberg.org/etext/12083]), 1858
Student presentation #7: *The Horn Book Magazine*
Student presentation #8: either *Journal of African Children's and Youth Literature* OR *Journal of African American Children's Literature* and *Sankofa: A Journal of African Children's and Young Adult Literature* [N.B.: Both of the latter titles are relatively new; our library does not receive them, but if you have another means of access, I encourage you to examine these periodicals]

**Week Nine**
Alec Waugh, Book II ch. 1 (“Quantum Mutatus”) of *The Loom of Youth* (available on Gutenberg at [http://www.gutenberg.org/etext/18863]), 1917
Critical readings:
Student presentation #9: *Children's Literature in Education*
Student presentation #10: *Bookbird*

**Week Ten**
Mark Twain, *Tom Sawyer*
Student presentation #11: *Canadian Children's Literature/CCL*
Student presentation #12: *New Review of Children's Literature and Librarianship*

**Week Eleven**
Robert A. Heinlein, *Space Cadet*

Annotated bibliography due

**Week Twelve**

S. E. Hinton, *The Outsiders*


**Week Thirteen**

Perry Moore, *Hero*

Don Latham, “The Cultural Work of Magical Realism in Three Young Adult Novels,” *Children's Literature in Education* 38.1 (March, 2007): 59-70 (available electronically through library catalog)

**Week Fourteen**

Perry Moore, cont.


Seminar papers due at noon, one week after that last day of class
June 1, 2011

TO: David W. Reed, Chair, Graduate Council

FROM: M. Jimmie Killingsworth, Head, Department of English

SUBJECT: Graduate Curriculum Revision

We are submitting a change of course form for ENGL 640: Topics in Children’s Literature and Culture. This course was changed for the 2011-12 catalogue in the general English graduate program curricular revision. However, we inadvertently left out that the course “may be taken 3 times for credit as content varies.” Therefore, we are submitting this form with only that change.
Special Consideration Items
Graduate Faculty Membership

Contents

Graduate Faculty Membership

This document presents University policies and practices which Department Heads should use in nominating members to the Graduate Faculty of Texas A&M University. Departments and colleges may have additional requirements that must be satisfied by individuals wishing to be recommended for appointment to the Graduate Faculty. Additional requirements are subject to the review and approval of the Executive Vice President and Provost. The following sections discuss the various categories of Graduate Faculty. The final section discusses current policy for assigning titles to members of the Graduate Faculty in the Graduate Catalog.

General Description of Graduate Faculty

The Graduate Faculty at Texas A&M University consists of the President, the Vice President for Academic Affairs, the Associate Provosts, the Executive Director of the Office of Graduate Studies, the Deans of all subject-matter colleges, selected Directors, and properly qualified academic groups appointed by the Executive Director of the Office of Associate Provost for Graduate Studies. Appointees to the Graduate Faculty participate in the graduate degree programs of the University by serving on student advisory committees and teaching graduate courses. Individuals who have not been appointed to the Graduate Faculty may not teach graduate courses or serve on student advisory committees unless special approval is granted by the Executive Director of the Office of Graduate Studies/Associate Provost for Graduate Studies.

The Graduate Faculty is composed of Members, Associate Members, Adjunct Members, and Special Appointments. Members and Associate Members are selected from qualified individuals of the academic staff of Texas A&M University, from the staff of other parts of the University, from The Texas A&M University System, and from affiliated research organizations (such as USDA) located in College Station, Texas.

Nomination for membership on the Graduate Faculty is always initiated by the head of the appropriate academic department of Texas A&M University in College Station and is processed as discussed in the following sections.
Appointment to membership on the Graduate Faculty, although considered an honor, serves functional purposes and must be earned. Appointment to membership is not for the purpose of conferring recognition upon an individual, but is designed to assure competence in the directing and counseling of graduate students and in the teaching of graduate courses. Such competence is, in part, a function of experience and knowledge of operational procedure; it is also characterized by ability and motivation.

Membership on the Graduate Faculty is maintained only by participating in the graduate program by teaching, by directing or administering graduate work, by doing research and publication, or by other direct and substantial contributions to the graduate programs of the University, such as by service on a Graduate Instruction Committee or by administrative assignments in graduate education. The Graduate Council expects that all Deans and Department Heads will regularly review the Graduate Faculty under their direction and will recommend withdrawal of the appointments of any members who no longer merit membership on the Graduate Faculty on the basis of their lack of contribution to graduate education. The Department Head shall notify any faculty member who is non-voluntarily removed from the roles of the Graduate Faculty, and the faculty member has the right to appeal his/her removal through the PPM 2.3.2.6 (Faculty Grievance Procedures).

A graduate student at Texas A&M University may not be a member of the Graduate Faculty. Membership on the Graduate Faculty of any faculty or staff member of Texas A&M University or The Texas A&M University System and affiliated research organizations is forfeited upon a faculty or staff member’s admission to a graduate program at Texas A&M University. The four categories of membership are: 1) Member, 2) Associate Member, 3) Adjunct Member, and 4) Special Appointment.

Members

Eligibility

Tenure track and tenured faculty members of Texas A&M University are eligible to participate as Members of the Graduate Faculty under criteria and guidelines as established by each college or department on the College Station campus. Appointment of an individual as a Member is accomplished by a letter of nomination from the head of a department on the College Station campus to the Executive Director of the Office of Associate Provost for Graduate Studies. In some cases, additional approval is required by the Dean or the Graduate Instruction Committee of the individual’s college.
A non-tenure-track individual employed by Texas A&M University, TAES, TAEX, TEES, TEEX, or TTI with professorial rank is eligible to participate as a Member of the Graduate Faculty. A person holding the title of Lecturer or Senior Lecturer may not normally be considered for Member status on the Graduate Faculty. Exceptions to this will be acceptable only if the person concerned has an unusual or unique contribution to make to the graduate program of Texas A&M University and approval is granted by the department, college, and Office of Graduate Studies. A non-tenure-track individual is nominated by the head of the appropriate academic department in College Station who must present evidence that (a) the nominee (1) has taught a graduate class, or (2) has actively served on a graduate student's advisory committee, or (3) has held a definite administrative assignment in the graduate program of a university; and that (b) the nominee has published a scholarly work as primary author (or, in the case of a professional discipline, has exhibited appropriate evidence of professional accomplishment). Recognized scholars and authorities whose merits are clearly established need not be measured by standard criteria. Appointment of these individuals is accomplished by use of the Personal Record Form, initiated by the head of the academic department in College Station, through the College Graduate Instruction Committee and the College Dean to the Executive Director of the Office of Associate Provost for Graduate Studies.

Privileges

A Member of the Graduate Faculty, located at College Station, may teach graduate courses and serve as member, co-chair or chair of a graduate student’s Advisory Committee. In addition, a Member may be chosen from time to time to serve as Graduate Council Representative on doctoral Advisory Committees. Members located at the Texas A&M University Galveston Campus, Texas A&M University Qatar Campus, the TAMU Temple Campus, or TAMU’s Institute of Biosciences and Technology-Houston may teach graduate courses and serve as a member, co-chair or chair of a graduate student’s Advisory Committee. Other Members of the Graduate Faculty located off-campus may teach graduate courses and serve as a member or co-chair (but not chair), with a Member as the other co-chair, of a graduate student’s Advisory Committee.

Associate Members
Eligibility

Any faculty member (including Instructors and Lecturers, if permitted by the department or college’s policy) or professional staff employed by Texas A&M University, TAES, TAEX, TEES, TEEX, or TTI who holds the highest earned degree common to that person’s discipline may be granted Associate Member status on the Graduate Faculty of Texas A&M University provided that the individual’s appointment as an Associate Member of the Graduate Faculty will be beneficial to the department’s graduate program. In addition, employees of federal and state agencies located in the College Station area are eligible for Associate Member status. It is expected that a nominee for Associate Member status has published scholarly work as primary author (or, in the case of a professional discipline, has exhibited appropriate evidence of professional accomplishment). Recognized scholars and authorities whose merits are clearly established need not be measured by standard criteria.

Appointment to Associate Member status is accomplished by use of the Personal Record Form, initiated by the head of the academic department at College Station through the College Graduate Instruction Committee and the College Dean to the Executive Director of the Office of Associate Provost for Graduate Studies. A non-tenure-track individual is nominated by the head of the appropriate academic department at College Station who must present evidence that (a) the nominee (1) has taught a graduate class, or (2) has actively served on a graduate student’s advisory committee, or (3) has held a definite administrative assignment in the graduate program of a university; and that (b) the nominee has published a scholarly work as primary author (or, in the case of a professional discipline, has exhibited appropriate evidence of professional accomplishment). Recognized scholars and authorities whose merits are clearly established need not be measured by standard criteria. Appointment of these individuals is accomplished by use of the Personal Record Form, initiated by the head of the academic department at College Station through the College Graduate Instruction Committee and the College Dean to the Executive Director of the Office of Associate Provost for Graduate Studies.

Privileges

An Associate Member of the Graduate Faculty of Texas A&M University may teach graduate courses and serve as member or co-chair (but not as chair) with a Member as the other co-chair of a graduate student’s Advisory Committee.

Adjunct Members
Eligibility

Recognized scholars who do not hold a permanent appointment to the faculty (including visiting and adjunct academic appointments) of this University, but who otherwise meet the basic requirements for the status of Member of the Graduate Faculty, as described previously, may be eligible for appointment to Adjunct Member status. In addition, individuals not located in College Station and not employed by Texas A&M University may be considered for Adjunct Member status on the Graduate Faculty provided they are employed by another agency of the Texas A&M University System or are qualified staff of federal or state agencies. Such nominations should be made in those cases in which there is an apparent need, and justification can be presented by the head of an academic department in College Station.

Appointment of an Adjunct Member is accomplished by use of the Personal Record Form, initiated by the head of the academic department at College Station through the College Graduate Instruction Committee and the College Dean to the Executive Director of the Office of Associate Provost for Graduate Studies. A non-tenure-track individual is nominated by the head of the appropriate academic department in College Station who must present evidence that (a) the nominee (1) has taught a graduate class, or (2) has actively served on a graduate student's advisory committee, or (3) has held a definite administrative assignment in the graduate program of a university; and that (b) the nominee has published a scholarly work as primary author (or, in the case of a professional discipline, has exhibited appropriate evidence of professional accomplishment). Recognized scholars and authorities whose merits are clearly established need not be measured by standard criteria. Appointment of these individuals is accomplished by use of the Personal Record Form, initiated by the head of the academic department at College Station through the College Graduate Instruction Committee and the College Dean to the Executive Director of the Office of Associate Provost for Graduate Studies.

Privileges

An Adjunct Member of the Graduate Faculty may teach graduate courses and serve as a member or co-chair (but not chair) with a Member as the other co-chair of a graduate student's Advisory Committee.

Special Appointment

There may be times when the head of an academic department in College Station wishes to have qualified individuals teach a graduate course or serve on a student's Advisory Committee without being permanently on the Graduate Faculty as either a Member, Associate Member,
Adjunct Member. In addition, qualified individuals from other universities, government or industry may be appointed in special cases to teach a graduate course or to serve on a student’s Advisory Committee.

These appointments are accomplished by a letter of request from the head of an academic department in College Station to the Executive Director of the Office of Associate Provost for Graduate Studies with the individual’s resume attached. In the letter of request, the department head should indicate if the Special Appointment status is to be limited to the one specified committee, to one specified teaching assignment, or to a fixed length of time (e.g., for one or two years).

A qualified individual from another university, government or industry who holds Special Appointment status to the graduate faculty and who serves on a Graduate Advisory Committee is not counted toward the minimum number of graduate faculty necessary to form the committee.

Procedural Guidelines

1. Research staff who are on the Graduate Faculty of Texas A&M University and who hold payroll titles equivalent to the “Scientist” titles will be assigned by the Executive Director of the Office of Associate Provost for Graduate Studies, for the purpose of listing in the Graduate Catalog, the equivalent “Scientist” title. (Example: A person holding the payroll title of “Associate Research Engineer” will be assigned the title of “Associate Research Scientist”.)

2. Extension Service personnel on the Graduate Faculty of Texas A&M University will be identified in the Graduate Catalog by the title “Extension Specialist”.

3. USDA personnel on the Graduate Faculty of Texas A&M University will be identified in the Graduate Catalog by the title “USDA Scientist”.

4. Individuals in the Member, Associate Member, and Adjunct Member categories will be listed in the Graduate Faculty section of the Graduate Catalog.
5. Only names of individuals in the Member category of the Graduate Faculty will be listed under the respective departmental headings in the Graduate Catalog.

Effective beginning 1/20/98

Document Actions
MEMORANDUM

Date: July 7, 2011

TO: Dr. Mark Zoran
   Chair, University Graduate Committee

THROUGH: Dr. Robin Autenrieth
         Associate Dean for Graduate Program
         Look College of Engineering

THROUGH: Dr. Michael Pishko
         Charles D. Holland ’53 Professor and Head
         Artie McFerrin Department of Chemical Engineering

FROM: Dr. Sam Mannan
      Regents Professor, Holder of the T. Michael O' Connor
      Professor and Director, Mary Kay O'Connor Process Center
      Artie McFerrin Department of Chemical Engineering

SUBJECT: Amendment to request FS.28.32-
         Request for Non-Thesis Option to MS SENG via Distance Education

The original request, FS.28.32, proposed that in addition to the current Master of Science – Safety Engineering we offer this degree with a distance learning option and was approved. This memorandum is requesting an amendment to include a non-thesis option to the MS in Safety Engineering via distance learning. The non-thesis option will allow those currently in industry seeking this degree more flexibility regarding their research and applications.

Dr. Autenrieth, Associate Dean for Graduate Programs in the Look College of Engineering has been part of the discussions regarding this amendment and concurs that this option will be a benefit to the students seeking this degree and the program as well.