Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Department of History
2. Course prefix, number and complete title of course: HIST 645: Research Seminar in War and Society
3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   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:
   645. Modern Military History. (3-0). Credit 3. Topics and issues in modern military history. May be taken two times for credit as content varies. Prerequisite: Graduate classification.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   645. Research Seminar in War and Society. (3-0). Credit 3. Research and writing seminar focusing on issues and topics in war and society. May be taken four times for credit as content varies. Prerequisite: Graduate classification.

7. a. As currently in course inventory:

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Approval recommended by: ___________________________ Date: ___________________________

David Vaught
Department Head of Program Chair (Type Name & Sign)

Chair, College Review Committee Date: ___________________________

José Luis Bermúdez
Dean of College Date: ___________________________

Chair, GS & UCC Date: ___________________________

Submitted to Coordinating Board by: ___________________________ Date: ___________________________

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

Curricular Services – 02/11
HIST 645: Research Seminar in War and Society

Professor: Brian McAllister Linn
Office: 200A Glasscock Bldg
Phone: 845-5172 (office) or 845-7151 (Dpt)
Office Hours: 3:50-5:50 Tu/Th or by appointment

E-mail: B-linn@tamu.edu

Prerequisites: Graduate classification

Course Description:
Research and writing seminar focusing on issues and topics in war and society.

This research seminar will introduce students to the major themes in American military history and historiography, and several approaches to US military history including “official” history, the New Military History—incorporating social-cultural themes, and the utilitarian tradition. This class will focus on five themes of great significance to US military history; all written work and class presentations should be based on one of these topics:

1) The American way of war debate
2) New trends in US Military History
3) The US armed forces and their use of history
4) The study of war in the United States
5) Historiography of a conflict (World War II, Vietnam, post-Vietnam conflicts, Iraq War)

The first seven seminars will follow a three-segment format of roughly one hour each. The first will be a discussion of the readings assigned that week. During the second segment, the instructor will provide an overview of US military historiography. The third segment will focus on the seminar research project and emphasize historical tradecraft—note taking, sources, analysis, writing, critiquing, etc. The research project will teach students research skills, particularly how to access major archival collections of primary sources in recent and current US military affairs. Because assignments will build on each other, students should identify their seminar paper topic early and direct their readings towards developing an expertise in that area. After week seven the seminars will concentrate solely on the research project.

The seminar paper must be on one of the following topics: 1) The American way of war debate; 2) New trends in US Military History; 3) The US armed forces and their use of history; 4) The study of war in the United States; 5) Historiography of a conflict; 6) A topic on post-World War II US military history accepted by the instructor.

Learning Outcomes:
At the end of the course, students will be able to:
--Articulate the major themes and theories in the history of war and society
--Understand the different methodological approaches that they might use when writing historically (e.g. sociological, anthropological, cultural studies)
--Identify a research topic in these fields; conduct original research; organize this research into a clear argument; and explicate how their original papers build upon established historiographies in war and society
REQUIRED READINGS
Students should immediately subscribe to the Journal of Military History
subscription rate is $25. Military officers should consider applying for Regular
membership
Recommended: A. R. Millett and P. Maslowski, For the Common Defense
Chicago Manual of Style 15th edition

Assignment Due Dates: all written work due at 4pm on day of assignment
8 September—20 October: Outline of discussion readings
15 September: Research Proposal
Students meet with instructor 16-18 September
22 September: Bibliography
Revised proposal if required
7 October: Prospectus
26-29 October Meet with instructor to discuss research paper
3 November: First Draft
10 November: Critiques
17 and 24 November: Oral Reports
8 December: Final Draft

Submission of assignments: All assignments must be submitted via email before the beginning
of class. Outlines for the readings in the first seven weeks are due by 4pm before the class

Graded Assignments: outlines (10 points each, 70 points total); class participation—criteria
being both quality and quantity (50 points); research proposal (10 points); bibliography (15
points); prospectus (30 points); critique (20 points each, 60 points total); oral presentation (25
points); seminar paper (140 points). 400 points total. Descriptions of assignments are at end of
syllabus. Grade Distribution: 360-400=A; 320-359=B; 280-319=C; Below 279=F

Seminar Outline and Assignments
1 September: Introduction to US Military History. Background to US military history,
relationship to various constituencies (academia, public, defense analysis, armed forces), major
areas of interest, methods, traditional and new approaches to the field. Explanation of course
requirements and projects.

Required Readings for September 1
Allan R. Millett, "Clio and Mars as Pards" in David Charters, M. Milner, and J. B. Wilson, eds.,
Military History and the Military Profession (Westport, CT: Greenwood Press, 1992), 3-21
Elvis Killed Kennedy: http://home.pacbell.net/hrwhite3/
Instructor’s presentation: Colonial-Revolutionary War
Research Methods: taking notes, organizing data, citation form, primary and secondary sources
8 September: US Military History: The Embattled Field? This section serves as an introduction to three significant questions in US military history; 1) Why do some critics believe academia is trying to drive military history out of the classroom? 2) Should (Can) military historians change their approach to history to become more respectable in academia? 3) What is military history’s audience?

Required Readings for September 8: Please bring a short outline (1-2 pages) of these readings to class as a basis for discussion.


Brian M. Linn, “Military History: The State of the Field,” (will be emailed)


John J. Miller, “Sounding Taps: Why Military History is Being Retired,” National Review (9 October 2006), at [http://article.nationalreview.com/?q=MTcwOGU3MzhkNmJ0Y2FmZjYzNjVIOGZtYWJiZWFtYjM](http://article.nationalreview.com/?q=MTcwOGU3MzhkNmJ0Y2FmZjYzNjVIOGZtYWJiZWFtYjM)

Instructor’s Presentation: Early Republic to Civil War

Research Methods: Organizing a research project

15 September: Operational “Official” History, World War II. Possible questions for discussion: 1) What are the goals or objectives of the operational historian (why is this account being written)? 2) Are there substantial differences or points of controversy about events in these histories (interservice rivalry? Accusations of bias?) 3) What is the goal/mission of the official historian? (Who is the audience? What lessons does the historian wish to convey?) 4) What are the limitations (conceptual, methodological) to operational history?

Please bring a short outline (1-2 pages) that covers ONE of these books—it will serve as a basis for the discussion.


Instructor’s Presentation: Civil War
Research Methods: **Research Proposal due** (class discussion on proposals)
**Between 16-18 September students must meet with the instructor to discuss their research paper**

**22 September:** Ways of Studying Military History: Academic. This section will examine one of the more significant debates within the US academic military history community—whether recent interest in social-cultural history can be integrated with narrative operational history to form a hybrid “new” American military history. Students are responsible for all the readings and should be prepared to discuss: (1) the authors’ arguments; (2) the use of sources; (3) the audience the author is writing for, and (4) how this article contributes to the field of US military history. **(Please submit a 1-2 page outline addressing these points for discussion.**

**Required Reading**

Instructor’s Presentation: Empire and Reform
Research Methods: Revising the research proposal. **Bibliography Due. Revised proposals due (if assigned).**

**29 September:** Military History and the Popular Market. Military history has a large readership among the American public. Many of these readers are interested in the human experience of war, how people deal with conditions of extreme stress, danger, physical discomfort, etc. Some very respected academics write for the popular market. **Students will read one (1) of the following accounts or a book approved by the instructor and come to class with a short (1-2 page) outline discussing the strengths and limitations of popular history, and how it differs from academic history.**

Stephen E. Ambrose, *Band of Brothers* or *Citizen Soldiers*
Rick Atkinson, *An Army at Dawn* or *The Day of Battle*
John Eisenhower, *The Bitter Woods*
Charles McDonald, *A Time for Trumpets*
John Prados, *Valley of Decision: The Siege of Khe Sanh*
Gordon Prange, *Miracle at Midway*
John Toland, *Battle: The Story of the Bulge*

Instructor’s Presentation: Interwar Period
Research Methods: Writing a prospectus

6 October: Military Historians as Critics and Advocates. Military historians have provided some of the strongest and most well-informed criticism of US military policy, and have urged the armed forces to learn from history in order to prepare for the future. Students should come to class with a short (1-2 page) outline on how these scholars use history to criticize US policy and/or advocate ways to improve effectiveness and prepare for the future.

Andrew J. Bacevich, “Preserving the Well-Bred Horse,” *National Interest* (Fall 1994) http://www.thefreelibrary.com/Preserving+the+well-bred+horse-a016315044

Instructors Presentation: World War II
Research Methods: Prospectus Due: discussion on prospectus

13 October: Research articles, professional journals, book reviews. Students should read one research article and several of the book reviews in the latest *Journal of Military History* and come to class with a short (1-2 page) summary of the article’s thesis, sources, strengths and limitations.

Instructor’s Presentation: Vietnam
Research Methods: Writing a research paper—brainstorming, revising, developing an argument, and organizing into sections.

20 October: The American Way of War Controversy. Military history inspires debate in both academic and policy circles. On one level, this discussion is between academics over a thesis to explain the conduct of American wars. On another level, it is an effort to use history to support a national security agenda. Discussion questions: (1) What are the points of difference between how academics study the topic of the American way of war and how defense analysts approach it? (2) Do critics of the “old” American way of war understand Weigley’s thesis? (3) Why do they believe that the old “way” is no longer valid? (4) What do they define as the New American
Way of War? (5) What are their assumptions and biases? Please bring a short (1-2) page outline to class that defines both the American way of war and the New American way of war and addresses these questions.

Required readings
   http://www.foreignaffairs.org/20030701faessay15404/max-boot/the-new-american-way-of-war.html
Antulio Echevarria, Toward an American Way of War
Russell F. Weigley, The American Way of War (Intro and conclusion)

Research Methods: Writing a research paper—maintaining the argument, introduction and conclusion, resolving contradictions, what to do when the data is not there

26-29 October: Individual meetings with instructor. Class does not meet on Tuesday

November 3--Draft of Research Paper Due. Students will submit a complete draft of their final paper electronically to the professor and to the three designated referees within the class who will provide helpful comments to improve it. Class discussion on critiquing papers and revising.

November 10—Refereed papers returned to authors (copy of referee’s comments to instructor). Discussion of papers and how to improve final paper.

November 17 and 24—Class presentations on Research Papers. Each student will give a 6-8 minute presentation discussing sources, major problems encountered, and conclusions.

1 December—Individual meetings (also by appointment). Class will not meet.

8 December—final papers due, 4 p.m.

Outlines: (10 points each, 70 points) Students should bring to class two copies of a 1-2 page (750 word) outline on the readings for the week. The purpose of the outline is to provide ideas and information for class discussion. The outline should cover such topics as: author’s thesis; the organization of the essay; the use of historical examples; strengths and weaknesses of the thesis. (The outlines will foster ideas for the seminar paper.)

Discussion/Participation: (50 points) Scholars thrive where they can discuss their discipline with mutual respect. Criticism can help colleagues become better historians if it challenges them to reexamine faulty assumptions, find new sources, or reorganize their arguments. In some seminars, students will form groups to discuss the readings and present a summary of their views to the class. At other times, each student will discuss his or her reaction to the readings. Note:
Some of the assigned material may be unfamiliar, even 'foreign' sounding, since -- US military personnel and many defense analysts write in a peculiar language that includes acronyms, slang, and cultural references (such as "air power") that most Americans don’t understand. If you do not understand a word or concept, or would like the background to some of the debates, please ask the instructor in class, via email, or during office hours.

Research Proposal (10 points) Students will submit a one-page outline that includes topic, thesis, and organization of their seminar paper.

Bibliography (15 points) Students will submit a preliminary bibliography of at least 10 primary sources. The bibliography should be extensive and innovative. It may include books and articles that are found on the web as well as those in the library. Citations must conform to the Chicago Manual of Style bibliographic form.

Prospectus (30 points): A research prospectus describes what the author intends to accomplish. It includes the project’s thesis, why it is important, the research methodology, and the paper’s organization. The prospectus should be at least two pages. It should have two attachments: 1) an outline that demonstrates the paper’s organization; 2) a bibliography of at least 15 primary sources. The proposal will be graded on the following criteria:

1. What is the thesis question? Is it clear and coherent? Is it too narrow or broad?
2. Will the methodology allow the author to answer the question?
3. Are primary sources appropriate to the question and the methodology? Does the author explain why s/he chose these particular documents and references?
4. Is the organization of the paper logical?
5. Does the outline correspond to the description in the essay?
6. Are the primary sources cited correctly?

Critique: (20 points each for total of 60 points): sent via email to the student and instructor. Each student will write a 500-700-word critique of three classmates’ draft papers. The critique provides feedback on the strength of the argument, an analysis of the primary sources used, suggestions for improvement, and what the author did that was effective. The critiques must be written in essay format (no outlines) and in coherent sentences (no fragments or lists). Critiques should address, and will be graded, on the following criteria:

1. What is the author’s thesis? Critics should provide a 1-paragraph summary
2. What is the methodology?
3. Are primary sources integrated into the text?
4. Did the author follow proper citation format?
5. Are there sufficient primary sources?
6. What specific improvements can be made to the thesis? The methodology? The sources? The writing style? What major problems prevent this from being an “A” paper
7. What did you like about the paper?
8. What did the author do well?

Remember: a critique is a way of helping a colleague; it is not an opportunity to show how smart you are.
Oral Presentation: (25 points) Each student will give a short (6-8 minute) summary of his/her research paper. This will provide an overview of the paper topic, the main argument, the sources used, and the conclusion. Students may pick the format (PowerPoint briefing, lecture, etc.). This is a formal presentation in which clarity and coherence matter. It is highly recommended that student’s write out their remarks and rehearse several times.

Seminar Paper (140 points): Students will write a paper that both summarizes and critiques the literature on one of the following topics: 1) The American way of war debate; 2) New trends in US Military History; 3) The US armed forces and their use of history; 4) The study of war in the United States; 5) Historiography of a conflict. This paper will be at minimum 3,500 words (not including the notes or bibliography) and must be based on at least fifteen primary sources (books, articles, essays, student papers, think tank essays, policy pieces).

Useful websites
Small Wars Journal: http://smallwarsjournal.com/reference/
  Student papers, reports
Air War College research portal: http://www.au.af.mil/au/awc/awcgate/awc-ref.htm#primary
Army War College Strategic Studies Institute: http://www.strategicstudiesinstitute.army.mil/
DTIC Stinet (source for student papers and technical reports): http://stinet.dtic.mil/
  Technical reports, student papers
Command and General Staff College: http://www-cgsc.army.mil/carl/contentdm/home.htm
  Student papers, Masters of Military Art and Science theses, and School of Advanced Military Studies student papers include many examples of historical analysis.
US Marine Corps University Research Archives (Student Papers, especially SAW—School of Advanced Warfighting): http://12.1.239.226/isyspeq.html
Marine Corps University Library Military Research Site:
US Army Center of Military History: http://www.history.army.mil
  Or https://www.infantry.army.mil/monographs/content/wwi/index.htm
Center for Army Lessons Learned (CALL) Public Archives: http://caldp.leavenworth.army.mil/
  Military Review back issues, SAMS papers, CGSC papers, research projects

Professor Patrick Reagan of Tennessee Technical University has excellent websites:
Military History: http://www.tntech.edu/history/military.html
Contemporary Military Affairs: http://www.tntech.edu/history/contmil.html
Sources for Research in Military History: http://www.tntech.edu/history/336paper.html
Preparing to Write a Research Paper: http://www.tntech.edu/history/library.html

Attendance Policy:
Students are expected to attend all classes. I expect you to come to class prepared and ready to actively engage in discussions. If you must miss class, it is expected that you are doing so
because of a major illness, medical emergency, religious holiday, or other serious circumstance. It is your responsibility to find out what you missed (in-class work, announcements, etc.) if you are absent. If you have an excused absence during the semester, in accordance with TAMU Student Rules: Attendance (http://student-rules.tamu.edu/rule7.htm) you must turn in evidence of that excuse within two working days of the absence.

**Academic Misconduct:**
"An Aggie does not lie, cheat, or steal or tolerate those who do."

The Aggie Honor System Office (http://www.tamu.edu/aggiehonor/) offers a clear definition of "Academic Misconduct." It is your responsibility to understand what constitutes academic misconduct and the processes mandated by the Aggie Honor Systems Office to deal with potential violations.

**ADA- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Room B118, Cain Hall (campus phone 845-1637).
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments •

Form Instructions

1. Request submitted by (Department or Program Name): Department of History

2. Course prefix, number and complete title of course: HIST 646: Readings in War and Society

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   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 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:
   646. Readings in Military History. (3-0). Credit 3. Selected topics and themes in military history; preparation for and conduct of war in different nations and among different peoples; social and cultural changes caused by military conflicts; developments in leadership, technology, military institutions, and civil-military relations. May be taken three times for credit as content varies. Prerequisite: Approval of instructor and director of graduate studies; graduate classification.

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

   646. Readings in War and Society. (3-0). Credit 3. Reading seminar focusing on methodological issues related to the study of war and society; impact of organized violence and warfare on social structures; military organizations and operations; the experience of non-combatants. May be taken four times for credit as content varies. Prerequisite: Approval of instructor and director of graduate studies; graduate classification.

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Approval recommended by: David Vaught

Department Head or Program Chair (Type Name & Sign) Date 7/29/12

Chair, College Review Committee        Date 7/20/12

Dean of College                  Date 8/7/12

9-4-12

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
SPRING 2014
HISTORY 646 – READINGS IN WAR AND SOCIETY

Adam R. Seipp
208 Glasscock, 845-1737
aseipp@tamu.edu
Office Hours: TR, 9:30-10:30

Course Meeting Time and Location
Glasscock 206, Monday, 6:00 – 8:50 PM

Course Description
This course is intended to introduce students to methodological and historiographical issues in the study of war and society. This semester, the course will focus on European history. Through intensive reading, discussion, and writing, students will develop their understanding of major issues in the history of war and violence.

Prerequisite
Graduate classification.

Learning Outcomes:
1. Students will be able to identify and analyze a wide variety of historical methods relating to the study of war and society.
2. Students will be able to present their analyses in written and oral formats.
3. Students will be able to apply course lessons to their comprehensive exam and dissertation preparation.

Textbooks
The books for this course are available at the MSC Bookstore. They can be purchased at a far lower cost online. Please note that all course books are on reserve at Evans Library.

John France, Western Warfare in the Age of the Crusades
Geoffrey Parker, The Military Revolution: Military Innovation and the Rise of the West
John Lynn, Women, Armies, and Warfare in Early Modern Europe
John Brewer, The Sinews of Power: War, Money and the English State, 1688-1783
Jonathan Dull, The French Navy and the Seven Years’ War
Robert Citino, The German Way of War: From the Thirty Years’ War to the Third Reich
Isabel Hull, Absolute Destruction: Military Culture And The Practices of War in Imperial Germany
J.P. Harris, Douglas Haig and the First World War
Timothy Snyder, Bloodlands: Europe Between Hitler and Stalin
James Sheehan, Where Have All the Soldiers Gone?: The Transformation of Modern Europe

In addition, we will discuss the first chapter of John Keegan’s The Face of Battle and Robert Citino’s essay “Military Histories Old and New.” Both are available from electronic reserves.
Written Assignments
There will be two assignments for this course. The first requires each student to assume the role of discussion leader for a book of their choice. Depending on the number of students, some books may be shared between two students. In addition to preparing questions for class discussion, each student will write a 2-3 page précis on the book’s author, the contents of which they will present to the class, alone or with their partner, before discussion begins. This précis will discuss the author, describing his/her career and other publications, as well as providing an overview of the major historiographical debates engaged by the author. Almost all of the authors assigned are still living and may respond to personal contact. All have significant bodies of published work with extensive critical response in leading journals.

The second will be an extended (15-20 page) historiographical essay which students will write based on one of the readings assigned for the course. Students will read 8-10 major scholarly monographs related to the assigned book and assess the current state of the scholarly debates represented.

Beginning on April XX, each student will present their work to the class in draft. Papers will be distributed, electronically or in person, according to a timeline worked out by the class during the first session. Students MUST come prepared to presentation sections, having read and made comments on student work under discussion.

Brief (1 page) topic proposals, including book lists for historiographical essays, are due to me in class on March XX.

Grading Policy
Grades will be assigned on the following scale:
A= 90-100%
B = 80-89%
C= 70-79%
D= 60-69%
F= 0-59%

Grades will be determined based on the following:
60% Final Paper
30% Discussion leader and précis assignment
10% Class participation

This course is intended to be a part of pre-professional training. I will not take attendance but expect you to attend and be prepared for class.

Schedule
Week 1    Intro and Keegan
Week 2    Western Warfare in the Age of the Crusades
Week 3    The Military Revolution
Week 4    Women, Armies, and Warfare in Early Modern Europe
Week 5    The Sinews of Power
Week 6    The French Navy and the Seven Years' War
Week 7    Absolute Destruction
Week 8    Douglas Haig and the First World War (Paper topic proposals due)
Week 9    SPRING BREAK
Week 10   Bloodlands: Europe Between Hitler and Stalin
Week 11   German Way of War
Week 12   Where Have All the Soldiers Gone?
Week 13   Presentations
Week 14   Presentations
Week 15   Final papers due in hard copy by Friday, May XX at 5:00 PM.

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

For more information on the honor code and academic integrity issues, please refer to the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.

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.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
Submit original form and attachments

Form Instructions
1. Request submitted by (Department or Program Name): Nuclear Engineering
2. Course prefix, number and complete title of course: NUEN 611 Radiation Detection and Measurement
3. Change requested
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________
   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: Radiation Detection and Measurement
   Interactions of radiation with matter behavior of various nuclear radiation detectors studied both theoretically and experimentally in the laboratory; properties of radioisotopes useful to industry considered and evaluated from an engineering point of view.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Radiation Detection and Measurement
   Interactions of radiation with matter behavior of various nuclear radiation detectors studied both theoretically and experimentally in the laboratory; properties of radionuclides useful to industry and medicine considered and evaluated from an engineering point of view.

7. a. As currently in course inventory:
   Prefix Course # Title (excluding punctuation)
   NUEN 611 RADIATION DETECT MEASURE
   Lect. Lab SCH CIP and Fund Code
   0 2 0 3 1 4 2 3 0 1 0 0 6 2 0 9 0 0 0 3 6 3 2 6

   b. Change to:
   Prefix Course # Title (excluding punctuation)
   Admin. Unit Acad. Year HCE Code
   0 0 3 6 3 2 6

   Approval recommended by:
   Yassir A. Hassan
   Department Head or Program Chair (Type Name & Sign) Date
   Chair College Review Committee Date
   Dean of College Date
   Mark Zora
   Chair, GC or SCC Date
   Submitted to Coordinating Board by:
   Associate Director, Curricular Services Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
- Submit original form and attachments -

Form Instructions

1. Request submitted by (Department or Program Name): Nuclear Engineering

2. Course prefix, number and complete title of course: NUEN 612 Radiological Safety and Hazards Evaluation

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   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 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: Radiological Safety and Hazards Evaluation

State and Federal regulations concerning radioactive materials; radiation safety as applied to accelerators, nuclear reactors, and radioactive byproducts; rigorous methods of analysis applied to computation of biological radiation dose and dose rates from various sources and geometries; radiation effects on physical systems.

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

Radiological Safety and Hazards Evaluation

State and Federal regulations concerning radioactive materials; radiation safety as applied to accelerators, nuclear reactors, medical therapy and diagnostic devices, and radioactive byproducts; rigorous methods of analysis applied to computation of biological radiation dose and dose rates from various sources and geometries; radiation effects on physical systems.

7. a. As currently in course inventory:

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   Approval recommended by: [Signature]  7-8-112

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

b. Change to:

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   Approval recommended by: [Signature]  7-8-112

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Nuclear Engineering
2. Course prefix, number and complete title of course: NUEN 613 Principles of Radiological Safety
3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________
   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: Principles of Radiological Safety
   Rigorous mathematical and physical approach to various aspects of radiological safety; derivation of equations involving radiation absorption, radiation dosimetry and calculations of radiation dose due to internal emitters; mathematical models developed for determination of maximum permissible body burdens and concentrations in air and water.
6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Principles of Radiological Safety
   Rigorous mathematical and physical approach to various aspects of radiological safety; derivation of equations involving radiation absorption, radiation dosimetry and calculations of radiation dose due to internal emitters; mathematical models relating to radionuclide concentrations in tumor, normal tissue, air or water to whole body dose.

7. a. As currently in course inventory:

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   Approval recommended by:

   Yassin A. Hassan
   Department Head or Program Chair (Type Name & Sign) Date 7-18
   Chair, College Review Committee Date 8/18/12
   Dean of College Date 8/18/12
   Mark Zoran
   Chair, GC or UCC Date 9-6-12
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Nuclear Engineering
2. Course prefix, number and complete title of course: NUEN 673 Radiation Biology
3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   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: Radiation Biology
   The response of biological systems to ionizing radiation at the molecular, cellular and organismal levels; effects of different dose levels with emphasis on the underlying mechanisms relevant to long term health effects at low doses.
6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Radiation Biology
   Response of biological systems to ionizing radiation at the molecular, cellular, tissue and organismal levels; effects of different doses and dose rates with emphasis on the underlying mechanisms relevant to accidental, environmental and medical exposures.
7. a. As currently in course inventory:
   
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   Approval recommended by: ___________________________
   
   Yassin A. Hassan
   Department Head or Program Chair (Type Name & Sign) Date 7-18-2012
   
   Chair, College Review Committee
   Date 8/12

   Department Head or Program Chair (Type Name & Sign) Date 9-6-12
   
   Dean of College
   Date

   Mark Zoran
   Chair, GC or UCC
   Effective 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 – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
- Submit original form and attachments -

Form Instructions
1. Request submitted by (Department or Program Name): Nuclear Engineering
2. Course prefix, number and complete title of course: NUEN 676 Health Physics Instrumentation

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   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 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: Health Physics Instrumentation
Advanced course in health physics instrumentation intended for students pursuing graduate study in health physics, provides an in-depth knowledge of the components of radiation monitoring and measurement systems.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Radiation Physics Instrumentation
Advanced course in instrumentation intended for radation professionals and researchers; provides an in-depth knowledge of the components of radiation monitoring and measurement systems; includes quality assurance and quality control concepts for the safe and efficient use of radiation sources.

7. a. As currently in course inventory:

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Approval recommended by: ____________________________

Yassin A. Hassan
Department Head or Program Chair (Type Name & Sign) Date: 7-18-2012

Chair, Review Committee Date: 8/8/12

Dean of College Date: ____________________________

Mark Zoran Chair, GC or UX Date: 9-6-12

Submitted to Coordinating Board by: ____________________________

Associate Director, Curricular Services Date: ____________________________

Questions regarding this form should be directed to Sandra Williams at 845-8200, or sandra-williams@tamu.edu.
Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Nuclear Engineering
2. Course prefix, number and complete title of course: NUEN 681 Seminar

attach a brief supporting statement for changes made to items 3a through 3d and 6 below.

3. Change requested
   a. Prerequisite(s): From: _______________________________ To: _______________________________
   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 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: Seminar
   Special topics in nuclear engineering not covered by formal coursework. Whenever possible, guest lectures will discuss topics which they have personally investigated.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Seminar
   Topics in nuclear engineering and health/medical physics not covered by formal coursework; whenever possible, guest lectures will discuss topics which they have personally investigated.

7. a. As currently in course inventory:

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Approval recommended by:
Yassin A. Hassan
Department Head or Program Chair (Type Name & Sign) Date 11-7-12

Chair, College Review Committee Date 3/3/12

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

Dean of College Date

Mark Zisman
Chair, GC or UG Date 9-6-12

Submitted to Coordinating Board by:
Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Nuclear Engineering  
2. Course prefix, number and complete title of course: NUEN 684 Professional Internship

3. Change requested  
a. Prerequisite(s): From: __________________________ To: __________________________
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 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: Professional Internship

Training under the supervision of practicing engineers in settings appropriate to the student's professional objectives.

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

Training under the supervision of practitioners in settings appropriate to the student's professional objectives.

7. a. As currently in course inventory:  

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Approval recommended by: __________________________

Yassin A. Hassan  
Department Head or Program Chair (Type Name & Sign) Date  
7-18-2012  
Chair, College Review Committee Date  
5/8/12

Department Head or Program Chair (Type Name & Sign) Date  
(if cross-listed course)  
Dean of College Date  
9-6-12

Mark Zorn  
Chair, GC or UOC Date  
________________________

Submitted to Coordinating Board by: __________________________

Associate Director, Curricular Services  
Date  
Effective Date  
02/11

Questions regarding this form should be directed to Sandra Williams at 845-8203 or sandra.williams@tamu.edu.