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): Department of Agricultural Economics

2. Course prefix, number and complete title of course: AGE 638 Managerial Economics for Regulatory Science

3. Catalog course description (not to exceed 50 words): Economic and business frameworks within which the regulations and standards governing the production of food operate; economic theories of the firm and fundamental calculations in finance as the foundation for cost/benefit analyses of existing and proposed regulations; applications to U.S. and global regulations and standards.

4. Prerequisite(s): None

Cross-listed with: N/A Stacked with: N/A

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)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   any master's or doctoral program outside AGEC

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)

   AGE 638 MANAGERIAL ECON REG SCI

   Lect. Lab SCH CHF and Fund Code Admin. Unit Acad. Year HCE Code

   0 3 0 0 0 3 0 1 0 1 0 3 0 0 0 0 5 0 4 0 1 2 - 1 3 0 0 3 6 3 2

Approval recommended by:

C. Pam Rosson
Department Head or Program Chair (Type Name & Sign) Date 9/3/13

Chair, College Review Committee Date 10/16/13

Dean of College Date 11-15-13

Chair, GC or UCC Date

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.
Instructors:
Dr. Victoria Salin
AGLS room 369
2124 TAMU
College Station, TX 77843-2124
(979) 845-8103 (Office)
(979) 845-6378 (Fax)
v-salin@tamu.edu

Course Description:
Economic and business frameworks within which the regulations and standards governing the production of food operate; economic theories of the firm and fundamental calculations in finance as the foundation for cost/benefit analyses of existing and proposed regulations; applications to U.S. and global regulations and standards.

Student Credit Hours: 3

Prerequisites: None

Course Goals:
After completing this course, students will understand (1) how economic incentives provide rationale for the enactment of regulations, (2) how private certifications relate to the competitive environment of food and feed businesses, and (3) the techniques for assessing the economic impact of proposed regulations.

Key Topics:
This course will address the following topics:
- Economic theory of the firm—cost minimization and profit maximization
- Cost benefit analysis and its role in food safety
- Financial models for cost-benefit analysis
- Risk management processes in private and public settings
- Case studies in the application of global standards

Course Tools:
All course materials and activities will be presented using the Blackboard Learning Management System. You access Blackboard by logging into http://elearning.tamu.edu. Before you access course materials, please perform Vista Browser Check by clicking on the Check Browser button.
Textbooks (assigned chapters available through E-Reserves):
*Cost-benefit Analysis for Public Sector Decision Makers*, by Diana Fuguiit and Shanton J. Wilcox

Additional Readings:
Readings will be taken from government publications and other reference materials. Most readings will be available in Blackboard in .pdf format. Other readings will be available online, with a hyperlink provided in Blackboard.

Presentations
Online slide presentations with audio for each module can be accessed from Blackboard. The slides for each presentation will be provided as a .pdf file which can be downloaded and printed.

Course Activities:
Every week, you will be expected to complete the following:
- View all presentations
- Complete all readings
- Participate in course discussion
- Submit quiz for the week's readings and presentation
- Complete and submit assignment for the week

Quizzes: Each week there will be a short quiz on the week's readings and presentation. All quizzes will be administered through the course management system.

Exams: There will be a midterm and final exam which will be administered through the course management system.

Discussions: Course discussions will be held on the discussion forum on the course management system. These discussions are good way for you to communicate with other students and the instructor and to share ideas and insights. If you need an immediate answer, please e-mail me directly.

Grading

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
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<tr>
<td>Projects</td>
<td>40%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>≥ 90%</td>
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<td>B</td>
<td>&lt;90% ≥80%</td>
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<tr>
<td>C</td>
<td>&lt;80% ≥70%</td>
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<tr>
<td>D</td>
<td>&lt;70% ≥60%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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</table>

Grading Policy: Class assignments, quizzes, and final exam must be completed on the dates indicated on the syllabus unless prior approval has been granted by the instructor.
Attendance, Homework and Make-up Exam Policy
Due to the participatory nature of this Web-based class, regular log-in to the course Web site is expected. Excused absences are subject to TAMU rules and guidelines please see: http://student-rules.tamu.edu/rule7.htm for details.

Instructor/ Student Communication
Please send all e-mails to the email address: v-salin@tamu.edu.

Please post any questions you have about the material to the discussion board so other students can respond to it and/or benefit from the ensuing discussion. I will be reading the discussion board and will reply to messages when necessary.

University Policies
American 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 visit http://disability.tamu.edu.

Copyright
Course packets and all other materials generated and/or used during this course are copyrighted. Because these materials are copyrighted, you do not have the right to copy the course packets, unless the instructor expressly grants permission.

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do."
For more information, read the Honor Council Rules and Procedures at http://www.tamu.edu/aggiehonor
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 – Introductory Economic Theory</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Theory of the consumer. Theory of the firm.</td>
</tr>
<tr>
<td>2</td>
<td>Cost minimization. Cost curves and tax incidence.</td>
</tr>
<tr>
<td>3</td>
<td>Topics in theory of the firm. Economies of scale. Industry structure and competitiveness.</td>
</tr>
<tr>
<td><strong>Unit 2—Cost-Benefit Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Introduction to cost-benefit analysis</td>
</tr>
<tr>
<td>5</td>
<td>Arithmetic of money</td>
</tr>
<tr>
<td>6</td>
<td>Cost-benefit analysis—continued. Policy at the federal level. Agency responsibilities in food and feed. Test 1</td>
</tr>
<tr>
<td>7</td>
<td>Regulatory impact analysis. Review of recent studies on impact by size. Case study 1.</td>
</tr>
<tr>
<td><strong>Unit 3 – Financial Analysis and Risk Management</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Investment decisions relating to food/feed product protection. Make or buy.</td>
</tr>
<tr>
<td>10</td>
<td>Case study in risk management</td>
</tr>
<tr>
<td>11</td>
<td>Insurance: Theory on incentive effects. Expected utility. Principal-agent</td>
</tr>
<tr>
<td>12</td>
<td>Test 2. Continue on insurance markets.</td>
</tr>
<tr>
<td><strong>Unit 4 - The Global Economy</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>International trade theory</td>
</tr>
<tr>
<td>14</td>
<td>Continue on international trade – customs and customs union, SPSS rules</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate ∙ Graduate ∙ Professional
- Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course:
   ANTH 657 Topics in Technological Organization

3. Catalog course description (not to exceed 50 words):
   Review of current problems in the study of artifact assemblages, with a particular focus on theory explaining variability in artifact forms and technologies, especially in the contexts of subsistence and settlement behavior as well as exchange and social organization. Alternating sections focus on lithic or ceramic technologies.

4. Graduate Classification or Instructor Approval
   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:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g. M.S., Ph.D. in geography)

   Students admitted into the MA or PhD programs in Anthropology.

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)      Lect.      Lab      SCH      CIP and Fund Code      Admin. Unit      Acad. Year      FICE Code
   ANTH       657       TECH ORG       0       3       0       0       0       3       4       5       0       3       0       1       0       0

   Approval recommended by: ____________________________  10/28/13
   Cynthia Werner, Head
   Department Head or Program Chair (Type Name & Sign)  Date
   ______________________________________________________________________________________

   Department Head or Program Chair (Type Name & Sign)  Date
   ____________________________  10/28/13
   (if cross-listed course)

   Submitted to Coordinating Board by: ____________________________
   ____________________________  10/29/13
   Chair, College Review Committee  Date
   ____________________________  10/29/13
   Dean of College  Date
   ____________________________  11/15/13
   Chair, GC or UCC  Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services – 3/10
ANTH 657
Topics in Technological Organization: Lithic Technological Organization

Monday, 9 am - Noon
ANTH 209 (CSFA conference room)

Course Instructor
Ted Goebel: goebel@tamu.edu
Phone: 979-862-4544
Office Hours: Anthropology Building 208; M, Noon-2 pm; TWR, 1-3 pm

Course Description
This seminar reviews current problems in the study of artifact assemblages, particularly focusing on theory explaining variability in lithic artifact forms and technologies, especially in the context of subsistence and settlement behavior as well as exchange and social organization. In this section, course content focuses on lithic technological organization. Course Prerequisite: Graduate classification or instructor approval.

Course Standards and Learning Outcomes

- Define current problems in the study of lithic artifact assemblages, and propose new research addressing these issues, especially in the context of Paleolithic and Paleoindian archaeology.
- Be familiar with lithic technologies and tool forms of the Lower, Middle, and Upper Paleolithic periods of Eurasia and Africa, and the Paleoindian and Archaic periods of North America.
- Understand theory relating lithic artifact and assemblage variability to prehistoric human behavior.
- Be able to apply theoretical and methodological concepts of lithic analysis to your own research area.
- Write concise, organized, and mechanically correct seminar papers that review and critique a specific topic or issue.
- Prepare and deliver oral presentations that are concise and well-organized, proving a thesis or reaching specific objective.

Course Structure and Requirements
This is a graduate seminar that meets for three hours once every week during the semester. Class meetings will consist primarily of group discussions and student presentations. Typically, each session will begin with an introductory presentation made by the course instructor and/or group discussion. This will be followed by student presentations/discussions of specific aspects of that topic, typically article reviews.

Five times during the semester, each student will prepare and deliver a 20-30-minute presentation that focuses on an assigned reading or set of readings. Since most presentations will review methods and
results of analyses, Powerpoint slides will obviously enhance the presentations. Presentations will be evaluated for content, clarity, and organization.

Each student will complete two research papers. Topics are up to the student, but they need to relate to the content of the class. Specifically paper 1 should relate in some way to topics discussed between January 23 and March 12, while paper 2 should relate in some way to topics discussed between March 19 and April 30. Students should discuss their paper topics in advance with the instructor. Papers will be in the style of *American Antiquity* (consult the Style Guide on the SAA web page), paying careful attention to title, abstract, headings, subheadings, and bibliographic style. Each paper should be 8-12 pages in length (double-spaced, 12-point font); they will be due on March 19 and April 30. Papers will be evaluated for content and mechanics.

Students will also be expected to participate in group discussions, as well as discussions of specific student presentations. This means you need to read all of the required articles to be sufficiently prepared for class, and you need to be ready to ask your peers questions or provide critiques about their presentations.

There is no lab associated with this seminar. The instructor expects students to be already familiar with the fundamentals of lithic artifact analysis.

**Student Evaluation**

There will be 300 total points possible for the course, as outlined below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two seminar papers (2 x 50 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Five presentations (5 x 20 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Discussion participation</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total** 300

To earn an “A” grade, you must accumulate 270-300 points; to earn a “B” grade, you must accumulate 240-269 points; to earn a “C” grade, you must accumulate 210-239 points; and to earn a “D” grade you must accumulate 180-209 points.

**Readings**

Assigned readings (articles and book chapters) will be put on e-reserve at the university library's e-reserve page, and occasionally on physical reserve on the documents table in the reception area of the Center for the Study of the First Americans office suite (2nd floor, Anthropology Building). Please respect other students' needs by not removing these articles for more time than is necessary to photocopy them.

We will read three books, which are required and need to be purchased:

Kuhn, S. L.

Pitblado, B. L.

Surovell, T. A.

**Americans with Disabilities Act (ADA) Policy Statement**

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

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

**Academic Integrity Statement**

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

Please consult the Honor Council Rules and Procedures at the following web:
http://www.tamu.edu/aggiehonor

**Diversity Statement**

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

**Attendance**

Following TAMU student rules on attendance, class attendance is viewed as an individual student responsibility. Students, therefore, are expected to come to class and complete all course assignments. Students are responsible for knowing the course schedule outlined in this syllabus, and in the case of an unavoidable absence are also responsible for providing satisfactory evidence of that absence. A list of acceptable excused absences is provided at http://student-rules.tamu.edu/rule07. Students with acceptable
excused absences must provide written notification prior to the date of absence or in cases where advanced notification is not possible (e.g., auto accident, other emergency) written notification must be made within two working days following the absence.

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 23</td>
<td>Introduction to course</td>
</tr>
<tr>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td></td>
<td><em>Nelson, M. C.</em></td>
</tr>
<tr>
<td>Jan 30</td>
<td>Form and function in lithic artifacts</td>
</tr>
<tr>
<td>Feb 6</td>
<td>Exploring the functions of stone tools</td>
</tr>
<tr>
<td>Feb 13</td>
<td>Determining and measuring style</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Organizing technologies: <em>chaînes opératoires</em> in prehistoric hunter-gatherer studies</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Raw material opportunities and constraints</td>
</tr>
<tr>
<td>Mar 5</td>
<td>“Binfordian” approaches to the study of technology</td>
</tr>
<tr>
<td>Mar 12</td>
<td><em>Spring Break</em></td>
</tr>
<tr>
<td>Mar 19</td>
<td>Lithic provisioning in the Middle Paleolithic (Review of Kuhn 1995)</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 1 due</strong></td>
</tr>
<tr>
<td>Mar 26</td>
<td>More on technological organization and mobility</td>
</tr>
<tr>
<td>Apr 2</td>
<td>The concept of “curation”</td>
</tr>
<tr>
<td>Apr 9</td>
<td>Artifact design—efficiency, risk, and cost</td>
</tr>
<tr>
<td>Apr 16</td>
<td>Behavioral ecology approaches (Review of Surovell 2009)</td>
</tr>
<tr>
<td>Apr 23</td>
<td>Late Paleoindian/Early Archaic technology (Review of Pitblado 2003)</td>
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<tr>
<td>Apr 30</td>
<td>Geometric morphometrics and lithic analysis</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 2 due</strong></td>
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</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: ANTH 659 The Paleolithic World

3. Catalog course description (not to exceed 50 words):
Survey of the Paleolithic archaeological record, beginning with the Oldowan and ending with the Upper Paleolithic and dispersal of modern humans to Australia and the Americas; review of major changes in technology, subsistence, and land-use strategies that shaped the Paleolithic World.

4. Prerequisite(s): __________________________________________________________________________

Cross-listed with: __________________________________________________________________________

Stacked with: _____________________________________________________________________________

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)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Students admitted into a Master or PhD program.

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)

   ANTH 659 PALEOLITHIC WORLD

   Lec Lab SCH CIP and Fund Code Admin. Unit Acad. Year Title Code
   0 3 0 0 0 3 4 5 0 3 0 0 1 0 0 1 0 2 8 0 1 4 - 1 5 0 0 3 6 3 2

   Approval recommended by: __________________________________________________________________
   Chair, College Review Committee 10/28/13
   Name __________________________ Date __________

   Department Head or Program Chair (Type Name & Sign) 10/28/13
   Name __________________________ Date __________

   Chair, GC or UCC 11/15/13
   Date __________

   Submitted to Coordinating Board by: __________________________________________________________________
   Name __________________________ Date __________

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
ANTH 659
The Paleolithic World
FALL 2014
Tuesday 2:00-5:00 pm; CSFA Conference Room (ANTH 209)

COURSE INSTRUCTOR

Dr. Kelly Graf: kg-af@tamu.edu
Office Phone: 979-845-4046
Office Hours: Anthropology Building (ANTH), Room 203. Office hours: T 9am-12pm, W 2-4pm, or appointment.

COURSE DESCRIPTION

Ninety-nine percent of human prehistory is represented by the Paleolithic period. This course examines the Paleolithic record, focusing on the major technological changes, subsistence and land-use strategies, burial practices, and lifeways that shaped our biocultural evolution and defined the Paleolithic World.

Course Prerequisite: graduate classification or instructor permission

COURSE STANDARDS & LEARNING OUTCOMES

• Know and understand major issues in the study of Paleolithic archaeology from the first users of stone tools in Africa to makers of final Paleolithic technologies that spread to the New World.
• Know and understand major Quaternary climatic events that impacted Paleolithic humans and the evolution of their behavior.
• Know various kinds of evidence and methods used by Paleolithic archaeologists to examine these issues and understand their strengths and weaknesses
• Understand and synthesize Quaternary paleoenvironmental evidence, especially in the context of explaining human paleoeconomy from about 2,000,000-10,000 years ago.
• Understand the implications of the African, Eurasian, Australian and American Paleolithic archaeological records for the multi-stepped colonization process of our planet by humans.
• Comprehend the archaeological and paleoecological arguments and evidence presented in scholarly publications and critically evaluate their strengths and weaknesses.
• Identify holes in our knowledge of Paleolithic prehistory in these varied regions and propose new research to fill those gaps.
• Write concise, well-organized, and mechanically correct “publishable quality” research papers that present interesting, logical, and clear arguments using scholarly publications as references and style conventions for Forum submissions to Current Anthropology, a premier journal in anthropology that often highlights Paleolithic research and theoretical arguments.
• Deliver oral presentations with clear and concise objectives that provide convincing arguments.

COURSE STRUCTURE AND REQUIREMENTS

This course is a graduate seminar that meets for three hours once a week during the semester. Class meetings will consist primarily of group discussions and student presentations.

The first of each class session will begin with an open discussion of the topic for the day, led by the course instructor. This opening discussion will draw primarily upon the assigned textbook (Klein 2009)
chapter(s) as well as additionally assigned readings (TBA) that address the day's topic, probing the topic from review of key sites, dates, materials to anthropologists' work, perspectives, and interpretations.

Every other class session, weeks 2, 4, 6, 8, 10, 12, and 14, students will be responsible for delivering two-three formal presentations (30-45 minutes) on major research topics for that day. This will mean that each student will give two formal presentations during the semester. Students not presenting on these days will come to class with at least one discussion point for each presenter. Student presenters will be expected to turn in a concise, well-conceived, argumentative research paper on their presentation topic. The paper covering the first presentation topic will be due by 5 pm on Friday of week 7, and the paper covering the second presentation topic will be due by 5 pm on Friday of week 15.

During the other class meetings, weeks 3, 5, 7, 9, 11, 13, and 15, students will be responsible for critically reviewing and discussing the assigned readings. These review discussions will occur in round-robin format, where each article discussion will be led by one student. The student leading the discussion will be responsible for eliciting information from each of her/his colleagues around the table. Additionally, students will be responsible for turning in a short, concise summary of their review in class on the day of delivery.

The instructor will provide you with a detailed outline of each class session (including assigned readings and discussion and presentation topics) at least two weeks in advance. Outlines for the second and third class meetings will be handed out during our first class meeting so students will be set through week three.

**Formal Presentations and Position Papers (40%).** Over the course of the semester, you will deliver two argumentative presentations. Each student will give a 30-45 minute presentation, taking a stand on a current issue in Paleolithic studies and inciting discussion/debate with classmates. Each student should prepare a formal powerpoint with presentation outline/goals; introduction/background to problem, data (sites, assemblages, dates, paleoecology, etc.); discussion of the data and how it supports a claim, side of an argument, or hypothesis about human behavior; and conclusions. Students not giving a presentation on a presentation day will be expected to come to class with a discussion point for each presenter. You will be given the opportunity to raise these points after the presentations. You will complete two position papers corresponding to these presentations. As with the presentation, take a stand on the topic and write a convincing position paper that is heavily researched and referenced to support your position. Your papers should be well-conceived, concise, less than 5000 words in length (introduction through conclusions), double-spaced, 11-pt font, and follow the style of Current Anthropology (which can be found at [http://www.press.uchicago.edu/journals/ca/instruct.html?journal=ca](http://www.press.uchicago.edu/journals/ca/instruct.html?journal=ca)). Pay careful attention to title, abstract, headings, subheadings, and bibliographic style. Papers will be evaluated for content and mechanics.

**Article Review/Discussions and One-Page Summaries (35%).** Over the course of the semester, you will be responsible for discussing seven scholarly articles. Every other week, beginning with week 3 and ending with week 15, each student will provide a brief, yet thorough and candid review of one of the assigned articles for the day. Students will be responsible for a 10-15 minute discussion of the article that will be based on a round-robin format. This is discussion, not a formal presentation, so you can sit at the table, review the article and discuss. The goal of this exercise is to lead an open discussion. You are also responsible for preparing a one-page summary of the article you review. This should be typed and emailed to your instructor no later than 5pm the day of your article discussion.

**Discussion Participation (25%).** We will be emphasizing active participation and discussion in class this semester! Every class period you must say something meaningful to earn up to 10 pts toward your discussion total. **Suggestion:** come to class with a list of discussion points at the ready that you prepared from the readings.
COURSE EVALUATION

<table>
<thead>
<tr>
<th>Points Possible for the Term:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Review Discussions (7x10 pts)</td>
<td>70</td>
</tr>
<tr>
<td>One-Page Summaries (7x5)</td>
<td>35</td>
</tr>
<tr>
<td>Formal Presentations (2x30)</td>
<td>60</td>
</tr>
<tr>
<td>Position Papers (2x30)</td>
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<tr>
<td>Discussion Participation (15x5)</td>
<td>75</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

Final grades will be based on a traditional scale of grading with an A grade given to students that earn 90-100% of the total points, B to those earning 80-89%, C to those earning 70-79%, D for 60-69% and F for those earning less than 60% of the total points.

COURSE POLICIES

Attendance
Following TAMU student rules on attendance, class attendance is viewed as an individual student responsibility. Students, therefore, are expected to come to class and complete all course assignments. Students are responsible for knowing the course schedule outlined in this syllabus, and in the case of an unavoidable absence are also responsible for providing satisfactory evidence of that absence. A list of acceptable excused absences is provided at http://student-rules.tamu.edu/rule07. Students with acceptable excused absences must provide written notification prior to the date of absence or in cases where advanced notification is not possible (e.g., auto accident, other emergency) written notification must be made within two working days following the absence.

Electronics: Because they are disruptive, cell phones are not allowed in class. Laptops and tablets are allowed as long as they are being used for class purposes.

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The 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.

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

ACADEMIC INTEGRITY STATEMENT

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Please consult the Honor Council Rules and Procedures at the following web: http://aggiehonor.tamu.edu.
COURSE TEXTS

There is one textbook for the course (R. G. Klein, 2009, *The Human Career: Human Biological and Cultural Origins*. 3rd edition. University of Chicago Press). This text provides a guide or frame of reference for your understanding of the Paleolithic record. Major assigned readings will consist of journal articles and book chapters to be selected and assigned throughout the semester. These can be found in the university library, online at the university library’s e-journals link, or will be provided by the course instructor either electronically via HOWDY/eCampus or on physical reserve in the Center for the Study of the First Americans (CSFA) front office.

Below is a list of several books that you will refer to over the course of the semester. You may consider purchasing some of these (try alibris.com or amazon.com). Remember – in no way is this list exhaustive, but it provides some of the most current research on the topic of the Paleolithic.


**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Associated Klein Chapters</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Introduction to Doing Paleolithic Research: The Basics. <em>Ch 1</em>.</td>
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<tr>
<td>3</td>
<td>Sept 11</td>
<td>Oldowan: The Earliest Stone Age. What is it? Where has it been found? Who made it? <em>Ch 4</em>.</td>
</tr>
<tr>
<td>4</td>
<td>Sept 18</td>
<td>Out of Africa I, Part I: When and who first left Africa? <em>Ch 5</em>.</td>
</tr>
<tr>
<td>6</td>
<td>Oct 2</td>
<td>Levallois Technologies and the Transition to a Middle Paleolithic. <em>Ch 6</em>.</td>
</tr>
<tr>
<td>7</td>
<td>Oct 9</td>
<td>Neanderthals and the Mousterian. <em>Ch 6</em>.</td>
</tr>
<tr>
<td>8</td>
<td>Oct 16</td>
<td>Neanderthal Contemporaries, Part 2. <em>Ch 6</em>.</td>
</tr>
<tr>
<td>9</td>
<td>Oct 23</td>
<td>The Origins of Modern Human Behavior. <em>Ch 7</em>.</td>
</tr>
<tr>
<td>10</td>
<td>Oct 30</td>
<td>Hunters of the Golden Age: Middle Upper Paleolithic. <em>Ch 7</em>.</td>
</tr>
<tr>
<td>11</td>
<td>Nov 6</td>
<td>Eurasians during the Last Glacial Maximum. <em>Ch 7</em>.</td>
</tr>
<tr>
<td>12</td>
<td>Nov 13</td>
<td>Thinking Small Globally: Microlithic Technologies and the Late Upper Paleolithic.</td>
</tr>
<tr>
<td>13</td>
<td>Nov 20</td>
<td>Modern Human Dispersals into Empty Lands: Australia. <em>Ch 7</em>.</td>
</tr>
<tr>
<td>14</td>
<td>Nov 27</td>
<td>Modern Human Dispersals into Empty Lands: Beringia and Paleoindians of a New World. <em>Ch 7</em>.</td>
</tr>
<tr>
<td>15</td>
<td>Dec 4</td>
<td>Putting It All Together: What have we learned from the semester? <em>Ch 8</em>.</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: ANTH 661: Environmental Archaeology

3. Catalog course description (not to exceed 50 words):
Examination of the paleoecological context in which past humans interacted with the natural environment; review of advanced principles, method and theory, and practical applications used in paleoenvironmental reconstruction.

4. Graduate Classification or Instructor Approval

5. Prerequisite(s):

6. Is this a variable credit course? □ Yes ☑ No If yes, from ______ to ______

7. Cross-listed with:

8. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken ______ times.

9. Will this course be repeated within the same semester? □ Yes ☑ No

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. Students admitted into a Masters or PhD program.

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

13. Approval recommended by:

Cynthia Werner, Head
Department Head or Program Chair (Type Name & Sign) Date 10/28/13

Chair, College Review Committee Date 10/29/13

14. Department Head or Program Chair (Type Name & Sign) Date 10/28/13

15. Dean of College Date 11-15-13

16. Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

17. Chair, GC or UCC Date

18. Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
ANTH 461/661 stacked
Environmental Archaeology

SPRING 2014
T-R, 3:55-5:10 pm, ANTH 237

COURSE INSTRUCTOR

Dr. Kelly Graf: kgraf@tamu.edu
Phone: 979-845-4046
Office Hours: Anthropology Building (ANTH), Room 203, T-R 9am-12pm.

COURSE DESCRIPTION

This course examines the paleoecological context in which past humans interacted with the natural environment, an environment encompassing plants, animals, and landscape. Lectures, readings, and assignments will cover advanced principles, method and theory, and practical applications used in paleoenvironmental reconstruction.

Course Prerequisite: ANTH 202 or instructor permission for ANTH 461 section and graduate classification or instructor permission for ANTH 661 section

COURSE LEARNING OUTCOMES

• Gain an appreciation for the complex relationship between humans and their environment.
• Recognize and appreciate the varied types of paleoenvironmental data and interdisciplinary nature of paleoecological studies that contribute to the reconstruction of past environments from disciplines such as geology, paleontology, botany, palynology, geochemistry, and human paleontology.
• Know and understand the ways in which past environments have changed through time and how these changes have affected humans.
• Critically evaluate paleoecological data from several, varied disciplines that have been used to develop regional paleoecological records and fully appreciate how past humans interacted with regional environments and landscapes.
• Appreciate how the archaeological record can also contribute to paleoenvironmental reconstruction.
• Learn to understand and synthesize archaeological and paleoenvironmental evidence, especially in the context of explaining human paleoecology.
• Undergraduate students are expected to write a well-organized, well-researched paper that presents interesting, logical, and clear arguments using scholarly publications as references and style convention of a leading archaeological journal, such as American Antiquity.
• Graduate students are expected to write a well-conceived, well-organized research proposal that proposes interdisciplinary research and is worthy of submitting to the National Science Foundation for funding consideration.

COURSE STRUCTURE, REQUIREMENTS, AND POLICIES

Class meetings will consist mainly of lectures and discussions covering major concepts, principles and findings from assigned readings as well as relevant current research in paleoecology and environmental archaeology. The class meets for three hours per week during the semester.

Three Exams (100 pts each). All students, enrolled in both ANTH 461 (undergraduate) and 661 (graduate), will take three exams that will cover lecture material and readings leading up to each exam. In
addition, the final exam will have a comprehensive section; the format of this exam will be discussed near the end of the semester.

**Research Paper (150 pts).** All undergraduates enrolled in ANTH 461 will write one research paper (8-10 pages) due in class *April 17*. This paper will synthesize two or more types of paleoecological data discussed in the course through an archaeological case study. This will give students the opportunity to learn how interdisciplin ary research is undertaken, how varied specialists work together and their data intertwined, to address a research problem and common set of research objectives. Selection of a research paper topic will be left up to the student, but topics must be approved by the instructor no later than the 5th week of the semester. A list of potential topics and preparation handout will be provided by the end of the 2nd week of the semester.

**NSF Research Proposal (150 pts).** All graduate students will write one NSF-style research design (15-20 pages) due in class *April 17*. The research design will address several research objectives by using an interdisciplinary approach to propose undertaking a relatively large-scale environmental archaeology project. Selection of a research topic will be from a list provided the first week of class. From this list the student will select a topic by the end of the second week of the semester. A sign-up schedule for proposal presentations will be handed out in class along with the list of possible topics the second week of the semester.

**NSF Research Proposal Presentation (50 pts).** In addition, all students enrolled in ANTH 661 will be responsible for presenting their research project designs to their peers during the last full week of the semester. These presentations will be concise (15 minutes each) and will be evaluated by peers and by the instructor. Your grade will be based on the instructor's evaluation. A meeting time for these presentations will be established during the first week of the semester to be held in the ANTH building 209 conference room.

### Grading Procedure for the Semester (ANTH 461)

<table>
<thead>
<tr>
<th>Points Possible for Semester</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Exams (3 x 100 pts)</td>
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<tr>
<td>Research paper</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>450</td>
</tr>
</tbody>
</table>

### Grading Procedure for the Semester (ANTH 661)

<table>
<thead>
<tr>
<th>Points Possible for Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 x 100 pts)</td>
<td>300</td>
</tr>
<tr>
<td>Research Design (100 pts) and Presentation (50 pts)</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>450</td>
</tr>
</tbody>
</table>

Grades are not negotiable. Your grades are earned based on your performance, not given based on effort or need. Your grade reflects your performance not your potential as a student or person. If you feel I have made a mathematical error in calculating your grade, please see me during office hours or make an appointment. Final grades will be based on a traditional scale of grading with an A grade given to students that earn 90-100% (405-450 pts) of the total, B to those earning 80-89% (360-404 pts), C to those earning 70-79% (315-359 pts), D to those earning 60-69% (270-314 pts), and F to those earning less than 60% (<270 pts) of the total points for the course.

**Email**

Email is the best way to communicate outside of class time. If you have questions about the course or anything else, send an email. Traditional office visits are welcome, but simpler questions or concerns can easily be handled via email. Please check your email account listed at Howdy on a regular basis for potentially important announcements regarding class.
Attendance
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REQUIRED COURSE TEXT


Additional Readings: TBA (these will be in the form of journal articles and/or book chapters and will be available either via the TAMU Library’s e-journals link or physical reserve in the reception area of the Center of the First Americans office suite, 2nd floor of ANTH building.)
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Jan 14, 16)</td>
<td>Introduction to Environmental Archaeology: Archaeology as Human Ecology</td>
<td>Dincauze Ch 1</td>
</tr>
<tr>
<td>2 (Jan 21, 23)</td>
<td>Reconstructing Past Environments</td>
<td>Dincauze Ch 2</td>
</tr>
<tr>
<td>3 (Jan 28, 30)</td>
<td>Environmental and Climate Change</td>
<td>Dincauze Ch 3</td>
</tr>
<tr>
<td>4 (Feb 4, 6)</td>
<td>Human Response to Environmental Change</td>
<td>Dincauze Ch 4</td>
</tr>
<tr>
<td>5 (Feb 11, 13)</td>
<td>Setting a Chronological Framework</td>
<td>Dincauze Ch 5</td>
</tr>
<tr>
<td>6 (Feb 18, 20)</td>
<td>Geochronological Techniques</td>
<td>Dincauze Ch 6</td>
</tr>
<tr>
<td>7 (Feb 25, 27)</td>
<td>The Forces Driving Climate Change Reconstructing Past Climates</td>
<td>Dincauze Ch 7-8</td>
</tr>
<tr>
<td>8 (Mar 4, 6)</td>
<td>Geomorphological Principles</td>
<td>Dincauze Ch 9</td>
</tr>
<tr>
<td>9 (Mar 11, 13)</td>
<td>Spring Break – No Classes</td>
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<tr>
<td>10 (Mar 18, 20)</td>
<td>Landforms</td>
<td>Dincauze Ch 10-11</td>
</tr>
<tr>
<td>11 (Mar 25, 27)</td>
<td>Sediments and Soils</td>
<td>Dincauze Ch 11-12</td>
</tr>
<tr>
<td>12 (Apr 1, 3)</td>
<td>Macrobotanical and Microbotanical Data</td>
<td>Dincauze Ch 13</td>
</tr>
<tr>
<td>13 (Apr 8, 10)</td>
<td>Reconstructing Botanical Aspects of Landscape and Paleodiet</td>
<td>Dincauze Ch 14</td>
</tr>
<tr>
<td>14 (Apr 15, 17)</td>
<td>Paleontology to Animal Behavior</td>
<td>Dincauze Ch 15-16</td>
</tr>
<tr>
<td></td>
<td><strong>ANTH 461 Research Papers Due in Class (Thursday)</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>ANTH 661 NSF Proposals Due in Class (Thursday)</strong></td>
<td></td>
</tr>
<tr>
<td>15 (Apr 22, 24)</td>
<td>Zooarchaeology as Subsistence</td>
<td>Dincauze Ch 16-17</td>
</tr>
<tr>
<td></td>
<td><strong>ANTH 661 Proposal Presentations (TBA)</strong></td>
<td></td>
</tr>
<tr>
<td>16 (Apr 29)</td>
<td>The Big Picture: Integrating These Data!</td>
<td>Dincauze Ch 18</td>
</tr>
</tbody>
</table>

**FINAL EXAM: TUESDAY, MAY 6, 1:00-3:00 PM!!**
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: ANTH 662 Method and Theory in the Peopling of the Americas

3. Catalog course description (not to exceed 50 words):
Interdisciplinary review of current evidence from the fields of archaeology, genetics, biological anthropology and paleoecology for the dispersal of modern humans to the New World during the Pleistocene. Special attention paid to understanding theory and method used to explain prehistoric human migration and colonization of empty lands.

4. Prerequisite(s):

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)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Students admitted into the MA or PhD programs in Anthropology.

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)

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<tr>
<th>Lect.</th>
<th>Lab</th>
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<th>CP and Fund Code</th>
<th>Admin. Unit</th>
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</table>

Approval recommended by:

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

Chair, College Review Committee
Dean of College

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
ANTH 662
Method and Theory in the Peopling of the Americas

Monday, 09:10 am-12:10 pm
ENPH 201

Course Instructor
Dr. Ted Goebel
Office: Anthropology Building 208; e-mail: goebel@tamu.edu
Office hours: 2:00-3:30, Monday; 9am-noon, Wednesday

Course Description
This seminar reviews current evidence from the fields of archaeology, genetics, biological anthropology, and paleoecology for the dispersal of modern humans to the New World during the Pleistocene. Special attention is paid to understanding the theory and method used by scientists in these fields to explain human migration and colonization of empty lands. Course Prerequisite: Graduate classification or instructor approval.

Course Objectives and Learning Outcomes
• Define current problems in the study of the Pleistocene dispersal of modern humans from the Old World to the New World.
  o When did humans colonize the Americas?
  o From where did they come?
  o What routes did they take?
  o Was there just one major founding migration, or many?

• Understand the major models used by anthropologists to explain the peopling of the Americas.

• Know and understand the contribution, method, and theory of each of the following areas of study involved in peopling of the Americas research: archaeology, foraging theory, human genetics, paleoanthropology, linguistics, vertebrate paleontology, and paleogeography.

• Be able to construct a model explaining the peopling of the Americas, using evidence from ALL relevant fields, not just your own.

• Be able to critique new scientific reports in the context of our current understanding of the peopling of the Americas, regardless of field.

• Write concise, organized, and mechanically correct seminar papers that review and critique a specific topic or issue.

• Prepare and deliver oral presentations that are concise and well-organized, proving a thesis or reaching a specific objective.

Course Structure and Requirements
This is an unofficial "core seminar" for graduate students enrolled in the First Americans program at Texas A&M; however, it is open to all students interested in peopling of the Americas, no matter their sub-discipline in Anthropology or discipline outside of Anthropology. The course is a graduate seminar
that meets for three hours once every week during the semester. Class meetings consist primarily of group discussions and student presentations. Typically, each session will begin with an introductory presentation made by the course instructor or guest lecturer, followed by group discussion. This will be followed by brief student presentations and round-table discussions of specific aspects of the week’s topic.

Each week, a few students will be responsible for preparing and delivering brief oral presentations that focus on an assigned readings or topics. These are to be informal presentations directed at inciting discussion on a slide-by-slide basis. The presenter should prepare no more than five PowerPoint slides. The first slide should introduce the topic and thesis/goal. The second slide should relate materials and methods. Remaining slides should present important results—graphics, data tables, etc.—from the paper(s). Conclusions should be stated, not presented on a slide. Presentations will be evaluated for content and how insightful/provoking the presentation is (i.e., how effectively the student-presenter generates discussion and ties that discussion to the class topic). Besides giving students practice in preparing and making formal presentations, the goal of this exercise is to facilitate/guide round-table discussion. By keeping the slide presentations brief, the presenter can focus on content and analysis.

Each student will complete three papers. The first two papers will be no more than 8 pages long, double-spaced, 12-point font (excluding bibliography). Paper 1 (due on Friday, February 8, at 5 pm) will be an argumentative essay concerning the archaeological record of a single “pre-Clovis” archaeological site. This essay will need to take a stand about the site, presenting the pros and cons of its record, proving whether it does or does not contain incontrovertible proof humans were in the Americas >13,000 calendar years ago. Paper 2 (due on Thursday, March 28, at 5 pm), will be an essay on some aspect of our discussions of biological anthropology and genetics (seminars 6-10). This paper will be due on Friday, April 3, at 5 pm. The third paper will be a synthesis of the class, through which students will demonstrate competency in the course’s content by developing a working model explaining the process of the peopling of the Americas. The final paper should be in the range of 15-20 pages in length (double-spaced, 12-point font), and will be due on our last class meeting on May 6. Students should feel free to discuss their papers in advance with the instructor. Papers will be in the style of American Antiquity (consult the Style Guide on the SAA web page), paying careful attention to title, abstract, headings, subheadings, and bibliographic style. Papers will be evaluated for content and mechanics.

**Student Evaluation**

There will be 360 total points possible for the course, as outlined below.

- Presentation briefs (4 x 15 pts) = 60
- 2 seminar papers (2 x 30 pts) = 60
- Final paper = 60
- Discussion participation (12 x 5 pts) = 60
- Total = 240

To earn an “A” grade, you must accumulate 216-240 points; to earn a “B” grade, you must accumulate 192-215 points; to earn a “C” grade, you must accumulate 168-191 points; and to earn a “D” grade you must accumulate 144-167 points.

**Readings**

Assigned readings (articles and book chapters) will be put on e-reserve at the course’s e-learning page, and occasionally on physical reserve in the CSFA office lobby. Please respect other students’ needs by not removing these materials for more time than is necessary to photocopy or scan them.
In addition to this, there are three books that we will read completely, so you should order them right away:


**Americans with Disabilities Act (ADA) Policy Statement**

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

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

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http://www.tamu.edu/aggiehonor

**Diversity Statement**

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

**Attendance**

Following TAMU student rules on attendance, class attendance is viewed as an individual student responsibility. Students, therefore, are expected to come to class and complete all course assignments. Students are responsible for knowing the course schedule outlined in this syllabus, and in the case of an unavoidable absence are also responsible for providing satisfactory evidence of that absence. A list of acceptable excused absences is provided at http://student-rules.tamu.edu/rule07. Students with acceptable excused absences must provide written notification prior to the date of absence or in cases where advanced notification is not possible (e.g., auto accident, other emergency) written notification must be made within two working days following the absence.

**Course Schedule**
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14</td>
<td>Introduction to course</td>
</tr>
<tr>
<td>Jan 21</td>
<td>No class: MLK Day</td>
</tr>
<tr>
<td>Jan 28</td>
<td>The Science of First Americans Research</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Clovis/Pre-Clovis debate today</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 1 due, February 8 (5 pm)</strong></td>
</tr>
<tr>
<td>Feb 11</td>
<td>Paleogeographic constraints and routes</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Human paleontology of the first Americans</td>
</tr>
<tr>
<td>Feb 25</td>
<td>Mt-DNA variation and the peopling of the Americas</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Y-chromosome and nuclear-DNA variation and the peopling of the Americas</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar 25</td>
<td>Ancient DNA perspectives</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 2 due, March 28 (5 pm)</strong></td>
</tr>
<tr>
<td>Apr 1</td>
<td>Linguistics and dental anthropology: reliable tools for establishing dispersal events?</td>
</tr>
<tr>
<td>Apr 8</td>
<td>Peopling of Australia</td>
</tr>
<tr>
<td>Apr 15</td>
<td>Foraging theory and colonization of empty lands</td>
</tr>
<tr>
<td>Apr 22</td>
<td>Foraging theory and Paleoindian subsistence/settlement</td>
</tr>
<tr>
<td>Apr 29</td>
<td>Extinctions</td>
</tr>
<tr>
<td>May 6</td>
<td>Final class: building a cohesive model explaining the peopling of the Americas</td>
</tr>
<tr>
<td></td>
<td>8-10:00 AM!</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 3 due (by start of last class meeting)</strong></td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: ANTH 667 Human Variation

3. Catalog course description (not to exceed 50 words):
   Biological basis of variation in the physical features of modern humans; details of anatomical and physiological differences of living populations to understand their adaptive and historical significance; history of human variation studies rooted in the historical notion of "race."

4. Prerequisite(s):

   Cross-listed with:
   Stacked with:
   ANTH 427 Human Variation
   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
   Will this course be repeated within the same semester? □ Yes ☑ No
   If yes, this course may be taken _____ times.

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Students admitted into the MA or PhD programs in Anthropology.

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. Prefx | Course # | Title (excluding punctuation) | Lec. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HCE Code |
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>667 HUMAN VARIATION</td>
<td></td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Level: 6

Approval recommended by:

[Signatures and dates]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Anthropology 427/ANTH 667 — HUMAN VARIATION
T/Th 11:10-12:25
Room ANTH300/300B

Instructor: Dr. Sheela Athreya
email: athreya@tamu.edu
Phone: 845-4785

Office: Anthropology Building Room 316E
Office Hours: Tuesday 2:30-4:30 or by appt

COURSE PREREQUISITES:
ANTH 427 — Passing grade in Introduction to Biological Anthropology (ANTH 225) or permission of instructor
ANTH 667 — Graduate standing

COURSE OBJECTIVES AND LEARNING OUTCOMES

The goal of this course is to explain the biological basis of human variation. You will understand the factors that contribute to differences you observe among individuals and populations, as well as the underlying biological and environmental forces that shape those differences. In addition, as an upper-level course, you will also begin your transition from learning about the basic facts to learning how to critique issues. That is, not just to criticize but to think critically, analyze, and engage in further questioning. You will also refined your writing skills.

By the end of the course, students will:

a) understand the biological sources of phenotypic and genetic variation among humans
b) understand the history of the concept of “race” and biological arguments against its validity
c) be able to critically analyze studies of human variation and write about these issues

Readings:

Textbook readings are best done before the day of the lecture on that topic (Thursdays). They are to help with understanding of the lectures and articles, but will not be included in class discussions and the exams.

Articles are due the Tuesday following lecture for class discussion. Articles are available at the eLearning website: http://elearning.tamu.edu. The same set of readings are due for graduates and undergraduates.

Assignments:
Undergraduate: Each week you will turn in a 2-page response sheet to the readings. This will not be a summary of the content of the readings. It will go further than that. Your response sheet should include questions, thoughts, comments, critiques, and outside examples. I have prepared a handout for you guiding you on the content. The goal is to get you to discuss and think critically about these issues and apply them to your understanding of the subject.

Each week’s response sheet is worth 2 points, and you are allowed to drop the lowest grade for a total of 24 points, which will contribute to your participation grade. They are due on Tuesday at the beginning of class. If you have a documented university approved absence, you are required to submit the response sheet to me no later than the start of the next class you attend. Failure to turn in a response sheet will result in the deduction of 2 points from your overall 24-point total.

Graduate students: Your response sheet should be 3-4 pages and present a critical analysis of the readings as they relate to physical anthropology in particular, and anthropological theory more broadly. You should raise questions, propose areas of new research, and demonstrate your ability to evaluate the significance of these articles as contributions to our knowledge of the subject area.

Discussion:
In addition, each week one of you will be in charge of leading the class discussion. You can use your response sheet as a jumping off point, but if so it should be a particularly well-prepared one. As with the response sheets, you are expected to tie the articles in to each other and the lecture topic and prepare questions for your classmates to stimulate discussion. I will meet with you before to help you prepare. This is worth a total of 4 points, which is also added to your 15% participation grade.

Grad students: In the week you are leading class discussion, you will present a brief (5-7 minute) powerpoint presentation on the background of the subject for the week, key points that were raised by these readings, their contributions, and areas of discussion that they raised.
Exams: There will be a midterm and a final exam. The exams will integrate material from both the lectures and the articles. The first exam will cover the material from the first half of the course, and the final exam will be cumulative. The textbook readings will not be included in the exam, and are just intended to supplement your understanding of the lectures.

Exam format will be short answer and short essay for the midterm, and essay for the final. Before the final exam I will provide you with a list of questions, from which I will choose three for the actual exam. There will be multiple versions of the exam so you have an equal chance of getting any of the questions on your exam, and are advised to prepare answers to all of them.

Note: your exams will be graded not just on their content, but also on the writing. You will be expected to construct logical arguments in essay form with introductions, supporting evidence, and conclusions.

Presentation: At the end of the semester each person will give an 8-minute presentation on a topic of their choice that was covered in class. You will present on a case study or significant publication(s) that is relevant to one of the lecture topics, and discuss its application and relevance to human variation. We will discuss the format in more detail during the semester. The content of your presentation will also be submitted for examination by turnitin.com. Everyone should register for this service by the first week of class at www.turnitin.com.

Graduate students: Your presentation will take the form of a research proposal. You will propose a potential research project that is organized around a question related to human variation. It will be the same as a dissertation proposal-you will review the background to the question, the area you will contribute to with your research (including hypotheses), the data you would collect and analyze, methods, and your predictions.

Grading: Your final grade will be determined by the following:

- Attendance/Participation, Discussion Leader: 15%
- Weekly Response Papers: 15%
- Midterm: 20%
- Final Presentation: 20%
- Final Exam: 30%

Note that class participation IS a critical part of your grade and can make the difference in your grade. Points will be deducted each week for unexcused absences and/or failure to do the readings.

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

Makeup Exam Policy
If you must be absent for an exam, you must notify me in advance of the exam date, or no more than 48 hours later (if it was a last minute medical emergency only). You will not be allowed to make up the grade unless you can document your reason for being absent. University rules related to excused and unexcused absences are located on-line at http://student.rules.tamu.edu/rule07. Legitimate reasons for missing an exam, as defined in the TAMU Regulations are:

1) participation in an activity on the Authorized Activity List,
2) death or major illness in the student's immediate family,
3) illness of a dependent family member,
4) participation in legal proceedings that require a student's presence,
5) religious holy day (defined in Texas Tax Code Section 11.20)
6) confinement because of illness

No other excuses will be considered. Students who miss an exam and cannot document a legitimate reason will receive a score of zero for that exam. If you have a legitimate reason you will be permitted to take the exam as long as it is within five days of the midterm. Otherwise, your final exam will be counted as both your midterm and final exam grade.

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

Copyright & Plagiarism
All materials generated for use in this class are copyrighted. These include syllabi, exams, review sheets and other materials. Because these materials are copyrighted you do not have the right to copy them, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Academic Honesty and Integrity
The Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web. Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (to be done in order listed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/19</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Th 1/21</td>
<td>History of Human Variation Studies and the Concept of “Race”</td>
<td>Text Ch. 1*</td>
</tr>
<tr>
<td>T 1/26</td>
<td></td>
<td>Popkin, Greene, Marks, Mayr</td>
</tr>
<tr>
<td>Th 1/28</td>
<td>The Molecular Basis of Human Variation</td>
<td>Text Chs. 2-3</td>
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<tr>
<td>T 2/2</td>
<td></td>
<td>Marks, Kingsley, Gould, Morris</td>
</tr>
<tr>
<td>Th 2/4</td>
<td>Invisible Shapers of Morphology: Heritability, Plasticity and the Environment</td>
<td>Text Ch. 9</td>
</tr>
<tr>
<td>T 2/9</td>
<td></td>
<td>Stearns (436-439 only), Hulse, Bateson, Susanne</td>
</tr>
<tr>
<td>Th 2/11</td>
<td>Is Everything Adaptive? Natural Selection, Genetic Drift and the Adaptationist Paradigm</td>
<td></td>
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<tr>
<td>T 2/16</td>
<td></td>
<td>Lewontin, Lang, Zlotogora, MacGregor</td>
</tr>
<tr>
<td>Th 2/18</td>
<td>Genetic Variation in Populations</td>
<td>Text Ch. 4, Ch. 6</td>
</tr>
<tr>
<td>T 2/23</td>
<td></td>
<td>Frazer, Relethford, Cooper, Anderson, Sankar</td>
</tr>
<tr>
<td>Th 2/25</td>
<td>Anatomical Variation: Heads and Teeth</td>
<td>Text Ch. 10</td>
</tr>
<tr>
<td>T 3/2</td>
<td></td>
<td>Beals, Ross, Hernández, Scott and Turner (pp 269-285-top ONLY)</td>
</tr>
<tr>
<td>Th 3/4</td>
<td>EXAM I</td>
<td></td>
</tr>
<tr>
<td>T 3/9</td>
<td>Body Size and Proportions; Thermoregulation, Thermal Responses</td>
<td>Lecture day; readings due Tuesday 3/23</td>
</tr>
<tr>
<td>Th 3/11</td>
<td>Adaptation vs. Accommodation; Adjustments to High Altitude Stress</td>
<td>Lecture day; readings due Tuesday 3/23</td>
</tr>
<tr>
<td>T 3/16</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>Th 3/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 3/23</td>
<td>Discussion Day: Body Size; Thermoregulation; High Altitude</td>
<td>Body Size: Katzmaryk, Migliano, Perry, Grayson, Young</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Altitude: Beall (2006), Beall (2004), Camelo (two separate response sheets due)</td>
</tr>
<tr>
<td>Th 3/25</td>
<td>Nutritional Stress; Human Disease Ecology</td>
<td>Text pp.177-181 (lactase section)</td>
</tr>
<tr>
<td>T 3/30</td>
<td></td>
<td>Diamond, Cooper, Benyshenk, O’Brien, Allison</td>
</tr>
<tr>
<td>Th 4/1</td>
<td>Skin Pigmentation</td>
<td>Text Ch. 11</td>
</tr>
<tr>
<td>T 4/6</td>
<td></td>
<td>Jablonski, Diamond, Parra, Madrigal</td>
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<tr>
<td>Th 4/8</td>
<td>Cultural Sources of Variation; Human Sexuality</td>
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<tr>
<td>T 4/13</td>
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<td>Text Ch 13 (pp 332-341 only)</td>
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<td></td>
<td></td>
<td>Culture: Dorsten, Cummings, Gruenbaum, Dirie</td>
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<tr>
<td></td>
<td></td>
<td>Sexuality: LeVay, Byrne (two separate response sheets due)</td>
</tr>
<tr>
<td>Th 4/15</td>
<td>Race and IQ</td>
<td>Text Ch 13 pp 341-351</td>
</tr>
<tr>
<td>Th 4/22</td>
<td>PRESENTATIONS</td>
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<tr>
<td>T 4/27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th 4/29</td>
<td>PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>F 5/7</td>
<td>FINAL EXAM</td>
<td>3-5 PM</td>
</tr>
</tbody>
</table>
"Text" refers to RECOMMENDED readings in *Human Biological Variation* by Mielke, Konigsberg and Relethford. Other readings are listed by last name of first author. Full citation in the Reading List.
1/26  History of Race


2/2  Molecular Basis of Human Variation; Species, Subspecies and Populations


2/9  Invisible Shapers of Morphology: Heritability and Plasticity


2/16  Natural Selection, Genetic Drift and the Adaptationist Paradigm


2/23  Genetic Variation in Populations


3/2  Human Anatomical Variation: Heads and Teeth


3/4  MIDTERM EXAM

3/9  LECTURE WEEK; NO READINGS DUE

3/16  SPRING BREAK

3/23  Body Size and Proportions, Thermoregulation; High Altitude Stress

**Body Size/Thermoregulation Readings:**


**High Altitude Stress Readings:**


3/30  Nutritional Stress; Human Disease Ecology


Skin Pigmentation


Cultural Sources of Variation; Human Sexuality


Race and IQ


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

2. Course prefix, number and complete title of course: ARCH 655 Parametric Modeling in Design

3. Catalog course description (not to exceed 50 words):
Parametric modeling principles, methods, and applications in environmental design and research; architectural geometry at basic and advanced levels; parametric equations and models; visual programming method; scripting method; constraints, rules, and algorithms; elements and patterns of parametric design; parametric simulation; modeling tools.

4. Graduate classification or instructor approval

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

6. Is this a repeatable course? ☑ 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)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
M.A.R.C.H., M.S., Ph.D. in Architecture

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)  
ARCH 655 PARAMETRIC MODELING DSGN  
<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CP</th>
<th>and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
</tr>
</thead>
<tbody>
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<td>3</td>
<td>0</td>
<td>0</td>
<td>30 04 02 01 00 06</td>
<td>02 90 14 15</td>
<td>00 36 32</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:
Ward V. Wells  
Department Head or Program Chair (Type Name & Sign)  
Date  

Leslie Falgenbaum  
Chair, College Review Committee  
Date  

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

Dean of College  
Chair, SC or UCC  
Date  

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.
Course title and number   ARCH 655 – Parametric Modeling in Design
Term            Fall 2014
Meeting times and location TBA

Course Description and Prerequisites
Special Topics in Parametric Modeling in Design. (3-0). Credit 3. Parametric modeling principles, methods, and applications in environmental design and research; architectural geometry at basic and advanced levels; parametric equations and models; visual programming method; scripting method; constraints, rules, and algorithms; elements and patterns of parametric design; parametric simulation; modeling tools. Prerequisite: Graduate classification or approval of instructor.

Learning Outcomes or Course Objectives
At the end of the course students should gain knowledge of architectural computing methods centered at parametric modeling that they can apply in design studios, thesis work, research, and professional practice. Students should gain knowledge of basic and advanced parametric design technologies that can be used to understand complex architectural geometry, identify appropriate building parameters, understand parametric design algorithms, and use computer visual programming and scripting to implement their parametric design prototypes. The objectives of this course will be pursued by means of theoretical lectures, readings, practical exercises, and projects that address a given set of instructional targets.

Instructor Information
Name            Wei Yan
Telephone number 979 8450584
Email address   wyan@tamu.edu
Office hours     TBA
Office location PAV 110D

Textbook and/or Resource Material

Jane Burry and Mark Burry, The New Mathematics of Architecture, Thames & Hudson (November 8, 2010)

Rajaia Issa, Essential Mathematics For Computational Design 2nd
(http://download.rhino3d.com/Rhino/4.0/EssentialMathematicsSecondEdition/)


Research papers on Parametric Modeling in CAAD Futures, ACADIA, eCAADe, CAADRIA, etc. (Selected papers' source may be provided)

Grading Policies
Students should refer to the Academic section in Student Rules and Regulations
Grading will be based on performance on a set of quizzes, homework assignments, projects, and class participation using the following percentage distribution:

Quizzes: 8%
Class Participation: 4%
Projects (including Homework assignments): 88%

**Midterm Project: Parametric Modeling and Physically based Form Finding (44%)**
- Homework assignments: 15 points
- Information collection: 5 points
- Parametric form: 25 points
- Parametric, physically-based model: 15 points
- Analyses: 5 points
- Visualization and documentation: 17 points
- Class participation and presentation: 8 points
- Exceptional work: 10 points
- Total: 100 points possible

**Final Project: Algorithms and Scripting for Parametric Design (44%)**
- Homework and tutorials: 15 points
- Parametric models (algorithms/scripting): 30 points
- Project Documentation: 20 points
- Research Paper on the application: 15 points
- Class participation and final presentation: 10 points
- Exceptional work: 10 points
- Total: 100 points possible

The final grade will be given by a letter based on weighted average points. Points and letters will be given by the following evaluation:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Point grade (max 100)</th>
<th>Quality of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>points&gt; =90</td>
<td>Exceptional work, above standards</td>
</tr>
<tr>
<td>B</td>
<td>90&gt;points&gt;=80</td>
<td>Satisfactory work, meet standards</td>
</tr>
<tr>
<td>C</td>
<td>80&gt;points&gt;=70</td>
<td>Unsatisfactory work, below standards</td>
</tr>
<tr>
<td>D</td>
<td>70&gt;points&gt;=60</td>
<td>Deficient work</td>
</tr>
<tr>
<td>F</td>
<td>points&lt;60</td>
<td>Failure, course needs to be repeated</td>
</tr>
</tbody>
</table>

Assessment grading will be based on the quality of the final product (defined as the relationship between assignment objectives and results), the quality of the procedural narratives (description of the procedure used during the assignment), workload, and class participation.

**Other Pertinent Grading Information (Rubric Included)**
- All assignments should be individually developed, except those noted as "team" assignments.
- Assignments normally due weekly.
- Homework assignments during a project period will consist part of the project grade.
- A project is given 90/100 as a basis for "Satisfactory work, meet standards". Based on project requirements, errors will cause reduction of points and extra/exceptional work is awarded with extra
points.

- Except in the event of a University excused absence, late submissions will be penalized 5 points for each 24 hour period late.

### Attendance Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University's attendance policy. In such cases the instructor will 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. There will be no opportunity for students to make up work missed because of an unexcused absence.

### Other Pertinent Attendance Information

- The class participation grade is the instructor's subjective judgment of student performance. He will take into account such things as attendance and preparation for class as evidenced by informed classroom discussion.

### Course Topics, Calendar of Activities, Major Assignment Dates

Major Topics:

- Architectural geometry
- Parametric equations and models
- Visual programming
- Scripting
- Constraints, Rules, and Algorithms
- Parametric simulation
- Applications

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Introduction&lt;br&gt;Geometric and Parametric Modeling - Getting Started</td>
<td>Lecture notes</td>
</tr>
<tr>
<td>2</td>
<td>Geometry: Vector representation&lt;br&gt;Geometry: Vector operations</td>
<td>Lecture notes</td>
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<tr>
<td>3</td>
<td>Geometry: Matrices and Transformations&lt;br&gt;Geometry: Parametric Curves and Surfaces</td>
<td>Lecture notes</td>
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<td>4</td>
<td>Geometry: NURBS (1)&lt;br&gt;Geometry: NURBS (2)</td>
<td>Lecture notes</td>
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<tr>
<td>5</td>
<td>Visual Programming - Data Stream Matching and Functions&lt;br&gt;Visual Programming - List and Data Management</td>
<td>Lecture notes</td>
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<td>6</td>
<td>Project 1 Assignment&lt;br&gt;Algorithmic Design - Physically-based Modeling</td>
<td>Lecture notes</td>
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<td>7</td>
<td>Algorithmic Design - Voronoi&lt;br&gt;Algorithmic Design - L-System and fractals</td>
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<td>Algorithmic Design – Genetic algorithm</td>
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<td>8</td>
<td>Algorithmic Design – Cellular Automata</td>
<td>Lecture notes</td>
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<td>9</td>
<td>Data Structure Revisited</td>
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<td>Parametric Simulation</td>
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<td>Midterm Project Presentation</td>
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<td>Scripting Homework Review; Final Project Assignment</td>
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<td>Parametric Design Research</td>
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<td>Final Presentation (1)</td>
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<td>Final Presentation (2)</td>
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**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirments or the proceeds of the Honor System. For additional information please visit: [http://aggiehonour.tamu.edu](http://aggiehonour.tamu.edu).

**Care of Facilities**

The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.

**Studio Policy (required of all studios)**

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will
increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

Important Links Below

Department of Architecture Website  http://dept.arch.tamu.edu/
Department Financial Assistance  http://dept.arch.tamu.edu/financial-assistance/
Academic Calendar  http://admissions.tamu.edu/registrar/general/calendar.aspx
Final Exam Schedule Online  http://admissions.tamu.edu/registrar/general/finalschedule.aspx
On-Line Catalog  http://catalog.tamu.edu
Student Rules  http://student-rules.tamu.edu/
Aggie Honor System Office  http://aggiehonor.tamu.edu/
American Institute of Architecture website  http://www.aia.org/index.htm
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: BMEN 687 Drug Delivery

3. Catalog course description (not to exceed 50 words): Mechanisms for controlled release of pharmaceutically active agents and the development of useful drug delivery systems; controlled release mechanisms including diffusive, convective, and erosive driving forces by using case studies related to oral, topical, and parenteral release in a frontier interdisciplinary scientific research format.

4. Prerequisite(s): Graduate classification in biomedical engineering or approval of instructor

      Cross-listed with: 
      Stacked with: BMEN 487

      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)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   M.S., M. Engr, Ph.D. in Biomedical Engineering

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)
         | B | M | E | N | 6 | 8 | 7 | D R U G | D E L I V E R Y |
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
0 | 3 | 0 | 0 | 0 | 3 | 1 | 4 | 0 | 5 | 0 | 1 | 0 | 0 | 0 | 6 | 0 | 4 | 5 | 0 | 1 | 4 | - | 1 | 5 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by: ____________________________ 10/4/2013
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 10/11/13

Dean of College 11-15-13

Chir, GOC or UCC

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

Date  
Date  
Effective Date  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Course number and title: BMEN 687 Drug Delivery
Term: Spring 2015
Course Credit: 3 (3-0)

Instructor: Prof. Michael Pishko
Office: 5014 Emerging Technologies Building (ETB)
        214 National Center for Therapeutics Manufacturing (NCTM)
Office Hours: TBA
Office hours are subject to change without notice.
Phone: 845-3348
E-mail: mpishko@tamu.edu

Class Time: TBA
Classroom: TBA

Textbook: None

Materials for the class will consist of lecture notes, journal articles, and patents.

Prerequisite: Graduate classification in BMEN or approval of instructor

Attendance Policy: Attendance quizzes will be given occasionally, in accordance with University Student Rules (http://student-rules.tamu.edu/rule07).

Course Description:
Mechanisms for controlled release of pharmaceutically active agents and the development of useful drug delivery systems; controlled release mechanisms including diffusive, convective, and erosive driving forces by using case studies related to oral, topical, and parenteral release in a frontier interdisciplinary scientific research format.

Topics include: physiology, pharmacokinetics/pharmacodynamics, drug diffusion and permeation, biomaterials used in drug delivery, device design, and FDA regulations related to drug delivery. Controlled release strategies for various administration routes will then be discussed.

Notice: 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 please visit http://disability.tamu.edu.
Academic Integrity Statement
Aggie Honor Code: "An Aggie does not lie, cheat, or steal or tolerate those who do."
http://aggiehonor.tamu.edu/

Learning Objectives: The learning objectives are given below.
- Students will be able to design a controlled release system for a specified application.
- Students will be able to analyze the design of published systems based metrics such as drug release kinetics.
- Students will be able to interpret and analyze published journal articles and patents in the controlled release field.
- Students will be able to list and explain the economic and societal forces driving drug delivery development.
- Students will be able to describe current state-of-the-art drug delivery vehicles.

Method of Evaluation:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>30%</td>
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<td>Exam 2</td>
<td>30%</td>
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<tr>
<td>Project Paper</td>
<td>30%</td>
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<td>Project Presentation</td>
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<td>100%</td>
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</table>

All exams will be in class and will be closed book/notes.

Makeup exams will only be given in extenuating circumstances if arranged in advance, and in accordance with University Student Rules (http://student-rules.tamu.edu/rule07).

Final grades are expected to be distributed according to the following percentage scale, and may be scaled (curved) to match class performance:

A = 90–100%, B = 80–80.9%, C = 70–79.9%, D = 60–69.9%, F < 60%.

Reading Assignments
Reading assignments will be provided prior to the lecture in which the corresponding material is covered. You are responsible for all material in the reading. Supplementary notes will be provided for some topics.

Email
Late breaking news and information regarding class meetings, homework, and exams will be transmitted via email. You are responsible for checking your Neo email account on a regular basis and in accordance with University Student Rules (http://student-rules.tamu.edu/rule01).
Course Outline (subject to change as necessary)

- Weeks 1-2  Basic pharmacology (PK/PD)
- Weeks 3-4  Diffusion in biological systems
- Week 5     Drug permeation and transport
- Weeks 6-7  Biomaterials and modulation of drug activity
- Week 8     Drug administration methods
- Week 9     Macromolecule drug delivery
- Week 10    Targeted drug delivery
- Weeks 11-12 Intellectual property issues in drug delivery
- Week 13    Case study: drug-eluting stents
- Week 14    Case study: Norplant contraceptive implant

TOTAL:       42 hours

Other items of interest (READ)

- You are responsible for material in the text unless I specifically tell you otherwise.
- You get lecture notes and other information by coming to class. I won’t be posting them on the web. If you miss class you are responsible for securing them on your own and in accordance with University Student Rules (http://student-rules.tamu.edu/rule07).
- If you don’t understand something, ask a question. However, please don’t say the following: “I don’t understand any of this.” Think about what was covered in our discussions and then develop specific questions.
- My handwriting stinks. If you cannot read something, please speak up and let me know. I won’t be offended.
- You are more than welcome to use software such as Excel and Maple to do your homework. However, if you do not show your work you will not get credit. Be sure you can do these problems by hand as you will have similar problems on exams.
- On exams make sure your solution is clearly indicated.
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): Chemical Engineering

2. Course prefix, number and complete title of course: CHEN 696 Graduate Mentoring Seminar II

3. Catalog course description (not to exceed 50 words): Development of a variety of skills to compliment formal research and coursework training; includes improvement to communication/interaction with students in a classroom setting, and improvement and development of students' teaching skills.

4. Prerequisite(s): 4 CHEN core graduate courses, CHEN 695; graduate advisor approval

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)
   CHEN PhD students
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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)
CHEN | 696 | GRAD MENTOR SEMINAR III

<table>
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<th>Lect.</th>
<th>Lab</th>
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Approval recommended by: M. N. Karim
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Chair, GC EAUCC 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 - 3/10
Course title and number: CHEN 696 Graduate Mentoring Seminar II
Term (e.g., Fall 200X): Spring 2015
Meeting times and Location: TBA

Course Description and Prerequisites

This seminar course will help graduate students develop a variety of skills that will complement their formal research and coursework training. This includes improvement of communication and interaction skills with students in a formal classroom setting, and improving/developing students’ skills in teaching and instruction.

Prerequisites

Completion of four CHEN core graduate courses, CHEN 695, approval of the Graduate Advisor

Learning Outcomes or Course Objectives

1. Understand principles of learning theory. Identify types of learners and Myers-Briggs Type Indicators. Understand basics of learning theory.
2. Develop an appreciation of effective teaching techniques. Discuss classroom formats and their impact on learning, exam grading an ethics
3. Develop and refine delivery of technical material in a formal classroom setting

Instructor Information

Name: Arul Jayaraman
Telephone number: 979-845-3306
Email address: arulj@tamu.edu
Office hours: TBA
Office location: TBA

Textbook

How People Learn, National Academy Press

Grading Policies

This course is graded pass/fail (S/U). The student will be evaluated on the basis of
attendance, participation in class discussions and assistance duties, and completion of written proposal/oral presentation assignments.

Course Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, Class Objectives</td>
</tr>
<tr>
<td>2</td>
<td>Learning Types/MBTI: Implications for Teaching</td>
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<tr>
<td>3</td>
<td>Discussion of MBTI Results; FERPA; Teaching vs. Counseling</td>
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<tr>
<td>4</td>
<td>Learning theory</td>
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<tr>
<td>5-6</td>
<td>What makes a Good Lecture? Electronic vs. Whiteboard; Flipped Classes</td>
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<tr>
<td>7</td>
<td>Problem Solving with Students – How to keep them engaged</td>
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<td>8</td>
<td>Setting an Effective Exam and Grading; Assessing Exam Performance</td>
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<tr>
<td>9</td>
<td>Conflict Resolution in Assessment; Academic Integrity and Ethics</td>
</tr>
<tr>
<td>10</td>
<td>Panel Discussions – Effective Teaching Methods</td>
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<tr>
<td>11</td>
<td>Selection of Teaching Module (in-class activity)</td>
</tr>
<tr>
<td>12-14</td>
<td>Teaching module presentations and Discussion</td>
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</tbody>
</table>

Other Pertinent Course Information

As part of the course, each student will be assigned to assist with one CHEN undergraduate or graduate class. This assistance will include attending class, helping the instructor by holding two to three office hours per week, and participating in homework assessment. The amount of time spent assisting with the course should not exceed ten hours per week. The seminar topics outlined above were developed to help graduate students develop an appreciation for classroom instruction, which is an integral part of their education.

Class attendance is important for this course. A student with a documented excused absence will be allowed to make up missed work in accordance with the Student Rules. The rules of excused absence can be found at http://student-rules.tamu.edu/rule7.htm. It is the student’s responsibility to provide to the instructor satisfactory evidence of excused absence.

Americans with Disabilities Act (ADA)

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Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

"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): Department of Educational Psychology

2. Course prefix, number and complete title of course: CPSY 637: Latino Psychology

3. Catalog course description (not to exceed 50 words): Examine psychological research and literature related to Latino experience in the U.S. via readings, media and class discussion; introduction to various Latino groups with the primary focus on individuals of Mexican descent.

4. Prerequisite(s):
Graduate classification; approval of department head

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)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Ph.D. Students in Counseling Psychology

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)

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Approval recommended by:

Victor Williams, Ph.D.
Department Head or Program Chair (Type Name & Sign) Date

George Cunningham, Ph.D.
Chair, College Review Committee Date

George Cunningham, Ph.D.
Dean of College Date

Mark Zoran, Ph.D.
Chair, GC or UCC 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
CPSY 637: LATINO PSYCHOLOGY
June 3 – July 1, 2013

Instructor: Lizette Ojeda, Ph.D.                      Class Time: MTW 9am-12pm
Email: LizetteOjeda@tamu.edu                  Class Location: Harrington Tower rm
Office: 710 Harrington Tower                  Office Hours: by appointment

COURSE OBJECTIVES

Examine psychological research and literature related to Latino experience in the U.S. via readings, media and class discussion; introduction to various Latino groups with the primary focus on individuals of Mexican descent. Pre-requisites: Graduate Classification and approval of department head.

Course goals include the following:

- To acquire knowledge regarding historical, cultural, economic, and political factors that explains the experiences and value orientations of Latinos in the U.S.
- To explore theories of identity development, theories of acculturation, language, and Latino research and theory.
- To gain cultural competence through exploring the research literature and media to advance one's knowledge of between and within group difference among Latinos.
- To gain knowledge, awareness, and skills in working with Latino populations.

COURSE FORMAT

The course will take a seminar format, primarily reciprocal and cooperative learning for synthesizing and analyzing. The primary vehicle of learning is discussion and interaction. This requires active participation and adequate participation for each and every member of the class. For this course to function as a true seminar each of us must contribute our time and ideas. This necessitates preparation for each class meeting and active involvement in the learning process. The format of the course will be wholly interactive and participatory in nature. As is typically true, you will get out of this class what you are willing to put into it. We are each dependent on and responsible to one another in this course.

STUDENT EXPECTATIONS

- Read assigned readings and come to class prepared to discuss the selected topic(s).
- Attend class sessions regularly and punctually. For information on University absences please see student rule 7: http://student-rules.tamu.edu/ru/e07
- Participate actively in class discussions.
- Complete and present assignments on time.
- Maintain confidentiality of personal information within the class.

Academic Integrity
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REQUIRED READINGS

Required readings are available on the eLearning website and can be found under the folder corresponding to the topic that will be discussed on a given class day. We may not always have enough time to discuss every reading, but it is still your responsibility to read them. Please bring readings to class.

COURSE ASSIGNMENTS

1. **Discussion Questions (4): Due on assigned dates**
   Bring a critically thought out question to class for group discussion based on readings assigned on a given day. Introduce and lead the class discussion related to your question.

2. **News Article Critique: Due on assigned date**
   Select a news article relevant to the topic of the class day you are assigned to. (Be prepared to introduce the issue discussed in the article in case someone is not familiar with it and it is not clearly explained in the article.) The selected news article should contradict your beliefs on the given issue. Criticize the article's stance, provide a rationale for your critique, and provide an alternative perspective/resolution to the issue. Bring copies for everyone.

3. **Film Analyses: Tuesday June 25th**
   You will watch the films "My Family" and "La Mission" on the specified dates and provide a short paper (2-4pgs) in which you synthesize and analyze your observations of relevant issues in the film. Provide implications for your observations.

4. **Special Topic Presentation (20-30 minutes): Wednesday June 19th**
   Conduct a literature review on a relevant topic of your choice with Latinos that has not been extensively covered in class and provide a PowerPoint presentation. Examples of topics include application of a particular theory or specific issues within health, immigration, culture, education, etc. The presentation should go beyond a mere review of the issue. Provide the background information, statistics if applicable, and implications of the issue. Propose potential ways to address the issue. Receive instructor approval for your topic by **Wednesday June 12th**.

5. **Case Presentation (20-30 minutes): Wednesday June 26th**
   To gain an insider's perspective, conduct an in-person semi-structured interview of a Latino individual to learn about the individual's experiences, perceptions, attitudes, behaviors, coping strategies, and ideas about Latino issues and psychology. Gather demographic information such as generation level, immigration history, family of origin, education level, and occupation. Based on data gathered, how would you describe their level of acculturation, ethnic identity, cultural-related stress, cultural values, etc.? What other culturally based issues do you see at play? Include pictures if the individual permits.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Active Participation</td>
<td>10</td>
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<tr>
<td>Discussion Questions</td>
<td>10</td>
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<td>News Article Critique</td>
<td>10</td>
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<td>Film Analysis I</td>
<td>15</td>
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<tr>
<td>Film Analysis II</td>
<td>15</td>
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<tr>
<td>Topic Presentation</td>
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<td><strong>TOTAL</strong></td>
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</tr>
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</table>

**Grades by Points:** A = 90 – 100; B = 80 – 89; C = 70 – 79; F = 69 and below
<table>
<thead>
<tr>
<th>TOPICS</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>M May 3rd</td>
<td>Introduction</td>
</tr>
<tr>
<td>T June 4th</td>
<td>Acculturation &amp; Enculturation</td>
</tr>
<tr>
<td>W 5th</td>
<td>Immigration</td>
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<tr>
<td>M 10th</td>
<td>Cultural Values</td>
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<td>T 11th</td>
<td>Ethnic Identity</td>
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<td>W 12th</td>
<td>Ethnicity-Related Stress</td>
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<td>M 17th</td>
<td>Gender Issues</td>
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<tr>
<td>T 18th</td>
<td>Children, Youth, Parents</td>
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<tr>
<td>W 19th</td>
<td>Education, Work, Career Development</td>
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<tr>
<td>M 24th</td>
<td>Mental Health Issues</td>
</tr>
<tr>
<td>T 25th</td>
<td>Movie: My Family (1995) or</td>
</tr>
<tr>
<td></td>
<td>Movie: La Mission (2009)</td>
</tr>
<tr>
<td>W 26th</td>
<td>Physical Health Issues</td>
</tr>
<tr>
<td>M July 1st</td>
<td>Wrap-up</td>
</tr>
</tbody>
</table>

*This is a tentative course outline and may be subject to change due to the seminar format of the course.*
Kristie Stramaski

From: Lizette Ojeda
Sent: Friday, April 19, 2013 1:36 PM
To: Kristie Stramaski
Cc: Linda Castillo (Forward)
Subject: Re: Latino Psyc Course Request

Importance: High

Kristie, you are too funny.
The course is actually of interest to more students outside the Counseling Psych program such as Sociology, Hispanic Studies, and Public Health. Therefore, I hesitate to change the title or to change the course objectives. Hopefully it will change to where more of our own program students are taking it, but for now, I think the course name should stay as is.

Lizette Ojeda, Ph.D.
Assistant Professor
Licensed Psychologist
Counseling Psychology Program
Department of Educational Psychology
Texas A&M University
(979) 845-8608
http://people.cehd.tamu.edu/~lojeda/

From: Kristie Stramaski <kstramaski@tamu.edu>
Date: Friday, April 19, 2013 1:30 PM
To: lizette ojeda <lizetteojeda@tamu.edu>
Cc: "Linda Castillo (Forward)" <castillo@tamu.edu>
Subject: Latino Psyc Course Request

Please note that I am just the messenger here. Please do not shoot me.

There were some minor changes requested of the course before being sent forth to GC.

1. It was requested that the title be changed so that is was more clear that the course was for counseling students. i.e Counseling Psychology for Latinos or Social Latino Psychology (see next point)
2. It was suggested that the objectives be adjusted to be less sociological or social oriented
3. I need to make a minor changes syllabus.

You don’t have to make these changes, but they were suggested. If you do want to make these changes, please send me a new syllabus. If you do not, please let me know and I will make the minor change I need to make and resubmit.

Thanks

Kristie

Kristie Stramaski
Senior Academic Advisor II
Department of Educational Psychology
7041 Harrington Tower
4225 TAMU
College Station, TX 77843-4225
Phone: 979-845-1833
Fax: 979-862-1256
email: kstramaski@tamu.edu
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): Department of Economics

2. Course prefix, number and complete title of course: ECON 612: Money, Banking and Financial Markets

3. Catalog course description (not to exceed 50 words):
The role of financial markets and institutions in the allocation of resources in the real economy; the financial regulatory and policy infrastructure underlying financial activity to promote efficiency in asset valuation, risk management, and economic growth.

4. Prerequisite(s):
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
Will this course be repeated within the same semester? ☐ Yes ☒ No
If yes, this course may be taken ______ times.

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

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) E C O N 6 1 2 M O N E Y B A N K I N G F I N M K T S

<table>
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<th>Lect.</th>
<th>Lab</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:
Timothy J. Groenberg
Department Head or Program Chair (Type Name & Sign) 7/25/2013

Chair, College Review Committee Date

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

Dean of College Date

Chair, GC or FCC Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-6201 or sandra.williams@tamu.edu.

Curricular Services – 3/10
MASTER OF SCIENCE IN ECONOMICS
WITH A CONCENTRATION IN FINANCIAL ECONOMICS OR ECONOMETRICS

ECON 612 – MONEY AND BANKING
Spring, 2014

Class Time: TBA
Location: TBA

Professor:
Dr. Anastasia Zervou
Email: azervou@econmail.tamu.edu
Office Phone: 979-845-7309
The best way to contact me is by email. Please type “Econ 612” in the subject line. Also, please
sign your email with your first and last name.
Office: Allen 3094
Office Hours: TBA

Teaching Assistant:
Name:
Office:
Email:
Office Hours:

Class Website:

Description of Course

During the course we will work to understand the role that the financial and monetary systems play in the
business world in which you will be working in the near future. We will focus on understanding the role of
banks and other institutions in the functioning of financial markets, and the determination of asset prices
and interest rates. We cover Rational Expectations Theory, and the concepts of liquidity preference,
moral hazard, and adverse selection before looking in depth at financial system regulation and monetary
policy in the last half of the course. This is a lecture course, but you will also work in groups to discuss
current events, and write and present case studies.

Prerequisites: None

Publishers.

Other Readings:
Additional readings will be assigned during class.

Learning Objectives
By the end of this course, students should:
• Be able to identify and describe the components of financial and monetary systems.
• Understand thoroughly how asset prices and interest rates emerge from financial market activity.
but not later than 24 hours from the time of your absence. To notify me, send me an email with a signed document specifying the reason of your absence attached to the email.

**Academic Dishonesty**

The Aggie Honor Code is: "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

Your responsibilities with regard to scholastic dishonesty are described in detail in various Texas A&M University policy statements on scholastic dishonesty. Scholastic dishonesty may result in failure on the examination, project, or course. For additional information please visit: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

**ADA 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 the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: ENGL 604 Topics in Digital Research

3. Catalog course description (not to exceed 50 words):
Topics in the studies of digital humanities; introduction to making / interpreting digital materials, the surrogates of books, paintings, etc., that form our cultural heritage, as well as digitally-born literature, art, and culture; reflection on digital cultures / digital archives; theory and practice of creating and researching digital resources.

4. Prerequisite(s): Graduate Level

5. Is this a variable credit course? ☑ 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)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      any master's or doctoral program

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) | Lect. | Lab | SLL | CIP | Fund Code | Admin. Unit | Acad. Year | HCL Code | Level | 6 |
ENGL 604 | TOPICS DIGITAL RESEARCH |
0 | 3 | 0 | 0 | 0 | 3 | 2 | 3 | 1 | 4 | 0 | 1 | 0 | 0 | 1 | 0 | 9 | 9 | 0 | 1 | 4 | 1 | 5 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC 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@temu.edu.
Curricular Services - 3/10
Course title and number  ENGL 304/ENGL 604 Topics in Digital Humanities
Term (e.g., Fall 200X)  Fall 2014
Meeting times and location  TBA

Instructor Information
Name  Dr. Laura Mandell
Telephone number  845 8345
Email address  mandell@tamu.edu
Office hours  TR 8:00 – 10:30
Office location  LAAH 440

Prerequisites
ENGL 304-Junior or Senior Classification or approval of instructor. ENGL 604-Graduate level or approval of instructor. No prior knowledge of digital media is required.

Catalog Description
Topics in the studies of digital humanities; introduction to making / interpreting digital materials, the surrogates of books, paintings, etc., that form our cultural heritage, as well as digitally-born literature, art, and culture; reflection on digital cultures / digital archives; theory and practice of creating and researching digital resources.

Course Description
Ever since the rise of mass literacy in the early nineteenth century in the West, “pictures” have been primarily confined to children’s books. They are something you get over, grow out of, allegedly, and never need again once you can read written, typed, and printed language. In this course, we will try to imagine a new world in which reading is never done without images and is sometimes accomplished ONLY THROUGH images circulating via the Internet. We want to learn how to make and read images with the same rigor that we read and write textbooks and literature, articles and essays, newspapers and mail. We also want to understand the impact that images have upon us: how do they work? That question immediately leads to another: how do words work? After all, words are images, too – you are looking at word- images right now! What’s the difference between reading and seeing? Is the gulf between them as wide as we think, traditionally, ever since separating images off from words by confining them to children’s picture books? New Media, especially computers, are introducing images into our activities of reading, thinking, and ultimately knowing the world. How does what we see on a screen affect what we know – how are we “reading” what we see? Finally, how can “seeing” be taught in a digital world of image-word hybrids: what will college be, in the not-too-distant future, as the worlds of image and word crash together?

The thinking we do in this class has a practical goal: to help us design a classroom of the future, the Humanities Visualization Space. We may be on the verge of understanding how beauty can affect thinking and learning.

This course adheres to four principles:

1. Critical Thinking: Learning how page layout, typography, spatial dispensations, and images convey ideas will enhance students’ critical reading skills, allowing them to unpack arguments that are often made visually through the design of books, visual media, and web archives. In addition, this course teaches students “design basics” as they are connected to perception. How does the presentation of information in various media, forms, colors, fonts, pictures, etc., affect our
understanding of it?
2. **Understanding Contexts:** In this course, students will study the contexts of literature produced during the modern era, including the context of the literary tradition as well as the political and social milieu contemporaneous with a writer's life. They will ask, how does our culture inflect habitual modes of understanding and build up a context of meaningful signs that influence how we understand texts and images, literature and art?
3. **Engaging with Other Learners:** Students will work in research teams, exploring how digital media have created virtual spaces for artistic and intellectual ends.
4. **Reflecting and Acting:** All the students will be creating research and designs, "scenarios," detailing how to teach literature and how to do research visually that will be passed forward to future students who will actually build the Humanities Visualization Space.

**Course Objectives**

1. To give students a basic visual literacy, recognizing how images and spaces are designed for persuasive effects and intellectual benefits;
2. To give students a set of tools for interpreting and understanding digital literature, games, and web pages;
3. To give undergraduate students opportunities for learning to collaborate with others effectively; to give graduate students the opportunity to lead teams;
4. To give students the tools they need for understanding the effects of various media upon understanding and learning, as well as the opportunity to create new media exhibits, tools videos, and installations.

**Learning Outcomes**

1. Students should have a set of skills for analyzing images (color, shape, line); they should be able to correlate design strategies with their psychological and cognitive effects;
2. Students should have at their disposal a disciplinary toolkit for analyzing literature, including methods for analyzing figures, rhythm, sound, diction, historical context, and media;
3. All students should be able to work productively with others from widely divergent backgrounds, and graduate students should be able to manage teams of people with diverse talents in undertaking projects and have a working knowledge of the principles of project management, including how to use project management tools;
4. Students should become aware of their own learning styles and know which media and methods optimally affect their learning. On that basis, they should be able to re-present the cultural literacy acquired during this course to other, future students.

**Programs**

Unity 3D Engine: [https://store.unity3d.com/](https://store.unity3d.com/)
Or Power Point and Slideshare (handout attached)

**Textbook and/or Resource Material**

All reading materials will be made available in eCampus. For an online orientation to eCampus, please visit [http://ecampus.tamu.edu/student-help.php](http://ecampus.tamu.edu/student-help.php). Video materials will be made available on MediaMatrix, for which you need your NetID: [https://cas.tamu.edu/cas/login?service=https%3A%2F%2Fmediamatrix.tamu.edu%2Fcas_service.php](https://cas.tamu.edu/cas/login?service=https%3A%2F%2Fmediamatrix.tamu.edu%2Fcas_service.php)

John Berger, *Ways of Seeing*
Scott McCloud, *Understanding Comics*
Paul Auster, Paul Karasik, David Mazzucchelli, *City of Glass* (Graphic Novel Version)

In addition, Graduate Students should purchase or borrow the following texts:

Grading Policies

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<th>Grade</th>
<th>Percentage</th>
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<table>
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<td>Weekly responses to readings on Blog</td>
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<tr>
<td>Weekly class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Team work</td>
<td>20%</td>
</tr>
<tr>
<td>Final project or paper</td>
<td>30%</td>
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Assignments

For Undergraduate Students

1. **Weekly Responses on Blog**: Plan on writing approximately 500 words per week in response to the readings assigned for the class periods. You may write shorter blogs on each reading assignment for the week, or one longer blog on one of the readings that grabs your interest. You are encouraged to include pictures, quotations from the reading (with page numbers is best). Responses will include answers to the following questions:
   a) Define one key term in your readings;
   b) Explain in your own words one key concept offered by the author;
   c) What do you think about this idea in particular, and the reading in general.
   By the end of the semester, you will have in effect written a 32-page paper, the equivalent of an Honors Thesis.

2. **Weekly Class Participation**: Speak up at least twice per class for an A, once for a B, once a week for a C. If you are too shy to speak up, then blog a response to something that was said in class or to someone’s blog posting. Two blog comments per class = A; one = B; one per week = C.

3. **Team Work**: Two team projects are due during the course of the semester. Meet with your group and graduate-student leader at least three times before week 6 and then again before week 11, when the projects are due. A) The first project due week 6 requires making a screencast that explains any one of the theories which the class has read so far. Your audience will be high school students or beginning (first-year) college students. The graduate students will help with the technology, but basically, you’ll make a power point, upload it to slideshare.com (which is free), and then create a voice-over for it on slideshare. B) The second project requires creating and explaining a visualization of a text we have read using IBM’s Many Eyes (again, free). Graduate students will help you; your explanation will be made using slideshare. The grade you receive will be for the quality of the final projects themselves.

4. **Final Project or Paper**: You can create a project based upon the team work projects, either expanding what you have already created with your team or simply using the same methods to do something else. Alternatively, you can combine all your blog postings into one coherently organized long paper. I will provide detailed instructions and grading rubrics for each assignment.

For Graduate Students

1. **Seminar Papers**: All of you are required to write a seminar paper for the class, with the following due dates:
   A) Week 4 – turn in a bibliography of the materials you will read for your paper. Some of the class reading may be included, but outside articles and books must also be used.
   B) Week 10 – turn in your bibliography again, this time with annotations, showing me that you have read the materials.
C) Week 13: Turn in a rough draft of your paper.
D) Final paper is due by the end of exam week.

2. **Class Leadership:** Each graduate student will lead one team project, holding 6 meetings with the undergraduates involved outside of class time. Each leader will also meet with me after each meeting to report upon how well the group is working and how the project is progressing. We will discuss a) group dynamics; b) the distribution of expertise across group members; c) project-management techniques, including goal setting, timeline development, and workflow issues. The graduate student’s grade for leadership will not depend upon the project grade, nor vice versa: undergraduates will receive a grade for the projects themselves, while graduate students will receive a grade for their leadership capacities as evinced by a willingness to understand group dynamics.

3. **Blog Commentary:** Make four comments each week on the undergraduates’ blog postings.

---

**Course Topics, Calendar of Activities, Major Assignment Dates**

**Reading/Viewing/Notes** -- Undergraduates (U)  
Graduates (G)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Information</td>
<td>McCandless, <em>Information is Beautiful</em></td>
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</tbody>
</table>
| 2    | Images      | **U&G:** John Berger, *Ways of Seeing,* Chapter 1  
            |                | Gregory Miller, “Dialogue”  
            |                | **U:** Daniel Boorstin, “American Dream,” from *The Image*  
            |                | **G:** Walter Benjamin, “The Work of Art in the Age of its Technological Reproducibility” (a new translation!)  
| 3    | Pictures    | **U&G:** Ron Burnett, *How Images Think*  
            |                | Jacques Bertin, from *The Semiology of Graphics*  
            |                | Selections to be determined on Color and Perception  
| 4    | Ideology    | **U&G:** Berger, *Ways of Seeing,* Chapter 7  
            |                | Marguerite Helmers, *The Elements of Critical Viewing*  
            |                | Sut Jhally, “Image-Based Culture”  
            |                | **G:** Guy Debord, *Society of the Spectacle*  
| 5    | Story       | **U&G:** McCord, *Understanding Comics* (chs. 1-5)  
            |                | Begin Paul Auster, *City of Glass*  
            |                | **U&G:** finish McCord and Auster  
| 6    | Story       | **Team Work Due**  
            |                | All selections by Edward Tufte – 3 excerpts from his books *Visual Explanations, Envisioning Information,* and *The Visual Display of Quantitative Information.*  
| 7    | Data        | **Yau, Visualize This** (online via library), Ch. 1.  
            |                | Laure-Marie Ryan, Introduction to *Narrative Across Media*  
            |                | Johanna Drucker, “*Humanities Approaches to Graphical Display*”  
| 8    | Data        |                  |
Smart Objects

U&G: Paul Mijksenaar, excerpts from *Visual Function*
Things that Think (MIT Lab): http://www.media.mit.edu/research/things-think

Research

Manovich and Douglass, “Visualizing change: Computer graphics as a research method,” pp. 316-338 in Imagery in the 21st century—to be put online or handed out
Many Eyes: http://www-958.ibm.com/software/analytics/many-eyes
Voyant: http://voyant-tools.org/
Geoffrey Rockwell, Stefan Sinclair, “Now Analyze That: Comparing the Discourse on Race” http://hermeneuti.ca/rhetoric/now-analyze-that

Research

U&G: Wattenberg, et. al., “Beautiful History”
Yau, Visualize This (online via library), Chs. 4-6 on visualizing time, proportions, and relationships

Teaching

Anne Burdick, et. al., excerpts from Digital Humanities
Barbara Marie Stafford, “Visual Pragmatics,” from Good Looking

Networks

U&G: Matthew Ward, et. al., “Visualization Techniques for Trees, Graphs, and Networks”
G: Franco Moretti, *Graphs, Maps, and Trees*

Science

U&G: Bruno Latour, “Drawing Things Together”
Karin Knorr-Cetina, et. al., “Image Dissection in Natural Scientific Inquiry”

**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

For additional information please visit: http://aggichonor.tamu.edu

The Texas A&M University Official Honor Code says, “An Aggie does not lie, cheat or steal, or tolerate those who do.” It is no excuse to say that you did not know the Honor Code, and everyone commits to adhering to that code when they come to Texas A&M, upon enrollment.

**Attendance**

Texas A&M University considers class attendance to be a matter of personal responsibility on the part of
each student. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. 5% of the class participation grade will be based upon attendance, both at class and at group meetings.

Excused Absences for Religious Holidays and Make-up Exams:

Texas House Bill 256 (effective 9/1/03) states "An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence." The Dean of Faculties has provided a list of days of religious observance for the semester, and examinations have not been scheduled on those days. However, should there be a conflict for this reason, you will be allowed to make up the exam. Makeup exams will only be given for excused absences.
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name):
   George Bush School of Government and Public Service

2. Course prefix, number and complete title of course:
   INTA 661 NATO From Military Alliance to Military Security

3. Catalog course description (not to exceed 50 words):
   Course will provide students with a comprehensive overview of the central issues concerning the transformation of NATO from a defense security alliance into a collective security organization

4. Prerequisite(s):
   n/a

5. Is this a variable credit course? ☑ No

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

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      n/a
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      MIA, MPS and CAIA

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)  Admin. Unit  Acad. Year  Course Code

   INTA 661 NATO

   Lect.  Lab  SCH  CP and Fund Code  1 3 6 4 1 4 1 5 0 0 3 6 3 2

   Approval recommended by:

   Larry C. Napper
   Department Head or Program Chair (Type Name & Sign) Date

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

   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
INTA 661 NATO: From Military Alliance to Collective Security

Instructor Information:

Gabriela Marin Thornton

Email: gthornton@tamu.edu

Office: Allen 1103

Seminar location and timing:

Office Hours: Wednesdays from 2pm-3pm & Thursdays from 2pm-3pm

Course Description:

The purpose of this seminar is to provide students with a comprehensive overview of the central issues concerning the transformation of NATO from a defense security alliance into a collective security organization. In order to do so, this seminar addresses the following issues: (1) the origins and the development of the North Atlantic Security Organization, including NATO's evolving relation with the European Union; (2) the transformation of NATO into a collective security organization. In this context NATO's missions in Bosnia, Kosovo, Afghanistan, and Libya will be analyzed; (3) NATO's new "comprehensive agenda"; terrorism, energy security, and maritime security (4) NATO's relationship with Russia; (5) Turkey's role in NATO; (5) NATO's role in the security of the Back Sea - Caspian Region.

Learning Outcomes and Course Objectives: At the end of the semester successful students will be able to:

- Understand the differences between military alliances and collective security alliances.
- Identify the role of ideational factors such as: identity, norms, and rules in collective security alliances.
- Understand NATO's transformation and its contribution to collective security;
- Understand NATO's role and functions (old and new);
- Understand the US role in NATO;
- Understand NATO's relation with European Union's security institutions.
- Understand NATO’s interventions, the major debates that surround them, and participate in discussions related to them.
- Understand NATO’s relations with Russia and its role in the Black Sea Region and the Caspian Region
- Develop critical thinking in order to interpret NATO’s new agenda.
- Write short briefs and effectively present them.
- Develop research skills and strategies.

SEMESTER ASSIGNMENTS

Seminar Structure

1. Student presentations of the required readings:

Students will be in charge of making presentations for weekly sessions. Student presentations involve 2 or 3 students working together. Presentations should be succinct but thorough in introducing the argument and in making a critical evaluation of it. Presentations will be made in power point. The presentations must end with a set of questions that will form the basis for seminar discussions (see Weekly Readings and Assignments).

DO’s for presentations

- Identify the main arguments presented in each reading or block of readings.
- What are the key issues - theoretical, historical, policy - raised in each reading or block of readings?
- Evaluate the arguments. What are their strengths? What are their weaknesses?
- Identify the key take-aways from each readings or block of readings.
- Be analytical.

DON’Ts for presentation

- Get into the weeds. Aim for a broad, synthetic overview.
- Regurgitate. Your job is NOT to give a detailed summary of each reading. Assume that the class has done the assigned readings. Focus on the BIG PICTURE as set forth in the "DO" section.
- Be Descriptive. Instead, be analytical
IMPORTANT: Students will be assigned for weekly presentations by the instructor. Modifications in presentations' assignments can occur only with the permission of the instructor. Not showing up for your presentation will automatically lower your grade to C unless you have a medical emergency and you can prove so. In such event, please inform the instructor and your presentation colleague(s) immediately. Your presentation colleague(s) will have to carry on the entire work load and you will be reassigned for another week.

2. Discussions of the readings: Your presentations must end with a set of questions that will form the basis for seminar discussions. All students must participate in the discussions.

3. The group of students in charge of the presentation will also prepare and present a two page brief on a practical issue related to the readings. The topic of the brief is indicated in the syllabus weekly (see Weekly Readings and Assignments). The brief must be circulated to all students and the instructor 24 hours before the class starts. Generally the briefing will not last more than 10 minutes. It will be followed by class discussions on the topic.

4. Some weeks the instructor will lecture at the end of the class. (see Weekly Readings and Assignments for more info.)

Semester Assignments

1. Weekly presentation: see section a) for more info

2. Weekly brief: see section a) for more info.

3. Pop-up quiz – one quiz will be administered during the semester. All you have to do in order to answer the question(s) is read the required literature, pay attention to the instructor’s lectures, and participate in class discussions.


Research papers should be at least twenty pages in length (double-spaced, 12 point font) and must be based, in part, on primary sources [defined here as
documents, speeches, articles, analyses written by analysts], not merely on secondary analyses. Papers must be submitted in standard research paper format—i.e. title page, notes either at the bottom of the page or at the end of the paper, and a bibliography. Primary consideration in evaluating the paper will be placed on content, logic of the argumentation, and evidence to support the argument. Most importantly, papers are not to be mere chronicles of historical developments. Rather, they are to present and support an argument or explanation concerning the problem that has been selected as the focus of research. As part of the research project, students will be required to submit a 1-2 page proposal concerning the paper on October 18, 2012. The proposal should identify the topic, outline the key issues to be dealt with, indicate how those issues relate to central concerns of theoretical importance, and indicate the most relevant source materials already consulted for the project. The topic of the paper must be approved by the instructor. The research paper is due on December 6, 2012 at 5pm. Late papers will be accepted, but the final grade will be reduced by a letter grade for each day that they are late.

Research topics can include, but they are not limited to:

- the changing role of the United States and Europe in transatlantic security;
- the importance of the divisions within NATO;
- the likely long-term success of the collaborative relationship between Europe and the United States in responding to international terrorist threats;
- the likely long-term success of the collaborative relationship between Europe and the United States in energy security
- the likely long-term success of the collaborative relationship between Europe and the United States in maritime security
- the relevance of the Russian new proposed security architecture and its possible impact on transatlantic security
- NATO in the Black Sea Region
- NATO in Bosnia and Kosovo
- NATO in Libya
Grading Policies:

1. Presentations grading:
   15 points - explanation of the argument
   15 points - critical evaluation of the argument
   5 points - discussion questions
   For a total of: 35 points

2. Brief
   15 points

3. Pop-up quiz
   10 points

4. Research paper: 40 points

---------------------------------------------
Total 100 points
Grading Scale

90%-100% A Extraordinary, excellent work and mastery of concept
80%-89%  B Good work and solid command of concept
70%-79%  C Adequate work and sufficient understanding of concept
60%-69%  D Poor work, little understanding of concept
0%-59%   F Lack of work, no understanding of concept

IMPORTANT:

Make-Up Classes:

As professors, we have obligations beyond the classroom, including travel to participate in conferences and other events. Participating in these events enriches our understanding of the subject matter we teach and ultimately works its way back into the classroom. Also, family emergencies and illness can occasionally necessitate the cancellation of class.
In the event it is necessary to have make-up sessions, I will try to schedule them at a time that is convenient for the greatest number of students in the class. Attendance at make-up sessions is not mandatory, and because the final examination in this class is a research paper students will not be disadvantaged with respect to grading because of inability to attend. However, if it is necessary to schedule make-up sessions I hope you will be interested enough in the subject matter of this course to attend. Therefore, students must be flexible with respect to the order of subject matters outlined in this syllabus.

**REQUIRED BOOKS:**


**Recommended Books:**


**REQUIRED BOOK CHAPTERS:**


**Weekly Readings and Assignments:**

**WEEK 1. Introduction:**

Overview of the seminar

Instructor's lecture on various schools of security: the realist school; the neoliberal school; the Copenhagen school; and the Paris school.

**WEEK 2. Security: What Do We Mean?**


**Student presentation of the readings:**

**Readings discussion:**

**Student briefing and discussions:** Define security and explain how a security challenges can become a threat.
Instructor Lecture: Alliance theories overview.

WEEK 3: The Origins and Development of the Cold War Alliance System

Lawrence S. Kaplan, The Long Entanglement: NATO's First Fifty Years. Westport, CT: Praeger, 1999


Student presentation of the readings:

Readings discussion:

Student briefing and discussions: What are the origins of NATO? What theory explains the best NATO's endurance during the Cold War?

Instructor's introduction on EU institutions

WEEK 4: NATO and the EU Security Institutions


Student presentation of the readings:

Readings discussion:

Student briefing and discussions: Are EU’s security institutions weakening NATO? If yes, why? If not, why?

Instructor’s lecture on collective security

WEEK 5: From Military Alliance to Collective Security: Bosnia and Kosovo


Student presentation of the readings:

Readings discussion:
Student briefing and discussions: Was NATO's intervention in Kosovo a success? If yes, why. If not, Why?

WEEK 6: Transforming and Revitalizing NATO: From Lisbon to Chicago

NATO adopts New Strategic Concept, internet available:


NATO’s New Strategic Concept: Perceptions and Challenges, Internet Available;

Paul Belkin, “NATO’s Chicago Submit,” CRS Report for Congress, May 14, 2012,

Chicago Summit Declaration Issued by the Heads of State and Government participating in the meeting of the North Atlantic Council in Chicago on 20 May 2012


Andrew M. Dorman "NATO's 2012 Chicago Summit: a chance to ignore the issues once again?," International Affairs, Vol.88, Issue2, March 2012,


...And a different view
Student presentation of the readings:

Readings discussion:

Student briefing and discussions: Explain the transformations that the Lisbon submit and the Chicgo submit brought to NATO. Is „smart defence“ a good idea? If yes, why? If not, why?

WEEK 7: NATO in Afghanistan and Libya

Stanley Sloan,„NATO in Afghanistan,“ UNISCI, Discussions Papers, no.22,


Jens Ringsmose & Peter D. Thruelsen,„NATO’s Counterinsurgency Campaign in Afghanistan: Are classical doctrines suitable for alliances?“ UNISCI, Discussion Paper no.22, January 2010,


IH Daadler and James G. Stavridis, „Nato’s Victory in Libya: The right way to run an intervention,” Foreign Affairs, Vol. 91, no.2.


M.J. Williams, „Empire Lite Revisited: NATO, the Comprehensive Approach and State-Building in Afghanistan,“ International Peacekeeping, Vol.18, no.1, February 2011.
Student presentation of the readings:

Readings discussion:

Student briefing and discussions: Was NATO’s counteinsurgency campaign in Afghanistan a good idea? If yes, why? If not, why?

WEEK 8: New missions, new challenges

A Global Nato?


Daalder, Ivo, “Global NATO,” Foreign Affairs v. 85 no. 5 (September/October 2006).

NATO and Maritime Security


NATO PA, “The Challenges of Piracy: International Response and NATO’s Role,” 23 March 2012, Internet available on the website of NATO PA.

Budgets


Missile defense


Student presentation of the readings:

Readings discussion:
Student briefing and discussions: Is a global NATO possible? If yes, why? If not, why?

WEEK 9: NATO, Russia and Transatlantic Security


Seghei Karaganov, "Russia's Choice " *Survival*, 52:1, 2010


Student presentation of the readings:

Readings discussion:

Student briefing and discussions: Should Russia join NATO? If yes, why? If not, why?
WEEK 10: NATO and the Black Sea Security


Student presentation of the readings:

Readings discussion:

Student briefing and discussions: Should NATO get involved in the frozen conflicts around the Black sea and the Caspian Sea? If yes, why? If not, why?

WEEK 11: NATO & Transatlantic Security: Turkey


Student presentation of the readings;

Readings discussion;

Student briefing and discussions: Explain Turkey’s evolution as a NATO member. How Turkey’s perceived internal trasformation will affect NATO?

**WEEK 12: NATO: Energy Security**


Student presentation of the readings:

Readings discussion:

Student briefing and discussions: Can NATO really contribute to energy security? If yes, how?

Week 13: Terrorism and Transatlantic Cooperation


Inkster N. & all “Europe, Guantanamo and the War on Terror: An Exchange”, *Survival* 51:3, 2009.


**Student presentation of the readings:**

**Readings discussion:**

**Student briefing and discussions:** Does NATO play an important role in fighting terrorism? If yes, why? If not, why?

***WEEK 14 - Transatlantic Security: An Overview***


**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

*For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)*

"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.

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

2. Course prefix, number and complete title of course:
   MARB 607 Research and Conservation in the Gulf of Corinth, Greece: Dolphins, Fisheries, and Cultural Heritage

3. Catalog course description (not to exceed 50 words):
   Lectures, readings, and labs on the ecology and behavior of the vertebrate fauna of the Gulf of Corinth, Greece; laboratory hands-on experience of the marine environment from boats, readings, videos, interpretation, and select major peer-review scientific papers and books.

4. Prerequisite(s):
   Permission of Instructor
   Cross-listed with:
   None
   Stacked with:
   MARB 407

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

6. Is this a repeatable course? □ Yes ☑ No
   Will this course be repeated within the same semester? □ Yes ☑ No
   If yes, this course may be taken ________ times.

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

   Any master's or doctoral program

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) | Lect | Lab | SCH | FUL and Fund Code | Admin. Unit | Acad. Year | EICE Code |
---|---|---|---|---|---|---|---|---|
MARB | 607 | Research and Conservation in the Gulf of Corinth, Greece | 03 | 03 | 04 | 26130700021805 | 14-15 | 010298 |

Approved recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC of UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Research and Conservation in the Gulf of Corinth, Greece:  
Dolphins, Fisheries, and Cultural Heritage  
MARB 407/607, Summer I, 2015  
Location: Marine Mammal Research Laboratory, Galaxidi, Gulf of Corinth, Greece  
Meeting times: June 10-22, 2015, 8AM to 8 PM, but with study times off as appropriate  

Lectures and Labs by Bernd Würsig and Giovanni Bearzi  
Email: wursigb@tamug.edu  
Office: Ocean and Coastal Studies Building, Room 243  
Phone: 409-740-4413 (Office), 281-799-6817 (Cell), Field phone to be designated at a later time  

This course consists of lectures, readings, and labs on the ecology and behavior of the vertebrate fauna of the beautiful Gulf of Corinth, Greece. Laboratory consists of hands-on experience of the marine environment from boats, readings, videos, interpretation, and select major peer-review scientific papers and books.  

Our Credo is "Relentless Flexibility", as we will be changing things around relative to weather and logistics.  

Grading for MARB 407/607 will be by evaluation of daily lecture quizzes (60%), keeping of a daily log or notebook (according to the Joseph Grinnell method of notebook keeping, to be described, 20%), and the lab, which consists of preparing verbal presentation (20%). Graduate students taking the course as MARB 607 will be required to accomplish a further project, to be discussed per individual and their background.  
Grading scale is 90+ = A, 80-89 = B, 70-79 = C, 60-69 = D, and <60 = F.  

Course Prerequisites:  
For MARB 407 the prerequisites are junior or senior standing and MARB 315 or some other vertebrate or chordate course, or permission of instructor.  
For MARB 607 the prerequisites are graduate standing or permission of instructor.  

Learning Outcomes:  
a) Have an understanding of the diverse marine mammal and other fauna of this nearly enclosed Mediterranean near-shore oceanic environment where deep waters meet near-shore shallow areas, and provide a complex interaction of closely juxtaposed ecosystems  
b) Be able to extrapolate from the present study area to marine vertebrates worldwide  
c) Have an understanding of anthropogenic factors affecting the animals, including underwater noise, fishing, tourism, near-shore habitat changes and other forms of degradation  
d) Understand how to formulate, conduct, and describe results of a basic short-term research project  
e) Have a basic understanding of the local Greek view of oceanic nature, including an amazingly long-term history of interaction with nature.  

Course Objectives: From the testable learning outcomes, Würsig and Bearzi will ascertain that students have acquired enough knowledge and skills of the animals and their diverse environments to understand the animals, their ecosystems, and the relative fragility of nature. As a secondary but important objective, knowledge of others' views and past views of nature and place in nature will be obtained.
Research and Conservation in the Gulf of Corinth, Greece: Dolphins, Fisheries, and Cultural Heritage
MARB 407/607, Summer I, 2015

Draft Syllabus and Itinerary of Classes and Labs

Time of contact will be approximately 15 hours per credit hour, or a total of 60 hrs.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date in 2015</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 10</td>
<td>Intro. to cetaceans and marine birds – Taxonomy/systematics/evolution (BW both) Intro. to the coastal marine Greek environment (GB)</td>
</tr>
<tr>
<td>2</td>
<td>June 11</td>
<td>Quiz 1 Dolphins, sea turtles, monk seals, large fishes, and other creatures of Greece and the Mediterranean Sea (GB)</td>
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<tr>
<td>3</td>
<td>June 12</td>
<td>Quiz 2 Conservation/Management Strategies in Greece, Italy, France, Spain, and the European Union (GB)</td>
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<tr>
<td>4</td>
<td>June 13</td>
<td>Quiz 3 Details of past and present dolphin and ecology research Develop own bibliography project; review (BW and GB)</td>
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<td>5</td>
<td>June 14</td>
<td>Quiz 4 Present biblio. proposal; critiques by colleagues</td>
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<td>6</td>
<td>June 15</td>
<td>Quiz 5 and discussions to be designated</td>
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<tr>
<td>7</td>
<td>June 16</td>
<td>Quiz 6 Personal biblio. goals</td>
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<tr>
<td>8</td>
<td>June 17</td>
<td>Student break</td>
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<tr>
<td>9</td>
<td>June 18</td>
<td>Quiz 7 Research and lectures to be designated Culture as a consideration in conservation (BW)</td>
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<tr>
<td>10</td>
<td>June 19</td>
<td>Quiz 8 Research and lectures to be designated</td>
</tr>
<tr>
<td>11</td>
<td>June 20</td>
<td>Quiz 9 Intelligence, cognition, and culture in odontocete cetaceans (BW)</td>
</tr>
</tbody>
</table>
12 June 21 Quiz 10
Problems and opportunities: The sad state of the world's oceans
Movie: The End of the Line, plus bits of baiji, vaquita, and decimation of dolphins and their habitats in the Mediterranean; lessons for the Gulf of Mexico?

13 June 22 Quiz 11
Presentation and review of biblio. projects, written and oral

(One lowest quiz grade will be dropped)

Extra project for graduate students is due June 22, with a comprehensive field analysis of learning rubrics, to be tailored to individual grad student's interests.

Cultural field trips with not yet designated dates will be:

1) Trip to Delphi/archeological museum
2) Historical Galaxidi/nautical museum/old church/olive mill etc.
3) Ancient orthodox monastery of Osios Lukas

http://www.distomo.gr/osios_loukas.htm / inland villages / small monasteries, with local guide
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): Texas A&M Institute for Neuroscience

2. Course prefix, number and complete title of course: NRSC 650 CLINICAL PSYCHOPHARMACOLOGY

3. Catalog course description (not to exceed 50 words): Survey of topics in clinical psychopharmacology, including pharmacodynamics, major neurotransmitter systems, and therapeutic applications and limitations.

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

Cross-listed with: PSYC 650  
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 programs(s) (e.g., B.A. in history)
   
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

M.S., Ph.D. in Psychology; any master's or doctoral program

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: NRSC 650  
   Course #: CLINICAL  
   Title (excluding punctuation): PSYCHOPHARM

Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
0 3 0 0 3 2 6 2 5 1 5 0 0 3 6 3 2

Approval recommended by:
Dr. Jane Welsh 8-17-13
Department Head or Program Chair (Type Name & Sign)  

Dr. Douglas Woods 9-23-13
Department Head or Program Chair (Type Name & Sign)  
(if cross-listed course)

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@tsmu.edu.
Curricular Services – 3/10
SYLLABUS

Psyc 650-600/ NRSC 650-6XXX: Clinical Psychopharmacology
Semester 20XX

Professor: Paul J. Wellman
Office: 248 Psychology Building
Phone: 845-2557 (Office)
        458-3960 (Lab)

E-mail: paul-wellman@tamu.edu
Office Hrs: TBA

Lectures: TBA

Required Text: John D. Preston, John H O'Neal, Mary C. Talaga.

Prerequisites: Graduate classification or permission of instructor.

Course Description

Survey of topics in clinical psychopharmacology, including pharmacodynamics,
major neurotransmitter systems, and therapeutic applications and limitations.

Learning Outcomes

Successful students of the course will be able to:

- Identify and describe essential neuroanatomy, synaptic physiology,
  various neurotransmitters and related pharmacokinetics/pharmacodynamics.
- Recognize and discuss the anatomical distribution, synthesis, inactivation, synaptic specializations, pharmacology of specific receptor subtypes, second messenger systems and associated behavioral roles of the major neurotransmitter systems, including dopamine, norepinephrine, serotonin, amino acid neurotransmitters and the opioid neuropeptides.
- Critically analyze and evaluate how drugs are used therapeutically to treat mental and other disorders.
- Describe and explain the limitations of drug therapy for mental disorders.
Grading Policy
Grades will be based on two (2) term exams (200 points) and class participation (100 points).

Exams
Each exam will be equally weighted at 100 points. Each exam will consist of items drawn from the lectures, discussions and the readings. The reading topics are summarized on the course calendar.

Participation – 100 points total
There will be up to 10 participation points available for each student during each class up to 100 points. Participation points will be awarded according to the judgment of the professor based on preparation (evidenced by contributing constructively to discussions) and thoughtful involvement in class discussions of current articles and course-related materials (as indicated in the course schedule and in class).

Course grades will be determined by percentage of total points earned in the course (i.e. 90% or more of 300 points will earn an "A", etc). Letter grades will be assigned using your course total points and the traditional percentage breakdown:

90-100% (270 points or more) A
80-89.9% (240-269 points) B
70-79.9% (210-239 points) C
60-69.9% (180-209 points) D
Below 60% (179 points or less) F

Make-up Work/Late Work
There will be no make-ups for missed or late work without prior arrangement and/or cases of university-excused absences, in accordance with Student Rule 7 http://student-rules.tamu.edu/rule07.

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

Academic Integrity:

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

"The Honor Code, based on the long-standing affirmation that An Aggie does not lie, cheat, or steal or tolerate those who do, is fundamental to the value of the A&M experience."

"Integrity is a core value of society that offers hope, the promise of security, and meaning to individuals within that society. Within the university, academic integrity is the most critical core value of the learning community. Integrity makes trust among people possible. Without trust--and honesty that breeds trust--our society and our universities cannot flourish.

"Learning depends on honesty and trust among students and faculty. Trust and integrity cannot exist in the face of academic dishonesty. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Academic dishonesty is the most corrosive force in the academic life of a university.

The complete university Honor Council Rules and Procedures regarding academic integrity may be found on the web at http://aggiehonor.tamu.edu/
Course Calendar (This schedule is flexible if adjustments become necessary)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Localization of Function</td>
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<tr>
<td>Week 2</td>
<td>Neurophysiology</td>
<td>Chap 3</td>
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<td>Week 3</td>
<td>Synaptic Function - Pharmacology</td>
<td>Chap 4, Appendix A</td>
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<td>Week 4</td>
<td>Neuropeptides</td>
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<td>Week 5</td>
<td>Monoamines: NE/DA</td>
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<tr>
<td>Week 6</td>
<td>Monoamines: NE/DA</td>
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<td>Week 7</td>
<td>Monoamines: 5-HT/ Exam 1</td>
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<td>Week 8</td>
<td>Preliminary Diagnostic Issues</td>
<td>Chap 5</td>
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<td>Week 9</td>
<td>Depression</td>
<td>Chap 6</td>
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<td>Week 10</td>
<td>Depression</td>
<td>Chap 7, 15</td>
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<td>Week 11</td>
<td>Psychotic Disorders</td>
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<td>Week 12</td>
<td>Anxiety</td>
<td>Chap 8</td>
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<td>Week 13</td>
<td>Anxiety</td>
<td>Chap 18</td>
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<td>Week 14</td>
<td>OCD, OCD, OCD</td>
<td>Chap 9</td>
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<tr>
<td>FINAL EXAM</td>
<td>Date and Time TBD</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course:
OCNG 679 Proxy Reconstruction of Late Cenozoic Climate: Calibrations and Applications

3. Catalog course description (not to exceed 50 words):
Paleo-proxy calibration and application in reconstructing Late Cenozoic climate history; issues related to geochemical and sedimentological proxies used in the field of paleoclimatology/paleoceanography;

4. Prerequisite(s):
Cross-listed with: ____________________________  Stacked with: ____________________________

5. Is this a variable credit course?  □ Yes  ✔ No If yes, from ________ to ________

6. Is this a repeatable course?  □ Yes  ✔ No
Will this course be repeated within the same semester?  □ Yes  ✔ No
If yes, this course may be taken ________ times.

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

   M.S., Ph.D. in oceanography, geology and geophysics and geography

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. Prefy  Course #  Title (excluding punctuation)
   OCNG 679 PALEOCLIMATE PROXIES

   Lec  Lab  S/U  CRIP and Fund Code  Admin. Unit  Acad. Year  FAC Code
   0 3 0 0 0 3 4 0 0 6 0 7 0 0 0 2 2 1 4 0 1 2 - 1 3 0 0 3 6 3 2

   Approval recommended by:

   Debbie Thomas          Date
   Department Head or Program Chair (Name & Sign)

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

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

   Date
   Chair, Curriculum Committee
   Date
   Dean of College
   Date
   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
Curricular Services – 3/10
OCNG 679: Proxy Reconstruction of Late Cenozoic Climate: Calibrations and Applications

Spring 2014

Instructor: Dr. Matthew W. Schmidt, O&M Building room 408, telephone: 979-862-8342

Class Meeting Time:
Wednesday 1:50 pm to 4:50 pm, room 303 O&M Building.

Credits: 3 hours Prerequisites: none

Course Overview: We will examine recent developments in paleo-proxy calibration and their application in reconstructing Late Cenozoic climate history. Each week we will read several papers covering the theoretical basis and empirical evidence supporting some of the most common proxies used in paleoceanography/paleoclimate. Students will be required to present two of the weekly topics and lead the discussions.

Learning Outcomes:
1) Examine the theoretical chemical/physical principles underlying some of the common proxies used in paleoceanography/paleoclimate.

2) Discuss how each proxy is calibrated and what are the calibration errors associated with each paleo-proxy relative to the natural variability.

3) Determine the complications introduced when proxy calibrations are applied to actual samples and to determine if these complications can be estimated or overcome.

4) Investigate how well the estimates from one proxy match estimates from other proxies.

Tentative Course Outline:
Week 1. Organizational meeting
Week 2. SST & SSS: Foraminifer shells: Mg/Ca, isotopes, & multispecies isotopes
Week 3. SST & SSS: Organic compounds: Alkenones and TEX86
Week 4. Ice Cores: D/H and δ¹⁸O
Week 5. Terrestrial Paleoclimate: Lake Records and Paleoriver discharge.
Week 6. Terrestrial Paleoclimate: Speleothems
Week 7. Carbonate Chemistry: Corals: SST and Salinity
Week 8. Paleo-pCO₂: δ¹³B, B/Ca
Week 9. Spring Break
Week 10. Paleo-pCO₂: δ¹³C in alkenones, stomatal indices
Week 11. Paleocirculation: δ¹³C, Nd isotopes
Week 12. Paleocirculation: Cd/Ca, Pa/Th, Geostrophic flow
Week 13. Constant flux tracers: ²³⁰Th, ³He
Week 14. Dust flux & composition: Fe/Ca, Ti/Ca, Al/Ti
Week 15. Ocean Productivity: δ¹⁵N, Barium, opal flux, Corg flux
* Note: the exact distribution of class time spent on each topic will depend on the interests of students taking the class.

**Assigned Readings:** From a variety of sources including recent scientific journal articles, review articles, books, and technical reports (see attachment). Everyone is expected to do the reading before class.

**Grading:** Grading will be based on the following:

- First Presentation 20%
- Second Presentation 20%
- 5 to 8 page research paper 30%
- Participation in weekly discussions* 30%

*Each student is expected to actively participate in the class discussions about the topic of the week. The goal is to learn how to critically evaluate scientific journal articles and to determine the pros and cons of each proxy system and how it has contributed to our understanding of past climate dynamics. This means carefully reading the assigned papers for each week's discussion and coming to class with a solid understanding of how the proxy was developed, the chemistry/physics behind how it works, the error associated with each proxy and how it has been applied to reconstruct past climate.

The final grade for this course is based on the following:

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

**Due Dates for Major Assignments:** Student presentations will be due at regular intervals throughout the semester according to a schedule made on the first day of class that coordinates the course topics. The research paper must be turned in prior to the last week of classes.

**Absence Policy:** This class will follow the University’s policy for excused absences. For more information, please see Section 7 of the student rules: [http://studentrules.tamu.edu](http://studentrules.tamu.edu)

The **Americans with Disabilities Act (ADA)** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall. The phone number is 845-1637. [http://www.ada.gov/](http://www.ada.gov/)

The **Honor Code** is based on the long-standing affirmation that An Aggie does not lie, cheat, or steal or tolerate those who do, is fundamental to the value of the A&M experience. Know the Aggie Code of Honor: "An Aggie does not lie, cheat, or steal or tolerate those who do." [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**Copyright and Plagiarism Policy**
All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem
sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu/, under the section "Scholastic Dishonesty."
# Rubric for Assessing Student Participation

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<th>Exemplary (90%-100%)</th>
<th>Proficient (80%-90%)</th>
<th>Developing (70%-80%)</th>
<th>Unacceptable (&gt;70%)</th>
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<td><strong>Frequency of participation in class</strong></td>
<td>Student initiates contributions more than once in each recitation.</td>
<td>Student initiates contribution once in each recitation.</td>
<td>Student initiates contribution at least in half of the recitations</td>
<td>Student does not initiate contribution &amp; needs instructor to solicit input.</td>
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<td><strong>Quality of comments</strong></td>
<td>Comments always insightful &amp; constructive; uses appropriate terminology. Comments balanced between general impressions, opinions &amp; specific, thoughtful criticisms or contributions.</td>
<td>Comments mostly insightful &amp; constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.</td>
<td>Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.</td>
<td>Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion &amp; personal taste, e.g., &quot;I love it&quot;, &quot;I hate it&quot;, &quot;It's bad&quot; etc.</td>
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<td><strong>Listening Skills</strong></td>
<td>Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks; i.e., student hears what others say &amp; contributes to the dialogue.</td>
<td>Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect &amp; build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.</td>
<td>Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.</td>
<td>Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.</td>
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OCNG 689 Paper Grading Guidelines:

1) The paper should include and introduction, discussion, conclusion, references and figures.
2) Follow AGU journal style for references.
3) The paper should be at least 8 pages double spaced (not including references or figures).
4) References should only include peer-reviewed articles and you should have at least 10 references. Avoid referencing websites.
5) See writing rubric below for grading:

I. Scientific Content:
   A) Examine the theoretical chemical/physical principles underlying the proxy (20 points)
   B) Discuss how the proxy is calibrated and what are the calibration errors (20 points)
   C) Discuss the complications introduced when the proxy calibrations are applied to actual samples and discuss if these complications can be overcome (20 points)
   D) Discuss how well the estimates from this proxy matches similar estimates from other proxies (10 points)

II. Writing Style:
    Organization, grammar, sentence structure, paragraph structure, spelling, punctuation, vocabulary (30 points)
Departmental Request: Special Topics...Course

This form can be filled out with Adobe Acrobat and then printed for signatures.

Please attach a course syllabus to the form.*

Office of Graduate Studies
302 Jack K. Williams Admin Bldg.
Mail Stop 1113
(for graduate)

To: Dean of College of Geosciences
(for undergraduate)

I request approval of the following Special Topics course for the 2014 term in the

Department of: Oceanography Course: OCNG 689

Title: Special Topics in Proxy Reconstruction of Late Cenozoic Climate: Calibrations and Applications

Please give a suggested 24 character abbreviation (including spaces): Subtitle Code
(for office use only)

SP TP Paleoproxy Calibrations

Lab: Start Time: Stop Time: Bldg: Room:

Number of hours a week: Lecture: 3 Laboratory: Credit: 3

Description of course (no more than 50 words):
Examination of recent developments in paleo-proxy calibration and their application in reconstructing Late Cenozoic climate history. Each week we will study the theoretical basis and empirical evidence supporting some of the most common proxies used in paleoclimatology/paleoceanography.

Prerequisite: none

Instructor: Matthew Schmidt Instructor UIN #: 818004257

Has this special topics course been taught before? ☑ Yes ☐ No If yes, how many times? 2
Indicate the number of students enrolled 6 to 7 and each academic period taught: Spring 2010 & 2012

Should this course be considered for approval within any category of the University Core Curriculum? ☑ Yes ☐ No **If yes, see below Additional comments (cross-listing, satisfactory/unsatisfactory, distance education, etc.):

*Attach a syllabus with a course outline of sufficient detail to permit an accurate evaluation of the course content. Indicate the lecture and laboratory periods, in one hour increments, that will be required to present the proposed subject matter. Include a list of books (and indicate authors), titles of scientific journals, or other resource materials. Also include the method by which students will be evaluated.

Office of Graduate Studies (for 689's only) Date

To be included in the Schedule of Classes, a separate departmental request, using this form, must be submitted to the Dean’s Office (for 289s/489s) or the Office of Graduate Studies (for 689s) for each semester or summer term that a special topics course is to be taught. An approved copy of this form will be sent to the Department and the Registration Office by the Dean’s Office (for 289s/489s) or the Office of Graduate Studies (for 689s).

An approved copy has been sent to the Department and the Registration Office by the Dean’s Office/Office of Graduate Studies.

Date:
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional

1. Request submitted by (Department or Program Name): Bush School of Government and Public Service  
   PSAA 610: Comparing Domestic and International Organizations in Public Administration

2. Course prefix, number and complete title of course:  
   PSAA 610: Comparing Domestic and International Organizations in Public Administration

3. Catalog course description (not to exceed 50 words): Overview of federal, state, and international public organizations; public agencies under the cabinets of the executive branch; universal patterns in organizations that promote the most 'desirable' policy outcomes used nationally and internationally.

4. Prerequisite(s): Graduate Classification Only

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)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Master of Public Service and Administration Program

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)  

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   Approval recommended by:  
   Leonard Pryor  
   Date: 10/29/13

   Department Head or Program Chair (Type Name & Sign)  
   Date: 10/29/13

   Chair, College Review Committee  
   Date: 10/29/13

   Department Head or Program Chair (Type Name & Sign)  
   (if cross-listed course)  
   Date: 11/15/13

   Chair, GC or UCC  
   Date: 11/15/13

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.
PSAA 610: COMPARING DOMESTIC AND INTERNATIONAL PUBLIC ORGANIZATIONS

Professor Christina Bright, M.P.A.

Office: TBA
Hours: ALLN 1058 Tuesday 11:30-1:30
E-mail: cbright@tamu.edu
Phone: 845-6418 (No voice mail – in office Tuesday 11:30-1:30 only)
Class: ALLN 1108

INTRODUCTION

This course examines a broad range of issues relating the activities of public administration and governance in both domestic and international public organizations. We will look at public organizations at the all levels of government prevailing in the United States since the beginning of our nation’s founding. The ideas, however, would be discussed with a blend of newer and more up to date challenges that the public administration field is encountering across the world. In addition, the course will discuss the web of international institutions that have arisen in the last several decades and it will take into account how they cooperate and collaborate in order to meet the global challenges. The course includes how government organizations and governance systems are embedded in historical, cultural, ideological, and religious contexts that may be unique to particular nations and regions but may not be generalizable to global settings. Briefly, the course provides information on public administration as it relates to public agencies and globalization. This may help students decide what field or domain matches their career interests.

REQUIRED READINGS

Required Text:

TBA
COURSE DESCRIPTION

This course provides an historical overview of domestic and international public organization in the field of public administration. We will compare organizations at all government levels in the United States, and multiple other countries in the world. We will identify universal patterns in organizational structures and processes that promote the most ‘desirable’ policy outcomes. In addition we will review the impact of the political environment in which these organizations exist taking into account their cultural, social, and economic atmospheres. Organizations and their management, financial, and leadership

COURSE OBJECTIVES

1. Students are expected to gain an understanding of basic comparisons among national public administrative organizations and systems.

2. Students will develop an understanding and appreciation for the broad and deep dynamics of globalization, and especially those that shape governance systems and the expectations of nations’ citizens for their governance systems.

3. Students will understand how administrative systems are structured differently and the frameworks we have to compare through.

4. Students will understand the factors that shape the configuration of administrative systems.

5. Student will know how the structural and behavioral characteristics of administrative systems affect policy outcomes.

6. Student will know how globalization affects the structure and function of governments.

POLICIES

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

Assignments: All assignments are to be typed in 12-point font, Arial or Times Roman, and double-spaced with 1-inch margins. Assignments are also expected to be in Standard English with minimal grammar and spelling errors. Graded assignments will be penalized 2-points for every day they are late, unless otherwise noted by the Professor.
Academic Integrity: “An Aggie does not lie, cheat or steal, or tolerate those who do”. Hence, students are expected to maintain integrity in all course work. This includes avoiding plagiarism of the intellectual work of others. Plagiarism can be defined as "failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources." Avoid plagiarism by citing the work of authors you use in your papers. In addition, under no circumstances are students permitted to turn in work written by or used by another student in other classes. More information regarding the Honor Council Rules and Procedures can be found on the web at http://aggiehonor.tamu.edu.

Audio/ Video Recordings: Class sessions may not be recorded. Exceptions can be made to assist students with special needs.

Computers, Laptops, Cell Phones, Pagers, and other Electronic Noise Makers: Any device that rings, beeps, sings, or plays must be turned to silent or off while in class. All phone conversations must be taken outside class. Use these devices during our 10 minute break only!

Changes to Course Syllabus: I may wish to modify the policies, course outline, and requirements of this course as circumstances dictate. If modifications are needed, students will receive adequate notification of changes. Any changes to the syllabus will be announced during our regular scheduled class sessions and/or on Blackboard (E-learning)

ASSIGNMENTS

Three In-Class Short Answer Tests 15 points (3 Tests x 15 points each=Total 45 points):
There will be three in-class tests.

Comparison Papers 20 points (2 papers x 10 points each= Total 20 points): Each student will write a 4-5 page paper reviewing and comparing U.S. Organizations to Non-U.S. Organizations abroad, and give a 10 minute presentation over-viewing each organization. Additional details will be given. Due: Tuesday's by 1:30pm.

Final Research Project Paper (20 points): Students will write a 10-12 page paper on one U.S. public organization. This paper should contain a historical review (no more than two pages), the organization’s mission, purpose, major functions, past and recent major events, and three detailed cases of what the organizations has accomplished over the course of its existence.

Presentation (5 points): Students will write, present, and turn in a summary paper (4 pages) of their final project and a description of a public organization (local, state, national, or international) that they would like to gain employment with. These can be two different agencies. Students will describe what each organization does, why they choose the organization(s), and what they hope to pursue if employed with the organization. Each student will be given ten minutes to present their report.
Attendance & Participation (10 points): The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. Hence, students will be assessed in terms of their class attendance and quality (not quantity) of classroom engagement. Because students can only engage in the class when they are in attendance, unapproved absences will negatively affect both dimensions. Quality engagement is only possible when students read all assigned readings prior to the start of each week. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07."

GRADING

The overall grades in this course are computed on a 100 point system. The total points that students accumulate during this course will be used to assign letter grades according the grading scale and benchmarks below:

90 – 100 A: Demonstrates consistently exceptional performance. Demonstrates a clear, thorough understanding of the material. Assignments are turned in on time, professional, clear, substantive, and well written. Appropriately helps others to advance their learning. Supports class knowledge through positive interaction.

80 – 89.99 B: Meets requirements of the course. Solid performance demonstrates proficiency and understanding of the material. Assignments are written and edited at a level that is acceptable. Contributes to class discussions.

70 – 79.99 C: Demonstrates a minimal understanding of the material or satisfies the minimal requirements of assignments. Assignments may be poorly written or edited, or their logic may be faulty. Quality of work may be uneven.

60 – 69.99 D: Performance indicates a substandard understanding of the material. Most assignments lack the quality that is expected of a student in graduate school. Research is inadequate, as is the presentation of the ideas orally or in writing.

< 60 F

COURSE OUTLINE

Week 1: Governance and Globalism Jreisat Chapter 1
Intro to PA, What is PA (4th branch/administrative state), the major subfields of PA, who are PAs, Major PA definitions, theories, and authors 8/26/13

Week 2 Comparative Public Administration Jreisat Chapter 2
Federal, State and Local Overview
The Three Branches of Government
What government does, and how it tracks what it does
Legislative control and oversight, presidential leadership/cabinets
Regulation, mandates, programs, grants, agencies 9/3/13

Week 3  Global and Comparative PA Jreisat Chapter 2 (continued) and Chapter 3
Leadership and Management, Definitions of Leadership, Evolution of Leadership
Theory, Importance of Leadership, Levels of, Leadership v. Management, 9/10/13

Week 4  Bureaucracy Jreisat Chapter 3(continued)
Org. Theory and Behavior, Hierarchy, authority, systems theory,
Rosenbloom’s Three Approaches,
Agency Focus: An overview of three cabinets. 9/17/13
Weekly Reading Review Due

Week 5  Baker Chapter 8 by Lois Wise
Personnel (Civil Service)
OPM, HRM, Motivating PAs, Intrinsic vs. Extrinsic, Strategic Planning,
Reinventing Government, Reengineering, outsourcing, downsizing, aging workforce, diversity, compensation, hiring 9/24/13
IN-CLASS TEST (Covers Jreisat Chapters 1, 2, and 3 and all in class notes)

Week 6  Comparative Research and Methods Jreisat Chapter 4
Intergovernmental Relations, Dept. of Defense, Security, Justice
Agency Focus: An overview of three cabinets. 10/1/13

Week 7  Comparative Public Policy Jreisat Chapter 5
Urban and Rural Affairs, Housing, Agriculture, FDA, EPA, FEMA,
Agency Focus: An overview of three cabinets. 10/8/13

Week 8  Labor - Dept. of Labor, Dept. of Interior and the Dept. of Transportation
Weekly Reading Review Due 10/15/13

Week 9  Administration of Developing Countries Jreisat Chapter 6
International Comparisons
Agency Focus: An overview of three cabinets. 10/22/13

Week 10 Administration of Developing Countries Chapter 6 continued
International Comparisons
Agency Focus: An overview of three cabinets. 10/29/13

Week 11  Comparison Paper Presentations/Due
Weekly Reading Review Due 11/5/13
Week 12
Administration of Global and Comparative PA Jreisat Chapter 7
Political/Administrative Dichotomy, Bureaucracy, accountability, responsibility, efficiency, effectiveness, responsiveness, etc. 11/12/13
IN-CLASS TEST (Covers Jreisat Chs 4, 5, and 6; and Baker Chs. 8)

Week 13
Baker Chs. 1 and 3 by Randall Baker
Global Ethic and Public Service Jreisat Chapter 8
Education and the Future of Public Administration
Dept. of Education, NCLB, other major initiatives
Recruiting the Best and the Brightest 11/19/13

Week 14
Overview and Final Presentations 11/26/13

Week 15
Final Presentations 12/3/13

Week 16
Final Papers Due 12/10/13

Americans with Disabilities Act (ADA)

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

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

"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. *

1. Request submitted by (Department or Program Name):
   George Bush School of Government and Public Service

2. Course prefix, number and complete title of course:
   PSAA 620 Safeguarding the Nation's Maritime Gateways

3. Catalog course description (not to exceed 50 words):
   Master's course thoroughly examines the national policy, strategies and plans that direct maritime security and harbor safety and how these are integrated into homeland security. Historical overview, current national strategies, departments and agencies responsible for security, international cooperation efforts and U.S. efforts against piracy and vessel hijacking, future considerations. Prerequisite: Graduate Classification.

4. Prerequisite(s):
   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)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Graduate Certificate in Homeland Security; course is open to other graduate students as well

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: PSAA
   Course #: 620
   Title (excluding punctuation): Safeguarding the Nation's Maritime Gateways
   Lect. Lab SCH CPI and Land Code Admin. Unit Acad. Year UCE Code
   0 3 0 0 0 3 4 3 0 3 0 1 0 0 1 9 1 3 6 4 1 4 - 1 5 0 0 3 6 3 2

Approval recommended by: Arnold Veddy
   Department Head or Program Chair (Type Name & Sign) Date

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

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
PSAA 620 Safeguarding the Nation’s Maritime Gateways

SYLLABUS

Instructor: Dr. Danny W. Davis

Email: through the eCampus internal course messaging system

Online Office Hours: by appointment

COURSE DESCRIPTION

This master’s course thoroughly examines the national policy, strategies and plans that direct maritime security and harbor safety and how these are integrated into homeland security. Topics include an historical overview, current national strategies, departments and agencies responsible for security and safety, international cooperation efforts and U.S. efforts against piracy and vessel hijacking, and future considerations. Prerequisite: Graduate classification.

COURSE OVERVIEW

As has been the case since the founding of the nation, maritime security sits at the center of the mission of national defense. Surrounded by oceans, it is essential that the United States maintain secure and safe maritime commerce and waterways. Although not necessarily as tied up in the national and international debate over “border security,” maritime security certainly has elements of the more violate subjects, illegal immigration, drug smuggling and infiltration of terrorists.

Since the tragic events of September 11, 2001, the United States has emphasized terrorism as a priority for all homeland security operations. Among its many recommendations The 911 Commission specifically pointed to the need to better secure our coastal regions. This required a rethinking of much of our maritime security processes. The reorganization of the United States’ government in the wake of the 911 attacks, (the largest since the organization of the Department of Defense in the 1950s) placed the responsibility of the maritime security in the new Department of Homeland Security. The U.S. Coast Guard is the lead agency in maritime security with Customs and Border Protection also having a key role. Cooperation between federal, state and local officials is critical in this on-going work at maritime security. This important interface of different jurisdictions is explored in some detail. The National Strategy for Maritime Security provides the framework for securing the coasts that includes developing a cooperative process between the many federal agencies, state and local agencies, private and public organizations and international partners that have roles in the vital mission.
Working with international partners, the United States has developed security and safety processes and has encouraged, and at times required, international maritime stakeholders to adopt these safeguards. The United States has taken the lead in the endeavor to create a safe maritime environment. International piracy policy is discussed as is the approach to maritime security of our Mexican and Canadian neighbors. The course devotes one week of study and research to this international aspect of the subject.

The weekly discussion questions are designed to cause interaction between students and instructor. The research paper allows students to select a subject of their interest, research it, and report in detail. Finally the webinar brings in a subject matter expert to lend an experienced voice to the discussion.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Develop a comprehensive understanding of the past security situation in American ports and within the United States maritime domain.
2. Analyze and describe current U.S. National Defense and Homeland Security policy, strategy and operations designed to secure the national maritime zones.
3. Analyze and discuss the National Strategy for Maritime Security, the Maritime Transportation Security Act (MTSA) 2002 Policies and appendixes, and Harbor Safety SAFE Port Act and how these documents support the overall Homeland Security mission.
4. Examine and describe operations of the domestic partners, U.S. Coast Guard and Customs and Border Patrol Marine and Air, and other federal agencies that have a role in American harbor and maritime security.
5. Compare and contrast the challenges to American maritime security by region: Great Lakes, Puget Sound and Straits of Juan de Fuca, San Diego, Gulf Coast, Alaska and Russia.
6. Analyze and discuss the requirements for protection of critical infrastructure and key resources that fall in the coastal and harbor areas of the nation, especially fisheries issues and resource management.
7. Compare and contrast the counterdrug operations in the maritime domain; the Caribbean, Gulf Coast, Central America.
8. Analyze the problem of human trafficking.
9. Analyze and discuss the joint operations of the U.S. Coast Guard with the U.S. Navy ships are examined.
10. Describe the need for international cooperation to achieve maritime and port security.
11. Compare and contrast the international organizations involved in maritime security and harbor safety, including an in-depth analysis of the International Port Security Program, the planned Panama Canal expansion, the Jones Act and international ownership of vessels and infrastructure impact American maritime security.
13. Evaluate the effectiveness of these programs in supporting the security of the homeland.
14. Evaluate the United States’ operations in defense against piracy and hijacking and maritime terrorism on the high seas.
15. Identify and analyze the part played by maritime security strategy and operations with the National Defense and Homeland Security strategies to protect the nation. Reflect on maritime security and propose solutions for tomorrow’s challenges and developing threats.

**FORMAT AND METHOD**

The course is delivered via the Blackboard learning management system eCampus. Resources and materials provided within eCampus are:
- Syllabus
- Handouts
- Audio Lectures (please contact the office of Extended Education for accessibility concerns)
- Videos (where applicable)
- Messaging
- End-of-course evaluation

**REQUIRED READINGS**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.


**COURSE REQUIREMENTS and GRADING**

All grades are weighted on a 4.0 system using the following allocation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Required Weekly Discussion</td>
<td>30%</td>
</tr>
<tr>
<td>Responses to Peers' Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Written Assignment: Analyze One Aspect of Maritime Security Policy</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale:**
- **A** = 90-100%
- **B** = 80-89%
- **C** = 70-79%
- **D** = 60-69%
- **F** = 59% and lower

There will be several components used in determining your final grade for the course. The instructor will be reading each posting and providing specific or general input where warranted within 24 to 48 hours, normally as part of questions on comments via the posting dialogue itself. Additionally, the instructor will provide detailed feedback on written assignments within 7 days of the assignment due date. Students are expected to read through all of the course information.
PSAA 620 Safeguarding the Nation’s Maritime Gateways

and materials provided on the course website. If any student has questions related to any of the information and/or course materials, then please contact the instructor as soon as possible for clarification.

1. **Discussion Question Postings (combined 40% of grade).** Discussion is an integral part of the learning process. In the online environment, discussions take place in the discussion board, otherwise known as the online “classroom.” As in a face-to-face classroom, online discussions involve student-student and student-faculty interaction. Everyone is expected to be fully engaged in and committed to substantively contributing to the discussions.

   For each discussion question each week, students are expected to post:

   - a substantive and scholarly original response by the due date, and
   - a substantive and scholarly response to at least two of their classmates’ original responses by the due date.

Substantive and scholarly responses means that your discussion board posts demonstrate your understanding of the concepts and terminology you have learned from the course readings and lectures. Discussion posts are not to be opinions, but rather analysis and synthesis of the information you gain from the course readings and lectures. Discussions can also include related current events, additional readings and experiences you may have had as a professional in a related field. Include supporting statements and APSA style citations to substantiate your writing, and write using proper English. The discussion board is not an opinion blog; it is a forum for intellectual and meaningful exchange that challenges and inspires you to delve deeper into the subject matter and learn more.

Discussion board posts are essentially carefully researched and prepared “mini-papers.” Original responses to discussion questions should be at least 300 words, and responses to classmates’ posts should be at least 50 words each. Read and edit your responses carefully before posting.

Discussion question grades reflect the quality of understanding, ability to communicate ideas and concepts cogently and concisely, and how well you have substantiated your responses. Your posts are expected to be well written using proper English and be grammatically accurate.

**Discussion Etiquette**
- Always be respectful and professional in your writing. The discussion board is not the place for inappropriate content or content that might be perceived as a personal challenge or disparaging remark toward another.

- If you include your own experiences to expand on your content, support any opinions with citations, such as that of an authority. Unsupported opinions are not appropriate in the discussion board.
PSAA 620 Safeguarding the Nation's Maritime Gateways

- Avoid raising a question without a suggested answer. Postings that merely ask questions of the author, without more substance, are inappropriate.

2. **Lectures.** Each week audio lectures and accompanying text and graphics, which are aligned with the topic and learning outcomes for the week, are provided. The lectures cover material that may not be found in the textbook or other resources for this course. Therefore, it is important that you listen to each lecture in its entirety.

3. **Written Assignments. (combined 60% of grade).** All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA), which serves as the style manual for the Bush School: double-spacing (not 1.5); use of 12 pt. font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing.

- **Maritime Security Policy Analysis. (20% of grade).** Analyze one aspect of American maritime security policy. Students will select one part of the National Strategy for Maritime Security and contrast it with the nation’s strategy for the same area prior to September 11, 2001. Papers are to be no less than eight double-spaced pages (text, not including reference pages). Submit the Maritime Security Policy Analysis paper using the Assignments tool in eCampus. This paper is due no later than 11:59 p.m. CT on Day 7 of Week 4.

- **Research Paper. (40% of grade).** The research paper offers students the opportunity to select an item or issue of interest, to be approved by the instructor, then explore this area, writing a paper of from 22 – 25 double-spaced pages (text, not including reference pages). As with the discussion questions, clear organization, logical arguments, supported by citation of sources are of critical importance in constructing the final paper. The paper should include a one-page abstract, introduction, main body, conclusion, and references. The conclusion should include a recommendation related to the subject. Students should submit their topic of choice in an in-course message to the instructor no later than 11:59 p.m. CT on Day 7 of Week 5. Students should submit the completed Research Paper via the Assignments tool in eCampus. The paper is due no later than 11:59 p.m. CT on Day 7 of Week 9.

Both the written assignment and the research paper should be a text document, size 12 font, double-spaced, with 1 inch margins and a space between paragraphs, and with all pages numbered. Students will cite sources and present a bibliography using American Political Science Association (APSA) style manual. The manual can be found at: http://www.ipsonet.org/data/files/APSAStyleManual2006.pdf.
Participation Policy

In addition to listening to lectures, reading class materials, submitting written assignments for grading, and taking exams, students must also "visibly participate" in the online classroom (online discussion board) 4 out of 7 days each week during the 10-week term.

Participation for students is defined as active and positive contributions to the learning process. To "visibly participate" means more than just logging in to the course.

For each discussion question each week, students are expected to post:

- a substantive and scholarly original response by the due date, and
- a substantive and scholarly response to at least two of their classmates’ original responses by the due date.

We understand that life happens and occasionally a student may be without access to the online course. If at any time a student must be away from the classroom, or email, for more than two consecutive days, the student is required to notify the instructor prior to the absence. In the event of an emergency, the student should contact (email or phone) the instructor as soon as possible. If for some reason the instructor cannot be reached, then the student may contact the Office of Extended Education via email bushschoolonline@tamu.edu or phone 866.857.4112 and the instructor will be notified.

Late Assignments

Submit assignments by 11:59 p.m. Central Time (CT) the day they are due. If you are unable to submit an assignment on time, you must make arrangements with the instructor for an extension. Keep in mind that extensions are at the instructor’s discretion and not automatically given. If at all possible, the student’s request for extensions should be made 24–48 hours in advance. We understand that this is not always possible. However, the instructor may only give extensions for true emergencies. If the student turns in an assignment late (without an approved extension), then they will not receive full credit for the late assignment. Typically, students lose 10% of the total grade per day late. Also keep in mind that all assignments, regardless of extensions, must be submitted by the last day of the class.

Performance Expectations

Graduate study means learning from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop a learning community in which individuals’ ideas are freely expressed and the class works together to support and challenge each others’ work and ideas. The success of the learning experience in this class—and ultimately each student’s grade—is critically dependent on the excellence of each student’s preparation, written assignment submissions, and participation in online discussions where each student presents ideas and considers what others have to say as part of a reasoned, thoughtful discourse. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel
left out, minimized, or otherwise discriminated against. The instructor will quickly and directly counter any discussions or comments that do not display professionalism and respect for the contributions of others.

Student Concerns

Students having a question, concern, or complaint about the course should raise it with the online instructor first. If, for whatever reason, the student prefers not to do that or, if the issue was raised but not resolved, the student should communicate the question, concern, or complaint to Bush School Student Services at bushschoolonline@tamu.edu. Student Services will ensure that the matter is looked into at the appropriate level and that the student receives a response.

ASSIGNMENTS

Course Outline

Week 1


Lectures: Course Introduction

Required Reading:


Havern, Christopher. 2005. “United States Coast Guard.” [a presentation on the history of the USCG]  

Coast Guard Port Security & Captain of the Port Operations. USCG Website.  
http://www.uscg.mil/history/uscgist/Port_Security_Photos_1.asp

http://www.joc.com/content/qa-us-port-security-and-after-911


North Carolina Ports Website.  
http://www.ncports.com/nc-state-ports-authority/history/
PSAA 620 Safeguarding the Nation's Maritime Gateways

Supplemental Reading:

http://oai.dtic.mil/oai/oai?verb=getRecord&metadataPrefix=html&identifier=ADA145248

Discussion Questions:

1. Welcome! Please take a few minutes to introduce yourself to your classmates on Day 1. Post a brief biography that includes your educational background, work experience, and personal interests or hobbies. Also include a brief statement about what you hope to gain from this course.

2. Select a topic from the history of U.S. maritime security prior to the 911 attacks and provide insight into it as related to changes since the 911 attacks. Be sure your answer is centered in fact supported from the required readings and lecture, and other information you discover during your research. (300 words)

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<th>Assignments</th>
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<tr>
<td>Post a brief Bio (DQ1)</td>
<td>Day 1</td>
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<tr>
<td>DQ 2 Posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers’ DQ2 postings</td>
<td>Day 5</td>
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Week 2

Topic: Current Status of the United States’ Maritime and Port Security

Lecture: U.S. Maritime Security Policy

Required Reading:


Discussion Questions:

1. Describe the principal characteristics of the National Strategy for Maritime Security, the Maritime Transportation Security Act of 2002 and Harbor Safety SAFE Port Act. Then analyze how these documents support the overall Homeland Security mission. Support your answer with APSA style citations from the readings and or lecture.

2. Select one of the eight supporting plans that develop the National Strategy for Maritime Security and detail its purpose and effect. Your answer should be supported with citations from the lecture and or readings.

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<tr>
<td>DQ 1 Posting</td>
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<tr>
<td>Respond to at least two of your peers’ DQ1 postings</td>
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<td>DQ 2 Posting</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
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PSAA 620 Safeguarding the Nation's Maritime Gateways

Week 3

Topic: Defenders of the Coasts

Lectures: 3.1 USCG Mission and Responsibilities; and 3.2 CBP Missions and Responsibilities

Required Reading:


Maritime Administration, US Department of Transportation website.
   http://www.marad.dot.gov/about_us_landing_page/about_us_landing_page.htm]


   http://www.globalsecurity.org/military/agency/dot/cotp.htm


   http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA413496

   http://www.irpp.org/pm/archive/pmvol6no1.pdf

   http://www.youtube.com/watch?v=IIgACeCJhsA


Supplemental Reading:

PSAA 620 Safeguarding the Nation’s Maritime Gateways

Discussion Questions:

1. Develop a matrix that portrays the U.S. Coast Guard’s missions and responsibilities for maritime and port security. Support from the readings and or lecture.

2. In 300 words, describe CBP responsibilities in the maritime arena. As usual, support your answer with APSA citations from the readings and or lecture.

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<td>Day 7</td>
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Week 4

Topic: Maritime and Port Security and Protection of Critical Infrastructure and Key Resources

Lectures: Maritime and Port Security and Protection of Critical Infrastructure and Key Resources

Required Reading:


PSAA 620 Safeguarding the Nation’s Maritime Gateways

Assignments:

Maritime Security Policy Analysis. Analyze one aspect of American maritime security policy. Students will select one part of the National Strategy for Maritime Security and contrast it with the nation’s strategy for the same area prior to September 11, 2001. Papers are to be no less than eight double-spaced pages (text; not including reference pages). Submit the Maritime Security Policy Analysis paper using the Assignments tool in eCampus. This paper is due no later than 11:59 p.m. CT on Day 7 of Week 4.

Discussion Question:

1. Select one of the regions described in the lecture and describe the procedures in place to secure the coast and harbors of the area. Pay particular attention of Critical Infrastructure / Key Resources in the region. Support your answer with appropriate citations.

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<td>Day 5</td>
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<tr>
<td>Maritime Security Policy Analysis due</td>
<td>Day 7</td>
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Week 5

Topic: Counterdrug Operations in the Maritime Domain

Lectures: Counterdrug Operations in the Maritime Domain

Required Reading:

Review of the first four weeks’ reading sources.


Assignments:

Research Paper. The research paper offers students the opportunity to select an item or issue of interest, to be approved by the instructor, then explore this area, writing a paper of from 22 – 15 double-spaced pages (text, not including reference pages). As with the discussion questions, clear organization, logical arguments, supported by citation of sources are of critical importance in constructing the final paper. The paper should include a one-page abstract, introduction, main
body, conclusion, and references. The conclusion should include a recommendation related to
the subject. Students should submit their topic of choice in an in-course message to the
instructor no later than 11:59 p.m. CT on Day 7 of Week 5.

Discussion Question:

1. Referring back to your matrix of USCG missions from week 3 and outline the responsibilities
of the USCG in counterdrug operations. Support your answer appropriately with citations
from the readings and/or lectures.

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<td>Respond to at least two of your peers’ DQ1 postings</td>
<td>Day 5</td>
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<tr>
<td>Send message to instructor Research Paper topic choice</td>
<td>Day 7</td>
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**Week 6**

**Topic:** International Organizations Involved in Maritime Security and Harbor Safety

**Lectures:** International Organizations Involved in Maritime Security and Harbor Safety

**Required Reading:**

Homeland Security, Elsevier, Oxford, UK. Chapters 3, 5, and 9,


http://www.imo.org/About/HistoryOfIMO/Pages/Default.aspx


http://mostlywater.org/uscanada_border_increasingly_militarized

http://combinedmaritimeforces.com/about/

Discussion Questions:

1. Analyze the Jones Act and international ownership of ships impacts American maritime security. Support your answer appropriately with citations from the readings and or lecture.

2. Briefly describe (300 words) the interaction of USCG and USN as they respond to international piracy. Appropriate citations need to support your answer.

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Week 7

Topic: Container Security Initiatives Small Vessel Security Implementation Plan

Lectures: Container Security Initiatives Small Vessel Security Implementation Plan

Required Reading:


PSAA 620 Safeguarding the Nation’s Maritime Gateways

Discussion Questions:

1. Discuss the Container Security Initiatives. In your informed opinion, has the program materially improved the safety of incoming containers? Support your 300 word answer with appropriate APSA citations from the readings and lecture.

2. Analyze the Small Vessel Security Implementation Plan in 300 words. In your answer, point to a specific coastal region where you believe evidence shows it has improved security. Support your answer with citations from the required readings and/or outside reading material.

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**Week 8**

**Topic:** U.S. Port Security; Antiterrorism Operations

**Lectures:** U.S. Port Security; Antiterrorism Operations

**Required Reading:**


http://thomas.loc.gov/cgi-bin/query/B?r112:@FIELD(FLD003+d)+@FIELD-DDATE+20120307)

https://www.hsdli.org/?view&did=473907

http://www.gao.gov/daybook/071004.htm
PSAA 620 Safeguarding the Nation's Maritime Gateways

Discussion Questions:

1. Discuss the role of the USCG in US port and harbor antiterrorism operations. Support your 300 word answer with appropriate APSA citations from the readings and lecture.

2. Examine the cooperation of the USCG with the New York Port Authority in antiterrorism operations in that region. Support your answer with citations from the required readings and/or outside reading material.

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Week 9

Topic: Defense Against Piracy and Maritime Terrorism

Lectures: Defense Against Piracy and Maritime Terrorism

Required Reading:


Assignments:

Research Paper. The research paper offers students the opportunity to select an item or issue of interest, to be approved by the instructor, then explore this area, writing a paper of from 22 – 25 double-spaced pages (text, not including reference pages). As with the discussion questions,
clear organization, logical arguments, supported by citation of sources are of critical importance in constructing the final paper. The paper should include a one-page abstract, introduction, main body, conclusion, and references. The conclusion should include a recommendation related to the subject. Students should submit their topic of choice in an in-course message to the instructor no later than 11:59 p.m. CT on Day 7 of Week 5. Students should submit the completed Research Paper via the Assignments tool in eCampus. The paper is due no later than 11:59 p.m. CT on Day 7 of Week 9.

Discussion Question:

1. In 300 words describe current US Navy operations against piracy on the high seas. Briefly make reference to activities of the Department of State as they affect naval operations. Support your answer with citations from the required readings and/or outside reading material.

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<td>Research Paper due</td>
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**Week 10**

**Topic:** Preparing for Tomorrow; Reflections on Maritime Security

**Lectures:** Preparing for Tomorrow; Reflections on Maritime Security

**Required Reading:**


And previous readings and lectures from the semester.

**Discussion Question:**

1. Describe two insights you gained concerning maritime security issues during this course. (300 words)

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Online Office Hours

The instructor will log in to the course a minimum of 3 days out of 7 each week. The internal course message system will be checked daily. Your instructor will be available through internal course messaging, phone, or online chat.

Feedback

The instructor will respond to your questions within 24 to 48 hours and provide detailed feedback on written assignments within 7 days of the assignment due date. You are expected to read through all of the information and materials provided for the course. If you have questions related to any of the information or course materials, please contact the instructor as soon as possible for clarification.

OTHER POLICIES

AMERICAN WITH DISABILITIES ACT (ADA) INFORMATION

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979.845.1637. For additional information, visit http://disability.tamu.edu.

ACADEMIC INTEGRITY

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

Students are expected to adhere to standards of academic integrity. Academic dishonesty includes the commission of any of the following acts: cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, abuse and misuse of access and unauthorized access, and violation of departmental, college or university rules. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty. Clarification is provided at http://aggiehonor.tamu.edu/RulesAndProcedures/. Students are expected to review and adhere to these rules and procedures. Additional information about policies, procedures, rights and responsibilities can be found at http://aggiehonor.tamu.edu. Students who participate in academic dishonesty will be subject to appropriate University disciplinary action.

PLAGIARISM

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the
person. It does not matter from where the material is borrowed--a book, an article, material off the web, another student's paper--all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. The full definition and examples of plagiarism are available from a link on the http://aggiehonor.tamu.edu/RulesAndProcedures/ web page. If you have any questions, please consult the course instructor.

OTHER HELPFUL INFORMATION

Library

The TAMU Library can be accessed by going to http://library.tamu.edu. As a student, you have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides. The Bush School provides you with links to library resources in your online course under Getting Started. If you are accessing the library off-campus, go to the TAMU Library homepage (http://library.tamu.edu) and click on “My Library Record.” Log in using your NetID username and password. More information about accessing the library through the proxy server can be found under the “Help” link on the TAMU Library’s homepage.

For Technical Computer Help

Texas A&M University (TAMU) Help Desk Central (open 24/7, 365 days a year)
Phone: Toll-free at 866.857.4112 or 979.845.8300
Email: helpdesk@tamu.edu

For eCampus and Course Content Issues Help

Bush School Online Support Team
Email: bushschoolonline@tamu.edu
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): Psychology

2. Course prefix, number and complete title of course: PSYC 650 CLINICAL PSYCHOPHARMACOLOGY

3. Catalog course description (not to exceed 50 words): Survey of topics in clinical psychopharmacology, including pharmacodynamics, major neurotransmitter systems, and therapeutic applications and limitations.

4. Prerequisite(s): Graduate classification or approval of instructor.
   Cross-listed with: NRSC 650
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? [ ] Yes [x] No
   If yes, from ________ to ________

6. Is this a repeatable course? [ ] Yes [x] No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? [ ] Yes [x] No

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

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)
   PSYC 650 CLINICAL PSYCHOPHARMACOLOGY

   Lec. Lab SCH CIP and Fund Code Admin. Unit Acad. Year EOC Code
   0 3 0 0 0 3 4 2 2 7 0 9 0 0 0 1 2 3 8 0 1 4 - 1 5 0 0 3 6 3 2
   9/10/13
   [Signature]
   Department Head or Program Chair (Type Name & Sign)

   9-17-13
   [Signature]
   Department Head or Program Chair (Type Name & Sign)

   Submitted to Coordinating Board by:

   [Signature]
   Associate Director, Curricular Services

   Patricia Hurley
   Chair, College Review Committee

   Jose Beppler
   Dean of College

   Chair, CC or UCC

   [Signature]
   Effective Date

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Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10

CCLA 0217
LWD9.26
SYLLABUS
Psyc 650-600/ NRSC 650-6XXX: Clinical Psychopharmacology
Semester 20XX

Professor: Paul J. Wellman
Office: 248 Psychology Building
Phone: 845-2557 (Office)
458-3960 (Lab)

E-mail: paul-wellman@tamu.edu
Office Hrs: TBA

Lectures: TBA

Required Text: John D. Preston, John H O'Neal, Mary C. Talaga.

Prerequisites: Graduate classification or permission of instructor.

Course Details

Course Description
Survey of topics in clinical psychopharmacology, including pharmacodynamics, major neurotransmitter systems, and therapeutic applications and limitations.

Learning Outcomes
Successful students of the course will be able to:
• Identify and describe essential neuroanatomy, synaptic physiology, various neurotransmitters and related pharmacokinetics/pharmacodynamics.
• Recognize and discuss the anatomical distribution, synthesis, inactivation, synaptic specializations, pharmacology of specific receptor subtypes, second messenger systems and associated behavioral roles of the major neurotransmitter systems, including dopamine, norepinephrine, serotonin, amino acid neurotransmitters and the opioid neuropeptides.
• Critically analyze and evaluate how drugs are used therapeutically to treat mental and other disorders
• Describe and explain the limitations of drug therapy for mental disorders.
Grading Policy
Grades will be based on two (2) term exams (200 points) and class participation (100 points).

Exams - 200 points total
Each exam will be equally weighted at 100 points. Each exam will consist of items drawn from the lectures, discussions and the readings. The reading topics are summarized on the course calendar.

Participation - 100 points total
There will be up to 10 participation points available for each student during each class up to 100 points. Participation points will be awarded according to the judgment of the professor based on preparation (evidenced by contributing constructively to discussions) and thoughtful involvement in class discussions of current articles and course-related materials (as indicated in the course schedule and in class).

Course grades will be determined by percentage of total points earned in the course (i.e. 90% or more of 300 points will earn an "A", etc). Letter grades will be assigned using your course total points and the traditional percentage breakdown:

90-100% (270 points or more) A
80-89.9% (240-269 points) B
70-79.9% (210-239 points) C
60-69.9% (180-209 points) D
Below 60% (179 points or less) F

Make-up Work/Late Work
There will be no make-ups for missed or late work without prior arrangement and/or cases of university-excused absences, in accordance with Student Rule 7 http://student-rules.tamu.edu/rule07.

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

**Academic Integrity:**

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

"The Honor Code, based on the long-standing affirmation that An Aggie does not lie, cheat, or steal or tolerate those who do, is fundamental to the value of the A&M experience."

"Integrity is a core value of society that offers hope, the promise of security, and meaning to individuals within that society. Within the university, academic integrity is the most critical core value of the learning community. Integrity makes trust among people possible. Without trust--and honesty that breeds trust--our society and our universities cannot flourish.

"Learning depends on honesty and trust among students and faculty. Trust and integrity cannot exist in the face of academic dishonesty. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act--failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Academic dishonesty is the most corrosive force in the academic life of a university.

The complete university Honor Council Rules and Procedures regarding academic integrity may be found on the web at http://aggiehonor.tamu.edu/
# Course Calendar (This schedule is flexible if adjustments become necessary)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Localization of Function</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Neurophysiology</td>
<td>Chap 3</td>
</tr>
<tr>
<td>Week 3</td>
<td>Synaptic Function - Pharmacology</td>
<td>Chap 4, Appendix A</td>
</tr>
<tr>
<td>Week 4</td>
<td>Neuropeptides</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Monoamines: NE/DA</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Monoamines: NE/DA</td>
<td>Chap 5</td>
</tr>
<tr>
<td>Week 7</td>
<td>Monoamines: 5-HT/ Exam 1</td>
<td>Chap 6</td>
</tr>
<tr>
<td>Week 8</td>
<td>Preliminary Diagnostic Issues</td>
<td>Chap 7, 15</td>
</tr>
<tr>
<td>Week 9</td>
<td>Depression</td>
<td>Chap 10</td>
</tr>
<tr>
<td>Week 10</td>
<td>Depression</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Psychotic Disorders</td>
<td>Chap 8</td>
</tr>
<tr>
<td>Week 12</td>
<td>Anxiety</td>
<td>Chap 18</td>
</tr>
<tr>
<td>Week 13</td>
<td>Anxiety</td>
<td>Chap 9</td>
</tr>
<tr>
<td>Week 14</td>
<td>OCD, OCD, OCD</td>
<td>Date and Time TBD</td>
</tr>
</tbody>
</table>

**FINAL EXAM**
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): Educational Psychology

2. Course prefix, number and complete title of course: SPED 624: Professional Development in Research

3. Catalog course description (not to exceed 50 words): Development and refinement of skills needed to be productive scholars with particular focus on disseminating research through manuscript preparation and conference presentations

4. Prerequisite(s): SPED 618; SPED 619; Graduate Classification; Approval of Department Head

   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)
      Ph.D. in Educational Psychology - Special Education Emphasis
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      None

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: SPED

   Course #: 624

   Title (excluding punctuation): PROF DEV RESEARCH

   Lect. Lab SCH CIP and Fund Code: 0 3 0 0 0 3 1 3 1 0 0 1 0 0 0 4 0 9 2 0

   Admin. Unit: 14 - 1 5 0 0 3 6 3 2

   Approval recommended by:

   Victor Willson, Ph.D.
   Department Head or Program Chair (Type Name & Sign)
   Date: 10/18/13

   George Cunningham, Ph.D.
   Chair, College Review Committee
   Date: 10/18/13

   George Cunningham, Ph.D.
   Dean of College
   Date: 10/18/13

   Mark Zoran, Ph.D.
   Chair, GC or UCC
   Date: 11/15/13

   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 – 3/10
Professional Development in Research
SPED 624
Spring 2015

Instructor:
Mandy Rispoli
mrispoli@tamu.edu

Office Hours
By appointment.

Prerequisite:
SPED 618; SPED 619; Graduate Classification; Approval of Department Head

Course Description:
This doctoral level course is designed for special education doctoral students who have completed doctoral seminars 1 and 2. The purpose of this course is to continue to develop and refine skills needed to be productive scholars with particular focus on disseminating research through manuscript preparation and conference presentations. Objectives of this course are to: (a) advance academic writing skills in terms of organization and structure, (b) broaden student understanding of the various purposes of writing, (c) sharpen student skills in creating and presenting poster and oral conference presentations, and (d) facilitating the development of a well-organized curriculum vitae and program of research.

Readings:

Books:


Additional readings are posted on eCampus

Course Objectives
Upon completion of this course, students will be able to:

1. Construct, update, and evaluate a curriculum vita.
2. Articulate various purposes of writing how this shapes the style and content of writing
3. Demonstrate clear organization and structure of scholarly writing
4. Demonstrate good technical writing:
   a. Paragraph level writing
   b. Section level writing
   c. Edit other's writing at paragraph and section levels
5. Show understanding of sections of a research proposal
6. Show understanding of sections of a doctoral dissertation
7. Show understanding of format of a conference proposal
8. Show understanding of format of a research article

**Course Format**
This is a doctoral seminar in which advanced students meet under the general direction of a faculty member for discussion of topics of mutual interest. The course requires thorough preparation and participation by all members. Consequently, several forms of class participation are required for class success. These include making progress on independent writing projects, reading assigned articles and engaging in higher-order discussions with respect to research and the professorate.

**Course Requirements and Policies:**
The course is a graduate-level course that will be conducted in seminar format. Students are expected to complete readings prior to class and be prepared to discuss them. All written assignments are to be typed in APA format. Research papers must follow recommendations presented in the *Publications Manual (6th Ed.)* of the American Psychological Association.

**Assignments**

**Attendance and Class Participation (10 points)**
Students are required to attend each class session and to arrive to class on time. See [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for university policy on excused absences and attendance. Each student should:
   a. Attend each class session.
   b. Make substantive contributions to class discussions.
   c. Read and be prepared to discuss assigned readings.
   d. Be prepared to share progress towards writing goals each week.
   e. On weeks in which we host discussions regarding

**Preparation for Obtaining a Position in Higher Education (70 points)**
As students prepare to graduate and search for positions in higher education, they will need to prepare several documents highlighting their accomplishments and areas of interest. As preparation, students will create and update four documents:
   (a) Curriculum vitae (15 points)
   (b) Cover letter for a specific job posting (15 points)
   (c) Statement of research agenda (20 points)
(d) Statement of teaching philosophy (20 points)

Conference proposal (20 points) and presentation (20 points)
Students will develop a proposal for an upcoming professional conference. The proposal may be for a poster presentation or an oral presentation. The conference may be practitioner or research oriented. At the end of the semester, students will practice delivering a conference presentation on their proposed topic in either poster or symposium format.

Article Analyses (10 points each analysis)
Students will thoroughly read and analyze 3 research articles including one systematic literature review from the field of special education. These articles will be identified by the instructor. For the first article, students will provide a detailed analysis of the introduction of the paper. For the second article, students will provide a detailed analysis of the presentation of the method and results sections. For the final article, students will provide a detailed analysis of the discussion section of the paper. Each analysis will be worth 10 points. These analyses should be brought to class and will serve as tools to facilitate discussion of the articles.

Summary of Grading Criteria

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Curriculum Vitae</td>
<td>15</td>
</tr>
<tr>
<td>Cover Letter</td>
<td>15</td>
</tr>
<tr>
<td>Statement of Research</td>
<td>20</td>
</tr>
<tr>
<td>Statement of Teaching</td>
<td>20</td>
</tr>
<tr>
<td>Conference proposal</td>
<td>20</td>
</tr>
<tr>
<td>Conference presentation</td>
<td>20</td>
</tr>
<tr>
<td>Article Analysis</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Possible Points: 150 points

Late Assignments
Please make all effort to submit assignments on time. In instances of an unexcused absence, late assignments will result in a 10% penalty for each day the assignment is overdue. For example, an assignment submitted 2 days late would receive a 20% penalty. Assignments will not be accepted more than 3 days past the due date. Any assignment submitted more the 3 days past the due date will receive a grade of zero. For more information regarding excused absences please visit: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Grading Criteria
Your final grade will be based on a percentage and will be earned based on the following distribution:
A = 90-100        D = 60-69
B = 80-89        F = <60
C = 70-79

**Academic Integrity**
Plagiarism means using the words and/or ideas of an author without citing the original source. Consulting and quoting authorities is an appropriate and useful academic activity, but you must avoid plagiarism by using quotation marks for direct quotes and by citing all sources.

**AGGIE HONOR CODE**
“An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: aggiehonor.tamu.edu

**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, please visit: [http://disability.tamu.edu](http://disability.tamu.edu).
# Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | • Introduction and Overview of Seminar  
      • Positions in higher education and the job search process | Bolker Ch 1                  |                                  |
| 2    | • Writing purposes  
      • Creating a writing schedule  
      • Overview of organization and structure of scholarly writing | Silvia Ch 1 - 4              |                                  |
| 3    | • Establishing a line of research  
      • IRB  
      • Research proposals | Silvia Ch 6  
Bolker Ch 3 | CV due                            |
| 4    | • Scholarly writing: the Introduction section | Silvia Ch 5  
Read assigned article | Cover letter due                  |
| 5    | • Crafting statements of research and teaching | Bolker Ch 4 | Article analysis 1               |
| 6    | • Professional conference proposals | Read assigned peer’s work |                                  |
| 7    | • Scholarly writing: the Method and Results section | Bolker Ch 5  
Read assigned article | Statement of research due                 |
| 8    | • Peer-review meetings | Bolker Ch 8 |                                  |
| 9    | Creating and delivering conference presentations | Read assigned peer’s work | Article analysis 2 due            |
| 10   | • Scholarly writing: the discussion section | Read assigned article | Conference proposal due            |
| 11   | • Peer-review meetings | Bolker Ch 6 and 7 | Statement of teaching due         |
| 12   | • Peer-review meetings | Bolker Ch 8 and 9 | Article analysis 3 due            |
| 13   | • Conference presentations practice and feedback | None- work on presentations |                                  |
| 14   | Presentations | | Conference presentations |
