New Courses
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 Animal Science

2. Course prefix, number and complete title of course: ANSC 636 Texas Panhandle Beef Production Tour

3. Catalog course description (not to exceed 50 words):
Covers all facets of beef production from cow/calf operations to retail product; experiential knowledge of technologies and practices to enhance efficiency to enlighten students regarding the array of career opportunities in the beef production industry.

4. Prerequisite(s):

Cross-listed with: ANSC 436

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

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 students in Animal Science

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

9. Approval recommended by:

   H. Russell Cross
   Department Head or Program Chair (Type Name & Sign) 3-7-14
   Date

   Department Head or Program Chair (Type Name & Sign) 10-00-01
   (if cross-listed course)
   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
ANSC 636: Texas Panhandle Beef Production Tour
Syllabus

May 9th – 15th 20XX

Instructor: Dr. Tryon Wickersham
Office: 230 Kleberg
Phone: 979.862.7088/979.220.0316
Email: tryon@tamu.edu
Hours: By appointment

Instructor: Dr. Jason Sawyer
Office: 133 Kleberg
Phone: 979.862.7679/979.218.6700
Email: j-sawyer@tamu.edu
Hours: By appointment

COURSE DESCRIPTION AND PREREQUISITES
2 credit hours. This tour of the Texas Panhandle will cover all facets of beef production from cow/calf operations to the final retail product. Speakers from each facet will expose students to opportunities in beef production and familiarize them with technologies and practices to enhance efficiency.

Prerequisites: Instructor approval
Textbook: None required
Stacked with ANSC 436 Texas Panhandle Beef Production Tour

Grades for ANSC 436 will be based on three areas, pre-tour (100 points), tour (300 points), and post tour (100 points) for a total of 500 pts. The following grading scale will be used: A > 450 points, B 449-400 points, C 399-350 points, D 349-300 points, and F < 300 points.

LEARNING OUTCOMES AND COURSE OBJECTIVES
Purpose: Prepare students to work in beef production by exposing them to industry professionals and practices, creating a context for future learning, and allowing them to see current and future challenges facing beef production.

Learning Outcomes:
1.) Provide a succinct and accurate description of each segment of beef production in the U.S.
2.) Describe a production enhancing technology used in each segment of the beef production system.
3.) Identify areas for future improvement in beef production.

Specific Objectives:
4.) Observe each segment of beef production
5.) Enhance understanding of beef production
6.) Interact/network with professionals in beef production
7.) Identify the role of technology in improving the sustainability of beef cattle production.
8.) Develop a context for understanding research and the application of research findings to beef cattle production.

**GRADING**
Grades for ANSC 636 will be based on three areas, pre-tour (100 points), tour (300 points), and post tour (300 points) for a total of 700 pts. The following grading scale will be used: A > 630 points, B 629-560 points, C 559-490 points, D 489-420 points, and F < 420 points.

Pre-tour assignments: Completion of all 3 results in 100 points
- Completed resume
- Pre-tour test
- Participation in pre-tour meeting

Tour: (300 points)
- Appropriate Attire
- Attendance
- Participation (Questions/Networking; 100 points)
- Daily Journaling (200 points)

Post-Tour (300 points)
- Completion of journal (50 points)
- Thoughtful completion of course evaluation (50 points)

**ADDITIONAL REQUIREMENTS FOR GRADUATE CREDIT**
- Completion of a Summary Paper (200 points)

  Summary papers will be 12 pt Times New Roman, double spaced, formatted according to the journal of animal science, and contain between 1500 and 2000 words (excluding title page and literature cited). Authors are expected to describe the value of a technology used in the beef industry. Authors will focus on how this technology impacts the sustainability of beef cattle production and used data from the literature to support the use of this technology. Authors should consider possible objections to the adoption of technology and the rationale behind the objections. Papers will be graded for content, use of sound data, and formatting.

**ATTENDANCE, ELECTRONIC, & ATTIRE DISTURBANCES**
Attendance is required at all activities and failure to attend or be on time will result in a one letter grade reduction. Additionally, use of electronic devices during tours, meals, or presentations will result in a one letter grade reduction. Failure to wear appropriate clothing will result in a one letter grade reduction and you spending the day at the Amarillo Extension and Research Center watching the flowers grow. Details of appropriate clothing will be provided at the pre-tour meeting.

**COURSE EVALUATION**
You will be asked to evaluate this course when you have completed your journal.
AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

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

ACADEMIC INTEGRITY STATEMENT AND POLICY

An Aggie does not lie, cheat, or steal or tolerate those who do. More information can be found at http://aggiehonor.tamu.edu. Cheating will not be tolerated and those caught cheating will at the minimum fail this course; however, the maximum penalty will be sought when cheating occurs in every case.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Lecture</th>
<th>Hotel</th>
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<tbody>
<tr>
<td>1</td>
<td>May 9th</td>
<td>Friday Mandatory Orientation</td>
<td>Holiday Inn Express 6701 Hollywood Rd. Amarillo, TX Phone: 806.352.1900</td>
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<td></td>
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<td>KLCT 126</td>
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<td></td>
<td></td>
<td>(2 contact hours)</td>
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<td>2</td>
<td>May 12th</td>
<td>Monday Depart: Beef Center Industry Tours/Meetings (9 contact hours)</td>
<td>Holiday Inn Express 6701 Hollywood Rd. Amarillo, TX Phone: 806.352.1900</td>
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<tr>
<td>3</td>
<td>May 13th</td>
<td>Tuesday Industry Tours/Meetings (9 contact hours)</td>
<td>Holiday Inn Express 6701 Hollywood Rd. Amarillo, TX Phone: 806.352.1900</td>
</tr>
<tr>
<td>4</td>
<td>May 14th</td>
<td>Wednesday Industry Tours/Meetings (9 contact hours)</td>
<td>Holiday Inn Express 6701 Hollywood Rd. Amarillo, TX Phone: 806.352.1900</td>
</tr>
<tr>
<td>5</td>
<td>May 15th</td>
<td>Thursday Industry Tours/Meetings (9 contact hours) Return to College Station</td>
<td>Holiday Inn Express 6701 Hollywood Rd. Amarillo, TX Phone: 806.352.1900</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 Animal Science

2. Course prefix, number and complete title of course:
   ANSC 638 Prediction of Genetic Merit

3. Catalog course description (not to exceed 50 words):
   Mixed linear models and best linear unbiased prediction for genetic evaluation.

4. Pre requisite(s):
   GENE 613

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? ☑ 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.S., Ph.D. in Animal Science, Animal Breeding, Genetics

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. Faculty

   ANSC 638 PREDICTION GENETIC MERIT

   Lec. Lab. Total Credit and Level Code
   0 3 0 0 0 3 0 1 0 9 0 1 0 0 0 5 0 2 7 0 1 5 - 1 6 0 0 3 6 3 2

   Approval recommended by:
   H. Russell Cross
   Department Head or Program Chair (Type Name & Sign) Date

   Mark Hussey
   Dean of College (if cross-listed course) 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
ANSC/GENE 638
Prediction of Genetic Merit
Texas A&M University
Fall 20XX

Instructor: David G. Riley
Associate Professor
Department of Animal Science
432E Kleberg
845-2667
david-riley@tamu.edu

Office hours: Monday & Friday: 10:00 to noon and 1:00 – 4:00 p.m. These are not the only times available, but times other than these should be made by appointment.

Time: 8:00 to 9:15 a.m.

Place: 400 KLCT

Objective: Introduction of Mixed Linear Models and Best Linear Unbiased Prediction for genetic evaluation for traits inherited in a polygenic manner and having an additive genetic component.


Grade:

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<tbody>
<tr>
<td>Exams (2)</td>
<td>65%</td>
</tr>
<tr>
<td>Homework (6)</td>
<td>35%</td>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5 to 100</td>
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<tr>
<td>B</td>
<td>79.5 to 89.4</td>
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<tr>
<td>C</td>
<td>69.5 to 79.4</td>
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<tr>
<td>D</td>
<td>59.5 to 69.4</td>
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<tr>
<td>F</td>
<td>59.4 and below</td>
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Homework assignments turned in one to six days late will receive an automatic 30% grade reduction; assignments turned in seven days late will automatically receive a grade of zero. Homework assignments are primarily computational in nature. Students with excused absences will be allowed to make up missed assignments within the same time requirements. All homework assignments are due by 5:00 PM on their respective dates.

The exams are given as open-note, take home exams. You will have 2 days to complete each exam. The exams have both computational and theory/discussion aspects. Exams are due by 5:00 PM on their respective dates.

Genetic Prediction 1
The tentative schedule for graded assignments will be:

Sep 4       Homework 1 – due Sep 11
Sep 11      Homework 2 – due Sep 18
Sep 20      Homework 3 – due Sep 27
Oct 9       Exam I

Oct 25      Homework 4 – due Nov 1
Nov 6       Homework 5 – Due Nov 13
Nov 15      Homework 6 – due Nov 27
Dec 10, 1-3 pm  Exam II

Course content:
Matrix Algebra
Review of arithmetic operations using matrices: conformability for addition;
conformability for multiplication; operations involving scalars.
Inverse of matrices as analogous to scalar division
Partitioning matrices for facilitation of coding and problem solving
Generalized inverses and their role in prediction equations

Linear Models
Writing the model
Distinguishing fixed from random effects
Derivation of the mixed model equations
Necessary assumptions for the mixed model equations
Equivalent models—reduced animal model
Structure of equations for repeated records on individuals

Best Linear Unbiased Prediction
Prediction error variance as a criterion of predicted random effects
Properties of solutions to the mixed model equations—BLUP random effects and
BLUE fixed effects
Incorrect model specifications
Violation of model assumptions and effect on interpretation
Estimability and constraints on estimates—use of the generalized inverse of the
coefficient matrix to confirm what is being estimated.
Partitioning phenotypes \((P = G + E; G = A + D + I, E = EP + ET)\)
Maternal effects and their essential inclusion in mammalian models

Inverse numerator relationship matrix
Review of construction of this matrix
Algorithm for rapid inversion of the numerator relationship matrix
Individuals without records

Solving Linear Systems of Equations
Iterative procedures as an alternative to direct inversion
Gauss-Seidel methodology
Estimation of variance components
Convergence statistics

Genetic Prediction 2
Absorbing levels of fixed effects to reduce size of the equations

Genetic Evaluation Models
- Animal and Reduced Animal Models
- Sire and Sire-Maternal Grand sire Models
- Multiple Trait Models

Genomic Selection
- Modeling SNP effects
- Training vs. validation populations
- Opportunities and Challenges

Software employment
- Commonly used software packages
- Pedigree and data file set-up
- Basic program operation
- Interpretation of results

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 a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Office of Support Services for Students with Disabilities in Cain Hall, Room B118. The telephone number is 845-1637.

Plagiarism: The handouts used in this course are copyrighted. By "handouts", I mean all materials generated for this class, which include but are not limited to syllabi, 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 I expressly grant permission. As commonly defined, plagiarism consists of claiming the ideas, words, writings, etc, of another person as your own work. This means you are committing plagiarism if you copy work of another person and turn it in as your own, even if you 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, under the section "Scholastic Dishonesty." Definitions of academic misconduct are also available online at http://www.tamu.edu/aggiehonor.

Aggies do not lie, cheat or steal, or tolerate those who do.
BIOGRAPHICAL SUMMARY
David Greg Riley

Professional Experience:

Associate Professor, Texas A&M University, June 1, 2009.

Research Geneticist, USDA, ARS, Subtropical Agricultural Research Station, Brooksville, FL 2000-2009


Research Interests:

Applied breeding and genetics in beef cattle, primarily, but also sheep and hogs.

Association of phenotypes with markers in the genome.

Utilization of genomic information to predict breeding values for a variety of traits.

Gene pathways influencing phenotypes in livestock.

Investigation of reciprocal differences in *Bos indicus-Bos taurus* crosses for fertility and production traits with particular interest on epigenetic influences.

Study of genotype-environment interactions on production efficiency and body composition in live animals and beef carcasses.

Heterosis expression in livestock.

Education:

- Ph.D. Texas A&M University 2000 Genetics
- M.S. 1997 Animal Breeding
- B.S. 1984 Agricultural Economics
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): Communication
2. Course prefix, number and complete title of course: COMM 652: The Rhetoric of Social Movements
3. Catalog course description (not to exceed 50 words): Analysis of persuasive strategies used to build social identities and collectively agitate for social change; exploration of the history of social movements in the United States and abroad.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>COMM 652</td>
<td>RHETORIC OF SOCIAL MOVEMENTS</td>
</tr>
</tbody>
</table>

4. Prerequisite(s): None

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.

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)

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. Approval recommended by:
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Date
   Chair, CC 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
COMM 652: The Rhetoric of Social Movements

Kristan Poirot
Bolton #302E
845-2842
poirot@tamu.edu
Office Hours: Wed. by appointment, Th: 12-2:00

Course Description: Analysis of persuasive strategies used to build social identities and collectively agitate for social change; exploration of the history of social movements in the United States and abroad.

Modern social movements are often compared to the protests and struggles of the Civil Rights Movement of the late 1950s and early 1960s. The movement that resonates in popular memory, however, was not always unified, and its development can be traced to traditions of black protest of a much earlier time. This course surveys the rhetoric from and about black civil rights movements since 1865. We will pay particular attention to anti-lynching protest, black nationalism, black power, and non-violent/civil disobedient campaigns, examining the rhetorics from activists, reactions from oppositional groups, and the carefully crafted responses of federal and state governments. Students can expect to gain an understanding of the political and rhetorical traditions of American public discourse that enable and thwart efforts toward (radical) social change.

Prerequisite: None

Learning Outcomes
At the end of this course, successful students will be able to:

- Identify and critically discuss pivotal speeches and documents of black social movements between 1880 and 1970.
- Identify and critically discuss the historical/rhetorical contexts of black activism since Reconstruction
- Write a well-argued academic essay about rhetoric and civil rights worthy of publication or acceptance at a national conference.

Required Texts:


Steve Estes (2005) I am a Man!: Race, Manhood, and the Civil Rights Movement

Course reading available on the library's e-reserve system.

For more in-depth historiography of the movements associated with MLK, I highly recommend that you purchase and read Taylor Branch's Parting the Waters, Pillar of Fire, and At Canaan's Edge.

Course Assignments: Grading Scale:
Contextual Analysis 50 pts. B: 400-449 pts
Weekly Discussion Questions 75 pts. D: 300-349 pts.
Directed In-Class Analysis 50 pts. F: <300
TOTAL 500 pts

Seminar Paper (Final Draft, Contextual Analysis, Proposal) (375 points): Each student is responsible for writing a 10-12,000 word rhetorical analysis that relates to civil rights movements. Details to follow.

Discussion Questions/Talking Points (75 points). Each week you are responsible for bringing at least 2 and no more than 5 discussion questions and/or talking points related to that week’s readings. These questions are due to me and every Tuesday morning at 10:00 a.m. These questions should be a paragraph each, clarifying the context and exigency for the question.

Directed Analysis (50 points): Each student will be responsible for leading an analysis of a primary text or groups of texts. Details to follow.

Course Policies:

Academic Honesty & Integrity:
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: http://aggiehonor.tamu.edu.

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

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

Attendance:
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 on-line at http://student-rules.tamu.edu/rule07.
Late Work
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Tentative Course Schedule of Reading & Assignments
Discussion questions due every Tuesday by email at 10:00 am.

All recommended readings marked with * are also available on the library’s e-reserve system.

Week 1: (8.27) Course Introduction/ Predecessors and Precipitating Events (PPE) (Post-Reconstruction)
Klinker & Smith, The Unsteady March pp. 1-9; 47-105
Blackmon, Slavery by Another Name p. 39-83
Grady, “The New South” (1886)
Wells, “Lynch Law in All Its Phases” (1893)
Washington, “The Atlanta Exposition Address” (1895)
DuBois, “Of Mr. Booker T. Washington and Others” excerpt from The Souls of Black Folk (1903)

Recommended:
*Wilson, “Towards a Discursive Theory”

Week 2: (9.3) PPE Part 2: Emergence of Jim Crow to WWII (1900 – 1938)
Klinker & Smith, The Unsteady March pp. 106-135
Arneson, Black Protest and the Great Migration, p.1-37
Blackmon, Slavery By Another Name, 371-382
Terrell, “What it Means to be Colored in the Capital of the United States” (1903)
Garvey, “A Separate Nation” (1922)
Garvey, “W. E. Brughardt Du Bois as a Hater of Dark People” (1923)
Garvey, “Last Word Before Incarceration” (1923)
Ware & Linkugel, “The Rhetorical Persona: Marcus Garvey as Black Moses”

Recommended:
Branch, Parting the Waters, p. 1-68
Blackmon, p. 270-296
*Mathews-Gardner, “The Postwar Black Women’s Club Movement”

Week 3: (9.10) PPE, Part 3: War & Fascism (1938-1955)
Klinker & Smith, The Unsteady March, p. 136-241
Hughes, “My America” (1944)
Bethune, “Certain Unalienable Rights” (1944)
Randolph, “March on Washington Movement Presents Program for the Negro” (1944)  
Truman, “Guarding Our Heritage” (1947)  
Humphrey, “No Compromises” (1948)  

Blair, “‘We Go Ahead Together’?”  
Goldzwig, “Inaugurating the Second Reconstruction”  
Garner & Calloway-Thomas, “Langston Hughes’ Message for the Black Masses”  

**Recommended:**  
Estes, *I am a Man*, p. 1-38  
Branch, *Parting the Waters*, p. 1-68  
Blackmon, *Slavery by Another Name*, p. 338-382  


Klinker & Smith, *The Unsteady March*, p. 242-287  

Marshall, “Dismantling Segregation” (1943)  
Boyle, 1954 Address to the NAACP, (1954)  
“The Southern Manifesto,” (1956)  

Hassian, Condit & Luciates, “Rhetorical Boundaries of ‘the Law’”  
Dickens & Schwartz, “Oral Arguments Before the Supreme Court”  
Holmes, “Affirmative Reaction”  
Parry-Giles, “Character, the Constitution, and the Ideological Embodiment of ‘Civil Rights’”  

**Recommended:**  
*Marshall, Oral argument in Briggs (1952)  
*Bethune, “Full Integration” (1954)  
Branch, *Parting the Waters*, p. 120-142  
C. Vann Woodward (1955) *The Strange Career of Jim Crow*  

**Week 5: (9.24) Emmett Till (1955)**  

Hendrickson, “Mississippi Haunting”  
Morris, “Domination, Church, and the NAACP”  

Till Bradley, 1955 Address Bethel AME, (1955)  

Harold & DeLuca, “Behold the Corpse”  
Tell, “The ‘Shocking Story’ of Emmett Till”  

**Recommended:**  
*Bullock, “Freedom is a Job for All of Us”*  

**Paper Proposal Due**  


McGuire, *The Dark End of the Street*, p. 3-159
King, “Holt Street Address” (1955)  
Carr, Address to Women's Auxiliary Baptist State Convention, (1957)  

Wilson, “Interpreting the Discursive Field”  
Selby “Framing Social Protest”  

Allen, Talking to Strangers, p. 1-36  

Recommended:  
Branch, Parting the Waters p. 143-271  
*Henrickson, “Ladies Before Rosa”  
*Houck & Dixon, Introduction to Rhetoric, Religion, and the Civil Rights Movement  
*King, “Give Us the Ballot” (1957)  

Week 7: (10.8) Student Movements Part 1 (Greensboro, Nashville, & Freedom Rides: 1960-1961)  

Cohen, “Prophetic Minority Versus Recalcitrant Majority”  
Murphree, “The Selling of Civil Rights”  
Morris, “Birmingham: A Planned Exercise in Mass Disruption” p. 229-236 (NOTE: this is not the entire chapter)  

SNCC Founding Statement (1960)  
Baker, “Bigger than a Hamburger” (1960)  
Baker, Address to the SNCC conference, Washington DC (1963)  
Nash, Address to the National Catholic Conference for Interracial Justice (1961)  

DeLaure, “Planting Seeds of Change”  
O’Rourke, “Circulation and Noncirculation of Photographic Texts”  
Murphy, “Domesticating Dissent”  

Recommended:  
Branch, Parting the Waters, p. 272-350  

Week 8: (10.15) Student Movements Part 2 (Albany to the Integration of Ole Miss: 1961-1962)  

Morris, “Birmingham: A Planned Exercise in Mass Disruption” p. 236-250 (NOTE: this is not the entire chapter)  
Sanger, “Functions of Freedom Singing”  
Sanger, Excerpts from When the Spirit Says Sing  

Estes, I am a Man, p. 39-60  
Documents from: microsites.jfklibrary.org  
Meredith, “Letter to the Justice Department”  
Barnett, “Declaration to the People of Mississippi”  
Telegram to JFK from Patterson  
Telegram to JFK from Strom Thurmond  
Telegram to JFK from Quinn  

Recommended:  
Branch, Parting the Waters, p. 412-491  
*Reed chapter in The Art of Protest
Week 9 (10.22): Project C/Birmingham (1963)

Contextual Analysis Due

Morris, “Birmingham: A Planned Exercise in Mass Disruption” p. 250-274

Wallace, Inaugural Address (1963)
Statement of Alabama Clergy to King (1963)
King, “Letter from a Birmingham Jail” (1963)

Gallagher, “Memory and Reconciliation”
Johnson, “MLK Jr.’s 1963 Birmingham Campaign”
Lee, “The Populist Chameleon”

Recommended:
Branch, Parting the Waters p. 673-845
*Gaipa, “‘A Creative Psalm of Brotherhood’”
*Leff & Ulely, “Instrumental and Constitutive Rhetoric”
*Patton, “A Transforming Response”

Week 10 (10.29): The March on Washington (1963)

Houck & Dixon, excerpt from Introduction to Women and the Civil Rights Movement (Note, this is not the whole chapter) p. ix-xi

Murray, Address to the National Council of Negro Women, Leadership Conference, (1963)
Kennedy, “Civil Rights Address” (1963)
Johnson, “Address at Gettysburg” (1963)
King, “I Have a Dream” (1963)
O’Boyle, “Invocation for the March on Washington” (1963)
Lewis, “Speech to the March on Washington” (Version 1 & 2) (1963)

Vail, “The ‘Integrative’ Rhetoric of MLK Jr.”
Parry-Giles & Parry-Giles, “Collective Memory, Political Nostalgia”

Recommended:
Branch, Parting the Waters, p. 846-922
*Lucaites & Condit, “Reconstructing <Equality>”
*Miller, “Second Isaiah Lands”

Week 11 (11.5): Malcolm X (1962-1965)

Estes, I am a Man, p. 87-106

Watch Macolm X Debates James Farmer & Wyatt Walker Part 1-6 (available on Part 1-6 (available on You Tube) (1963)
Malcolm X “Ballet or the Bullet” (1964)
Malcolm X, “To Mississippi Youth” (1964)
Francesconi, “Free Jazz and Black Nationalism”
Gorshevski & Butterworth, “Muhammad Ali’s Fighting Words”
Houck, “By Any Means Necessary”

**Recommended:**
Branch, *Pillar of Fire*, p. 1-169 (offers a narrative about early work of Malcolm X alongside a narrative of what was happening in the King part of the movement during the same time); 514-613
*Malcolm X, “Message to the Grass Roots” (1963)
*Terrill, “Protest, Prophecy, and Prudence”

**Week 12 (11.12): Voter Registration and Freedom Summer (1960-1964)**

Estes, *I am a Man*, p. 62-86
Estes, “Engendering Movement Memories”

Hamer, “I Don’t Mind My Light Shining” (1963)
Hamer, “Testimony at the DNC” (1964)
Hamer, “I’m Sick and Tired of Being Sick and Tired” (1964)
Hayden & King, “A Kind of Memo” (1965)

Parker Brooks & Houck, “Showing Love and Telling it Like it is”

**Recommended:**
Branch, *Pillar of Fire*, p. 343-509
*Parker Brooks, “Oppositional Ethos”

**Week 13: (11.19) Selma to Memphis & Beyond (1965-1968)**

McGuire, *At the Dark End of the Street*, p.212-245
Estes, *I am a Man*, p. 132-151

Johnson, “We Shall Overcome” (1963)
Abernathy, “A Christian Movement in Revolutionary Age” (1965)
King, “I’ve Been to the Mountaintop” (1968)

Murphy, “A Time of Sorrow”
Armada, “Memorial Agon”

**Recommended:**
Branch, *At Canaan’s Edge*, p. 1-202; 563-771
*King, “Beyond Vietnam”
*Pauley, “Rhetoric and Timeliness”


Estes, *I am a Man*, p. 154-187
Breines, “Hope and Anger”

Marable & Mullings excerpt from *Let Nobody Turns Us Around*, includes:
Carmichael, “What We Want” (1966)
Rustin, “Black Power” (1966)
Davis, “I am a Revolutionary Black Woman” (1970)


Gallagher, “Black Power in Berkeley”
Burgess, “Rhetoric of Black Power”
Johnson, “Rhetoric of Huey P. Newton”

Recommended:
Klinker & Smith, *The Unsteady March*, p. 288-316
Branch, *At Canaan’s Edge*, p. 365-559
*Sellers, “Black Power and the Freedom Movement in Retrospect”
Newton, “Speech at Boston College” (1970)

**Complete Draft of Seminar Paper Due at 6:00 p.m.**

**Final Papers due by 12:00, Wednesday December 11**
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): Communication
2. Course prefix, number and complete title of course: COMM 653: Rhetoric and Public Culture
3. Catalog course description (not to exceed 50 words): Examination of how artifacts of public culture function rhetorically to transform public attitudes, opinion, and memory; analysis of documents, artworks, images, and histories from a humanities and social science perspectives.

4. Prerequisite(s): None
   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)

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)  
   COMM 653 RHETORIC PUBLIC CULTURE
   Lect. Lab. SEC. CEE and Limit Code Admin. Unit Acad. Year DEP Code
   0 3 0 0 0 3 0 9 0 1 0 0 0 0 0 1 0 6 8 4 1 5 - 1 6 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@tamu.edu.
COMM 653: Communication Rhetoric and Public Culture

Dr. Jennifer L. Jones Barbour  
Office: Bolton Hall Room 209E  
Phone: 979-845-4192  
Email: jonesbarbour@tamu.edu  
Office Hours: MWF 3-4pm and by appointment

COURSE DESCRIPTION: Examination of how artifacts of public culture function rhetorically to transform public attitudes, opinion, and memory; analysis of documents, artworks, images, and histories from a humanities and social science perspectives.

The “text-centeredness” of Western culture is well-known, but its “eye-centeredness” is not often engaged. Pictures have always been problematic forms of representation, but in our highly visual, increasingly digital, and mass-mediated age, the question of how we are to understand the discourse of images is even more pressing.

In this seminar we will engage and participate in the developing conversation across the humanities and social sciences about the implications of what is being called the “pictorial turn.” This course will consider the rhetorical aspects of the pictorial turn by exploring the multiple ways in which visual images become invention resources for argument in the public sphere.

PREREQUISITE: None

STUDENT LEARNING OUTCOMES:
Graduates of this course will
1) analyze critically and evaluate visual communication.
2) prepare and present their own analysis of visual communication to an audience.
3) construct extended written analysis of visual communication that explains pertinent contextual information and employs relevant scholarly literature to support their own claims.
4) revise their own writing based on feedback offered by others.

REQUIRED TEXTS:
1) Susan Sontag, On Photography
2) Catherine Lutz and Jane Collins, Reading National Geographic
3) WJT Mitchell, Picture Theory
4) Additional course readings will be available through links on ecampus

ASSIGMENTS:
1) Analysis papers: Over the course of the semester you will write 2 5-7 page papers that analyze an example of visual rhetoric of your choice. You will present your analysis during class time. (15% each; 30% total)

2) Seminar facilitation: seminar participants will be required to prepare a brief discussion guide for the readings. Each reading will have a designated person who will prepare a brief (approximately 1 page) summary and set of questions designed to focus discussion. (10%)

3) Book Review: You will select a book from a list of texts related to visual culture, and write a book review of the type found in an academic journal of your choice (15%).

4) Final Paper: You will write a paper of 12-25 pages in which you engage a theoretical or critical problem emerging from our course readings and discussions in class. I expect papers engaging theory will be shorter and denser, while papers that take the form of a case study of visual rhetoric will necessarily be longer (45%).

Course Grading: Your course grade will be determined by the weighted average of the grades on individual assignments. Each assignment will receive a letter grade, with a numerical equivalent as follows:

- A = 4.0
- B = 3.0
- C = 2.0
- D = 1.0
- F = 0.0

So, for example, a student who receives a B on each analysis paper, an A on the seminar facilitation, an A on the book review, and a B on their final paper would have a course average of 3.25.

\[(3 \times .15 + 3 \times .15 + 4 \times .10 + 4 \times .15 + 3 \times .45) = 3.25\]

To convert the course average into a course grade, the following scale will apply:

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<th>Course Average</th>
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<td>2.5 and up</td>
<td>B</td>
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<tr>
<td>1.5 and up</td>
<td>C</td>
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<tr>
<td>0.3335 and up</td>
<td>D</td>
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<tr>
<td>below 0.3335</td>
<td>F</td>
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So, for example, a student with a course average of 3.25 would receive a course grade of B.

To calculate your own final grade use the following formula:
(____ x 0.15) + (____ x 0.15) + (____ x 0.10) + (____ x 0.15) + (____ x 0.45) =

AP 1        AP 2        Sem Fac        BR        FP        Course Avg.

Your work in this class will be graded carefully and strictly. It is assumed that you are capable of writing mature, graduate-level essays. Plagiarism will not be tolerated. Your work will be graded according to the following scale:

A = Exceptionally Strong Work demonstrating 1) polished prose form – meaning both advanced academic writing and no grammar errors; 2) sophisticated intellectual content – meaning insightful analysis - not summary; 3) tight argumentative structure – meaning that you have offered a thesis (made an argument) and supported it with evidence.

B = solid, strong work that misses one category while still achieving excellence in two categories.

C = work that addresses the criteria of the assignment while exhibiting serious flaws in one or more categories.

D = work that is poorly written and is structurally flawed. Such work requires, at the very least, immediate office consultation with me.

MISCELLANY

Use Chicago 15th edition or MLA 3rd edition for all papers. Proofread all writing carefully. I will return, unread, papers that do not conform to minimum standards of grammar, spelling, mechanics, and citation for graduate-level work.

The course will be run as a seminar. Attendance is expected and come prepared to engage. Everyone should come to each class having already completed the assigned readings, and having prepared questions, comments, and thoughtful responses to the readings. Please don’t feel inhibited by a lack of familiarity with what we read. I assume most of you have very little acquaintance with this body of literature. We’re all learning here (including me), and we should tackle the readings with that in mind. Everyone should function at all times as critical intellectuals, thoughtfully engaged in the course material, with your peers, and with me.

Plagiarism will not be tolerated. If you are unsure what constitutes plagiarism, see me, check a writing handbook, or consult the Texas A&M University Honor Code. Remember: “An Aggie does not lie, cheat, or steal or tolerate those who do.” (aggiehonor.tamu.edu)

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall, room B118 or call 845-1637. For more information see disability.tamu.edu

ATTENDANCE:
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 on-line at http://student-rules.tamu.edu/rule07.

LATE WORK
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Special Accommodations: If you require accommodation for a disability, please contact me so that we may make arrangements for you.

Schedule of Readings

**Week 1**
January 13
- Introduction to the course
  - Groarke, “Logic, Art and Argument”
  - Birdsell and Groarke, “Toward a Theory of Visual Argument”
  - Blair, “The Possibility and Actuality of Visual Arguments”
  - Olson, “Intellectual and Conceptual Resources for Visual Rhetoric”

**Week 2**
January 20
- A Few Foundational Texts
  - Sontag, *On Photography*
  - Brower, “Photography in the Age of Falsification”

**Week 3**
January 27
- Performing and Seeing I
  - Twigg, “The Performative Dimension of Surveillance”
  - Finnegans, “Recognizing Lincoln”
  - Hariman and Lucaites, “Performing Civic Identity”
  - Jensen, “The Eating Disordered Life”

**Week 4**
February 3
- Performing and Seeing II
  - Lutz and Collins, *Reading National Geographic*
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<tr>
<th>Week/Date</th>
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| Week 5    | Governing and Authorizing I                | Olson, “Benjamin Franklin’s Pictorial Representations of the British Colonies in America”  
<p>|           |                                            | Dauber, “The Shots Seen Round the World”                                      |
|           |                                            | Cloud, “To Veil the Threat of Terror”                                         |
|           |                                            | Bergman, “Can Patriotism be Carved in Stone?”                                 |
| Week 6    | Governing and Authorizing II               | DeLuca and Demo, “Imaging Nature”                                             |
|           |                                            | Erickson, “Presidential Rhetoric’s Visual Turn”                               |
|           |                                            | Book Review Due                                                               |
| Week 7    |                                            | Show and Tell/Theory Building                                                 |
|           |                                            | Analysis Paper 1 Due                                                          |
| Week 8    | Confronting and Resisting I                | Brouwer, “The Precarious Visibility Politics of Self-Stigmatization”          |
|           |                                            | Palczewski, “The Male Madonna and the Feminine Uncle Sarn”                    |
|           |                                            | McNaughton, “Hard Cases: Prison Tattooing as Visual Argument”                 |
|           |                                            | Delicath and DeLuca, “Image Events, the Public Sphere and Argumentative Practice” |
| March 3   |                                            | No Class – Spring Break                                                       |
| Week 9    | Another Foundational Text                  | WJT Mitchell, <em>Picture Theory</em>                                               |
| March 17  |                                            |                                                                               |
| Week 10   | Confronting and Resisting II               | Johnson, “Martin Luther King Jr.’s 1963 Birmingham Campaign as Image Event”  |
|           |                                            | Harold and DeLuca, “Behold the Corpse”                                        |
|           |                                            | Gallagher and Zagacki, “Visibility and Rhetoric: Epiphanies and Transformations in Life Photographs” |
| March 24  |                                            |                                                                               |
| Week 11   | Remembering and Memorializing             | Foss, “Ambiguity as Persuasion”                                               |</p>
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<th>Week 12</th>
<th>Show and Tell/Theory Building</th>
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<td>April 7</td>
<td>Analysis Paper 2 due</td>
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<th>Week 13</th>
<th>Consuming and Commodifying</th>
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<tr>
<td>April 14</td>
<td>Haskins, “Put Your Stamp on History”</td>
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<td>Gillian Rose, <em>Visual Methodologies</em> Chapter 5</td>
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<td>Teruggi Page, “Myth and Photography in Advertising”</td>
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<th>Week 14</th>
<th>Comics</th>
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<td>April 21</td>
<td>Scott McCloud, <em>Understanding Comics</em> Chapters 6&amp;9</td>
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<td>Edwards and Chen, “The First Lady/First Wife in Editorial Cartoons”</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.

Form Instructions
1. Request submitted by (Department or Program Name): Communication
2. Course prefix, number and complete title of course: COMM 656: Feminism and Rhetoric
3. Catalog course description (not to exceed 50 words): Historical development of the ideology, theory and rhetorical practices of U.S. feminism; criticism of significant artifacts of women orators and writers from the 19th century to contemporary times.

4. Prerequisite(s): None

Cross-listed with: WGST 652
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 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)
      Women's & Gender Studies, Major or Minor; Communication Major or Minor

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: COMM 656 | Course #: FEMINISM AND RHETORIC
   Title (excluding pronunciation):

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<th>Acad. Year</th>
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Approval recommended by:

[Signature]
Date: 4/3/14
Chair, College Review Committee

[Signature]
Date: 1/1/14
Dean of College

[Signature]
Date: 6/10/14
Chair, GEO UCC

Submitted to Coordinating Board by:

[Signature]
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
COMM 656: Feminism & Rhetoric
Cross-listed with WGST 652

Instructor: Dr. Tasha N. Dubriwny
Department: Communication and Women’s & Gender Studies
Office: Bolton Hall, 202C
Office Hours: TBA
Department of Communication Phone: 845-5500
Email: tdubriwny@tamu.edu

Course Description: Historical development of the ideology, theory and rhetorical practices of U.S. feminism; criticism of significant artifacts of women orators and writers from the 19th century to contemporary times.

Prerequisites: None

Learning Outcomes:
- Identify and understand different “waves” of feminism
- Apply rhetorical theory to feminist texts
- Analyze and evaluate feminist activism in contemporary and historical contexts
- Understand the many dimensions of feminism theory
- Write critically about feminist social movements

Required Texts:
- Karlyn Kohrs Campbell, Man Cannot Speak for Her, Vol. 1 & 2
- Susan Zaeske, Signatures of Citizenship
- Bonnie J. Dow, Prime Time Feminism
- Kristan Poirot, A Question of Sex: Feminism, Rhetoric and Differences that Matter
- Barbara Crow, Radical Feminism: A Documentary Reader

Course Assignments:
Class leadership exercise (25%)
Book review (15%)
Seminar paper proposal (10%)
Seminar paper draft (10%)
Seminar paper (30%)
Paper presentation (5%)
Participation (5%)

Full descriptions of each assignment are available on our ecampus site.
Grading:
Final grades will be calculated according to this scale:
89.5-100 = A  
79.5-89.49 = B  
69.5-79.49 = C  
59.5-69.49 = D  
59.49 and below = F

Course Policies:
Read the following policies carefully. Enrollment in the class constitutes agreement and understanding of these policies. Your ignorance of these policies will not be an acceptable excuse for violating them.

Academic Honesty & Integrity:
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU’s academic misconduct policies and demonstrates one’s commitment to the Aggie Honor Code. For more information visit: http://aggiehonor.tamu.edu.

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

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

Attendance:
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 on-line at http://student-rules.tamu.edu/rule07.

Late Work:
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.
Week 1: Rhetoric and Women in History


Week 2: Feminism and the Rhetorical Tradition

Week 3: Women and Abolition
Zaeske, Signatures of Citizenship

Week 4: Women and Abolition

Week 5: Women and the Temperance Movement

Week 6: Feminism’s First Wave
Rosemary Tong, Feminist Thought, Ch 1
Campbell, Man Cannot Speak for Her, Vol 1 & 2 (selections TBA)

Week 7: Feminism’s First Wave
Campbell, Man Cannot Speak for Her, Vol 1 & 2 (selections TBA)

Week 8: Feminism’s First Wave

Week 9: Feminism’s First Wave

Week 10: Feminism’s Second Wave—Overview and Liberal Feminism
Ruth Rosen, The World Split Open: How the Modern Women’s Movement Changed America
Week 11: Feminism’s Second Wave—Radical Feminism
Tong, *Feminist Thought*, Ch 2
Crow, *Radical Feminism: A Documentary Reader*

Week 12: Feminism’s Second Wave—The Women’s Health Movement, Reproductive Rights
Wendy Kline, *Bodies of Knowledge* (selections)
Dubriwny, Redstockings

Week 13: Feminism’s Second Wave—Entertainment Media
Bonnie Dow, *Prime Time Feminism*

Week 14: History of Feminist Rhetoric
*Available Means: An Anthology of Women’s Rhetoric(s)*. Edited by Joy Ritchie and Kate Ronald (AM)
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. Request submitted by (Department or Program Name): Graduate Program in Genetics

2. Course prefix, number and complete title of course: GENE 638 Prediction of Genetics Merit

3. Catalog course description (not to exceed 50 words): Mixed linear models and best linear unbiased prediction for genetic evaluation.

4. Prerequisite(s): GENE 613

Cross-listed with: ANSC 638

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 Animal Science, Animal Breeding, Genetics

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)
   GENE 638 PREDICTION GENETIC MERIT

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<th>Lab</th>
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Level 6

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) 3-23-14

Chair, College Review Committee 4/18/14

Dean of College 4/18/14

Chair, GC or UCC 6-10-14

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/14
ANSC/GENE 638
Prediction of Genetic Merit
Texas A&M University
Fall 20XX

Instructor: David G. Riley
Associate Professor
Department of Animal Science
432E Kleberg
845-2667
david-riley@tamu.edu

Office hours: Monday & Friday: 10:00 to noon and 1:00 – 4:00 p.m.
These are not the only times available, but times other than these should be made by appointment.

Time: 8:00 to 9:15 a.m.

Place: 400 KLCT

Objective: Introduction of Mixed Linear Models and Best Linear Unbiased Prediction for genetic evaluation for traits inherited in a polygenic manner and having an additive genetic component.


Grade: Exams (2) 65% A = 89.5 to 100 D = 59.5 to 69.4
Homework (6) 35% B = 79.5 to 89.4 F = 59.4 and below
C = 69.5 to 79.4

Homework assignments turned in one to six days late will receive an automatic 30% grade reduction; assignments turned in seven days late will automatically receive a grade of zero. Homework assignments are primarily computational in nature. Students with excused absences will be allowed to make up missed assignments within the same time requirements. All homework assignments are due by 5:00 PM on their respective dates.

The exams are given as open-note, take home exams. You will have 2 days to complete each exam. The exams have both computational and theory/discussion aspects. Exams are due by 5:00 PM on their respective dates.
The tentative schedule for graded assignments will be:

Sep 4    Homework 1 – due Sep 11
Sep 11   Homework 2 – due Sep 18
Sep 20   Homework 3 – due Sep 27
Oct 9    Exam I

Oct 25   Homework 4 – due Nov 1
Nov 6    Homework 5 – Due Nov 13
Nov 15   Homework 6 – due Nov 27
Dec 10, 1-3 pm    Exam II

Course content:
Matrix Algebra
- Review of arithmetic operations using matrices: conformability for addition;
  conformability for multiplication; operations involving scalars.
- Inverse of matrices as analogous to scalar division
- Partitioning matrices for facilitation of coding and problem solving
- Generalized inverses and their role in prediction equations

Linear Models
- Writing the model
- Distinguishing fixed from random effects
- Derivation of the mixed model equations
- Necessary assumptions for the mixed model equations
- Equivalent models—reduced animal model
- Structure of equations for repeated records on individuals

Best Linear Unbiased Prediction
- Prediction error variance as a criterion of predicted random effects
- Properties of solutions to the mixed model equations—BLUP random effects and
  BLUE fixed effects
- Incorrect model specifications
- Violation of model assumptions and effect on interpretation
- Estimability and constraints on estimates—use of the generalized inverse of the
  coefficient matrix to confirm what is being estimated.
- Partitioning phenotypes ($P = G + E; G = A + D + I, E = EP + ET$)
- Maternal effects and their essential inclusion in mammalian models

Inverse numerator relationship matrix
- Review of construction of this matrix
- Algorithm for rapid inversion of the numerator relationship matrix
- Individuals without records

Solving Linear Systems of Equations
- Iterative procedures as an alternative to direct inversion
- Gauss-Seidel methodology
- Estimation of variance components
- Convergence statistics

Genetic Prediction 2
Absorbing levels of fixed effects to reduce size of the equations

Genetic Evaluation Models
- Animal and Reduced Animal Models
- Sire and Sire-Maternal Grandsire Models
- Multiple Trait Models

Genomic Selection
- Modeling SNP effects
- Training vs. validation populations
- Opportunities and Challenges

Software employment
- Commonly used software packages
- Pedigree and data file set-up
- Basic program operation
- Interpretation of results

**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 a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Office of Support Services for Students with Disabilities in Cain Hall, Room B118. The telephone number is 845-1637.

**Plagiarism:** The handouts used in this course are copyrighted. By "handouts", I mean all materials generated for this class, which include but are not limited to syllabi, 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 I expressly grant permission. As commonly defined, plagiarism consists of claiming the ideas, words, writings, etc, of another person as your own work. This means you are committing plagiarism if you copy work of another person and turn it in as your own, even if you 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, under the section "Scholastic Dishonesty." Definitions of academic misconduct are also available online at http://www.tamu.edu/aggiehonor.

Aggies do not lie, cheat or steal, or tolerate those who do.
BIOGRAPHICAL SUMMARY
David Greg Riley

Professional Experience:

Associate Professor, Texas A&M University, June 1, 2009.

Research Geneticist, USDA, ARS, Subtropical Agricultural Research Station, Brooksville, FL 2000-2009


Research Interests:

Applied breeding and genetics in beef cattle, primarily, but also sheep and hogs.

Association of phenotypes with markers in the genome.

Utilization of genomic information to predict breeding values for a variety of traits.

Gene pathways influencing phenotypes in livestock.

Investigation of reciprocal differences in *Bos indicus-Bos taurus* crosses for fertility and production traits with particular interest on epigenetic influences.

Study of genotype-environment interactions on production efficiency and body composition in live animals and beef carcasses.

Heterosis expression in livestock.

Education:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date</th>
<th>Major</th>
</tr>
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<tbody>
<tr>
<td>Ph.D.</td>
<td>Texas A&amp;M University</td>
<td>2000</td>
<td>Genetics</td>
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<tr>
<td>M.S.</td>
<td></td>
<td>1997</td>
<td>Animal Breeding</td>
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<tr>
<td>B.S.</td>
<td></td>
<td>1984</td>
<td>Agricultural Economics</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.

Form Instructions
1. Course request type: □ Undergraduate ✓ Graduate □ First Professional (e.g., DMD, JD, MD, etc.)
2. Request submitted by (Department or Program Name): COM - Graduate Studies - Education for Healthcare Professionals
3. Course prefix, number and complete title of course: HCPI 552 - Scholarship and Application
4. Catalog course description (not to exceed 50 words):
   This course will advance the role of the healthcare professional in the utilization of new knowledge through scholarly inquiry, integration and application. The emphasis is on integrating theory and the research process into a systematic evaluation and application of evidence-based research. Ethical conduct of research will be emphasized. Qualitative and quantitative methods will be explored. Synthesis, development and implementation of the research process will be utilized to improve guidelines in healthcare practice, the health care environment and, ultimately, health outcomes.
5. Prerequisite(s):
   Cross-listed with: NURS 552
   Stacked with: 
   Course listed courses require the signature of both department heads.
6. Is this a variable credit course? □ Yes ✓ No If yes, from _____ to _____
7. 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
8. Will this course be submitted to the Core Curriculum Council? □ Yes ✓ No
9. This course will be:
a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   MS in Education for Healthcare Professionals
b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
    Attach approval letters.
11. ✓ I verify that I have reviewed the FAQ for Export Control Bases for Distance Education (http://vcr.tamu.edu/resources/export-controls/export-controls-bases-for-distance-education).

Prefix: Course # Title (excluding pronunciation)

<table>
<thead>
<tr>
<th>HCPI</th>
<th>552</th>
<th>Scholarship Intag &amp; App</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:

Dr. Courtney West
Department Head or Program Chair (Name & Sign) Date 4-29-14

Dr. Van Wilson
Chair, College Reviews Committee

Dr. Susan Yarbrough
Department Head or Program Chair (Name & Sign) Date 4-29-14

Dr. Paul Ogden
Dean of College

Submitted to Coordinating Board by:

Chair, GCC UCC Date 11-10-14

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 04/14
I. HCPI/NURS 552: Scholarship: Integration & Application

II. Online Course/3 Credit Hours

III. Fall 2015

III. Course Directors and Coordinators

*Current design is set up for a 15 week full semester course. If this course is taught in the summer as is currently expected, schedules will be adjusted accordingly to fit the number of weeks the course is offered for, but no curriculum changes will be made.

Bryan/College Station Campus

<table>
<thead>
<tr>
<th>Name</th>
<th>Jodie C. Gary, PhD, RN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:gary@tamhsc.edu">gary@tamhsc.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>979.436.0144</td>
</tr>
<tr>
<td>Office location</td>
<td>Bryan, TX</td>
</tr>
<tr>
<td>Office hours</td>
<td>By appointment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Kevin Gosselin, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:gosselin@tamhsc.edu">gosselin@tamhsc.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>979.436.0153</td>
</tr>
<tr>
<td>Office location</td>
<td>Bryan, TX</td>
</tr>
<tr>
<td>Office hours</td>
<td>By appointment</td>
</tr>
</tbody>
</table>

IV. Course Description (from HSC Course Catalogue) and Overview

This course will advance the role of the healthcare professional in the utilization of new knowledge through scholarly inquiry, integration and application. The emphasis is on integrating theory and the research process into a systematic evaluation and application of evidence-based research. Ethical conduct of research will be emphasized. Qualitative and quantitative methods will be explored. Synthesis, development and implementation of the research process will be utilized to improve guidelines in healthcare practice, the health care environment and, ultimately, health outcomes.

VI. Course Objectives and Evaluation Method
Upon completion of the course, students will be able to:

<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>T/E</td>
<td>Theoretical Foundations Paper</td>
</tr>
<tr>
<td>Integrate theory into the appraisal of practice evidence</td>
<td>T/E</td>
<td>Critiques of existing studies</td>
</tr>
<tr>
<td>Appraise existing quantitative, qualitative, and mixed methods studies for application to practice</td>
<td>T/E</td>
<td>Appraisal of clinical practice guidelines implementation plan</td>
</tr>
<tr>
<td>Utilize clinical practice guidelines in patient care</td>
<td>T/E</td>
<td></td>
</tr>
</tbody>
</table>

VII. Attendance Policy-Web participation according to course requirements

VIII. Policies and Procedures

Please refer to COM Office of Research and Graduate Studies policies and procedures

IX. Learning Materials and Activities

All course materials are available online 24/7.

Textbooks (Required and Electronic Resources)


X. Grading and Remediation Policies

The final course grade will be based on the following:

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>
XI. Important Legal Information

a. FERPA

The Federal Education Rights & Privacy Act, requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

b. Americans with Disabilities Act Statement

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

c. Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic Dishonesty Students are expected to adhere to all TAMUS, HSC, and SGS policies regarding academic integrity and classroom conduct. Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available on myHsc at: http://libraryasp.tamu.edu/bi/Tutorials/InfoLit/InfoEthics/AcadInteg.html

d. Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 458-7280 or by mail at 301 Tarrow, 6th Floor, College Station, Texas 77845.

Note: More information is available on the aforementioned topics to all students in the online course catalog.
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):
   Women's & Gender Studies Program

2. Course prefix, number and complete title of course:
   WGST 652 Feminism and Rhetoric

3. Catalog course description (not to exceed 50 words):
   Historical development of the ideology, theory and rhetorical practices of U.S. feminism; criticism of significant artifacts of women orators and writers from the 19th century to contemporary times.

4. Prerequisite(s): None

   Cross-listed with: COMM 656

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)

   Women's & Gender Studies Major or Minor; Communication Major or Minor

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)
   WGST  652  FEMINISM AND RHETORIC

   Elect.  Lab  SCL  CP and Fund Code  Admin. Unit  Acad. Year  HCL Code
   0 3 0 0 0 3 0 5 0 2 0 0 2 0 1 1 7 3 5 1 9 7 1 6 0 0 3 6 3 2

   Approval recommended by:
   Claire Katz  5/2/14
   Chair, College Review Committee
   Kevin Barga  5/2/14
   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
WGST 652: Feminism & Rhetoric
Cross-listed with COMM 656

Instructor: Dr. Tasha N. Dubriwny
Department: Communication and Women’s & Gender Studies
Office: Bolton Hall, 202C
Office Hours: TBA
Department of Communication Phone: 845-5500
Email: tdubriwny@tamu.edu

Course Description: Historical development of the ideology, theory and rhetorical practices of U.S. feminism; criticism of significant artifacts of women orators and writers from the 19th century to contemporary times.

Prerequisites: None

Learning Outcomes:
- Identify and understand different “waves” of feminism
- Apply rhetorical theory to feminist texts
- Analyze and evaluate feminist activism in contemporary and historical contexts
- Understand the many dimensions of feminism theory
- Write critically about feminist social movements

Required Texts:
- Karlyn Kohrs Campbell, Man Cannot Speak for Her, Vol. 1 & 2
- Susan Zaeske, Signatures of Citizenship
- Bonnie J. Dow, Prime Time Feminism
- Kristan Poirot, A Question of Sex: Feminism, Rhetoric and Differences that Matter
- Barbara Crow, Radical Feminism: A Documentary Reader

Course Assignments:
Class leadership exercise (25%)
Book review (15%)
Seminar paper proposal (10%)
Seminar paper draft (10%)
Seminar paper (30%)
Paper presentation (5%)
Participation (5%)
Full descriptions of each assignment are available on our ecampus site.
Grading:
Final grades will be calculated according to this scale:
89.5-100 = A  59.5-69.49 = D
79.5-89.49 = B  59.49 and below = F
69.5-79.49 = C

Course Policies:
Read the following policies carefully. Enrollment in the class constitutes agreement and understanding of these policies. Your ignorance of these policies will not be an acceptable excuse for violating them.

Academic Honesty & Integrity:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
I take academic honesty seriously. A violation of academic honesty and integrity includes, cheating, fabricating documents and sources, plagiarism, and submitting substantial portions of the same work for multiple credit. Each student is required to sign a document that states that he/she understands TAMU's academic misconduct policies and demonstrates one's commitment to the Aggie Honor Code. For more information visit: http://aggiehonor.tamu.edu.

Public Information Act & Email Correspondence:
As an employee of the state of Texas, any university business that is communicated to me, via email, is subject to public information requests. At any time, if requested, I have to relinquish any emails that I have sent or have been sent to me to any interested party. Please be advised that any email that you send to me is subject to public release.

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

Attendance:
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 on-line at http://student-rules.tamu.edu/rule07.

Late Work:
Late work will only be accepted in cases of University excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.
Week 1: Rhetoric and Women in History


Week 2: Feminism and the Rhetorical Tradition

Week 3: Women and Abolition
Zaeske, Signatures of Citizenship

Week 4: Women and Abolition

Week 5: Women and the Temperance Movement

Week 6: Feminism's First Wave
Rosemary Tong, Feminist Thought, Ch 1
Campbell, Man Cannot Speak for Her, Vol 1 & 2 (selections TBA)

Week 7: Feminism's First Wave
Campbell, Man Cannot Speak for Her, Vol 1 & 2 (selections TBA)

Week 8: Feminism's First Wave

Week 9: Feminism's First Wave

Week 10: Feminism's Second Wave—Overview and Liberal Feminism
Week 11: Feminism’s Second Wave—Radical Feminism
Tong, Feminist Thought, Ch 2
Crow, Radical Feminism: A Documentary Reader

Week 12: Feminism’s Second Wave—The Women’s Health Movement, Reproductive Rights
Wendy Kline, Bodies of Knowledge (selections)
Dubriwny, Redstockings

Week 13: Feminism’s Second Wave—Entertainment Media
Bonnie Dow, Prime Time Feminism

Week 14: History of Feminist Rhetoric
Available Means: An Anthology of Women’s Rhetoric(s). Edited by Joy Ritchie and Kate Ronald (AM)