New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:

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

2. Course prefix, number and complete title of course: BIOL 661 - Antimicrobial Agents

3. Catalog course description (not to exceed 50 words): Understanding of antimicrobial agents, their limitations of use, their biosynthesis and regulation, and challenges in their development as new therapeutics.

4. Prerequisite(s): Permission of the instructor

Cross-listed with: Stacked with: BIOL 461 - Antimicrobial Agent

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. in Biology, Biochemistry, Chemistry, or Veterinary Medicine

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)
   BIOL 661 ANTIMICROBIAL AGENTS

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CPI and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCL Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1 2 6 0 5 0 8 0 0</td>
<td>2 0 4 4 0</td>
<td>3 - 1 4 0 0</td>
<td>3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by: [Signature]

Thomas D. McKnight
Department Head or Program Chair (Type Name & Sign) Date 8/13/12

Chair, College Program Committee
Date 8-20-12

Dean of College
Date

9-6-12

Chair, CC or UCC
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
**BIOL 461/661 Antimicrobial Agents**

**Lecture:** Monday, 1:50 to 2:40, Heldenfels 118

**Instructors:** Dr. James L. Smith  
Office: BSBE 314B, Phone: 845-2417,  
e-mail: jsmith@bio.tamu.edu (best way to be reached)  
Office hours: By appointment only

**Prerequisites:** Undergraduate students enrolled in BIOL 461 are expected to have passed BICH 410 or BICH 440 and BIOL 351 or VTPB 405. Graduate students enrolled in BIOL 661 need the permission of the instructor.

**Required textbooks:**  
*ASM Press; Antibiotics: Actions, Origins, Resistance*, Author: Christopher Walsh  
Book ISBN or Item Number: 978-1-55581-254-6

**Course objectives:**  
By the end of this course you will be able to:  
- Understand the mechanisms in which antibiotics function  
- Understand mechanisms of antibiotic resistance  
- Understand approaches used to overcome microbial resistance  
- Understand the complexity of the biosynthetic processes for antibiotic production.  
- Understand the challenges involved in developing new antibiotics.

**Course outcome:**  
The course will provide a basic understanding of antimicrobial agents, their limitations of use, their biosynthesis and regulation, and challenges in their development as new therapeutics. For microbiology majors, this course will enrich their study of the field. For non-majors, this course will provide the basic information needed to understand the complexity of antibiotic function and production.

**Lecture web-site:** Class announcements, syllabus updates, any supplemental readings, study questions, and grades will be posted on Vista ([http://elearning.tamu.edu](http://elearning.tamu.edu)). Log-in using your Net-ID and password. Follow the link to the BIOL 461/661 site. Only registered students have access to this site.

**E-mail requirement:** All students must have an active TAMU e-mail account in order to receive class announcements and updates.

**Attendance:** Attendance at lectures is strongly recommended. You may tape-record the lectures for your own use, but it is illegal to transcribe these lectures or make copies for distribution for a fee. Please see rule 7 at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for TAMU’s attendance policy on excused and unexcused absences.

**Exams:**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Written Report</td>
<td>100</td>
</tr>
<tr>
<td>(Graduate Students only)</td>
<td></td>
</tr>
</tbody>
</table>
There will be two exams and one comprehensive final exam. If you miss one or more of the scheduled exams, the final is required. If you take all scheduled exams, the comprehensive final is optional. If you choose to take the final and perform better on the final than on one of your previous exams, I will replace the lowest grade with your improved final exam grade.

Exam questions will be drawn from lecture material, reading assignments in the textbook, assigned supplemental readings, and any assigned problems. The information covered at the beginning of the course forms the basis for understanding topics covered later. The exams will be multiple-choice, short-answer and/or problem-solving, and essay questions. Many of the questions will be designed to test your understanding of concepts and your ability to use information to solve problems.

Try to only bring the materials needed for your exam on exam dates. You will not be allowed to wear hats or earphones during the exams. Additionally, you will not be allowed to have any type of liquid container at your desk. This includes, but is not limited to, coffee mugs, water bottles, or cups. Cell phones must be stored out of sight and turned to silent. If I suspect cheating occurred during an exam, I reserve the right to re-administer the exam to the entire class. If you are found cheating, you will receive a zero for the exam and will be reported to the Academic Honesty Committee.

**Missed lecture exams:** If you miss an exam due to illness, a death in the family, legal proceedings, participation in a University-sanctioned activity, or another University-authorized excuse and want to take the make-up exam, you must provide written notification by the end of the second working day after the absence. This may be done by email. If you do not request to take a make-up exam, you will receive a score of zero for that exam. Please see rule 7 at http://student-rules.tamu.edu/rule07 for TAMU's attendance policy on excused and unexcused absences.

**Make-up exams:** will be in the format of essay based questions.

**Grading:** The lecture grade for undergraduate students will be based on the two lecture exams and classroom assignments (Total of 300 points). The lecture grade for graduate students will be based on the two lecture exams, classroom assignments, and a written report (Total of 400 points). The comprehensive final exam can substitute one of the lecture exams. The final letter grade for the course will be based on your percentage of points earned out of 300 points for undergraduate students and 400 points for graduate students. Letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90 – 100</td>
</tr>
<tr>
<td>B = 80 – 89*</td>
</tr>
<tr>
<td>C = 70 - 79</td>
</tr>
<tr>
<td>D = 60-69</td>
</tr>
<tr>
<td>F = 0-59</td>
</tr>
</tbody>
</table>

*Grades on the border will be rounded to nearest whole number. For example, 89.49 will be an 89 and an 89.50 will be a 90; 79.49
will be a 79 and a 79.50 will be an 80; 69.49 will be a 69 and a 69.50 will be a 70; 59.49 will be a 59 and a 59.50 will be a 60.

**Classroom Behavior:** Any type of behavior in the classroom or laboratory that is disruptive, distracting, or disrespectful to the instructor or to your fellow students will not be tolerated and will result in dismissal from the classroom. This includes, but is not limited to, disrespectful comments, the use of tobacco products, consumption of food, use of cell phones or wireless devices, or use of any type of communicative device. All cell phones or other such devices must be TURNED TO SILENT, NOT VIBRATION MODE, while in the classroom and laboratories. Do not browse the internet, text message or IM while in the classroom.

**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: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

**The 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 Rm. B118, 845-1637.

**Copyright Policy**
All materials used in this class are copyrighted. Therefore, you do not have the right to copy class materials unless permission is expressly granted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and problem sets.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction/Course Summary/Antibiotics</td>
</tr>
<tr>
<td>Week 2</td>
<td>Microbial Physiology Overview</td>
</tr>
<tr>
<td>Week 3</td>
<td>Antibiotic Classes Part 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Antibiotic Classes Part 2</td>
</tr>
<tr>
<td>Week 5</td>
<td>Drug Resistance Part 1</td>
</tr>
<tr>
<td>Week 6</td>
<td>Drug Resistance Part 2</td>
</tr>
<tr>
<td>Week 7</td>
<td>Exam 1</td>
</tr>
<tr>
<td>Week 8</td>
<td>Improvements on Nature</td>
</tr>
<tr>
<td>Week 9</td>
<td>Biosynthesis of Antibiotics Part 1</td>
</tr>
<tr>
<td>Week 10</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week 11</td>
<td>Biosynthesis of Antibiotics Part 2</td>
</tr>
<tr>
<td>Week 12</td>
<td>Regulation of Antibiotic Production</td>
</tr>
<tr>
<td>Week 13</td>
<td>Next Generation of Antibiotics</td>
</tr>
<tr>
<td>Week 14</td>
<td>Drug Development/Challenges</td>
</tr>
<tr>
<td></td>
<td>Exam 2</td>
</tr>
<tr>
<td>Week 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 Computer Science and Engineering
2. Course prefix, number and complete title of course: CSCE 621: Language, Library, and Program Design Using C++
3. Catalog course description (not to exceed 50 words):
   Exploration of the interactions among language design, library design, and program design in the context of ISO standard C++ and its proposed extensions; Novel features provided by C++ and the design and programming techniques supported.

4. Prerequisite(s):
   Graduate classification or approval of instructor; understanding of C++ and experience with software development projects helpful; knowledge of at least one programming language in addition to C and C++.

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)
   CSCE 621  DESIGN USING C++
   Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  EICE Code
   0 3 0 0 0 3 1 1 0 7 0 1 0 0 0 0 6 0 7 2 1 1 3 - 1 4 0 0 3 6 3 2

   Approval recommended by:
   John Keyser  8/3/13
   (Department Head or Program Chair (Type Name & Sign)  Date
   Chair, College Review Committee  Date  9/8/12
   (if cross-listed course)

   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: CSCE 621 Language, Library, and Program Design Using C++
Term (e.g., Fall 200X): Fall 2012
Meeting times and location:

Course Description and Prerequisites

Exploration of the interactions among language design, library design, and program design in the context of ISO standard C++ and its proposed extensions; novel features provided by C++ and the design and programming techniques supported.

Requirements: Graduate classification or approval of instructor; understanding of C++ and experience with software development projects helpful; knowledge of at least one programming language in addition to C and C++.

Learning Outcomes or Course Objectives

After the course, the student will have a good knowledge of Standard ISO C++, an ability to evaluate language, library, and program designs. The student will be able to compare and contrast C++ designs to designs involving other languages. The student will also have some experience in putting this understanding into practical use as part of a design and programming project.

Instructor Information

Name: Bjarne Stroustrup
Telephone number: 845 4094
Email address: bs@cse.tamu.edu
Office hours: HHB417A

Textbook and/or Resource Material


Grading Policies

Class participation 20%
Homework (reading, reports, and minor projects) 45%
Final project 35%

Course Topics, Calendar of Activities, Major Assignment Dates

The first two thirds of the course (approximately) is lecture based backed up with reading. Homework will be short comparison and critique papers and small experiments with existing language and library features. The last third (approximately) is half lectures (one lecture a week) plus a major project focused on language features and/or library components. Group projects will be accepted and encouraged, provided they are sufficiently ambitious. Partial C++11 implementations are available (e.g. GCC4.7 and the latest Microsoft beta) and will be used to experiment with new language features and library
The first couple of weeks will be an introduction to (or review of) the aims, facilities, and background of modern C++. The language facilities examined will include classes, constructors and destructors, class hierarchies, templates, mapping from language to machine, uniform initialization, constant expression evaluation, lambdas, variadic template arguments, move semantics, and more. The standard library components examined will include containers and algorithms, metaprogramming support, concurrency support, resource management, and more.

Other Pertinent Course Information

The initial emphasis in the course is on giving the students an understanding of the structure of C++ and the programming techniques it supports (primarily object-oriented and generic programming). This will provide a basis for the design discussions and the examination of novel features and techniques.

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://www.tamu.edu/aggiehonor

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Attendance Policy and Grading Scale

"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."

Example Grading Scales:

Standard Letter Grading Scale:

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

Points Grading Scale:

Out of 400 assignable points  
A = 360-400 points  
B = 320-359 points  
C = 280-319 points  
D = 240-279 points  
F = <240 points
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 Economics
2. Course prefix, number and complete title of course: ECON 684 - Professional Internship
3. Catalog course description (not to exceed 50 words):
   Opportunities to put economics learnt in the classroom into practice at government or industry facilities; design projects supervised by faculty coordinators and personnel at these locations; projects selected to match student's area of specialization.

4. Prerequisite(s): Graduate Classification and enrolled in the Masters Program in the Department of Economics.
   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 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 Science in Economics
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)
   ECON 684 PROFESSIONAL INTERNSHIP
   
<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>00</td>
<td>3 4 5 0 6 0 1 0 0 0 1 0 8 1 0 1 3 - 1 4</td>
<td>0 0 3 6 1 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Approval recommended by:
   Timothy J. Gronberg or Li Gao
   Department Head or Program Chair (Type Name & Sign) Date 8/13/12
   Chair, College Review Committee
   Patricia A. Khler 8/17/12
   Dean of College
   Chair, GC or USC
   9-6-12
   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
SYLLABUS

Department of Economics
ECON 684 – Professional Internship
Spring 2013

Meeting Times/Days – TBA

Name: Li Gan
Telephone: (979) 862-1667
Email: gan@econmmail.tamu.edu
Office: 3086 ALLN

Course Description:

Opportunities to put economics learnt in the classroom into practice at government or industry facilities; design projects supervised by faculty coordinators and personnel at these locations; projects selected to match student’s area of specialization.

Prerequisites: Graduate classification and enrolled in the Master’s Program in the Department of Economics.

Learning Outcomes:

The professional internship places students in real-world government or industry laboratories and workplaces to participate as professional members of a research group.

- Students develop professional work habits, initiatives and determine if the chosen career requirements are a good match to their personal and career objectives.
- Students receive specialized training and learn the relationship between economics classroom theory and its practical applications.

Grading Policies:

Course is graded on S/U basis (Satisfactory/Unsatisfactory).

Satisfactory performance will be determined by: Successful completion of the internship, positive feedback from supervisors and a final report provided at the completion of the internship.
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. For additional information, visit http://disability.tamu.edu/

Academic Integrity Statement and Policy
For additional information, please visit: http://www.tamu.edu/aggiehonor

"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 History

2. Course prefix, number and complete title of course: HIST 624: Readings in Race, Ethnicity, and Migration

3. Catalog course description (not to exceed 50 words):
Selected topics and themes in the history of race, ethnicity, and migration; individual and community identity-formation; colonization, slavery, and empire; migration and immigration; social movements; borders and nation-building. May be taken three times for credit as content varies.

4. Prerequisite(s):

Graduate classification

Cross-listed with:                      Stacked with:    

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? [x] Yes    [ ] No    If yes, this course may be taken ______ times.
Will this course be repeated within the same semester? [x] 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., Ph.D. in History

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)
     HIST  624  RACE & MIGRAT

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>IGE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0035401001001</td>
<td>13-1</td>
<td>14</td>
<td>0403632</td>
</tr>
</tbody>
</table>

Approval recommended by:
David Vaught  7-20-12
Department Head or Program Chair (Type Name & Sign) Date

Patricia Ashby  7-20-12
Chair, College Review Committee Date

Jose Luis Bermudez  8-10-12
Dean of College Date

Chair, GC or UCB 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
HIST 624 and 625

From : Jane Sell <j-sell@tamu.edu>
Subject: HIST 624 and 625
To: aseipp@tamu.edu
Cc: James C Bradford <jcbadford@neo.tamu.edu>

Wed, Jul 11, 2012 12:10 PM

Dear Adam,
I have gone over the syllabi for HIST 624 and 625 and the sociology department has no objections to the courses as the material, while overlapping with our Race and Ethnic Relations classes is clearly under the purview of History.

Best,
Jane Sell

Jane Sell
Professor and Department Head
Department of Sociology
Cornerstone Faculty Fellow
Texas A&M University
College Station, TX  77843-4351
979 845-6120

https://neo.tamu.edu/zimbra/h/printmessage?id=263183
RE: New History Graduate Seminar: Request for Assistance

From: James R. Rogers <ROGERS@politics.tamu.edu>  Fri, Jul 20, 2012 10:03 AM
Subject: RE: New History Graduate Seminar: Request for Assistance
To: 'aseipp@tamu.edu' <aseipp@tamu.edu>

Dear Adam,

POLS has no objections to these grad classes being offered in HIST.

Best,

-- Jim

James R. Rogers, Ph.D., J.D.
Associate Professor & Department Head
Editor, Journal of Theoretical Politics
Department of Political Science
Texas A&M University
4348 TAMU
College Station, TX 77843-4348
979 845 8833
Fax 979 847 8924
http://www-polisci.tamu.edu/faculty/rogers/

From: Bradford, James C [mailto:jcbradford@neo.tamu.edu]
Sent: Thursday, June 28, 2012 5:27 PM
To: James R. Rogers
Subject: Fwd: New History Graduate Seminar: Request for Assistance

Professor Rogers,
I don't believe that the attachments went with the message below which I sent a few minutes ago.
Please delete that email.

Sorry for the inconvenience,

Jim Bradford

James C. Bradford
Director of Graduate Studies
Department of History
Texas A&M University
College Station, TX 77843-4236
Tel: Office: 979-845-7165
Home: 979-775-5448
Fax: 979-862-4314

From: "James C Bradford" <jcbradford@neo.tamu.edu>
To: rogers@politics.tamu.edu
Sent: Thursday, June 28, 2012 5:23:58 PM
Subject: New History Graduate Seminar: Request for Assistance

Dear Professor Rogers:

The Department of History is proposing two new courses:

HIST 624: Readings in Race, Ethnicity, and Migration, and
HIST 625: Research Seminar in Race, Ethnicity, and Migration

Both were approved at today’s meeting of the GIC with the request that we contact your department and ask for a letter indicating support, or at least no objection to the courses. The letter would be included in the package referred to the Liberal Arts Council in mid-July.

I have attached copies of the course proposals for your information. Please let me know if you have any questions. I do not expect to be in the office after this week but can be reached via email or cellphone (979-324-4008). My successor as DGS, Adam Seipp, can also respond to any queries (aseipp@tamu.edu; 845-1737).

Thank you for your assistance,

Jim Bradford
HIST 624: Readings in Race, Ethnicity, and Migration

Angela Pulley Hudson, GLAS314A
(979) 845-7151
aphudson@tamu.edu

Fall 2013, W 2:15-5:05
Class Meets: GLAS205
http://elearning.tamu.edu

Course Description:
This course will examine how individual and collective identities are produced and analyze the settings and ideologies that give rise to these categories. We will investigate the emergence of concepts of race and ethnicity in the Americas and beyond, including the migration of peoples, goods, and ideas, across time and around the globe. We will pay special attention to how categories of identity intersect and inform one another in spaces of cultural exchange. Through shared and individual reading assignments, we will address a wide variety of topics, including but not limited to colonization and resistance, slavery and its legacies, migration and immigration, and nation-building and empire. Our focus will be on exploring relationships between race and ethnicity and other vectors of identity (such as gender, religion, citizenship, and national origin) as populations encounter one another.

Prerequisites:
Graduate classification.

Course Objectives:
✔ Students will be able to identify and analyze a wide variety of historical methods relating to the study of race, ethnicity, and migration.
✔ Students will be able to present their analyses in written and oral formats.
✔ Students will be able to apply course lessons to their comprehensive exam and dissertation preparation.

Format:
Each week will be devoted to a single topic. Students will read a common set of essays or articles placing the study of race, ethnicity, and migration into specific historiographic contexts, and report on various monographs on the topic. Copies of reports will be distributed to all seminar members. The seminar will be devoted to a discussion of how various works in a field fit together, where they conflict, and which authors make the best case for their interpretations. Since everyone is responsible for a different aspect of the topic, attendance is essential; the only acceptable absences are University-excused, and these should be clarified in advance.

Requirements:

Attendance: Students are expected to attend all class meetings and participate fully in each discussion. See Student Rule 07 on attendance: http://student-rules.tamu.edu/rule07

Reports (50%):
Each student will provide a report of not more than two single-spaced pages on assigned monographs, to be distributed by e-mail attached document to the instructor and all class members by noon preceding the class meeting (with an extra, double-spaced copy handed
in to the instructor for marking with comments, corrections, etc.) Reports should cover the following points: 1) full bibliographic information on the book, and where possible, succinct biographical data on the author. 2) a summary of the main thesis or arguments of the book. 3) the type of evidence used in building the thesis. 4) any major weaknesses or shortcomings you (or professional reviewers) see in the book. 5) the main contributions of the book. 6) last but not least, how the work fits into the historiographical context outlined in the general readings for the week, and especially how it fits into a comparative global context.

Final Project (50%):
Each student will select one of two methods for preparing and presenting the final paper. Students may choose to write a 20-page historiographical essay on a chosen subfield of race, ethnicity, and/or migration history (topical and/or methodological) that includes analysis of one course book along with at least four other books. Alternatively, the student may choose to craft a complete undergraduate course syllabus (including two sample assignments and two sample assessments) based on a chosen subfield of history that includes one of the course books (where appropriate) along with other readings, according to the level and subject of the proposed course. The student will submit, with his/her syllabus, a 10-page essay detailing the approaches he/she will take in the course, explaining the choice of readings and discussing the overall pedagogical philosophy. Regardless of which option a student chooses, projects must be fully documented and footnoted, double-spaced, and submitted in both paper and electronic form.

Grade Scale:
90-100= A  80-89=B  70-79=C  60-69=D  59 and below=F

Academic Integrity: "An aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor). You should be particularly aware of the information regarding plagiarism (Point 5). Plagiarism is a form of cheating and can be understood as "the appropriation of another person's ideas, processes, results or words without giving appropriate credit." Plagiarism may involve uncited or uncredited use of papers or materials taken in whole or in part from other persons or references, such as from Internet and websites, books, magazines, journals, or newspapers, or from other students' papers. Specifically with reference to assignments in this course, on the book you are reviewing for the week's assignment, rather than footnoting, it is sufficient to put any direct quotes (4 words or longer) into quotation marks, followed by the page reference in parenthesis. However, it is extremely important to identify and credit any citations taken from journal reviews of the book you are reporting on, and to identify which ideas are your own and which are the reviewer's. Any incident of plagiarism is grounds for failing the course. If you are unsure of the meaning of this description, confer with the professor. Committing plagiarism will result in receiving an 'F' on the assignment, possibly an 'F' in the course, and may lead to expulsion from the University.

Accommodations: 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.

**Required Course Materials:**

On the schedule below, "C." indicates common readings that all students should complete each week for historiographic grounding. Students should also read one book from the list of monographs for individual reports. These books are available in Evans library and/or through Interlibrary Services. Please verify the availability of assigned texts in advance of the week we will consider them.

**List of Topics and Readings**

**WEEK 1, January 20:** Theories and Models of Migration and Ethnicity  

**WEEK 2, January 27:** Immigration, Ethnicity, and Identity in Early America  
C: Gjerde, pp. 70-95;

Monographs for individual reports:  

**WEEK 3, Feb. 3: Rural Ethnic Communities:**

C: Gjerde, pp. 96-132, esp. Conzen.

**Monographs for individual reports:**


Anne Knowles, Calvinists Incorporated: Welsh Immigrants on Ohio's Industrial Frontier (1997)


**WEEK 4, Feb. 10: Ethnicity and Religion:**

C: Gjerde, pp. 113-13; 219-229

**Monographs for individual reports:**


WEEK 5, Feb. 17: Family and Gender in Immigrant Communities
C: Gjerde, pp. 238-262

Monographs for individual reports:

WEEK 6, Feb. 24: Education, Language, and Press:

Monographs for individual reports:
Mark Brilliant, *The color of America has changed: how racial diversity shaped civil rights reform in California, 1941-1978* (2010)

**WEEK 7, March 3: Ethnicity and Social Mobility:**

Monographs for individual reports:

**WEEK 8, March 10: Ethnocultural Identity and Politics:**
- C: Gjerde essay in Kamphoefner/Helbich (2004); Chudacoff/Baldwin, chap. 8, esp. Teaford essay.

Monographs for individual reports:

WEEK 9, March 24: Ethnicity in the Crucible of War, 1861-1918

Monographs for individual reports:

Week 10, March 31: Nativism and Immigrant Restriction:
C: Gjerde, 290-322, 332-41.

Monographs for individual reports:

WEEK 11, April 7: The Limits of American Pluralism, 1920-1945; C: Gjerde, pp. 381-404.

Monographs for individual reports:
Masayo Umezawa, *Unlikely liberators [electronic resource]: The men of the 100th and 442nd* (1987)

WEEK 12, April 14: The "New" (and not so new) Immigrants from Asia
C: Gjerde, pp. 395-404, 475-485.

Monographs for individual reports:

WEEK 13, April 21: The "New" (and not so new) Immigrants from the Americas

Monographs for individual reports:
Rachel H. Adler, *Yucatecans in Dallas, Texas: Breaching the Border, Bridging the Distance* (2008)
Cruz, Wilfredo, *City of Dreams: Latino Immigration to Chicago* (2007)

WEEK 14, April 28: Contemporary Ethnicity and Race Relations;
C: Gjerde, pp. 465-475

Monographs for individual reports:


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 History

2. Course prefix, number and complete title of course: HIST 625: Research Seminar in Race, Ethnicity, and Migration

3. Catalog course description (not to exceed 50 words):
Topics and issues in the study of race, ethnicity, and migration history. May be taken three times for credit as content varies.

4. Prerequisite(s):
Graduate classification

Cross-listed with:
Stacked with:

Cross-listed courses require the signatures 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)

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

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)
--- | --- | ---
HIST | 625 | RESEARCH RACE ETHN & MIGRAT

Leet Lab SCII CIP and Fund Code: Admin Unit: Acad Year: HICE Code:
0 3 0 0 0 3 5 4 0 1 0 1 0 0 0 1 1 4 5 0 1 3 1 4 0 0 3 6 3 2

Approval recommended by: ____________________________

David Vaught
Department Head or Program Chair (Type Name & Sign)
Date 7/20/12

Patricia O'Keeley
Chair, College Review Committee
Date 7-20-12

José Luis Bermúdez
Dean of College
Date 8-10-12

Chair, BS or UCC
Date 9-6-12

Submitted to Coordinating Board by:

Date ____________________________

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
HIST 624 and 625

From: Jane Sell <j-sell@tamu.edu>                    Wed, Jul 11, 2012 12:10 PM
Subject: HIST 624 and 625
To: aseipp@tamu.edu
Cc: James C Bradford <jcbradford@neo.tamu.edu>

Dear Adam,
I have gone over the syllabi for HIST 624 and 625 and the sociology department has no objections to the courses as the material, while overlapping with our Race and Ethnic Relations classes is clearly under the purview of History.

Best,
Jane Sell

Jane Sell
Professor and Department Head
Department of Sociology
Cornerstone Faculty Fellow
Texas A&M University
College Station, TX 77843-4351
979 845-6120
RE: New History Graduate Seminar: Request for Assistance

From: James R. Rogers <ROGERS@politics.tamu.edu> Fri, Jul 20, 2012 10:03 AM
Subject: RE: New History Graduate Seminar: Request for Assistance
To: 'aseipp@tamu.edu' <aseipp@tamu.edu>

Dear Adam,

POLs has no objections to these grad classes being offered in HIST.

Best,

-- Jim

James R. Rogers, Ph.D., J.D.
Associate Professor & Department Head
Editor, Journal of Theoretical Politics
Department of Political Science
Texas A&M University
4348 TAMU
College Station, TX 77843-4348
979 845 8833
Fax 979 847 8924
http://www-polisci.tamu.edu/faculty/rogers/

From: Bradford, James C [mailto:jcbradford@neo.tamu.edu]
Sent: Thursday, June 28, 2012 5:27 PM
To: James R. Rogers
Subject: Fwd: New History Graduate Seminar: Request for Assistance

Professor Rogers,
I don't believe that the attachments went with the message below which I sent a few minutes ago.

https://neo.tamu.edu/zimbra/h/printmessage?id=263759
Please delete that email.

Sorry for the inconvenience,

Jim Bradford

James C. Bradford
Director of Graduate Studies
Department of History
Texas A&M University
College Station, TX 77843-4236
Tel: Office: 979-845-7165  
Home: 979-775-5448  
Fax: 979-862-4314

From: "James C Bradford" <jcbradford@neo.tamu.edu>
To: rogers@politics.tamu.edu
Sent: Thursday, June 28, 2012 5:23:58 PM
Subject: New History Graduate Seminar: Request for Assistance

Dear Professor Rogers:

The Department of History is proposing two new courses:

HIST 624: Readings in Race, Ethnicity, and Migration, and  
HIST 625: Research Seminar in Race, Ethnicity, and Migration

Both were approved at today's meeting of the GIC with the request that we contact your department and ask for a letter indicating support, or at least no objection to the courses. The letter would be included in the package referred to the Liberal Arts Council in mid-July.

I have attached copies of the course proposals for your information. Please let me know if you have any questions. I do not expect to be in the office after this week but can be reached via email or cellphone (979-324-4008). My successor as DGS, Adam Selipp, can also respond to any queries (aseipp@tamu.edu; 845-1737).

Thank you for your assistance,

 Jim Bradford
HIST 625: Research Seminar in Race, Ethnicity, and Migration

Angela Pulley Hudson, GLAS314A
(979) 845-7151
aphudson@tamu.edu

Fall 2013, T 2:15-5:05
Class Meets: GLAS205
http://elearning.tamu.edu

Course Description:
This course emphasizes historical research and writing. By the end of the term, students will produce a 25-35 page essay based on primary sources and related to one or more of the course themes. Ideally, the essay will form a chapter of a student's dissertation or will be worthy of publication in a peer-reviewed scholarly journal. During the first four weeks of the course, we will read formative works in the fields of race, ethnicity, and migration history. These readings will help students understand the major theories, methodological approaches, and historiographical foundations of these fields. During the rest of the semester, we will also read books on writing that will help students understand the nuts & bolts of excellent writing.

Prerequisites:
Graduate classification.

Learning Outcomes:
At the end of the course, students will be able to:
--Articulate the major themes and theories in racial and ethnic formations and immigration histories
--Understand the different methodological approaches that they might use when writing historically (e.g. sociological, anthropological, cultural studies)
--Identify a research topic in these fields; conduct original research; organize this research into a clear argument; and explicate how their original papers build upon established historiographies in race, ethnicity, and migration

Readings
On Course Themes:


Adam McKeown, Chinese Migrant Networks and Cultural Change: Peru, Chicago, Hawaii, 1900-1930 (2001)

On Writing:


**Assignments & Grading System:**
Students are expected to come to class having completed all readings for the day and prepared to participate in class discussions. While the professor will help students identify the historiographical contributions, methodological approaches, and major theories, graduate students are expected to identify, discuss, and criticize a book's major thesis and subarguments, types of and application of evidence, sociohistorical context, intended audience, strengths, and weaknesses.

The book précis should be 750-800 words. It will contain a detailed description of the thesis and subarguments as well as an explanation of the significance of the chosen book.

The book review should be 1200-1500 words. It is more detailed than the précis in that not only does it include a discussion of the book's thesis but also an analysis of the book's evidence and strengths and weaknesses.

The research paper will be written in two stages: a first draft and final draft. This affords students the opportunity to incorporate student and professor feedback and practice revision, a major part of academic scholarship. The paper will be 25-35 pages. Students will choose a topic by the end of the fourth week of classes and should get their topic approved by the professor. The point of the paper is to write a paper with an original argument that redefines, builds upon, or fills in gaps within the existing historiographical fields of race, ethnicity, and/or migration history. Students will conduct primary source research and they should consider choosing topics in which primary sources are easily accessible and available. After turning in the first draft, students will read and criticize the paper of one other student, offering detailed and constructive feedback; I will grade this critique. Students will also do a 10-15-minute presentation on their papers the last week of class, which should focus on their major findings.

<table>
<thead>
<tr>
<th>Participation (including final paper presentation)</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper Critique</td>
<td>5%</td>
</tr>
<tr>
<td>Book Precis</td>
<td>5%</td>
</tr>
<tr>
<td>Book Review</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper (Draft)</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper (Final)</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Late Work**
Students are expected to complete all assignments by the listed due dates. Please refer to Student Rule 7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)) for information about excused absences. Please contact me immediately if you cannot meet a deadline.
Grading Scale:
90-100= A  80-89=B  70-79=C  60-69=D  59 and below= F

Attendance
Students are expected to attend all classes. If you must miss class, it is expected that you are doing so because of a major illness, medical emergency, religious holiday, or other serious circumstance. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. It’s your responsibility to find out what you missed (in-class work, announcements, etc.) if you are absent.

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
1. You are expected to adhere to the Aggie Honor Code, which states in part that "an Aggie does not lie, cheat, or steal, or tolerate those who do." You are also expected to be aware of the entire Aggie Honor Code and the Honor Council Rules and Procedures found at http://www.tamu.edu/aggiehonor.

2. If you are caught committing academic dishonesty, such as plagiarism, on an assignment, you will receive a failing grade of “F” for the assignment and possibly an “F” for the course. Plagiarism as defined by the Aggie Honor Code is “the appropriation of another person’s ideas, processes, results or words without giving appropriate credit” to that person (http://www.tamu.edu/aggiehonor/know.html). If you have any questions about what qualifies as plagiarism, please make an appointment to see me during office hours.

Calendar of activities

Week 1- Aug. 30
The U.S. in the World & Introduction to Immigration Histories
Read: Adas, Adelman & Aron, and Sanchez essays. Begin Jacobson

Week 2- Sept. 6
Approaches to Race, Ethnicity, and Immigration Histories

Week 3- Sept. 13
Approaches to Race & Ethnicity, and Immigration Histories continued
Read: Finish McKeown. Begin Ngai.

Turn in book précis no later than 5:00pm, Friday, Sept. 14 (email or drop in my mailbox).
Week 4- Sept. 20
Choosing Research Topics and Methodological Approaches
Read: Chapters 1 and 2 of Trueman

Week 5- Sept. 27
Conducting Archival and Online Research & Analyzing Primary Source Evidence
Read: Chapter 3 of Trueman

Week 6- Oct. 4
No Class. Conduct & Organize Research
Turn in book review no later than 5:00pm, Friday, Oct. 5 (email or drop in my mailbox).

Week 7- Oct. 11
Constructing Convincing Historical Arguments
Read: Chapter 4 of Trueman

Week 8- Oct. 18
No Class. Begin Writing Draft

Week 9- Oct. 25
No class- Individual Appointments with Professor

Week 10- Nov. 1
Discussion of Grammar & Style
Read: Strunk & White excerpts (TBA)

Turn in research paper draft no later than 5:00pm, Friday, Nov. 2 (email or drop in my mailbox).

Week 11- Nov. 8
No Class.
Turn in research paper critique no later than 5:00pm, Friday, Nov. 9 (email or drop in my mailbox).

Week 12- Nov. 15
Discussion of the Revision Process
Read: Strunk & White excerpts (TBA)

Week 13- Nov. 22-- Thanksgiving
No Class. Work on Revisions

Week 14- Nov. 29
Research Paper Presentations & Feedback

Turn in final draft no later than 5:00pm, Friday, Dec. 7 (email or drop in my mailbox).
Form Instructions

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

2. Course prefix, number and complete title of course: HIST 639: Readings in Asian History

3. Catalog course description (not to exceed 50 words):
   Reading in Asian History: Social and cultural transformation of modern Asia; politics and government; wars and military; imperialism and foreign relations; economic development, society, and culture.

4. Prerequisite(s):
   Graduate classification

   Cross-listed with: None

   Stacked with: None

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

5. Is this a variable credit course? ☑ Yes ☐ No

   If yes, from _____ to _____

6. Is this a repeatable course? ☑ Yes ☐ No

   If yes, this course may be taken _____ times.

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

7. This course will be:
   a. required for students enrolled in the following degree 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., Ph.D. in History

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)

   H I S T 6 3 9 R D G I N A S I A N H I S T

   Lect. Lab SCH CIP and Fund Code

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

   Approval recommended by:

   David Vaught

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

   7/2/12

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

   (if cross-listed course)

   Submitted to Coordinating Board by:

   David Vaught

   Date

   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 – 3/10
History 639: Readings in Asian History
Politics and Culture in Modern China

Dr. Di Wang
Office: 103A History Building
E-mail: di-wang@tamu.edu
Office hours: M 3:00-5:00 PM, and by appointment

Spring 2013
M 6:00-8:50 pm
GLAS 205

Course Description

This is a graduate seminar, which will explore the historiography of modern China, with particular focus on the fields of social, economic, and cultural history. The principle objective of this course is to lead students to familiar with select works of recent scholarship, and the types of materials and methodologies used in constructing these books. It is also intended to help students enhance the skills needed by research scholars: critical reading, thinking, and writing. There are no pre-requisites for this course.

Prerequisites:
Graduate classification.

Learning Outcomes:
At the end of the course, students will be able to:
--Articulate the major themes and theories in Modern Chinese political and cultural history
--Understand the different methodological approaches that they might use when writing historically (e.g. sociological, anthropological, cultural studies)
--Present their analyses in written and oral formats.

Requirements

1) Students are expected to actively participate in weekly discussions. Each student is required to prepare oral presentations rotationally and to write three questions raised from the assigned reading each week. Participation (30%), questions (10%), and oral presentation (10%) will be worth 50% of your final grade.
2) The final project for this course will consist of a “State-of-the-Field” essay on a theme or subject in the history of modern China. This paper should be 15-20 pages long (typed, double-spaced, with footnotes and bibliography…). Each student will present their findings in a symposium the final day of class, which is also the deadline for the paper. The paper will be worth 50% of your final grade.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>Failed</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
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."

Books and Articles

All required books will be available on reserve at the Library. Books that are still in print will also be made available for purchase at the bookstore.


William Rowe, Hankow: Conflict and Community in a Chinese City, 1796-1895.


Philip Huang, The Peasants Economy and Social Change in North China.


Prasenjit Duara, Culture, Power, and the State: Rural North China, 1900-1942.

Leo Ou fan Lee, Shanghai Modern.

Yunxiang Yan, *The Flow of Gifts: Reciprocity and Social Networks in a Chinese Village*


**Topics and Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Jan. 17</td>
<td>Martin Luther King, Jr. Day Holiday</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Jan. 24</td>
<td>Qing State and Society</td>
<td>Reading: Kuhn, <em>Soulstealers</em></td>
</tr>
<tr>
<td>Week 3</td>
<td>Jan. 31</td>
<td>The City and Urban Community</td>
<td>Reading: Rowe, <em>Hankow</em></td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb. 14</td>
<td>China and Europe in Comparative Perspective</td>
<td>Reading: Pomeranz, <em>The Great Divergence</em></td>
</tr>
<tr>
<td>Week 6</td>
<td>Feb. 21</td>
<td>Economy and Rural Society</td>
<td>Reading: Huang, <em>The Peasants Economy and Social Change</em></td>
</tr>
<tr>
<td>Week 8</td>
<td>Mar. 7</td>
<td>Social Soil of Uprising</td>
<td>Reading: Esherick, <em>The Origins of the Boxer Uprising</em></td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------------------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Week 10</td>
<td>Mar. 21</td>
<td>Culture and Power</td>
<td>Duara, <em>Culture, Power, and the State</em></td>
</tr>
<tr>
<td>Week 11</td>
<td>Mar. 28</td>
<td>Elites Life in Shanghai</td>
<td>Lee, <em>Shanghai Modern</em></td>
</tr>
<tr>
<td>Week 12</td>
<td>Apr. 4</td>
<td>Paper preparation</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr. 11</td>
<td>Urban Public Space and Daily Life</td>
<td>Wang, <em>The Teahouse</em></td>
</tr>
<tr>
<td>Week 14</td>
<td>Apr. 18</td>
<td>Village Life and Social Relations</td>
<td>Yan, <em>The Flow of Gifts</em></td>
</tr>
<tr>
<td>Week 15</td>
<td>Apr. 25</td>
<td>Social Transformation in the Reformist Era</td>
<td>Link, Madsen, and Pickowicz ed., <em>Popular China</em></td>
</tr>
<tr>
<td>Week 16</td>
<td>May 2</td>
<td>Paper presentation</td>
<td></td>
</tr>
</tbody>
</table>

**PAPER DUE**
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 History

2. Course prefix, number and complete title of course: HIST 640: Readings in Atlantic World and Caribbean History

3. Catalog course description (not to exceed 50 words):
Selected topics and themes in the history of the Atlantic World and Caribbean; revolutions, European colonialism in Africa and the Americas, transatlantic slave trade, growth of plantation societies, abolition of slavery, post-emancipation period. May be taken three times for credit as content varies.

4. Prerequisite(s): Graduate classification

Cross-listed with: 

Stacked with: 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? [X] Yes [ ] 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 be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   None

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

   M.A., Ph.D. in History

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

   Course #: 0 3 0 0 0 3 5 4 0 1 0 0 0 1
   Title (excluding punctuation): Admin. Unit 1 4 5 0 1 3 - 1 4 0 0 3 6 3 2
   LEC 15 18 21 24 27 30 33 36 39 42 45 48 51 54 57 60 63 66 69 72 75 78 81 84
   Lab 1 4 5 8 9 12 13 16 17 20 21 24 25 28 29 32 33 36 37 40 41 44 45 48 49
   SCH 1 4 5 8 9 12 13 16 17 20 21 24 25 28 29 32 33 36 37 40 41 44 45 48 49
   CHP and Fund Code: 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
   (if cross-listed course)

Approval recommended by:

David Vaught
Department Head or Program Chair (Type Name & Sign) 7/20/12

Patricia J. Herring
Chair, College Review Committee 7-20-12

Joe X. Haggard
Dean of College 8-10-12

Chair, GC Ad Hoc Committee 7-20-12

Effective Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
HIST 640: Readings in Atlantic World and Caribbean History
Fall 2012
Monday 6:00-8:50
GLAS 205

Cynthia Bouton
Email: c-bouton@tamu.edu
Office: History 208B
Office Hours: M 4-5, T 5:30-6:45, TH 12:30-2:00, and by appointment
Phone: 845-7102; 845-7151

COURSE DESCRIPTION:
From the mid-eighteenth to the mid-(and perhaps even late-) nineteenth century, momentous revolutions erupted around the Atlantic basin: in North America, Europe, the Caribbean, Africa, and Latin America. This course will study the causes, course, character, and consequences of these Atlantic revolutions. We will consider commonalities as well as differences, interconnections as well as distinctive processes. Through discussion of the various revolutions, the course offers an analysis of major themes in the historical narrative related to European colonialism in Africa and the Americas, the Transatlantic Slave Trade and the growth of plantation societies, as well as the history of commodities, religious movements, and the cross-cultural exchange of ideas and their influence on and implications for revolutionary activity in the region.

Prerequisites:
Graduate classification.

Learning Outcomes:
✓ Students will be able to identify and analyze a wide variety of historical methods relating to the study of the Atlantic and Caribbean worlds.
✓ Students will be able to present their analyses in written and oral formats.
✓ Students will be able to apply course lessons to their comprehensive exam and dissertation preparation.

REQUIREMENTS:
All students are expected to do the assigned reading, participate in class discussions, and prepare oral and written assignments.

Readings: This is a reading-intensive seminar. Each student will do the assigned reading in order to contribute to class discussions. This means that, by class time, you should have not only done the readings, but also acquainted yourself with the historian(s) and the larger issues (historiographical and theoretical) addressed by the work(s), including reading reviews. The required class readings introduce you to some classical approaches as well as more recent important contributions.

Writing Assignments: Each student will produce:
1) A 6-7 page critical review on an assigned monograph or group of articles. By noon the day before each class, the author of the critical review will distribute the essay by e-mail to the instructor and all class members. Reviews should cover the following points: a) full
bibliographic information on the book, and where possible, succinct biographical data on the author. b) a summary of the main thesis or arguments of the book. c) the type of evidence used in building the thesis. d) any major weaknesses or shortcomings you see in the book. e) the main contributions of the book. f) last but not least, how the work fits into the historiographical context outlined in the general readings for the week, and the broader scholarly debates in Atlantic World and Caribbean History.

2) a syllabus for an upper-level course on Atlantic Revolutions, complete with readings, sample assignments and assessments, and a 8-10 page essay detailing the approaches s/he will take in the course, an explanation of the choice of readings and a discussion of the student’s overall pedagogical strategy. This project will be due the last day of class.

Class Participation and Attendance: I will conduct this seminar as a forum for class discussion. I expect every student to attend every class. Remember, you can’t participate if you aren’t there, and you can’t pass the class if you don’t participate. Quality participation should reflect serious, responsible engagement with class materials and the ideas of your colleagues in class, including active questioning of readings, and suggestions for future research. If you must miss class, it is expected that you are doing so because of a major illness, medical emergency, religious holiday, or other serious circumstance. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. It’s your responsibility to find out what you missed (in-class work, announcements, etc.) if you are absent.

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 experience 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 B-118 Cain Hall. This phone number is 845-16337. It is the student’s responsibility to contact the Department of Student Life and the professor.

Academic Dishonesty/Plagiarism/Professionalism in the Classroom: Texas A&M operates on an Honor System that presumes the integrity of its students. Students violate the honors policy and betray the Aggie tradition by plagiarizing or participating in other forms of academic dishonesty. Plagiarism includes failing to credit sources used in your work and/or attempting to receive credit for work performed in part or in whole by another person. The Texas A&M University Student Handbook outlines the meaning of “Academic Dishonesty and Plagiarism.” In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist is stealing and destroys trust among colleagues. Without that trust, and the safety that goes along with it, authors cannot communicate their research. This information is available online at http://student-rules.tamu.edu/. Plagiarism is a serious offense and will result in receiving a “f” on the assignment and failing this course.

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor
GRADIENTS:

Final grades will be calculated as follows:
Class participation = 50% of final grade
Written Assignments = 50% of final grade (This grade is divided as follows: 20% for the critical review, 30% for the syllabus & accompanying essay).
More than three unexcused absences (as defined by Student Rule 7 [http://student-rules.tamu.edu/ruleo7]) will result in a failing grade.

Final grades will be calculated based on the following scale:
90-100= A  80-89=B  70-79=C  60-69=D  59 and below= F

READINGS: We will read books, articles, and book chapters.

BOOKS: Some of these books are “in print” and some are “out of print.” You may purchase them all online. I will place copies on reserve in the library. They are listed in the order we will read them.


ARTICLES AND BOOK CHAPTERS:

Many of these can be accessed through e-journals. Most will be on E-Learning.


RECOMMENDED:

If you are not familiar with the basic historical narratives for this era, you should consider consulting a textbook. Most Western and World Civilization texts offer some coverage. There is also:


Course Schedule

Week I  Introduction


Week VII  FHS Forum & H-France Salon


**Week IX**


**Week X**


**Week XI**


**Week XII**


Cleves, Rachel Hope, ""Jacobins in this Country’: The United States, Great
Britain and Trans-Atlantic Anti-Jacobinism,” *Early American Studies* (Spring

**Week XIII** Auslander, Leonora, *Cultural Revolutions: Everyday Life and Politics in Britain,
ISBN 9780520259218

**Week XIV** Armitage, David and Sanjay Subrahmanyam, eds. *The Age of Revolution in
Global Context, c. 1760-1840* (Palgrave/Macmillan, 2010). 978-02305804

Van Young, Eric. “Was there an Age of Revolution in Spanish America?”
Conclusion to *State and society in Spanish America during the Age of Revolution,*
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 History

2. Course prefix, number and complete title of course: HIIST 641: Research Seminar in Atlantic World and Caribbean History

3. Catalog course description (not to exceed 50 words): Topics and issues in the history of the Atlantic World and the Caribbean. May be taken three times for credit as content varies.

4. Prerequisite(s): Graduate classification

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

8. 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. Prefix Course Title (excluding punctuation)

<table>
<thead>
<tr>
<th>LECT</th>
<th>LAB</th>
<th>SCH</th>
<th>CHG</th>
<th>Unit Code</th>
<th>Admin Unit</th>
<th>Year</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3 5 4 0 1 0 1 0 1 0 0 1 1 4 5</td>
<td>0 1 1 4</td>
<td>3 6 3 2</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by: David Vaught
Department Head or Program Chair (Type Name & Sign) Date 7/20/12

Chair, College Review Committee Date 7/20/12

Chair, CC or UCC Date 9/6/12

Submitted to Coordinating Board by: Patricia A. Smiley
Associate Director, Curricular Services Date 9/6/12

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
HIST 641: Research Seminar in Atlantic World and Caribbean History  
Fall 2012  
Thursday 6:00-8:50  
GLAS 205

Professor:  
Email: g-chambers@tamu.edu  
Office Hours: M 4-5, T 5:30-6:45, TH 12:30-2:00, and by appointment

Office: History 303B  
Phone: 845-7151

Course Description
This course emphasizes historical research and writing. By the end of the term, students will produce a 25 – 35 page paper based on primary research and a thorough review and analysis of the secondary source material related to one of the course themes. Ideally, the essay will form a chapter of a student’s dissertation or produce a scholarly article to submit for publication in a peer-reviewed scholarly journal. During the first four weeks of the course, we will formative works in the fields of Atlantic World and Caribbean history in order to introduce students to the key themes, arguments, and methodological approaches to the field. In the subsequent weeks of the semester, readings will focus on the numerous historiographical debates that define research and writing in the field. Research and writing remain the primary focus of the course.

Prerequisites:
Approval of instructor and director of graduate studies; graduate classification.

Learning Outcomes
At the end of the semester students will be able to:

- Identify and articulate the major themes and historiographical debates in Atlantic World and Caribbean history.
- Understand the different methodological approaches scholars employ in this area of study (e.g., sociological, anthropological, cultural studies)
- Formulate a topic in Atlantic World and Caribbean history; organize a clear thesis and argument; construct an analysis of the relevant secondary literature related to the topic; identify appropriate primary sources; draft an article/chapter length paper.

Readings

On Course Themes:


On Writing:


**Evaluation**

20%: Class Participation- This course is structured around weekly discussion of assigned readings that you are expected to have read by class time on the appropriate day as outlined in the weekly breakdown of readings. The success of our discussions depends on students coming to class prepared and ready to actively engage with the material and other students. Only respectful exchange will be tolerated. While the professor will help students identify the historiographical contributions, methodological approaches, and major theories, graduate students are expected to identify, discuss, and critique a book's major thesis and subarguments, types of and application of evidence, sociohistorical context, intended audience, strengths, and weaknesses.

10%: Assignment #1: Paper Prospectus- In this assignment, you will submit ONE topic for a 25-35 page research paper (12 pt., double-spaced, Times New Roman font), as well as a working bibliography of ten scholarly books and ten scholarly articles You must also identify available primary sources that you will consult for the project.
10%: Assignment #2: Book Review Essay- The essay should be 4-6 double-spaced pages, 12 point Times New Roman font. For this assignment students may choose any 4-5 books from their working bibliography on their topic. The review should link the books together and analyze them under a common historical theme.

The research paper will be written in two stages: a draft and final form. Organizing the assignment in stages affords students the opportunity to incorporate student and professor feedback in their revisions. The paper will be 25-35 pages. Students will choose a topic by the end of the fourth week of classes and should get their topic approved by the professor. The primary goal for this paper is to develop an original argument that redefines, builds upon, challenges, or fills in voids within the existing historical literature in Atlantic World and Caribbean history. While secondary evidence is important to understanding the topic and conducting research, the bulk of the paper should consist of primary source material. As a result, students should choose topics in which primary sources are easily accessible and available. After turning in the first draft, students will engage in the peer review process by reading and critiquing the paper of one other student, offering detailed and constructive feedback. All assignments must be completed in order to pass the course.

25%: Assignment #3: Research Paper Draft- In this assignment, you will submit a complete first draft of your research paper.

35%: Assignment #4: Final Research Paper

<table>
<thead>
<tr>
<th>Participation</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Book Review</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper (Draft)</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper (Final)</td>
<td>35%</td>
</tr>
</tbody>
</table>

Grade Distribution
90-100= A
80-89=B
70-79=C
60-69=D
59 and below= F

Attendance Policy:
Students are expected to attend all classes. I expect you to come to class prepared and ready to actively engage in discussions. If you must miss class, it is expected that you are doing so because of a major illness, medical emergency, religious holiday, or other serious circumstance. It is your responsibility to find out what you missed (in-class work, announcements, etc.) if you are absent. If you have an excused absence during the semester, in accordance with TAMU Student Rules: Attendance (http://studentrules.tamu.edu/rule7.htm) you must turn in evidence of that excuse within two working days of the absence.
**Academic Misconduct:**
"An Aggie does not lie, cheat, or steal or tolerate those who do."

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

**ADA- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Room B118, Cain Hall (campus phone 845-1637).

**Course Schedule**

Week 1- Atlantic World and Caribbean History: An Introduction
Read: Greene & Morgan and Knight

Week 2- Methodological Approaches in Atlantic World History
Read: Frey & Wood and Hatfield

Week 3- Methodological Approaches in Caribbean History
Read: Beckles and Chinea

Week 4- Choosing Research Topics and Methodological Approaches, Conducting Archival and Online Research and Analyzing Primary Source Evidence
Read: Booth, chapters 1-6

Week 5- Recent Approaches to Atlantic World History
Read: Garrigus & Morris and Miller
**Paper Proposal Due**

Week 6- Recent Approaches to Caribbean History
Read: Amussen and De La Fuente

Week 7- Constructing Convincing Historical Arguments
Read: Booth, chapters 7-12
**Book Review Due**

Week 8- Individual Appointments with Professor
Week 9- Writing Day

Week 10- Writing Day
   Paper Draft Due by the end of class

Week 11- Revising Research Papers
   Read: Booth, chapter 13-15

Week 12- Individual Appointments with Professor
   Peer Review of Papers Due

Week 13-Revision Day

Week 14- Research Paper Presentations
   Turn in Final Papers
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 History

2. Course prefix, number and complete title of course: HIST 648: Readings on Topics in Modern European History

3. Catalog course description (not to exceed 50 words):

Readings on topics covering the history of the political, social, cultural, intellectual, economic, and diplomatic development of modern Europe as a whole or in part, or that of individual nations, empires, or regions. May be taken three times for credit as content varies.

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)

   None

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

   M.A., Ph.D. in History

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)

<table>
<thead>
<tr>
<th>HIST</th>
<th>648</th>
<th>RDG</th>
<th>TOPICS</th>
<th>MOD</th>
<th>EUR</th>
<th>HST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
<td>CHP and Fund Code</td>
<td>Admin. Unit</td>
<td>Acad. Year</td>
<td>ECE Code</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Chair, CC 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
Readings on Topics in Modern European History
HIST 648
Topic: History of the Soviet Union

Fall 2013
Tuesdays 7:00-9:45 pm
Room 206 Glasscock Bldg.

Dr. Roger Reese
Department of History
e-mail: reese@tamu.edu

Office hours: TR 1:30-3:30
or by appointment
Telephone: 845-7151

Description: The purpose of this class is to provide an understanding of the historical and related social, cultural, economic, and political processes that led Russia into revolution in 1917, shaped socialist society under the Soviet Union and finally led to the collapse of communism in Russia and the disintegration of the Soviet empire and how these have been recorded, transmitted, and evaluated by the history profession.

Learning Objectives: Through lecture, group discussion, reading, and research, the student will master the basic history of the USSR, gain detailed knowledge of its major historic figures and their actions, and be able to explain the major events of the period, their significance, and the historical debates and controversies about the interpretations of them. Mastery will be measured by evaluation of their in-class verbal and written explanations of weekly readings, their contribution to discussion, and their term papers.

Prerequisites: Approval of instructor and director of graduate studies; graduate classification.

Requirements: 1) Each student will write weekly reviews of assigned reading. 2) Each student will write a twenty-page historiographical paper on a particular major historical theme in Soviet history. In class participation is expected and will consist of as a minimum an oral rendering of the weekly book review and answering questions raised about said review. Optimally students will raise questions of each other’s reviews and participate in discussions of topics raised by the instructor.

Grading: The reviews are worth 40% of the course grade. The paper is worth 50% of the course grade. Class participation is worth 10% of the course grade. The grading scale is: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 and below.

Attendance: There will be a 5% deduction from the final course grade for every unexcused absence. Whether an absence is excused or not will be determined by the policies set in the student rules (http://student-rules.tamu.edu/rule07).
Required texts:

Sheila Fitzpatrick, *The Russian Revolution*
David Hoffman, ed., *Stalinism*
Davies and Harris, ed., *Stalin: A New History*

**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).

**Plagiarism and Academic Integrity:** "An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

Readings below marked with an asterisk are required readings for all students.

**Course Schedule**

**Week 1:** Introductory class. Assigning books for week two reviews. Lecture on the February Revolution and dual power by instructor.

**Week 2:** The October Revolution and the civil war

  a. The October Revolution, Lenin and Trotsky
  Alexander Rabinowitch, *The Bolsheviks Come to Power.*
  Oliver Radkey, *Election of the Russian Constituent Assembly, 1917.*
  Donald J. Raleigh, *Revolution on the Volga.*
  Richard Pipes, *The Unknown Lenin.*
  Philip Pomper, *Lenin, Trotsky, and Stalin.*
  Leon Trotsky, *My Life.*

  b. The civil war against the Whites and in general
  Evan Mawdsley, *The Russian Civil War.*
  Geoffrey Swain, *Russia’s Civil War.*
c. The civil war and the peasantry
Orlando Figes, *Peasant Russia, Civil War.*
Michael Malet, *Nestor Makhno in the Russian Civil War.*

d. The civil war and the nationalities and minorities

 e. The civil war and other political parties and movements
Vladimir Brovkin, *Behind the Front Lines of the Civil War. Political Parties and Social Movements in Russia, 1918-1922.*

f. The civil war on the periphery

**Week 3:** Civil War and Establishing Bolshevik power, War Communism

a. establishing a government
Moshe Lewin, *Lenin's Last Struggle.*

b. governing

Richard Sakwa, *Soviet Communists in Power: A Study of Moscow During the Civil War, 1918-1921.*

Elizabeth Wood, *The Baba and the Comrade.*


c. War Communism

Nikolai Bukharin and E. Preobrazhensky, *The ABC of Communism.*

Lars Lih, *Bread and Authority in Russia, 1914-1921.*

Silvana Malle, *The Economic Organization of War Communism 1918-1921.*

Mary McAuley, *Bread and Justice: State and Society in Petrograd, 1917-1922.*


d. Opposition to the Bolsheviks

Avrich, *Kronstadt* 1921.

Vladimir N. Brovkin, *Behind the Front Lines of the Civil War: Political Parties and Social Movements in Russia, 1918-1922.*


e. Lenin’s legacy (historiographically speaking)


**Week 4:** The New Economic Policy; the Power Struggle, 1921-32

a. NEP politics


b. NEP economics

c. NEP culture
Fitzpatrick, Rabinowitch, Stites, Russia in the Era of NEP.
Gorsuch, Anne E. “NEP Be Damned! Young Militants in the 1920s and the Culture of the Civil War” Russian Review vol. 56, no. 4 (October 1997), 564-80.

Week 5: Stalinism: The power struggle and the First Five-Year Plan, 1928-32
a. The power struggle
Stephen Cohen, *Bukharin and the Bolshevik Revolution.*
Anna Larina, *This I cannot Forget.*

b. The First Five-Year Plan

c. The debate over the First Five-Year Plan in *Slavic Review*, vol. 32, no. 2 (1973)

**Week 6:** Stalinism: Collectivization, dekulakization, famine, 1929-38

a. Collectivization
James Hughes, *Stalinism in a Russian Province: A Study in Collectivization and Dekulakization in Siberia.*
Robert Conquest, *Harvest of Sorrow.*
Sheila Fitzpatrick, *Stalin’s Peasants.*
Moshe Lewin, *Russian Peasants and Soviet Power.*
Lynn Viola, *The Best Sons of the Fatherland.*
Lynn Viola, *Peasant Rebels under Stalin.*

b. The Millar – Nove debate

c. Opposition to collectivization

d. After collectivization
Carol J. Avins, "Isaak Babel's Tales of Collectivization: Rites of Transition in the New Soviet Village," *Slavic Review*, vol. 64, no. 3 (Autumn, 2005), 560-579.

e. The debate over deaths due to collectivization:
Steven Rosefielde, "New Demographic Evidence on Collectivization Deaths: A Rejoinder to Stephen Wheatcroft," *Slavic Review*, vol. 44, no. 3 (Autumn, 1985), 509-516
Steven Rosefielde, "Demographic Analysis and Population Catastrophes in the USSR: A Rejoinder to Barbara Anderson and Brian Silver," *Slavic Review*, vol. 45, no. 2 (Summer, 1986), 300-306.

**Week 7:** Stalinism: Stalin, Society, and culture.

a. Stalin

*Sarah Davies and James Harris, ed., Stalin: A New History.
*David Hoffmann, ed., Stalinism.
Hiroaki Kuroyama, Stalin.
Lars T. Lih, and Oleg V. Naumov, Oleg V. Khlevniuk. Stalin's Letters to Molotov, 1925-1936.

b. Society

Jeffrey Brooks, Thank You, Comrade Stalin!: Soviet Public Culture from Revolution to Cold War.
Sheila Fitzpatrick, Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s.
Orlando Figes. The Whisperers.
Wendy Goldman, Women at the Gates: Gender and Industry in Stalin's Russia.
Larry Holmes, The Kremlin and the Schoolhouse.
Catriona Kelly, Comrade Pavlik: The Rise and Fall of a Soviet Boy Hero.
Siegelbam and Sokolov, Stalinism as a Way of Life.
Elena Osokina, Our Daily Bread: Socialist Distribution and the Art of Survival in Stalin's Russia, 1927-1941.


c. Religion

Edward Roslof, Red Priests.

d. Criticisms, reevaluations

N. S. Timasheff, The Great Retreat.
Leon Trotsky, The Revolution Betrayed.


**Week 8: The purges and the party under Stalin**

a. *Ezhovshchina*

Robert Conquest, *The Great Terror: A Reappraisal*.


J. Arch Getty and Naumov, *The Road to Terror*.

J. Arch Getty and Naumov, *Yezhov*.

J. Arch Getty and Roberta Manning, ed., *Stalinist Terror*.

Matthew Lenoe, *The Kirov Murder and Soviet History*.

Robert Thurston, *Life and Terror in Stalin's Russia, 1934-41*.

b. Terror by sector


c. Purge trials


Week 9: The GULag and the terror
a. The camp system
Viola, Lynne. *The Unknown Gulag.*
Werth, *Cannibal Island.*

b. Statistics on the repressed

c. Statistical debate

d. Terror and governing

Week 10: Foreign policy, 1922-1939; World War II
a. Foreign policy
Gabriel Gorodetsky, *The Grand Illusion*
Geoffrey Roberts, *The Unholy Alliance.*

b. The war
Catherine Merridale, *Ivan’s War.*
Roger Reese, *Why Stalin’s Soldiers Fought.*
Thurston and Bonwetsch, *The People’s War.*

c. The home front
Barber and Harrison, *The Soviet Home Front, 1941-1945.*

**Week 11:** Post-war Stalinism and the Cold War
Chumachenko, Tatiana A. *Church and State in Soviet Russia: Russian Orthodoxy from World War II to the Khrushchev Years.*
Donald Filtzer, *Soviet Workers and Late Stalinism: Labour and the Restoration of the Stalinist System after World War II.*
Vojtech Mastny, *The Cold War and Soviet Insecurity: The Stalin Years.*

Zubok and Pleshakov, *Inside the Kremlin's Cold War*.


**Week 12: The Khrushchev Era**

a. Khrushchev


Nikita Khrushchev, *Khrushchev Remembers*.

Sergei Khrushchev, *Khrushchev on Khrushchev: An inside Account of the Man and his Era*.

Medvedev and Medvedev, *Khrushchev*.


William Tompson, *Khrushchev: A Political Life*.


b. Khrushchev era

Fedor Burlatsky, *Khrushchev and the first Russian Spring: The Era of Khrushchev through the Eyes of his Advisor*.

Donald Filtzer, *The Khrushchev Era: De-Stalinisation and the Limits of Reform in the USSR, 1953-1964*.

Melanie Ilic and Jeremy Smith, ed. *Soviet State and Society under Nikita Khrushchev*.


c. Dissent and protest

Erik Kulavig, *Dissent in the Years of Khrushchev: Nine Stories about Disobedient Russians*.


**Week 13: The Brezhnev Era, 1964-85; Term papers are due today.**

Richard D. Anderson, *Public Politics in an Authoritarian State: Making Foreign Policy during the Brezhnev Years*. 
Edwin Bacon and Mark Sandle, ed. Brezhnev Reconsidered.
William Tompson, The Soviet Union under Brezhnev.
Christopher J. Ward, Brezhnev's Folly: The Building of BAM and late Soviet
Socialism.
Alec Nove, "Soviet Agriculture under Brezhnev," Slavic Review, vol. 29, no. 3 (Sep.,
Matthew J. Ovimet, "National Interest and the Question of Soviet Intervention in
Poland, 1980-1981: Interpreting the Collapse of the 'Brezhnev Doctrine," The

Week 14: Gorbachev and the collapse of the USSR, 1985-91; Discuss term papers.
   a. Gorbachev
      Archie Brown, The Gorbachev Factor.
      Anatoly Chernyaev, My Six Years with Gorbachev.
      Doder and Branson, Gorbachev.
      Kaiser, Why Gorbachev Happened.
      Martin McCauley, Gorbachev.

   b. Society
      Kevin O'Connor, Intellectuals and Apparatchiks: Russian Nationalism and the
      Gorbachev Revolution.
      Elaine McClarnand, "The Politics of History and Historical Revisionism: De-
      Stalinization and the Search for Identity in Gorbachev's Russia, 1985-1991," The

   c. Perestroika and glasnost
      Archie Brown, Seven Years that Changed the World: Perestroika in Perspective.
      Rachel Walker, Six Years that Shook the World: Perestroika--The Impossible Project.
      Neil Robinson, "Gorbachev and the Place of the Party in Soviet Reform, 1985-91,"
      Daniel Tarschys, "The Success of a Failure: Gorbachev's Alcohol Policy, 1985-88,"

   d. The collapse of the USSR
      Vladimir Shlapentokh, A Normal Totalitarian Society: How the Soviet Union
      Functioned and How it Collapsed.
      Robert Strayer, Why Did the Soviet Union Collapse?: Understanding Historical
      Change.
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 History

2. Course prefix, number and complete title of course: HIST 674: Readings in Chicano-Latino History

3. Catalog course description (not to exceed 50 words):
Selected topics and themes related to Chicano-Latino history; race/ethnicity, gender/sexuality, labor adaptation and resistance movements; colonialism, transnationalism, immigration; identity, and citizenship. May be taken three times as content varies. Prerequisite: graduate classification.

4. Prerequisite(s):
   Cross-listed with: None
   Stacked with: None

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.A., Ph.D. in History

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)

<table>
<thead>
<tr>
<th>Hist</th>
<th>6</th>
<th>7</th>
<th>4</th>
<th>Rdg</th>
<th>Ch</th>
<th>Can</th>
<th>O-Lat</th>
<th>Ino</th>
<th>Hst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SCH</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Enroll</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

David Vaught
Department Head or Program Chair (Type Name & Sign) Date 7/10/12

Chair, College Review Committee Date

Patricia Xu
Dean of College Date

Chair, GC or HC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
HIST 674: Readings in Chicano-Latino History

Instructor Name, Office Location
Instructor Phone #, Office Hours
Instructor Email

Term, Class Meeting Time
Class Meeting Location
Course Website

Course Description:
This readings course will cover the major works, ideas, and historiographic trends in Chicano-Latino history in the twentieth century. In doing so, we will interrogate the ways in which migration, religion, social movements, gender/sexuality, race/ethnicity, resistance and adaptation, and popular culture have served as critical arenas in (re)shaping Chicano-Latino history. This course will take a comparative approach to Chicano-Latino history whereby we will examine how Chicanas/os and Latinas/os have interacted and collaborated with other communities of color in the U.S. and beyond. Students are expected to develop a broad understanding of Chicano-Latina history and how this field can aid their own work. Students must participate in the class. University guidelines regarding attendance, grade reporting, and academic conduct will be followed. Prerequisite: Approval of instructor and director of graduate studies; graduate classification.

Prerequisite:
Graduate classification

Course Objectives:
- Students will be able to identify and analyze a wide variety of historical methods relating to the study of Chicano-Latino history.
- Students will be able to present their analyses in written and oral formats.
- Students will be able to apply course lessons to their comprehensive exam and dissertation preparation.

Learning Outcomes:
At the end of the course, students should be able to:
- Articulate the major themes and theories in Chicano-Latino history
- Understand the different methodological approaches that they might use when writing historically (e.g. sociological, anthropological, cultural studies)
- Identify the historiographic trends in Chicano-Latino history and how major theoretical insights, new evidence, and methodological trends have shaped this field since the 1960s.

Required Books:
Blanton, *The Strange Career of Bilingual Education in Texas, 1836-1981*
Gómez, *Manifest Destinies: The Making of the Mexican American Race*
Gutiérrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*
Johnson, *Revolution in Texas: How a Forgotten Rebellion and its Bloody Suppression Turned Mexicans into Americans*
Pulido, *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles*
Reséndez, *Changing National Identities at the Frontier: Texas and New Mexico, 1800-1850*
Ruiz, *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950*

Sánchez, *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*

Treviño, *The Church in the Barrio: Mexican American Ethno-Catholicism in Houston*

Zamora, *The World of the Mexican Worker in Texas*

**Required Essays:** (These are available through the library's electronic reserve.)

1) D. Gutiérrez, "Significant to Whom?" *Western Historical Quarterly*, 1993
7) de la Teja, "Urbano and Maria Can't Get Married," *Southwestern Historical Quarterly*, 2008
9) Chávez, "Imagining the Mexican Immigrant Worker," *Aztlán*, 2000
12) Orozco, "Regionalism, Politics, and Gender," *Western Historical Quarterly*, 1998

**Grading:** There will be six graded assignments in this class. The first four graded assignments derive from short book reviews. Each review is 3-4 double-spaced pages. The "Chronology" and "Topics" sections account for two reviews each. These book reviews are over the assigned books only, not the course reserve essays. Book reviews are each worth 10% of the final grade, totaling 40% of the class average. Class participation, worth 10% of the final grade, is based on how students contribute to the investigation of each topic in and out of class. Discussion begins the week before class through online commentary on WebCT involving questions, comments, and ideas that arise out of the reserve readings and the assigned books. This grade is based on students' professionalism and intellectual engagement with the material. The remaining 50% of the total grade is over the final paper assignment: the paper proposal is worth 10% of the total grade and the final version of the paper is worth 40% of the total grade. The paper proposal is due November 14th in class and the final paper on December 14th (Wednesday) at 3PM in my office. Extensions are entirely at the professor's discretion and will not be granted barring extraordinary and compelling circumstances. All late papers will be assessed a grade deduction. Additional office hours are available by appointment.

**Grading Scale:**

- A= 90-100
- B= 80-89
- C= 70-79
- D= 60-69
- F= 0-59
Attendance
Attendance is mandatory. Excused absences will only be accepted for students with a major illness, medical emergency, religious holiday, court hearing, or other serious circumstance. Please see http://student-rules.tamu.edu/rule07 for the university's policy on excused absences.

Academic Integrity Statement and Policy
All students are expected to uphold the Aggie Honor Code: "an Aggie does not lie, cheat, or steal, or tolerate those who do." For more on the Aggie Honor Code and the Honor Council Rules and Procedures, please go to http://aggiehonor.tamu.edu. Students are also expected to refrain from plagiarism. According to the Aggie Honor Code, plagiarism is defined as "the appropriation of another person's ideas, processes, results or words without giving appropriate credit" to that person. Please go to http://aggiehonor.tamu.edu/Resources/ for more on plagiarism.

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 Disabilities Services in Cain Hall, Room B-118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Schedule of Assignments

Beginnings
Week 1:
Monday: Class Introduction—Reserve Reading 1) D. Gutiérrez.

Week 2:

Chronology
Week 3:
Monday: Nineteenth Century Structures—Reséndez, Changing National Identities, Reserve Reading 7) de la Teja

Week 4:
Monday: Twentieth Century Generations—Sánchez, Becoming Mexican American, Reserve Reading 8) Blanton

Week 5:
Topics
Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

Week 11:

Week 12:

Final Paper
Week 13:
Monday: Class meeting to discuss paper proposal and the process for completing the final paper. This is the last full class meeting and, thus, the last in-class progress report update.

Week 14:
Monday: Writing Day—No Class Meeting. Individual appointments with instructor are suggested.

Finals Week:
Wednesday: **Final Papers** due in office by 3 PM.
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 History

2. Course prefix, number and complete title of course: HIST 675: Research Seminar in Chicano-Latino History

3. Catalog course description (not to exceed 50 words):
Seminar focuses on researching and writing, core skills for historians. Students will conduct primary source research in a subfield Chicano-Latino history and compose an article-length paper.

4. Prerequisite(s):
Graduate classification

Cross-listed with: Stacked with:

Cross-listed courses require the signatures 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.A., Ph.D. in History

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)

<table>
<thead>
<tr>
<th>HIST</th>
<th>RESCHICANO-LATINO</th>
<th>HST</th>
</tr>
</thead>
<tbody>
<tr>
<td>675</td>
<td>6 RESCHICANO-LATINO</td>
<td>HST</td>
</tr>
</tbody>
</table>

Lect. Lab SCH CPI and Fund Code Admin. Unit Acad. Year HCF Code
| 0 | 3 | 0 | 0 | 3 | 5 | 4 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 4 | 5 | 0 | 1 | 3 | 1 | 4 | 0 | 0 | 3 | 6 | 3 | 2 |

Level 6 Approval recommended by: Andrew J. Koscull

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

RECEIVED
AUG 13 2012
GRADUATE STUDIES
HIST 675: Research Seminar in Chicano-Latino History

Instructor Name, Office Location
Instructor Phone #, Office Hours
Instructor Email

Term, Class Meeting Time
Class Meeting Location
Course Website

Course Description:
This research seminar focuses on researching, writing, and revising, core skills necessary for all historians. Students will choose a subfield within Chicano-Latino histories, conduct primary source research in a particular subfield, and compose an article-length paper (~30 pages). During the first third of the semester, we will read seminal texts within Chicano-Latino histories in order to help students establish a knowledge base for writing their papers. We will trace the emergence of Chicano and Latino histories, the various methodologies employed by Chicano and Latino historians, and the theoretical underpinnings that inform both of these fields. In the last two-thirds of the semester, students will focus on developing and writing their research papers.

Prerequisite:
Graduate classification.

Learning Outcomes:
At the end of the course, students will be able to:
--Speak informatively about the historical developments of Chicano and Latino histories
--Speak informatively on Chicano and Latino subfields, such as colonization and conquest; (im)migration and incorporation; social movements; and identity formations
--Create a research project based on original sources related to Chicano and Latino histories
--Write a critical paper that contributes to Chicano or Latino historiographies

Readings
Chicano-Latino Histories
Camarillo, Albert, Chicanos in a Changing Society: From Mexican Pueblos to American Barrios in Santa Barbara and Southern California, 1848-1930
De Genova, Nicholas, Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship
Duany, Jorge, The Puerto Rican Nation on the Move: Identities on the Island and in the United States
Montejano, David, Quixote’s Soldiers: A Local History of the Chicano Movement, 1966-1981
Ruiz, Vicki, From Out of the Shadows: Mexican Women in Twentieth Century America
Sánchez-Korrol, Virginia, From Colonia to Community: History of Puerto Ricans in New York City
Researching, Writing, and Revising
William Strunk and E. B. White. The Elements of Style (recommended)
Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations
(recommended)

Assignments & Grading System
Vibrant class discussions are necessary to ensure the success of the class. In order to encourage
lively class discussions, students will be required to post a critique of the week's readings to the
course website no later than 24 hours before our class meets. All students are expected to read
these critiques before coming to class. Our class discussions will build upon these posts.
Students' participation grade will be based upon these posts and in-class participation.

Students will write book reviews (750-1000 words) for three of the six books we will read;
students will choose which books to review. Book reviews offer an opportunity for students to go
beyond summarizing a book's content; instead, book reviews should offer a critical analysis of
the book's thesis, evidence, purpose, theories, and methodologies. For more information on
writing a book review, please consult Wendy Belcher's excellent handout:
These reviews will serve as a warm-up to the research paper, offering students the opportunity to
form their own voice and engage with the fields of Chicano and Latino histories.

The most important aspect of the course is the research paper (~30 pages). This paper might
form a chapter of a student's dissertation if he/she is a Chicano or Latino historian. For those
outside the field, it is an opportunity to practice writing an article-length essay. Please consult
with me about your research topic as early as possible, and preferably by week four of the
semester. These papers might challenge or build upon existing theories, use new methodological
approaches, or focus on a group/event that has been left out of the historiographical literatures in
the fields of Chicano and Latino histories. In other words, students should contribute something
new to these fields.

Students are advised to choose a topic for which primary sources are locally or regionally
available. Students might visit the Carnegie History Center in Bryan, the Texas A&M Cushing
Library, Bryan or College Station Independent School District Offices, county clerk's offices, the
National Archives - Southwest Region in Fort Worth, Texas, and the Benson Latin American
Collection at the University of Texas at Austin, to name but a few. Students are also encouraged
to conduct oral history interviews, which we will discuss in week 6. In week 8, we will meet
individually to discuss how to organize these sources, formulate a thesis, and engage with the
historical literature.

Students will turn in a first draft (12-15 pages) of their papers in week 11. During week 14,
students will formally present their findings to the rest of the class in a 15-minute presentation,
which will count towards the class participation grade.

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Reviews (3)</td>
<td>10% each/30% total</td>
</tr>
<tr>
<td>Research Paper (First Draft)</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper (Final)</td>
<td>40%</td>
</tr>
</tbody>
</table>
Grading Scale
90-100 = A
80-89  = B
70-79  = C
60-69  = D

Late Work
Late work will be accepted when a student has an excused absence (see below). If a student has an unexcused absence, I will accept late work as long as it is no more than 2 days past due. I will deduct 5 points for each day the assignment is late.

Attendance
Attendance is mandatory. Excused absences will only be accepted for students with a major illness, medical emergency, religious holiday, court hearing, or other serious circumstance. Please see http://student-rules.tamu.edu/rule07 for the university's policy on excused absences.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) protects persons with disabilities. This law requires professors and staff to provide appropriate accommodations for all persons with disabilities. Please contact Disability Services, Cain Hall, Room B118, 845-1637 should you need to use their services. Please go to http://disability.tamu.edu for more information.

Academic Integrity Statement and Policy
All students are expected to uphold the Aggie Honor Code: "an Aggie does not lie, cheat, or steal, or tolerate those who do." For more on the Aggie Honor Code and the Honor Council Rules and Procedures, please go to http://aggiehonors.tamu.edu. Students are also expected to refrain from plagiarism. According to the Aggie Honor Code, plagiarism is defined as “the appropriation of another person’s ideas, processes, results or words without giving appropriate credit” to that person. Please go to http://aggiehonors.tamu.edu/Resources/ for more on plagiarism.

Calendar of activities
Week 1- Conceptualizing Chicano-Latino Histories

Week 2- Colonization and Conquest/(Im)migration & Incorporation
   Read: Camarillo, Chicanos in a Changing Society

Week 3- Colonization and Conquest/(Im)migration & Incorporation continued
   Read: Sánchez-Korrol, From Colonia to Community

Week 4- Social Movements and Identity Formations & Creating Research Questions
   Read: Montejano, Quixote’s Soldiers
   Ruiz, From Out of the Shadows
Week 5- Social Movements and Identity Formations continued
   Read: Duany, *The Puerto Rican Nation on the Move*
      De Genova, *Latino Crossings*
   **Turn in book review #1**

Week 6- Conducting Original Research

Week 7- No Class. Research Time
   **Turn in book review #2 (email or mail drop box)**

Week 8- Individual Appointments with Professor

Week 9- No Class. Research/Writing Time
   **Turn in book review #3 (email or mail drop box)**

Week 10- Discussion of Preliminary Thesis Statements/Main Evidence
   **Bring your tentative thesis statements, bibliography, and primary sources**

Week 11- No class. Writing Time
   **Turn in First Draft.**

Week 12- Discussion of Grammar, Style, and Voice

Week 13-No class. Revision Time.

Week 14- Class Presentations.

Week 15- **Turn in Final and First Drafts.**
1. Request submitted by (Department or Program Name): Department of Veterinary Integrative Biosciences
   
2. Course prefix, number and complete title of course: VIBS 613 - Evolutionary Bioinformatics
   
3. Catalog course description (not to exceed 50 words):
   Principles and concepts in molecular evolution, population genetics, and evolutionary genomics; applications of quantitative approaches (computation, statistics, and mathematics) in analyzing large and complex biological data sets; algorithm design and development of scientific software using high-level high-performance computer languages; emerging techniques for integrative data analysis, and the assumptions, advantages, and limitations of these techniques.
   
4. Prerequisite(s): BIOL 451 or GENE/BIMS 320 or equivalent; STAT 651 or equivalent; or approval of instructor.
   Cross-listed with: n/a
   Stacked with: n/a
   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)
      n/a
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      n/a
   
8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)
   VIBS 613 EVOLUTIONARY BIOINFO
   Lect. Lab SCI GIP and Fund Code Admin. Unit Acad. Year HIC Code
   0 1 0 0 0 1 2 6 1 1 0 3 0 0 2 2 8 7 3 1 3 1 4 0 0 3 6 3 2
   Approval recommended by:
   Evelyn Tiffany-Castiglioni, Department Head or Program Chair (Type Name & Sign) Date
   Jane Walsh, Chair, College Review Committee Date
   Eleanor Green, Dean of College Date
   Mark Zook, Chair, GC or UCC Date
   Submitted to Coordinating Board by:
   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  Evolutionary Bioinformatics, VIBS 613  
Term  Spring 2013  
Meeting times and location  TR 03:00PM-04:50PM; VMR 378

Course Description and Prerequisites

Principles and concepts in molecular evolution, population genetics, and evolutionary genomics; applications of quantitative approaches (computation, statistics, and mathematics) in analyzing large and complex biological data sets; algorithm design and development of scientific software using high-level high-performance computer languages; emerging techniques for integrative data analysis, and the assumptions, advantages, and limitations of these techniques.

Prerequisites: BIOL 451 or GENE/BIMS 320 or equivalent; STAT 651 or equivalent; or approval of instructor.

This course is multi-disciplinary. Applications are encouraged from students with backgrounds in any of the following disciplines: biology, medicine, computer science, statistics, and mathematics.

Learning Outcomes or Course Objectives

By the end of the course, students should be able to have an understanding about:

- Basic terminology used in evolutionary bioinformatics
- Fundamental concepts of evolutionary biology and mechanisms of genome evolution
- Current technology and data sources of evolutionary bioinformatics
- The anatomy of scientific software

Students should know:

- How to create biologically sound and computationally testable hypotheses
- How to manipulate large-scale genomic data and extract information
- How to apply an existing algorithm to experimental data
- How to implement an analysis method into a computer program
- How to design a new algorithm based on existing ones.

Instructor Information

Name  James Cai  
Telephone number  979-458-5482  
Email address  jcai@tamu.edu  
Office hours  MW 4:00 PM – 5:00 PM  
Office location  VMR 384
Class Notes and Resource Material

Class notes: Distributed in class.
Software: Matlab (student version) for Windows/Mac/Linux, or having a user account of the TAMU Supercomputing Facility (http://sc.tamu.edu).
Additional readings: You are responsible for additional readings that will be announced in class. There will be one reading from the primary literature each week which will be required for participation in Friday case study discussions. In addition, there will be up to two short optional readings (tutorials) provided each week that may be helpful background reading for the case studies. These tutorials will not be discussed in class. There is no required textbook.

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

Grading scale: A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69%, F < 60%
Students will be evaluated based on:
   a) Homework Assignments (40%)
   b) Student presentation (40%)
   c) Final exam (20%)
Late work will be accepted only if there is an approved absence, http://student-rules.tamu.edu

Course Topics, Calendar of Activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of essential biology, statistics, and programming techniques</td>
<td>Class notes</td>
</tr>
<tr>
<td>2</td>
<td>Comparative genomics and laws of genome evolution</td>
<td>Class notes</td>
</tr>
<tr>
<td>3</td>
<td>Molecular evolution and phylogenetic reconstruction</td>
<td>Class notes</td>
</tr>
<tr>
<td>4</td>
<td>Evolutionary change in nucleotide sequences and molecular basis of adaptation</td>
<td>Class notes</td>
</tr>
<tr>
<td>5</td>
<td>Genetic drift, coalescent theory, and forward-time simulation</td>
<td>Class notes</td>
</tr>
<tr>
<td>6</td>
<td>Recombination and linkage disequilibrium</td>
<td>Class notes</td>
</tr>
<tr>
<td>7</td>
<td>Selective sweep and hitchhiking mapping</td>
<td>Class notes</td>
</tr>
<tr>
<td>8</td>
<td>Human evolution, genetic diversity, and personalized medicine</td>
<td>Class notes</td>
</tr>
<tr>
<td>9</td>
<td>Parallel computing via multicore processor, GPU, and computer cluster</td>
<td>Class notes</td>
</tr>
<tr>
<td>10</td>
<td>Quantitative genetics: QTL, association mapping, and GWAS</td>
<td>Class notes</td>
</tr>
<tr>
<td>11</td>
<td>Evolution of gene expression</td>
<td>Class notes</td>
</tr>
<tr>
<td>12</td>
<td>Systems biology and analysis of biological networks</td>
<td>Class notes</td>
</tr>
<tr>
<td>13</td>
<td>Next generation sequencing data analysis</td>
<td>Class notes</td>
</tr>
<tr>
<td>14</td>
<td>Student presentations</td>
<td>Class notes</td>
</tr>
</tbody>
</table>
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://www.tamu.edu/aggiehonor

"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.
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 Veterinary Large Animal Clinical Sciences

2. Course prefix, number and complete title of course:
   VLCS 681 Seminar

3. Catalog course description (not to exceed 50 words):
   Oral communication of current research and selected topics in large animal veterinary medicine and clinical research methodology to include lectures, presentations, interviews, and discussions.

4. Approval of Instructor

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)
      MS or PhD in BIMS enrolled in VLCS.
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Non-thesis MS, MS, or PhD in Biomedical Sciences for TAMU.

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)
    VLCS 6 8 1  SEMINAR

   Lect.  Lab  SCH  CP and Fund Code  Admin. Unit  Grad. Year  HIC Code
    0  1  0  0  0  1  5  1  2  5  0  7  0  0  0  2  2  8  8  2  1  3  -  1  4  0  0  3  6  3  2

   Approval recommended by:
   Dr. Noah Cozen  7/27/12
   Department: Head or Program Chair (Type Name & Sign)  Date
   Chair, College Review Committee  7/31/12
   Dean of College  9/6-12
   Date

   Submitted to Coordinating Board by:
   Chair, GC or UCC  Date  Effective Date

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 3/10
VLCS 681

Fall 2013 and Spring 2014

Instructors: Dr. Noah Cohen

Meeting Times: Thursday 8:15 – 9:15 AM

Location: LAC 264

Course Purpose: The purposes of this seminar series are the following: 1) to provide trainees in VLCS with the opportunity to improve their public speaking skills, with emphasis on presentation of research findings; 2) to share new research findings from clinical investigators in VLCS; and, 3) to provide a forum for critical evaluation of clinical research findings. In addition to presentation and discussion of planned, ongoing, or completed research projects, some formal presentations by content experts (e.g., public speaking, experimental methodology, etc.) will be included in the seminar series. Course can be repeated.

Prerequisites: Must be enrolled as a graduate student in VLCS; special approval possible through the VLCS Department Head.

Text: No text required

Performance Evaluation: Performance will be evaluated on the basis of participation in the course including making a formal presentation and active participation in seminar discussions. Attendance of at least 80% of seminars in the semester is required. Grading will be made by the course instructors with input from each student's faculty mentor in VLCS.

Grading Scale: Satisfactory/Unsatisfactory

Academic Honesty: For many years Aggies have followed a Code of Honor which is stated in this very simple verse: "Aggies do not lie, cheat, or steal or tolerate those who do." Because the integrity of the veterinary medical profession is a reflection of the sum of the integrity of its members, veterinary medical students should conduct themselves toward colleagues, faculty, staff, clinical patients, clients and the public in an exemplary ethical and professional manner.

Scholastic dishonesty, in any form, will not be tolerated. There is no situation that warrants cheating and all professional students are expected to uphold complete scholastic honesty and integrity and should never consider cheating. Scholastic dishonesty includes, but is not limited to, looking at examination of another student, consulting notes or references during an examination, providing information or seeking information from another student during an examination or between laboratory and written examination sessions, accessing an unauthorized website during an examination, plagiarism, etc. (For more information: Office of the Aggie Honor System, phone number 458-3378, 102 Henderson Hall or http://www.tamu.edu/aggiehonor).

On all examinations, students are required to confirm their compliance of the College Honor Code by writing and/or signing the following statement:

"On my honor, I have neither given nor received any aid on this examination."
A student who does not sign this pledge will be asked to do so before the examination will be graded. The pledge serves as both a commitment to scholastic integrity and as a reminder to the student and the instructor of the College Honor Code. Absence of the signed pledge does not remove an examination from coverage by the College Honor Code. The instructor reserves the right to dismiss from the course and administer a course grade of AF@ to any student involved in incidents of scholastic dishonesty.

**Americans with Disability 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 see the course coordinator within the first week of class and contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.