Agenda
1. Approval of October 2013 Minutes

2. New Course Requests:
   a. AGEC 638 Managerial Economics for Regulatory Science
   b. AGEC 639 Comparative Global Standard in Food Systems
   c. ARCH 655 Parametric Modeling in Design
   d. BMEN 687 Drug Delivery
   e. CHEN 696 Graduate Mentoring Seminar II
   f. CPSY 637 Latino Psychology (tabled at May 2013 meeting)
   g. CVEN 612 Tools for Highway Materials and Pavement Design
   h. ECON 612 Money, Banking, and Financial Markets (tabled at September 2013 meeting)
   i. ENGL 604 Topics in Digital Research
   j. INTA 661 NATO From Military Alliance to Military Security
   k. MARB 607 Research and Conservation in the Gulf of Corinth, Greece: Dolphins, Fisheries, and Cultural Heritage
   l. NRSC 650 Clinical Psychopharmacology
   m. PETE 658 Energy and Sustainability
   n. PSYC 650 Clinical Psychopharmacology
   o. PSAA 610 Comparing Domestic and International Organizations in Public Administration
   p. PSAA 620 Safeguarding the Nation’s Maritime Gateways
   q. OCNG 679 Proxy Reconstruction of Late Cenozoic Climate: Calibrations and Applications
   r. SPED 624 Professional Development in Research
   s. VIBS 622 Introduction to One Health

3. Course Change Requests:
   a. BAEN 651 Introduction to Geographic Information Systems
   b. CHEN 695 Graduate Mentoring Seminar I
   c. EDCI 648 Urban Schools and Communities
   d. MARA 650 Distribution Logistics (tabled at August 2013 meeting)
   e. PSAA 603 International Non-Governmental Organizations
   f. PSAA 616 Public Organizations in a Pluralistic Society
   g. PSAA 632 Strategic Planning and Financial Management for Nonprofits
   h. PSAA 636 Grant and Contract Management in the Public and Nonprofit Sector
   i. PSAA 646 Bureaucracy in a Democracy
   j. PSAA 648 Performance Management in the Public and Nonprofit Sector

4. Special Consideration Items:
   a. Proposal for Dual Degree: MUP + M. Arch
   b. Proposal for New MS in Maritime Archaeology and Conservation
      a. New Course Request
         1. ANTH 657
         2. ANTH 659
         3. ANTH 661
         4. ANTH 662
         5. ANTH 667
      c. Exception Request for MS in Economics with Concentrations in Financial Economics or Financial Econometrics
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): Department of Agricultural Economics

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

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

4. Prerequisite(s): None

Cross-listed with: N/A

Stacked with: N/A

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)

   any master’s or doctoral program outside AGEC

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

9. Prefix  Course #  Title (excluding punctuation)  Admin. Unit  Acad. Year  Effi Code
AGEC  638  MANAGERIAL ECON REG SCI

| Lect. | Lab | SCH | CIP and Fund Code | 0 3 0 0 0 3 0 1 0 1 0 3 0 0 0 5 | 0 4 0 1 2 - 1 3 0 0 3 6 3 2 | Level 6 |

Approval recommended by:

C. Pam Rossmassin
Department Head or Program Chair (Type Name & Sign) Date

Chair College Review Committee

Dean of College

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Instructors:
Dr. Victoria Salin
AGLS room 369
2124 TAMU
College Station, TX 77843-2124
(979) 845-8103 (Office)
(979) 845-6378 (Fax)
v-salin@tamu.edu

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

Student Credit Hours: 3

Prerequisites: None

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

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

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

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

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

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

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

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

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

Grading

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

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

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

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

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

Academic Integrity Statement
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
For more information, read the Honor Council Rules and Procedures at http://www.tamu.edu/aggiehonor
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Theory of the consumer. Theory of the firm.</td>
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<td>2</td>
<td>Cost minimization. Cost curves and tax incidence.</td>
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<td>3</td>
<td>Topics in theory of the firm. Economies of scale. Industry structure and competitiveness.</td>
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<td>4</td>
<td>Introduction to cost-benefit analysis</td>
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<td>5</td>
<td>Arithmetic of money</td>
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<td>6</td>
<td>Cost-benefit analysis—continued. Policy at the federal level. Agency responsibilities in food and feed. Test 1</td>
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<tr>
<td>7</td>
<td>Regulatory impact analysis. Review of recent studies on impact by size. Case study 1.</td>
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<tr>
<td>8</td>
<td>Investment decisions relating to food/feed product protection. Make or buy.</td>
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<td>10</td>
<td>Case study in risk management</td>
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<td>11</td>
<td>Insurance: Theory on incentive effects. Expected utility. Principal-agent</td>
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<tr>
<td>12</td>
<td>Test 2. Continue on insurance markets.</td>
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<tr>
<td>13</td>
<td>International trade theory</td>
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<tr>
<td>14</td>
<td>Continue on international trade – customs and customs union, SPSS rules</td>
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<tr>
<td>15</td>
<td>Final Exam</td>
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</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: AGEC 639 Comparative Global Standards in Food Systems

3. Catalog course description (not to exceed 50 words): Laws, regulations and standards governing the production, distribution, processing, and marketing of food across regions of the world; international standard setting bodies and risk assessment committees; regulatory equivalency and harmonization; product approval procedures; cost/benefits of global standards and trade agreements.

4. Prerequisite(s): None

Cross-listed with: SCSC 635

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)

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

any master's or doctoral program

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

9. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

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

Chair, College Review Committee Date

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

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
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4. Prerequisite(s): None

Cross-listed with: SCSC 635

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 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)

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Approval recommended by:

[Signature]

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

[Signature] 9/30/13

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845 8201 or sandra-williams@tamu.edu
Curricular Services – 3/10
Comparative Global Standards in Food Systems  
AGEC 639/SCSC 635 | Fall 2012  
Dr. Victoria Salin (v-salin@tamu.edu)

Instructor:
Dr. Victoria Salin, Associate Professor  
Department of Agricultural Economics  
Phone: (979) 845-1121  
Fax: (979) 845-1389  
E-mail: v-salin@tamu.edu

Dr. Tim Herrman, Professor  
Department of Soil & Crop Sciences  
State Chemist and Director Office of the Texas  
State Chemist  
Phone: (979) 845-1121  
Fax: (979) 845-1389  
E-mail: tjh@otsc.tamu.edu

Course Description:
Laws, regulations and standards governing the production, distribution, processing, and marketing of food across regions of the world; international standard setting bodies and risk assessment committees; regulatory equivalency and harmonization; product approval procedures; cost/benefits of global standards and trade agreements.

Student Credit Hours: 3

Prerequisites: None

Course Goals:
After completing this course, students will possess a working knowledge of feed and food law, regulations, and standards in different regions of the world including product approval procedures. The course is intended to equip the student with breadth of knowledge needed to make decisions about which standards apply and under which circumstances based on economic, public health and safety, and quality management factors.

Key Topics:
This course will address the following topics:
- Globalization and Standards Development
- Principles of Standards Development
- Food Laws and Regulations – by Region
  - European Union
  - Canada
  - Latin America
  - Australia
  - Asia
  - Africa
- Impact of Food Law and Regulations on Trade, Food Security, and Food Protection
- Emerging Issues
Course Tools:
Blackboard Learning Management System
All course materials and activities will be presented using the Blackboard Learning Management System. You access Blackboard by logging into http://elearning.tamu.edu
Before you access course materials, please perform Vista Browser Check by clicking on the Check Browser button.

Textbooks:
International Standards for Food Safety (2000)
Ensuring Global Food Safety [electronic resource]: exploring global harmonization/editied by Christine Boisrobert et al. (online)

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

Presentations
Online slide presentations with audio or each module can be accessed from Blackboard. The slides for each presentation will be provided as a .pdf file which can be downloaded and printed. Participants will also receive a packet of materials, which includes course materials on CD, via mail.

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

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

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

Projects/ Final Paper: Course projects include evaluating a global standard, how the Codex Alimentarius standard is developed (look at the organization and its relationship to the other stakeholders) and writing a white paper.

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

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<th>20% of total grade</th>
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<td>Quizzes</td>
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Grading Policy
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Attendance, Homework and Make-up Exam Policy
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## Course Schedule

<table>
<thead>
<tr>
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<th>Topic</th>
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<tr>
<td><strong>Unit 1 Globalization and Standards</strong></td>
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<td>Global Food Chain</td>
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<td>- Resource base</td>
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<td>- Population</td>
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<td>Public Health and Safety</td>
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<td>Codex Alimentarius and the role of</td>
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<td>- Harmonization</td>
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<td><strong>Unit 2 Principles of Standards Development</strong></td>
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<td>Legal systems</td>
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<td>- Liability orientation versus regulatory orientation</td>
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<td>- Precautionary principle</td>
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<td>- Science-based standards</td>
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<td>- Litigation-recent history in U.S. food system</td>
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<td>3rd party certification and audit</td>
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<td><strong>Unit 3 Food Laws and Regulations – by Region</strong></td>
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<td><strong>Unit 4 Impact of Food Law and Regulations on Trade, Food Security, and Food Protection</strong></td>
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<td><strong>Unit 5 Emerging Issues</strong></td>
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<td>14</td>
<td>Global sourcing of food and feed ingredients</td>
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<td>15</td>
<td>Final Exam</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

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

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

4. Graduate classification or instructor approval

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)

   M.Arch., M.S., Ph.D. in Architecture

   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>ARCH</th>
<th>6</th>
<th>55</th>
<th>PARAMETRIC</th>
<th>MODELING</th>
<th>DSGN</th>
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<td>6</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Leslie Feigenbaum
Chair, College Review Committee Date

Dean of College
Date

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chair, GC or UCC Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Course title and number  ARCH 655 – Parametric Modeling in Design
Term  Fall 2014
Meeting times and location  TBA

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

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

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

Textbook and/or Resource Material

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

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

Original book example Generative Components implementation website ∎Rhino Grasshopper implementation website ∎Revit implementation website

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

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

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

**Midterm Project: Parametric Modeling and Physically based Form Finding (44%)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>15</td>
</tr>
<tr>
<td>Information collection</td>
<td>5</td>
</tr>
<tr>
<td>Parametric form</td>
<td>25</td>
</tr>
<tr>
<td>Parametric, physically-based model</td>
<td>15</td>
</tr>
<tr>
<td>Analyses</td>
<td>5</td>
</tr>
<tr>
<td>Visualization and documentation</td>
<td>17</td>
</tr>
<tr>
<td>Class participation and presentation</td>
<td>8</td>
</tr>
<tr>
<td>Exceptional work</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**Final Project: Algorithms and Scripting for Parametric Design (44%)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and tutorials</td>
<td>15</td>
</tr>
<tr>
<td>Parametric models (algorithm/scripting)</td>
<td>30</td>
</tr>
<tr>
<td>Project Documentation</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper on the application</td>
<td>15</td>
</tr>
<tr>
<td>Class participation and final presentation</td>
<td>10</td>
</tr>
<tr>
<td>Exceptional work</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

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

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

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

**Other Pertinent Grading Information (Rubric Included)**

- All assignments should be individually developed, except those noted as "team" assignments.
- Assignments normally due weekly.
- Homework assignments during a project period will consist part of the project grade.
- A project is given 90/100 as a basis for "Satisfactory work, meet standards". Based on project requirements, errors will cause reduction of points and extra/exceptional work is awarded with extra
points.
- Except in the event of a University excused absence, late submissions will be penalized 5 points for each 24 hour period late.

Attendance Policies

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

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University's attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

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

Course Topics, Calendar of Activities, Major Assignment Dates

Major Topics:

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction, Geometric and Parametric Modeling - Getting Started</td>
<td>Lecture notes</td>
</tr>
<tr>
<td>2</td>
<td>Geometry: Vector representation, Geometry: Vector operations</td>
<td>Lecture notes</td>
</tr>
<tr>
<td>3</td>
<td>Geometry: Matrices and Transformations, Geometry: Parametric Curves and Surfaces</td>
<td>Lecture notes</td>
</tr>
<tr>
<td>4</td>
<td>Geometry: NURBS (1), Geometry: NURBS (2)</td>
<td>Lecture notes</td>
</tr>
<tr>
<td>5</td>
<td>Visual Programming - Data Stream Matching and Functions, Visual Programming - List and Data Management</td>
<td>Lecture notes</td>
</tr>
<tr>
<td>6</td>
<td>Project 1 Assignment, Algorithmic Design - Physically-based Modeling</td>
<td>Lecture notes</td>
</tr>
<tr>
<td>7</td>
<td>Algorithmic Design – Voronoi, Algorithmic Design - L-System and fractals</td>
<td>Lecture 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

"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

Care of Facilities

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

Studio Policy (required of all studios)

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

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

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

Important Links Below

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

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

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

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

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

Cross-listed with: Stacked with: BMEN 487

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

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

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

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

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

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

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

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

9. Prefix | Course # | Title (excluding punctuation)
   B | M | E | N | 6 | 8 | 7 | D | R | U | G | D | E | L | I | V | E | R

<table>
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<tr>
<th>Lect.</th>
<th>Lab</th>
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<th>CIP</th>
<th>Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>0</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
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Approval recommended by: Department Head or Program Chair (Type Name & Sign) Date: 10/4/2013

Chair, College Review Committee Date: 10/11/13

Dean of College Date: 10/11/13

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

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

Instructor: Prof. Michael Pishko
Office: 5014 Emerging Technologies Building (ETB)
214 National Center for Therapeutics Manufacturing (NCTM)

Office Hours: TBA
Office hours are subject to change without notice.
Phone: 845-3348
E-mail: mpishko@tamu.edu

Class Time: TBA
Classroom: TBA

Textbook: None

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

Prerequisite: Graduate classification in BMEN or approval of instructor

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

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

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

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

Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”
http://aggiehonors.tamu.edu/

Learning Objectives: The learning objectives are given below.

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

Method of Evaluation:

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<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30%</td>
</tr>
<tr>
<td>Project Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

TOTAL: 42 hours

Other items of interest (READ)

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

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

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

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

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

Cross-listed with:       Stacked with:       Crosslisted 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)
      CHEN PhD students
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

9. Prefix | Course # | Title (excluding punctuation) |
          | CHEN | 696 | GRAD | MENTOR | SEMINAR | II |
Lect. | Lab | SCH | CPF and Fund Code | Admin. Unit | Acad. Year | HCE Code |
0 | 1 | 0 | 0 | 1 | 4 | 0 | 7 | 0 | 1 | 0 | 0 | 6 | 1 | 0 | 5 | 9 | 0 | 1 | 5 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by: M. N. Karim 10/16/13

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

Chair, College Review Committee 10/22/13

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

Dean of College 10/22/13

(if cross-listed course)

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Course title and number  CHEN 696 Graduate Mentoring Seminar II
Term (e.g., Fall 200X)  Spring 2015
Meeting times and Location  TBA

Course Description and Prerequisites

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

Prerequisites

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

Learning Outcomes or Course Objectives

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

Instructor Information

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

Textbook

How People Learn, National Academy Press

Grading Policies

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

### Course Topics

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

### Other Pertinent Course Information

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

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

### Americans with Disabilities Act (ADA)

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### Academic Integrity

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

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Departmental Request for a New Course
Undergraduate • Graduate • Professional

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

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

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

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

Cross-listed with: ________________________________
Stacked with: ________________________________

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

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

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

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

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

   Ph.D. Students in Counseling Psychology

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

9. Prefix Course # Title (excluding punctuation)

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<th>CPSY</th>
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<th>PSYCHOLOGY</th>
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Approval recommended by:

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

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

Mark Zoran, Ph.D.
Chair, GC or UCC / Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services / Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
CPSY 637: LATINO PSYCHOLOGY  
June 3 – July 1, 2013

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

COURSE OBJECTIVES

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

Course goals include the following:

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

COURSE FORMAT

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

STUDENT EXPECTATIONS

- Read assigned readings and come to class prepared to discuss the selected topic(s).
- Attend class sessions regularly and punctually. For information on University absences please see student rule 7: http://student-rules.tamu.edu/rule07
- Participate actively in class discussions.
- Complete and present assignments on time.
- Maintain confidentiality of personal information within the class.

Academic Integrity
"An Aggie does not lie, cheat, or steal, or tolerate those who do." http://aggiehonor.tamu.edu

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

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

COURSE ASSIGNMENTS

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

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

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

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

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

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<tr>
<td>Active Participation</td>
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<td>Discussion Questions</td>
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<td>News Article Critique</td>
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<td>Case Presentation</td>
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Grades by Points: A = 90 – 100; B = 80 – 89; C = 70 – 79; F = 69 and below
# Schedule*

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<tr>
<th>Topics</th>
<th>Assignments Due</th>
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<tr>
<td><strong>May 3</strong>th Introduction</td>
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<tr>
<td><strong>June 4</strong>th Acculturation &amp; Enculturation</td>
<td>PICK TOPIC PRESENTATION</td>
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<tr>
<td><strong>5</strong>th Immigration</td>
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<td><strong>10</strong>th Cultural Values</td>
<td>DISCUSSION QUESTION</td>
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<tr>
<td><strong>11</strong>th Ethnic Identity</td>
<td>DISCUSSION QUESTION</td>
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<tr>
<td><strong>12</strong>th Ethnicity-Related Stress</td>
<td>DISCUSSION QUESTION</td>
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<tr>
<td><strong>17</strong>th Gender Issues</td>
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<td><strong>18</strong>th Children, Youth, Parents</td>
<td>DISCUSSION QUESTION</td>
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<td><strong>19</strong>th Education, Work, Career Development</td>
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<td><strong>24</strong>th Mental Health Issues</td>
<td>DISCUSSION QUESTION</td>
</tr>
<tr>
<td><strong>26</strong>th Physical Health Issues</td>
<td>CASE PRESENTATION</td>
</tr>
<tr>
<td><strong>July 1</strong>st Wrap-up</td>
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</table>

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

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

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

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

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

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

Thanks

Kristie

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

Form Instructions

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

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

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

4. Prerequisite(s): Graduate level; must be enrolled in the Department of Economics' masters program or approval of director of masters program.

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

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

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

Will this course be repeated within the same semester?  No

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

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

9. Prefix | Course # | Title (excluding punctuation)
--- | --- | ---
ECON | 612 | MONEY BANKING FIN MKTS

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Approval recommended by:

Timothy J. Gronberg 互相校对签名 9/25/2013
Department Head or Program Chair (Type Name & Sign)  日期

Chair, College Review Committee 9/17/13
Dean of College  日期

Submitted to Coordinating Board by:

Chair, GC or UCC  日期

Associate Director, Curricular Services  日期

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
MASTER OF SCIENCE IN ECONOMICS
WITH A CONCENTRATION IN FINANCIAL ECONOMICS OR ECONOMETRICS

ECON 612 – MONEY, BANKING, AND FINANCIAL MARKETS
Spring, 2014

Class Time: TBA
Location: TBA

Instructor: Dr. Anastasia Zervou
Email: azervou@econmail.tamu.edu
Office Phone: 979-845-7309

The best way to contact me is by email. Please type “Econ 612” in the subject line. Also, please sign your email with your first and last name.
Office: Allen 3094
Office Hours: TBA

Teaching Assistant: TBA

Class Website:

Description of Course

During the course we will attempt to understand the role that financial markets play in the business world in which you will be working in the near future. We will also focus on understanding the underlying institutions that help financial markets function well, and review the links between the financial system and the economy. This is a lecture course, but you will be also working in groups, discussing current events, writing and presenting case studies. A background in mathematics and statistics will help in the course.

Prerequisites: Graduate level; must be enrolled in the Department of Economics' master's program or approval of director of master's program.


Additional readings will be assigned during class.
Learning Objectives

By the end of this course, students should:

- Be able to identify and describe the components of financial and monetary systems.
- Understand thoroughly how asset prices and interest rates emerge from financial market activity.
- Understand the structure of the private banking industry, as well as the application of economic policies by central banks to foster economic stability and growth.
- Understand the effects of monetary policy on asset prices and interest rates.
- Have improved their analytical and presentation skills.

Course Outline:

Part I:
  Week 1: Introduction: The financial and monetary systems

Part II:
  Week 2: Computer Lab: Example on asset pricing with data Eviews
  Week 3: Asset prices & interest rates
  Week 4: Capital asset pricing and other models
  Week 5: Efficient Markets: Ch5 and Bodie Ch 8.

Part III:
  Week 6: Banking: Foundations
  Week 7: Banking
  Week 8: Exam

Part IV:
  Week 9: Central Banks
  Week 10: Policies on Economic Stability
  Week 11: Financial Crisis
  Week 12: Effects of Monetary Policy
  Week 13: Monetary Policy and Asset Prices
  Week 14: Exam

Evaluation and Grading:

For your evaluation, you need to complete all assignments, exams, essays and presentations. If unable to do so for reasons specified at the University regulations website (http://student-rules.tamu.edu), please notify me as soon as possible, by sending me an email with a signed document attached, specifying the reason of your absence. Make-up homework, essays, presentations and exams can be arranged only for University excused reasons.

Grading Scheme:  
  15%  Homework
  30%  Exam 1: October **
  30%  Exam 2: November **8
  20%  Presentation/Essay
  5%   Feedback on other people’s work

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

Homework: We will be having homework assignments, all receiving the same weight towards your grade. Homework is posted and is due electronically through elearning. Late homework receives zero credit, except with a University excused absence.

Exams: We have two exams, both receiving the same weight towards your grade.
**Presentation/Essay:** You will be randomly assigned into groups to work on a topic assigned to you. Each group needs to make a 30 minute presentation and write an academic essay of 6-8 pages. The essay is due electronically two weeks after the presentation, together with a questionnaire that I will distribute at an earlier time.

**Feedback:** You are required to ask questions and write a (no more than) one page summary on the presentation of other teams.

**Time, Location:** Class takes place every ********. We start on the **** of August and finish on the **** of November. You are expected to attend all classes, exams, and presentations, and return all homework assignments and essays. If you are unable to fulfill any of these responsibilities for reasons specified at the University regulations website ([http://student-rules.tamu.edu](http://student-rules.tamu.edu)), please notify me as soon as possible. To notify me, send me an email with a signed document specifying the reason of your absence attached to the email.

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

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

**ADA Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

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

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

4. Prerequisite(s): Graduate Level

Cross-listed with: Stacked with: ENGL 304

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

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

6. Is this a repeatable course? Yes
If yes, this course may be taken _____ times.
Will this course be repeated within the same semester? Yes

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

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

any master's or doctoral program

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

9. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Course title and number  ENGL 304/ENGL 604 Topics in Digital Humanities
Term (e.g., Fall 200X)    Fall 2014
Meeting times and location  TBA

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

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

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

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

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

This course adheres to four principles:

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

**Course Objectives**

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

**Learning Outcomes**

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

**Programs**

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

**Textbook and/or Resource Material**

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

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

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

Cambridge, MA: Zone Books. (A whole copy, a new translation, is available in eLearning)

### Grading Policies

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<td>Final project or paper</td>
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### Assignments

**For Undergraduate Students**

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

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

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

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

**For Graduate Students**

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

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

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

---

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

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

**Graduates (G)**

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

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

Research

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

Research

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

Team Work Due

Teaching

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

Networks

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

Science

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

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

Attendance

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

**Excused Absences for Religious Holidays and Make-up Exams:**

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

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

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

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

4. Prerequisite(s):

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

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

9. Prefix | Course # | Title (excluding punctuation)
----------|------------|----------------------------------
INTA      | 661 NATO   |

Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HEF Code
0     | 0   | 3   | 4 5 1 0 0 1 0 0 | 1 3 6 4 | 1 4 - 1 5 | 0 0 3 6 3 2

Approval recommended by:
Larry C. Napper
Department Head or Program Chair (Type Name & Sign) Date 10/1/2013

Leonard Bright
Chair, College Review Committee

Ryan C. Grodner
Dean of College

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
INTA 689-601 NATO: From Military Alliance to Collective Security

Instructor Information:

Gabriela Marin Thornton

Email: gthornton@tamu.edu

Office: Allen 1103

Seminar location and timing:

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

Course Description:

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

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

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

SEMESTER ASSIGNMENTS

Seminar Structure

1. Student presentations of the required readings:

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

DO's for presentations

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

DON'Ts for presentation

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

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

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

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

**Semester Assignments**

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

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

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

4. **Research Paper.**

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

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

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

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

2. Brief 15 points

3. Pop-up quiz 10 points

4. Research paper: 40 points

--------------------------------------------------------------

Total 100 points

Grading Scale

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

IMPORTANT:

Make-Up Classes:

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

REQUIRED BOOKS:

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

Recommended Books:

Anderson, Jeffrey, G. John Ikenberry & Thomas Risse; *The End of the West? Crisis and
Change in the Atlantic Order* (Ithaca: Cornell University Press, 2008)

Philip Gordon and Jeremy Shapiro, *Allies At War: America, Europe and the Crisis

REQUIRED BOOK CHAPTERS:

Barry Buzan, Ole Weaver, and Jaap de Wilde, *Security: A New Framework for Analysis*

Menon, Anand. “Why ESDP is Misguided and Dangerous for the Alliance,” in
*Defending Europe: The EU, NATO and the Quest for European Autonomy*, eds. Jolyon

Thomas Risse-Kappen, „Collective Indentity in a Democratic Community: The Case
of NATO“, in *The Culture of National Security: Norms and Indentity in World Politics*,

Stephan Keukeleire and Jennifer MACNaughtan, “The European Security and
Defense Policy,” *in The Foreign Policy of the European Union*, Plagrave Macmillan,


**Weekly Readings and Assignments:**

**WEEK 1. Introduction:**

Overview of the seminar

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

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


**Student presentation of the readings:**

**Readings discussion:**

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

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

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


Student presentation of the readings:

Readings discussion:

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

Instructor’s introduction on EU institutions

WEEK 4: NATO and the EU Security Institutions


Student presentation of the readings:

Readings discussion:

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

Instructor’s lecture on collective security

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


Student presentation of the readings:

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

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


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


...And a different view

**Student presentation of the readings:**

**Readings discussion:**

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

**WEEK 7: NATO in Afghanistan and Libya**

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


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


Student presentation of the readings:

Readings discussion:

Student briefing and discussions: Was NAT"s counteinsurgency campain in Afghanistan a gooid idea? If yes, why? If not, why?

WEEK 8: New missions, new challenges

A Global Nato?


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

NATO and Maritime Security


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

Budgets


Missile defense


Student presentation of the readings:

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

WEEK 9: NATO, Russia and Transatlantic Security


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


Student presentation of the readings:

Readings discussion:

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


Student presentation of the readings:

Readings discussion:

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

WEEK 11: NATO & Transatlantic Security: Turkey


Student presentation of the readings:

Readings discussion:

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

WEEK 12: NATO: Energy Security


Student presentation of the readings:

Readings discussion:

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

Week 13: Terrorism and Transatlantic Cooperation


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


**Student presentation of the readings:**

**Readings discussion:**

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

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


Americans with Disabilities Act (ADA)

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

Academic Integrity

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Marine Biology
2. Course prefix, number and complete title of course: MARB 607 Research and Conservation in the Gulf of Corinth, Greece:
Dolphins, Fisheries, and Cultural Heritage
3. Catalog course description (not to exceed 50 words):
Lectures, readings, and labs on the ecology and behavior of the vertebrate fauna of the Gulf of Corinth, Greece; laboratory hands-on experience of the marine environment from boats, readings, videos, interpretation, and select major peer-review scientific papers and books.

<table>
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<tr>
<th>Permission of Instructor</th>
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<tr>
<td>Cross-listed with: None</td>
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<td>Stacked with: MARB 407</td>
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4. Prerequisite(s):

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

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

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

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>MARB 607 Research and Conservation in Greece</th>
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<tr>
<td>Leve Lab SCH CIP and Fund Code Admin Unit Acad Year FICE Code</td>
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Approved recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Research and Conservation in the Gulf of Corinth, Greece:
Dolphins, Fisheries, and Cultural Heritage
MARB 407/607, Summer I, 2015

Location: Marine Mammal Research Laboratory, Galaxidi, Gulf of Corinth, Greece
Meeting times: June 10-22, 2015, 8AM to 8 PM, but with study times off as appropriate

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

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

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

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

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

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

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

Draft Syllabus and Itinerary of Classes and Labs

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

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

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

(One lowest quiz grade will be dropped)

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

Cultural field trips with not yet designated dates will be:

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

http://www.distomo.gr/osios_loukas.htm / inland villages / small monasteries, with local guide
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Texas A&M Institute for Neuroscience

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

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

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

Cross-listed with: PSYC 650

Stacked with:

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

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

If yes, from ______ to ________

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

If yes, this course may be taken ______ times.

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

7. This course will be:

a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

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

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

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

Attach approval letters.

9. Course #

Title (excluding punctuation)

NRSC 650 CLINICAL PSYCHOPHARMACOLOGY

Lect. Lab SCI CIP and Fund Code Admin. Unit Acad. Year FICE Code

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

Approval recommended by:

Dr. Jane Welsh
Department Head or Program Chair (Type Name & Sign) Date 9-18-13

Chair, College Rules Committee Date 9-18-13

Dr. Douglas Woods
Department Head or Program Chair (Type Name & Sign) Date 9-23-13

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date Effective Date
Grading Policy
Grades will be based on two (2) term exams (200 points) and class participation (100 points).

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

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

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

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

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

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

Academic Integrity:

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

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

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

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

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

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

**FINAL EXAM**  
Date and Time TBD
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

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

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

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 programs(s) (e.g., B.A. in history)

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

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

9. Prefix: OCNG Course #: 679 Title (excluding punctuation): PALEOClimATE PROXIES
   Lect. 3 Lab 0 SCH 3 CHP and Fund Code 0 0 0 0 0 0 0 0 2 2 1 4 0 1 2 1 3 0 0 3 6 3 2
   Admin. Unit 0 Acad. Year 0 Effective Code 3 Level

   Approval recommended by:
   Debbie Thomas
   Department Head or Program Chair (Type Name & Sign) 10/10/13
   Chair, College Review Committee Date
   Dean of College 10/10/13
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-3201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Proxy Reconstruction of Late Cenozoic Climate: Calibrations and Applications

Spring 2014

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

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

Credits: 3 hours
Prerequisites: none

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Copyright and Plagiarism Policy**

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

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

<table>
<thead>
<tr>
<th>Frequency of participation in class</th>
<th>Exemplary (90%- 100%)</th>
<th>Proficient (80%-90%)</th>
<th>Developing (70%-80%)</th>
<th>Unacceptable (&gt;70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student initiates contributions more than once in each recitation.</td>
<td>Student initiates contribution once in each recitation.</td>
<td>Student initiates contribution at least in half of the recitations</td>
<td>Student does not initiate contribution &amp; needs instructor to solicit input.</td>
<td></td>
</tr>
</tbody>
</table>

| Quality of comments | Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. | Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion. | Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion. | Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc. |

| Listening Skills | Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue. | Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment. | Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking. | Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc. |
OCNG 689 Paper Grading Guidelines:

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

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

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

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

Please attach a course syllabus to the form.*

To: Dean of College of Geosciences (for undergraduate)

I request approval of the following Special Topics course for the 2014 (year) term in the Department of: Oceanography Course: OCNG 689

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

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

Meeting Days:

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

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

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

Prerequisite: none

Instructor: Matthew Schmidt Instructor UIN #: 818004257

Has this special topics course been taught before? Yes No If yes, how many times? 2

Indicate the number of students enrolled 6 to 7 and each academic period taught: Spring 2010 & 2012

If a similar course is offered at the University, identify it by prefix and course number

If this course has been approved as a new course, give prefix and course number

Should this course be considered for approval within any category of the University Core Curriculum? Yes No **If yes, see below.

Additional comments (cross-listing, satisfactory/unsatisfactory, distance education, etc.):

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

Department Head 9/25/13 Dean of College 10/10/13

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

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

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

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

Form Instructions:

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

2. Course prefix, number and complete title of course: PETE 658-Energy and Sustainability

3. Catalog course description (not to exceed 50 words): Overview of energy resources and use with emphasis on long-term sustainability; considers fossil, nuclear, and alternative energy sources, electricity and transportation, energy conversions, energy efficiency, energy security, energy policy, and environmental impact.

4. Prerequisite(s): Graduate classification

Cross-listed with:PETE 458

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

5. Is this a variable credit course? ☑ No

If yes, from ______ to ______

6. Is this a repeatable course? ☑ No

If yes, this course may be taken ______ times.

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

7. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

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

M.S., M.E., or Ph.D. in Petroleum Engineering or related Engineering

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

9. Prefix: PETE

Course #: 658

Title (excluding punctuation): ENERGY & SUSTAINABILITY

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HICE Code</th>
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<tbody>
<tr>
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<td>0</td>
<td>0</td>
<td>62</td>
<td>14</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

A. D. Hill

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

Chair, College Review Committee Date

Dean of College Date

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

(if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chair, GC or UCC Date

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

Curricular Services – 3/10
Course title and number       Energy and Sustainability – PETE 458/658
Term (e.g., Fall 200X)        Spring 2014
Meeting times and location   MW, 1:50-3:50 p.m., RICH 308

Course Description and Prerequisites

Overview of energy resources and use with emphasis on long term sustainability; considers fossil, nuclear, and alternative energy sources, electricity and transportation, energy conversions, energy efficiency, energy security, energy policy, and environmental impact.

Learning Outcomes or Course Objectives

The outcomes of the course are for students to be able to:

1. Find and use scholarly information about energy and the environment.
2. Apply energy conversions to comparing energy resource and use options.
3. Quantify energy and environment costs and benefits for fossil fuels and alternative energy sources.
4. Quantify the potential energy security implications of various energy options.
5. Quantify the potential costs and benefits of carbon constraints.

Instructor Information

Name                        Dr. Christine Economides
Telephone number            (979) 458-0797
Email address               caee@tamu.edu
Office hours                TBD
Office location             710F Richardson Building

Occasional guest lecturers

Textbook and/or Resource Material


Grading Policies

Undergraduates:

Examinations (2) .......................................................... (40%)
Project ................................................................. (30%)
Homework/Other ......................................................... (20%)
Class Participation .................................................. (10%)
Total ................................................................. (100%)
Graduates:

Examinations (2) ................................................................. (40%)
Project ................................................................. (30%)
Homework/Other ............................................................. (20%)
Class Participation .......................................................... (10%)
Total ................................................................. (100%)

The class will meet twice per week with one day focused on discussion of assigned reading material and the other day focused on presentation and discussion of homework assignments. Project work and homework will be done in teams. For the Class Participation and Homework parts of the grade individual students will be asked to present homework in class and to participate in class discussion. The homework grade will be based on student readiness to present homework when requested in class after the specified homework due date. The class project work will be done over the course of the semester and will require a written report at the end of the semester. For any team including at least one graduate student the team project report must be suitable for meeting or journal publication. Undergraduate team report requirements will be less demanding. Examinations will be the same for both undergraduate and graduate students and based on individual (not team) efforts.

Late Work Policy

Because the class requires student participation in discussion and homework presentations, students must alert the professor when they know they will be unprepared for class. If this occurs more than 3 times during the semester, class participation and homework grades will be discounted.

Attendance Policy

Students must attend class and must have homework ready on time. The student is expected to alert the professor beforehand when he/she will be unable to come to a class, and will be required to bring a doctor's note when missing class because of illness.

See: http://student-rules.tamu.edu/rule07

Grading Scale

A ................................................................. 90-100%
B ................................................................. 80-89%
C ................................................................. 70-79%
D ................................................................. 60-69%
F ................................................................. 0-59%
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 13 and 15</td>
<td>Energy and sustainability</td>
</tr>
<tr>
<td>2</td>
<td>January 20 and 22</td>
<td>Engineering fundamentals</td>
</tr>
<tr>
<td>3</td>
<td>January 27 and 29</td>
<td>Fossil energy</td>
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<tr>
<td>4</td>
<td>February 3 and 5</td>
<td>Nuclear Energy</td>
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<tr>
<td>5</td>
<td>February 10 and 13</td>
<td>Biomass</td>
</tr>
<tr>
<td>6</td>
<td>February 17 and 19</td>
<td>Exam 1</td>
</tr>
<tr>
<td>7</td>
<td>February 24 and 26</td>
<td>Hydroelectric and geothermal</td>
</tr>
<tr>
<td>8</td>
<td>March 3 and 5</td>
<td>Ocean energy storage</td>
</tr>
<tr>
<td>9</td>
<td>March 10 and 12</td>
<td>Wind energy</td>
</tr>
<tr>
<td>10</td>
<td>March 17 and 19</td>
<td>Solar energy</td>
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<tr>
<td>11</td>
<td>March 24 and 26</td>
<td>Exam 2</td>
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<tr>
<td>12</td>
<td>March 31 and April 1</td>
<td>Energy carriers</td>
</tr>
<tr>
<td>13</td>
<td>April 7 and 9</td>
<td>Energy management</td>
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<tr>
<td>14</td>
<td>April 14 and 16</td>
<td>Informed energy choices</td>
</tr>
<tr>
<td>15</td>
<td>April 21 and 23</td>
<td>Final project reports</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

This course will be approved as a substitute for the ENGR 101 course for undergraduate students enrolled in the Energy Engineering Certificate, and enrollment will be guaranteed to those in the certificate program. The course will be offered simultaneously to graduate students enrolled in the Energy Sustainability Certificate. Undergraduates will have the option to form teams of undergraduates or to participate in teams involving graduate students.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

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

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

4. Prerequisite(s):
   Graduate Classification Only
   Cross-listed with: 
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

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

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

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

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

9. Prefix  Course #  Title (excluding punctuation)
   PSAA  610  COMPAR DOMESTIC INTL ORG

   Lect  Lab  SCHL  CIP and Fund Code  Admin. Unit  Acad. Year  HFL Code
   0 3 0 0 0 3 4 4 0 4 0 1 0 0 1 1 3 6 4 1 4 - 1 5 0 0 3 6 3 2

   Approval recommended by:  [Signature]  10/29/13
   Department Head or Program Chair (Type Name & Sign)  Date
   Chair, College Review Committee  Date

   Department Head or Program Chair (Type Name & Sign)  Date
   (If cross-listed course)  Dean of College  Date

   Submitted to Coordinating Board by:  [Signature]  10/29/13
   Chair, GC or UCC  Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
PSAA 689-601: COMPARING DOMESTIC AND INTERNATIONAL ORGANIZATIONS IN PUBLIC ADMINISTRATION
Fall 2014
Tuesdays 1:30-4:20 PM
1108 Allen Building

Prof. Christina Bright

Office: ALLN 1066
Hours: Tuesdays, 11:30 AM-1:30 PM and by appointment.
E-mail: cbright@tamu.edu
Phone: 845-6558

INTRODUCTION

This course examines a broad range of issues relating the activities of public administration and governance in international setting. The course will address the set of ideas under the traditional heading of comparative administration, prevailing in United States for over half a century. The ideas, however, would be discussed with a blend of newer and more up to date challenges public administration field is encountering across the world. The course will not only discuss the web of international institutions that have arisen in the last several decades but also take into account how they cooperate and collaborate in order to meet the global challenges. The course includes how government and governance systems are embedded in historical, cultural, ideological, and religious contexts that may be unique to particular nations and regions but may not be generalizable to global settings. Briefly, the course provides a nice introduction to public administration, globalization and political science fields, which may help students in decisions of what field or domain matches their interests to pursue in future.

REQUIRED READINGS

Required Text:


Additional Article Readings to Be Announced
COURSE DESCRIPTION

This course provides an introduction to the field of comparative public administration. The field focuses largely on reform and capacity building and often seeks to identify universal patterns in organizational structures and processes that promote the most ‘desirable’ policy outcomes. States differ greatly in their history and social and economic characteristics, and exhibit a range of administrative arrangements. The variation in these administrative systems is due to a variety of factors, including social, cultural, political and technological factors. We will focus primarily on national (and less so on sub-national) administrative systems in a sample of states, explore the variation in administrative systems and examine how the organizational structure and processes facilitate or inhibit policy implementation. Prerequisite: Graduate Classification.

COURSE OBJECTIVES

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

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

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

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

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

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

POLICIES

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

Assignments: All assignments are to be typed in 12-point font, Arial or Times Roman, and double-spaced with 1-inch margins. Assignments are also expected to be in Standard English
with minimal grammar and spelling errors. Graded assignments will be penalized 2-points for every day they are late, unless otherwise noted by the Professor.

**Academic Integrity:** "An Aggie does not lie, cheat or steal, or tolerate those who do". Hence, students are expected to maintain integrity in all course work. This includes avoiding plagiarism of the intellectual work of others. Plagiarism can be defined as "failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources." Avoid plagiarism by citing the work of authors you use in your papers. In addition, under no circumstances are students permitted to turn in work written by or used by another student in other classes. More information regarding the Honor Council Rules and Procedures can be found on the web at http://aggiehonor.tamu.edu.

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

**Cell Phones, Pagers, and other Noise Makers:** Any device that rings, beeps, sing, or plays must be turned to silent or off while in class. All phone conversations must be taken outside during class session.

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

**ASSIGNMENTS**

**Three Weekly Reading Reviews (30 points):** Student will write a 3-5 page reading review that summarizes the assigned readings, draws out the major themes, conclusions, and discusses the implications for comparative public administration. **Due: Tuesday's by 1:30pm.**

**Two Papers Comparing U.S. Organizations to Non-U.S. Organizations. (20 points):** Student will write a 3-5 page reviewing public organizations abroad. Additional details will be given. **Due: Tuesday's by 1:30pm.**

**Final Research Project Paper (25 points):** Students will write a 10-12 page paper on one U.S. public organization. This paper should contain a historical review (no more than two pages), the organization’s mission, purpose, major functions, past and recent major events, and detailed cases of what the organizations has accomplished over the course of his existence.

**Presentation (10 points):** Students will write a summary paper (4 pages) of their final project and a description of a public organization (local, state, national, or international) that they would like to gain employment with. Students will describe what the organization does, why they choose the organization, and what they hope to pursue if employed with the organization.
Attendance & Participation (15 points): The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. Hence, students will be assessed in terms of their class attendance and quality (not quantity) of classroom engagement. Because students can only engage in the class when they are in attendance, unapproved absences will negatively affect both dimensions. Quality engagement is only possible when students read all assigned readings prior to the start of each week. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.a

GRADING

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

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

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

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

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

< 60 F

COURSE OUTLINE

Week 1: Global and Comparative PA Chapter 1
Intro to PA, What is PA (4th branch/administrative state),
the major subfields of PA, who are PAs,
Major PA definitions, theories, and authors

Week 2 Federal, State and Local Overview
The Three Branches of Government
What government does, and how it tracks what it does
Legislative control and oversight, presidential leadership/cabinets
Regulation, mandates, programs, grants, agencies
Week 3  Global and Comparative PA Chapter 2 and 3  
Leadership and Management, Definitions of Leadership, Evolution of Leadership  
Theory, Importance of Leadership, Levels of, Leadership v. Management,  
Agency Focus: An overview of three cabinets.

Week 4  Global and Comparative PA Chapter 4  
Org. Theory and Behavior, Hierarchy, authority, systems theory, Rosenbloom’s  
Three Approaches,  
Agency Focus: An overview of three cabinets.

Week 5  Personnel (Civil Service)  
OPM, HRM, Motivating PAs, Intrinsic vs. Extrinsic, Strategic Planning,  
Reinventing Government, Reengineering, outsourcing, downsizing, aging  
workforce, diversity, compensation, hiring

Week 6  Global and Comparative PA Chapter 5 and 6  
Intergovernmental Relations, Dept. of Defense, Security, Justice  
Agency Focus: An overview of three cabinets.

Week 7  Global and Comparative PA Chapter 7  
Urban and Rural Affairs, Housing, Agriculture, FDA, EPA, FEMA,  
Agency Focus: An overview of three cabinets.

Week 8  Global and Comparative PA Chapter 8  
Labor - Dept. of Labor, Dept. of Interior and the Dept. of Transportation

Week 9  Global and Comparative PA Chapter 9  
International Comparisons  
Agency Focus: An overview of three cabinets.

Week 10  Global and Comparative PA Chapter 10 Public Budgeting, OMB

Week 11  Political/Administrative Dichotomy, Bureaucracy, accountability, responsibility,  
efficiency, effectiveness, responsiveness, etc.

Week 12  Education and the Future of Public Administration  
Dept. of Education, NCLB, other major initiatives

Week 13  Global and Comparative PA Chapter 11, & 12  
Recruiting the Best and the Brightest

Week 14  Overview and Presentations

Week 15  Papers due
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): George Bush School of Government and Public Service
   PSAA 620 Safeguarding the Nation's Maritime Gateways

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

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

4. Prerequisite(s):

Cross-listed with:

Stacked with:

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

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

9. Prefix   Course #   Title (excluding punctuation)
   PSAA 620   Safeguarding the Nation's Maritime Gateways

   Lect.  Lab  SCH  CP  Fund Code
   0 3 0 0 0 3 4 3 0 3 0 1 0 0 1 9 1 3 6 4 1 4 1 5 0 0 3 6 3 2

   Approval recommended by:
   Arnold Vedder

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

   Chair, College Review Committee Date

   Dean of College Date

   Submitted to Coordinating Board by:

   Chair, GC or UCC Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
PSAA 689 Safeguarding the Nation’s Maritime Gateways

SYLLABUS

Instructor: Dr. Danny W. Davis

Email: through the eCampus internal course messaging system

Online Office Hours: by appointment

COURSE DESCRIPTION

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

COURSE OVERVIEW

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

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

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

**COURSE OBJECTIVES**

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

1. Develop a comprehensive understanding of the past security situation in American ports and within the United States maritime domain.
2. Analyze and describe current U.S. National Defense and Homeland Security policy, strategy and operations designed to secure the national maritime zones.
3. Analyze and discuss the National Strategy for Maritime Security, the Maritime Transportation Security Act (MTSA) 2002 Policies and appendices, and Harbor Safety SAFE Port Act and how these documents support the overall Homeland Security mission.
4. Examine and describe operations of the domestic partners, U.S. Coast Guard and Customs and Border Patrol Marine and Air, and other federal agencies that have a role in American harbor and maritime security.
5. Compare and contrast the challenges to American maritime security by region: Great Lakes, Puget Sound and Straits of Juan de Fuca, San Diego, Gulf Coast, Alaska and Russia.
6. Analyze and discuss the requirements for protection of critical infrastructure and key resources that fall in the coastal and harbor areas of the nation, especially fisheries issues and resource management.
7. Compare and contrast the counterdrug operations in the maritime domain; the Caribbean, Gulf Coast, Central America.
8. Analyze the problem of human trafficking.
9. Analyze and discuss the joint operations of the U.S. Coast Guard with the U.S. Navy ships are examined.
10. Describe the need for international cooperation to achieve maritime and port security.
11. Compare and contrast the international organizations involved in maritime security and harbor safety, including an in-depth analysis of the International Port Security Program, the planned Panama Canal expansion, the Jones Act and international ownership of vessels and infrastructure impact American maritime security.
13. Evaluate the effectiveness of these programs in supporting the security of the homeland.
PSAA 689 Safeguarding the Nation’s Maritime Gateways

14. Evaluate the United States’ operations in defense against piracy and hijacking and maritime terrorism on the high seas.
15. Identify and analyze the part played by maritime security strategy and operations with the National Defense and Homeland Security strategies to protect the nation. Reflect on maritime security and propose solutions for tomorrow’s challenges and developing threats.

FORMAT AND METHOD

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

REQUIRED READINGS

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


COURSE REQUIREMENTS and GRADING

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

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

There will be several components used in determining your final grade for the course. The instructor will be reading each posting and providing specific or general input where warranted within 24 to 48 hours, normally as part of questions on comments via the posting dialogue itself. Additionally, the instructor will provide detailed feedback on written assignments within 7 days of the assignment due date. Students are expected to read through all of the course information...
PSAA 689 Safeguarding the Nation’s Maritime Gateways

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

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

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

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

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

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

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

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

- If you include your own experiences to expand on your content, support any opinions with citations, such as that of an authority. Unsupported opinions are not appropriate in the discussion board.
PSAA 689 Safeguarding the Nation’s Maritime Gateways

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

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

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

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

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

Both the written assignment and the research paper should be a text document, size 12 font, double-spaced, with 1 inch margins and a space between paragraphs, and with all pages numbered. Students will cite sources and present a bibliography using American Political Science Association (APSA) style manual. The manual can be found at: http://www.ipsonet.org/data/files/APSASTyleManual2006.pdf.
PSAA 689 Safeguarding the Nation’s Maritime Gateways

Participation Policy

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

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

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

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

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

Late Assignments

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

Performance Expectations

Graduate study means learning from every possible source—from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop a learning community in which individuals’ ideas are freely expressed and the class works together to support and challenge each others’ work and ideas. The success of the learning experience in this class—and ultimately each student’s grade—is critically dependent on the excellence of each student’s preparation, written assignment submissions, and participation in online discussions where each student presents ideas and considers what others have to say as part of a reasoned, thoughtful discourse. Each student and his/her contributions should be treated with respect—not only taking them seriously but also challenging ideas. No student should feel
PSAA 689 Safeguarding the Nation’s Maritime Gateways

left out, minimized, or otherwise discriminated against. The instructor will quickly and directly counter any discussions or comments that do not display professionalism and respect for the contributions of others.

Student Concerns

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

ASSIGNMENTS

Course Outline

Week 1


Lectures: Course Introduction

Required Reading:


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

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

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


North Carolina Ports Website.
   http://www.ncports.com/nc-state-ports-authority/history/
PSAA 689 Safeguarding the Nation’s Maritime Gateways

Supplemental Reading:

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

Discussion Questions:

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

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

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<td>DQ 2 Posting</td>
<td>Day 3</td>
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<tr>
<td>Respond to at least two of your peers’ DQ2 postings</td>
<td>Day 5</td>
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Week 2

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

Lecture: U.S. Maritime Security Policy

Required Reading:


PSAA 689 Safeguarding the Nation’s Maritime Gateways


Discussion Questions:

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

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

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<td>DQ 2 Posting</td>
<td>Day 5</td>
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<tr>
<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
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Week 3

Topic: Defenders of the Coasts

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

Required Reading:


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


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


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

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

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


Supplemental Reading:

PSAA 689 Safeguarding the Nation’s Maritime Gateways

Discussion Questions:

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

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

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<td>Respond to at least two of your peers’ DQ 2 postings</td>
<td>Day 7</td>
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Week 4

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

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

Required Reading:


http://www.dhs.gov/xlibrary/assets/HSPD_MDAPlan.pdf

http://www.dhs.gov/maritime-infrastructure-recovery-plan


PSAA 689 Safeguarding the Nation’s Maritime Gateways

Assignments:

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

Discussion Question:

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

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<td>Respond to at least two of your peers’ DQ1 postings</td>
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<tr>
<td><strong>Maritime Security Policy Analysis</strong> due</td>
<td>Day 7</td>
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**Week 5**

Topic: Counterdrug Operations in the Maritime Domain

Lectures: Counterdrug Operations in the Maritime Domain

Required Reading:

Review of the first four weeks’ reading sources.


Assignments:

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

Discussion Question:

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

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<td>Email instructor Research Paper topic choice</td>
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Week 6

Topic: International Organizations Involved in Maritime Security and Harbor Safety

Lectures: International Organizations Involved in Maritime Security and Harbor Safety

Required Reading:


PSAA 689 Safeguarding the Nation's Maritime Gateways


Discussion Questions:

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

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

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Week 7

Topic: Container Security Initiatives Small Vessel Security Implementation Plan

Lectures: Container Security Initiatives Small Vessel Security Implementation Plan

Required Reading:


PSAA 689 Safeguarding the Nation’s Maritime Gateways

Discussion Questions:

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

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

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**Week 8**

Topic: U.S. Port Security; Antiterrorism Operations

Lectures: U.S. Port Security; Antiterrorism Operations

Required Reading:


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


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


http://www.gao.gov/daybook/071004.htm
PSAA 689 Safeguarding the Nation’s Maritime Gateways

Discussion Questions:

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

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

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Week 9

Topic: Defense Against Piracy and Maritime Terrorism

Lectures: Defense Against Piracy and Maritime Terrorism

Required Reading:


Assignments:

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

Discussion Question:

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

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<td>Research Paper due</td>
<td>Day 5</td>
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**Week 10**

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

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

**Required Reading:**


And previous readings and lectures from the semester.

**Discussion Question:**

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

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Online Office Hours

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

Feedback

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

OTHER POLICIES

AMERICAN WITH DISABILITIES ACT (ADA) INFORMATION

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

ACADEMIC INTEGRITY

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

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

PLAGIARISM

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

OTHER HELPFUL INFORMATION

Library

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

Technical Help Desk Information

Texas A&M University (TAMU) Help Desk Central (open 24/7, 365 days a year):

Phone: Toll-free at 866.857.4112 or 979.845.8300

Email: helpdesk@tamu.edu

For problems related to the Blackboard learning management system eCampus, please contact:

Bush School Online Support Team

Email: bushschoolonline@tamu.edu
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus.

Form Instructions

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

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

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

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

   Cross-listed with: NRSC 650  
   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 programs(s) (e.g., M.S., Ph.D. in geography)
   M.S., Ph.D. in Psychology; any master’s or doctoral program

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

9. Prefix: PSYC  
   Course #: 650  
   Title (excluding punctuation): CLINICAL

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   Approval recommended by:
   Douglas Woods
   Department Head or Program Chair (Type Name & Sign)  
   Date: 9/10/13

   Jane Welsh
   Department Head or Program Chair (Type Name & Sign)  
   Date: 9/17/13

   Patricia Hurley
   Chair, College Review Committee  
   Date: 9/20/13

   Jose Bermúdez
   Dean of College  
   Date: 9/20/13

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

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

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

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

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

Lectures: TBA

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

Prerequisites: Graduate classification or permission of instructor.

Course Details

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

Learning Outcomes
Successful students of the course will be able to:

- Identify and describe essential neuroanatomy, synaptic physiology,
  various neurotransmitters and related pharmacokinetics/pharmacodynamics.
- Recognize and discuss the anatomical distribution, synthesis,
  inactivation, synaptic specializations, pharmacology of specific receptor
  subtypes, second messenger systems and associated behavioral roles of the
  major neurotransmitter systems, including dopamine, norepinephrine,
  serotonin, amino acid neurotransmitters and the opioid neuropeptides.
- Critically analyze and evaluate how drugs are used therapeutically to
  treat mental and other disorders
- Describe and explain the limitations of drug therapy for mental
  disorders.
SYLLABUS
Psyc 650-600/ NRSC 650-6XXX: Clinical Psychopharmacology
Semester 20XX

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

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

Lectures: TBA

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

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Course Details

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

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

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

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

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

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

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

Academic Integrity:

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

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

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

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Localization of Function</td>
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<tr>
<td>Week 2</td>
<td>Neurophysiology</td>
<td>Chap 3</td>
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<tr>
<td>Week 3</td>
<td>Synaptic Function - Pharmacology</td>
<td>Chap 4, Appendix A</td>
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<td>Week 4</td>
<td>Neuropeptides</td>
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<td>Week 5</td>
<td>Monoamines: NE/DA</td>
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<td>Week 6</td>
<td>Monoamines: NE/DA</td>
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<tr>
<td>Week 7</td>
<td>Monoamines: 5-HT/ Exam 1</td>
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<tr>
<td>Week 8</td>
<td>Preliminary Diagnostic Issues</td>
<td>Chap 5</td>
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<td></td>
<td>SPRING BREAK NO CLASSES</td>
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<tr>
<td>Week 9</td>
<td>Depression</td>
<td>Chap 6</td>
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<tr>
<td>Week 10</td>
<td>Depression</td>
<td>Chap 7, 15</td>
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<td>Week 11</td>
<td>Psychotic Disorders</td>
<td>Chap 10</td>
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<tr>
<td>Week 12</td>
<td>Anxiety</td>
<td>Chap 8</td>
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<tr>
<td>Week 13</td>
<td>Anxiety</td>
<td>Chap 18</td>
</tr>
<tr>
<td>Week 14</td>
<td>OCD, OCD, OCD</td>
<td>Chap 9</td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM</td>
<td>Date and Time T3D</td>
</tr>
</tbody>
</table>

4
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus. *

Form Instructions

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

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

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

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

Cross-listed with: 

Stacked with: 

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

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

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

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

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Ph.D. in Educational Psychology - Special Education Emphasis
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      None

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

9. Prefix  Course #  Title (excluding punctuation)

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<td>6</td>
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</table>

Approval recommended by: 

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

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

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

Mark Zoran, Ph.D.
Chair, GC or UCC Date: 10/18/13

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
Professional Development in Research
SPED 624
Spring 2015

Instructor:
Mandy Rispoli
mrispoli@tamu.edu

Office Hours
By appointment.

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

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

Readings:

Books:


Additional readings are posted on eCampus

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

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

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

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

Assignments

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

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

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

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

Summary of Grading Criteria

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

Total Possible Points: 150 points

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

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

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

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

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

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

1. Request submitted by (Department or Program Name): Department of Ecosystem Science and Management

2. Course prefix, number and complete title of course:
BAEN 651

3. Change requested

   a. Prerequisite(s): From: GEOG 398 and RENR 444 or approval of instructor. To: Graduate classification.
   b. Withdrawal (reason): 
   c. Cross-list with: 
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description:
Geographic Information Systems. (2-2) Credit 3. Design, planning and implementation of geographic information systems; computer hardware and software evaluation; practical experience in data entry, analysis and update of spatial and characteristic data; linkages of GIS and artificial intelligence; use of maps and remotely sensed data as data inputs. Prerequisites: GEOG 398 and RENR 444 or approval of instructor. Cross-listed with BAEN 651.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
Geographic Information Systems for Resource Management. (2-2) Credit 3. Geographic Information System (GIS) approach to the integration of spatial and attribute data to study the capture, analysis, manipulation and portrayal of natural resource data; examination of data types/formats, as well as the integration of GIS with remote sensing and Global Positioning System; laboratory includes extensive use of GIS applications to conduct analyses of topics in natural resources. Prerequisites: Graduate classification. Cross-listed with BAEN 651.

7. a. As currently in course inventory:

<table>
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<th>Title (excluding punctuation)</th>
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<tbody>
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<td>GEOGRAPHIC INFORMATION SYSTEMS</td>
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<th>Admin. Unit</th>
<th>HCC Code</th>
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   b. Change to:

<table>
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<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>BAEN 651</td>
<td>GEOG INFO SYS RES MGMT</td>
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<th>Lab</th>
<th>SCH</th>
<th>CH and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>20 13</td>
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Approval recommended by:

Dr. David Bellanger
Department Head or Program Chair (Type Name & Sign) Date 7/11/13
Dr. David Reed
Chair, College Review Committee Date 8/12/13

Dr. Steve Searcy
Department Head or Program Chair (Type Name & Sign) Date 7/11/13
(If cross-listed course)

Dr. David Reed
Dean of College Date 8/12/13
Dr. Mark Zoran
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date
Introduction to Geographic Information Systems
ESSM 351/651 (also known as BAEN 651)
Fall 2013

Instructor: Dr. Rusty Feagin
Office: 221C Centeq Building B, 1500 Research Parkway
Phone: 862-2612
E-mail: feaginr@tamu.edu
TAs: TBA

Office Hours: By appointment. Please contact through e-mail.

Lecture: All Sections—MW 12:40 am -1:30 pm. Room HFSB 102

Labs:
ESSM 351 Section 501 --- T 8-10 am, Room HFSB 124
ESSM 351 Section 502 --- M 1-3 pm, Room HFSB 124
ESSM 351 Section 503 --- M 3-5 pm, Room HFSB 124
BAEN/ESSM Section 601 --- M 8-10 am, HFSB 124
BAEN/ESSM Section 602 --- T 3-5 pm, HFSB 124

Required Text: None.

Course Web Page and WebCT site: http://elearning.tamu.edu

Bus Route to Centeq: http://transport.tamu.edu

Attendance: Make-ups on class tests, quizzes, and lab homework assignments will not be allowed unless the student has a university-excused absence.

Late Work Policy: No late work accepted without a university-excused absence. If the student has a university-excused absence, assignments are worth full credit.

Prerequisites: None

Grading: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59

Undergraduates (FRSC 461)
Two Tests 40 pts. (20 pts. each)
Lab 60 pts.

Graduates (ESSM 651)
Two Tests 40 pts. (20 pts. each)
Lab 50 pts.
Term Project 10 pts.
Course Learning Objectives:

- Integrate data and information from a variety of sources, from both spatial and non-spatial databases.
- Identify data needs and appropriate processing methods in the context of a GIS project
- Formulate and assess spatial models and their applicability for solving problems in natural resources
- Generate and organize a plan for geoprocessing that leads to a desired project outcome
- Interpret and discuss the principles of GPS technologies, combine that information in the context of a GIS
- Design maps as a form of visual communication according to cartographic principles
- Display a recognition of the responsibility of adhering to ethical standards in decision-making on behalf of clients and the public, in the context of managing a project, collaborating within a project team
- Prepare and deliver a technical presentation that outlines a natural resource problem of a spatial nature and justifies its solution as a series of steps using spatial technologies

Topics Covered:

<table>
<thead>
<tr>
<th>What is GIS?/Components of GIS</th>
<th>Raster &amp; Imagery: GRID, DEM, LIDAR</th>
</tr>
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<tbody>
<tr>
<td>Scale and Projections</td>
<td>Spatial Analyst, 3D Analyst,</td>
</tr>
<tr>
<td>Attribute Data, Vector Database</td>
<td>ModelBuilder, Google Earth</td>
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<tr>
<td>Structure, Enterprise GIS</td>
<td>GPS</td>
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<tr>
<td>Input: Data Sources</td>
<td>Remote Sensing</td>
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<tr>
<td>Classic Operations/Geoprocessing</td>
<td>Output: Maps and Cartography</td>
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</tbody>
</table>

Test #1 – Wednesday, Oct. 9       Test #2 – Mon/Wed, Nov. 25/27

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.


Plagiarism or copying from the internet will result in a failing grade for the course, and all associated individuals will be reported to the Aggie Honor System Office.

When using the elearning website, a failure to properly handle account or computer settings, etc. are not grounds for an excuse. Do not wait until the last minute to upload items that are due.
July 9, 2013

Dr. David Baltensperger
Head
Dept. Ecosystem Science & Management
2138 TAMU

Dr. Baltensperger,

I request that we alter the course description and pre-requisites for ESSM/BAEN 651, as it is out of date. We recently changed our curriculum and the stacked ESSM 351 now has a different description, so it would also be of benefit to coordinate the two graduate and undergraduate course descriptions. The old description for ESSM/BAEN 651 is over a decade old, and simply no longer reflects the course material in this rapidly evolving field. The pre-requisites are simply not valid, given that this is an introductory level course and the average student in today’s world is much more familiar with computers than they were a decade ago, hence making any prior experience with a computer irrelevant. The existence of a pre-requisite creates an undue burden on our advising and course registration for students every semester, thus it would be beneficial to remove it.

Sincerely,

[Signature]

Dr. Rusty A. Feagin
Associate Professor
Instructor for ESSM/BAEN 651
Dept. Ecosystem Science & Management
2138 TAMU
Theresa Nemec

From: Sara Eliason
Sent: Monday, September 23, 2013 9:41 AM
To: Theresa Nemec
Subject: FW: ESSM 651

Theresa,

Here is the e-mail of support from Dr. Tchakerian, Geography department head, for the prerequisite change to ESSM 651/BAEN 651.

Best,
Sara

-----Original Message-----
From: Vatche Tchakerian [mailto:v-tchakerian@tamu.edu]
Sent: Friday, September 20, 2013 10:29 AM
To: David D. Baltensperger
Cc: Rusty Feagin; Sara Eliason; Michael Bishop
Subject: ESSM 651

David:

Good to see you at the DH workshop on Wednesday and hope all is well with your "two" departments. We were asked to support the following for ESSM 651.

Geography approves ESSM's decision to remove the "GEOG 398/RENR 444 or approval of instructor" as a prerequisite for ESSM 651.

Best wishes, Vatche

Dr. Vatche P. Tchakerian
Professor and Department Head, Geography Professor of Geology & Geophysics

College of Geosciences
Texas A&M University
College Station, TX 77843-3147
v-tchakerian@tamu.edu
Theresa Nikola

From: Sara Eliason  
Sent: Monday, September 23, 2013 9:40 AM  
To: Theresa Nemec  
Subject: FW: Prerequisite change

Theresa,

I have support from Geography for the prerequisite change to ESSM 651/BAEN 651. This comes in the form of e-mails, one from the instructor (below), one from the department head (will forward in a second e-mail). I hope this will suffice.

Also, can you tell me anything about whether the prerequisite changes to BAEN 651 were also discussed? I had sent a second set of paperwork for BAEN 651 along with ESSM 651, since these are cross-listed.

Thanks!  
Sara  

---------------------------------------------
Sara Eliason  
Graduate Programs Assistant  
Ecosystem Science and Management  
Room 418 Animal Industries Building  
2138 TAMU  
College Station, TX 77843-2138  
skelison@tamu.edu  
tel. 979.862.6470  
fax 979.845.6430  
http://essm.tamu.edu

Begin forwarded message:

From: "Michael P. Bishop" <michael.bishop@tamu.edu>  
Date: September 20, 2013 9:37:04 AM CDT  
To: Rusty Feagin <feaginr@tamu.edu>  
Cc: Sorin Popescu <s-popescu@tamu.edu>, R Srinivasan <r-srinivasan@tamu.edu>  
Subject: Prerequisite change

Rusty,

The request for a change in the prerequisite for ESSM 651 is very reasonable. I have advised our DH to send an email to you and the DH indicating our approval. You should get that today, if he is not too busy.

Hope all is well in ESSM and I look forward to working with your group.
CHeers

Michael

Dr. Michael P. Bishop
Professor and Haynes Chair in Geosciences
Department of Geography
Texas A&M University
College Station, Texas 77843-3147
Office: (979) 845-7998
Fax: (979) 862-4487
Email: michael.bishop@tamu.edu
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
- Submit original form and attachments -

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

   Department of Ecosystem Science and Management

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

   ESSM 651

3. Change requested

   Attach a brief supporting statement for changes made to item 3a, b, and c below.

   a. Prerequisite(s): From: GEOG 398 and RENR 444 or approval of instructor.
      To: Graduate classification.

   b. Withdrawal (reason):

   c. Cross-list with:

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

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

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

   Geographic Information Systems. (2-2) Credit 3. Design, planning and implementation of geographic information systems; computer hardware and software evaluation; practical experience in data entry, analysis and update of spatial and characteristic data; linkages of GIS and artificial intelligence; use of maps and remotely sensed data as data inputs. Prerequisites: GEOG 398 and RENR 444 or approval of instructor. Cross-listed with BAEN 651.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Geographic Information Systems for Resource Management. (2-2) Credit 3. Geographic Information System (GIS) approach to the integration of spatial and attribute data to study the capture, analysis, manipulation and portrayal of natural resource data; examination of data types/formats, as well as the integration of GIS with remote sensing and Global Positioning System; laboratory includes extensive use of GIS applications to conduct analyses of topics in natural resources. Prerequisites: Graduate classification. Cross-listed with BAEN 651.

7. a. As currently in course inventory:

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<th>Title (excluding punctuation)</th>
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<tr>
<td>0202</td>
<td>0311</td>
<td>0401</td>
</tr>
</tbody>
</table>

   Approval recommended by:

   Dr. David Bahnson
   Department Head or Program Chair (Type Name & Sign) Date

   Dr. David Reed
   Chair, College Review Committee Date

   Dr. David Reed
   Dean of College Date

   Dr. Mark Zoran
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date

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

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

2. Course prefix, number and complete title of course:
   CHEN 695 Graduate Mentoring Seminar I

3. Change requested
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description:
   Graduate Mentoring Seminar. Develop student skills in assessment; expose students to education in classroom setting.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Graduate Mentoring Seminar I. Development of skills to compliment formal research and coursework training; includes improvement of communication and interaction skills; development of technical writing and presentation skills

7. a. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   CHEN 695 GRADUATE MENTORING SEMIN

   Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
   0 1 0 0 0 1 1 4 0 7 0 1 0 0 0 6 0 5 9 0 0 0 3 6 3 2 6

   b. Change to:

   Prefix  Course #  Title (excluding punctuation)
   CHEN 695 GRAD MENTOR SEMINAR I

   Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code  Level
   0 1 0 0 0 1 1 4 0 7 0 1 0 0 0 6 0 5 9 0 1 4 1 5 0 0 3 6 3 2

   Approval recommended by: M. N. Kamin

   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date

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

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date
   Chair, GC or UCC Date

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

   Curricular Services – 02/11
Course title and number | CHEN 695 Graduate Mentoring Seminar I
Term (e.g., Fall 200X) | Fall 2014
Meeting times and Location | TBA

Course Description and Prerequisites

This seminar course will help graduate students develop a variety of skills in oral and written communication that will complement their formal research and coursework training.

Prerequisites

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

Learning Outcomes or Course Objectives

1. Understand the basics of scientific method. Identify steps in research and types of research. Understand the four steps in scientific methods. Discuss the importance of research ethics.
2. Develop and refine oral presentation and written communication skills

Instructor Information

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

Textbook

How People Learn, National Academy Press

Grading Policies

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

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<tr>
<td>2-3</td>
<td>Steps in Research; Types of Research (Basic vs. Applied), Research &amp; Development, Academic/Industrial</td>
</tr>
<tr>
<td>4</td>
<td>Guest Lecture – Research in Industrial Settings; Dr. Ray Mentzer (Chemical Engineering)</td>
</tr>
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<td>5-8</td>
<td>Scientific Method – Analysis, Hypothesis, Synthesis, Validation (4 phases)</td>
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<tr>
<td>9</td>
<td>Research Ethics and Serendipity in Research</td>
</tr>
<tr>
<td>10</td>
<td>Effective Oral Presentations; How to Write a Paper</td>
</tr>
<tr>
<td>11</td>
<td>Documenting Research: The Laboratory Notebook</td>
</tr>
<tr>
<td>12-14</td>
<td>Student presentations (oral) &amp; In-class Peer Review of Student Proposals (written)</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

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

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

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name):
   Department of Teaching, Learning and Culture
   GRADUATE STUDIES

2. Course prefix, number and complete title of course:
   EDCI 648: Urban Schools and Communities

3. Change requested
   Attach a brief supporting statement for changes made to items 3 through 6 below.
   a. Prerequisite(s): From: Graduate classification, emphasis in urban education or approval of instructor, concurrent enrollment in EDCI 630.
      To:
   b. Withdrawal (reason):
   c. Cross-list with: Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description:
   Urban Schools and Communities. (3-0) Credit 3. Sociological, historical, philosophical, anthropological, and political dimensions of urban schools and community change; issues and contexts grounded in core disciplines of social sciences. Prerequisites: Graduate classification, emphasis in urban education or approval of instructor, concurrent enrollment in EDCI 630.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Urban Schools and Communities. (3-0) Credit 3. Sociological, historical, philosophical, anthropological, and political dimensions of urban schools and community change; issues and contexts grounded in core disciplines of social sciences. Prerequisites: Graduate classification.

7. a. As currently in course inventory:
   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | HCE Code | Level
   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | HCE Code | Level
   b. Change to:
   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | HCE Code | Level
   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | HCE Code | Level

Approval recommended by:

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

George Cunningham
Chair, College Review Committee Date

Doug Palmer
Dean of College Date

Mark Zoran
Chair, GC 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 – 02/11
As urban school districts expand nationally, it is apparent that all graduate students, not just Urban Education students, should have access to courses that are interdisciplinary in nature and design, such as Urban Schools and Communities. The restriction of taking this course concurrently with any other course, should be removed.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
Submit original form and attachments

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

2. Course prefix, number and complete title of course:
   MARA 650 Distribution Logistics

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

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

5. Complete current course title and current catalog course description:
   Distribution Logistics
   The course discusses contemporary distribution logistics and integrated supply chain management. Emphasis is given to customer service, transportation modes, inventory policies, warehousing, order processing, and optimizing the logistics gross margin.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Supply Chain Management
   The course discusses contemporary distribution logistics and integrated supply chain management. Emphasis is given to customer service, transportation modes, inventory policies, warehousing, order processing, and optimizing the logistics gross margin.

7. a. As currently in course inventory:
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   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College/School Committee Date
   Chair, GO Date
   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 844-1111 or sandra.williams@tamu.edu.
   Curricular Services – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

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

2. Course prefix, number and complete title of course: PSAA 603 International Non-Governmental Organizations

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description:
   Course name: International Nongovernmental Organizations
   Course description: This course explores how philanthropy, nonprofit, and NGO sectors operate, with special attention to their niche alongside private and public sectors, revenue sources, impact on society, and converse effects of society and its institutions.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Course name: Nongovernmental Organization Management in International Settings
   Course description: This course explores the management of nongovernmental organizations (NGO) in international setting, with special attention to their niche alongside private and public sectors, revenue sources, impact on society, and converse effects of society and its institutions.

7. a. As currently in course inventory:

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   Approval recommended by:
   William West
   16/3/13

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

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

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

TO: Leonard Bright, Bush School Graduate Instruction Committee Chair
FROM: Bill West, MPSA Director
RE: Proposed Course Changes
DATE: 1 October 2013

Attached are several proposed course changes for the MPSA program. These have been given careful consideration by our nonprofit faculty and are all very sensible. They include:

- Adding “management” to the title of PSAA 603 to reflect the intent of the course to prepare students to manage international NGOs.
- Elimination of “strategic planning” from the title of PSAA 632 to reflect the fact that that course does not focus on strategic planning. This proposed change is also consistent with our intent to frame that course in such a way that it satisfies the budgeting requirement for students in our public management track who wish to pursue careers in the nonprofit sector.
- Elimination of “contract” from the title of PSAA 636 is consistent with the fact that that course does not cover contract management.
- The requirement that students take either PSAA 634 or PSAA 644 as a prerequisite for PSAA 648 is recommended because the latter is an advanced management course. This is consistent with our policy in regards to the other advanced management courses in our curriculum.

I endorse all of these proposed changes without reservation.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): The George Bush School of Government and Public Affairs
2. Course prefix, number and complete title of course: PSAA 616 Public Organizations in a Pluralsitic Society

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

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description: PSAA 616 Public Organization in a Pluralsitic Society

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): PSAA 616: Managing Workplace Diversity in Public and Nonprofit Organizations

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Approval recommended by: ___________________________ Date: 10/29/13

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

Chair, College Review Committee ___________________________ Date: ___________________________ Date: 10/08/13

Submitted to Coordinating Board by: ___________________________ Date: ___________________________ Date: ___________________________ Date: ___________________________

Associate Director, Curricular Services ___________________________ Date: ___________________________ Effective Date: 02/11

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

TO:            Mark Zoran, Graduate Council Chair
FROM:          Leonard Bright, George Bush School’s Assistant Dean of Graduate Education
RE:            PSAA 616 Title Change Justification
DATE:          Tuesday, October 29, 2013

The George Bush School of Government is requesting a title change for PSAA 616 Public Organizations in a Pluralistic Society to Managing Workplace Diversity in Public and Nonprofit Organizations. This change will better reflect the topic of the course and improve student’s understanding of the course during registration. This change has been carefully considered by the faculty of the School.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): The George Bush School of Government and Public Service
2. Course prefix, number and complete title of course: PSAA 632 Strategic Planning and Financial Management for Nonprofits
3. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked:
5. Complete current course title and current catalog course description:
   Current title: Strategic Planning and Fiscal Management for Nonprofits
   Current Description: Introduces the underlying fundamental principles, concepts, and methods of strategic planning and fiscal management applicable to the nonprofit sector and how they are related.
6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Proposed Title: Fiscal Management for Nonprofits
   Proposed Description: Introduces the underlying fundamental principles, concepts, and methods of managerial finance in nonprofit organizations. Learning outcomes include knowledge to interpret and evaluate the financial reports, so as to inform strategic decision-making in planning and budgeting.
7. a. As currently in course inventory:

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<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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Approval recommended by: William West [Signature] 10/29/13
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date

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

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

Associate Director, Curricular Services
Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 10/11

Effective Date Date
MEMORANDUM

TO:              Leonard Bright, Bush School Graduate Instruction Committee Chair
FROM:           Bill West, MPSA Director
RE:            Proposed Course Changes
DATE:          1 October 2013

Attached are several proposed course changes for the MPSA program. These have been given careful consideration by our nonprofit faculty and are all very sensible. They include:

- Adding “management” to the title of PSAA 603 to reflect the intent of the course to prepare students to manage international NGOs.
- Elimination of “strategic planning” from the title of PSAA 632 to reflect the fact that that course does not focus on strategic planning. This proposed change is also consistent with our intent to frame that course in such a way that it satisfies the budgeting requirement for students in our public management track who wish to pursue careers in the nonprofit sector.
- Elimination of “contract” from the title of PSAA 636 is consistent with the fact that that course does not cover contract management.
- The requirement that students take either PSAA 634 or PSAA 644 as a prerequisite for PSAA 648 is recommended because the latter is an advanced management course. This is consistent with our policy in regards to the other advanced management courses in our curriculum.

I endorse all of these proposed changes without reservation.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): The George Bush School of Government and Public Service
2. Course prefix, number and complete title of course: PSAA 636 Grant and Contract Management in the Public and Nonprofit Sector

Attach a brief supporting statement for changes made to items 3a through 3e and 6 below.

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description:
PSAA 636: Grant and Contract Management in the Public and Nonprofit Sectors
Examines the use of contracts and grants in providing social services. Explores the theoretical background of government contracts and grants; the management of third-party services from the perspectives of government agencies, private sector contractors, and nonprofit organizations; and the skills needed to write effective grant and contract proposals.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
PSAA 636: Grant and Project Management in the Public and Nonprofit Sectors
Examines the use and provision of grants in the public and nonprofit sectors, explores the conceptual background of government and private grants, elaborates on the management of grants and projects, and applies skills and methods related to proposal writing needs statements, program budgets, and evaluations.

7. a. As currently in course inventory:

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   Lect. Lab SCH CIP and Fund Code Admin. Unit HCE Code Level
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Approval recommended by:

William Wiles 02/13
Department Head or Program Chair (Type Name & Sign) Date
Leonard V. Bond 10/29/12
Chair, College Review Committee Date

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date

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

TO: Leonard Bright, Bush School Graduate Instruction Committee Chair
FROM: Bill West, MPSA Director
RE: Proposed Course Changes
DATE: 1 October 2013

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- Elimination of "strategic planning" from the title of PSAA 632 to reflect the fact that that course does not focus on strategic planning. This proposed change is also consistent with our intent to frame that course in such a way that it satisfies the budgeting requirement for students in our public management track who wish to pursue careers in the nonprofit sector.
- Elimination of "contract" from the title of PSAA 636 is consistent with the fact that that course does not cover contract management.
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I endorse all of these proposed changes without reservation.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

From Instructions
1. Request submitted by (Department or Program Name): Bush School of Government and Public Service
2. Course prefix, number and complete title of course: PSAA 646: Bureaucracy in a Democracy

Attach a brief supporting statement for changes made to items 3 through, and 6 below.

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________

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

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

5. Complete current course title and current catalog course description: PSAA 646: Bureaucracy in a Democracy
   Examine the issues surrounding the role of bureaucracy in American government; readings and ideas from the fields of political science, public administration, and administrative law; emphasizes broad theory-based knowledge for intent on careers in public service.
   Prerequisite: Graduate classification.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): PSAA 646: Accountability in Public Service
   The role of bureaucracy in American government; emphasis on mechanisms of institutional accountability and control; readings and concepts from the fields of political science, public administration, and administrative law; emphasis on broad theory-based knowledge for students who are intent on careers in public service."

7. a. As currently in course inventory:

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</table>

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

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

Dean of College ____________________________
10/29/13
Date

Submitted to Coordinating Board by: ____________________________
Date

Associate Director, Curricular Services ____________________________
Date

Questions regarding this form should be directed to Sandra Williams at 845-8206 or sandra.williams@tamu.edu.
Curricular Services – 02/11

Effective Date ____________________________

Date
Justification for Title and Course Description Changes for PSAA 646

The attached Course Change Form for “PSAA 646: Bureaucracy in a Democracy” requests changes for both the course description and title to more accurately reflect the course’s focus on institutional accountability and control.

The new title would be “Accountability in Public Service” and the new description would read, “The role of bureaucracy in American government; emphasis on mechanisms of institutional accountability and control; readings and concepts from the fields of political science, public administration, and administrative law; emphasis on broad theory-based knowledge for students intent on careers in public service.”
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional

Form Instructions
1. Request submitted by (Department or Program Name): The George Bush School of Government and Public Affairs
2. Course prefix, number and complete title of course: PSAA 648 Performance Management in the Public and Nonprofit Sectors

Attach a brief supporting statement for changes made to items 3a thru 3d and 6 below.

3. Change requested
   a. Prerequisite(s): From: none To: PSAA 634 OR PSAA 648
   b. Withdrawal (reason):
   c. Cross-list with: Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

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

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

7. a. As currently in course inventory:

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<tr>
<td>Approval recommended by:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  Department Head or Program Chair (Type Name & Sign) Date
  Chair, College Review Committee Date
  Dean of College Date

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

Associate Director, Curricular Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11
PREREQUISITE FOR PSAA 648

The MPSA faculty recommend instituting a course pre-requisite for PSAA 648, Performance Management. This is an advanced management course and students should be required to complete at least one management course prior to taking PSAA 648. Approved prerequisite courses would be: PSAA 634: Public Management OR PSAA 644: Management & Leadership of Nonprofit Organizations.

The prerequisites for PSAA 648 would be similar to what is required for other advanced management courses:

   PSAA 650: Social Innovation and Entrepreneurship

   PSAA 666: Advanced Public Management
Special Consideration

Items
MEMORANDUM

TO: Leslie Feigenbaum, Assistant Dean for Student Services, College of Architecture
FROM: Forster Ndubisi, Department Head, Landscape Architecture & Urban Planning
       Ward Wells, Department Head, Architecture

DATE: July 3, 2013

RE: Proposal for Dual Degree: MUP + M. Arch

Attached is a proposal for a dual degree program including a Master of Urban Planning (MUP) and a Master of Architecture (M.Arch). The proposal was developed by Shannon Van Zandt, Program Coordinator for the MUP and Marcel Erminy, Program Coordinator for the M.Arch, and has been reviewed by both department heads, as well as administrative assistants Thena Morris and Ginger White to ensure that all requirements for both programs along with university requirements for dual degree programs are met. It has also been circulated to program faculty for feedback.

We request that after college level review, this proposal be forwarded to the Academic Affairs committee for review and approval.
Proposal to Offer Two Masters Non-Thesis Degree Programs as a Simultaneous Two-Degree Program

We the undersigned propose to offer a two-degree master’s program consisting of the following degrees:

1. The Master of Urban Planning (MUP) with a major in Urban Planning; and
2. The Master of Architecture (MARCH) with a major in Architecture

It is understood that:

- The student will submit a separate degree plan for each of the two programs.
- A degree plan will carry a minimum of the number of hours required for the specific degree, except for those programs of 48 hours or more, which may be allowed to be reduced to 36 hours. For programs with a minimum of 30 hours (e.g., the MEN or MCS), the degree plan may carry a minimum of 30 hours. Any individual course may not appear on both degree plans.
- The committees for each degree plan will have different chairs/co-chairs. The complete committee membership may be identical for both degrees.
- The committees will conduct:
  - One joint final examination or Two separate examinations
- The student will have one cumulative GPR while pursuing the two-degree programs, but will have a separate degree plan GPR for each degree plan.

A detailed program description must be submitted with a proposal to offer a two-degree program.

For the Department of

For the Department of Architecture

Department Head

Department Head

Date

Date

Dean of College

Dean of College

Date

Date

Dean of Graduate Studies

Date
This is a proposal for a joint master’s degree within the College of Architecture. Students receive two degrees, both in professionally accredited degrees in Urban Planning and Architecture.

The proposal curriculum is as follows; Course titles are provided on the table that follows this one:

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TOTAL CREDITS | 37   | 32     |             | 4      |

(continued on next page)
The table below provides the curriculum from each program that is included in the joint degree requirements:

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The table below provides the full curriculum for each program if they were to be undertaken separately.

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<td>PLAN 684 INTERNSHIP</td>
<td>1</td>
<td>ARCH 685 FINAL STUDY</td>
<td>1</td>
</tr>
<tr>
<td>PLAN 693 PROFESSIONAL STUDY</td>
<td>2</td>
<td>ARCH 693 FINAL STUDY</td>
<td>6</td>
</tr>
<tr>
<td>EMPHASIS AREA COURSES</td>
<td>12</td>
<td>SPECIALIZED ELECTIVES</td>
<td>6</td>
</tr>
<tr>
<td>FREE ELECTIVES</td>
<td>9</td>
<td>FREE ELECTIVES</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>48</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>
Guidelines for the Establishment of Two-Degree programs at the Masters Level

- The creation of two-degree programs by combining existing non-thesis degrees is encouraged and permissible as long as the requirements for each degree remain unchanged. Degree programs which currently require more than 36 hours may reduce the required number of hours to 36 for students in the two-degree program by recognition of some credits on the second degree plan. Any individual course may not appear on both degree plans, however. Non-thesis degree programs that currently require a minimum of 30 or 36 hours must continue to carry the minimum number of hours required for the specific degree.

- The two-degree masters programs will involve a formal development of the programs between the two colleges, departments, or programs involved.

- The two-degree masters programs must be approved by the dean of each of the colleges involved. The Dean of Graduate Studies will be the final approval authority for the two-degree programs. The program may be referred to the Graduate Council for discussion and comments.

- Students should declare their intentions to enroll in two-degree programs at the time of application to their graduate studies or early in their education process. This will ensure the maximum benefit from a two-degree program.

- All approved two-degree programs will be listed in a separate section, “Two-Degree Masters Programs”, in the Graduate Catalog as well as in the individual college sections.

Procedural Issues:

- **Application**: A single application will be processed simultaneously by the two-degree programs.

- **Admission**: The applicant must be admitted by both programs to be a participant in the two-degree program. If once admitted and subsequently resigned from, or dropped by one of the degree programs, all requirements revert to those of the remaining department.

- **Degree plan**: Two degree plans, one for each program, will be submitted signed by a graduate advisory committee and the respective department heads or deans. Although the committees for each degree plan will have different chairs/co-chairs, the committee membership may be identical for both degrees.

- **Graduation**: Students will graduate simultaneously with both degrees.
The Department of Economics has established a concentration or track in Financial Economics or Financial Econometrics within the framework of our existing MS degree program. The concentration was first offered in AY 2011-12. The Financial Economics/Financial Econometrics concentration is a recognized professional degree type program and students pay a program fee, which was approved by the Board of Regents in May of 2013, to participate. The new concentration degree program has been very successful, with entering class enrollments of 56, 67, and 85 for the first three years.

We are seeking exceptions for our Financial Economics/Financial Econometrics concentration with respect to MS committee structure and with respect to final examination requirements. The new MS concentrated program is a highly structured non-thesis degree program. Consistent with the professional program focus, Financial Economics/Financial Econometrics MS students are required to participate in a capstone course. The capstone involves a student research project and includes a required student presentation of the research findings. We view the capstone course as a suitable professional program substitute for a final examination, and thus we seek approval to waive the final examination requirement for the non-thesis MS degree with a concentration in Financial Economics or Financial Econometrics. Coupled with this examination waiver is a proposed centralization of the student advisory committee. We seek approval to adopt a one-person committee for the concentrated program MS students. The Director of the MS Program will be the modal committee chair, although allowance for an alternative single faculty member is also proposed.

Approval of the two exceptions will greatly improve the efficiency of administering the program while not compromising program quality nor weakening student protections. We urge your support.

Please let me know if there is additional information that we might provide.

3035 Allen Building
4228 TAMU
College Station, TX 77843-4228
Tel. 979.845.7351 Fax. 979.847.8757
http://econweb.tamu.edu
Catalog and Curricular Change Request – Master of Science in Economics
Department of Economics
College of Liberal Arts

Student’s Advisory Committee (from current catalog, page 63)
After receiving admission to graduate studies and enrolling for coursework, the student will consult with the head of his or her major or administrative department (or intercollegiate faculty, if applicable) concerning appointment of the chair of his or her advisory committee. With the exception of the Mays Business School non-thesis option, the Master of Science in Economics with a concentration in financial economics or financial econometrics, and the Master of Science for a student with a major in Educational Human Resource Development, HRD option, the student’s advisory committee for the master’s degree will consist of no fewer than three members of the graduate faculty representative of the student’s fields of study and research. The chair or one of the co-chairs of the advisory committee must be from the student’s major department (or intercollegiate faculty, if applicable), and at least one or more of the members must have an appointment to a department other than the student’s major department. The outside member for students in an intercollegiate program must have an appointment to a department different from the chair of the student’s committee.

Non-Thesis Option (from current catalog, page 68)
For the non-thesis option, a thesis is not required. A final comprehensive examination is required for all non-thesis Master of Science programs except the Master of Science programs offered by the Mays Business School, the Master of Science in Economics with a concentration in financial economics or financial econometrics, and the Master of Science with a major in Educational Human Resource Development, HRD option. No exemptions are allowed. The requirements as to level of courses and examinations are the same as for the thesis option Master of Science degree. The final examination cannot be held prior to the mid point of the final semester if questions on the examination are based on courses in which the student is currently enrolled.

Steps to Fulfill Master’s Degree Requirements

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>When</th>
<th>Approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meet with departmental graduate advisor to plan course of study for first semester.</td>
<td>Before first semester registration.</td>
<td>Graduate advisor or chair of the intercollegiate faculty.</td>
</tr>
<tr>
<td>2</td>
<td>Establish advisory committee. Submit a degree plan.*</td>
<td>Prior to the deadline imposed by the student’s college and no later than 90 days prior to final oral or thesis defense.</td>
<td>Advisory committee, department head or chair of the intercollegiate faculty, and Office of Graduate Studies (OGS).</td>
</tr>
<tr>
<td>3</td>
<td>If thesis is required, submit thesis proposal to the Office of Graduate Studies.</td>
<td>At least 25 working days prior to the submission of the Request for the Final Examination.</td>
<td>Advisory committee, department head or chair of the intercollegiate faculty and OGS.</td>
</tr>
<tr>
<td>4</td>
<td>Apply for degree**; pay graduation fee.</td>
<td>During the first week of the final semester, see OGS calendar.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Check to be sure degree program and advisory committee are up to date and all ELPE requirements</td>
<td>Well before submitting request to schedule final examination.</td>
<td></td>
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<tr>
<td>(if applicable) and coursework are complete.</td>
<td>When: If applicable, before or during final semester. Approved by: OGS.</td>
<td></td>
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<tr>
<td>6</td>
<td>Complete residence requirement.</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Submit request for permission to schedule final examination; not required for non-thesis concentration students. When: Must be received by OGS at least 10 working days before exam date. See OGS calendar for deadlines. Approved by: Advisory committee, department head or chair of the intercollegiate faculty, and OGS.</td>
<td></td>
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<tr>
<td>8</td>
<td>If required, upload one approved final copy of thesis as a single PDF file (thesis.tamu.edu) and submit signed approval form to the Thesis Office. When: See OGS calendar for deadlines. Approved by: Advisory committee, department head or chair of the intercollegiate faculty and OGS.</td>
<td></td>
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<tr>
<td>9</td>
<td>Graduation; arrange for cap and gown. For more information, contact the University Bookstore.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Introduction to Economics Courses from current catalog, page 395]

**Department of Economics**  
[econweb.tamu.edu](http://econweb.tamu.edu)

**Head:** T. J. Gronberg; **PhD Advisor:** M. Hoekstra; **MS Advisor:** L. Gan

Graduate study in economics leads to the degrees of Master of Science and Doctor of Philosophy. The graduate program develops theoretical and quantitative skills and analyzes a broad range of contemporary policy issues in order to prepare students for careers in teaching, research, business and government.

Both MS and PhD degrees are offered. It is not necessary to have a master’s degree before beginning a doctoral program. To enter the doctoral program in economics, the student should present undergraduate credits in economics, although an undergraduate major in economics is not necessary. Additional preparation should include work in mathematics and statistics. The department has no foreign language requirement for a graduate degree in economics.

**Master of Science (MS) in Economics** students have the option to enroll in a strictly non-thesis Master of Science with a concentration in financial economics or financial econometrics. This 36 semester credit hour non-thesis option concentration is a terminal, professional science master’s degree designed to prepare students for immediate jobs in applied economic, econometric and statistical analysis in the private, public and non-profit sectors. Advisory committees for students in the concentration consist of only one advisor, either the program director, or another member of the graduate faculty from the economics department agreed upon by both the program director and the student. Also, students in the concentration are not required to apply for and pass a final comprehensive examination.
Master of Science Degree in Economics
Degree Evaluation (from HOWDY)

**Time Limits:** All requirements for the degree must be completed within seven consecutive years.

**Degree Plan:** Thesis and non-thesis options are offered. Thesis option: A minimum 32 hrs is required. Non-thesis option: A minimum 36 hrs is required. Both options require a minimum GPR of 3.000 and no grade lower than C. Students designate after their first semester whether they are choosing the thesis or non-thesis option, and, if they are enrolled in the non-thesis concentration, which track within the degree they are pursuing, economics or econometrics. They are then responsible for completing all of the core courses for their declared track.

**Course Limitations:** Courses exceeding limits below will not be considered for meeting degree requirements.

1. Only approved courses on the degree plan will be considered for this program.
2. No more than 12 hrs or one-third of the total hours on the degree plan, whichever is greater, may be used. Transfer course work must be completed at an accredited institution with a grade of B or better.
3. No more than 12 hrs taken in a non-degree seeking (G6) classification may be used.
4. No more than 2 hrs of 681 (Seminar) may be used.
5. No more than 9 hrs of advanced undergraduate courses (300-499) may be used.
6. Specific Thesis Option Limitations:
   a. No more than 12 hrs may be used in any combination of the following categories:
      i. Not more than 8 hrs in the combination of 691 (Research) or 684 (Professional Internship) may be used.
      ii. Not more than 8 hrs of 685 (Directed Studies) may be used.
      iii. Not more than 3 hrs of 690 (Theory of Research) may be used.
      iv. Not more than 3 hrs of 695 (Frontiers in Research) may be used.
7. Specific Non-Thesis Option Limitations:
   a. No more than 25 percent of the total degree plan hours may be used in any combination of the following categories:
      i. Not more than 4 hrs of 684 (Professional Internship) may be used.
      ii. Not more than 8 hrs of 685 (Directed Studies) may be used.
      iii. Not more than 3 hrs of 690 (Theory of Research) may be used.
      iv. Not more than 3 hrs of 695 (Frontiers in Research) may be used.
   b. No credit hours of 691 (Research) may be used.
8. No correspondence study may be used.
9. No credit hours of extension course work may be used.
10. No credit hours of FREN 601 or GERM 603 may be used.

**Advisory Committee:** The Advisory Committee consists of at least three members of the Graduate Faculty, one of which must be from outside the student's major department. For non-thesis students in the concentration in financial economics or financial econometrics the committee will consist of the Program Director or another member of the graduate faculty from the department agreed upon by both the Program Director and the student.

**Residence Requirement:** During one semester or 2 consecutive 5-week summer terms, 9 hrs of resident credit must be completed.
**Final Examination:** A final comprehensive examination is required of both thesis and non-thesis options, unless the student is in the non-thesis concentration. The request to hold and announce the final exam must be submitted to the Office of Graduate and Professional Studies a minimum of 10 working days in advance of the scheduled date. The final examination may be written and/or oral. Thesis option students may waive the final exam with a 3.500 degree plan GPR and permission of the Advisory Committee, Department Head and the Office of Graduate and Professional Studies. Non-thesis concentration students are not required to pass a final oral examination.

**Thesis:** A research proposal and a Thesis is required of students pursuing the thesis option.
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):
   College of Veterinary Medicine and Biomedical Sciences

2. Course prefix, number and complete title of course:
   VIBS 622, Introduction to One Health

3. Catalog course description (not to exceed 50 words):
   Concepts incorporating subject matter from experts and researchers, case studies, and scientific readings; includes leadership, epidemiology, zoonoses, architecture, engineering, food safety, water security, travel, and human health.

4. Graduate or professional classification
   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)
      Certificate in One Health
   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. Fee:
   Course #  Title (excluding punctuation)
   VIBS 622  INTRODUCTION TO ONE HEALTH
       Lect.  Lab  SCI  CIP and Fund Code
   1  6  0  3  2  6  0  1  0  2  0  0  2  2  8  8  1  4  -  1  5  0  0  3  6  3  2

   Approval recommended by:
   DR. EVELYN CASTIGLIONI
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Date
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Instructors
Mike Chaddock, DVM, EML
Assistant Dean for One Health & Strategic Initiatives
College of Veterinary Medicine & Biomedical Sciences
mchaddock@cvm.tamu.edu

Merrideth Holub, MS
One Health Program Coordinator
College of Veterinary Medicine & Biomedical Sciences
mholub@cvm.tamu.edu
979.845.5039

One Health: The collaborative effort of multiple disciplines working locally, nationally, and globally to attain sustainable optimal health for the ecosystem*. A cultural and behavioral concept with socioeconomic elements and impact

* a biological community of living organisms (humans, animals, plants, and microbes) and their physical environment interacting as a system

Course Description & Prerequisites
The Introduction to One Health course incorporates subject matter from researchers, case studies, and scientific readings. Topics to be included are, but not limited to leadership, epidemiology, zoonosis, architecture, engineering, food safety, water security, travel, and human health. The course is designed to provide an in-depth look of the research, education, and outreach which form the basis for the area of One Health. Prerequisite: Graduate or professional classification at Texas A&M University.

1. fundamental understanding of the conceptual framework of One Health and its significance and its influence towards ecosystem health;
2. be able to articulate the socioeconomic impact on the human and animal health, as well as the environmental impact;
3. recognize how the concepts of One Health are an integral part of their chosen academic field of study;
4. Apply One Health concepts in their chosen professional or field.

Learning Outcomes
At the conclusion of this course, students will:

1. Students will gain the fundamental understanding of the conceptual framework of One Health and its significance and influence towards ecosystem health through case studies, class discussions, and projects with presentations.
2. Students will articulate the socioeconomic impact on the human and animal health, as well as the environmental health impact as evidenced by written papers for the grade level, written responses, and classroom discussions.

Recommended Texts and Readings

**Instructor Office Hours Policy**
An open door policy is maintained for all students; however please make every effort to schedule an appointment ahead of time.

**Course Structure**
- VIBS 622 is a graduate-level learning experience and students are expected to participate in a manner that allows them to master the course content. Your attendance and participation are critical to your success. Late arrivals and early departures are disruptive to class. If you miss a class session, it is your responsibility to obtain all notes, handouts, and materials for that class session from another student.
- Class will take place at the College of Veterinary Medicine and Biomedical Sciences, unless otherwise indicated by the instructors. We will be visiting different facilities on campus throughout the semester; meeting locations are indicated for each session on the calendar of events (below).
- **Sessions will begin promptly at 3:00 pm.** Students are expected to be on time for all sessions, regardless of the meeting location.

**Additional Course and University Related Information**
The **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 see [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) and the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

**Americans with Disabilities Act Clause**
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, Rm.B-118, or call 845-1637. For additional information, visit: [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Misconduct:**
According to the Texas A&M University Definitions of Academic Misconduct, misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. You should familiarize yourself with the various types of academic misconduct and your responsibilities as a student ([http://aggiehonor.tamu.edu/Descriptions/](http://aggiehonor.tamu.edu/Descriptions/)). If it is discovered that you have committed academic misconduct, a violation will be filed with the Aggie Honor System Office and recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**Student Rule 7 – Attendance and Make-up Policy**
You may wish to refer to the Student Rules regarding Academics at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
Grading

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Case Study Analysis</td>
<td>Weekly</td>
<td>200</td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>June 12</td>
<td>150</td>
</tr>
<tr>
<td>Field of Study</td>
<td>June 19</td>
<td>150</td>
</tr>
<tr>
<td>Group Project/Presentations</td>
<td>June 27 / July 1</td>
<td>250</td>
</tr>
<tr>
<td>Final Project</td>
<td>July 2</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned based on the scale below:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000 Points</td>
<td>800-899 Points</td>
<td>700-799 Points</td>
<td>600-699 Points</td>
<td>0-599 Points</td>
</tr>
</tbody>
</table>

General guidelines for assignments:
- Assignments will not be accepted via email except in extenuating circumstances and with prior approval of the instructor(s).
- Unless otherwise stated, submit all written assignments typed, double-spaced with 1" margins, and in 12pt. Times New Roman, or Calibri font.
- Assignments will be graded on professionalism, spelling, grammar, completeness, and how well the objects of the assignments were met. Citing all resources used in assignment is mandatory.

Assignment Descriptions:

**Weekly Case Study Analysis Discussions:**
In addition to reading each weekly article, you are expected to contribute to class discussions through the use of threaded discussions on the course webpage. You are expected to apply the theoretical knowledge gained from in-class discussions to support your discussions online. You should follow the discussion posts daily and respond to postings from other class members. However, when commenting on other members of the class, be sure to respect the opinions of others. The assignment will be graded on your ability to provide in-depth discussion, frame and lead discussions, synthesize relevant points, and reference literature. Postings to discussion boards should begin on Monday of each week and conclude by Friday.

**Annotated Bibliography:**
With the topic and design of this course, you will get a rather broad overview of One Health. In order to get a thorough understanding of the concepts, you will need to compile current literature related to One Health research within your specific field of study and develop a scholarly annotated bibliography based on your findings. The citations in an annotated bibliography are more than just a summary of the articles. The citation should describe and analyze the resource, provide a brief glimpse of what each work contains, inform readers about the usefulness, accuracy, limitations, reliability and/or credentials of the author, relevance, and quality of the resource.

The annotated bibliography will be completed with at least 10 resources that will help you examine and evaluate the concepts within your specific field of study. The bibliography should include a mixture of resource types including print journals, websites, popular press articles, etc.
Bibliographic citations for the resources should be in the print format that is required in your home department.

**Field of Study:**
To broaden your understanding of the application of One Health within your specific field of study, you should select at least five research articles related to One Health concepts within your specific field of study. Using these articles, you will write a six to eight page double spaced paper. Your paper should consist of the following sections:
- A summary of the type of research being conducted within your specific field of study (using the articles from Annotated Bibliography)
- How the One Health concept provides a unique framework for research in your specific field of study
- The strengths and weaknesses (or lack of research and need) of One Health related research being conducted within your field of study (your evaluation of the contribution of the research to your field)
- A discussion of where you believe One Health research in your specific field of study should be heading (should One Health research continue, and if so, what should it look like, how can the research be applied, how it meets societal needs)

**Group Project/Presentations:**
1. Case Study (80 %)
   a. Case studies raise the level of critical thinking skills, develop problem solving skills, help students connect theory and practice, and facilitate the social learning process. Groups will choose from a provided list of One Health case studies. Each group is to summarize the following in their paper:
      i. Determine the facts of the case
      ii. Provide an understanding of the dynamics of the situation
      iii. Define the presenting problem
      iv. Determine the problem to be solved
      v. Generate a possible course of action or generate, assess, and propose a number of possible solutions
      vi. Evaluate the strengths, weaknesses, opportunities, and threats to each course of action
      vii. Make a decision regarding a satisfactory or at least workable plan of action

2. Presentation (20 %)
   a. Each group will make a formal presentation of their analysis and findings to the entire class. The presentation should include a thorough analysis of the case study, complete with findings and recommendations for solutions. The quality of the presentation, speaking ability, use of audiovisual or other presentation materials, ability to answer questions, and materials provided to the rest of the class will be evaluated by the instructor only. However, the classmates are recommended to ask questions after each presentation.

**Final Project:**
One way to bring some of the One Health concepts “alive” is to experience what departments, colleges, and the university are accomplishing. This assignment is designed to provide you with
the opportunity to integrate class concepts through an experiential learning activity. To complete this assignment, you will need to choose a faculty member outside of your home department for whom you can obtain reasonable access. You will visit with the faculty member and their department/organization, and observe ongoing One Health research, education, or service work. You will also talk to and ask questions of people within the faculty member’s department or organization and ultimately gather data related to the One Health education, research, and service work of the faculty member. It is important that this assignment reflects the conceptual and theoretical basis that we have studied throughout the semester. This assignment will require a great deal of time and effort to fully complete and, at a minimum, this assignment should include the following:

1. A thorough description of the organization (department, college, or lab/office) that you selected for this assignment. In your description be sure to include:
   a. Why you choose this specific organization
   b. Outline of organizational structure

2. An analysis of the One Health programs or projects that are being done within the organization
   a. Demonstrate by providing evidence of the programs or projects where areas provide collaborations that would benefit One Health.
   b. Identify possible roadblocks that would hinder the success of the One Health programs or projects.
   c. Identify areas that make the programs or projects successful/strong in concept and application.

3. How you believe the work in the organization will benefit society – human health, animal health, and the environment.

4. The written report should follow these guidelines:
   a. 12 – 15 pages typed, double spaced 12 pt font as above, not including supporting evidence
   b. The supporting evidence should include, but is not restricted to, references, supporting documentation of the One Health programs or projects, pictures of your experience, etc.
   c. Follow the publication manual within your college and be free of grammatical errors.
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Date</th>
<th>Topics/Course Content</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>June 2/4/6</td>
<td>Course introduction, syllabus and expectations, defining one health, how human and animal health and wellbeing are intertwined / Nurturing Interdisciplinary Relationships – Leadership / Epidemiology</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>June 9/11/13</td>
<td>Epidemiology / Human Health / Global Health</td>
<td>Annotated Bibliography Due</td>
</tr>
<tr>
<td>Week 3</td>
<td>June 16/18/20</td>
<td>Animal Health / Transportation, Trade, &amp; Travel of Humans, Animals, and Agriculture Products</td>
<td>Field of Study Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>June 23/25/27</td>
<td>Food Safety/ Water Security &amp; Safety</td>
<td>Group Project Due / Group Presentations</td>
</tr>
<tr>
<td>Week 5</td>
<td>June 30</td>
<td>Zoonoses/ Human/Animal Bond</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>July 2</td>
<td>Architecture/ Engineering / Nurturing Interdisciplinary Relationships – Leadership</td>
<td>Final Project Due</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):
   College of Veterinary Medicine and Biomedical Sciences

2. Course prefix, number and complete title of course:
   VIBS 623, One Ecosystem, One Environment, One Economic Impact

3. Catalog course description (not to exceed 50 words):
   Content describing how the world is interconnected biologically, socially, diplomatically, and economically, by commerce, travel, and weather; including how these elements contribute to a strengthening junction between animal, human, and ecosystem health.

4. Prerequisite(s):

   Graduate or professional classification

   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)
      Certificate in One Health
   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)

   VIBS 623 ONE ECOYS TENVRO ECON

   Lect. Lab SCI CP and Fund Code Admin. Unit Acad. Year File Code
   1 6 0 0 0 3 2 6 0 1 0 1 0 0 2 2 8 8 8 1 4 1 5 0 0 3 6 3 2

   Approval recommended by:

   DR. EVELYN CASTIGLIONI
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee
   Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)
   Dean of College
   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
Instructors
Mike Chaddock, DVM, EML
Assistant Dean for One Health & Strategic Initiatives
College of Veterinary Medicine & Biomedical Sciences
mchaddock@cvm.tamu.edu

Merrideth Holub, MS
One Health Program Coordinator
College of Veterinary Medicine & Biomedical Sciences
mholub@cvm.tamu.edu
979.845.5039

One Health Defined: The collaborative effort of multiple disciplines working locally, nationally, and globally to attain sustainable optimal health for the ecosystem*. A cultural and behavioral concept with socioeconomic elements and impact.

* a biological community of living organisms (humans, animals, plants, and microbes) and their physical environment interacting as a system

Course Description & Prerequisites
The world is interconnected biologically, socially, diplomatically, and economically, by commerce, travel, and weather. These elements contribute to a strengthening junction between animal, human, and ecosystem health. This course will review how each of these entities impact the One Health convergence. In the course we will take a look at students as professionals and scientists and how your responsibility and obligation is to reach out and teach the "community" about One Health and its benefits to society as a whole. Prerequisite: Graduate or professional classification at Texas A&M University.

Learning Outcomes
At the conclusion of this course, students will:
1. Be able to evaluate scientific research critically and participate in the research community through constructive discussions in the One Health arena;
2. Understand the need for collaborative approaches to One Health issues – both scientific and clinical and political/leadership, etc. through the weekly case study analysis and final research project;
3. Students will demonstrate knowledge acquisition and application of research by conducting a final research report.

Required Texts and Readings
- Required readings will be provided weekly by each presenter.

Instructor Office Hours Policy
An open door policy is maintained for all students; however please make every effort to schedule an appointment ahead of time.
Course Structure
- The lead instructors for this course may invite each week an expert lecturer for the specific topic.
- VIBS 623 is a graduate-level learning experience and students are expected to participate in a manner that allows them to master the course content. Your attendance and participation are critical to your success. Late arrivals and early departures are disruptive to class. If you miss a class session, it is your responsibility to obtain all notes, handouts, and materials for that class session from another student.
- Class will take place at the College of Veterinary Medicine & Biomedical Sciences unless otherwise indicated by the instructors. We will be visiting different facilities on campus throughout the semester; meeting locations are indicated for each session on the calendar of events (below).
- Sessions will begin promptly at 3:00 pm. Students are expected to be on time for all sessions, regardless of the meeting location.

Additional Course and University Related Information
The 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 see http://aggiehonor.tamu.edu and the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall, Rm.B-118, or call 845-1637. For additional information, visit: http://disability.tamu.edu

Academic Misconduct:
According to the Texas A&M University Definitions of Academic Misconduct, misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. You should familiarize yourself with the various types of academic misconduct and your responsibilities as a student (http://aggiehonor.tamu.edu/Descriptions/). If it is discover that you have committed academic misconduct, a violation will be filed with the Aggie Honor System Office and recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at http://aggiehonor.tamu.edu

Student Rule 7 – Attendance and Make-up Policy
You may wish to refer to the Student Rules regarding Academics at http://student-rules.tamu.edu/rule07
Grading

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Case Study Analysis</td>
<td>Weekly</td>
<td>200</td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation &amp; Discussion</td>
<td>Weekly</td>
<td>150</td>
</tr>
<tr>
<td>Final Report</td>
<td>August 8</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned based on the scale below:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>500-600 Points</td>
<td>419-499 Points</td>
<td>360-420 Points</td>
<td>319-359 Points</td>
<td>0-318 Points</td>
<td></td>
</tr>
</tbody>
</table>

General guidelines for assignments:
- Assignments will not be accepted via email except in extenuating circumstances and with prior approval of the instructor (s).
- Unless otherwise stated, submit all written assignments typed, double-spaced with 1” margins, and in 12pt. Times New Roman, or Calibri font.
- Assignments will be graded on professionalism, spelling, grammar, completeness, and how well the objects of the assignments were met. Accurately citing all resources used in assignment are mandatory.

Assignment Descriptions:

Weekly Case Study Analysis and Class Discussions:
Each week a different topic will be presented and a number of articles will be a part of your required readings. Each week a student representative will be assigned who is responsible for developing discussion questions and important points of intent that were noticed throughout the article for the class and/or the speaker to discuss. The questions will be used to create a discussion session between the guest lecturer for that week and the class as a whole. All students are expected to come to class prepared to discuss the articles in depth.

Final Research Report:
Your final report topic will be the same as your topic that is assigned for the weekly Case Study Analysis and class discussions. The report should be an in-depth analysis of how your respective topic is integrated into One Health and how it has the opportunity to be integrated with other areas. You need to make the clear connection from your topic to other areas (minimum of three) and how they are interconnected. Using these ideas and connections, provide a minimum of three concepts of how your respective topic can be incorporated and make future connections with other focuses. For example: public policy (in future projects) can work with education, medicine, and emergency management supporting evidence for these ideas.

1. The written report should follow these guidelines:
   a. 15 – 20 pages typed, double spaced 12 pt font as above, not including supporting evidence
   b. Supportive evidence includes, but is not restricted to, references, supporting documentation of the One Health research, notes from guest lecturers, and any documentation that was collected throughout the semester.
   c. Follow the publication manual within your college and be free of grammatical errors.
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Date</th>
<th>Topics/Course Content</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>June 3/4/5</td>
<td>Course introduction, syllabus and expectations</td>
<td>Review and include discussion of how human and animal health and well-being are intertwined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Defining One Health through Public Policy / Microbiology</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>June 10/11/12</td>
<td>Environmental Geosciences/ Climate Change / Meteorology</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>June 17/18/19</td>
<td>Economics/ Political Science/ Accounting, Finance, Management, Marketing</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>June 24/25/26</td>
<td>Geosciences/ Bioenvironmental Sciences / Impact of Environmental Law</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>July 1/2/3</td>
<td>Leadership/ Public Policy/ International Affairs</td>
<td>Final Research Report Due</td>
</tr>
</tbody>
</table>
October 17, 2013

TO: Mark Zoran, Chair, Graduate Council

THROUGH: Patricia A. Hurley, Associate Dean, College of Liberal Arts

FROM: Cynthia Werner, Head, Department of Anthropology

SUBJECT: Proposal for New M.S. in Maritime Archaeology and Conservation

During the 2012-13 academic year, the Department of Anthropology went through the Academic Program Review process. The external reviewers made a number of useful recommendations for the department, including a recommendation to develop a new master’s degree program that took advantage of the department’s existing strength in nautical and maritime archaeology. In response to this suggestion, I formed an ad hoc committee to prepare the proposal which is now under review. During the October 7th faculty meeting, this proposal was unanimously approved by all faculty in the department.

Most of the courses required for this degree are already offered in the department. The proposal includes one new course (ANTH 608 – Skills in Maritime Archaeology), which will be an essential part of the new program.

The new degree will be in addition to the three degrees currently offered by the department (BA, MA and PhD). In contrast to the existing master’s degree which provides general training in all fields of Anthropology, the new degree will provide more specialized and technical training in maritime archaeology and conservation. Students who complete the degree will be prepared for jobs in maritime museums, cultural resources management firms, and a variety of government agencies.
New Bachelor's and Master's Degree
Cover Page/Signature Page

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document Standards for Bachelor's and Master's Programs, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. Institution: Texas A&M University

2. Program Name – Master of Science in Maritime Archaeology and Conservation

3. Proposed CIP Code: 45.030101.00

4. Number of Required Semester Credit Hours (SCHs) (If the number of SCHs exceeds 120 for a Bachelor's program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs): 32

5. Brief Program Description – Describe the program and the educational objectives: The Department of Anthropology proposes to offer a Master of Science in Maritime Archaeology and Conservation degree in the Nautical Archaeology Program (NAP), which is one of the Department's four programs. The department currently offers two graduate degrees: an M.A. in Anthropology and a Ph.D. in Anthropology. The proposed degree will provide more specialized training in maritime archaeology in order to provide maritime archaeologists with the technical skills, which are in growing demand in a variety of professional settings, by tailoring the curriculum in a way that better meets the needs of potential employers. The degree will prepare students for jobs in maritime museums, cultural resource management firms (including firms that perform work for the offshore oil industry), and government agencies at federal and state level. The program will retain existing courses that provide a solid academic background in nautical and maritime archaeology - for which Texas A&M is already reputed as the best in the world – while adding new courses that focus on specific practical skills that are desired by potential employers. The development of this new program will include the creation of an advisory board composed of recognized professionals in academia, the offshore industries, cultural resource management firms, maritime museums and state and federal agencies. Students in the proposed program will benefit from research opportunities and internships available through the Center for Maritime
Archaeology and Conservation (CMAC) and the Institute of Nautical Archaeology (INA). The program will be open to a limited number of students on a competitive basis.

6. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., The Department of Electrical Engineering within the College of Engineering); Department of Anthropology, College of Liberal Arts

7. Proposed Implementation Date – Report the date that students would enter the program (MM/DD/YY): Fall 2015 - 08/26/2015

8. Contact Person – Provide contact information for the person who can answer specific questions about the program:

Name: Dr. Cynthia Werner
Title: Department Head
Email: werner@tamu.edu
Phone: 979-458-4037
Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

   I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

   ___________________________  ___________________________
   Chief Executive Officer        Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

   On behalf of the Board of Regents, I approve the program.

   ___________________________  ___________________________
   Board of Regents (Designee)    Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

   (1) be within the institution’s current Table of Programs;
   (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
   (3) have sufficient clinical or in-service sites, if applicable, to support the program;
   (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
   (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
   (6) not unnecessarily duplicate existing programs at other institutions;
   (7) not be dependent on future Special Item funding
   (8) have new five-year costs that would not exceed $2 million.

   On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

   ___________________________  ___________________________
   Board of Regents (Designee)    Date

AAR/Webmasters Updated 11/30/2010
Request For New Masters Degree
Master of Science in Maritime Archaeology and Conservation

1. Institution: Texas A&M University

2. Program Name: Master of Science in Maritime Archaeology and Conservation

3. Program Description:
The Department of Anthropology proposes to offer a Master of Science in Maritime Archaeology and Conservation degree in the Nautical Archaeology Program (NAP), which is one of the Department's four programs. The department currently offers two graduate degrees: an M.A. in Anthropology and a Ph.D. in Anthropology. The proposed degree will provide more specialized training in maritime archaeology in order to provide maritime archaeologists with the technical skills, which are in growing demand in a variety of professional settings, by tailoring the curriculum in a way that better meets the needs of potential employers. The degree will prepare students for jobs in maritime museums, cultural resource management firms (including firms that perform work for the offshore oil industry), and government agencies at federal and state level. The program will retain existing courses that provide a solid academic background in nautical and maritime archaeology - for which Texas A&M is already reputed as the best in the world – while adding new courses that focus on specific practical skills that are desired by potential employers. The development of this new program will include the creation of an advisory board composed of recognized professionals in academia, the offshore industries, cultural resource management firms, maritime museums and state and federal agencies. Students in the proposed program will benefit from research opportunities and internships available through the Center for Maritime Archaeology and Conservation (CMAC) and the Institute of Nautical Archaeology (INA). The program will be open to a limited number of students on a competitive basis.

4. Administrative Unit:
Department of Anthropology, College of Liberal Arts

5. Proposed Implementation Date:
Fall 2015 - 08/26/2015

6. Contact Person:
Name: Dr. Cynthia Werner
Title: Department Head
Email: werner@tamu.edu
Phone: 979-458-4037
I. Need

A. Job Market Need. The development of SCUBA (self-contained underwater breathing apparatus) after World War II shed light on the importance of the world’s submerged cultural heritage. Underwater archaeology was recognized as a scientific discipline in the early 1960s, after the excavation of the Cape Gelidonya Bronze Age shipwreck by Professor George F. Bass (now Distinguished Professor Emeritus at Texas A&M University), which fundamentally changed the world’s understanding of seafaring and trade in the Eastern Mediterranean at the end of the second millennium B.C.

In 1975 Texas A&M University recruited Dr. Bass, who is commonly referred to as ‘the father of underwater archaeology,’ to develop the first graduate program in the world in nautical archaeology, granting degrees in Geography in the first years, and in Anthropology since 1978. Over the last 50 years, the importance of maritime archaeology has expanded both nationally and internationally, and the number of employed maritime archaeologists worldwide has greatly increased. The Texas A&M graduate program in nautical archaeology is world-renowned.

The development of nautical archaeology as a scientific discipline coincided with the international consensus about the importance of submerged cultural heritage and impacted national and international policies. Around the world, legislation has created the need for new and specialized jobs in cultural resource management (e.g. the state of Texas Antiquities Code Title 9, Chap. 191 of the Texas Natural Resource Code as amended through 9/1/97; the U.S. the 2004 Sunken Military Craft Act, Sections 1401 through 1408; or the 2001 UNESCO Convention on Underwater Cultural Heritage). Compliance with increasingly complex legislative mandates has generated a rising demand for maritime archaeologists trained in Cultural Resource Management to enable compliance with statutes in rivers, lakes, and salt water settings, typically at various governmental levels, but also in large industrial applications (oil exploration) as well as in support of coastline site developments.

Recovery of artifacts from submerged environments complicates the ability to stabilize and protect the recovered material. There are special, unique challenges for the conservation of artifacts from salt-water environments, where the artifacts become encrusted with corrosion products and marine growth. Texas A&M University has established itself as a world center of excellence in the conservation of maritime artifacts. For example, the material remains of Chevalier de la Salle’s ship Belle, lost in 1686 at Matagorda Bay, Texas, and excavated by the Texas Historical Commission in 1997 were sent to Texas A&M for conservation, which is still ongoing. More recently, the wooden ship discovered underneath the World Trade Center was removed and shipped to the Texas A&M Riverside Campus Conservation Laboratory for study and conservation. Expanding the training available to maritime conservators, and recognizing their advanced education with this new degree, will meet worldwide demands for conservation experts in preserving both organic and inorganic materials.

Each year the department admits 8 to 10 students from a highly qualified pool of 35 to 60 applicants who are interested in pursuing an M.A. or Ph.D. in Anthropology with an
emphasis in nautical/maritime archaeology. Some of the Ph.D. graduates have pursued academic careers, while others pursued careers as professional archaeologists. Former M.A. students who have specialized in maritime archaeology are currently employed in museums, conservation facilities, cultural resource management firms, and at various levels of government service, including state archaeology offices, the National Oceanographic and Atmospheric Administration, and the US Navy. In recent years, there has been a growing demand for maritime archaeologists in cultural resource management, and to support offshore industries, particularly in oil and natural gas exploration.

The current demand for maritime archaeologists merits the development of a new degree with greater focus on maritime archaeology and conservation. The proposed M.S. program is an outgrowth of the existing M.A. in Anthropology. Currently, M.A. students are broadly trained as anthropologists, though they may choose to take a curriculum that focuses on maritime archaeology and conservation. Students who complete the new M.S. degree will complete a curriculum that is more specialized and technically-oriented towards maritime archaeology and conservation.

There are two primary reasons for developing a new degree: First, there is a need to tailor the contents of the M.S. degree to the needs of the job market, especially those of the developing offshore industry. In the words of Daniel Warren, Senior Marine Archaeologist at C&C Technologies Inc.: "It takes us months to find even remotely qualified applicants and then we have to put them through extensive training to develop basic skills in these areas." In this regard, the title of the new degree will benefit graduates on the job market. The second, related, justification is that the new degree will place increased emphasis on technical and scientific skills; thus an M.S. is more appropriate than an M.A.

B. **Student Demand.** The student demand is clearly expressed in the number of applications received for graduate studies. In the past decade, the Nautical Archaeology Program has received between 35 and 60 applicants per year for both the M.A. and Ph.D. degree.

C. **Enrollment Projections** – We are planning to accept an average of five students per year for the M.S. program. The attrition figures for the past decade (2004-2013) are approximately 10% per year for an average student intake of 9 to 10. We expect the majority to graduate at the end of their second academic year.

In this context, we expect to graduate four to five students per year after the third year.
<table>
<thead>
<tr>
<th>Year</th>
<th>New Students</th>
<th>Attrition</th>
<th>Graduation</th>
<th>Cumulative Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (FY16)</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>2 (FY17)</td>
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<td>9</td>
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<tr>
<td>3 (FY18)</td>
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<td>0</td>
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<td>4 (FY19)</td>
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<tr>
<td>5 (FY20)</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

II. Quality

A. Degree Requirements. The number of credit hours required will comply with University and Department rules, and will be a minimum of 32 credit hours. A thesis on an approved topic is also required. This is essential for graduates to become registered as professional archaeologists.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Non-thesis SCH</th>
<th>Thesis SCH</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. *Foundation Courses: prerequisite/leveling (explain any special circumstances)</td>
<td>NA</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Required Courses (of all students) (list course names w/prefix &amp; course numbers)</td>
<td>NA</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>c. Recommended Elective Courses (list course name w/ prefix &amp; course numbers)</td>
<td>NA</td>
<td>6-12*</td>
<td>6-12*</td>
</tr>
<tr>
<td>d. Additional Elective Courses (list elective areas only)</td>
<td>NA</td>
<td>0-6*</td>
<td>0-6*</td>
</tr>
<tr>
<td>e1. Thesis/Dissertation</td>
<td>NA</td>
<td>0-4*</td>
<td>0-4*</td>
</tr>
<tr>
<td>e2. Internships</td>
<td>NA</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL SCH REQUIREMENTS</strong></td>
<td>NA</td>
<td><strong>32</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

*See program below
A. Curriculum – The new curriculum will encompass a strong component geared to the job market. These are expressed in three ways:

a) The creation of a new course – Skills in Maritime Archaeology – that will be composed of short seminars taught by invited professionals. This course, which is mandatory, will not only familiarize the students with the demands of the job market and the best ways to acquire the necessary skills to be competitive, but will create opportunities for students to network and establish working relations that may lead to increased job opportunities.

b) The revision of some of the contents of some of the courses, to accommodate the constant technological developments, for instance in the offshore industry, and the needs of the employers.

c) Most courses will continue to have a strong theoretical component, which is the hallmark of the Nautical Archaeology Program.

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH605</td>
<td>Conservation of Archaeological Resources I</td>
<td>4</td>
</tr>
<tr>
<td>ANTH611</td>
<td>Introduction to Nautical Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH616</td>
<td>History of Wooden Shipbuilding</td>
<td>3</td>
</tr>
<tr>
<td>ANTH608</td>
<td>Skills in Maritime Archaeology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Recommended Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH602</td>
<td>Archaeological Methods and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ANTH603</td>
<td>Seafaring Life and Maritime Communities</td>
<td>3</td>
</tr>
<tr>
<td>ANTH606</td>
<td>Conservation of Archaeological Resources II</td>
<td>3</td>
</tr>
<tr>
<td>ANTH607</td>
<td>Historical Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH610</td>
<td>Outfitting and Sailing the Wooden Ship 1400-1900</td>
<td>3</td>
</tr>
<tr>
<td>ANTH612</td>
<td>Pre-Classical Seafaring</td>
<td>3</td>
</tr>
<tr>
<td>ANTH613</td>
<td>Classical Seafaring</td>
<td>3</td>
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<tr>
<td>ANTH614</td>
<td>Books and Treatises on Shipbuilding</td>
<td>3</td>
</tr>
<tr>
<td>ANTH616</td>
<td>Research and Reconstruction of Wooden Hulls</td>
<td>3</td>
</tr>
<tr>
<td>ANTH617</td>
<td>Conservation of Archaeological Resources III</td>
<td>3</td>
</tr>
<tr>
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<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>ANTH618</td>
<td>Medieval Seafaring in the Mediterranean</td>
<td>3</td>
</tr>
<tr>
<td>ANTH628</td>
<td>New World Seafaring</td>
<td>3</td>
</tr>
<tr>
<td>ANTH629</td>
<td>Post Medieval Seafaring</td>
<td>3</td>
</tr>
<tr>
<td>ANTH633</td>
<td>Deep-Submergence Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH636</td>
<td>Computer Graphics in Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH639</td>
<td>Gender, Ethnicity and Class in Archaeological Research</td>
<td>3</td>
</tr>
<tr>
<td>ANTH642</td>
<td>Research Design in Anthropology</td>
<td>3</td>
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<tr>
<td>ANTH644</td>
<td>Classical Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH645</td>
<td>Cultural Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>ANTH654</td>
<td>Archaeological Photography</td>
<td>3</td>
</tr>
<tr>
<td>ANTH684</td>
<td>Anthropology Internship</td>
<td>3-9</td>
</tr>
</tbody>
</table>

We intend this new M.S. to be an intensive experience that will stimulate contact between our students and scholars from around the world, provide them with basic technical skills in demand in the market, and subject them to intense theoretical training. The duration of the M.S. is two academic years, as indicated in the program below:

1st Semester (min. 10 credits)

ANTH611 – Introduction to Nautical Archaeology (3 credit hours)
ANTH615 – History of Wooden Shipbuilding (3 credit hours)
ANTH605 – Conservation I (4 credit hours)

2nd Semester (min. 10 Credits)

ANTH6XX – Skills in Maritime Archaeology (3 credit hours)
ANTH602 – Archaeological Methods and Theory (3 credit hours)
One elective course (3 credit hours)
ANTH691 – Research Hours - Approving the thesis proposal and the thesis table of contents (1 credit hour)

Summer Semester (min. 3 credits)

The summer semester will consist of either an internship (684) or excavation training, either in the Conservation Research Laboratory at A&M Riverside Campus, or in other institutions, such as museums, state offices, the Park Service, private companies, etc.

3rd Semester (min. 7 credits from the list below)

ANTH691 – Research Hours - Writing the thesis (1 to 3 credit hours)
Additionally, 6 credit hours from the list of elective courses presented above.
4th Semester (min. 1 credit)

ANTH691 – Research Hours - Writing the thesis (1 or 2 credit hours, to a maximum of 8 hours of 684 and 691 combined)
Additionally, 3-6 credit hours from the list of elective courses presented above.

Students will complete the M.S. in Maritime Archaeology and Conservation within two years of study. Students will be required to write a short thesis in order to complete the degree, as the completion of a thesis is essential for obtaining certain types of positions as professional archaeologists, and also to be listed on the Registry of Professional Archaeologists (RPA).

C. Faculty -- There is no need to hire any new faculty. The Nautical Archaeology Program has seven dedicated faculty who all have the same teaching load (2 courses per semester). These faculty can fill all the needs of the M.S. in Maritime Archaeology.

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned In Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah Carlson</td>
<td>Ph.D. in Classics, The University of Texas, Austin</td>
<td>ANTH613, ANTH644, ANTH689</td>
<td>100%</td>
</tr>
<tr>
<td>Filipe Castro</td>
<td>Ph.D. in Anthropology, Texas A&amp;M University</td>
<td>ANTH614, ANTH616, ANTH618</td>
<td>100%</td>
</tr>
<tr>
<td>Kevin Crisman</td>
<td>Ph.D. in American Civilization, University of Pennsylvania</td>
<td>ANTH603, ANTH610, ANTH628, ANTH629</td>
<td>100%</td>
</tr>
<tr>
<td>Donny Hamilton</td>
<td>Ph.D. in Anthropology, The University of Texas, Austin</td>
<td>ANTH605, ANTH607</td>
<td>100%</td>
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<tr>
<td>Cemai Pulak</td>
<td>Ph.D. in Anthropology, Texas A&amp;M University</td>
<td>ANTH611, ANTH615</td>
<td>100%</td>
</tr>
<tr>
<td>Wayne Smith</td>
<td>Ph.D. in Anthropology, Texas A&amp;M University</td>
<td>ANTH606, ANTH617, ANTH636, ANTH654</td>
<td>100%</td>
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<tr>
<td>Shelley Wachsmann</td>
<td>Ph.D. in Near Eastern Archaeology, Hebrew University, Jerusalem, Israel.</td>
<td>ANTH608, ANTH612, ANTH633</td>
<td>100%</td>
</tr>
</tbody>
</table>

There is no need to hire any extra support faculty at this time because the elective courses included in the M.S. program are already offered by the Nautical Archaeology
Program. All of the courses proposed for the program are also available to Ph.D. students in Anthropology.

The teaching load will not change as a result of this new program. Faculty in the department are already teaching many of the courses mentioned above. The primary difference is that the courses will now be applied to the new M.S. degree program, in addition to the Ph.D. program.

As it already happens, faculty will teach courses and mentor M.S. students by serving on graduate advisory committees.

Texas A&M University has a strong institutional commitment to the principle of diversity in all areas. In that spirit, admission to the Texas A&M University's M.S. in Maritime Archaeology and Conservation is open to all qualified individuals. Texas A&M does not discriminate on the basis of an individual's disability and complies with section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) as amended in its admissions, accessibility, treatment and employment of students in its programs and activities.

The Texas A&M University's M.S. in Maritime Archaeology and Conservation conforms with the university's normal requirement for admission to graduate studies - a scholastic record which, over at least the last two years of full-time academic study in a degree program, gives evidence of the applicant's ability to do successful graduate level work. Admission to the program is competitive, and is evaluated by the faculty of the Anthropology Department. Successful application conforms with overall admission criteria for the University, and is based on the entire record of the applicant, including:

- holding an accredited baccalaureate degree (of at least three years) from a college, institution or university of recognized standing, or its equivalent;
- an official score on a standardized test (Graduate Records Examination);
- official transcripts, including degree confirmation;
- letters of recommendation;
- professional and/or academic experience and performance;
- promise of ability to pursue advanced study and research satisfactorily;
- adequate preparation to enter graduate school in Nautical Archaeology;
- Statement of Purpose Essay.

Texas A&M University, the College of Liberal Arts, and the Anthropology Department are committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. In all of its activities, the Anthropology Department strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation, and provides an atmosphere of mutual respect.
In support of those goals, the department will take steps to recruit students from diverse backgrounds into the proposed Master of Science in Maritime Archaeology. A diverse student body enriches graduate education by providing a multiplicity of views and perspectives that enhance research, teaching, and the development of new knowledge.

E. Library – Built with consistent strategic purchases over three decades, Texas A&M Evans Library holds one of the best maritime archaeology libraries in the world, and Cushing has amassed an extensive collection of rare books that is unique worldwide. Additionally, the Department of Anthropology holds a collection of maritime archaeology and conservation books as well, which includes the J. Richard Steffy collection of books and notes, donated by his family after his death.

F. Facilities and Equipment – The Department of Anthropology occupies a large building with one floor dedicated to maritime archaeology (15,200 square feet). Additionally, the Nautical Archaeology Program operates a large conservation laboratory at Texas A&M Riverside Campus. During the recent Academic Program Review (2012-13), the external review team noted that our facilities are among the best in the nation.

Founded in 2005, the Center for Maritime Archaeology and Conservation operates eight laboratories and supports faculty and student field research projects around the world. Five of its laboratories support research focused on discoveries from shipwreck sites: the J. Richard Steffy Ship Reconstruction Laboratory, the New World Laboratory, the Old World laboratory, the Ship Model laboratory and the Wilder Imaging Laboratory. The remaining three laboratories are devoted to conservation of archaeological materials from marine environments: the Conservation Research Laboratory, the Archaeological Preservation Research Laboratory, and the Archaeo-Genomics Laboratory.

The Institute of Nautical Archaeology maintains a fully operating research and conservation center in Bodrum, Turkey. The Bodrum Research Center (BRC) is a comprehensive facility unlike any other in Turkey where INA staff and visiting scholars work year-round to conserve and restore artifacts raised during INA shipwreck surveys and excavations. TAMU faculty and students conducting fieldwork and research in Turkey have access to all the facilities and equipment of the BRC, which include a dormitory and kitchen, research library, computer lab, research ships, diving equipment, and recompression chambers. INA also owns and makes available various pieces of research equipment (sonar, metal detectors, cameras, ROVs, dive gear, etc.) to TAMU faculty and students engaged in archaeological fieldwork both in North America and overseas. The INA Archaeological Committee provides start-up funds to help applicants (largely current and former TAMU students) launch research projects around the world. INA's scholarly reputation means that, in many cases, Archaeological Committee approval is instrumental in helping young scholars compete for external funding. Historically, the majority of student projects benefiting from the financial support of TAMU
faculty endowments and INA Archaeological Committee funds have concluded as M.A. theses and Ph.D. dissertations in Anthropology.

G. Accreditation – Although there is no accreditation board for graduate programs in maritime archaeology and conservation in the US, it is our intention to create an informal advisory board to keep us updated in terms of professional and industry trends, the technological evolution of the discipline, and market demands.

H. Evaluation – The proposed master’s degree program will rely on the evaluation and assessment procedures that have been developed in the Department of Anthropology. These procedures are continually revised as needed. The foundation of evaluation effectiveness is the collation and maintenance of accurate data. As such, data for students in this program will be recorded beginning with applicant information, acceptance percentages, yield, and other admissions information. Then, each cohort will be tracked throughout the educational process, including classes taken and class performance, fieldwork experience, thesis performance, time to graduate, and ability to find a job in the field following graduation. Along with measurable data, faculty and students will be periodically surveyed to detect and correct qualitative issues regarding specific classes, training opportunities, and other potentially desired changes.

This degree is designed to fill a need in the anthropology/maritime archaeology community, allowing graduates to quickly find employment in their specific area of emphasis (conservation, museum curatorship, cultural resource management, deep sea survey, etc). The effectiveness of the educational program will be quickly borne out by the ability of graduates to find jobs in their chosen subspecialty, and also by the resulting demand signal felt in applications for future classes. Lessons learned from assessments performed against recorded data and qualitative survey information will allow for a constant cycle of improvement in the curriculum, ensuring future graduates are fully prepared for immediate success in the job market.

III. Costs and Funding

There are no new costs associated with the new M.S. The new degree will rely on faculty who are already members of the Department of Anthropology, and existing funds within the department will be sufficient to meet the costs of adding this degree program.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

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

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

4. Prerequisite(s):

Graduate Classification or Instructor Approval

Cross-listed with: Stacked with:

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

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

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

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

7. This course will be:

a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

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

Students admitted into the MA or PhD programs in Anthropology.

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

9. Prefix Course # Title (excluding punctuation)

<table>
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<tr>
<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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Adjunct Unit Act. Year HCC Code

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Approval recommended by:

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

Chair, College Review Committee

Patricia N. H. McIlroy
Date 10/29/13

Dean of College

Patricia N. H. McIlroy
Date 10/29/13

Chair, GC or UCC

Date

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

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

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

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

Course Standards and Learning Outcomes

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

Course Structure and Requirements

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

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

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

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

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

**Student Evaluation**

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

Two seminar papers (2 x 50 pts) 100  
Five presentations (5 x 20 pts) 100  
Discussion participation 100  

Total 300

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

**Readings**

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

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

Kuhn, S. L.  

Pitblado, B. L.


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

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

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

**Academic Integrity Statement**

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

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

**Diversity Statement**

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

**Attendance**

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

**Course Schedule**

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

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

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

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

4. Prerequisite(s):

Cross-listed with: Stacked with: 

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

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

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

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

Students admitted into a Master or PhD program.

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

9. Block # Course # Little grading punctuation:

ANTH 659 PALEOLITHIC WORLD

Grade, Eff. # SLH # CIP and Main Code # Anning Code # Year-Year # LEC Code
0 3 0 0 0 3 4 5 0 3 0 1 0 0 0 1 0 2 8 0 1 4 - 1 5 0 0 3 6 3 2

Approval recommended by:

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

Chair, College Review Committee
Date 10/28/13

Patricia C. Hurley
Dean of College
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-6201 or sandra.williams@tamu.edu.
Curricular Services - 3/10
ANTH 659
The Paleolithic World
FALL 2014
Tuesday 2:00-5:00 pm; CSFA Conference Room (ANTH 209)

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

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

Course Prerequisite: graduate classification or instructor permission

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

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

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

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

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

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

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

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

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

Points Possible for the Term:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Review Discussions (7x10 pts)</td>
<td>70</td>
</tr>
<tr>
<td>One-Page Summaries (7x5)</td>
<td>35</td>
</tr>
<tr>
<td>Formal Presentations (2x30)</td>
<td>60</td>
</tr>
<tr>
<td>Position Papers (2x30)</td>
<td>60</td>
</tr>
<tr>
<td>Discussion Participation (15x5)</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

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

COURSE POLICIES

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

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

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

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

ACADEMIC INTEGRITY STATEMENT

"An Aggie does not lie, cheat, or steal or tolerate those who do."
Please consult the Honor Council Rules and Procedures at the following web: http://aggiehonor.tamu.edu.
COURSE TEXTS

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

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


**COURSE SCHEDULE**

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

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

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

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

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

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

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

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

   Students admitted into a Masters or PhD program.

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

9. Review

   Department Head or Program Chair (Type Name & Sign)  Date
   Chair, College Review Committee  Date

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

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

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

Environmental Archaeology

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

COURSE INSTRUCTOR

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

COURSE DESCRIPTION

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

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

COURSE LEARNING OUTCOMES

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

COURSE STRUCTURE, REQUIREMENTS, AND POLICIES

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Points Possible for Semester:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 x 100 pts)</td>
<td>300</td>
</tr>
<tr>
<td>Research paper</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>450</td>
</tr>
</tbody>
</table>

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

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

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

**Email**

Email is the best way to communicate outside of class time. If you have questions about the course or anything else, send an email. Traditional office visits are welcome, but simpler questions or concerns can easily be handled via email. Please check your email account listed at Howdy on a regular basis for potentially important announcements regarding class.
Attendance
Following TAMU student rules on attendance, class attendance is viewed as an individual student responsibility. Students, therefore, are expected to come to class and complete all course assignments. Students are responsible for knowing the course schedule outlined in this syllabus, and in the case of an unavoidable absence are also responsible for providing satisfactory evidence of that absence. A list of acceptable excused absences is provided at http://student-rules.tamu.edu/rule07. Students with acceptable excused absences must provide written notification prior to the date of absence or in cases where advanced notification is not possible (e.g., auto accident, other emergency) written notification must be made within two working days following the absence.

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

REQUIRED COURSE TEXT


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

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

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

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

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

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

4. Prerequisite(s):
   Graduate Classification or Instructor Approval

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

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

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

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

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

   Students admitted into the MA or PhD programs in Anthropology.

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

9. Prefix: ANTH
   Course #: 662
   Title (excluding punctuation): Peopling America

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year HCL Code
   0 3 0 0 0 3 4 5 0 3 0 1 0 0 0 1 0 2 8 0 1 4 1 5 0 0 3 6 3 2

   Approval recommended by:
   Cynthia Werner, Head
   Department Chair (Type Name & Sign) Date

   Patricia O. Hurley
   Chair, College Review Committee Date

   Patricia O. Hurley
   Dean of College Date

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

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Course Instructor
Dr. Ted Goebel
Office: Anthropology Building 208; e-mail: goebel@tamu.edu
Office hours: 2:00-3:30, Monday; 9am-noon, Wednesday

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

Course Objectives and Learning Outcomes
• Define current problems in the study of the Pleistocene dispersal of modern humans from the Old World to the New World.
  o When did humans colonize the Americas?
  o From where did they come?
  o What routes did they take?
  o Was there just one major founding migration, or many?
• Understand the major models used by anthropologists to explain the peopling of the Americas.
• Know and understand the contribution, method, and theory of each of the following areas of study involved in peopling of the Americas research: archaeology, foraging theory, human genetics, paleoanthropology, linguistics, vertebrate paleontology, and paleogeography.
• Be able to construct a model explaining the peopling of the Americas, using evidence from ALL relevant fields, not just your own.
• Be able to critique new scientific reports in the context of our current understanding of the peopling of the Americas, regardless of field.
• Write concise, organized, and mechanically correct seminar papers that review and critique a specific topic or issue.
• Prepare and deliver oral presentations that are concise and well-organized, proving a thesis or reaching a specific objective.

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

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

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

**Student Evaluation**

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation briefs (4 x 15 pts)</td>
<td>60</td>
</tr>
<tr>
<td>2 seminar papers (2 x 30 pts)</td>
<td>60</td>
</tr>
<tr>
<td>Final paper</td>
<td>60</td>
</tr>
<tr>
<td>Discussion participation (12 x 5 pts)</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

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

**Readings**

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


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

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

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

**Academic Integrity Statement**

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

Please consult the Honor Council Rules and Procedures at the following web site:

http://www.tamu.edu/aggiehonor

**Diversity Statement**

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

**Attendance**

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

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

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

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

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

4. Prerequisite(s):
Cross-listed with: ANTH 427 Human Variation
Stacked with: Cross-listed courses require the signature of both department heads.

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

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

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

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   Students admitted into the MA or Ph.D. programs in Anthropology.

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

9. Prefix Course # Title (excluding punctuation): ANTH 667 Human Variation

<table>
<thead>
<tr>
<th>Excl.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ECL Code</th>
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</table>

Approval recommended by:

[Signature] Cynthis [Name] 10/28/13
Department Head or Program Chair (Type Name & Sign) Date

[Signature] Patricia O'Neal 10/28/13
Chair, College Review Committee Date

[Signature] Patricia O'Neal 10/28/13
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC 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
Anthropology 427/ANTH 667—HUMAN VARIATION
T/Th 11:10-12:25
Room ANTH300/300B

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

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

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

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

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

Readings:

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

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

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

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

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

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

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

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

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

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

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

Grading: Your final grade will be determined by the following:
- Attendance/Participation, Discussion Leader: 15%
- Weekly Response Papers: 15%
- Midterm: 20%
- Final Presentation: 20%
- Final Exam: 30%

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

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

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

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

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

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

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

Academic Honesty and Integrity
The Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web. Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (to be done in order listed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/19</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Th 1/21</td>
<td>History of Human Variation Studies and the Concept of &quot;Race&quot;</td>
<td>Text Ch. 1*</td>
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<tr>
<td>T 1/26</td>
<td></td>
<td>Popkin, Greene, Marks, Mayr</td>
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<tr>
<td>Th 1/28</td>
<td>The Molecular Basis of Human Variation</td>
<td>Text Chs. 2-3</td>
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<tr>
<td>T 2/2</td>
<td></td>
<td>Marks, Kingsley, Gould, Morris</td>
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<td>Th 2/4</td>
<td>Invisible Shapers of Morphology: Heritability, Plasticity and the Environment</td>
<td>Text Ch. 9</td>
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<tr>
<td>T 2/9</td>
<td></td>
<td>Stearns (436-439 only), Hulse, Bateson, Susanne</td>
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<td>Th 2/11</td>
<td>Is Everything Adaptive? Natural Selection, Genetic Drift and the Adaptationist Paradigm</td>
<td>Lewontin, Lang, Zlotogora, MacGregor</td>
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<td>T 2/16</td>
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<td>Text Ch. 4, Ch. 6</td>
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<tr>
<td>Th 2/18</td>
<td>Genetic Variation in Populations</td>
<td>Frazer, Relethford, Cooper, Anderson, Sankar</td>
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<td>T 2/23</td>
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<td>Text Ch. 10</td>
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<td>T 3/2</td>
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<td>Th 3/4</td>
<td>EXAM I</td>
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<td>T 3/9</td>
<td>Body Size and Proportions; Thermoregulation, Thermal Responses</td>
<td>Lecture day; readings due Tuesday 3/23</td>
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<tr>
<td>Th 3/11</td>
<td>Adaptation vs. Accommodation; Adjustments to High Altitude Stress</td>
<td>Lecture day; readings due Tuesday 3/23</td>
</tr>
<tr>
<td>T 3/16</td>
<td>SPRING BREAK</td>
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<tr>
<td>Th 3/18</td>
<td></td>
<td></td>
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<tr>
<td>T 3/23</td>
<td>Discussion Day: Body Size; Thermoregulation; High Altitude</td>
<td>Body Size: Katzmaryk, Migliano, Perry, Grayson, Young</td>
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<td>T 3/30</td>
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<td>(two separate response sheets due)</td>
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<tr>
<td>Th 4/1</td>
<td>Skin Pigmentation</td>
<td>Text pp.177-181 (Lactase section)</td>
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<tr>
<td>T 4/6</td>
<td></td>
<td>Diamond, Cooper, Benyshenok, O'Brien, Allison</td>
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<tr>
<td>Th 4/8</td>
<td>Cultural Sources of Variation; Human Sexuality</td>
<td>Text Ch 11</td>
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<tr>
<td>T 4/13</td>
<td></td>
<td>Jablonski, Diamond, Parra, Madrigal</td>
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<tr>
<td>Th 4/15</td>
<td>Race and IQ</td>
<td>Text Ch 13 (pp 332-341 only)</td>
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<td>T 4/20</td>
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<td>Culture: Dorsten, Cummings, Gruenbaum, Dirie</td>
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<td>Th 4/22</td>
<td>PRESENTATIONS</td>
<td>Sexuality: LeVay, Byrne</td>
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<td>T 4/27</td>
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<td>(two separate response sheets due)</td>
</tr>
<tr>
<td>Th 4/29</td>
<td>PRESENTATIONS</td>
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<tr>
<td>F 5/7</td>
<td>FINAL EXAM</td>
<td>3-5 PM</td>
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</table>
"Text" refers to RECOMMENDED readings in *Human Biological Variation* by Mielke, Konigsberg and Relethford. Other readings are listed by last name of first author. Full citation in the Reading List.
1/26 History of Race


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


2/9 Invisible Shapers of Morphology: Heritability and Plasticity


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


2/23 Genetic Variation In Populations


Human Anatomical Variation: Heads and Teeth


3/4 MIDTERM EXAM

3/9 LECTURE WEEK; NO READINGS DUE

3/16 SPRING BREAK

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

**Body Size/Thermoregulation Readings:**


**High Altitude Stress Readings:**


3/30 Nutritional Stress; Human Disease Ecology


Skin Pigmentation


Cultural Sources of Variation; Human Sexuality


Race and IQ


