1. **Discussion Items:**
   a. Graduate Council Membership
   b. Fall Meeting Schedule and Deadline
   c. Request for Change in Curriculum Form
   d. Minimum Syllabus Requirements (Learning Outcomes)
   e. Syllabus and Statements on Faculty Research
   f. Possible THECB Changes to Underproducing Graduate Program Policy

2. **New Course Requests:**
   a. BIOL 661 Antimicrobial Agents
   b. CSCE 621 Language, Library, and Program Design Using C++
   c. ECON 684 Professional Internship
   d. HIST 624 Readings in Race, Ethnicity, and Migration
   e. HIST 625 Research Seminar in Race, Ethnicity, and Migration
   f. HIST 639 Readings in Asian History
   g. HIST 640 Readings in Atlantic World and Caribbean History
   h. HIST 641 Research Seminar in Atlantic World and Caribbean History
   i. HIST 648 Readings on Topics in Modern European History
   j. HIST 674 Readings in Chicano-Latino History
   k. HIST 675 Research Seminar in Chicano-Latino History
   l. NRSC 630 Health Psychology & Behavioral Medicine
   m. NRSC 633 Neuropsychopharmacology
   n. VIBS 613 Evolutionary Bioinformatics
   o. VLCS 681 Seminar
   p. WFSC 655 Applied Biodiversity Science

3. **Course Change Requests:**
   a. HIST 645 Research Seminar in War and Society
   b. HIST 646 Readings in War and Society
   c. NUEN 611 Radiation Detection and Measurement
   d. NUEN 612 Radiological Safety and Hazards Evaluation
   e. NUEN 613 Principles of Radiological Safety
   f. NUEN 673 Radiation Biology
   g. NUEN 676 Health Physics Instrumentation
   h. NUEN 681 Seminar
   i. NUEN 684 Professional Internship
   j. SCSC 654 Genome Analysis

4. **Special Consideration Items:**
   a. Request to change the names of the Master of Agriculture, Master of Science, and Doctor of Philosophy degrees in Rangeland Ecology & Management
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

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

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

4. Prerequisite(s):Permission of the instructor

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

   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. in Biology, Biochemistry, Chemistry, or Veterinary Medicine

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

9. Prefix | Course # | Title (excluding punctuation) | Lect | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HICE Code | Approval recommended by: | Date
   --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
   BIOL | 661 | ANTIMICROBIAL AGENTS | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 6 | 0 | 5 | 0 | 8 | 0 | 0 | 2 | 0 | 4 | 4 | 0 | 3 | 1 | 4 | 0 | 0 | 3 | 6 | 3 | 2 | Thomas D. McNulty | 8/13/12
   Date

   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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 5/10
BIOL 461/661 Antimicrobial Agents

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

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

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

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

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

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

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

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

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

Exams:

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>80 - 89*</td>
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<tr>
<td>C</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>0-59</td>
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</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction/Course Summary/Antibiotics</td>
</tr>
<tr>
<td>Week 2</td>
<td>Microbial Physiology Overview</td>
</tr>
<tr>
<td>Week 3</td>
<td>Antibiotic Classes Part 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Antibiotic Classes Part 2</td>
</tr>
<tr>
<td>Week 5</td>
<td>Drug Resistance Part 1</td>
</tr>
<tr>
<td>Week 6</td>
<td>Drug Resistance Part 2</td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Exam 1</strong></td>
</tr>
<tr>
<td>Week 8</td>
<td>Improvements on Nature</td>
</tr>
<tr>
<td>Week 9</td>
<td>Biosynthesis of Antibiotics Part 1</td>
</tr>
<tr>
<td>Week 10</td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td>Biosynthesis of Antibiotics Part 2</td>
</tr>
<tr>
<td>Week 12</td>
<td>Regulation of Antibiotic Production</td>
</tr>
<tr>
<td>Week 13</td>
<td>Next Generation of Antibiotics</td>
</tr>
<tr>
<td>Week 14</td>
<td>Drug Development/Challenges</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 2</strong></td>
</tr>
<tr>
<td>Week 15</td>
<td><strong>Final Exam</strong></td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name):
   Department of Computer Science and Engineering

2. Course prefix, number and complete title of course:
   CSCE 621: Language, Library, and Program Design Using C++

3. Catalog course description (not to exceed 50 words):
   Exploration of the interactions among language design, library design, and program design in the context of ISO standard C++ and its proposed extensions; Novel features provided by C++ and the design and programming techniques supported.

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

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

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

7. This course will be:
   a. required for students enrolled in the following degree 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>CSCE</th>
<th>621</th>
<th>DESIGN USING C++</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Admin. Unit</td>
<td>Acad. Year</td>
<td>HCE Code</td>
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<tr>
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<td>2</td>
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</table>

   Approval recommended by:
   John Keyser, 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 845-3201 or sandra-williams@tamu.edu
Curricular Services – 3/10
Course title and number  CSCE 621 Language, Library, and Program Design Using C++
Term (e.g., Fall 200X)  Fall 2012
Meeting times and location

Course Description and Prerequisites

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

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

Learning Outcomes or Course Objectives

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

Instructor Information

Name  Bjarne Stroustrup
Telephone number  845 4094
Email address  bs@cse.tamu.edu
Office hours
Office location  HBB417A

Textbook and/or Resource Material


Grading Policies

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

Course Topics, Calendar of Activities, Major Assignment Dates

The first two thirds of the course (approximately) is lecture based backed up with reading. Homework will be short comparison and critique papers and small experiments with existing language and library features. The last third (approximately) is half lectures (one lecture a week) plus a major project focused on language features and/or library components. Group projects will be accepted and encouraged, provided they are sufficiently ambitious. Partial C++11 implementations are available (e.g. GCC4.7 and the latest Microsoft beta) and will be used to experiment with new language features and library
components.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The evolution of C++</td>
<td>Evolving a language for an in the real word: C++ 1991-2006</td>
</tr>
<tr>
<td>3</td>
<td>Standardization</td>
<td>Sample proposal, overview of the final committee draft standard (C++0x)</td>
</tr>
<tr>
<td>4</td>
<td>Classes and object-oriented programming</td>
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</tr>
<tr>
<td>5</td>
<td>Generic programming</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Selected C++ language fundamentals</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Selected C++ library fundamentals</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Language features and techniques</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Library components and techniques</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Specification and documentation</td>
<td></td>
</tr>
<tr>
<td>11-14</td>
<td>Selected language features and library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>components plus project support as needed</td>
<td></td>
</tr>
</tbody>
</table>

The first couple of weeks will be an introduction to (or review of) the aims, facilities, and background of modern C++. The language facilities examined will include classes, constructors and destructors, class hierarchies, templates, mapping from language to machine, uniform initialization, constant expression evaluation, lambdas, variadic template arguments, move semantics, and more. The standard library components examined will include containers and algorithms, metaprogramming support, concurrency support, resource management, and more.

Other Pertinent Course Information

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

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

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

Example Grading Scales:

Standard Letter Grading Scale:

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

Points Grading Scale:

Out of 400 assignable points  
A = 360-400 points  
B = 320-359 points  
C = 280-319 points  
D = 240-279 points  
F = <240 points
Texas A&M University
Departmental Request for a New Course
- Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: 
   ECON 684 - Professional Internship

3. Catalog course description (not to exceed 50 words):
   Opportunities to put economics learnt in the classroom into practice at government or industry facilities; design projects supervised by faculty coordinators and personnel at these locations; projects selected to match student's area of specialization.

4. Prerequisite(s): 
   Graduate Classification and enrolled in the Masters Program in the Department of Economics.

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

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

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

7. This course will be: 
   a. required for students enrolled in the following degree 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 Science in Economics

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

9. Prefix  Course #  Title (excluding punctuation)
   ECON 684  PROFESSIONAL INTERNSHIP

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Approval recommended by: 
   Timothy J. Gronberg or U. Gan 
   Department Head or Program Chair (Type Name & Sign) Date: 8/13/12
   Chair College Review Committee Date: 8/17/12

   Department Head or Program Chair (Type Name & Sign) Date: 8/17/12
   Dean of College Date: 8/17/12

   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
SYLLABUS

Department of Economics
ECON 684 – Professional Internship
Spring 2013

Meeting Times/Days – TBA

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

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

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

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

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

Grading Policies:
The course is graded on S/U basis (Satisfactory/Unsatisfactory).

Satisfactory performance will be determined by: Successful completion of the internship, positive feedback from supervisors and a final report provided at the completion of the internship.
ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637. For additional information, visit http://disability.tamu.edu/

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

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

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

Form Instructions:

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

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

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

4. Prerequisite(s): Graduate classification

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

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

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

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

M.A., Ph.D. in History

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

9. Prefix Course # Title (excluding punctuation)

   H I S T 6 2 4 R D G R A C E E T H N & M I G R A T

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

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

   Patricia A. Ashby
   Chair, College Review Committee Date

   Josué Bermúdez
   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 – 3/10
HIST 624 and 625

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

Hi Adam,

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

Best,
Jane Sell

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

https://neo.tamu.edu/zimbra/h/printmessage?id=263183

7/20/2012
RE: New History Graduate Seminar: Request for Assistance

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

Dear Adam,

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

Best,

-- Jim

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

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

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

Sorry for the inconvenience,

Jim Bradford

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

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

Dear Professor Rogers:

The Department of History is proposing two new courses:

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

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

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

Thank you for your assistance,

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

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

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

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

Prerequisites:
Graduate classification.

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

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

Requirements:

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

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

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

Grade Scale:

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

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

**Required Course Materials:**

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

**List of Topics and Readings**

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

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

Monographs for individual reports:
James T. Lemon, *The best poor man’s country; a geographical study of early southeastern Pennsylvania* (1972)

WEEK 3, Feb. 3: Rural Ethnic Communities:  
C: Gjerde, pp. 96-132, esp. Conzen.

Monographs for individual reports:  

WEEK 4, Feb. 10: Ethnicity and Religion:  
C: Gjerde, pp. 113-13; 219-229

Monographs for individual reports:  
Juliani, Richard, Priest, Parish, and People: Saving the Faith in Philadelphia's "Little Italy" (2007)

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

Monographs for individual reports:
Christiane Harzig, Peasant Maids - City Women: From the European Countryside to Urban America (1997).
Hasia Diner, Erin's Daughters in America (1983)
June Namias, White Captives: Gender and Ethnicity on the American Frontier (1993)

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

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

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

Monographs for individual reports:

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

Monographs for individual reports:

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

Monographs for individual reports:

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

Monographs for individual reports:

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

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

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

Monographs for individual reports:

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

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

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

Monographs for individual reports:


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

Form Instructions

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

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

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

4. Prerequisite(s): Graduate classification

Cross-listed with: Stacked with:

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

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

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

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

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

M.A., Ph.D. in History

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

9. Prefix Course # Title (excluding punctuation)

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Approval recommended by
David Vaught 7/20/12

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

Chair, College Review Committee Date

José Luis Bermúdez Date

Dean of College

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date Effective Date

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

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

Best,
Jane Sell

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

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Fri, Jul 20, 2012 10:03 AM

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Jim Bradford

James C. Bradford
Director of Graduate Studies
Department of History
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College Station, TX 77843-4236
Tel: Office: 979-845-7165
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also respond to any queries (aselipp@tamu.edu; 845-1737).

Thank you for your assistance,

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

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

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

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

Prerequisites:
Graduate classification.

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

Readings
On Course Themes:


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

On Writing:


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

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

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

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

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<th>Participation (including final paper presentation)</th>
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<tr>
<td>Research Paper Critique</td>
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<td>Book Review</td>
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<td>Research Paper (Draft)</td>
<td>30%</td>
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<td>Research Paper (Final)</td>
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**Late Work**
Students are expected to complete all assignments by the listed due dates. Please refer to Student Rule 7 (http://student-rules.tamu.edu/rule07) for information about excused absences. Please contact me immediately if you cannot meet a deadline.
Grading Scale:
90-100= A  80-89=B  70-79=C  60-69=D  59 and below= F

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

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

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

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

Calendar of activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Week 14- Nov. 29
Research Paper Presentations & Feedback

Turn in final draft no later than 5:00pm, Friday, Dec. 7 (email or drop in my mailbox).
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

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

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

4. Prerequisite(s): Graduate classification

Cross-listed with: None Stacked with: None

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

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

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

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

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

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

9. Prefix Course # Title (excluding punctuation)
   
   H I S T 6 3 9 R D G I N A S I A N H I S T

   Lect. Lab SCI CILP and Fund Code Admin. Unit Acad. Year HICF Code
   0 3 0 0 0 3 5 4 0 1 0 1 0 0 1 1 4 5 0 1 3 - 1 4 0 0 3 6 3 2

   Approval recommended by:
   David Vaught
   Department Head or Program Chair (Type Name & Sign) 7/20/12
   Chair, College Review Committee
   Jose Luis Hernandez
   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
History 639: Readings in Asian History
Politics and Culture in Modern China

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

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

Course Description

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

Prerequisites:
Graduate classification.

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

Requirements

1) Students are expected to actively participate in weekly discussions. Each student is required to prepare oral presentations rotationally and to write three questions raised from the assigned reading each week. Participation (30%), questions (10%), and oral presentation (10%) will be worth 50% of your final grade.

2) The final project for this course will consist of a “State-of-the-Field” essay on a theme or subject in the history of modern China. This paper should be 15-20 pages long (typed, double-spaced, with footnotes and bibliography…). Each student will present their findings in a symposium the final day of class, which is also the deadline for the paper. The paper will be worth 50% of your final grade.

Grading Scale:

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

Academic Integrity

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

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

Books and Articles

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


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


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


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

Leo Ou-fan Lee, Shanghai Modern.

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


**Topics and Assignments**

**Week 1**  Jan. 17  Martin Luther King, Jr. Day Holiday

**Week 2**  Jan. 24  Qing State and Society

Reading: Kuhn, *Soulstealers*

**Week 3**  Jan. 31  The City and Urban Community

Reading: Rowe, *Hankow*

**Week 4**  Feb. 7  Public Sphere and Civil Society Debate


**Week 5**  Feb. 14  China and Europe in Comparative Perspective

Reading: Pomeranz, *The Great Divergence*

**Week 6**  Feb. 21  Economy and Rural Society

Reading: Huang, *The Peasants Economy and Social Change*

**Week 7**  Feb. 28  Comparison of Early Modern China and Europe


**Week 8**  Mar. 7  Social Soil of Uprising

Reading: Esherick, *The Origins of the Boxer Uprising*

**Week 9**  SPRING BREAK
<table>
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<th>Week 10</th>
<th>Mar. 21</th>
<th>Culture and Power</th>
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<td>Reading: Duara, <em>Culture, Power, and the State</em></td>
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<td>Week 11</td>
<td>Mar. 28</td>
<td>Elites Life in Shanghai</td>
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<td>Reading: Lee, <em>Shanghai Modern</em></td>
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<td>Week 12</td>
<td>Apr. 4</td>
<td>Paper preparation</td>
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<td>Week 13</td>
<td>Apr. 11</td>
<td>Urban Public Space and Daily Life</td>
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<td>Reading: Wang, <em>The Teahouse</em></td>
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<td>Week 14</td>
<td>Apr. 18</td>
<td>Village Life and Social Relations</td>
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<td>Yan, <em>The Flow of Gifts</em></td>
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<td>Week 15</td>
<td>Apr. 25</td>
<td>Social Transformation in the Reformist Era</td>
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<td>Reading: Link, Madsen, and Pickowicz ed., <em>Popular China</em></td>
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<td>Week 16</td>
<td>May 2</td>
<td>Paper presentation</td>
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**PAPER DUE**
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

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

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

4. Prerequisite(s):
   Graduate classification

   Cross-listed with: Stacked with:

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

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

   If yes, from ______ to ______

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

   If yes, this course may be taken ______ times.

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

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

   None

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

   M.A., Ph.D. in History

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

9. Prefix: Course #: Title (excluding punctuation):  
   HIST 640: Readings in Atlantic World and Caribbean History

   Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Grad. Year  HEC Code
   0  3  0  0  0  3  5  4  0  1  0  0  0  1  1  4  5  0  1  4  0  0  3  6  3  2

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

   Chair, College Review Committee  Date

   Jose Luis Berlanga  8/10/12
   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
HIST 640: Readings in Atlantic World and Caribbean History
Fall 2012
Monday 6:00-8:50
GLAS 205

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

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

Prerequisites:
Graduate classification.

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

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

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

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

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

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

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that
provides comprehensive civil rights protection for persons with disabilities. Among other things,
this legislation requires that all students with disabilities be guaranteed a learning experience that
provides for reasonable accommodation of their disabilities. If you believe you have a disability
requiring an accommodation, please contact the Department of Student Life Services for
Students with Disabilities, in Room B-118 Cain Hall. This phone number is 845-16337. It is the
student’s responsibility to contact the Department of Student Life and the professor.

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

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

Final grades will be calculated as follows:
Class participation = 50% of final grade
Written Assignments = 50% of final grade (This grade is divided as follows: 20% for the critical review, 30% for the syllabus & accompanying essay).
More than three unexcused absences (as defined by Student Rule 7 [http://student-rules.tamu.edu/rule07]) will result in a failing grade.

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

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

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


ARTICLES AND BOOK CHAPTERS:

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


RECOMMENDED:

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


Course Schedule

Week I  Introduction


Week VII  FHS Forum & II-France Salon


**Week IX**


**Week X**


**Week XI**


**Week XII**


**Week XIII**  
ISBN 9780520259218

**Week XIV**  

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

Form Instructions

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

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

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

4. Prerequisite(s): Graduate classification

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)

M.A., Ph.D. in History

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

9. Prefix Course # Title (excluding punctuation)

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Approval recommended by: ____________________________ Date: 7/20/12

Department Head or Program Chair (Type Name & Sign)

Department Head or Program Chair (Type Name & Sign) (if cross-listed course) Date: 8/10/12

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

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

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

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

Readings
On Course Themes:


On Writing:


**Evaluation**

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

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

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

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

35%: Assignment #4: Final Research Paper

| Participation | 20% |
| Paper Proposal | 10% |
| Book Review | 10% |
| Research Paper (Draft) | 25% |
| Research Paper (Final) | 35% |

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

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

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

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

**Course Schedule**

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

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

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

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

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

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

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

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

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

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

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

Week 13-Revision Day

Week 14- Research Paper Presentations
   Turn in Final Papers
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

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

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

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

4. Prerequisite(s):

Cross-listed with:

Stacked with:

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

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

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

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

7. This course will be:

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

   None

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

   M.A., Ph.D. in History

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

9. 

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Approval recommended by

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

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Readings on Topics in Modern European History
HIST 648
Topic: History of the Soviet Union

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

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

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

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

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

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

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

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

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

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

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

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

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

**Course Schedule**

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

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

a. The October Revolution, Lenin and Trotsky


Alexander Rabinowitch, *The Bolsheviks Come to Power.*

Oliver Radkey, *Election of the Russian Constituent Assembly, 1917.*

Donald J. Raleigh, *Revolution on the Volga.*


Richard Pipes, *The Unknown Lenin.*

Philip Pomper, *Lenin, Trotsky, and Stalin.*


Leon Trotsky, *My Life.*


b. The civil war against the Whites and in general

Evan Mawdsley, *The Russian Civil War.*


Geoffrey Swain, *Russia's Civil War.*
c. The civil war and the peasantry
Orlando Figes, *Peasant Russia, Civil War.*
Michael Malet, *Nestor Makhno in the Russian Civil War.*

d. The civil war and the nationalities and minorities

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

f. The civil war on the periphery

Week 3: Civil War and Establishing Bolshevik power, War Communism
a. establishing a government
Moshe Lewin, *Lenin’s Last Struggle.*

b. governing
Richard Sakwa, *Soviet Communists in Power: A Study of Moscow During the Civil War, 1918-1921.*
Elizabeth Wood, *The Baba and the Comrade.*

c. War Communism
Nikolai Bukharin and E. Preobrazhensky, *The ABC of Communism.*
Lars Lih, *Bread and Authority in Russia, 1914-1921.*
Silvana Malle, *The Economic Organization of War Communism 1918-1921.*
Mary McAuley, *Bread and Justice: State and Society in Petrograd, 1917-1922.*

d. Opposition to the Bolsheviks
Avrich, *Kronstadt* 1921.
Vladimir N. Brovkin, *Behind the Front Lines of the Civil War: Political Parties and Social Movements in Russia, 1918-1922.*

e. Lenin’s legacy (historiographically speaking)

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


b. NEP economics


c. NEP culture

Fitzpatrick, Rabinowitch, Stites, *Russia in the Era of NEP*.


**Week 5: Stalinism: The power struggle and the First Five-Year Plan, 1928-32**

a. The power struggle
Stephen Cohen, *Bukharin and the Bolshevik Revolution.*
Anna Larina, *This I cannot Forget.*

b. The First Five-Year Plan

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

**Week 6:** Stalinism: Collectivization, dekulakization, famine, 1929-38
a. Collectivization
James Hughes, *Stalinism in a Russian Province: A Study in Collectivization and Dekulakization in Siberia.*
Robert Conquest, *Harvest of Sorrow.*
Sheila Fitzpatrick, *Stalin's Peasants.*
Moshe Lewin, *Russian Peasants and Soviet Power.*
Lynn Viola, *The Best Sons of the Fatherland.*
Lynn Viola, *Peasant Rebels under Stalin.*

b. The Millar – Nove debate

c. Opposition to collectivization


d. After collectivization

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


e. The debate over deaths due to collectivization:


Steven Rosefieeld, "Demographic Analysis and Population Catastrophes in the USSR: A Rejoinder to Barbara Anderson and Brian Silver," *Slavic Review*, vol. 45, no. 2 (Summer, 1986), 300-306.


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

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

b. Society
Orlando Figes, *The Whisperers.*
Larry Holmes, *The Kremlin and the Schoolhouse.*
Catriona Kelly, *Comrade Pavlik: The Rise and Fall of a Soviet Boy Hero.*
Siegelbaum and Sokolov, *Stalinism as a Way of Life.*

c. Religion

d. Criticisms, reevaluations
N. S. Timasheff, *The Great Retreat.*
Leon Trotsky, *The Revolution Betrayed.*


Week 8: The purges and the party under Stalin

a. Ezhovshchina

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


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

J. Arch Getty and Naumov, *Yezhov*.

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

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

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

b. Terror by sector


c. Purge trials


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

b. Statistics on the repressed

c. Statistical debate

d. Terror and governing
Getty, J. Arch. “‘Excesses are not permitted’: Mass Terror and Stalinist Governance in the Late 1930s.” *Russian Review* vol. 61 no. 1 (January 2002), 113-38.

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

b. The war

Catherine Merridale, *Ivan's War.*
Thurston and Bonwetsch, *The People's War.*

c. The home front

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

**Week 11:** Post-war Stalinism and the Cold War

Chumachenko, Tatiana A. *Church and State in Soviet Russia: Russian Orthodoxy from World War II to the Khrushchev Years.*
Donald Filtzer, *Soviet Workers and Late Stalinism: Labour and the Restoration of the Stalinist System after World War II.*

Vojtech Mastny, *The Cold War and Soviet Insecurity: The Stalin Years.*

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


**Week 12: The Khrushchev Era**

a. Khrushchev


Nikita Khrushchev, *Khrushchev Remembers*.

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

Medvedev and Medvedev, *Khrushchev*.


William Tompsoon, *Khrushchev: A Political Life*.


b. Khrushchev era

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

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

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


c. Dissent and protest

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


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

Richard D. Anderson, *Public Politics in an Authoritarian State: Making Foreign Policy during the Brezhnev Years*.
Edwin Bacon and Mark Sandle, ed. *Brezhnev Reconsidered.*

**Week 14:** Gorbachev and the collapse of the USSR, 1985-91; Discuss term papers.

a. Gorbachev
Archie Brown, *The Gorbachev Factor.*
Anatoly Chernyaev, *My Six Years with Gorbachev.*
Doder and Branson, *Gorbachev.*
Martin McCauley, *Gorbachev.*

b. Society
Kevin O'Connor, *Intellectuals and Apparatchiks: Russian Nationalism and the Gorbachev Revolution.*

c. Perestroika and glasnost
Archie Brown, *Seven Years that Changed the World: Perestroika in Perspective.*
Rachel Walker, *Six Years that Shook the World: Perestroika--The Impossible Project.*

d. The collapse of the USSR
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

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

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

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

4. Prerequisite(s): Graduate classification

Cross-listed with: None
Stacked with: None

* Cross-listed courses require the signature of both department heads:

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

If yes, from ______ to ______

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

If yes, this course may be taken ___ times.

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

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

   M.A., Ph.D. 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) |
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Approval recommended by:

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

Chair, College Review Committee Date: 7-20-12

Department Head or Program Chair (Type Name & Sign) Date: 8-10-12

Dean of College Date: 8-10-12

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date: Effective Date

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

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

Term, Class Meeting Time
Class Meeting Location
Course Website

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

Prerequisite:
Graduate classification

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

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

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

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

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

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

**Required Essays:** (These are available through the library's electronic reserve.)
1) D. Gutiérrez, "Significant to Whom?" *Western Historical Quarterly,* 1993
7) de la Teja, "Urban and Maria Can't Get Married," *Southwestern Historical Quarterly,* 2008
9) Chávez, "Imagining the Mexican Immigrant Worker," *Aztlán,* 2000
12) Orozco, "Regionalism, Politics, and Gender," *Western Historical Quarterly,* 1998
14) Zamora, "Failed Promise of Wartime Opportunity," *Southwestern Historical Quarterly,* 1992

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

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

2
Attendance
Attendance is mandatory. Excused absences will only be accepted for students with a major illness, medical emergency, religious holiday, court hearing, or other serious circumstance. Please see http://student-rules.tamu.edu/rule07 for the university's policy on excused absences.

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

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disabilities Services in Cain Hall, Room B-118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Schedule of Assignments

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

Week 2:

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

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

Week 5:
Topics

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:
Monday: Labor—Zamora, The World of the Mexican Worker, Reserve Reading 14) Zamora.

Week 11:

Week 12:
Monday: Whiteness—Gomez, Manifest Destinies, Reserve Reading 16) Blanton. Turn in paper proposal.

Final Paper

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

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

Finals Week:
Wednesday: Final Papers due in office by 3 PM.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional

• Submit original form and attach a course syllabus.

Form Instructions

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

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

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

4. Prerequisite(s):  
   Graduate classification

   Cross-listed with:  
   Stacked with:  

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

5. Is this a variable credit course?  
   □ Yes  
   X No  

   If yes, from _____ to _____

6. Is this a repeatable course?  
   X Yes  
   □ No

   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?  
   X Yes  
   □ No

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

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

   M.A., Ph.D. in History

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

9. Prefix  
   Course #  
   Link (excluding punctuation)

   HIST 675 RES CHICANO - LATINO HIST

   Lect.  Lab  SCH  CRP and Fund Code  Admin Unit  Acad Year  HRC Code
   0  3  0  0  0  3  5  4  0  1  0  1  0  0  0  1  1  4  5  0  1  3  1  4  0  0  3  6  3  2

   Approval recommended by:  
   David Vaught  
   Department Head or Program Chair (Type Name & Sign)  Date  
   Chair, College Review Committee  
   Patricia A. Neely  
   Date  

   Department Head or Program Chair (Type Name & Sign)  Date
   (if cross-listed course)  
   Jose Luis Bermudez  
   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
HIST 675: Research Seminar in Chicano-Latino History

Instructor Name, Office Location
Instructor Phone #, Office Hours
Instructor Email
Term, Class Meeting Time
Class Meeting Location
Course Website

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

Prerequisite:
Graduate classification.

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

Readings
Chicano-Latino Histories
Duany, Jorge, *The Puerto Rican Nation on the Move: Identities on the Island and in the United States*
Montejano, David, *Quixote’s Soldiers: A Local History of the Chicano Movement, 1966-1981*
Ruiz, Vicki, *From Out of the Shadows: Mexican Women in Twentieth Century America*
Sánchez-Korrol, Virginia, *From Colonia to Community: History of Puerto Ricans in New York City*
Researching, Writing, and Revising
William Strunk and E. B. White. *The Elements of Style* (recommended)
Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*
(recommended)

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

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

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

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

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

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<td>Book Reviews (3)</td>
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<td>Research Paper (First Draft)</td>
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<tr>
<td>Research Paper (Final)</td>
<td>40%</td>
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Grading Scale
90-100 = A
80-89 = B
70-79 = C
60-69 = D

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

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

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

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

Calendar of activities
Week 1- Conceptualizing Chicano-Latino Histories
  Read: Gutiérrez "Significant to Whom?"; Sánchez "Y tú, ¿qué?: Latino History in the New Millennium"; and Oboler, "The Politics of Labeling
Week 2- Colonization and Conquest/(Im)migration & Incorporation
  Read: Camarillo, Chicanos in a Changing Society

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

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

Week 6- Conducting Original Research

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

Week 8- Individual Appointments with Professor

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

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

Week 11- No class. Writing Time
*Turn in First Draft.*
Week 12- Discussion of Grammar, Style, and Voice

Week 13- No class. Revision Time.

Week 14- Class Presentations.

Week 15- *Turn in Final and First Drafts.*
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):
   Texas A&M Institute for Neuroscience

2. Course prefix, number and complete title of course:
   NRSC 630, Health Psychology & Behavioral Medicine

3. Catalog course description (not to exceed 50 words):
   Theory, research and practice of health psychology emphasizing the prevention and modification of health compromising behaviors; psychological management of stress, pain and chronic/terminal illness, effective interventions for specific health behaviors/disorders

4. Prerequisite(s):
   Graduate classification
   Cross-listed with: PSYC 630
   Stacked with:

5. Is this a variable credit course? ☑ No

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

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

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

9. Prefix Course # Title (excluding punctuation)
   LR SC 630 HLTH PSYC & BEHAV MED
   Lect. Lab SCH CIP and Fund Code
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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
   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
HEALTH PSYCHOLOGY & BEHAVIORAL MEDICINE
PSYC/NRSC 630-600

INSTRUCTOR: Dr. Mary Meagher
OFFICE: Psychology 281
PHONE: 845-2564
CLASS: Psychology Room 284

OFFICE HOURS: Tuesday 12-3:00
E-MAIL: M-Meagher@tamu.edu
WEBSITE: http://MeagherLab.tamu.edu

SELECTED READINGS: Readings will be assigned from: (1) journals articles related to health psychology, psychoneuroimmunology, psychoneuroendocrinology, pain, etc., and (2) related book chapters. Each week I will assign 2-3 articles for the group to read which I will post on my website: http://MeagherLab.tamu.edu.


WHAT IS HEALTH PSYCHOLOGY? Health psychology addresses the role of behavioral and lifestyle factors in health and illness. Over 50% of all deaths and illnesses (e.g., heart disease, cancer, strokes, chronic pain, etc.) are attributable to behavioral and life-style factors. Psychologists play an important role in conducting basic and applied research designed to elucidate the mechanisms mediating these relationship as well as the efficacy of interventions designed to prevent and modify health-compromising behaviors.

SCOPE OF THE COURSE: This course is designed to provide a comprehensive overview of the field of health psychology. We will begin by exploring the history of biomedical and biopsychosocial models of health. Then we will discuss models of health behavior change and biopsychosocial factors contributing to exercise, weight control and obesity, cancer prevention, prevent smoking, substance abuse, and accidents. We will review the biobehavioral literature on stress, coping and psychoneuroimmunology and examine its implications for the treatment of infectious disease, AIDS, arthritis, MS and cancer. We will also discuss the psychobiological basis of pain; management of stress, pain, and chronic illness (cardiovascular disorders, cancer, hypertension, diabetes, etc.). In each section, we will discuss the role of biological and developmental processes and individual differences. For example, we will discuss how developmental experiences can alter the reactivity of the stress, immune and pain mechanisms resulting in individual differences in vulnerability to disease. Throughout the course we will examine the efficacy of behavioral medicine interventions on stress, immunity, disease and aging.

FORMAT: We will follow a seminar format, consisting of shared presentations of the reading material, group discussion, and weekly reaction papers. Everyone will be expected to have read the posted reading for the week (usually 2-3 articles) and to participate in the discussion. Students interested in discussing other papers/chapters may present a paper of your own choosing after you have cleared the paper with me a week in advance of class.
GRADES: Your grade will be determined by your weekly article presentations (25%, each worth 10 points each for a total of 100 points), contribution to class discussion (25%, 100 points), and 10 reaction papers (50%, each worth 20 points, 200 points). Your weekly reaction paper (approximately 2-3 pages) should cover the readings for the week. Clinical and counseling students may choose to focus 3 to 4 of their reaction papers on experiential assignments related to behavioral medicine interventions related stress and pain reduction.

COURSE GRADE:
90% - 100% of 400 points = A
80% - 89% of 400 points = B
70% - 79% of 400 points = C
60% - 69% of 400 points = D
59% - below% of 400 points = F

COURSE OUTLINE: Below I present a rough outline of the course. The exact timing of material is subject to change and content may be modified to match the interests of the group.

I. HEALTH BEHAVIOR & PRIMARY PREVENTION

8/28 Biopsychosocial Model, Integrative Care, & Health Promotion
   What is health Psychology?
   History of the Mind-Body Relationship: Ancient Greece to present
   Contributions of Psychoanalysis, Psychosomatic Medicine, and the East
   Biomedical vs. Biopsychosocial Model
   Health Behaviors and Prevention

9/4 Modifying Health Attitudes and Behaviors:
   Attitude Change Approaches
   Cognitive-Behavioral Approaches, Motivational and CAM approaches
   Combination Therapy – pharmacology and CBT
   Social Engineering Approaches

9/11 Health Enhancing Behaviors
   Exercise promotion
   Nutrition, Weight Control, Obesity
   Cancer and Injury Prevention, CAM

9/18-9/25 Health-Compromising Behaviors
   Alcohol Abuse and Dependence
   Smoking

II. STRESS, ILLNESS, & COPING

10/2 Psychobiology of Stress & Illness
   What is stress?
   Seyle's General Adaptation Syndrome
Learned Helplessness
McEwen's Allostatic Load
Cohen's integrative approach
Impact of developmental experiences on neuroendocrine-immune function
Cytokines and stress
Overview of the immune and neuroendocrine systems
Neuroendocrine-immune interactions and health

10/9  Psychoneuroimmunology
      Immune system structure & function
      Psychoneuroimmunology
      PNI Intervention & Treatment Research: Cancer, AIDS, & Arthritis
      Learned helplessness
      PTSD
      Exercise, CAM
      PNI in Cancer, Aging and Inflammatory Diseases

10/16  Video Assignments While I am at the Society for Neuroscience Conference

10/23  Moderators, Measurement and Management of Stress & Immunity
      Cognitive Appraisal Theory
      Stress Measurement
      Developmental Influences and Individual Differences in Stress
      Coping with Stress and Social Support
      Effects of Behavioral Medicine Interventions on Stress and Immunity:
      CBT Stress Management, Relaxation, Disclosure, CAM, Exercise

10/30  Alternative Medicine
      Overview of alternative medicine interventions (e.g., mindfulness-based
      stress reduction, meditation, diet) and NCCAM evidence-based criteria to
      evaluate the risks and benefits of selected complementary therapies

III. MANAGEMENT OF CHRONIC CONDITIONS & TERMINAL ILLNESS

11/6-11/13  Pain Mechanisms
            Biological pathways
            Pain modulation and sensitization
            Placebo
            Individual differences

11/20  Pain Management
       Pain assessment
       Developmental and individual differences in coping with pain
       Acute and chronic pain management
11/27  **Heart Disease, Hypertension, Stroke, and Diabetes**
   - Cardiovascular system
   - Stress, Depression and Hostility
   - Developmental, SES, Ethnicity and Individual Differences
   - Intervention & Treatment Research: Heart Disease, Stroke, and Diabetes

12/4  **Chronic and Terminal Illness**
   - Adjustment to chronic illness: Chronic Pain, Cancer, Immune and Inflammatory Diseases (HIV, MS), Death and Dying
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): Texas A&M Institute for Neuroscience

2. Course prefix, number and complete title of course: NRSC 633, Neuropharmacology

3. Catalog course description (not to exceed 50 words):
   Pharmacology as it relates to behavior and the central nervous system.

4. Prerequisite(s):

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

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

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

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

9. Approval recommended by:

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

department 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:

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
NRSC 633 NEUROPSYCHOPHARMACOLOGY:

The class will offer students a comprehensive overview of current neuropharmacological concepts, neurotransmitter systems and their receptors, and neurotoxins used to characterize different receptor classes. Students will present research papers and lead a discussion on selected topics. In the second half neurological diseases and pharmacological intervention strategies will be discussed and the students will have an opportunity to research their favorite neurological disease and present their findings to the class in form of a lecture under the supervision of a skilled facilitator.

**FALL 2012: Credit hours: 4**; Permission of coordinator required

TUESDAYS: 2:00PM-4:00 PM and THURSDAYS: 1:45PM-3:45PM, MREB 2109

**Grading:** Exams: 60%, Student lecture presentation: 20%; two Class journal club (JC) presentations 10%; Summaries of JCs and summaries of lectures: 10%.

90% - 100% of 500 points = A
80% - 89% of 500 points = B
70% - 79% of 500 points = C
60% - 69% of 500 points = D
59% and below of 500 points = F

**Course coordinator:** Ursula Winzer-Serhan, Ph.D., Associate Professor, 979-436-0330, uwserhan@medicine.tamhsc.edu

**Instructors:** Gerald Frye, Ph.D., Professor, 979-436-0326, gdfrye@medicine.tamhsc.edu
William Griffith, Ph.D., Professor, (979) 436-0315, griffith@medicine.tamhsc.edu
David Murchison, Ph.D., Assistant Professor, DMurchison@medicine.tamhsc.edu
Samba Reddy, Ph.D., Associate Professor, 436-0324, reddy@medicine.tamhsc.edu
Gregg Wells Ph.D., Associate Professor, 979-458-8888, 204 RMB, gbwells@medicine.tamhsc.edu

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Room (RMB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/04/12 T</td>
<td>Class Introduction, General principals of Pharmacology and pharmacokinetics and drug metabolism I. (lecture)</td>
<td>Winzer-Serhan, Griffith</td>
<td></td>
</tr>
<tr>
<td>09/06/12 R</td>
<td>Voltage gated Ion channels: (lecture)</td>
<td>Murchison</td>
<td></td>
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<tr>
<td>09/11/12 T</td>
<td>General principals of Pharmacology and pharmacokinetics and drug metabolism II. (lecture)</td>
<td>Griffith</td>
<td></td>
</tr>
<tr>
<td>09/13/12 R</td>
<td>Drug/receptor interaction, allostERIC modification, drug development. (lecture)</td>
<td>Reddy</td>
<td></td>
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<tr>
<td>09/18/12 T</td>
<td>Excitatory neurotransmitters: Glutamate I. (lecture)</td>
<td>Reddy</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Instructor(s)</td>
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<tr>
<td>09/20/12</td>
<td>Excitatory neurotransmitters: Glutamate II. (lecture) (student JC presentations)</td>
<td>Reddy</td>
<td></td>
</tr>
<tr>
<td>09/25/12</td>
<td>MID TERM EXAM 1 (Covers 08/30/11-9/15/11) 2:00 - 4:00 PM</td>
<td>Griffith/Murchison/Reddy</td>
<td></td>
</tr>
<tr>
<td>09/27/12</td>
<td>Ligand gated ion channels: structure and function. (lecture)</td>
<td>Wells</td>
<td></td>
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<tr>
<td>10/02/12</td>
<td>$A,B,C$ of GABA receptors / GABA pre-synaptic mechanisms / Glycine receptors (lecture)</td>
<td>Frye</td>
<td></td>
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<tr>
<td>10/04/12</td>
<td>Allosteric modulation and GABA$_A$Rs (lecture)</td>
<td>Frye</td>
<td></td>
</tr>
<tr>
<td>10/09/12</td>
<td>Molecular-cellular-systems level mechanisms of general anesthesia (lecture/student JC presentations)</td>
<td>Frye</td>
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</tr>
<tr>
<td>10/11/12</td>
<td>Ligand gated ion channels: nicotinic Acetylcholine receptors: medical pharmacology (lecture)</td>
<td>Winzer-Serhan</td>
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<tr>
<td>10/16/12</td>
<td>No Class - Society for Neuroscience Annual meeting</td>
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<tr>
<td>10/18/12</td>
<td>No Class - Society for Neuroscience Annual meeting</td>
<td></td>
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</tr>
<tr>
<td>10/23/12</td>
<td>Ligand gated ion channels: nicotinic Acetylcholine receptors: medical pharmacology (lecture/Student JC presentation)</td>
<td>Winzer-Serhan</td>
<td></td>
</tr>
<tr>
<td>10/25/12</td>
<td>MID TERM EXAM 2 (Covers 09/22/11-10/11/11) 2:00 - 4:00 PM</td>
<td>Frye, Wells, Winzer-Serhan</td>
<td></td>
</tr>
<tr>
<td>10/30/12</td>
<td>G-protein coupled receptors: muscarinic cholinergic receptors. (lecture)</td>
<td>Griffith</td>
<td></td>
</tr>
<tr>
<td>11/01/12</td>
<td>G-protein coupled receptors: opioids. (lecture)</td>
<td>Winzer-Serhan</td>
<td></td>
</tr>
<tr>
<td>11/06/12</td>
<td>Monoamine transporters (lecture)</td>
<td>Winzer-Serhan</td>
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<tr>
<td>11/08/12</td>
<td>Monoamine transporters (lecture/Student JC presentations, )</td>
<td>Winzer-Serhan</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Instructor</td>
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</tr>
<tr>
<td>11/13/12 T</td>
<td>Catecholamines; Neurotransmitters and receptors. (lecture) Serotonin (Student JC, )</td>
<td>Winzer-Serhan/Frye</td>
<td></td>
</tr>
<tr>
<td>11/15/12 R</td>
<td>Catecholamines; Neurotransmitter and receptors. (lecture/ Student JC presentations, )</td>
<td>Winzer-Serhan</td>
<td></td>
</tr>
<tr>
<td>11/08/12 T</td>
<td>MID TERM EXAM 3 (Covers 10/18/11-11/03/11) 2:00 - 4:00 PM</td>
<td>Griffith, Winzer-Serhan</td>
<td></td>
</tr>
<tr>
<td>11/10/12 R</td>
<td>Neurological diseases: Epilepsy.</td>
<td>Lecturer: Reddy</td>
<td></td>
</tr>
<tr>
<td>11/13/12 T</td>
<td></td>
<td>Student lecture</td>
<td></td>
</tr>
<tr>
<td>11/15/12 R</td>
<td>Neurological diseases: Addiction</td>
<td>Guest lecturer: Dr. Russell Sanchez, Temple</td>
<td></td>
</tr>
<tr>
<td>11/20/12 T</td>
<td></td>
<td>Student lecture</td>
<td></td>
</tr>
<tr>
<td>11/22/12 R</td>
<td>Thanks Giving</td>
<td>No lecture</td>
<td></td>
</tr>
<tr>
<td>11/27/12 T</td>
<td>Neurological diseases: Traumatic brain injury</td>
<td>Guest lecturer: Dr. Lee Shapiro Temple</td>
<td>230</td>
</tr>
<tr>
<td>11/29/12 R</td>
<td></td>
<td>Student lecture 163</td>
<td></td>
</tr>
<tr>
<td>12/04/12 T</td>
<td></td>
<td>Student lecture 230</td>
<td></td>
</tr>
<tr>
<td>12/06/12 R</td>
<td>Neurological diseases: Depression</td>
<td>Guest lecturer: Dr. Keith Young, Temple</td>
<td>163</td>
</tr>
</tbody>
</table>

Grading: Exams are 60% of the final grade

Midterm 1 = 20% of final grade -- covers material and paper discussions for the first part of the course.

Midterm 2 = 20% of final grade -- covers material and paper discussions for the second part.

Midterm 3 = 20% of final grade -- covers material and paper discussions for the second part.

Student topic presentation must includes a handout = 20% of final grade -- Each student will prepare and present one 60 min lecture that includes a handout and other relevant lecture materials to a clinically relevant topic.

The lecture and the handouts will be evaluated as follows: The material presented is relevant to the topic and is presented clearly. Questions are answered correctly. The handout is easy to follow and covers the relevant material presented in the lecture. The presentations will be evaluated by the attending faculty.

The lecture should address:

a) clinical signs and symptoms of the disease,
b) relevance for society in terms of treatment costs, and lost productivity etc..
c) relevant preclinical models used to develop new treatment strategies
d) currently available drugs, their mechanism of actions, effects and side effects.

**Topics for student lectures:** Topics need to be coordinated with the course coordinator. Faculty mentors (in parenthesis for each topic) will assist the students in the preparation of the lecture material.

- Neurological diseases: Schizophrenia. (Griffith)
- Neurological diseases: Anxiety. (Winzer-Serhan)
- Neurological diseases: Alzheimer’s. (Griffith)
- Neurological diseases: Parkinson's (Frye)
- Neurological diseases: ADHD (Reddy)
- Neurological diseases: Insomnia (Reddy)

**Presentations and summaries of research papers and guest lectures:** = 20% of final grade. Each student will present a research paper on a topic assigned by the lecturer, when not presenting themselves, the students will write a review about the paper to be discussed and turn it in prior to the discussion. Paper presentations will be evaluated as follows: Obvious effort has been made to read, understand and prepare an outline (to hand out) and transparencies of the papers in such a way as to effectively lead the discussion of their meaning (100%); the paper has been read but the contents were not understood sufficiently to be effectively discussed and/or no outline was prepared for the class (70%); being totally unprepared or absent (0%). Each student will be assigned at 1 paper to prepare for presentation to the class during the course. Students also will be held accountable for the content of all papers on the Midterm and Final exams.

**Research Paper Presentations / Discussions:**
One week prior to each class discussion period, a research papers will be assigned. A specific student will be assigned to prepare and present the paper. All members of the class are expected to read and be prepared to ask questions about all the papers, and hand in a one page summary about the paper. Grades for the paper discussions will be based on the paper presentation and participation in paper discussion in class. The faculty strongly encourages use of the following outline to prepare written notes for your paper presentation. To facilitate presentation of the papers, overhead transparencies of tables and figures also should be prepared.

1. **Introduction:** What is the purpose of the study? What evidence makes this experiment the next logical step? What is the background literature upon which the proposed experiment is based?

2. **Methods:** Describe the methodology in general terms such as cell culture, whole cell electrophysiology or single cell RTPCR. Do not present excessive detail concerning such things as the pH of solutions, extraction procedures, or temperature of the vivarium. Be prepared to discuss these details if asked. Why are these specific techniques being used as opposed to alternative methodologies? Are these techniques appropriate?

3. **Results:** What are the major findings of the study? As much as possible this should be explained using the figures and tables of the paper. Are there appropriate controls? Are the statistics appropriate?

4. **Discussion:** What are the major conclusions of the study? What experimental evidence do the authors use to support their conclusions? Are the conclusions appropriate? Are the data misinterpreted or inappropriately emphasized? What future experiments would you propose based on these findings, i.e. what's the next logical step?
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus. •

1. Request submitted by (Department or Program Name):
   Department of Veterinary Integrative Biosciences

2. Course prefix, number and complete title of course:
   VIBS 613 - Evolutionary Bioinformatics

3. Catalog course description (not to exceed 50 words):
   Principles and concepts in molecular evolution, population genetics, and evolutionary genomics; applications of quantitative approaches (computation, statistics, and mathematics) in analyzing large and complex biological data sets; algorithm design and development of scientific software using high-level high-performance computer languages; emerging techniques for integrative data analysis, and the assumptions, advantages, and limitations of these techniques.

4. Prerequisite(s):
   BIOL 451 or GENE/BIMS 320 or equivalent; STAT 651 or equivalent; or approval of instructor.

   Cross-listed with: n/a

   Stacked with: n/a

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

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

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

7. This course will be:
   a. required for students enrolled in the following degree 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)
      n/a

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

9. Prefix: VIBS
    Course #: 613
    Title (excluding punctuation): Evolutionary Bioinformatics

   Lect. 0100  01  26  11  03  00  02  28  73  13  14  00  3  6  3  2
   Lab  Sch  CIP and Fund Code  Admin. Unit  Acad. Year  HCC Code

   Approval recommended by:
   Evelyn Tiffany-Castiglione
   Department Head or Program Chair (Type Name & Sign) Date

   Jane Welsh
   Chair, College Review Committee Date

   Sharan Chand
   Dean of College Date

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

   Submitted to Coordinating Board by:
   Mark Zoran
   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: Evolutionary Bioinformatics, VIBS 613
Term: Spring 2013
Meeting times and location: TR 03:00PM-04:50PM, VMR 378

Course Description and Prerequisites

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

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

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

Learning Outcomes or Course Objectives

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

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

Students should know:

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

Instructor Information

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

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

Attendance and Grading Policies

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

Grading scale: A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69%, F < 60%
Students will be evaluated based on:

a) Homework Assignments (40%)
b) Student presentation (40%)
c) Final exam (20%)

Late work will be accepted only if there is an approved absence, http://student-rules.tamu.edu

Course Topics, Calendar of Activities

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

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

Academic Integrity

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

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Veterinary Large Animal Clinical Sciences

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

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

4. Approval of Instructor

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

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

9. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

Dr. Noah Cozen 7/12/12
Department: Head or Program Chair (Type Name & Sign) Date

Dr. C. Jane Walsh 7/13/12
Chair, College Review Committee Date

Dr. Eleanor Green 8/2/12
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.
Curricular Services – 3/10
VLCS 681

Fall 2013 and Spring 2014

Instructors: Dr. Noah Cohen

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

Location: LAC 264

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

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

Text: No text required

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

Grading Scale: Satisfactory/Unsatisfactory

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

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

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

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

Americans with Disability Act Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please see the course coordinator within the first week of class and contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Wildlife & Fisheries Sciences

2. Course prefix, number and complete title  WFSC 655 - Applied Biodiversity Science

3. Course description (not more than 50 words) Students will study in the areas of Conservation genetics, metapopulations, landscape ecology, and ecosystem management.

4. Prerequisite(s) graduate classification

Cross-listed with RPTS 655
Cross-listed courses require the signatures of both department heads.

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

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

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught. Fall 2008-10; Fall 2009-10

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

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

MS WFSC, PhD WFSC, MS RPTS, PhD RPTS

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

10. Prefix | Course # | Title (exclude punctuation)
     WFSC | 655 | APPLIED BIODIVERSITY SCI

     Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
     03 | 00 | 03 | 01 | 01 | 00 | 2 | 95 | 10 | 0 | 0 | 3 | 6 | 3 | 2

Do not complete shaded area.

Approval recommended by:

Head of Department

Date 8/28/12

Chair, College Review Committee

Date 8/29/12

Head of Department (if cross-listed course)

Date

Dean of College

Date 8/29/17

Submitted to Coordinating Board by:

Dean of College

Date

Director of Academic Support Services

Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04
APPLIED BIODIVERSITY SCIENCE
RPTS 689/WFSC 689
(FALL 2012) TR 11:10-12:25 pm, Nagle 207

Dr. Amanda Stronza
astronza@tamu.edu
308 Francis Hall
(979)845-8931

Dr. Lee Fitzgerald
lfitzgerald@tamu.edu
110H Heep
(979) 8625-7480

"Conservation cannot be achieved without the soundest information from the natural and social sciences." Jose Sarukhan, Institute of Ecology, National University of Mexico

OVERVIEW
Efforts to halt the loss of biodiversity must be based on integration between science and practice. Linking theory with conservation requires the engagement of many different actors, including biologists and social scientists, universities and museums, governments and nongovernmental organizations, industries, interest groups, and communities. Such collaboration is critical for establishing conservation priorities, developing ecologically and socially acceptable management plans, building local capacity for stewardship, and guiding effective policy. Currently, a great deal of conservation research is based in universities with few linkages between scientists and practitioners, or between theory and on-the-ground work. Moreover, research on patterns and processes that underlie the loss of biodiversity are often conceptual and discipline specific, with few lessons shared among researchers from diverse disciplines.

Our goal in this course is to build cross-disciplinary understanding of biodiversity science. We ask:
1) What is biodiversity? How is it perceived, valued, measured, monitored, and protected?
2) What are the main concerns surrounding biodiversity? Who voices these concerns and why?
3) What are current perspectives about biodiversity conservation from evolutionary and community ecology, conservation biology, environmental anthropology, and political ecology?
4) What can we learn from popular and academic case studies?

REQUIREMENTS
Participation (20 points): The class is a seminar, facilitated by an anthropologist and a biologist. We will draw on our disciplinary backgrounds as we discuss various conservation issues and paradigms. We are relative beginners in each other's field. Each of you too will be a novice in some things, an expert in others. This is the nature of multidisciplinary collaboration. We encourage you to speak up about what you know well and listen carefully to the things that are new. Please prepare for each class by reading the assigned articles, taking notes, and bringing questions, analyses, and critiques.

Facilitation of discussion (30 points): Each of you will be responsible for facilitating one of the weekly topics. You will work in pairs. Preparation will include reading and synthesizing the main messages from that week's readings, building a discussion plan, and guiding our conversation.

Team Project (50 points): We will assemble groups of 3-4 people to carry out a team project. The aim is to provide an academic response to a recent popular media piece on conservation. The project has three parts: a) White Paper, b) Presentation, and c) Reading Selection.

a) White Paper
   - Please address the following questions in relation to the popular media piece:
     o What is the conservation concern or challenge?
     o What are the proposed solutions?
     o What is your informed perspective? What theoretical frameworks, scientific research, empirical data, and/or case studies can you bring to bear on this topic? You may include a conceptual framework, a literature review, data tables, and so forth.
     o What are the implications of your perspective for policy?
• Limited to 10 pages, double-spaced, not including literature cited.
• The series of “Working Papers” produced by the Wildlife Conservation Society may serve as a model for what you will write (http://archive.wcs.org/wcspubs/science.html) The first half of the following example may be especially useful: Casting for Conservation actors: people, partnerships and wildlife (http://archive.wcs.org/media/file/wcswp28.pdf)

b) Presentation
Each team has two class periods to cover the topic. You may devote some of the time to teaching the class about your conservation issue or presenting the topic generally. Be sure to allow enough time for seminar discussion as well.

c) Reading Selection
Two weeks before your team’s presentation, please provide the class with 2-3 articles we should read in preparation for the discussion.

Grading: A=90–100 points, B=80–89 points, C=70–79 points, D=60–69 points, F=below 60 points

REQUIRED TEXTS
• Additional journal articles, chapters, web links, and reports will be posted to website.

SCHEDULE

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<tr>
<th>INTRODUCTION</th>
<th>Biodiversity Science</th>
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| GUEST LECTURE | Market-Based Conservation |

| BOOK FORUM | Dodos and Refugees |

| EVALUATION | Insights, lessons, new questions |
TOPICS and READINGS

BIODIVERSITY SCIENCE I. In the first week, we set the stage for our discussions about biodiversity, culture, ecology, governance, and conservation. We will discuss the intersections between ecosystems and social systems, and we will define as a group what we mean by Applied Biodiversity Science.

Readings:
- Schwartz, M. 2008. The importance of stupidity in scientific research
- Sutherland, W.J., et al. One Hundred Questions of Importance to the Conservation of Global Biological Diversity.

DEFINING AND MEASURING BIODIVERSITY Here we learn and discuss definitions of biodiversity, species diversity, and patterns of biological diversity (including species-area relationship, island biogeography, latitudinal gradient in species richness, local and regional richness, species-elevation relationship, and macroecological rules).

Readings:

CULTURAL DIVERSITY Relationships between humans and nature vary cross-culturally, over time, in different social and economic settings, and by ecosystem. This week, we explore the interface between human populations and ecosystems, viewing culture as something that influences the natural environment and is, in turn, shaped by it.

Readings:

FROM GENES TO LANDSCAPES: This week, we examine why genetic diversity became part of the foundation of conservation biology, how conservation genetics has changed, how genetic information has been useful (and useless) to on-the-ground conservation, and how genetic and phylogenetic approaches are being applied to integrative conservation issues today. We will focus on case studies of sea turtles, sand dune lizards, cheetahs, and others.

Readings:

**POLITICAL ECOLOGY** People make decisions about their environment in the context of many factors. These include policies and institutions, economic incentives, and social relations of power at different scales, from the local to the regional and the global. This week, we examine these dimensions of biodiversity loss and conservation with the help of an analytical framework known as political ecology.

**Readings:**

**CRISIS OF LOSS:** Throughout your careers you have been led to believe that our planet is experiencing the 6th major extinction event, equal in magnitude to the mass extinctions in the geologic past. The 6th extinction is caused by human activities. To understand something so important at a scientific level, we will review the processes that result in the generation of biodiversity and some causes of extinction. We will take a scientific look at the logic and evidence for the extinction crisis.

**Readings:**

**QUESTIONING THE COMMONS:** How should society manage resources like water, air, wildlife, and fish that belong to everyone? In 1968, Garrett Hardin addressed this question in an essay that became one of *Science*’s most popular articles. Hardin argued that humans seek to maximize their individual gains and thus deplete the common resources on which everyone depends. He called this the “tragedy of the commons.” Hardin’s article spawned a great deal of policy, controversy, new theory, and research on “common property resource management.” This week, we read the original essay and ideas that emerged in subsequent years about sustainable governance of common resources.

**Readings:**

SETTING PRIORITIES Ideally, conservationists would have the wherewithal to protect all biodiversity everywhere effectively and with high levels of investment and effort. Of course, this is impossible as political, economic, and social capital for conservation is limited. Thus priorities must be established to determine where to focus first and most intensively. The identification of biodiversity “hotspots” has been one approach to prioritization. This week, we examine how “hotspots” have been defined and critiqued, and we discuss the implications for conservation.

Readings:
• Jepson and Canney 2001. Hot for what?
• Orme et al. 2005. …hotspots not congruent with endemism or threat. Nature. (includes news and views feature by Possingham and Wilson)

CONSERVATION: POPULAR AND ACADEMIC

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<td>In Brazil, Paying Farmers to Let the Trees Stand</td>
<td>Vanishing Act: How Climate Change is Causing a New Age of Extinction</td>
<td>African Mammals May Immigrate to North America, Interview with Josh Donlan</td>
<td>Project: Black Market</td>
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MARKET-BASED CONSERVATION (special Guest Lecture by Elizabeth Shapiro) From the certified sustainable wood on the shelves at Home Depot, to the certified organic, shade grown coffee served at the local Starbucks, market-based conservation strategies have become the latest panacea for the globe’s environmental woes. Combining the trend in environmental management towards social sustainability and the trend in global economic management towards free-market liberalism, these programs attempt to address both conservation and development goals. This week, we discuss the basic principles behind market-based conservation, its environmental and social impacts and some critiques against it.

Readings:
• Economist (2005) Rescuing environmentalism. April 21, 2005
• GRAIN (2005) No, air, don't sell yourself... Seedling April: 34-41.

Further readings:

THANKSGIVING HOLIDAY

BOOK FORUM: Song of the Dodo and Conservation Refugees

EVALUATION

****

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637.

Academic Integrity
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
Know the Aggie Honor Code: http://www.tamu.edu/aggiehonor/.

Academic Misconduct
Texas A&M University student rules Section 20 outlines official policies on scholastic dishonesty and academic misconduct (http://www.tamu.edu/aggiehonor/). Section 20 declares, “It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty.” Further, Section 20 defines a variety of categories of academic misconduct. I strongly encourage you to read the rules and definitions; they are a good resource of critical information (http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html). You are responsible for complying with them; ignorance of these rules is not an acceptable excuse for not doing so.
Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

1. Request submitted by (Department or Program Name): Department of History
2. Course prefix, number and complete title of course: HIST 645: Research Seminar in War and Society

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

   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:
645. Modern Military history. (3-0). Credit 3. Topics and issues in modern military history. May be taken two times for credit as content varies. Prerequisite: Graduate classification.

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

7. a. As currently in course inventory:

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b. Change to:

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Approval recommended by: ____________________________
David Vaught
Department Chair (Type Name & Sign) 7/20/11

Chair, College Review Committee: ____________________________
Patricia A. Geer 7-20-12

Dean of College: ____________________________
Jose Luis Hernandez 9/10/12

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
HIST 645: Research Seminar in War and Society

Professor: Brian McAllister Linn              Phone: 845-5172 (office) or 845-7151 (Dpt)
Office: 200A Glasscock Bldg                  e-mail: B-linn@tamu.edu
Office Hours: 3:50-5:50 Tu/Th or by appointment

Prerequisites: Graduate classification

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

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

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

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

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

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

Students should immediately subscribe to the Journal of Military History
subscription rate is $25. Military officers should consider applying for Regular
membership

Recommended: A. R. Millett and P. Maslowski, For the Common Defense
Chicago Manual of Style 15th edition)

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

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

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

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

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

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


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


John J. Miller, “Sounding Taps: Why Military History is Being Retired,” National Review (9 October 2006), at http://article.nationalreview.com/?q=MTcwOGU3MzhkNmI0Y2FmZjYzNjVlOGZhYWJiZWFjYjM

Instructor’s Presentation: Early Republic to Civil War

Research Methods: Organizing a research project

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

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


Instructor’s Presentation: Civil War
Research Methods: **Research Proposal due** (class discussion on proposals)

**Between 16-18 September students must meet with the instructor to discuss their research paper**

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

**Required Reading**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

November 17 and 24—Class presentations on Research Papers. Each student will give a 5-8 minute presentation discussing sources, major problems encountered, and conclusions.

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

8 December—final papers due, 4 p.m.

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

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

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

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

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

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

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

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

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

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

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

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

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

**Academic Misconduct:**

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

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

**ADA- Students with Disabilities:**

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

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

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

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

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

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

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

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

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

7. As currently in course inventory:

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Approval recommended by: Patricia A. Negy 7-20-12
Department Head or Program Chair (Type Name & Sign) David Vaught 7/29/12
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
SPRING 2014
HISTORY 646 – READINGS IN WAR AND SOCIETY

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

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

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

Prerequisite
Graduate classification.

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

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

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

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

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

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

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

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

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

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

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

**Academic Integrity**

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

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

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

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

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

2. Course prefix, number and complete title of course: NUEN 611 Radiation Detection and Measurement

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

   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: Radiation Detection and Measurement
   Interactions of radiation with matter behavior of various nuclear radiation detectors studied both theoretically and experimentally in the laboratory; properties of radioisotopes useful to industry considered and evaluated from an engineering point of view.

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

7. a. As currently in course inventory:

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   Approval recommended by: ____________________________

   Yassin A. Hassan
   Department Head or Program Chair (Type Name & Sign) Date 7/18/12

   Chair, College Review Committee Date 8/8/12

   Dean of College Date

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

   Submitted to Coordinating Board by: ____________________________

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

Form Instructions
1. Request submitted by (Department or Program Name): Nuclear Engineering  
2. Course prefix, number and complete title of course: NUEN 612 Radiological Safety and Hazards Evaluation

Attach a brief supporting statement for changes made to items A through D, and E 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: Radiological Safety and Hazards Evaluation
   State and Federal regulations concerning radioactive materials; radiation safety as applied to accelerators, nuclear reactors, and radioactive byproducts; rigorous methods of analysis applied to computation of biological radiation dose and dose rates from various sources and geometries; radiation effects on physical systems.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Radiological Safety and Hazards Evaluation
   State and Federal regulations concerning radioactive materials; radiation safety as applied to accelerators, nuclear reactors, medical therapy and diagnostic devices, and radioactive byproducts; rigorous methods of analysis applied to computation of biological radiation dose and dose rates from various sources and geometries; radiation effects on physical systems.

7. a. As currently in course inventory:

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Approval recommended by: __________________________

Yassin A. Hassan  
Department Head or Program Chair (Type Name & Sign)  
Date  
2/8/12

Chair, College Review Committee  
Date  
3/3/12

Dean of College  
Date  

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

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

Form Instructions
1. Request submitted by (Department or Program Name): Nuclear Engineering
2. Course prefix, number and complete title of course: NUEN 613 Principles of Radiological Safety

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: Principles of Radiological Safety
   Rigorous mathematical and physical approach to various aspects of radiological safety; derivation of equations involving radiation absorption, radiation dosimetry and calculations of radiation dose due to internal emitters; mathematical models developed for determination of maximum permissible body burdens and concentrations in air and water.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Principles of Radiological Safety
   Rigorous mathematical and physical approach to various aspects of radiological safety; derivation of equations involving radiation absorption, radiation dosimetry and calculations of radiation dose due to internal emitters; mathematical models relating to radionuclide concentrations in tumor, normal tissue, air or water to whole body dose.

7. a. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation) |
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   NUEN | 613 | Principles of Radiological Safety |

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   b. Change to:

   Prefix | Course # | Title (excluding punctuation) |
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   | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | ECE Code | Level |
   --- | --- | --- | --- | --- | --- | --- |

   Approval recommended by:

   Yassin A. Hassan
   Department Head or Program Chair
   Date

   Chair, College Review Committee Date

   Dean of College Date

   Submitted to Coordinating Board by:

   Mark Zoran
   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 – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Nuclear Engineering
2. Course prefix, number and complete title of course: NUEN 673 Radiation Biology

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

   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: Radiation Biology
   The response of biological systems to ionizing radiation at the molecular, cellular and organisinal levels; effects of different dose levels with emphasis on the underlying mechanisms relevant to long term health effects at low doses.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Radiation Biology
   Response of biological systems to ionizing radiation at the molecular, cellular, tissue and organisinal levels; effects of different doses and dose rates with emphasis on the underlying mechanisms relevant to accidental, environmental and medical exposures.

7. a. As currently in course inventory:

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<tr>
<th>Prefix</th>
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</table>

   Approval recommended by:  
   Yassin A. Hassan 7-18-2012

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

   Chair, College Review Committee 9/3/12

   Dean of College  

   Date

   Submitted to Coordinating Board by:  
   Mark Zoran 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

   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 -

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

2. Course prefix, number and complete title of course: NUEN 676 Health Physics Instrumentation

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

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

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

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

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

5. Complete current course title and current catalog course description: Health Physics Instrumentation
Advanced course in health physics instrumentation intended for students pursuing graduate study in health physics; provides an in-depth knowledge of the components of radiation monitoring and measurement systems.

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

7. a. As currently in course inventory:

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   Approval recommended by: ____________________________

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

   Submitted to Coordinating Board by: ____________________________

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

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

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: Seminar
   Special topics in nuclear engineering not covered by formal coursework. Whenever possible, guest lectures will discuss topics which they have personally investigated.

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

7. a. As currently in course inventory:

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Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Mark Zoran  003632
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 – 02/11
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

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

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

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

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

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

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

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

5. Complete current course title and current catalog course description: Professional Internship
   Training under the supervision of practicing engineers in settings appropriate to the student's professional objectives.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Professional Internship
   Training under the supervision of practitioners in settings appropriate to the student's professional objectives.

7. a. As currently in course inventory:

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Approval recommended by:

Yassir A. Hassan

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

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Mark Zorn

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
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 Soil and Crop Sciences

2. Course prefix, number and complete title of course: SCSC 654 Genome Analysis

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:

   Genome Analysis
   Genome structure, organization and function of model organisms and higher eukaryotes; theory and methodology of genetic and physical mapping, comparative genomics, sequencing, sequence analysis and annotation; emphasis on understanding the function of complex genomes, genome-wide expression analysis, genetic and epigenetic mechanisms; X-inactivation, imprinting, gene silencing, transposons, genome duplication and evaluation. Prerequisite: GENE 603 or GENE 431. Cross-listed with GENE 654 and MEPS 654.

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

   Analysis of Complex Genomes

7. a. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation)
   ------ | --------- | -----------------------------
   SCSC   | 654      | GENOME ANALYSIS

   Lect. | Lab | SCH | CLP and Fund Code | Admin. Unit | HICE Code | Level
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   b. Change to:

   Prefix | Course # | Title (excluding punctuation)
   ------ | --------- | -----------------------------
   SCSC   | 654      | COMPLEX GENOMES LEC

   Lect. | Lab | SCH | CLP and Fund Code | Admin. Unit | Acad. Year | HICE Code | Level
   ------ | ---- | --- | ------------------ | ----------- | ---------- | --------- | ----
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   Wayne Smith (SCSC)
   Department Head or Program Chair (Type Name & Sign)
   8-9-12

   Dirk Haus (MEPS)
   Department Head or Program Chair (Type Name & Sign)
   (if cross-listed course)
   8-9-12

   Craig Cocke (GENE)
   Submitted to Coordinating Board by (Type Name & Sign)
   8-9-12

   Approval recommended by:
   Chair, College Review Committee
   Dean of College
   Chair, GC or UCC

   Effective Date
   Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services – 02/11
August 9, 2012

MEMO

RE: Request for Course Title Change for SCSC 654

FROM: Wayne Smith, Associate Department Head SCSC
      Hongbin Zhang, Professor of Plant Genomics and Systems Biology

SCSC 654 is currently titled “Genome Analysis.” It is cross-listed with MEPS 654 and GENE 654, both of which are titled “Analysis of Complex Genomes.” The cross-listed courses should have uniform course titles so we request that SCSC 654 be changed to “Analysis of Complex Genomes.”

Wayne Smith
Associate Department Head SCSC

Date: 8-9-12
SCSC, GENE and MEPS 654: Analysis of Complex Genomes (Lee)

Spring 2012

1. Instructor:

Name: Professor Dr. Hongbin Zhang  E-mail: hbz7049@tamu.edu
Office: 427A Heep Center  Office Phone: 862-2244
Office hours: 9:00 am – 11:00 am, Fridays, by appointment or at any time by e-mail.
Meeting times: TR 11:10 – 12:25 Heep 123X

2. Course Description:

“Changes that will have effects comparable to those of the Industrial Revolution and the Computer-based Revolution are now beginning. The next great era, a genomics revolution, is in an early phase” (Science, Vol. 279 p2019, 1998). This course is to teach students in technologies and methods in modern genomics and molecular research, from the basic to the state-of-the-art ones, and introduce their applications. Emphasis will be given to those widely used for DNA marker technology, genetic mapping, genome physical mapping, genome analysis, gene cloning, genome sequencing, gene expression analysis and molecular breeding.

At the end of the course, the following goals will be expected to reach:

• To understand the principles of major technologies and methods widely used in modern genomics research;
• To have knowledge and concepts in uses of the technologies and methods in modern genomics, molecular biology and plant/animal breeding; and
• To be able to design a research project in genomics, molecular biology and molecular breeding using the genome technologies and methods.

3. Course Prerequisite:

GENE 603 or GENE 431

4. Course Level:

Graduate students having majors in life sciences, including plants, animals, human, insects, and microbes.

5. Teaching Materials:

There is no textbook recommended for this course; however, relevant reading materials will be provided before each lecture.

6. Credits:

This is a 3-credit hour course, meeting on Tuesdays and Thursdays, from 11:10 – 12:25 PM.
7. Grading:

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<tr>
<td>Final</td>
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</tbody>
</table>

Exams will be taken at home (1 week) or in class room (2 hours each exam).

Grading standard: A, $\geq 89.50\%$; B, $79.50 - 89.49\%$; C, $60.00 - 79.49\%$; failure, <60%.

8. Americans with Disabilities Act (ADA) Policy Statement:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 provide 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. B118, or call 845-1637.

9. Academic Integrity Statement and Policy:

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

http://aggiehonor.tamu.edu

10. Student Rule 7 Regarding Attendance and Late Work

http://student-rules.tamu.edu/rule07
10. Course Schedule:

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<td>Genome sequencing: Sanger and High-throughput next-generation sequencing</td>
<td></td>
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<tr>
<td>11.2</td>
<td>04/05 (R)</td>
<td>11:10 – 12:25 PM</td>
<td>HPCT 123X</td>
</tr>
<tr>
<td>Genome sequencing: Sanger and High-throughput next-generation sequencing</td>
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</tr>
<tr>
<td>11.3</td>
<td>04/10 (T)</td>
<td>11:10 – 12:25 PM</td>
<td>HPCT 123X</td>
</tr>
<tr>
<td>Genome sequencing: Sanger and High-throughput next-generation sequencing</td>
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<tr>
<td>11.4</td>
<td>04/12 (R)</td>
<td>11:10 – 12:25 PM</td>
<td>HPCT 123X</td>
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<tr>
<td>Genome sequencing: Sanger and High-throughput next-generation sequencing</td>
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<td></td>
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<tr>
<td>12.1</td>
<td>04/17 (T)</td>
<td>11:10 – 12:25 PM</td>
<td>HPCT 123X</td>
</tr>
<tr>
<td>Gene expression Profiling: Microarray, SAGE, digital gene expression profiling and real-time quantitative PCR</td>
<td></td>
<td></td>
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<tr>
<td>12.2</td>
<td>04/19 (R)</td>
<td>11:10 – 12:25 PM</td>
<td>HPCT 123X</td>
</tr>
<tr>
<td>Gene expression Profiling: Microarray, SAGE, digital gene expression profiling and real-time quantitative PCR</td>
<td></td>
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</tr>
<tr>
<td>Lecture</td>
<td>Date</td>
<td>Hours</td>
<td>Class Room</td>
</tr>
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<td>---------</td>
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</tr>
<tr>
<td>FINAL EXAM</td>
<td>04/24 (T)</td>
<td>11:10 – 12:25 PM</td>
<td>HPCT 123X</td>
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<tr>
<td>13.2 Others tools for functional genomics: RNAi, TILLING and mutagenesis</td>
<td>04/26 (R)</td>
<td>11:10 – 12:25 PM</td>
<td>HPCT 123X</td>
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<tr>
<td>13.3 Others tools for functional genomics: RNAi, TILLING and mutagenesis</td>
<td>05/01 (T)</td>
<td>11:10 – 12:25 PM</td>
<td>HPCT 123X</td>
</tr>
<tr>
<td>FINAL EXAM DUE</td>
<td>05/05 (F)</td>
<td>5:00 PM</td>
<td></td>
</tr>
</tbody>
</table>
Special Consideration
Items
5 June 2012

TO: Faculty Senate, Texas A&M University

THROUGH: Dr. Mark Zoran, Chair Graduate Council

THROUGH: Dr. Alan Sams, Executive Associate Dean College of Agriculture and Life Sciences

THROUGH: Dr. David Reed, Associate Dean for Graduate Programs and Chair for College Graduate Program Council College of Agriculture and Life Sciences

FROM: Dr. David Baltensperger Interim Department Head

SUBJECT: Request to change the names of the Master of Agriculture, Master of Science and Doctor of Philosophy degrees in Rangeland Ecology and Management

On behalf of the faculty of the Department of Ecosystem Science and Management in the College of Agriculture and Life Sciences, I respectfully submit this proposal to change the title of the graduate degrees currently known as Master of Agriculture in Rangeland Ecology and Management, Master of Science in Rangeland Ecology and Management, and Doctor of Philosophy in Rangeland Ecology and Management to Master of Agriculture in Ecosystem Science and Management, Master of Science in Ecosystem Science and Management, and Doctor of Philosophy in Ecosystem Science and Management, respectively.

The proposed administrative changes would:

1. Be consistent with the departmental name following the merger of the Department of Rangeland Ecology and Management with the Department of Forest Science in 2007.
2. Involve no curriculum change and no change in program hours.
3. Better meet the desires of current students and expectations of employers. The proposed changes are motivated by the desire for continued success of the departmental graduate programs. Having graduate degree names consistent with the departmental name is essential.
to promote more effective branding identity for our graduate programs for an expanding educational marketplace.

4. Facilitate the department's phasing out of the M.S. and Ph.D. degrees in Forestry. The remaining graduate degrees in Rangeland Ecology and Management do not reflect the broad nature of the department's research, curriculum and training. However, M.Agr., M.S. and Ph.D. degrees in Ecosystem Science and Management would be inclusive of all aspects of the department.

5. Result in no new costs beyond those the department can bear through progressive and steady re-publication of our informational and recruiting materials.

These proposed changes have strong support from the faculty and current graduate students in the Department of Ecosystem Science and Management.

We emphasize that our faculty and our graduate students are engaged in research and other scholarly activities that encompass not only the ecology and management of rangelands, but also the ecology and management of forestlands, coastal ecosystems, wetlands, arctic tundra, and other major ecosystem types. A graduate degree in Rangeland Ecology and Management cannot encompass the current breadth and diversity of our research programs, and will severely hinder our ability to recruit graduate students. We are already seeing concern from potential graduate students who would like to study in our department, but who would not be interested in a degree in Rangeland Ecology and Management.

We are confident that the ability to offer M.Agr., M.S. and Ph.D. degrees in Ecosystem Science and Management will not only enhance consistency and clarity with respect to our departmental name, but also will enhance our ability to recruit high quality graduate students from around the nation and the world.
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
• Proposal Checklist •

Requested by the Department or Unit of: Department of Ecosystem Science and Management

Program Type, Level, Designation, Title, Description, Hours

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Certificate Program</th>
<th>Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Level</td>
<td>Undergrad Certificate</td>
<td>Grad Certificate</td>
</tr>
<tr>
<td>Degree Designation</td>
<td>(i.e., BS, BA, MA, MS, MAg, Med, PhD, EdD, etc.)</td>
<td>M.Agr., M.S. &amp; Ph.D.</td>
</tr>
<tr>
<td>Title of proposed program:</td>
<td>Ecosystem Science and Management</td>
<td></td>
</tr>
<tr>
<td>Proposed CIP Code (if known):</td>
<td>01.1106.00.05 (existing CIP code for Rangeland Ecology and Management)</td>
<td></td>
</tr>
<tr>
<td>Brief program description (provide a catalog description for undergraduate and graduate certificates): This is a request to change the name of our existing degrees, M.Agr., M.S. and Ph.D., from Rangeland Ecology and Management to Ecosystem Science and Management. Program hours will remain the same.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum program semester credit hours (SCH) Certificates - 12 hours* Bachelors - 120 hours Masters - 30 hours Doctoral

| 52. thesis option or 36 non-thesis option for M.S. 36 hours for M.Agr. | 64 hours with a completed M.S. 95 hours with a B.S. but not M.S. |

Proposed program hours: ___

*12 hours minimum to appear on transcript

Off-Campus or Distance Delivery

<table>
<thead>
<tr>
<th>% of Program a student can take off-campus or through Distance Education</th>
<th>Program Start Date</th>
<th>SACS Approval**</th>
<th>When Provost needs to inform SACS</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td></td>
<td>Notification Only</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>Approval Required</td>
<td>6 months before first day of program</td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td>Approval Required</td>
<td>6 months before first day of program</td>
<td></td>
</tr>
<tr>
<td>100%</td>
<td>Approval Required</td>
<td>6 months before first day of program</td>
<td></td>
</tr>
</tbody>
</table>

**Notification letter arranged through the Vice Provost for Academic Affairs and sent by TAMU President.

Program Delivery Mode

- On-campus Texas A&M University, College Station
- Broadband / TTVN
- Specific off-campus location***
- Distance Education / Internet
- Out-of-Country Will this program be offered with another institution? Yes No If yes, contact the Vice Provost for Academic Affairs for additional reporting requirements.

- Is this an approved SACS location? Yes No If no, a program prospectus must be sent to SACS.

Approved locations as of September 2009: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, Dubai (EMBA)

Program Funding

Has program funding been finalized at the department or college level? Yes ☒ No No

If no, explain or attach budget: ___

Will new costs for the first five years of the program be under $2 million? Yes ☒ No No

If new costs exceed $2 million, coordinating board approval is required.

Page 1 01/11/2012
Submitted by (Contact Person):
Dr. Thomas W. Boutton
boutton@tamu.edu

Name
Regents Professor and Texas AgriLife Senior Faculty Fellow,
Associate Department Head for Graduate Programs
Department of Ecosystem Science and Management
Title

Certification Statement
By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.

Use additional signature lines if program is between three or more departments or colleges.

Signature, Department Head or Interdisciplinary Program Chair
Dr. David D. Baltensperger
Typed or Printed Name

Date

Signature, Department Head or Interdisciplinary Program Chair (if joint program)
Typed or Printed Name

Date

Chair, College Review Committee
Date

Chair, College Review Committee
Date

Dean of College
Date

Dean of College
Date

Chair, University Curriculum Committee or Graduate Council
Date

Chair, University Curriculum Committee or Graduate Council
Date

Additional Approvals Required: Faculty Senate and President.
Revision of Program Request Form

Directions: An institution shall use this form to propose the modification of a degree. All sections should be completed unless noted otherwise.

"Modification (Revision) of an authorized degree title requires Coordinating Board approval before it may be publicized. Minor modifications (revisions) which do not alter the content or nature of degree programs may be approved by Coordinating Board staff upon application from an institution."

Information: Contact the System Office of Academic Affairs at 979-458-6072 for more information.

Administrative Information

1. **Institution** – Texas A&M University, College Station, College of Agriculture and Life Sciences, Department of Ecosystem Science and Management

2. **Description** – Describe the program revision requested.
   Change the name of the Master of Agriculture, Master of Science and Doctor of Philosophy in Rangeland Ecology and Management degrees to Master of Agriculture in Ecosystem Science and Management, Master of Science in Ecosystem Science and Management, and Doctor of Philosophy in Ecosystem Science and Management, respectively.

3. **Rationale for Modification** – Explain the reason for the revision.
   In 2007 the Departments of Forest Science and Rangeland Ecology and Management merged to form the Department of Ecosystem Science and Management. Since that time, the department has maintained two sets of degrees, the Master of Science and Doctor of Philosophy in Forestry and Master of Science and Doctor of Philosophy in Rangeland Ecology and Management, along with the Master of Agriculture in Rangeland Ecology and Management. Modifying these degree names would: 1) Bring the titles in alignment with the departmental name in place since the 2007 departmental merger. 2) Better reflect to students and prospective employers the department's current approach of preparing scientists and professionals with the broad, integrative training needed for research and application of knowledge in rangeland, forest and wetland ecosystems across the rural-urban gradient. 3) Allow for more effective branding identity for ESSM graduate programs by making the degree titles consistent with the departmental name. This also would enhance student recruiting by more effectively portraying how the department affords students opportunities for attaining strong skills in the science and stewardship of natural and managed ecosystems. 4) Facilitate the department's phasing out of the M.S. and Ph.D. degrees in Forestry. The remaining graduate degrees in Rangeland Ecology and Management do not encompass the broad nature of the department's research, curriculum and training. However, M.Agr., M.S. and Ph.D. degrees in Ecosystem Science and Management would be inclusive of all aspects of the department.

4. **Program Inventory** – Show how the revision would appear on the Coordinating Board's Program Inventory. Include all degree programs and corresponding Texas CIP codes affected by the change but do not include proposed administrative unit codes for the new academic unit(s).

   01.1106.00  M.Agr., M.S. and Ph.D. in Ecosystem Science and Management
5. **Summarize implications for classes, distribution of personnel, availability of facilities, and availability of equipment.**
   - This name change will have no direct implications for classes, personnel, facilities or equipment. Graduate course numbers already are listed by the ESSM prefix, no longer by the prefixes FRSC or RLEM. Renaming the graduate degrees would in fact align the degree title with the course prefix. There are no program hour or curriculum changes needed or planned to coincide with a change in the title of these master’s and doctoral degrees.

6. **Give information regarding any additional costs or savings.**
   - Changing the titles of these degrees would result in no additional costs to the department or university. It will clarify the application process for prospective students and streamline the administration of the department’s graduate programs.

7. **Proposed Implementation Date** — August 1, 2013

8. **Contact Person**
   - Name: Dr. Thomas W. Botton
   - Title: Regents Professor and Texas AgriLife Senior Faculty Fellow
   - Associate Department Head for Graduate Programs
   - Department of Ecosystem Science and Management

   Email: button@tamu.edu

   Telephone: 979.845.8027
1. I understand that the Coordinating Board will update the program inventory of the institution to reflect the program degree revision, if no objections to the proposed revision are received during the 30-day public comment period.

______________________________
Chief Executive Officer

______________________________
Date

2. TAMUS Office of Academic Affairs Approval

On behalf of the A&M System, I certify that the Office of Academic Affairs has approved the program degree modification.

______________________________
Frank B. Ashley III
Vice Chancellor of Academic Affairs

______________________________
Date
I. **Impact**

A. **Role and Mission** – Describe how the revision would affect the role and mission of the institution.

Changing the graduate degree titles in the Department of Ecosystem Science and Management from M.Agr., M.S. and Ph.D. in Rangeland Ecology and Management to M.Agr., M.S. and Ph.D. in Ecosystem Science and Management would more clearly define how the department already contributes to the role and mission of Texas A&M University. The department serves students from all backgrounds and with diverse interests and goals. By affording students a blend of training in research and application of knowledge, the department prepares students to be leaders in their field to the benefit of local and global society and the environment.

B. **Program Support and Development**

1. Describe how the revision would affect existing degree programs and plans for new degree programs.

Changing the title of the ESSM graduate degrees from Rangeland Ecology and Management to Ecosystem Science and Management would not alter the department’s existing degree programs. The curriculum, course offerings and degree expectations will remain fundamentally unaltered. Further, no new degree programs are planned. However, the more inclusive degree title of Ecosystem Science and Management may open opportunities for future course offerings within the department and collaboration with other departments should these fit with the department’s, college’s and university’s strategic plan.

2. Indicate how many students and faculty there would be in the proposed administrative unit, by level and by degree program.

During the academic year 2011-2012, there were 48 total faculty members (26 core faculty members, 22 research or extension faculty members), 39 Doctor of Philosophy students, 32 Master of Science students, and 4 Master of Agriculture students in the Department of Ecosystem Science and Management. The department also had 21 students in the Master of Natural Resource Development programs, which will not be affected by the proposed degree title change. These totals are indicative of what the department expects for faculty and student numbers in future academic years.

3. Describe how the proposed administrative unit would compare to existing administrative units at the same level (e.g., department, college, school, etc.) in terms of cost and number of students and faculty supported.

The proposed administrative unit for this program would be identical to the present administrative unit in terms of cost and number of students and faculty supported.

C. **Accreditation** – Explain how the change would affect accreditation or re-accreditation.

Because there will be no changes in the core graduate program, course offerings or degree expectations that result from changing the master’s and doctoral degree titles from Rangeland Ecology and Management to Ecosystem Science and Management, this degree title change should have no effect on accreditation or re-accreditation through the Society of American Foresters or Society for Range Management, the two main accrediting bodies for the ESSM department.
D. **Resources** – Describe how the change would affect resources (e.g., number of employees, salaries of key administrators and faculty, the course inventory, facilities, and equipment) for the next five years.

This name change will have no implications for classes, personnel, facilities, equipment or salaries over the next five years beyond any strategic planning already underway in the department. Graduate course numbers already are listed by the prefix ESSM, no longer by FRSC or RLEM. Renaming the graduate degrees would in fact align the degree title with the course prefix. It will clarify the application process for prospective students and streamline the administration of the department’s graduate programs.

**II. Costs and Funding**

**Five-year Costs and Funding Sources** – Use this table to show five-year costs and sources of funding for the change. (New five-year costs that equal or exceed $2 million must be approved by the Coordinating Board at one of its quarterly meetings.)

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel $^1$</td>
<td>Reallocated Funds $^3$</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>Anticipated New Formula</td>
</tr>
<tr>
<td></td>
<td>Funding $^4$</td>
</tr>
<tr>
<td>Library, Supplies, and</td>
<td>Special Item Funding</td>
</tr>
<tr>
<td>Materials $^2$</td>
<td>$0$</td>
</tr>
<tr>
<td>Other $^2$</td>
<td>Other $^5$</td>
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<tr>
<td>Total Costs</td>
<td>Total Funding</td>
</tr>
<tr>
<td>$0$</td>
<td>$0$</td>
</tr>
</tbody>
</table>

1. Report costs for new administrative positions and new support staff. For new faculty, prorate individual salaries as a percentage of the time assigned to administer the new academic unit and any new programs under that unit. If existing faculty and support staff will be reassigned to administer the academic unit, include personnel costs necessary to maintain existing administrative efforts and existing programs. (e.g., costs of adjuncts to cover courses previously taught by faculty who would now administer a new academic unit.)

6. Report other administrative costs here (e.g., new accreditation costs, travel directly related to administrative unit.)

7. If existing funding would be used to support the new administrative unit, indicate the funding sources and how the reallocation of funds would affect existing administrative units and programs.

4. Not generally applicable to administrative change requests. Show formula funding for students new to the institution in tables of costs and funding for new degree programs.

5. Report other sources of funding such as debt service, gifts, in-hand grants, and likely future grants that would directly support the new administrative unit.
Signature Page

1. **Adequacy of Funding** – The chief executive officer shall sign the following statement:

   *I certify that the institution has adequate funds to complete the administrative change and to support any new or reorganized academic unit(s). Furthermore, the change will not reduce the effectiveness or quality of existing programs, departments, schools, or colleges.*

   _____________________________  _____________________________
   Chief Executive Officer               Date

2. **System Office of Academic Affairs Approval**

   *On behalf of the A&M System, I certify that the Office of Academic Affairs has approved the administrative unit.*

   _______________________________
   Frank B. Ashley III
   Vice Chancellor of Academic Affairs  _____________________________
   Date