

Course Changes

6616

Texas A&M University Departmental Request for a Change in Course Undergraduate ♦ Graduate ♦ Professional

JUL 27 2011
20

• Submit original form and attachments •

Form Instructions

- Request submitted by (Department or Program Name): Agricultural Economics
- Course prefix, number and complete title of course: AGEC 633 Sustainability in World Development
Attach a brief supporting statement for changes made to items 3a thru 3d, and 6 below.
- Change requested
 - Prerequisite(s): From: ECON 629 and AGECE 652 To: ECON 607 or equivalent
 - Withdrawal (reason): _____
 - Cross-list with: _____
Cross-listed courses require the signature of both department heads.
 - 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.
 - Change in course prefix, number, contact hours (lab & lecture), and semester credit hours. Complete item 7. *Attach a course syllabus.*
- For informational purposes only, please indicate course number if this course will be stacked: _____
- Complete current course title and current catalog course description: AGEC 633, Economics of Underdeveloped Agricultural Areas. Survey of analytical and empirical studies on development issues in less developed countries; topics include agricultural household models, the economics of contract choice, migration, the economics of family structure, technological change, emerging, environmental issues, and evaluation of policy initiatives in product and factor markets.

- Complete proposed course title and proposed catalog course description (not to exceed 50 words): AGEC 633: Sustainability in World Development. Economic development defined; economic structure, economic efficiency, equity, conservation and role of sustainability, characteristics of developing countries; problems facing development planners, policy makers, resource managers; role of local, regional and international institutions, policies, civil society, biodiversity, and climate change; economic foundation of project development, design, financing, and implementation issues.

7. a. As currently in course inventory:

Prefix	Course #	Title (excluding punctuation)				
A G E C 6 3 3	E C O N O F U N D E R D E V A R E A S					
Lect.	Lab	SCH	CIP and Fund Code	Admin. Unit	FICE Code	Level
0 3	0 0	0 3	0 1 0 1 0 3 0 0 0 5	0 1 4 0	0 0 3 6 3 2	

b. Change to:

Prefix	Course #	Title (excluding punctuation)				
A G E C 6 3 3	S U S T A I N B L T Y I N W O R L D D E V					
Lect.	Lab	SCH	CIP and Fund Code	Admin. Unit	Acad. Year	FICE Code
0 3	0 0	0 3	0 1 0 1 0 3 0 0 0 5	0 1 4 0	1 1 - 1 2	0 0 3 6 3 2

Approval recommended by:

John P. Nichols
Department Head or Program Chair (Type Name & Sign) Date 2/19/11

Wardell W. Keel
Chair, College Review Committee Date 7/25/11

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

Wardell W. Keel
Dean of College Date 7/25/11

Submitted to Coordinating Board by:

Mark J. Moran
Chair, GC of UCC Date 8-12-11

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.

AGEC 633: Sustainability in World Development

Summer 10-week Session

Class time: 4.00pm to 6.30pm, Tuesday/Thursday

Venue: AGLS Room 110,

Instructor: Dr. Piya Abeygunawardena (408E AGLS or 123 Teague Building)

Office hours: 2.00pm to 4.00pm, Tuesday/Thursday, Suite 123, Teague Building

Email: pabey@tamu.edu

Phone: 458-1129 (direct)

Prerequisites: ECON 607 preferred. Equivalent course or exposure to microeconomics is required. Instructor's clearance is recommended.

Textbook:

- Economics of Agricultural Development, Norton, G.W., Alwang, J. and Masters, W. A. Routledge, N. Y. 2nd Print.

Two supplementary books are recommended:

- The End of Poverty: Economic Possibilities for Our Time, Jeffrey D. Sachs, Penguin Books, 2005.
- Environment and Economics in Project Preparation: Ten Asian Cases. P. Abeygunawardena et al. Asian Development Bank, Manila, Philippines, 1999.

Class Readings

Any required readings will either be made available on-line on the course website or handed out in class at the appropriate point in the semester.

You do not need to read the Appendices to the assigned chapters unless indicated in the readings list.

NOTE: Other readings may be assigned during the semester. The readings NOT in the supplementary books will either be handed out or made available on the course website

Grading

Midterm Exam 15%

Final Exam 40%

Class participation and discussions 10%

Final Written Report 35%

A=90-100

B=80-89

C=70-79

D=60-69

F=below 60

Note that the mid-term and the final are the only two exams for this course. They will be closed book and closed notes. The final exam will be comprehensive. Your written report will be reviewed by external reviewer(s) and your class colleagues.

Lecture Notes: The power points/overhead transparencies used in the class lectures are available on the course website for you to print off at your convenience. However, I expect you to bring the relevant printed lecture notes to the class in each day.

You can find a link to the course website at <http://elearning.tamu.edu/>. You will need Adobe Acrobat Reader to print the files. **Changes in the on-line lecture notes may be made during the semester.**

Important Dates to Remember

1 June 2010 – First Lecture

Date TBD – Mid-term Exam

4 August 2010 – Final Report Submission by 12 noon

9 August 2010 – Last Lecture

11 August 2010 – Final Exam

Course Objectives

This course has four objectives. They are (i) to provide a broad understanding of the sustainability aspects of agriculture, natural resources, and environment in world development, (ii) to introduce the difficult nature of the trade-offs faced by policy makers in developing countries when balancing allocation of resources with meeting pressing needs such as hunger and poverty, (iii) to address how such national decisions becomes even more complex in globalizing world, where global commons are under threat for their existence; and (iv) to explore the role of good projects and their proper implementation with the support of bi-lateral and multilateral agencies.

The following will be particularly emphasized:

1. Definition, measurements and attributes of sustainability and economic prosperity.
2. The role of agriculture, natural resources, and energy in reducing poverty, hunger and meeting other human needs.
3. The role of environment and its connectivity to economic prosperity – local, national and global.
4. The need and the relevance of public policies for various resource allocations to ensure economic progress and environmental sustainability.
5. Policy formulation and the necessary trade-offs when considering improvement in economic prosperity and sustainability.
6. Socio-economic and institutional (including market) considerations in project designing and implementation including the role of various development partners.

Course Procedures

The course will consist of a mixture of lectures and class presentations with real world experience on development and sustainability. Each student will undertake a semester-long project in developing a report that analyzes sustainability of a situation and experience related

to the non-major area of the student's basic training (e.g. an engineer works on a biological problem or an agronomist work on an economic or an energy issue). They will be given various opportunities during the semester to present relevant sections of their reports to the class.

Course Content and Organization

- (1) Sustainable development, Economic, social and environmental aspects of sustainability, efficiency, conservation and market based pricing, Carbon foot print, measurement of sustainability – 3hrs
- (2) Natural resources, energy and development, Definition of resource, time, quality and space dimensions, energy and power, climate change, pollution – 3 hrs
- (3) Millennium development goals, extreme poverty reduction, millennium declaration, universal primary education, gender quality, and all eight MDGs defined, – 3 hrs
- (4) Markets, institutions, Anatomy of market failure, externalities, property rights and various other institutions - 3hrs
- (5) Water resources, types of water resources, their linkages to international development, water pollution, water resource planning, economics of water resource allocation – 3hrs
- (6) Energy resources, defined energy and power resources, energy ladder and development, gender, rural poverty and energy - 2hrs
- (7) Transport, Sea, land and air transport, trade and transport, value chain, air pollution, climate change, urban and rural transport, sustainable transport – 2hrs
- (8) Environmental management, market based policy instruments, command and control approach, international development and pollution control, various international agreements and global public goods – 3hrs
- (9) Project development, Project as cutting edge of development, technical, economic, financial, social and environmental consideration in international project development, project analysis and project evaluation – 3 hrs
- (10) Economic foundation of project analysis, consumer welfare, consumer surplus, producer surplus and producer welfare
- (11) UN system and international development, Consultative Group on Agricultural Research - 3 hrs
- (12) Multilateral development banks, the World Bank, Asian Development Banks. African Development and other regional and semi-regional banks, lending modalities, repayment systems, and donors' role in economic development - 3 hrs

Project Report

Throughout the semester you will work on preparing a report on an issue or a situation related to either biofuels or the next Green Revolution in agriculture. No two reports can cover the same aspect, however both topics have a lot of different dimensions such as water, fertilizer, labor, gender, deforestation, soil erosion, food vs. fuel debate, etc. The report may include four main sections: (1) Introduction; (2) The specific dimension within biofuels/green revolution you wish to discuss; (3) Problem (or Issue) analysis and policy implications; and (4) Conclusions. During the semester, you may make informal presentations on each section of your report to the class to get others' feedback. At the end of the semester, you will submit a formal written report to me. I would ask an external reviewer(s) and at least 2 class colleagues to read it and make their comments.

Everyone reviewing the report will have an opportunity to make their comments and provide an evaluation of it. I will assign the grade for your final written report. The objective of this activity

is to give you practical experience in applying the interdisciplinary approach to solve or understand an issue(s) related to sustainability and economic prosperity. The written report will give you important experience in conveying your thoughts, ideas, and analyses on material relevant to your interest. Your final written report is due to me no later than August 4, 12 noon.

Copyright Notice

Please note that all on-line materials, handouts, and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to the syllabus, exams, in-class materials, review sheets, problem sets, and on-line lecture notes. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: <http://www.tamu.edu/aggiehonor>

Scholastic Dishonesty

Plagiarism is failing to credit sources used in your work in an attempt to pass off someone else's work as your own. This includes attempting to receive credit for work performed by someone else such as papers obtained in whole or in part from individuals or other sources. So you are guilty of plagiarism if you copy someone else's work and turn it under your name even if that person gives you permission to do so. Failing to provide proper citations of material taken from other sources or even being careless or sloppy in documenting the sources used in your work constitutes plagiarism.

Plagiarism is a serious academic sin for which the penalties are severe under the student rules. You are responsible for understanding what plagiarism is and how to avoid it, including the appropriate and ethical use of sources. Let me know if you have questions about how to use sources in your paper. If you have any questions regarding plagiarism, please refer to the section on "Scholastic Dishonesty" in the Texas A & M University Student Rules.



C613

Texas A&M University

Departmental Request for a Change in Course

Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attachments •

Form Instructions

- Request submitted by (Department or Program Name): English
- Course prefix, number and complete title of course: ENGL 640: Topics in Children's Literature and Culture

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

- Change requested
 - Prerequisite(s): From: _____ To: _____
 - Withdrawal (reason): _____
 - Cross-list with: _____

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

- 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.
 - Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
- For informational purposes only, please indicate course number if this course will be stacked: _____
 - Complete current course title and current catalog course description: ENGL 640 Topics in Children's Literature and Culture. Topics in the history, theory, and interpretation of children's literature and other cultural forms; may focus on genres, critical and theoretical methods, social historical contexts.

- Complete proposed course title and proposed catalog course description (not to exceed 50 words): ENGL 640 Topics in Children's Literature and Culture. Topics in the history, theory, and interpretation of children's literature and other cultural forms; may focus on genres, critical and theoretical methods, social and historical contexts. May be taken 3 times for credit as content varies.

- As currently in course inventory:

Prefix		Course #		Title (excluding punctuation)																								
E	N	G	L	6	4	0	T	P	C	S	C	H	I	L	D	R	E	N	S	L	I	T	&	C	U	L	T	R
Lect.	Lab	SCH	CIP and Fund Code										Admin. Unit			FICE Code			Level									
0	3	0	0	0	3	2	3	0	1	0	1	0	0	0	1	0	9	9	0	0	0	3	6	3	2	6		

- Change to:

Prefix		Course #		Title (excluding punctuation)																							
Lect.	Lab	SCH	CIP and Fund Code										Admin. Unit			Acad. Year			FICE Code			Level					

Approval recommended by:
 M. Jimmie Killingsworth *[Signature]* 6/1/11
 Department Head or Program Chair (Type Name & Sign) Date

[Signature] 7/18/11
 Patricia Hurley
 Chair, College Review Committee Date

[Signature] 7/18/11
 Jose Hernandez
 Dean of College Date

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

[Signature] 8-12-11
 Mark J. Zozan
 Chair, GC or UCC Date

Submitted to Coordinating Board by:
 Associate Director, Curricular Services

Date: _____ Effective Date: 8/4/2011

ENGL 640: Topics in Children's Literature and Culture

Dr. Claudia Nelson
Academic 306, 845-8777
claudia_nelson@tamu.edu
Spring 2012

Topic:
Gender and Chapter Books

Course Description

This course will focus on issues of the gender roles that selected Anglophone works of fiction for older children and/or young adults have illustrated, and sometimes prescribed, for boys and girls. Expect to be thinking about a variety of issues, including the following: How have masculine and feminine roles differed, or resembled one another, over the past 150 years? How has sexuality been represented, implicitly or explicitly? What do depictions of children's or adolescents' friendships, or of adult rules about appropriate conduct for the young, have to tell us about authors' understandings of gender over time? What is the relationship between the figure of the tomboy and that of the "bad boy"?

Course Objectives

(1) develop familiarity with major examples of chapter books written for children; 2) gain a fuller understanding of the historical and social contexts in which these texts are produced and read, particularly with regard to gender ideologies and norms; (3) practice several of the skills fundamental to the academic profession in which we all participate (analysis, explanation, and oral and written argumentation); and (4) leave the course with an original piece of scholarship or criticism suitable for presentation to an academic public.

Required Texts

Charlotte Yonge, *Countess Kate*, 1862
Louisa May Alcott, *An Old-Fashioned Girl*, 1870
Ethel Turner, *Seven Little Australians*, 1893
Eleanor H. Porter, *Pollyanna*, 1913
Beverly Cleary, *Jean and Johnny*, 1959
Sally Watson, *Jade*, 1969
Mark Twain, *Tom Sawyer*, 1876
Robert A. Heinlein, *Space Cadet*, 1948
S. E. Hinton, *The Outsiders*, 1967
Perry Moore, *Hero*, 2007
Electronic texts, as indicated on the syllabus

Course Requirements

In addition to the weekly readings and discussion contributions, students will write a review (approximately 1500 words) of a scholarly book that deals in some significant way with the topic of gender and children's literature; construct an annotated bibliography of secondary sources relevant to thinking about a particular children's work included on the syllabus (sources might

include works that focus on the social context in which the work was produced rather than on our specific title); make one 10-minute class presentation on a research resource in the field of children's literature; and write a well researched seminar paper of 18-25 pages, exclusive of bibliography. Grades in this course will be calculated as follows:

- Class participation -- 15%
- Book review -- 15%
- Annotated bibliography -- 15%
- Presentation -- 15%
- Research paper -- 40%

Attendance and Discussion

Graduate students are expected to attend every class, unless prevented by illness, family emergency, attendance at a professional conference at which you are presenting a paper, or another matter of pressing importance; if you are unable to join a class meeting, please make every effort to notify me by email in advance. University rules related to excused and unexcused absences are located on-line at <http://student-rules.tamu.edu/rule07>. In addition, please note that this is a discussion seminar and that your informed contributions to our conversation are crucial to the success of the course. Your continued enrollment in the course will be considered to constitute an agreement to complete each week's assigned reading *before* the class meets. You should come to class prepared to contribute thoughtfully and in an informed way to the day's discussion.

Grading scale:

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

Academic Integrity

Your conduct in this class should reflect the principles outlined in the Aggie Honor Code: "An Aggie does not lie, cheat, or steal or tolerate those who do." If you are caught submitting an assignment containing any kind of plagiarized material, you will fail the course and be reported to the Honor Council for academic dishonesty. If you have not already done so, please familiarize yourself with the Honor Council Rules and Procedures (<http://www.tamu.edu/aggiehonor>).

American Disabilities Act

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

Course Topics and Schedule of Activities

Week One

Introduction; discussion of short texts from children's periodicals to be handed out in class.

Femininity

Week Two

Charlotte Yonge, *Countess Kate*.

Critical reading: Nicola Diane Thompson, "Lost Horizons: Rereading and Reclaiming Victorian Women Writers," *Women's Studies* 31.1 (Jan./Feb. 2002): 67-90, available electronically through library catalog at

<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=6742630&site=ehost-live>

Week Three

Louisa May Alcott, *An Old-Fashioned Girl*, 1870

Critical reading: Glenn Hendler, "The Limits of Sympathy: Louisa May Alcott and the Sentimental Novel," *American Literary History* 3.4 (Winter 1991): 685-706, available online through library catalog (<http://links.jstor.org/sici?sici=0896-7148%28199124%293%3A4%3C685%3ATLQSLM%3E2.0.CO%3B2-H>)

Week Four

Ethel Turner, *Seven Little Australians*

Critical reading: Richard Rossiter, "The Return of Judy: Repression in Ethel Turner's Fiction," in Clare Bradford, ed., *Writing the Australian Child: Texts and Contexts in Fictions for Children*, 55-75 (U of Western Australia P, 1996, available on library e-reserve)

Student presentation #1: *Children's Literature Abstracts*

Student presentation #2: *ABC-Lit: An Index to Children's Literature Scholarship*

Week Five

Eleanor H. Porter, *Pollyanna*, 1913

Critical reading: "Radical Innocence: *Pollyanna*," from Jerry Griswold, *The Classic American Children's Story: Novels of the Golden Age*, 215-36 (Penguin, 1996, available on library e-reserve)

Student presentation #3: *Children's Literature*

Student presentation #4: *Children's Literature Association Quarterly*

Week Six

Beverly Cleary, *Jean and Johnny*, 1959

Critical reading, Linda K. Christian-Smith, "Gender, Popular Culture, and Curriculum: Adolescent Romance Novels as Gender Text," *Curriculum Inquiry* 17.4 (1987): 365-406, available online through library catalog at <http://links.jstor.org/sici?sici=0362-6784%28198724%2917%3A4%3C365%3AGPCACA%3E2.0.CO%3B2-2>

Student presentation #5: *The Lion and the Unicorn*

Student presentation #6: *The Looking Glass*

Week Seven

Sally Watson, *Jade*

Book review assignment due

Masculinity

Week Eight

Hughes, Part II chs. 1-2 from *Tom Brown's School Days*, available on Gutenberg at

<http://www.gutenberg.org/etext/1480>, 1857

Frederic Farrar, ch. 9 of *Eric* (available on Gutenberg at <http://www.gutenberg.org/etext/12083>), 1858

Critical reading: Nelson, chapters 2 and 3 of *Boys Will Be Girls: The Feminine Ethic and British Children's Fiction, 1857-1917* (Rutgers UP, 1991, on e-reserve)

Student presentation #7: *The Horn Book Magazine*

Student presentation #8: either *Journal of African Children's and Youth Literature* OR *Journal of African American Children's Literature* and *Sankofa: A Journal of African Children's and Young Adult Literature* [N.B.: Both of the latter titles are relatively new; our library does not receive them, but if you have another means of access, I encourage you to examine these periodicals]

Week Nine

Alec Waugh, Book II ch. 1 ("Quantum Mutatus") of *The Loom of Youth* (available on Gutenberg at <http://www.gutenberg.org/etext/18863>), 1917

Excerpt from Kipling, *Stalky & Co.* ("The Flag of Their Country," available on Gutenberg at <http://www.gutenberg.org/etext/3006>), 1899

"The Guardian," from Wodehouse, *The Politeness of Princes* (available on Gutenberg at <http://www.gutenberg.org/etext/8178>), 1908

Critical readings:

Martin Crotty, "Manly and Moral: The Making of Middle-Class Men in the Australian Public School," *International Journal of the History of Sport* 17.2 & 3 (June 2000): 10-30 (available electronically through library catalog)

Robert H. MacDonald, "Reproducing the Middle-Class Boy: From Purity to Patriotism in the Boys' Magazines, 1892-1914," *Journal of Contemporary History* 24.3 (July 1989): 519-539 (available electronically through library catalog at

<http://links.jstor.org/sici?sici=0022-0094%28198907%2924%3A3%3C519%3ARTMBFP%3E2.0.CO%3B2-O>)

Student presentation #9: *Children's Literature in Education*

Student presentation #10: *Bookbird*

Week Ten

Mark Twain, *Tom Sawyer*

Critical reading, Tim Prchal, "The Bad Boys and the New Man: The Role of Tom Sawyer and Similar Characters in the Reconstruction of Masculinity," *American Literary Realism* 36 (2004): 187-205 (available on e-reserve)

Student presentation #11: *Canadian Children's Literature/CCL*

Student presentation #12: *New Review of Children's Literature and Librarianship*

Week Eleven

Robert A. Heinlein, *Space Cadet*

Critical reading: Marietta A. Frank, "Women in Heinlein's Juveniles," in C. W. Sullivan, III, ed., *Young Adult Science Fiction* (1999), 119-130 (available on e-reserve)
Annotated bibliography due

Week Twelve

S. E. Hinton, *The Outsiders*

Critical reading: Eric Tribunella, "Institutionalizing *The Outsiders*: YA Literature, Social Class, and the American Faith in Education," *Children's Literature in Education* 38.2 (June 2007): 87-101 (available electronically through library catalog)

Week Thirteen

Perry Moore, *Hero*

Don Latham, "The Cultural Work of Magical Realism in Three Young Adult Novels," *Children's Literature in Education* 38.1 (March, 2007): 59-70 (available electronically through library catalog)

Week Fourteen

Perry Moore, cont.

Critical readings: Michael Cart and Christine A. Jenkins, *The Heart Has Its Reasons: Young Adult Literature with Gay/Lesbian/Queer Content, 1969-2004*, chapter 5, "A New Literature for a New Century?" (available on e-reserve)

Seminar papers due at noon, one week after that last day of class

COLLEGE OF LIBERAL ARTS

Department of English



June 1, 2011

TO: David W. Reed, Chair, Graduate Council

FROM: M. Jimmie Killingsworth, Head, Department of English *JK*

SUBJECT: Graduate Curriculum Revision

We are submitting a change of course form for ENGL 640: Topics in Children's Literature and Culture. This course was changed for the 2011-12 catalogue in the general English graduate program curricular revision. However, we inadvertently left out that the course "may be taken 3 times for credit as content varies." Therefore, we are submitting this form with only that change.

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4227 TAMU
College Station, TX 77843-4227

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www-english@tamu.edu