

BIOL 403, Fundamentals of Virology

Spring 2018, 9:30-10:45AM Tuesday and Thursday, Billeaud Hall 220

3 Credits

Text: *Principles of Virology*, Flint et al., 4th Ed. (*required*)

Instructor: Kenneth A. Rogers (NIRC Bld 27); Phone: (337) 482-0315; E-mail KAR9115@louisiana.edu

Office Hours 8:30-9:00AM and 11:00- 11:30AM Tuesdays and Thursday in Warton Hall 510 or by appointment.

B IOL403 is a survey course of Virology, covering a large range of viruses that infect prokaryotic and eukaryotic hosts. The course is aimed at advanced undergraduates (e.g., Seniors) and graduate students. Students will be best prepared with some background knowledge, in the following areas: microbiology, molecular biology, biochemistry, genetics and immunology (see below).

Biology 403 is conceptually divided into three parts:

Part I will cover general principles of viral structure, infection cycle and an overview on host recognition. This part will also include modern taxonomic groupings of viruses (e. g., dsDNA virus, ssDNA virus, (+)ssRNA virus, etc.). Genetic, molecular and other methods used to study viruses will be discussed.

Part II will focus attention to specific viruses within a grouping and molecular mechanisms of gene regulation shared by a variety of viruses. There will also be a substantial emphasis on the diverse mechanisms of viral nucleic acid replication for specific groups of viruses.

###Much of the information in the Parts I & II can be found in the assigned text. The text has a particular focus on eukaryotic viruses and outside material will be used to expand on the biodiversity of viruses.###

Part III will continue to cover molecular mechanisms and a number of "special topics" relying on some "outside" reading materials,* although treatments can also be found in the text. These topics will include mechanisms of pathogenesis, host response to infection, rates of viral and host evolution and some topics that have special contemporary medical relevance (e. g., Influenza Virus, Ebola Virus, SARS, HIV and AIDS).

Relevant Dates:

First day of class January 10

No class due to Holidays: Feb. 13th (Mardi Gras), April 3rd and April 5th (Spring break)

Last Drop-day: Jan. 17th

Last day of class lectures (Dead day-no Exam) April 26th

Last Day to drop with a grade of W: March 1

Grades reported by May 7 (noon)

TENTATIVE EXAM SCHEDULE

1st Midterm: Feb. 8th

2nd Midterm: March 15th

3rd Midterm: April 24th

Scheduled Final Exam: May 3rd Thursday 8:00AM -10:30AM

*Additional reading materials such as scientific articles and reports may be assigned and provide through links on Moodle or placed on reserve in the library. The Student is also directed to some useful Web sites for a wealth of information, for example: www.cdc.gov and other sites are listed at the back of chapter 1. Some Journal articles from recent literature may be assigned or given as references and will be available from PubMed.

Learning objectives for undergraduates: (1) To understand the structure and function of viruses; (2) to understand the basis for host recognition; (3); to understand the differences and unifying mechanisms between RNA- and DNA-based viral replication; (4) to understand how viruses evade host immune responses (e.g., HIV) and (5) to understand the mechanisms how new viruses emerge in human and other animal population; and (6) understand viral diversity and basic classification of viruses. Student mastery of the subject material will be evaluated by means of three exams as detailed below.

Learning objectives for graduate students overlap those for undergraduate students. However, in addition, graduate students will be expected to critically read and understand approximately ten primary assigned papers from the scientific literature. Graduate students will also write a term paper (see below) in which they must demonstrate a critical understanding of a new and specific research front in virology.

Grading:

Exams 300pts (75% of grade):

There will be three exams during the semester ("midterms"), each worth 100 points and a final comprehensive exam worth 100 points. Each student will have the option to drop the lowest midterm exam and have it replaced with resulting grade of the comprehensive final (for better or worse). Alternatively students may opt out of the final exam.

Attendance is required and will be worth 5% (20pts) of the grade. However excessive unexcused absences will be punitive under the policy outlined below.

Assignments 20% (80pts total): This will consist of quizzes, papers and related question and other material given through Moodle (40pts) and a group presentation project (20pts).

Grading scale will be 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D and < 60% = F.

Graduate students will need to complete an *additional assignment*; these arrangements must be made with Dr. Rogers by Feb. 8th and will be due by April 26th. Points for graduate student extra project = 60 (i. e., 460 pt. total for course).

Make-up exam policy: For exceptional cases (e. g., medical) a *written* or *oral* make-up midterm exam may be arranged. You must notify Dr. Rogers immediately to take a make-up exam (a written message by e-mail or a phone call can be used). Failure to make arrangements immediately (i. e., a couple days after exam) may result in an automatic F for the exam. Cheating: The minimum penalty for cheating will be a zero grade on the exercise/exam, maximum penalty will be dismissal from the University.

Prerequisites: This is a 400-level, upper-division course (junior/senior/grad) intended for Biology majors, Microbiology majors and other related fields; thus, you should not be in junior division. You should have already had a minimum of Intro. to Biology, Chemistry, Microbiology and Genetics. In addition, some understanding of Immunology and Biochemistry will be important for you to understand and succeed in this course. If your background in these areas is not strong, you should speak with Dr. Rogers to discuss the likelihood of succeeding in this course.

EMERGENCY EVACUATION PROCEDURES: A map of the floor plan is posted near the elevator marking the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. The Coordinator of Services to Students with Disabilities, University Police, Lafayette City police and Fire Department will be provided with maps of Designated Rescue Areas for all University buildings. Students who need assistance should identify themselves to teaching faculty.

Attendance: Attendance of lectures is required. Excused absences include those for pre-approved University activities, sickness, and family emergencies. All excused absences require documentation and that the student should notify the instructor by email as soon as possible, following absences due to sickness and emergencies. If the student has two or more unexcused absences prior to the drop date, they are strongly encouraged to drop the course. For every *unexcused* absence above 3, the student's final grade will be assigned a grade of reduced by 5%. This policy will be enforced following Jan 17, the last day for adding classes. Attendance will be tracked with a signing sheet. This policy applies in addition to the grade received for attending class.

Phones and Electronic devices: Please disable phone ringers during class out of respect for those around you. If a phone or other electronic devices goes off during class or otherwise prove disruptive, then you may be asked to leave class for the day. Phones and other electronic devices may not be out during examinations unless approved.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call [337-482-5252](tel:337-482-5252) or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Academic honesty: All of the work on which you will be graded must be an original contribution or should be properly documented to indicate sources. Acts of academic dishonesty include giving, receiving, or using unauthorized aid on any academic work as well as plagiarism. Cheating, in the context of academic matters, is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating. Plagiarism is the use of unacknowledged materials in the preparation of assignments. In accordance with University policy, if the instructor determines that a student has committed academic dishonesty, a grade of zero on the exercise in question and the student's actions will be reported to the University.

BIOL 405 MAMMALOGY Fall 2016 (Subject to modification)
Dr. Leberg, 518 Wharton, 2-6637, Leberg@louisiana.edu, Office hrs. M,T,R 1:00-3:30
Ange Darnell (TA), axd5444@louisiana.edu
Lecture: Monday Wednesday--11:00-12:15 Rm 401
Laboratory: Wednesday--1:00-4:50 RM 418

Preliminary Schedule--Subject to Change
8-22 & 24 Introduction, History of Mammalogy, Mammalian Traits (Chap. 2)
8-29 & 31 General EcoPhysiology (Chap. 21)m Wildlife Diseases and Parasites (Chap. 28-online)
9-7 Mammalian Origins (Chap 3)
9-12 & 14 Systematics (Chap 1,4), Monotremes (Chap. 5), 9-14 Marsupials (Chap. 6, 20)
9-19 & 21 Xenarthra and "Insectivores" (pp. 142-157 & Chaps 7&14), (Bats, flight adaptations (Chap. 15, 22)
9-26 & 28 Bats, ecolocation (Chap. 15, 22). Pangolins (pp. 157-159) and Carnivores (Chap. 16)
10-3 Marine Carnivores and Horses (Chap 17)
10-5 Depart on long field trip (Wednesday thru Sunday)
10-10 Pigs and Ruminants, adaptations for running and herbivory (Chap 18)
10-12 Exam (midterm)
10-17 & 19 Marine Mammals, Diving adaptations (Chap. 19)
10-24 & 31 Rabbits and Rodents and teeth (Chap. 13)
10-31 Tree Shrews, Flying Lemurs and Primates (Chap. 11,12)
11-2 Afrotheria (Chaps8&9)
11-7 & 9 Aging, sexing, Marking and Handling
11-14 & 16 Estimating Abundance and population parameters (Chaps. 23)
11-21 & 23 Demography and Behavioral Ecology (Chap. 24)
11-28 Behavioral Ecology
11-30 Conservation (Chap. 26) **LAB Final**
12-6 Final Exam (2:00 PM)

Laboratory Schedule (Dates are subject to change)

8-24 Mammalian Morphology
8-31 Mammalian Morphology
9-7 Test on Morphology; Classification, Opossums, Armadillos
9-14 Moles, shrews, Bats
9-21 Bats **Mistnetting bats (leave at 3:00PM, return 11:30 PM)**
9-28 Carnivores (**rain date for the bat mist netting trip**)
Fall Break Trip (October 5-Oct 9; west Texas)
10-12 Carnivores, ungulates--**Trapping Bats (Evening Field Trip)**
10-19 Ungulates, Marine Mammals (**rain date for the bat trapping trip**)
10-26 Lagomorphs, Rodents,
Weekend Trip (Tunica Hills, Oct 29-30)
11-2 Rodents.Primates
Rain date, Tunica Hills trip, Nov 5 and 6
11-9 **Trip to Cade Farm (including early AM of Nov 10)**
11-16 Manatee and Review (**Rain date, including AM on the 17th, for Cade**)
11-23 Review
11-30 Lab Final

Note on Dates: Please keep field trip dates and rain dates open. If a field trip goes as scheduled, the rain date will not be used by the class, but until that becomes clear students should not schedule events for rain dates. Note that the trip to Cade will involve the afternoon of one day and early in the morning of the next. Students with early morning courses will be able to attend them. The mist netting and Harp trapping trips will be the evening after the normal laboratory. Do not schedule activities on Wednesday evenings set aside for field trips.

These are only likely dates. As the semester starts, these dates will become more fixed. However, there is a certain amount of uncertainty associated with all field dates. We will take two required field trips over weekends in the fall that involve camping.

Grading (% of total grade)

	Undergraduates	Graduate Students
Morphology Test	8	7
1 st Lecture Test	20	19
Pop Quiz (lab)	6	5
Lab Final	25	25
Lecture Presentation	--	8
Field Trip Participation	16	12
Final	27	25

Lecture and laboratory are not completely independent. Some of the material presented in laboratory or on field trips may form the basis for questions on lecture exams. There will be a pop quiz on mammal id, most likely in October or early November. Tests are curved. I reserve the ability to curve graduate students on a less generous scale than undergraduates. In cases of exceptional performance on all aspects of the course, including previous assignments, field trips, quizzes and exams, I reserve the right to excuse students from the final exam.

Field Trips: This class serves as a “field elective.” Therefore your active and enthusiastic participation in field trips is expected and will be a large part of your grade. There will be one overnight weekend field trips (departing Saturday AM, and returning late the next day), one long weekend trip leaving Wednesday of fall break and returning late Sunday (or early Monday AM), and three local trips. One local trip involves a Wednesday afternoon and an early Thursday morning (we will get you back for class). The other local two trip will only be the afternoon and evening. The weekend trips will involve camping, so you should plan on borrowing a sleeping bag and sharing a tent with someone. If you don’t have a tent, don’t worry.

Field trips might include some unforeseen costs, such as campground and entry fees. I will work to keep these fees to a minimum and have been successful in keeping them to nothing on several trips, but students should be prepared to pay fees related to the field trips, should this become necessary (typically < \$20 per student for the entire course). Please budget up to \$50 for food costs while on the field trips; however I expect the cost to be less than this.

Each field trip will be graded as follows: Enthusiastic and active participation = A (100%), limited active participation = C (75%), unsatisfactory participation (as determined by instructor) = F (50%). People not attending field trips will receive a grade of F (0%). These grades will be assigned to the participation grade as follows:

Field Trip Participation	Undergraduates	Graduate Students
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Breakdown		
Evening trip (mist netting)	1 pts	1 pts
Fall Break trip	6	5
Local Trip (Cade)	2	1
Evening trip (Harp Trapping)	1	1
Weekend trip	4	3

If a field trip is canceled, its proportion of the Participation grade will be distributed among the remaining field trips. If a student cannot attend a trip because of an excused obligations or sickness, and with instructor approval, grades of 0 can also be replaced through completion of a special research assignment. This will involve writing a well-referenced review of a field research topic of the instructor's choice. Expectations for this review paper include 5 double-spaced pages (including the literature cited) for every point of field experience missed (see the table above). This paper would then be graded and the grade assigned to that proportion of the participation grade.

If you are going to miss a field trip or an exam you need to contact us by email (Leberg@Louisiana.edu) in soon as possible. Please note that test questions will be based on lecture and laboratory material presented during the trips. Therefore if you miss a trip you should make arrangements to obtain data and notes from a participant. If you cannot attend most of the field trips, or if the weekend field trips are a hardship, you should drop the course. The course can not be used as a field elective if the student does not participate in the majority of the field trips.

Graduate Student Presentation: Graduate students will be required to present one lecture (30-40 minutes, worth 10% of their grade). The lecture will focus on the systematics and general biology of a group. This year's choices include: Perissodactyla, Feliformia, Lagomorpha, Proboscidea, Hyracoidea, Sirenia, Scandentia, Dermoptera, Tubulidentata. Please notify me of your choice at the second meeting of the class. The presentation must be well researched. It should include systematic treatments beyond the textbook incorporating modern molecular data. Be sure to explain alternate hypotheses of the relationship of the group to other modern and fossil groups. Summarize relationships of major subdivisions of the groups. For all major subdivisions of the group, present pictures and discuss unique and interesting aspects of the group's physiology, morphology, behavior, and conservation status. Use of PP is encouraged for figures and photographs; overuse of text will be detrimental to your grade. You will also need to develop exam questions related to the material you present in your lecture.

Electronics Use: Cell phones should be turned off upon entering the classroom and their use is not permitted during the presentation of lecture material. Use of laptops is permitted during lecture only for the purpose of taking notes. For each event where you misuse electronic devices, after an initial warning, 10% of your final participation grade will be replaced with a grade of 0.

Learning Objectives: This course is a survey the phylogenetic relationships, diversity, and biology of the mammals. The lecture portion of the course has the goals of the understanding of the Class Mammalia, accomplished primarily through lectures focusing on mammal structure and function, evolution, diversity, ecology, and behavior. The laboratory portion of the course has two goals: 1) understanding mammalian anatomy as well as the life history and identification of the mammals of Louisiana and other selected taxa; 2) knowledge of habitat relationships and techniques used to study mammals in field situations. By the end of the semester, you should be able to do all of the following:

Discuss the major evolutionary events associated with trait development and the radiation of mammals

Reconstruct the evolutionary relationships of the major mammalian clades and discuss the role of biogeographic processes in shaping mammalian evolution

Discuss the selective forces shaping the social dynamics and reproductive behaviors of mammals

Identify morphological and physiological characteristics associated with the mammalian radiation and articulate how evolution has led to adaptations associated with niches occupied by major mammalian clades

Design a study to characterize mammalian habitat use and demography

Discuss the risks of wildlife related disease and how to handle mammals safely

Articulate how environmental variation affects the composition on mammalian communities

Identify most Louisiana mammals by skin and skull characteristics and describe basic components of their ecology and life history

Required Text: Vaughan et al. Mammalogy, 6th edition (paperback or e-version are fine if available). I ask questions out of the text on the exam. These are frequently graphs from the book. The 6th edition is similar to the 5th, so if you chose to save money and get the 5th edition realize that 90% of the graphs are the same; there is one chapter in the 6th edition that are not in the 5th that I will cover. You can make the call as to whether the savings associated with the 5th edition are worth the potential of missing a few questions on the exams. DO NOT use an edition older than 5; earlier ones are very different. You will be expected to read the sections noted on the syllabus prior to attending a lecture.

Although not required, students would be well served to purchase a field guide such as the *Kaufman Field Guide to Mammals of North America* or *Peterson Field Guide to Mammals of North America*. Alternately, they can obtain some helpful information from online sources such as <http://www.enature.com/fieldguides/intermediate.asp?curGroupID=5>, <http://www.nsr.ttu.edu/tmot1/Default.htm>, http://www.mnh.si.edu/mna/main.cfm?lang=_en (allows you to make a field guide) and <http://animaldiversity.ummz.umich.edu/site/accounts/information/Mammalia.html>. No one source is likely to provide coverage of all necessary information.

Notices regarding live mammals: No student is required to handle a live mammal as part of this course; however, during field trips students will have the opportunity to handle live mammals. Mammals sometimes carry diseases that can be transmitted to humans. Although such disease transmission is extremely unlikely and students will be instructed in appropriate safety precautions, the possibility of contracting a potentially fatal disease exists. The university and instructor assume no liability for harm that results from participation in field trips.

Trapping and study also presents a risk to the small mammals. All of our trapping will be done using live traps with the intention of releasing almost all individuals. However, on rare occasions an animal might succumb to stress or be injured to the point that sacrificing it will be the most humane thing. On rare occasions we might also sacrifice an individual if it represents an important scientific record or would enhance the teaching of our classes. While students are never asked to sacrifice a mammal, if you have significant objections to such activities, you should drop the class.

Attendance: Attendance of lectures and laboratories is required. Excused absences include those for pre-approved University activities, sickness, and family emergencies. All excused absences require documentation and you should notify me by email as soon as possible, following absences due to sickness and emergencies. If you have two or more unexcused absences prior to the drop

date, you are strongly encouraged to drop the course. For every unexcused absence above 3, 10% of your final participation grade will be assigned a grade of 0. Arrival after the start of class will be counted as a partial absence, up to 10 minutes late, at which time the student will be considered absent.

Exam-makeup policy: If you miss an exam (other than the final) due to a valid, documented emergency, you may substitute the final exam grade for the missing grade. If the final exam (or final laboratory exam) is missed for a valid, documented emergency, I will give you an oral exam at the earliest possible date. All other missed exams will result in a grade of zero. Grades on lab reports will be reduced by one letter grade for each day they are late.

Academic honesty: All work for which you will receive a grade or credit shall be an original contribution or properly documented to indicate sources. Acts of academic dishonesty include giving, receiving, or using unauthorized aid on any academic work as well as plagiarism. Cheating is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating. Plagiarism is the use of unacknowledged materials in the preparation of assignments. In accordance with University policy, if the instructor determines that a student has committed academic dishonesty, a grade of zero on the exercise in question and the student's actions will be reported to the University.

Emergency Evacuation procedures: A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is the area where emergency personnel will go first to look for individuals who need assistance exiting the building. Students who may need assistance should identify themselves to me.

General syllabus, BIOL 407: Environmental Toxicology (4 credits), Fall 2017

Class meets Tuesday and Thursday, 8:00 – 9:15 in BLD 220, with the lab meeting on Tuesday **or** Thursday, 1:00-3:50 in BLD 239.

Instructor:

Dr. Paul Klerks (BLD 222A), voice: 482-6356, e-mail: klerks@louisiana.edu
Office hours: Mo., Tue, Thu, Fri: 9:30 a.m. –12 noon, or by appointment.

Teaching Assistants:

Sabrina Tabassum-Tackett and Alex Kascak (see lab syllabus for contact information).

Textbook:

Walker et al. (2012): Principles of Ecotoxicology (4th edition). Purchasing (hardcopy or e-book) is strongly recommended.

Readings also from Landis, Sofield & Yu (2011): Introduction to Environmental Toxicology (4th edition). (Below referred to as “**LSY '11**”). LSY'11 will be on reserve in library!

Labs: See separate lab syllabus. Laboratory notebook (bound, numbered pages) **required**.

Learning outcomes: Students will be able to explain methods for toxicity testing, describe and identify the major groups of environmental contaminants, describe how organisms are exposed to contaminants, describe how contaminants can be detoxified, describe the contaminants' effects at different organizational levels in biota, and describe how environmental monitoring can assess contaminant levels and effects. Students will be able to design and conduct bioassays and measure levels of specific contaminants in different parts of the environment. Graduate students will also be able to summarize scientific papers on environmental toxicology topics.

Grading:

- 60% for “lectures” (20% for each of 3 exams). These are mixed-type questions (example will be provided prior to first exam). Partial credit will be given if part of an answer is correct. No use of phones or other electronic devices is allowed during exams. Exam dates will follow the “lecture” schedule listed below. Make-up exams are allowed only for excused absences (see below under “attendance”) during a scheduled exam, and will be rescheduled at a mutually agreed date and location (rescheduling request to be initiated by the student).
- 10% for "quizzes" (mostly "pair & share" done in groups, in each class). The 3 lowest "quiz" grades will be dropped.
- 30% for laboratories (lab. reporting: 20%, lab. participation: 10%).
- No extra credit will be provided.

Final grades: A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: less than 60%. Final grades will not be curved (so: no penalty if the majority does well or reward for most doing poorly).

Extra requirements for graduate students:

- Interpretation of research papers (n=6; 2 per exam) with extra exam questions on these.
- Higher demands on graduate students' laboratory reports.

Attendance: mandatory

- Penalty for missing lectures (>3): 0 grade for quiz missed (w/o excused absence).
- Penalty for missing labs (>1): 10-point deduction (=10%) on lab participation grade, per lab.
- All excused absences require documentation of the reason for the absence. Excused absences include those for pre-approved University activities, sickness, and family emergencies. All excused absences require documentation and that the student should notify the instructor by email as soon as possible, following absences due to sickness and emergencies. The student should notify the instructor as soon as possible following absences due to emergencies and sickness. Other absences require notification prior to the absence.
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Course contents will be available on Moodle. Notes will be available the day before class (no later than noon), and students should bring print-out of notes to class.

Academic honesty. We will adhere to the university policy (see UL statement on academic dishonesty: <http://catalog.louisiana.edu/content.php?catoid=5&navoid=1031>), so make sure that you are familiar with this policy. You know of course that it is wrong to cheat and that doing so does not help you in the long run. At this stage in your career I expect you to realize that and to act as a mature, responsible and reliable individual. That said, cheating will not be tolerated and will result in a grade of zero on the test or lab report in question and may even result in dismissal from the university. Note that plagiarism (defined at URL listed above) is also a form of cheating.

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“LECTURE” SCHEDULE (approximately; exam dates are fixed):

- (1) Aug. 22 **Course introduction and introduction to environmental toxicology** (Ch. 1 & 2 in LSY '11).
- (2) Aug. 24 **Toxicity testing: introduction & terminology** (Ch. 6 in text; Ch. 3 in LSY '11).
- (3) Aug. 29 **Toxicity testing: designs and statistics** (Ch. 6 in text; Ch. 3 in LSY '11).
- (4) Aug. 31 **Toxicity testing, test species and methods** (Ch. 6 in text; Ch. 4 in LSY '11).
- (5) Sept. 5 **Major classes of toxicants** (Ch. 1 in text).
- (6) Sept. 7 **Major classes of toxicants** continued.
- (7) Sept. 12 **Major classes of toxicants** continued.
- (8) Sept. 14 **Toxicant sources, transport and distribution in the environment** (Ch. 2 & 3 in text).
- (9) Sept. 21 **Exposure routes and contaminant uptake / bioaccumulation / bioavailability** (Ch. 4 & 5 in text; Ch. 5 & 6 in LSY '11, in part).
- Sept. 21 EXAM I** (covering material of “lectures” 1-9)
- (10) Sept. 26 **Toxicant modes of action** (Ch. 7 in text; Ch. 6 in LSY '11, in part)
- (11) Sept. 28 **Predicting toxicity using QSARs** (Ch. 5 & 6 in LSY '11, in part).

- (12) Oct. 3 **Biotransformation, detoxification, and biodegradation** (Ch. 11 in LSY '11)
Oct. 5 no classes (Fall Holiday)
- (13) Oct. 10 **Biotransformation, detoxification, and biodegradation**, continued.
- (14) Oct. 12 **Effects of toxicants at cellular, organ & organismal level** (Ch. 7 & 8 in text).
- (15) Oct. 17 **Effects of toxicants at population level** (Ch. 12 in text).
- (16) Oct. 19 **Toxicant acclimation and adaptation** (Ch. 13 in text).
- (17) Oct. 24 **Effects of toxicants on communities & ecosystems, to global scale** (Ch. 14-15 in text; Ch. 13 in LSY '11).
- Oct. 26 Exam II** (covering material of “lectures” 8-17)
- (18) Oct. 31 **Interactive and combined effects of contaminants** (Ch. 9 in text).
- (19) Nov. 2 **Biomarkers** (Ch. 10 in text)
- (20) Nov. 7 **Biomarkers** continued. **Environmental monitoring & biomonitoring** (Ch. 10, 11, 15 & 16 in text).
- (21) Nov. 9 **Environmental monitoring & biomonitoring**, continued.
- (22) Nov. 14 **Environmental monitoring & biomonitoring**, continued.
- (23) Nov. 16 **Ecological risk assessment in environmental toxicology** (Ch. 14 in LSY '11).
- (24) Nov. 21 **Life cycle assessment** (Ch. 14 in LSY '11, in part).
- Nov. 23 No class; Thanksgiving break*
- (25) Nov. 28 **Quality Assurance / Quality Control**.
- (26) Nov. 30 **Wrap-up of remaining topics & review**.
- Thursday Dec. 7, 8:00-10:30 a.m. EXAM III** (covering material of “lectures” 18-26).
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Lecture: T-Th 12:30–1:45 pm (VLW 403)

Laboratory: T 2–3:50 pm (VLW 409)

Field trips: See schedule

PROFESSOR: Dr. Brad Moon

Office: 509 Wharton Hall

Office phone: 482-5662

E-mail: BradMoon@louisiana.edu

Office Hours: W 2:00–3:00 PM & Th 2:00–3:00; other times by appointment

TEACHING ASSISTANT: TBA (office and contact info TBA)

COURSE DESCRIPTION: This course will cover the structure, function (physiology, behavior, ecology, etc.), and evolution of amphibians and reptiles. Lectures will emphasize diversity, evolution, and function. Laboratories will emphasize hands-on study of amphibians and reptiles from around the World, with emphasis on North America and Louisiana. Field trips will focus on the study of amphibians and reptiles in their natural environments. This course will be demanding, but comparable in difficulty to other 400-level courses with laboratories. This course satisfies the systematics-elective or field-elective requirement for biology majors.

REQUIRED TEXTBOOKS:

- F. Harvey Pough, et al. 2016. Herpetology. 4th edition. Sinauer. ISBN-13: 978-1605352336; ISBN-10: 1605352330. ***Don't get an older edition!***
- Robert Powell, Roger Conant, and Joseph T. Collins 2016. A Field Guide to Reptiles and Amphibians of Eastern and Central North America. 4th ed. Houghton–Mifflin. ISBN-10: 0544129970; ISBN-13: 978-0544129979. ***Don't get an older edition!***

REQUIRED MATERIALS FOR FIELD TRIPS:

- Field notebook—regular binder & paper is acceptable.
- Louisiana Basic Freshwater Fishing License (Louisiana residents only). Cost approx. \$15 at sporting-goods stores; also available on the web at <http://www.wlf.louisiana.gov/licenses/fishing/recreational>. If you're not a state resident, see professor for alternatives or use the Student License Application (http://www.wlf.louisiana.gov/sites/default/files/pdf/licenseapp/4805-student-license-application/student_license.pdf). ***You can wait on this until the first week of the semester, so that I can look into the possibility of getting a single permit for the entire class.***
- Tool for moving logs/rocks/etc.—I'll describe it in one of the first few labs. Cost approx. \$14 at local hardware/garden stores
- Bags for holding specimens during field trips—Some gallon-sized zip-top bags (you will probably need a few per field trip).
- Flashlight (headlamp recommended) for nighttime field trips
- Shoes, socks, & pants for wading/walking in mud; wading boots recommended (see below)

RECOMMENDED MATERIALS FOR FIELD TRIPS:

- Knee-high waterproof boots. Boots also protect from poison ivy and fire ants!
- Rain gear, hat, sunscreen, mosquito repellent, water & snacks on field trips
- Dip net for field trips

TEACHING PHILOSOPHY: I intend to teach you about the biology of amphibians and reptiles. In doing so, I hope to enthrall you with the science of herpetology, have you reeling with awe at incredible herp lifestyles, convince you to use funny-sounding scientific names at parties, stimulate you to talk with your family at the dinner table about things your folks would rather not talk about at dinner, have you touch things you've never touched, help you experience local environments, and ask you to look at your world a little differently than you probably have before.

Most lectures will be given using PowerPoint, and material (notes, lab instructions, exams keys, etc.) will be posted online on Moodle. I will give you fill-in-the-blank notes, not to make the course less rigorous but to allow you to listen more and write less during class so that you can more easily assimilate the points of discussion. The textbooks contain much more material than will be covered in class and on exams; when studying, give priority to material covered in lectures and laboratory exercises. In both lecture and laboratory, you should try to balance learning the requisite facts with exploring concepts and connections.



The penalty for tardiness came swiftly for those unlucky enough to get caught by the dreaded hall monitor lizard.

LEARNING OBJECTIVES & CORE COMPETENCIES: In this course, you will learn about:

- amphibian and reptile diversity, phylogeny, & taxonomy
- the general structure and function of amphibians and reptiles
- the diverse fields of study that involve amphibians and reptiles & the techniques used
 - how to identify representative amphibian & reptile specimens from the orders & families of the world, the genera of North America, & the species of Louisiana
- how to work in teams to observe, identify, & collect amphibians and reptiles in the wild
- taking field notes

GUIDELINES FOR SUCCESS:

- Come to every class and laboratory session. Take notes carefully and ask questions.
- Go on as many field trips as you can, and put your full effort into them.
- Read all the assigned material before the lectures and labs, then review it again afterward.
- Do not leave the lab early; stay and work until the laboratory period ends.
- Come to the lab during TA office hours for help/discussion, or for additional study time.
- Take advantage of office hours and any extra lab hours.

COURSE REQUIREMENTS:

- **Attendance and participation is required.** If you must miss class, then you are required to notify the professor before or immediately after your absence. Missing more than 10% of the class meetings (lectures or laboratories), or missing two or more required field trips, is grounds for failing the course. Arriving more than 10 minutes late and leaving lab more than 20 minutes early count as an absence.
- **Exams.** Three lecture exams (200 pts each), two lab exams (200 pts each). Arrangements to make up lecture exams missed for legitimate and properly documented reasons must be made prior to the original exam date. Missed laboratory exams cannot be made up.
- **Field Trips & field notes.** Three field trips are required and count for 25 pts each. Enthusiasm and sincere effort in the field count toward the field trip points. In addition,

field notes are required and count for 25 pts per trip. *Field notes are due at the end of each field trip.* The course Moodle site will have information on how to take field notes or a sample page of field notes; be sure to read this material before the first field trip. Honest and accurate field notes are extremely important in field biology; take them seriously. In total field trips + field notes count for 150 pts.

- **Project.** The project is intended to acquaint you with research and field work in herpetology; it is worth 20 pts. For the project, you must choose *one* of the following:
 - **Herp observation.** 20 points for a continuous hour-long behavioral observation of an individual amphibian or reptile in the field, due by the last day of lab. Options you may wish to consider include an anole, a gecko, a turtle (courtship is easy to observe in Cypress Lake on campus). Lizards on campus or in your yard are okay, but don't observe an animal that is doing nothing (e.g., basking alligator) or one that has been captured/released. Work alone. Take field notes on habitat, weather conditions, temperature if possible, movements, behaviors, interactions with other individuals, feeding rates, etc.
 - **Two reviews of research papers.** 10 points each for 2 reviews (20 points in total), due by the last day of lab. Choose two scientific *journal articles* on reptiles and/or amphibians in different scientific journals, get approval from the instructor to use those papers, then read them and write a two-page summary of each. What was the goal of the study? What were the most interesting methods, results, & conclusions? For a partial list of journals to survey, see the list of herpetological journals provided with the course materials; many papers on herpetological research can be found in other journals. Newspaper, magazine, or web articles cannot be used.
 - **Bonus points** may be earned from pop quizzes, by meeting special daily goals in the lectures or laboratories, by participating in more than the minimum number of field trips, and for identifying mistakes in the course material (lectures, laboratory exercises, texts) *and correcting them.*

ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS:

- Each graduate student must prepare and give one lecture in the course, for 50 pts. You may choose from the topics on the syllabus (except for a few that are reserved), and you may have as much guidance from the professor as you want for preparing the lecture.
- On group field trips, graduate students must also help guide and keep track of small groups of undergraduates at each collecting stop. 50 pts.
- Each graduate student must do *one* of the following assignments, for 50 pts: (1) Collect two specimens, take and preserve tissue samples for DNA analysis, and preserve the whole specimens. If possible, collect specimens needed for the teaching collection. (2) Use two previously collected specimens to prepare skeletons for the collection. (3) If chemicals are available, clear and stain a specimen from the collection. Feel free to ask for guidance. *This assignment is due by the last day of lab.*

GRADING: Your final grade will reflect your accomplishments in the lectures and laboratories, and on the field trips. Points may be deducted for absences, late arrivals or early departures, or less than full effort on the field trips. Scores and grades will not be curved.

CLASS BEHAVIOR: Please behave respectfully to your classmates and instructors. Please be quiet throughout the lectures, turn off cell phones/pagers (and put them out of sight completely during all exams), and refrain from packing your things until class is over. However, please feel free to ask questions at any time about course content!

ACADEMIC HONESTY: You must be honest and forthright in your studies. To steal the words or ideas of another, to cheat on an assignment, or to allow or assist another person to commit these acts corrupts the educational process. Furthermore, plagiarism is unethical and sometimes illegal. Plagiarism is grounds for being removed from the classroom, failing an assignment or the entire course, and possibly for expulsion (see Student Handbook and Undergraduate Bulletin).

CLASS COMMUNICATION: I may communicate with the class via email. You should check your e-mail regularly. *Not getting the messages is not a valid excuse—you snooze, you lose.*

MOODLE: Many course materials will be posted on the course Moodle site (<https://moodle.louisiana.edu/my/>). There you may find copies and updates of the syllabus and schedule, notes, miscellaneous clarifications, reference material, etc.

ADDITIONAL POLICIES:

- ***Never, ever, touch a venomous snake! If you do, then you may lose a limb or even die! And you will fail this course and be barred from remaining field trips!***
- **Always follow federal and state laws when capturing amphibians & reptiles.** See: <http://www.wlf.louisiana.gov/sites/default/files/pdf/page/40472-recreational-fishing/2017recreationalfishingregulationslow-res.pdf>.
- **Late assignments will not be accepted.**

EMERGENCY EVACUATION PROCEDURES: At the beginning of the semester, please read the map (posted near the elevator) of each floor marking the evacuation route and the **Designated Rescue Area**. This is an area where emergency service personnel will go first to look for individuals who need assistance. Students who may need assistance should identify themselves to the instructors at the beginning of the semester and during any emergency.

Schedule

Lectures are on Tuesdays & Thursdays 12:30–1:45 pm in VLW 403

Labs meet Tuesdays 2–4 pm in VLW 409

Date	Day	Ch	Topic	Lab
1/11	Th	1,2	Herpetology; Origins of Amphibians & Reptiles	No lab this week
1/16	T	3	Systematics of lissamphibians	Caecilians & Salamanders
1/18	Th	3	Systematics of lissamphibians	
1/19	Fri night	.	5–11 PM field trip: Pond-breeding amphibians	
1/23	T	4	Systematics of extant reptiles	Frogs
1/25	Th	4	Systematics of extant reptiles	
1/30	T	5	Biogeography	Frogs
2/1	Th	5	Biogeography	
2/6	T	.	Lecture Exam 1 (Ch. 1–5)	Crocodylians & turtles
2/8	Th	6	Water & temperature relations	
2/13	T	.	Mardi Gras Break	No lab (holiday)
2/15	Th	6	Water & temperature relations	
2/17	Sat	.	All day field trip: Stream salamanders	
2/20	T	7	Energetics & performance	Crocodylians & turtles
2/22	Th	7	Energetics & performance	
2/27	T	8	Reproduction & life histories of amphibians	Lab Exam 1
3/1	Th	8	Reproduction & life histories of amphibians	
3/6	T	9	Reproduction & life histories of reptiles	Lizards
3/8	Th	9	Reproduction & life histories of reptiles	
3/10	Sat	.	All day field trip: Spring amphibians & reptiles	
3/13	T	10	Body support & locomotion	Lizards
3/15	Th	10	Body support & locomotion	
3/20	T	11	Feeding	Snakes
3/22	Th	11	Feeding	
3/27	T	.	Lecture Exam 2 (Ch. 6–11)	Snakes
3/29	Th	12	Spatial ecology	
4/3	T	.	Spring Break	No lab (holiday)
4/5	Th	.	Spring Break	
4/10	T	13	Communication	Snakes
4/12	Th	13	Communication	
4/17	T	14	Mating systems & sexual selection	Snakes
4/19	Th	15	Diets, foraging, & related topics	
4/21	Sat	.	All day field trip: Spring amphibians & reptiles	
4/24	T	16	Populations & species assemblages	Lab Exam 2
4/26	Th	17	Conservation	
5/1	T		Final Exam (Ch. 12–17), 8:00–10:30 AM	

Fall 2017 Neurobiology (423) Syllabus

Course Meets Tuesday and Thursdays, 12:30 pm-1:45 pm VLW 403

Lab is Tuesday 2-4:50 Start date 8/22

Dr. Smith Office Hours: Monday 10am-12:30pm, Wednesday 1-4pm, or by appointment.

Dr. Smith's office VLW 514, Lab VLW 512

Dr. Smith's email: karen.smith@louisiana.edu

Text Book: Neuroscience, Exploring the Brain, 4th edition. Edited by Mark F. Bear, Barry W. Connors, and Michael A. Paradiso. Lippincott Williams & Wilkins. The 4th edition can be rented for about \$20 or purchased used for as low as \$72 online. I highly recommend using the 4th edition, but there are used versions of the 3rd edition available for less than \$10 on Amazon. If you chose this option, make sure you don't miss class.

We will generally follow the Chapters in order, focusing on a chapter per lecture, with the exception of nervous system development.

- 8/22 Introduction, review syllabus, Neuroscience Introduction Chapter 1
- 8/24 Neurons and Glia-Chapter 2
- 8/29 Membrane Potentials- Chapter 3
- 8/31 Action Potential-Chapter 4
- 9/5 Synaptic Transmission-Chapter 5
- 9/7 Neurotransmitter Systems-Chapter 6
- 9/12 Structure of the Nervous System Chapter 7
- 9/14 **Exam 1**
- 9/19 Development of the Nervous System Chapter 23
- 9/21 Chemical Senses Chapter 8
- 9/26 The Eye Chapter 9
- 9/28 The Central Visual system Chapter 10
- 10/3 Auditory and vestibular systems Chapter 11 (note- Last day to drop a class with a "W" is October 4th)
- 10/5 **Fall Holiday**
- 10/10 Somatic sensory systems Chapter 12
- 10/12 Spinal Control of Movement Chapter 13
- 10/17 **Exam II**
- 10/19 Brain Control of Movement Chapter 14
- 10/24 Chemical Control of the Brain and Behavior Chapter 15
- 10/26 Motivation and Addiction Chapter 16
- 10/31 Sexual Dimorphism and Neural Basis of Reproduction Chapter 17
- 11/2 Brain Mechanisms of Emotion Chapter 18
- 11/7 Brain Rhythms and Sleep Chapter 19
- 11/9 Language Chapter 20
- 11/14 **Exam III**
- 11/16 Attention Chapter 21

11/21 Mental Illness Chapter 22

11/23 Thanksgiving Break

11/28 Memory Systems Chapter 24

12/30 Molecular Mechanisms of Learning and Memory Chapter 25

Final Exam is Monday December 4th 8:00 AM - 10:30 AM

Final Exam-The final exam is comprehensive. It will be focused more on course materials covered after exam III (chapters 21, 22, 24, and 25), but will include major concepts from the previous 3 modules.

Course Description

This course will introduce upper level undergraduate students, and graduate students to the science of Neurobiology. Students will learn about the various cell types encountered in the nervous system including Neurons and various glial cell types including Oligodendrocytes, Astrocytes and Microglia. The cellular and physiological characteristics of each of these cell types will be discussed, with a focus upon the Neuron and its unique intracellular organization. Neuronal Physiology, including the electronic properties of axons and dendrites, membrane potential, action potential, neurotransmitter release, neurotransmitter receptors and intracellular signaling, as well as synapse development will be discussed. An assortment of pathological conditions affecting synapse formation or involving neurotransmitter malfunction will be used to demonstrate the importance of neural and glial physiology, and cell biology.

Students will be introduced to the anatomical organization including the basic vertebrate nervous system and its connectivity. Neural system development including cellular determination, neurogenesis and migration, growth cone extension, axon pathfinding, axonal target selection, synapse formation, dendritic development, neurotrophic factors and apoptosis will be discussed.

A survey of sensory systems including olfaction, somatosensory system, hearing, and sight will be introduced. Again disorders affecting these sensory systems will be used to introduce students to the principles of neuron sensory systems. Motor systems including the spinal and peripheral motor systems, basal ganglia, and cerebellum will be discussed. Regulatory systems of the nervous system including the hypothalamus, autonomic nervous system, and physiological control of the organism by the central nervous system including heartbeat, breathing, neuroendocrinology, metabolism, circadian timekeeping, and sleep will be discussed.

Students will also learn about behavioral and cognitive neuroscience including human brain evolution, cognitive development, attention, learning and memory, language and communication, and prefrontal cortex and executive functions. Disorders of thought and cognition will be used to illustrate physiological concepts.

Core Biology Program Concepts that will be addressed include:

All organisms share a common ancestor, and physiological systems are constrained by ancestral structures, physical limits and requirements of other structures.

Mutations and epigenetic modifications can impact the regulation of gene expression and the structure or function of the gene product.

In cells, synthesis and breakdown of molecules is highly regulated. Biochemical pathways usually involve multiple reactions catalyzed by enzymes that lower activation energies. Energetically unfavorable reactions are driven by coupling to energetically favorable reactions such as ATP hydrolysis. The Intracellular and intercellular movement of molecules occurs via 1) energy-demanding transport processes and 2) random motion. A molecule's movement is affected by its thermal energy, size, electrochemical gradient, and biochemical properties

Organ systems are not isolated, but interact with each other through chemical and physical signals at the level of cells, tissues, and organs.

Cells receive a complex array of chemical and physical signals that vary in time, location, and intensity over the lifespan of the organism: a cell's response depends on integration and coordination of these various signals.

During development, the signals a cell receives depend on its spatial orientation within the embryo and its intercellular interactions. As a consequence, cells adopt different cell fates depending on their local environment and/or cell lineage.

Alteration of a single gene or molecule in a signaling network may have complex impacts at the cell, tissue, or whole-organism level.

In the face of environmental changes, organisms may maintain homeostasis through control mechanisms that often use negative feedback; others have adaptations that allow them to acclimate to environmental variation.

Grading

Undergraduate and Graduate students will take the same exams. Be prepared to purchase scantrons and blue books for the exam. For undergraduates, grades will be based upon Exam Performance (90%). Class participation will make up an additional 10%. Occasional homework problems will be assigned, and answers will be discussed in the following lecture. These problems are meant for self-study and preparation for the exams. An undergraduate will be scored on a total of 500 points.

Undergraduate Grading:

Exam 1: 125 points

Exam 2: 125 points

Exam 3: 125 points

Final Exam: 200 points

Class participation: 25 points

Undergraduate Student Grade Assignments for the course:

- A** 540-600 Points
- B** 480-539 Points
- C** 420-479 Points
- D** 360-419 points
- F** Under 360 points

To earn graduate credit, Graduate students will choose a Neurobiology related subject on which to make a 20-minute presentation. This can be on a specific disease, neurological condition or mental health disorder, the effects and addictive properties of a drug, an animal behavior and its neural basis, the evolution of a particular behavior or structure in the nervous system, etc. The instructor must approve each topic. For the presentations, we will meet at a time that is convenient to the graduate students. If necessary, we will meet at two different times. Graduate students are required to attend the presentations and participate in discussions of the topic. Undergraduates are not required to attend, but may do so.

Graduate Student Grading (700 Points Total):

- Exam 1: 125 Points
- Exam 2: 125 Points
- Exam 3: 125 Points
- Final Exam: 200 Points
- Presentation: 100 Points
- Class participation: 25 Points

Graduate Student Grade Assignments for the course:

- A** 630-700 Points
- B** 560-629 Points
- C** 490-559 Points
- D** 420-489 points
- F** Under 420 points

Missed Exams:

If you miss an exam, contact the instructor immediately. If you can provide a documented reason for your absence, you will be allowed to make up the exam by an oral exam, a written exam, or a combination of both.

Academic Integrity:

This course follows the current University policy as described in the Student Handbook. No cell phones are allowed to be visible during your exam.

Disability Services:

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once

registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Emergency evacuation plan:

The evacuation plan for this floor is posted near the elevator. Also posted is a Designated Rescue Area (DRA). The DRA is where emergency service personnel will first look for individuals needing assistance leaving the building. Please notify the instructor if you feel you may need assistance in an emergency

Fall 2017 Neurobiology Lab Syllabus

Instructor: Dr. Karen Müller Smith

E-mail: karen.smith@louisiana.edu

Meeting Times: Tuesdays 2-4:50pm

Office Hours: Wharton 514 (office)/512 (my lab) Monday 10am-12:30pm, Wednesday 1-4pm, or by appointment.

Teaching Assistant: Deborah Rogers

Email: djr8585@louisiana.edu

Office Hours: Wharton 408 (office)/ 512 (lab) Wednesday 8-10 am or by appointment

Course Prefix and Number: Biol 424

Course Description: Introduce students to basic neurobiological techniques including neural anatomy, dissection, axon tracing, axon physiology, basic neuronal circuits, neural development, behavioral experimentation, tissue sectioning and microscopy. This laboratory course should serve to augment and reinforce concepts learned in the Neurobiology course.

This course will address core competencies for biologists including:

- Biology is an evidence based discipline
- Biologists collect quantitative data to describe natural phenomena or study the effects of experimental manipulations
- Biologists must learn to communicate their findings with others and collaborate with other disciplines

This course will also address core biology concepts including:

-All living organisms share a common ancestor. Species evolve over time, and a new species can arise, when allele frequencies change due to mutation, natural selection, gene flow, and genetic drift.

- *Physiological systems are constrained by ancestral structures, physical limits, and the requirements of other physiological systems, leading to trade offs that affect fitness*

-Cells/organs/organisms have multiple mechanisms to perceive and respond to changing environmental conditions.

- *Organisms have sophisticated mechanisms for sensing changes in the internal or external environment. They use chemical, electrical, or other forms of signaling to coordinate responses at the cellular, tissue, organ, and/or system level*

-Biological structures exist at all levels of organization, from molecules to ecosystems. A structure's physical and chemical characteristics influence its interactions with other structures, and therefore its function.

- *The structure of a cell—its shape and membrane, organelles, cytoskeleton and polarity—impacts its function*
- *Physiological functions are often compartmentalized into different cells, tissues, organs, and systems, which have structures that support specialized activities*
- Natural selection has favored structures whose shape and composition contribute to their ecological function

Attendance policy

You are expected to attend **ALL** lab periods. Excused absences include those for pre-approved University activities, sickness, family emergencies. All excused absences require documentation and that the student should notify the instructor by email as soon as possible, following absences due to sickness and emergencies. If the student has two or more unexcused absences prior to the drop date, they are strongly encouraged to drop the course.

University Level policies & procedures:

Academic Integrity:

This course follows the current University policy as described in the Student Handbook and can be found at the following website:

<http://catalog.louisiana.edu/content.php?catoid=5&navoid=1031>

Disability Services

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

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The evacuation plan for this floor is posted near the elevator. Also posted is a Designated Rescue Area (DRA). The DRA is where emergency service personnel will first look for individuals needing assistance leaving the building. Please notify the instructor if you feel you may need assistance in an emergency

Additional Materials: A notebook (bound, not ring) and **PEN** (not pencil) for recording data will be necessary. A box of latex or neoprene gloves, lab goggles, and coat. There is no lab manual for this course, however, it is suggested that you have a copy of “Neuroscience, Exploring the Brain, Third Edition.” Edited by Mark F. Bear, Barry W. Connors, and Michael A. Paradiso. Lippincott Williams & Wilkins. To serve as a reference.

There are a few dissection instruments available for student use. However, I suggest obtaining a high quality #5 Dumont forceps for dissections available from FST

<http://www.finescience.com/>

either part number **11251-10** or **11252-20** (this one is better quality/will last longer)

Dress Code: Lab coat and close-toed shoes at all times. Long pants and closed toed shoes are Mandatory. Goggles when working with chemicals, fixatives, or dissecting animals.

Grading Policy- Grades will be based on performance on weekly quizzes, lab reports and exams (one midterm, one final). The lowest quiz grade will be dropped.

8 lab reports= four worth 20 points each, four worth 30 points each= 200 total

9 quizzes, but only 8 count= Eight points each= 64 points

Exam 1=100 points

Exam 2= 100 points

Participation points= 6

Total points=470

Grad students, 5-6 page paper discussing a neuroscience technique or innovation-50 points

Total points = 520

scale is:

90% and above	A
80-89%	B
70-79%	C
60-69%	D

Lab Reports: Follow the syllabus dates for the lab report due dates. Lab reports are generally due on the week following the experiment, unless it is a two-week experiment, or there is an exam scheduled for that date. Lab reports that are turned in late will have 10% of the total possible points deducted per week it that it is due and not turned in. Lab reports must turned in on moodle as a PDF.

Neurobiology Lab Report Grading Rubric Fall 2016			
1	1	Title:	Describes lab content concisely, adequately, appropriately
2	2	Abstract:	Conveys a sense of the full report concisely and effectively
2	3	Introduction:	Successfully establishes the scientific concept of the lab
			Effectively presents the objectives and purpose of the lab
			States hypothesis and provides logical reasoning for it.
2	3	Methods:	Gives enough details to allow for replication of procedure
3	5	Results:	Opens with effective statement of overall findings
			Presents visuals clearly and accurately
			Presents verbal findings clearly and with sufficient support
			Successfully integrates verbal and visual representations
3	6	Discussion:	Does results support your hypothesis
			Back up statement by referring to your findings
			Provide logical explanation for your answer
2	5	Conclusion:	Convincingly describe what you learned in the lab
2	2	Presentation:	Report is written in scientific style: clear and to the point
			Grammar and spelling are correct
1	1	References:	If used citations and references are in APA format
			No Credit will be given for citing PubMed or Wikipedia
2	2	Report Goals:	Has learned what the lab was designed to teach
			Demonstrates clear and thoughtful scientific enquiry
			Accurately measures and analyzes data for lab findings
20	30	Total points	

Helpful web sites for writing technical lab reports:

https://www.colby.edu/biology/B117x/writing_papers.html

<http://writing.colostate.edu/guides/guide.cfm?guideid=83>

Exceedingly Necessary downloads:

Mendeley: a free reference manager <https://www.mendeley.com>

JMP from ULL software downloads

Schedule:

Week 1, August 22-Introduction, review of syllabus, review of safety, discussion of ethics and the use of animals in experimental studies, discuss and prepare saline solutions for future labs. Sheep brain gross anatomy.

Assignment- virtual sheep brain dissection:

<http://anatomycorner.com/main/image-gallery/sheep-brain/>

Week 2, August 29: Preparation of PFA solution. Swimmy 1 –Neurophysiology software

MAKE SURE YOU WEAR YOUR LAB COAT!!!

Week 3, September 5 : Worm axon measurements

First lab report due (swimmy)

Week 4: September 12: Maternal behavior-pup vocalizations and reaction time to retrieval

Worm axon measurements lab due

Week 5, September 19: Maternal behavior part 2 **AND** Development part 1- placement of neuronal tracers in brain tissue-adult brains. Embedding brains in Agar.

Rewrite of Swimmy (optional) and worm axon lab due

Week 6, September 26- Sensory Physiology Lab-ADI and Development part 2- placement of neuronal tracers in brain tissue-pup brains

Maternal behavior due.

Week 7, October 3 Cockroach Sensory nerve adaptation

Sensory Physiology lab due

Week 8, October 10- MIDTERM

Week 9, October 17- Cockroach Ventral Nerve

Week 10, October 24-Sectioning Development part 3- Section tissue from the Dil tracing, place on slides and observe under microscope.

Combined Cockroach sensory nerve adaptation (Week 7) and Cockroach Ventral Nerve Adaptation (Week 9) lab due (30 points)

Week 11, October 31- Birdsong lab Part 1

Axon tracing report due (worth 30 points)

Week 12, November 7- Birdsong lab Part 2

Week 13, November 14- locomotor and elevated plus maze testing.
Birdsong lab due (worth 30 points) SFN

Week 14, November 21-Locomotor and elevated plus maze testing
Graduate Students Only-Paper Due for Graduate Student Credit

November 28-Final exam,
Optional hand in Locomotor and EPM testing lab, due date will be Dec 6.

December 5-No LAB *Locomotor and EPM testing lab report due*



UNIVERSITY
OF
LOUISIANA
Lafayette

BIOL 442(G) IMMUNEAUX LECTURE

Class Schedule: 12:30 PM to 1:45 PM; Tuesday/Thursday. Wharton 405

Instructor: Ritwij Kulkarni, Ph.D.

Office: Wharton 519

Phone: (337) 482-6263

email: ritwij@louisiana.edu

Office Hours: MW 1:00 PM to 4:30 pm and RF 2:00 PM to 3:30 PM

Textbook: Kuby Immunology (7th edition) Owen, Punt, Stranford WH Freeman and Company

Course Objectives: The primary objective of this course is to acquaint students with the foundational as well as emerging concepts in Immunology to develop an in-depth understanding of various immune defense mechanisms and their role(s) in protecting a human host from myriad exogenous (pathogens → infection) and endogenous (tumorigenesis → cancer) threats. The enrolled students are expected to possess appropriate basic knowledge of Microbiology, Molecular Biology, Biochemistry and Genetics.

Learning Objectives: Upon satisfactory completion of the course, the student will be able to:

1. Define specific molecular and cellular effectors and organs and their role(s) in shaping immune responses.
2. Explain the development of the immune system and its regulation.
3. Define various experimental systems and methods and explain their use in research and immunotherapy.
4. Critically evaluate and discuss scientific evidence presented in research literature pertaining to Immunobiology.

In addition, **Graduate Students** will write a short thesis (2000 words, double-spaced) summarizing an assigned topic and defend their findings in 30-minute-long class presentations (PowerPoint) at times* indicated below.

Course Calendar

Date	Topics	Assigned Reading
01/11	Overview of the Immune System	Chapter 1
01/16—01/18	Cells and Organs of Immune System	Chapter 2
01/23—01/25	Receptors and Signaling	Chapters 3 and 4
01/30—02/01	Methods in Immunology research	Chapter 20
02/06—02/08	Innate Immunity	Chapter 5
02/12—02/14	MARDI GRAS BREAK	CTQ1-MS
02/15	Critical thinking quiz (CTQ)-1 <i>Graduate Students:</i> Finalize the review article topic	
02/20	EXAM I	Chapters 1-5 and 20
02/22—02/27	The Complement System	Chapter 6
03/01—03/06	Generation of Antibody Diversity	Chapter 7
03/08—03/13	T and B Cell Development	Chapters 9 and 10
03/15—03/20	Antigen Presentation and MHC/HLA	Chapter 8
03/22	EXAM II	Chapters 1-10 and 20
03/27—03/29	Allergy and Hypersensitivity (G2*)	Chapter 15
03/30—04/08	EASTER/SPRING BREAK	EVERYTHING!
04/10—04/12	Autoimmunity and Tolerance (G4*)	Chapter 16
04/14—04/22	Immunodeficiency Disorders (G1*)	Chapter 18
04/24	Cancer Immunology (G3*) <i>Graduate Students:</i> Thesis due	Chapter 19 & CTQ2-MS
04/26	CTQ-2	
05/01	EXAM-III	Chapter 1-10 and 15-20

GRADUATE STUDENT THESIS TOPICS:

- G1* Challenges and advances in the treatment of HIV infections
- G2* Challenges and advances in the diagnosis and treatment of allergies
- G3* Cancer Immunotherapy—current state and the future
- G4* Immunotherapy against autoimmunity—current state and the future

Final Grade Calculation:

EXAM/ACTIVITY	Undergraduate	Graduate
Classroom Discussions, Activities and Quizzes (CTQs)	10%	10%
Exam-1 02/20/2016	30%	25%
Exam-2 03/22/2016 (25% Cumulative)	30%	25%
Exam-3 05/01/2016 (25% Cumulative) 8:00—10:30 am	30%	25%
Graduate Work (Thesis and Defense)	N/A	15%

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

PowerPoints, Class notes and other instruction will be uploaded on **Moodle**.

Please check Moodle at least ONCE EVERY DAY for instructions and/or new information.

Classroom Policies

Use of Electronic Devices: Cell phones, pagers, laptops, etc. **must be turned off** in the classroom. Use of laptops is permitted **ONLY** for taking notes during class. However, each event where students misuse electronic devices, after an initial warning, 10% of the student's final participation grade will be replaced with a grade of 0.

Class Attendance: Attendance of lectures is required. Excused absences include those for pre-approved University activities, sickness, and family emergencies. If a student has two or more unexcused absences prior to the drop date, they are strongly encouraged to drop the course.

The universally-accepted excuses for a missing a class/exam (and acceptable supporting documentation) are:

Death in the family (the obituary report); Car accident (police report), Childbirth (a note on doctor's letter head) and Sickness or Emergency surgery (NOT including elective surgery or routine dental appointments; a note on doctor's letterhead). Notes on doctor's slip pads will not be accepted! You should contact me **immediately** (via email or phone or in person) following absences to arrange a make-up exam. Failure to make arrangements within three days after an exam will result in 'F' grade for that exam. If you were absent for a reason **NOT** listed above, then it is up to a makeup exam will **NOT** be granted. **There will be no make-up CTQs/Quizzes/Classroom Activities.**

Extended absences due to sickness or other circumstances beyond student's control should be reported by the student to the Dean of Students.

Academic honesty: All of the work on which you will be graded must be an **original contribution** or should be properly documented to indicate sources. Cheating, in the context of academic matters, is a term broadly used to describe all acts of dishonesty which include **giving**, receiving, or using unauthorized aid on any academic work (tests, examinations and assignments) as well as plagiarism. ***Any student providing unauthorized assistance in academic work is guilty of cheating.*** Plagiarism is the use of unacknowledged materials in the preparation of assignments. In accordance with University policy, if the instructor determines that a student has committed academic dishonesty, a grade of zero on the exercise in question and the student's actions will be reported to the University.

Emergency Evacuation Procedures: A map of this floor is posted near the elevator marking the evacuation route and the **Designated Rescue Area**. This is the area where emergency personnel will go first to look for individuals who need assistance exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

453
MOLECULAR AND CELLULAR ENGINEERING (454) – SPRING 2017
MONDAY, WEDNESDAY – 8:00-9:15 AM

Course Instructor: Sophie Plouviez, Office phone number: 337-230-5698

Office room: 518B, Email: scp0643@louisiana.edu

Office hours: Mondays, Wednesdays 9:15-12:15, Thursdays: 9:15-13:15. Appointments preferred.

Learning Goals

Students will be able to:

- Describe basic molecular and cellular engineering techniques and their application
- Explain the role of each reagent in a studied protocol
- Design a molecular experiment with appropriate test controls
- Critically analyze the results of an experiment
- Propose thoughtful solution for troubleshooting
- Complete fundamental calculations in molecular biology and biotechnology

Textbook:

Calculations for Molecular Biology and Biotechnology, Frank Stephenson, 2nd ed,
Academic Press

Tentative subjects covered in lectures.

January

- 11 Introduction: molecular and cellular engineering applications
- 18 Making reagents
- 23 Nucleic acid extraction and quantitation
- 25 Electrophoresis
- 30 Polymerase Chain Reaction

February

- 1 Genotyping
- 6 Sanger sequencing
- 8 Cutting and joining DNA molecules
- 13 Epigenetics 1
- 15 Epigenetics 2
- 20 Molecular cloning 1
- 22 Molecular cloning 2

March

- 6 Molecular cloning 3
- 8 *Mid-term exam*
- 13 Site directed mutagenesis, protein engineering

- 15 Working with RNA, and transcriptomic
- 20 Genomics
- 22 Proteomic and metabolomic
- 27 CRISPR 1 (Guest lecturer: Dr. Oulhen, Brown University)
- 29 CRISPR 2 (Guest lecturer: Dr. Oulhen, Brown University)

April

- 3 Introduction to Next Generation Sequencing 1
- 5 Introduction to Next Generation Sequencing 2
- 10 Graduate student presentation
- 12 Graduate student presentation
- 24 Graduate student presentation
- 26 Exam review

Mai

- 4 (Thursday) Exam: 8-10:30am (to be confirmed)

Grading policy

Undergraduates: this course will have 2 examinations. The mid-term exam will be worth 40 points. The final exam will be worth 60 points. Grades will be assigned as:

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

Graduates students: in addition to the above 2 examinations (40 and 60 points, respectively), each graduate student will give a powerpoint presentation on an advance technique used in molecular and cellular engineering. The topic will have to be approved by Dr Plouviez in advance. The presentation will be worth 50 points. Points of the 2 examinations and the presentation will be added to earn a maximum of 150 points.

Grades will be assigned as:

135-150	A
120-134	B
105-119	C
90-104	D
<90	F

Attendance

Attendance is mandatory per University policy. If you miss the midterm exam with excuse, you can take the makeup during final's week.

Emergency Evacuation Procedure:

A map of the floor is posted near the main entrance marking the evacuation route and the location of the Designated Rescue Area. This is where fire and rescue will go to look for individuals who need assistance in exiting the building. Students who may need

assistance exiting in the event of an emergency should make sure they identify themselves to the teaching faculty.

Academic Honesty

All of the work on which you will be graded must be an original contribution or should be properly documented to indicate sources. Acts of academic dishonesty include giving, receiving, or using unauthorized aid on any academic work as well as plagiarism. Cheating, in the context of academic matters, is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating. Plagiarism is the use of unacknowledged materials in the preparation of assignments. In accordance with University policy, if the instructor determines that a student has committed academic dishonesty, a grade of zero on the exercise in question and the student's actions will be reported to the University.

Accommodations:

Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call [337-482-5252](tel:337-482-5252) or visit the ODS office in the Conference Center, room 126. Once registered, students should schedule an appointment with the professor to make appropriate arrangements.

Aquatic Plants (Ecology and Taxonomy of Coastal Plants) BIOL 461/461G
Fall 2017

Instructors: Dr. Mark W. Hester and Garrie Landry; Teaching Assistant, Erik Yando

Lecture: Billeaud Hall room 106 Tuesday/Thursday; 11:00 – 12:15

Lab: Billeaud Hall room 122 and field; Monday 1:00 – 4:50

Office: Mark Hester: 215 Billeaud Hall; Office telephone 482-5246; email mhester@louisiana.edu.

Office hours: Tuesday and Thursday 10:30 a.m. – 11:00 a.m.; other times available by appointment

Text: Wetland Plants: Biology and Ecology. J. K. Cronk and M. S. Fennessy, CRC Press, 2001 (required). Plant taxonomy books (e.g., Godfrey & Wooten) are recommended but not required; plant identification keys will be available in lab. Students will also be expected to read and discuss primary literature on coastal plant ecology.

Objectives: Students will be presented with information on coastal plant ecology across diverse coastal and wetland habitats at several levels of resolution, ranging from the individual to the community level. The course will emphasize the role of abiotic and biotic factors in influencing coastal vegetation zonation, population and community dynamics, sustainability, and conservation and restoration needs.

Student Learning Outcomes (students will develop understanding & critical thinking skills as listed):

- Describe differences and similarities in biotic and abiotic components of various coastal plant communities
- Identify, collect, and properly preserve a wide variety of coastal plant species
- Describe and discuss the relevance of key adaptations of coastal, wetland, and aquatic plants
- Identify dominant indicator species of various coastal environments
- Recognize and describe unsustainable environmental conditions for various plant communities
- Interpret research data and assess the validity of conclusions reached by the author(s)
- Understand and develop experimental designs for testing coastal plant ecology and restoration hypotheses
- Hypothesize how environmental/climate change can affect coastal plant communities
- Recognize and apply knowledge from this class to restoration and management decisions in coastal environments world-wide

Grading basis: Grades will be based on a weighted combination of performance in both **lecture (67%) and lab (33%)**. In other words, lecture performance counts for 2/3rd of your grade; lab performance counts for 1/3rd of your grade. Lecture performance will be based on two exams (100 pts. each) given during the semester after approximately 5 weeks and 10 weeks of lecture, a cumulative final exam (150 pts.), and general class participation/attendance/preparedness (50 points) = 400 lecture points total. Labs will focus on collecting, identifying and preserving plants, which will be assessed via lab practicals on plant identification. Tentatively plan on at least 5 field trips (TBA) for excursions into the coastal zone for plant identification/collection and discussions of the area's ecology. Lab scores will be scaled to max of 200 points (i.e. half the weight of the 400 lecture points). Therefore, total class points possible = 600 points.

Graduate students (BIOL 461G) will also give a 50 point lecture on a special topic during the last week of class (20 minute PowerPoint presentation that includes literature cited and written summary for the class). Graduate students need to have their topic approved by me by Sept. 19th.

Course grades will be based on standard 10 percentage point intervals of the 600 total class points possible (650 points possible for graduate students) as follows:

A ≥ 90%, B=80% - 89%, C=70% - 79%, D=60% - 69%, F < 60%.

Final Exam is tentatively scheduled for Friday, December 8th from 2:00 - 4:30 pm

<u>Tentative Course Topics (instructor may modify as appropriate)</u>	<u>Corresponding Chapters</u>
Coastal environments and wetlands	1 & 2
Overview; Definitions and functions	
Types of coastal and wetland plant communities	2, R*
Marshes (tidal, non-tidal, floating)	
Forested wetlands (inland, coastal)	
Barrier islands and headlands (beach, dune, swale, back-barrier marsh, maritime forest)	
Submerged aquatic vegetation	
Characterization of the physical environment (hydrology, salinity, light, and nutrient availability)	3
Overview of plant adaptations to coastal environments**	4 & 5, R
Growth and survival	
Reproduction	
Productivity of coastal plant communities**	6
Definitions	
Methods of measuring	
Community Dynamics	7, R
Succession	
Competition	
Disturbance	
Threats to coastal plant communities	8 (&1), R
Invasive plants**	
Global change	
Anthropogenic alterations	
Applied coastal plant ecology	9 & 10, R
Wetland restoration and creation	
Wetland plants as biological indicators	

* R designates supplemental readings.

**Coverage of certain aspects of topic may be limited to minimize redundancy with other courses.

Electronics Use: Cell phones should be turned off upon entering the classroom and their use is not permitted during the presentation of lecture material. Use of laptops is permitted during lecture only for the purpose of taking notes. For each event where students misuse electronic devices, after an initial warning, 10% of the student's final participation grade will be replaced with a grade of 0.

Reading Assignments: Students are expected to read assigned reading materials prior to attending the lecture on that subject. Lectures are meant to facilitate the comprehension of new material, not to substitute for reading the material on one's own. It is not expected that a student will always fully comprehend new material on the first reading. However, the comprehension of the lecture will be greatly facilitated by prior reading on the subject. It is in a student's best interest to read the assigned material before attending the lecture on that subject.

Lectures/Classroom Decorum: Lectures and labs are meant to be a time for interaction between the instructors and the students to facilitate the learning process, not a time for socializing that interferes with other students' ability to learn. Students are expected to arrive to class/lab on time and display courteous behavior. Questions are welcomed and encouraged. Classroom behavior that interferes with either the instructor's ability to conduct the class or the ability of students to benefit from instruction is not acceptable. Part of the classroom participation points are based on attendance and behavior. At the beginning of lecture any absent students will be noted; late arriving students will not be recorded as being present.

Attendance policy: Your attendance and participation in this class is very important, whether for lectures, labs or field trips. Attendance is required and important for student success. If the student has two or more unexcused absences prior to the drop date, they are strongly encouraged to drop the course. For every unexcused absence above 3, 20% of the student's final participation grade will be replaced with a grade of zero (0).

Exam-makeup policy: If a student misses an exam (other than the final) due to a valid, documented emergency, they may substitute the final exam grade for the missing grade. If the final exam is missed for a valid, documented emergency, I will give the student an oral exam at the earliest possible date. All other (unexcused) missed exams will result in a grade of zero for that exam. Grades on assignments (if applicable) will be reduced by one letter grade for each day they are late.

Academic dishonesty: Academic dishonesty includes giving, receiving, or using unauthorized aid on any academic work as well as plagiarism. Cheating, in the context of academic matters, is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating. Plagiarism is the use of unacknowledged materials in the preparation of assignments. In accordance with University policy, if the instructor determines that a student has committed academic dishonesty, a grade of zero will be given on the exercise in question and the student's actions will be reported to the University.

Emergency Evacuation procedures: A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is the area where emergency personnel will go first to look for individuals who need assistance exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

PROFESSOR: Dr. Brad Moon (VLW 509, BradMoon@louisiana.edu, 482-5662)

OFFICE HOURS: Mon 2–3 PM & Tues 2–3 PM, & by appointment or drop-in. I am in my office most days.

TEACHING ASSISTANT: TBA (Ivan Moberly), contact info & office hours TBA

TEXTBOOK (required): Hill, R.W., Wyse, G.A., and Anderson, M. 2016. *Animal Physiology, Fourth Edition*. Sinauer. This edition has wildebeest & a cheetah on the cover. Don't get an older edition (with an antelope or polar bear on the cover). ISBN-13: 978-1605354712 or ISBN-10: 1605354716. Also available as an eBook.

COURSE DESCRIPTION: Animal physiology is a vibrant field that integrates biology, chemistry, and physics in the study of how animals work and how their functions have evolved. Classical physiology addressed primarily steady-state conditions; modern physiology is extending into functions that change dynamically with growth, movement, environmental conditions, and other factors. This course emphasizes understanding the principles, mechanisms, and evolution of animal physiology. The lectures will cover physiological mechanisms and their evolution, and laboratories will emphasize experiments and analyses. The course will be demanding (possibly the hardest course you will experience), but comparable to other 4-credit, 400-level courses with laboratories.

Some aspects of physiology have a broad appeal in that many people are interested in knowing how their own bodies work. However, it can be challenging to learn the functions of all body parts. Studying physiology requires reading, reasoning, quantitative analyses, extrapolation, synthesis, and yes, some memorization. These things are often easier accomplished when one can see structures and measure their functions dynamically in living organisms, and see how the structures and functions in one kind of organism relate to those in other kinds of organisms. For these reasons, we will use the lectures to cover the mechanisms and evolution of major physiological systems, and use the laboratory exercises as opportunities for you to see and measure many physiological functions.

LEARNING OUTCOMES: In this course, you should develop:

- an understanding of animal physiology, including the major physiological systems in animals and how they interact and integrate with one another;
- an understanding of how physiology draws on several fields including biology, chemistry, physics, & math;
- an understanding of how physiological systems and functions differ among different kinds animals;
- the ability to use quantitative reasoning and problem solving; and
- the ability to measure physiological variables in living subjects using modern techniques from physiology, medicine, and other health-related fields.

GUIDELINES FOR SUCCESS:

- Read all the assigned material *before* the lectures and labs, then study it again afterward.
- Come prepared to every class and laboratory session. Take notes carefully and ask questions.
- Share the lab work equally.
- Do not leave the lab early; stay and work until the laboratory period ends.
- Take advantage of office hours, and ask questions by e-mail.

COURSE REQUIREMENTS:

- **Attendance and participation is required.** If you must miss class, then you are required to notify the professor before or immediately after your absence. If you have two or more unexcused absences before the drop date, then I strongly encourage you to drop the course. Arriving on time and staying until the work is completed (or class time is up) are required. Each person gets one free late arrival. After that, each late arrival to lecture or lab will incur a 1% deduction from your total score. If the professor arrives late (or TA arrives late to lab), then we will add 1% to your total score each time. Arriving more than 10 minutes late and leaving prematurely count as absences.
- **Exams.** Three lecture exams and two lab exams emphasize current chapters but can be comprehensive when chapters build on material from earlier exams. Arrangements to make up exams missed for legitimate and properly documented reasons must be made before the original exam date. All make-up exams will be given right after the final exam. *Exams constitute most of the points in the course!*

Biology 482, Comparative Physiology, fall 2016

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Lectures: Tuesdays & Thursdays 11:00–12:15, VLW 403 18 August 2017

Labs: Wed 1:00–4:50 (Section 010) or Thurs 1:00–4:50 (Section 011), VLW 409

- **Homework.** Physiology is a quantitative science. Hence, we will have several homework assignments that involve solving quantitative problems. The homework assignments will be posted on Moodle.
- **Laboratory exercises.** Each lab will have a lab report and most labs will start with a quiz. Lab work will be done in groups of two or three, with one person running the software, one person handling the hardware, and one person being or handling the subject. It is important to rotate through each of these positions *during every lab*. Points will be deducted for not participating fully in the lab.
- **Scores:** Overall total = ~1175 pts (may be adjusted as needed during the semester). 3 lecture exams @ 250 pts each = 750 pts; 2 lab exams @ 100 pts each = 200 pts; 2–3 homework assignments for 100 pts overall (divided ~equally among assignments); lab quizzes and reports = ~125 pts overall (scores vary among quizzes & reports).
- **Bonus points** may be earned from pop quizzes, on exams, or by doing special course-related activities to be announced in the lectures or laboratories, and for being the first person to *identify and correct* mistakes in the course material (lectures, laboratory exercises, texts).

ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS (200 pts in addition to those above):

- Each graduate student must prepare and give one lecture in the course (100 pts). You may choose your topic except for a few that are reserved for the professor, and you may have as much guidance as you wish in preparing.
- Each graduate student must do a lab project beyond the ones assigned (100 pts). See professor for more information.

GRADING: Your final grade will reflect your accomplishments in the course. Points may be deducted for excessive absences (more than 10% of class days), and late arrivals or early departures. Scores and grades will *not* be curved.

CLASS BEHAVIOR: Please behave respectfully to your classmates and instructors. Please be quiet throughout the lectures, turn off cell phones/pagers, and refrain from packing your things until class is over. If you use an electronic device to do work other than note-taking for this course, then we may ask you to leave or surrender the device for the class period. However, please feel free to ask questions at any time about course content!

ACADEMIC HONESTY: You must be honest and forthright in your studies. To steal the words or ideas of another, to cheat on an assignment, or to allow or assist another person to commit these acts corrupts the educational process. Furthermore, plagiarism is unethical and sometimes illegal. Plagiarism is grounds for failing the course, and possibly for expulsion (see Student Handbook).

CLASS COMMUNICATION: I may communicate with the class via email. You should check your campus e-mail regularly. *Not getting messages is not a valid excuse—you snooze, you lose.*

MOODLE: Many course materials will be posted on the course web page on Moodle (<http://ulink.louisiana.edu>). Course material (lecture notes, lab handouts, updates, miscellaneous clarifications, reference material, etc.) will be posted on Moodle. I will give you fill-in-the-blank lecture notes to allow you to listen more and write less during class so that you can more easily assimilate the information.

HELP: General tutoring and help may be available through the Academic Success Center (<http://studentsuccess.louisiana.edu>), although they do not currently offer tutoring for this specific course. There is free, confidential help on campus for students with (Learning Disabilities, Physical Disabilities, Psychological Disabilities, or ADHD). Please contact ODS located in the Conference Center, Room 126 in person or at 482-5252 or ods@louisiana.edu. You can also visit the ODS website (<http://disability.louisiana.edu>) for information.

DISABILITY ACCOMMODATIONS: Students who need academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. You may call 337-482-5252 or visit the ODS office in the Conference Center, Room 126. Once registered, you should then schedule an appointment with the professor to make appropriate arrangements.

EMERGENCY EVACUATION PROCEDURES: At the beginning of the semester, please read the map (posted near the elevator) of each floor marking the evacuation route and the **Designated Rescue Area**. This is an area where emergency service personnel will go first to look for individuals who need assistance. Students who may need assistance should identify themselves to the instructors at the beginning of the semester and during any emergency.

Biology 482, Comparative Physiology, fall 2016

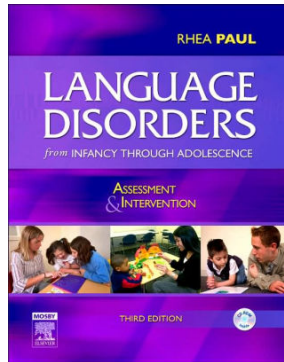
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Lectures: Tuesdays & Thursdays 11:00–12:15, VLW 403 18 August 2017*Labs:* Wed 1:00–4:50 (Section 010) or Thurs 1:00–4:50 (Section 011), VLW 409**SCHEDULE:**

For lectures, read assigned chapter *before* each lecture. For labs, handouts will be posted weekly on Moodle. Download & read the handout *before* each laboratory. *Lab quizzes* based on the handout will often be given at the beginning of the lab. Lab exercises may change.

Date	Day	Ch.	Title	Lab – Wed (010) & Thurs (011)
8/22	T	1	Animals & Environments:	
8/24	Th	2	Molecules & Cells	Intro to LabTutor & PowerLab
8/29	T	3, 4	Genomics & Proteomics; Physiol Devel.	
8/31	Th	5	Transport of Solutes & Water	Help w/ homework; <i>no experiment</i>
9/5	T	6	Nutrition, Feeding, & Digestion	
9/7	Th	7	Energy Metabolism	<i>No labs this week</i>
9/12	T	8	Aerobic & Anaerobic Metabolism	
9/14	Th	9	Energetics of Aerobic Activity	Energy Expenditure & Exercise (tent.)
9/19	T	-	Exam 1 (Ch. 1–9)	
9/21	Th	10	Thermal Relations	Cockroach Sensory Nerve
9/26	T	11	Food, Energy, & Temperature at Work	
9/28	Th	12	Neurons	Sensory Physiology
10/3	T	13	Synapses	
10/5	Th	-	<i>Fall Holiday</i>	<i>No labs this week</i>
10/10	T	14	Sensory Processes	
10/12	Th	15	Nervous System Organization	Stroop test
10/17	T	16	Endocrine & Neuroendocrine Physiology	
10/19	Th	17	Reproduction	Lab Exam 1; Homework #1 DUE
10/24	T	19	Control of Movement	
10/26	Th	-	Exam 2 (Ch. 10–17)	Muscle
10/31	T	20	Muscle	
11/2	Th	21	Movement & Muscle at Work	Respiration (PBL)
11/7	T	22	Introduction to O ₂ & CO ₂ Physiology	
11/9	Th	23	External Respiration	Help w/ homework; <i>no experiment</i>
11/14	T	24	Transport of O ₂ & CO ₂	
11/16	Th	25	Circulation	ECG & Pulse (PBL)
11/21	T	27	Water & Salt Physiology	
11/23	Th	-	<i>Thanksgiving Holiday</i>	<i>No labs this week</i>
11/28	T	28	Water & Salt Physiology	
11/30	Th	29	Kidneys & Excretion	Lab Exam 2; Homework #2 DUE
12/8	Fri		Final Exam (Ch. 19–29), 2:00–4:30 PM	

The University of Louisiana at Lafayette
Department of Communicative Disorders
CODI 384: Language Disorders in Children
Fall 2018



Class: 10-10:50 p.m., MWR Burke-Hawthorne 216
Instructor: Rachel W. Saffo, Ph.D., CCC-SLP
Email: Rachel.Saffo@louisiana.edu
Office Hours: See posted hours OR by appointment

Required Texts

Paul, R., Norbury, C., & Gosse, C. (2018). *Language disorders from infancy through adolescence: Assessment and intervention, 5th ed.* St. Louis, MO: Mosby Elsevier. [ISBN: 9780323442343].

Course Description

This course will provide an introduction to evaluation, assessment, and intervention of developmental language disorders (DLD) in children with atypical communication development. This course emphasizes using a family-centered approach in assessment and intervention. It will facilitate students' application of research-to-practice, development and evaluation of program practices, and implementation of appropriate practices to assess and enhance the communication development of children with DLD.

ASHA KASA Standards

1. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (III-B).
2. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas (III-C, a-d):

- a. Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
 - b. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
 - c. Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)
 - d. Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)
3. The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders (III-D, 4, 7-9).
 4. Students will acquire knowledge regarding cultural and dialectal variability and individual variation in communicative development and learn strategies for effectively communicating with client/patient, family, caregivers, and relevant others (IV-G-3a).

Student Learning Outcomes

By the end of the semester, students will have the knowledge and skills necessary to:

1. List and define the 3 language domains (form, content, use) and their components across receptive and expressive language.
2. Identify which language domains and components a case study or class discussion is targeting.
3. Develop appropriate ethnographic interview questions for caregivers and teachers of children with suspected DLD.
4. Create appropriate assessment plans for receptive and expressive language across the 3 language domains in persons with suspected DLD.
5. Create appropriate assessment plans for receptive and expressive language across the 3 language domains in persons with suspected DLD from multicultural/bilingual backgrounds.
6. Based upon assessment results, create appropriate intervention plans for specific case studies of persons with suspected DLD.
7. Based upon assessment results, create appropriate intervention plans for specific case studies of persons with suspected DLD from multicultural/bilingual backgrounds.

Course Requirements

Students are expected to read, comprehend, and be able to demonstrate their understanding of the text, assigned readings, and other class activities. A total of 700 points can be earned in this class.

1. Assignments (5 @ 100 points each). Five assignments given during the semester – see attached course calendar for due dates. These assignments are worth 100 points each. All assignments will be based on material covered in class and in outside readings.
2. Learning Centered Activities (maximum of 200 points). Over the course of the semester you may be asked to complete activities/assignments designed to help you better understand the material being covered. No make-ups will be allowed. These activities may occur in- or out-side of class. Examples of activities: *Group review & discussion*.
3. Complete 5 Clinical Observation Clock Hours (5 @ 10 points each).
 - a. Complete an observation clock hour sheet of every observation session. The supervisor must sign too.
 - b. Complete an observation form for each session and turning it in to the supervisor of the outside lab session. Please note: If the supervisor finds that the observation sheet is lacking, they may require that an observation be redone.

***ALL OBSERVATION CLOCK HOUR SHEETS ARE TURNED INTO THE CLINIC DIRECTOR, JULIE ANDRIES, BY THE DEADLINE POSTED ON THE OBSERVATION SCHEDULE ON MOODLE.**

Grading

Each student's final grade will be determined by adding all points earned during the semester divided by the total number of points available. A total of 750 points is possible. Letter grades will be assigned relative to the following percentages of points earned.

100- 97%	A+	76- 72%	C
100- 92%	A	71- 70%	C-
91- 90%	A-	69- 67%	D+
89- 87%	B+	66- 62%	D
86- 82%	B	61- 55%	D-
81- 80%	B-	54- 0%	F
79- 77%	C+		

Academic Misconduct

Students are expected to abide by the UL policy on academic honesty at all times. Academic misconduct by students includes all acts of dishonesty in any academically-related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity.

1. Cheating: using or attempting to use unauthorized materials, information, study aids, or computer-related information.
2. Plagiarism: representing the words, data works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.
3. Fabrication: presenting as genuine any invented or falsified citation or material.

4. Misrepresentation: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

University policy concerning academic misconduct will be strictly enforced. Any documented episode of academic dishonesty will result in a o.

<http://catalog.louisiana.edu/content.php?catoid=9&navoid=2064#Academic%20Honesty>

Office of Disability Services

Students with disabilities needing academic accommodations should:

1. Register with and provide documentation to the Office of Disability Services (ODS)
2. Bring a letter to the instructor from ODS indicating your need for academic accommodations. This should be done in the first weeks of class.

For more information, contact the ODS

Conference Center, Room 126

T: (337) 482-5252 (voice)

<https://disability.louisiana.edu>

ods@louisiana.edu

Academic support

Students who would like to improve their study skills or who would like tutoring can contact:

The Learning Center

Lee Hall, 2nd Floor

Mon-Thu 8:00a.m.-4:30p.m. & Fri 8:00a.m.-12:00p.m.

337-482-6583

tlc@louisiana.edu

Attendance

Attendance is expected at each class. If you miss a class, you are responsible for the information presented in the class, including any announcements. Please notify the instructor in advance if you will miss or turn in an assignment late. The instructor reserves the right to decide whether a tardy or make-up assignment will be allowed; a point penalty may accompany it.

Cell phones

The use of cell phones is not permitted in class without permission from the instructor. Please turn off cell phones during class. If you have an emergency, please notify the instructor ahead of time.

Late Assignments

Assignments are ***due at the beginning of class on the due date***. Therefore, assignments turned in after that time will be considered late. Late assignments will be deducted 5 points for each calendar day late, and will not be accepted if they are more than 5 calendar days late.

Unexpected conflicts due to family or medical emergencies will be excused at the discretion of the instructor.

Exams

All exams must be taken on the scheduled date. If an exam is missed due to illness or emergency, the student is responsible for contacting the instructor as soon as possible. Make-up exams are provided in *rare circumstances* at the discretion of the instructor, and may be associated with a point penalty.

SYLLABUS CHANGE POLICY: This syllabus is a guide for the course and is subject to change with advanced notice.

Outline of Topics:

Lecture	Chapter/Page Numbers
1	Review of Typical Language Development
2	Ch. 1 Intro. to Language Disorders
3	Ch. 2 Assessment
4	Ch. 5, p. 137-160 Assessment of CLD Pops
5	Ch. 4 Special Pops
6	Ch. 3 Intervention
7	Ch. 5, p. 160-181 Intervention with CLD Pops

CODI 526-02 – Fall 2018

Language Disorder in Children

Instructor: Holly Damico, Ph.D., CCC-SLP Phone: (O) 482-5240

E-mail: hollydamico@louisiana.edu

Office: B222

Location: B216

Class Time: MW 3:30-4:45

Office Hours: As posted on office door, or
by appt

Children who possess a disorder(s) where language impairment is either a primary or secondary characteristic represent a large clinical population that will be encountered across many service delivery settings, especially in public schools. This course will combine real world practicality with a constructivist theoretical perspective to address the topic of language disorders in this age group. Implications of this perspective are most appropriately suited for the assessment and treatment of language disorders in school-aged children. Because of the consistent overlap in language characteristics across disorders we will not focus on specific diagnostic labels and categories. Instead, we will focus on the overall principles and practices needed to deliver services to children with language impairments irrespective of the origin of the deficit. The course content is divided into three general sections: Orienting Issues, Assessment Issues, and Intervention Issues. Specific attention will be focused on the assessment process and tools, and various intervention options and strategies for impaired children from culturally and linguistically diverse backgrounds. The course is intended to prepare you to do effective and innovative work with school-aged, language-disordered children.

Each class will typically consist of the following:

1. Initial comments by the instructor followed by questions and/or discussion of the previous assignments
2. Student discussion of readings
3. Lecture/discussion expanding on the day's topic by the instructor.
4. At various points in the course, time will also be set aside to interact on various selected topics of interest to the students. The outline and schedule presented here may change as the semester progresses due to the perceived needs and interests of the class members.

Standards Addressed

Upon completion of this course the student servicing school-aged clients with language-impairments will have the knowledge base sufficient to demonstrate acquisition of the following ASHA standards.

ASHA Standard: Standard IV – B, C, D, E

Specific Course Objectives

1. Provide current theoretical and research-based information on language disorders in children.
2. Discuss a constructivist theory of learning consistent with a holistic model of language functioning, how this system may come to be impaired, and the implications of such impairment on overall meaning-making abilities.
3. Describe how multiple internal and external systems interact with the linguistic components to create a proficient (or non-proficient) meaning-maker.

4. Provide sufficient information and experiences to enable the student to conduct appropriate service delivery with regard to prevention, scheduling, planning, collaboration, assessment, intervention, and teacher/parental consultation in school-based and community-based clinical settings.
5. Discuss and incorporate important variables relevant to developmental, linguistic and cultural diversity issues and how they impact on assessment and intervention in school-based populations.

Learner Outcomes

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

1. Compare, contrast, and discuss the relative advantages of a constructivist over a behaviorist framework of language and language disorders.
2. Discuss the cognitive, cultural, linguistic, and social variables that come into play when providing service delivery (including prevention, assessment and intervention) to students with or at risk for language impairment.
3. Collect authentic performance data that may be analyzed for assessment purposes from structural as well as functional perspectives.
4. Identify, compare and contrast various language assessment technologies, tools and techniques available from language sciences and disorders.
5. Employ effective tools and techniques for the assessment of school-aged language disorders.
6. Conduct appropriate analysis of collected data by incorporating structural and functional analyses with academic, developmental, and diversity data.
7. Interpret the assessment findings in light of all collected data and the social, academic, and cultural expectations set within the contexts of interest.
8. Employ language assessment data to plan effective and appropriate language, academic, and literacy intervention – including collaborations with teachers and parents for prevention and support activities
9. Be able to critique and apply various types of materials and intervention techniques within school-based and community clinic settings in the remediation of language impairments among school-aged individuals while considering reimbursement and other contemporary professional issues.
10. Establish procedures to monitor the effectiveness and efficacy of the interventions employed for client's benefit as well as reimbursement, credentialing and other contemporary professional issues.

Grades will be determined by class participation and successful completion of the class requirements.

These requirements are as follows:

1. Complete **assigned readings** by appropriate deadlines listed in the syllabus. Readings will be placed electronically on Moodle. You will be asked to sign an affirmation at the end of the semester to self-report the percentage of readings you completed, and that will be factored into the final grade.
2. Complete all **class assignments** as specified during the course.
3. Perform satisfactorily on any **quizzes**
4. Take part in **class discussions**. You will be asked to self-assess at the end of the semester, including the amount of time you spent on a device for non-related class activities (see below). This will be compared to Dr. Damico's assessment and factored into the final grade.
5. **Attend Classes (see attendance below).**

6. **A final examination.**

Attendance

It goes without saying that regular, on-time class attendance is required as part of a graduate level, professional-preparation course; however, we will say it anyway: Regular, on-time class attendance is required. Doctor's notes are acceptable for excused absences. More than 1 unexcused absence or a pattern of tardiness (being late to class 3 times equals a class absence) *will result in the reduction of a letter grade.* Students can discuss extenuating circumstances with Dr. Damico.

Device Usage

The only acceptable reason to be online during class time on a personal device is to pull up an electronic copy of the readings or be on the course Moodle site. *Any instance of other online activity during class will count as an absence for that class period.* If you have a device during class, I am more likely to call on you because I assume you are taking good notes, have access to your previous notes, and have a copy of the day's readings in front of you.

Grading

Assessment of performance in this course is focused on the demonstration of the ability to think and apply the information to clinical situations and settings. Students will accumulate points for all reading, assignments, quizzes and the final. The final grade will be based on the total number of points accumulated by the student on all requirements and expressed as a percentage (%) of the total points possible during the semester. Points will be deducted for all assignments that are turned in late unless the student presents a written excuse that is acceptable to Dr. Damico. Letter grades will be assigned using the following percentage scale:

91 - 100	-	A
82 - 90	-	B
73 - 81	-	C
65 - 72	-	D
Below 65	-	F

Assignments

Students will be expected to participate in collaborative group projects both in and out of class. Both within and outside of class activities will be assigned

- Based on case studies provided to students
- Based on lecture from previous class/readings
- Based on reading assignments
- Some focus on use of procedure (specifically from the 4 technologies)
- Analysis and goal writing activities
- Some focus on problem solving and analysis

- Discussion of particular topics using various grouping or distance learning strategies
 - Problem solving
 - Structured Controversy
 - Brainstorming

Demonstrations from actual client data will be used throughout the course. In order to ensure confidentiality of these data, students are not allowed to audio or video record any portion of class sessions unless special arrangements are made beforehand with Dr. Damico.

Class Participation

At the beginning of each class 1 or 2 students may be asked to discuss the applications of the assigned readings or prior lectures. Students are expected to participate in class discussion and activities. Active participation in class discussion at some point during the semester, is required in order for a student to receive a grade of 91% or higher.

Learner Outcomes Assignment

Prior to the final exam, students may be asked to prepare written responses to each of the 10 learner outcomes in the syllabus. Responses should include a personal narrative response to each outcome and an outline of readings, notes and information that supports the narrative of each outcome. Where appropriate, you may reference your work (done during the semester or from other clinical settings) as an indicator of your acquisition of a specific learner outcome. Additionally, this final version of the learner outcomes may be the course product that will be included in your student portfolio.

Readings

We will not use a textbook in this course. Rather, a set of articles/chapters will be utilized. These are the **required** readings for the course. Each student is required to read these articles/chapters and you will be responsible for them during classes and on quizzes. ***This component of the class can hardly be over-emphasized.*** Active learning requires discussion and analysis on the part of all participants. The readings are listed below by date required. Discussions of assignments and/or quizzes may be required of any article on or after the expected day of completion.

Remediation:

Students who are not making adequate progress toward specific learner outcomes will be provided an opportunity for remediation. Remediation may include, but is not limited to the following

1. Additional readings and oral and/or written reflections on selected topics
2. Individual tutoring on selected topics
3. Additional assignments specific to areas of concern or deficits.

Remediation work is not considered to be extra credit, though it may be used as such at the instructor's discretion. The extra work is intended to assist the student in meeting the learner outcomes of the course and satisfy clinical education requirements specified by ASHA. It is the student's responsibility to pursue and follow up on any necessary remediation.

Course Evaluation:

Students will have the opportunity to evaluate the course by completing the Student Evaluation of Instruction administered by the University near the end of the semester.

Class Topics and Schedule (this schedule is only a rough guide)

- 08/20 An Orienting Discussion: Personal Experiences
- 08/22 Language and its Disorders
- 08/27 Theory of Learning: The Construction Meaning
- 08/29 Theory of Learning: The Construction Meaning
- 09/03 Labor Day
- 09/05 Assessment in Education Systems: Descriptive and authentic assessment
- 09/10 Principles of Intervention /the Assessment Technologies
- 09/12 The Assessment Technologies: Observation I
- 09/17 The Assessment Technologies: Behavioral Sampling I & II
- 09/19 The Assessment Technologies: Behavioral Sampling III
- 09/24 The Assessment Technologies: Protocols, Checklists, Rating Scales
- 09/26 The Assessment Technologies: Probes and Problems
- 10/01 The Assessment Technologies: Probe Techniques
- 10/03 Interpretation
- 10/08 Interpretation: Patterns of Strengths and Weaknesses
- 10/10 Intervention Components
- 10/15 Interpretation: Explanatory Analysis
- 10/17 Turning Assessment Data into Intervention Planning
- 10/22 Intervention Components
- 10/24 Interactionally-based Contexts
- 10/29 Interactionally-based Contexts
- 10/31 Literacy-based Contexts
- 11/05 Literacy-based Contexts
- 11/07 Play-based Contexts
- 11/12 Play-based Contexts & Story-based Contexts
- 11/14 Story-based Contexts
- 11/19 Academic-based Contexts
- 11/21 DAY BEFORE THANKSGIVING-Academic-based Contexts
- 11/26 Other Contexts
- 11/28 TBA
- TBA Final Exam and/or Grading Conferences**

Readings Schedule

The required readings are listed under each date. Most of the readings will be made available, however students have primary responsibility for locating readings from the library or online. The items are mandatory reading and will be required for class discussion on the date under which they are listed – even if they are not covered in class lecture. ***Dr. Damico reserves the right to modify the number, schedule and specific required readings based upon student interest, needs and how the course progresses.***

08/20

08/22 Holzman, L. (2010). Without creating ZPDs there is no creativity. In M.C. Connery, V.P. John-Steiner, & A. Marjanovic-Shane (Eds.) *Vygotsky and Creativity: A Cultural-Historical Approach to Play, Meaning Making and the Arts*. (pp. 27-39) New York: Peter Lang Publishing.

Geekie, P., Cambourne, B. & Fitzsimmons, P. (1999). Chapters 1, *Understanding Literacy Development* (pp. 1-26). Staffordshire, UK: Trentham Books.

Perkins, M.R. (2001). Compensatory strategies in SLI. *Clinical Linguistics and Phonetics*, 15, 67-71.

08/27 Perkins, M.R. (2005) Pragmatic ability and disability as emergent phenomena. *Clinical Linguistics and Phonetics*, 19, 367-377.

Damico, J.S., Nelson, R., (2005) Interpreting Problematic Behavior: Systematic Compensatory Adaptations as Emergent Phenomena in Autism. *Clinical Linguistics and Phonetics*, 19, 405-428.

Damico, J.S. (1988). The lack of efficacy in language therapy: A case study. *Language, Speech and Hearing Services in Schools*, 19, 51-67.

08/29 Kohn, A. (2004) Standardized testing and its victims, In A. Kohn (ed.) *What does it mean to be well educated? And more essays on standards, grading, and other follies*. (pp. 54-61) San Diego: College-Hill Press.

Duckworth, E. (1987). The having of wonderful ideas. In E. Duckworth (Ed.). *The having of wonderful ideas and other essays on teaching and learning*. (Pp. 1-14). New York: Teachers College Press.

Dudley-Marling, C. (2000) *A family affair: When school troubles come home*. Portsmouth, NH: Heinemann (Pages 1-19; Things only go wrong for other people's children: Anne's story).

09/03 Labor Day

09/05 Hamayan, E., Marler, B., Sanchez-Lopez, C., Damico, J. (2013) *Special education considerations for English Language Learners: Delivering a continuum of services*. (2nd ed.). Philadelphia, PA: Caslon (Pages 1-52, Chapters 1-3)

(*optional*) Brinton, B. & Fujiki, M. (2010). Living with language impairment. *Journal of Interactional Research in Communication Disorders*, 1, 69-94.

09/10 van Kraayenoord, C.E. (2010). Response to intervention: New ways and wariness. *Reading Research Quarterly*, 45, 363-376.

Allington, R.L. (2009). *What really matters in response to intervention: Research-based designs*. Boston, MA: Allyn & Bacon. (Pages 1-26, Chapter 1).

(*optional*) Damico, J. (1993). Adolescent language: Language assessment in adolescents: Addressing critical issues, *Language, Speech, and Hearing Services in Schools*, 24, 29-35.

09/12 Wesby, C. & Watson, S. (2010). ADHD and communication disorders. In J.S. Damico, N. Muller, & M.J. Ball (Eds.), *The Handbook of Language and Speech Disorders*. Oxford: Blackwell Publishing. (pp. 529-555).

Dunaway, C. (2004). Attention Deficit Hyperactivity Disorder: An authentic story in the schools and its implications. *Seminars in Speech and Language*, 25, 271-275.

(*optional*) Damico, J.S., Muller, D., and Ball, M.J. (2004) Owing up to complexity: A Sociocultural orientation to Attention Deficit Hyperactivity Disorder. *Seminars in Speech and Language*, 25, 277-285

09/17 Pils, L. (1991). Soon anofe you tout me: Evaluation in a first-grade whole language classroom. *The Reading Teacher*, 45, 46-50.

Goodman, Y. (1985). Kid watching: An alternative to testing. *National Elementary Principal*, 57, 41-45

09/19 Damico, J.S. (1985). Clinical Discourse Analysis: A functional approach to language assessment. In C.S. Simon (ed.) *Communication Skills and Classroom Success: Assessment of language-learning disabled students*. (pp. 165-204) San Diego: College-Hill Press.

09/24 Westby, C. (1997). There's more to passing than knowing the answers. *Language, Speech and Hearing Services in Schools*, 28, 274-287.

Goodman, Y.M. & Goodman, K.S. (1994). To err is human: Learning about language processes by analyzing miscues. In R.B. Ruddell, M.R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading*. (pp. 101-123) Newark, DE: International Reading Association.

09/26 Holland, A. & Nelson, R. (2013). Counseling issues with children who have communication disorders. In A. Holland & R. Nelson, *Counseling in Communication Disorders: A Wellness Perspective 2nd Edition* (pp. 147-185). San Diego, CA: Plural Publishing.

Common Core Handouts and IEP Handout

10/01 Kratcoski, A.M. (1998). Guidelines for using portfolios in assessment and evaluation. *Language, Speech and Hearing Services in Schools*, **29**, 3-10

10/03 Brinton, B. & Fujiki, M. (1992). Setting the context for conversational language sampling. *Best Practices in School Speech-Language Pathology*, **2**, 9-20.

10/08 Nelson, N.W. (1992). Targets of curriculum-based language assessment. *Best Practices in School Speech-Language Pathology*, **2**, 73-86.

McCabe, A. & Rollins, P.R. (1994). Assessment of preschool narrative skills. *American Journal of Speech-Language Pathology*, **3**, 45-56.

10/10 Creaghead, N. (1992). What does this student know about school? Analysis of classroom scripts for interaction. *Best Practices in Speech-Language Pathology*, **2**, 65-72.

Wade, S. (1990). Using think alouds to assess comprehension. *The Reading Teacher*, **43**, 442-451.

10/15 Fey, M., Long, S., Finestack, L.H. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, **12**, 3-15.

Freppon, P. & Dahl, K. (1991). Learning about phonics in a whole language classroom. *Language Arts*, **68**, 190-197.

10/17 Baumann, J., Jones, L., and Seifert-Kessell, N. (1993). Using think alouds to enhance children's comprehension monitoring abilities. *The Reading Teacher*, **47**, 184-193.

Dudley-Marling, C. (1993) Challenging the children: A holistic approach to teaching students with learning problems. In A. Bauer & E. Lynch (Eds.), *Children who Challenge the System*. (pp. 89-115). Norwood, NJ: Ablex Publishing Corporation.

(optional) Nelson, N.W. (1990). Only relevant practices can be best. *Best Practices in School Speech-Language Pathology*, **1**, 15-28.

10/22 Bergeron, B. and Rudenga, E. (1996). Seeking authenticity: What is "real" about thematic literacy instruction? *The Reading Teacher*, **49**, 544-551.

Kohnert, K., Yim, D., Nett, K., Kan, P.F., and Duran, L. (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language, Speech, and Hearing Services in Schools*, 36, 251-263.

10/24 Brinton, B., Robinson, L.A. & Fujiki, M. (2004). Description of a program for social language intervention: “if you can have a conversation, you can have a relationship”. *Language Speech and Hearing Services in Schools*, 35, 283-290.

(optional) Brinton, B. & Fujiki, M. (1994). Ways to teach conversation. In J. Duchan, L. Hewitt, & R. Sonnenmeier (Eds.), *Pragmatics: From theory to practice*. (pp. 59-71). Englewood Cliffs, NJ: Prentice-Hall.

10/29 Damico, J.S. & Damico, S.K. (1993). Mapping a course over different roads: Language teaching with special populations. In J.W. Oller, Jr. (Ed.). *Methods that work: A smorgasbord of language teaching ideas* (2nd Ed.). (pp. 320-331) New York: Newbury House.

Ellis, E., Schlichter, C., & Sonnier, C. (2001). Using student investigation to water up content-area instruction for adolescents with learning disabilities. In L. Denti & P. Tefft-Cousin (Eds.) *New Ways of Looking at Learning Disabilities: Connections to Classroom Practice*. (pp. 287-314). Denver, CO: Lovelace Publishing Company.

10/31 Johnson, D.W., & Johnson, R.T. (1999). Making cooperative learning work. *Theory Into Practice*, 38, 67-73.

Harvey, S. & Daniels, H. (2009). *Comprehension & collaboration: Inquiry circles in action*. Portsmouth, NH: Heinemann. (55-95, Chapters 4 & 5).

11/05 Ohanian, S. (1994). Will you recognize the ready moment? *Who's in Charge?* (Pp. 80-87). Portsmouth, NH: Boynton/Cook Publishers/Heinemann.

Ohanian, S. (1994). Reading for What? *Who's in Charge?* (Pp. 110-120). Portsmouth, NH: Boynton/Cook Publishers/Heinemann.

(optional) Ohanian, S. (1994). A plea for more disorderliness. *Who's in Charge?* (Pp. 159-163). Portsmouth, NH: Boynton/Cook Publishers/Heinemann.

11/12 Smith, F. (1999) Why systematic phonics and phonemic awareness instruction constitute an educational hazard. *Language Arts*, 77, 150-155.

Norris, J.A. (1988). Using communicative reading strategies to enhance reading acquisition. *The Reading Teacher*, 41, 668-673.

Stillman, J., Anderson, L., & Struthers, K. (2014). Returning to reciprocity: Using dialogue journals to teach and learn. *Language Arts*, **91**, 146-160.

(optional) Bode, B.A. (1989). Dialogue journal writing. *The Reading Teacher*, April, 568-571.

11/14 Paley, V.G. (1994). Every child a story teller. In J.F. Duchan, L.E. Hewitt, & R.M. Sonnenmeier (Eds.) *Pragmatics: From theory to practice*. (Pp. 10-19). Englewood Cliffs, NJ: Prentice-Hall.

Culotta, B. (1994). Representational play and story enactments: Formats for language intervention. In J. Duchan, L. Hewitt, & R. Sonnenmeier (Eds.), *Pragmatics: From theory to practice*. (pp. 105-119). Englewood Cliffs, NJ: Prentice-Hall.

11/19 Schuler, A.L. & Wolfberg, P.J. (2004). Promoting peer play and socialization: The art of scaffolding. In A.M. Wetherby & B.M. Prizant (Eds.), *Autism Spectrum Disorders. A transactional developmental approach. 3rd Edition* (pp. 251-278). Baltimore: Paul H. Brookes Publishing Company.

(optional) Beilinson, J.S. & Olswang, L.B. (2003). Facilitating peer-group entry in kindergartners with impairments in social communication. *Language Speech and Hearing Services in Schools*, **34**, 154-166.

11/21 Olivos, E.M., Gallager, R.J., & Aguilar, J. (2010). Fostering collaboration with culturally and linguistically diverse families of children with moderate to severe disabilities. *Journal of Educational and Psychological Consultation*, **20**, 28-40.

Paradice, R. and Adewusi, A. (2002). 'It's a continuous fight isn't it?': Parents' views of the educational provisions for children with speech and language difficulties. *Child and Language Teaching and Therapy*, **18**, 257-288.

11/26

11/28 Damico, J., and **Hamayan**, E. (1991) Implementing assessment in the real world. In E. Hamayan and J. Damico (Eds.) *Limiting bias in the assessment of bilingual students* (pp. 303-316) Austin, TX: Pro-Ed.

Green=Theoretical
Yellow=Assessment
Blue=Intervention

Emergency Evacuation Procedures:

A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

Services for Students with Disabilities

Students should be aware that there is free confidential help on campus for students with psychological disabilities (Bipolar, Depression, Anxiety etc.). Please contact Kim A. Warren, Supported Education Advisor, at 482-5252 or at kimwarren@louisiana.edu. Her office is located in the Conference Center, Room 126. You can also visit SSD website for information on SSD and SEP services and eligibility requirements.

Academic Misconduct

Academic misconduct guidelines are strictly upheld. Cheating, plagiarism or other forms of academic misconduct will result in a zero for the assignment in question and Dr. Damico will seek to assess greater penalties if possible. Please consult the Graduate Bulletin under “Academic Honesty”.

History of Modern Africa, 1800-present
University of Louisiana at Lafayette
Fall 2018

HIST 330-001
MWF: 11:-11:50 am
HL Griffin Hall 524

Dr. Sarah Runcie
Office Hours: MF, 12:30-2:30, W, 2:30-4:30
Office: H.L. Griffin 540

Description

This course provides an overview of major themes in modern African history. We will focus specifically on understanding political, economic, and social change in 19th century Africa, the rise and development of colonial rule, struggles for independence, and the politics of postcolonial states.

This course will also strengthen student skills in the methodologies of historical study. Students will work closely with primary sources and build skills to analyze such sources independently.

Student Learning Outcomes

By the end of this course, students will be able to:

- Explain major themes in modern African History
- Identify and evaluate primary sources on African history
- Understand the changing political geography of Africa in the 19th and 20th century
- Demonstrate knowledge about connections between African history and World History
-

Requirements:

Students are required to attend all class sessions and come prepared to actively discuss course readings. Class sessions will be interactive and active student participation is expected.

Final grades will be based on the following components:

Participation: 15%

Presentation: 5 %

3 Map Quizzes: 10%

Primary Source Assignment: 15%

Paper (5 pages): 20%

Mid-Term Exam: 15 %

Final Exam: 20 %

Assignments

Participation/Reading response:

Students are expected to actively participate in class sessions. Doing so requires that students complete all readings and come to class prepared to analyze the readings. We will regularly read and refer to the texts as a group, so you should plan to have access in class to the assigned readings either through a laptop or a print out. To help prepare for and contribute to an active discussion, students will also post a one paragraph response to the readings for one class session per week. You are welcome to use the response to pose questions for class discussion or raise questions you yourself have about the material. These responses are due by midnight the night before that class session. (ex. Post Sunday night by 12 pm for Monday class). These postings will contribute to your participation grade.

Presentation

Students will work in pairs to give a presentation on the readings for one class period. Presentations should be roughly 10 minutes. Further instructions will be provided in advance.

Map Quizzes

Students will take three map quizzes throughout the semester. The first will focus on the political geography of 19th century West Africa, the second on the colonial map of Africa and the final on the contemporary map of Africa. Students will be provided with a sample map and required terms/locations in advance.

Primary Source Assignment

Students will write a 2 page analysis of a primary source that we read for class. You should choose a different reading than the one on which you give a presentation. This analysis should address key questions such as the origin of the text, the intended audience, and the point of view it conveys. Students should also address how the source relates to broader themes of African history that we have discussed in class. The paper is due at the beginning of class on the day for which the reading is assigned. Papers submitted after the class session in which we discuss the text will not be accepted. You can complete this assignment at any time in the semester before the last day of classes. Papers will not be accepted after the last day of classes.

Paper:

Students will write a five-page paper responding to a prompt provided. Students should structure the paper around a strong thesis statement that makes an argument. You should back up this argument using specific textual evidence from the course. Detailed guidelines for the paper will be provided in advance.

Exams:

Students will take a midterm and a final exam. Both exams will include identifications and short answer questions.

This class will use the 10 point scale: 100-90 A, 89-80 B, 79-70 C, 69-60 D, 59 and below F.

Please come to my office hours if you would like to discuss your grade.

Class Policies:

Disability Accommodations:

Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in Agnes Edwards Hall (Conference Center), room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Late/Missed Assignments:

Students are required to be in class on time for quizzes and tests. Students who enter class more than 5 minutes late will not be permitted to take quizzes. Make up quizzes/tests will only be offered with a note from a doctor or academic advisor. Late papers will receive one letter grade down for each day late

Electronic Devices:

Students are permitted to use laptops in class for the purpose of note-taking. You will be asked to put away your device or to leave class if you are using a laptop for purposes unrelated to the class.

Cell phones should be silenced and remain put away for the duration of the class session.

****Audio or video recording of class sessions is prohibited.****

Required Books

Richard A. Reid, *A History of Modern Africa: 1800 to the Present*, 2nd edition, 2012.

Tsitsi Dangarembga, *Nervous Conditions* (London, 2004 [Harare, 1988])

These books are available at the university bookstore. You are also welcome to buy used copies on the internet. Please ensure that you are selecting the correct edition of the book if you purchase on the internet.

All additional readings and videos will be made available either through Moodle or the university library.

Please note that the class schedule/readings are subject to change

Course Schedule

M. 8/20: Course Introduction: What is Africa?

W. 8/22: Studying African History

- Reid, *A History of Modern Africa*, 1-16

F. 8/24: Studying African History, continued

- Moodle: Talking about ‘Tribe’: Moving from stereotypes to Analysis” *Africa Policy Information Center* (Background Paper 010, November 1997), 1-8.

African States and Societies through the 19th Century

M. 8/27: Early West Africa and the Age of Empires

- Ehret, “West Africa, 300-1450”; “Western Africa, 1450-1640,” in *The Civilizations of Africa: A History to 1800*, p. 300-320, 343-349

W. 8/29: Rise of the Atlantic Slave Trade

- Shillington, “The Atlantic slave trade, sixteenth to eighteenth century” in *History of Africa*, 169-178

Primary Sources:

- Olaudah Equiano, excerpt from *The Interesting Narrative of the Life of Olaudah Equiano* (1789) in *Africa & the West* Vol 1. (2010), 57-66

F. 8/31: Western Africa and the Atlantic World in the 19th Century

- Reid, *A History of Modern Africa*, 17-41

Primary Sources:

- “Samuel Crowther escapes Slavery (1821-22) in *Africa and the West* (2010), 103-110

M. 9/3- NO CLASS: LABOR DAY

W. 9/5: East Africa and the Indian Ocean in the 19th Century

- Reid, *A History of Modern Africa*, 42-64

F. 9/7: Gender and 19th Century East Africa

- Ann Biersteker, "Language, Poetry and Power: A Reconsideration of 'Utendi wa Mwana Kupona,'" in *Faces of Islam in African Literature*, edited by Kenneth W. Harrow (Portsmouth, NH: Heinemann, 1991).

Primary Sources:

- Mwana Kupona bint Msham, "Utendi wa Mwana Kupona," (orig. 1858) in J.W.T. Allen (ed.), *Tendi: Six Examples of Swahili Classical Verse Form with Translations and Notes*(London, 1971).

M. 9/10: Southern Africa in the 19th century

- Reid, *A History of Modern Africa*, 65-76.

Primary Sources:

- Magera M. Fuze, "The Black People and Whence they Come" in *The South Africa Reader*, 20-25.

W. 9/12: Southern Africa in the 19th Century

Primary Sources

- C.P. Bezuidenhout, "The History of the Afrikaans People" in *The South Africa Reader*, 78-83.

F. 9/14: Islam: Revival and Reform

- Reid, *A History of Modern Africa*, 77-111.

Primary Sources:

- Abd Allah ibn Muahmmmed, "The Hijra and the Holy War of Sheik Uthman dan Fadio," in Collins, *Western African History Vol 1*, 62-69
- Sheik al-Kanami, "the Case against the *jihad*," in Collins, *Western African History Vol. 1*, 70-72.

The Rise of Colonial Rule

M. 9/17: The Scramble for Africa

19th Century West Africa Map Quiz in Class, See Reid, p. 29

- Reid, *A History of Modern Africa*, 113-138

Primary Sources:

- The Treaty of Berlin (1885): <http://www.blackpast.org/treaty-berlin-1885>

W. 9/19: The Scramble for Africa, continued

- Reid, *A History of Modern Africa*, 138-165

Primary Sources:

- Sir Harry Johnston, “Jaja, Nana, and Resistance to British Control”, in Collins, *Western African History Vol 1*, 214-220.

F. 9/21: Colonial Knowledge and Colonial Rule

- Reid, *A History of Modern Africa*, 165-175

Primary Sources:

- Frederick, Lord Lugard, “Indirect Rule in Tropical Africa,” in Collins, *Western African History, Vol 1*, 228-248.
- G.L. Angoulvant, governor of French West Africa, general instructions to civilian administrators, 26-30

M. 9/24: Global War, Global Political Visions

- Reid, *A History of Modern Africa*, 175-181

Primary Sources:

- Blaise Diagne, “Discussion d’une proposition de loi tendant à soumettre aux obligations militaires les Sénégalais des communes de plein exercice” (English Translation) in *African History Through Sources*
- Jane Nardal, “Black Internationalism,” 1928 in T. Denan Sharpley-Whiting, *Negritude Women* (Minneapolis, 2002).

W. 9/26: Labor, Land, and Colonial Rule

- Reid, *A History of Modern Africa*, 181-207

Primary Sources:

- “The Design of Taxation” and “A Vision for Railways” from *African History through Sources*

F. 9/28: Environmental Change, Disease, and Medicine

- Reid, *A History of Modern Africa*, 207-217
- Tilley, Helen. “Medicine, Empires, and Ethics in Colonial Africa.” *AMA Journal of Ethics* 18, no. 7 (2016): 743–53.

M. 10/1: Colonial Rule and Social Change

- Reid, *A History of Modern Africa*, 218-235
- Judith Van Allen, “Sitting on a Man” Colonialism and the Lost Political Institutions of Igbo Women,” in *Perspectives on Africa*, 2nd edition (2010), 399-410.

W. 10/3: Africa and World War II

- Reid, 236-244
- Timothy Parsons, “The Military Experiences of Ordinary Africans in World War II,” in *Africa and World War II* (New York, Cambridge University Press, 2015). 3-23.

Primary Sources:

- R.H. Kakembo, *An African Soldier Speaks* (London: Edinburgh House, 1946) in *African History through Sources*, vol. 1

F. 10/5: NO CLASS: FALL HOLIDAY

M. 10/8: Postwar Change

Primary Sources:

- Brazzaville Conference (1944), excerpts of conclusions from R. O. Collins, *Western African History* (1990), 117-20
- Henrick Verwoerd Explains Apartheid (1950)

W. 10/10: Colonial Map Quiz (based on Reid, p. 247)/ Midterm Review

F. 10/12: Midterm Exam in Class

Undoing Empire

M. 10/15: Anti-colonial movements and Nationalism

- Reid, 245-275

Primary Sources:

- Nnamdi Azikiwe “Nigeria and Independence” in Collins, *Western African History*, 238-244

W. 10/17: Nationalism and Gender

- Excerpts from Susan Geiger. *TANU Women: Gender and Culture in the Making of Tanganyikan Nationalism, 1955-1965*.

F. 10/19: Class Activity TBA

M. 10/22: Colonial Education and Coming of Age in Modern Africa

- Tsitsi Dangarembga, *Nervous Conditions* (London, 2004 [Harare, 1988])

W. 10/24: Visions of Independent Africa: Alternatives to Empire

- Reid, 276-285
- Frederick Cooper, "Possibility and Constraint: African Independence in Historical Perspective," *The Journal of African History* Vol 49. No. 2 (2008): 167-196.

Primary Sources:

- Sékou Touré and Gen. de Gaulle, 1956 & 1958 speeches excerpted in Collins, *West African History*, Volume 1, 120-27

F. 10/26: Visions of Independent Africa: Beyond the Nation

Primary Sources:

- Kwame Nkrumah, "Address to the Conference of African Heads of State and Government, 24th May 1963," in *Revolutionary Path* (New York, 1973).
- Julius Nyerere, "A United States of Africa," *Journal of Modern African Studies* 1, 1 (1963): 1-6.

M. 10/29: Visions of Independent Africa: Global Capitalism and African Socialism

- Walter Rodney, "How Europe Underdeveloped Africa," in *Perspectives on Africa*, 2nd edition, 439-449.

Primary Sources:

- Julius K. Nyerere, ch. 32 "Varied Paths to Socialism," & ch. 37 "Socialism and Rural Development," in *Uhuru na Ujamaa/Freedom and Socialism* (Oxford, 1968).

Post-Colonial States and Societies

W. 10/31: Cold War Decolonization

- Elizabeth Schmidt, ‘The Congo Crisis, 1960-1965.’ in *Foreign Interventions in Africa: From the Cold War to the War on Terror* (New York: Cambridge University Press, 2013).

Primary Sources

- Patrice Lumumba, Speech at the Ceremony of the Proclamation of the Congo’s Independence.
- Patrice Lumumba, “Patrice Lumumba writes his last letter to his wife (1961) in *Africa and the West*, 140

F. 11/2: Making “Françafrique”

- Lachenal, Guillaume. “Franco-African Familiarities. A History of the Pasteur Institute of Cameroun, 1945-2000.” In *Hospitals beyond the West: From Western Medicine to Global Medicine*, edited by Mark Harrison and Belinda White, 411–444. New Dehli: Orient-Longman, 2009.

M. 11/5: Ethnicity and Conflict in the Post-Colonial State

- Additional reading TBA

Primary Sources:

- Proclamation of the Republic of Biafra, May 30, 1967 in *Africa and the West* (2010), 187-192

W. 11/7: Militarization and African Politics

- Reid, *A History of Modern Africa*, 328-338

In Class: Clips of : *Fela Kuti: Music is the Weapon* (1982)

F. 11/9: Fighting Apartheid

Primary Sources:

- Steve Biko, ch. 9 “The Definition of Black Consciousness,” in *I Write What I Like* (London, 1978, 1996).

M. 11/12: Decolonizations in southern Africa

- Frederick Cooper, “The late decolonizations: southern Africa 1975, 1979, 1994,” *Africa Since 1940*. 133 – 155

Contemporary Africa Map in Class

W. 11/14: Structural Adjustments and Neoliberal Africa

- Paul Nugent, “Invasion of the Acronyms: SAPs, AIDS and the NGO takeover” in *Africa Since Independence*. 326 -367

Primary Sources:

- Structural Adjustment in Ghana (1983-89)

F. 11/16: HIV/AIDS and the Post-Colonial State

Mandisa Mbali, “AIDS Discourses and the South African State: Government denialism and post-apartheid AIDS policy making” *Transformation: Critical Perspectives on Southern Africa*, 54 (2004): 104-122.

Primary Sources:

- Thabo Mbeki, “AIDS and Poverty” in *The South Africa Reader*, 515-520

M. 11/19: Paper Workshop

W. 11/21: Politics and Protest

- Paul Nugent, “Democracy Rediscovered: Popular Protest, Elite Mobilisation and the Return of Multipartyism”, in *Africa Since Independence*, 368-434

F. 11/22: NO CLASS-THANKSGIVING

M. 11/26: Youth, music, and citizenship

- Rosalind Fredericks, “The Old Man is Dead”: Hip Hop and the Arts of Citizenship of Senegalese Youth,” *Antipode* 46 (2014): 130-148.

In Class: Clips of: Democracy in Dakar (2008)

W. 11/28: Revisiting: What is Africa?

F. 11/30: Last day of class, Final Paper Due

FINAL EXAM: Friday, December 7th, 2:00-4:30 PM

History of Modern Africa, 1800-present
University of Louisiana at Lafayette
Fall 2018

Graduate Student Section

HIST 535-001 (Historical Studies)
MWF: 11:-11:50 am
HL Griffin Hall 524

Dr. Sarah Runcie
Office: Griffin 540
Office Hours: MF, 12:30-2:30, W, 2:30-4:30

Graduate students are required to complete all readings as listed on the syllabus of HIST 330. Graduate students will complete additional weekly reading and different assignments for the semester as outlined here.

Assignments:

Participation/Response Papers: 35%
Presentation: 5 %
3 Map Quizzes: 10%
Primary Source Assignments (2): 20%
Final Paper (10 pages): 30%

Participation:

Graduate students will write one page weekly responses to readings for the graduate section. Response papers should focus on the main arguments, methods, and historiographical interventions of the readings. Please submit these responses by 5 pm on Friday. Note that you are not required to submit the one paragraph reading responses outlined in the undergraduate syllabus.

Please plan ahead to purchase or acquire the books through Interlibrary Loan as needed. I can provide PDFs of the articles and book chapters.

Presentation:

As outlined on the HIST 330 syllabus, graduate students will also make a presentation on the readings for a given week. You should plan to give an individual presentation rather than working with a partner.

Primary Source Assignment

Please see instructions for the primary source assignment on the HIST 330 syllabus. Graduate students should plan to complete 2 primary source papers over the course of the semester. As outlined, you can choose when to complete these papers.

Final paper:

The final paper will be a ten page historiography paper. The focus of this paper should be developed in consultation with me over the course of the semester.

****Note: graduate students are not required to take the class midterm or final exam****

Additional Readings:

Week of:

- 8/27:** Barry, Boubacar. *Senegambia and the Atlantic Slave Trade*. New York: Cambridge University Press, 1998.
- 9/3:** Glassman, Jonathon. *Feasts and Riot: Revelry, Rebellion, and Popular Consciousness on the Swahili Coast, 1856-1888*. Portsmouth, N.H.: Heinemann, 1995.
- 9/10:** Etherington, Norman. "A Tempest in a Teapot? Nineteenth-Century Contests for Land in South Africa's Caledon Valley and the Invention of the Mfecene." *The Journal of African History*, Vol. 45, No. 2 (2004): 203-219.
- Henretta, Sean. "Women, Marginality and the Zulu State: Women's Institutions and Power in the Early Nineteenth Century," *The Journal of African History* Vol. 39 No. 3 (1998): 389-415.
- 9/17:** Amadiume, Ifi. *Male Daughters, Female Husbands: Gender and Sex in an African Society*. London; Atlantic Highlands, N.J.: Zed Books, 1987.
- 9/24:** Vaughan, Megan. *Curing Their Ills : Colonial Power and African Illness*. Cambridge: Polity Press, 1991.
- 10/1:** Mann, Gregory. *Native Sons: West African Veterans and France in the Twentieth Century*. Durham: Duke University Press, 2006.
- 10/8:** Cooper, Frederick. *Citizenship between Empire and Nation: Remaking France and French Africa, 1945-1960*. Princeton, NJ: Princeton University Press, 2014.

10/15: Sackeyfio-Lenoch, Naaborko. "Women's International Alliances in an Emergent Ghana." *Journal of West African History* Vol. 4 No. 1 (Spring 2018): 27-56.

Schmidt, Elizabeth. "Emancipate Your Husbands! Women and Nationalism in Guinea, 1953-58," in J. Allman *et al.*, eds., *Women in African Colonial Histories* (2002), 282-304

10/22: No additional reading, write response to Nervous Conditions

10/29: Bamba, Abou B. *African Miracle, African Mirage: Transnational Politics and the Paradox of Modernization in Ivory Coast*. Athens, Ohio: Ohio University Press, 2016.

11/5: Ellis, Stephen. "Writing Histories of Contemporary Africa." *The Journal of African History* 43. 1 (2002).

Bayart, Jean-François. "Africa in the World: A History of Extraversion." *African Affairs* 99, no. 395 (2000): 217-67

11/12: Nguyen, Vinh-Kim. *The Republic of Therapy : Triage and Sovereignty in West Africa's Time of AIDS*. Durham [N.C.]: Duke University Press, 2010.

11:19: Reading for final paper (no response paper due)

11:26: Reading for final paper (no response paper due)

HIST366: Gender in History: Working Women in Latin America



Professor: Dr. Lena Suk
lenaoaksuk@louisiana.edu
Griffin Hall 538
337-231-6809
Office Hours: Tuesday 2-5; Wednesday 2-5

Course Description:

This course will examine the ways in which labor is gendered in Latin American history, focusing on societal expectations for what constitutes “women’s work,” and how these vary according to race, ethnicity, and class. Although we focus on the idea of “women’s work,” we do this to question these terms, revealing this is by no means a natural category but one constructed by society and culture. In addition to broad patterns and narratives, we will study individual stories of working women through the analysis of primary sources. The structure of the course is roughly chronological, but will be organized within several themes:

- Gender and Labor during Atlantic Slavery (During this unit, we will read and watch films depicting slavery, violence, sexual violence).
- The Second Shift: Wage Labor and Beyond
- Commodifying Bodies and Emotions

Course Goals:

1. Students will gain insight into the social experience and expectations surrounding gender and labor in Latin America.
2. Students will become more adept at analyzing various types of texts, including scholarly research, oral history, and films.

Assignments and Grading:

Map Quiz (5)
Moodle Posts (20)
3 Papers (45 points)
Final Paper (20)
Participation (10)
Total: 100 points

Map Quiz (5 points):

Label countries in Latin America on a blank map

Moodle Posts (20 points)

Every other week, students will answer 2-3 discussion questions on moodle. These are due by 8am on Thursdays

Papers (15 points each, 45 points)

All papers will be due via a “turn-it-in” link on moodle. No hard copies necessary. The following paper prompts are just a start; further instruction will be provided closer to the due dates.

Paper #1 Gender and Labor in Atlantic Slavery

Read the History of Mary Prince and write a paper of 1000 words addressing the following questions. In what ways does Mary’s autobiography reflect the lives of other slave women we have read about? Mary never outright rebels against her masters’ orders, but are there examples of how she is able to resist their demands? Examine her final struggle with her masters in London. What are the power dynamics of that relationship? How do her masters try to exert their authority over her, and what kind of power does Mary have to resist? Finally, consider that Mary’s story was dictated and then written by an abolitionist. What parts of the narrative seem censored and why? Is there a way to access the real words of slave women?

Paper #2 Oral History and Gendered Work

Conduct an oral history interview with a person of your choice related to the topic of wage labor and domestic labor, or the ways in which people are subjected to “second shifts” according to their gender. Write an essay comparing what you have learned from the interview to the conclusions made in one of the assigned readings. The person you interview may be someone you know personally or not, but you must discuss how your relationship (whether personal or social) to the interviewee affects the interview as a text.

Paper #3: TBA

Final Paper (1800-2000 words, 20 points)

Research a contemporary issue related to “women’s work” or invisible labor, and relate it to one of the historical themes we have studied this semester. Details TBA

Participation (10 points):

Every student will be given a default participation grade of 7.5 points. You will earn extra points in the following ways: near-perfect attendance (+1), actively participating in class discussions

(+1), consistently demonstrating you have read/watched assigned material (+1.5). A student who gets a “10” for participation will have done all of the above. You will be docked points for the following reasons: having 4+ unexcused absences (-1), improper use of phones or technology during class time (-1), repeated tardiness (-1). Twice during the semester, on the day of the midterm and the day of the final, you will turn in a short paragraph explaining what letter grade you think you deserve for your participation and justification of WHY you deserve this grade.

Grading:

Grading is on a ten-point scale: A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below).

I will post your grades on moodle and it is thus your responsibility for keeping track of your grades and assignments. I will only discuss grades in person; this is to both prevent any miscommunication and to give you personalized feedback on your class performance. If you wish to discuss your grade, stop by office hours or schedule an appointment.

Late submissions of written assignments are unfair to the majority of the students who do their work on time. Late assignments will be penalized as follows: same day, after class, one-half a letter grade; second day and each day thereafter, one letter grade. However, it is always in your interest to submit the assignment, no matter how late.

Books and Required Texts:

We have two required textbooks; other readings will be available on moodle.

French, John D., and Daniel James, eds. *The Gendered Worlds of Latin American Women Workers: From Household and Factory to the Union Hall and Ballot Box*. Durham, N.C: Duke University Press Books, 1997. ISBN: 978-0822319962

Galvão, Patrícia. *Parque Industrial: Romance Proletario = Industrial Park : A Proletarian Novel*. Lincoln: University of Nebraska Press, 1993.

All other texts will be available on moodle, as indicated.

Academic Integrity:

Any student caught cheating (or helping another student cheat) on any assignment, quiz, essay, or exam will receive an automatic “0”. Cheating is defined as “intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.” *Likewise, facilitation will not be tolerated and any student found doing so will also receive an automatic “0”*. Facilitation is defined as “helping or attempting to help another to violate a provision of the institutional code of academic misconduct. Please see me if you have any questions. Plagiarism is unacceptable. By plagiarism I mean *either* the use of another author’s words as your own in your paper without the proper citation *or* the use of a fellow student’s work as your own. Plagiarism is a form of cheating it will receive the same penalty for cheating. A student caught plagiarizing will receive an automatic “0.” If you are caught twice, you will automatically fail the course and may face academic punishment through the university system.

Availability and Email:

I am available to meet with you without appointment during office hours. You can also email me for an appointment if your schedule conflicts. A note on email: I will respond to all emails within 24 hours of receipt, between Monday and Friday, 9am to 5pm. Emails sent after 5pm on any given day will not be read or responded to before the end of the following day. Emails sent after 5pm on Friday will not be read or responded to until the end of business hours on the following Monday.

Disability Statement

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

- See more at: <http://disability.louisiana.edu/content/faculty-information/syllabus-statement#sthash.UXXdFgZg.dpuf>

If you are experiencing personal, emotional, or psychological issues that are affecting your well-being or your performance in class, please seek help. The Counseling and Testing Center does have resources to provide counseling for students on campus.

<https://counselingandtesting.louisiana.edu/> If in doubt, feel free to speak to your professor for resources and accommodations.

Course Schedule: Readings should be read for the day they are listed. Readings are subject to change; the instructor will alert students at least one class period before the reading is due.

	Theme	Reading	Assignments
8/22	Intro to Course		
8/24	Intro to Latin America	Slaughter and Cottom on “Having it All” on moodle Winn “A View from the South” on moodle	
Week 2: Gender and Atlantic Slavery			
8/29	Gender and the Slave Trade	***Meeting in lab or bring laptops to class	
8/31	Labor Divisions	Robertson, “Africa in the Americas?” on moodle; Watch part of <i>Xica da Silva</i> in class	
Week 3: Slave Mistresses and Reproductive Labor			
9/5	Slave Mistress		
9/7		Watch in class: <i>The Other Francisco</i> . WARNING: depictions of physical violence, sexual violence, infanticide	
Week 5: Resistance			
9/12	Resistance	Burnard, “Mastery, Tyranny, Desire” on moodle	
9/14	Consent	<i>Caetana Says No</i>	
Week 6: Soldiering and Masculinity			
9/19	Paper Workshop		Draft of Paper #1 due in class
9/21		Amelio Robles; Beattie, “Punishment in Paradise,” Moodle	
Week 7: Industrialization and Factory Life			
9/26			Paper #1 Due
9/28		Weinstein, Vecchia, Farnsworth in <i>Gendered Worlds</i>	
Week 8: Oral History and Women’s History			
10/3	Oral History Workshop		Class online with HW due
10/5	Fall Break no class		
Week 9: Oral History and Women’s History			
10/10	Politicization	James in <i>Gendered Worlds</i>	
10/12	Politicization	Levenson-Estrada, in <i>Gendered Worlds</i>	

	Week 10: Sexual Morality and Factory Life in Brazil		
10/17	Industrial Park	Patricia Galvao, <i>Industrial Park</i>	
10/19	Fiero Lecture, class meeting in	Fiero Lecture, class meeting in Griffin Auditorium	
	Week 11: Eugenics and Motherhood		
10/24	Eugenics		Paper #2 Due
10/26	Scientific Motherhood	“Madame Durocher” and Otovo, “Rescuing the Sacred Mission of Motherhood” on moodle	
	Week 12: Eugenics and Family Planning		
10/31	Eugenics II		
11/2		Guttman, “Fixing Men” and Peruvian Sterilization Trials on moodle	
	Week 13: Sex Work		
11/7		TBA	
11/9		TBA	
	Week 14: Contemporary Issues		
11/14	Breastfeeding	TBA	
11/16	Wage Gap	TBA	Paper #3 Due
	Week 15: Contemporary Issues II		
11/21	Domestic Work	Cama Adentro watch film in class	
11/23	Childcare and Emotional Labor	Thanksgiving no class	
	Week 16: Final Wrap Up Week		
11/28	Childcare	LA Times article, on moodle	
11/30	Last Day Wrap Up		

Final Papers Due Friday, December 1, 5pm

HIST 535: “Working Women in Latin America” Syllabus Fall 2017

Assignments:

Moodle Posts (20)

Review Essays (15 each, 60 points)

Final Paper (20)

Optional: If you wish to have an opportunity to gain greater experience teaching, you can volunteer to give a short “mini-lecture” in the undergraduate course. The topic would be related to whatever is assigned for the undergraduate course that week. The week you choose to do this, you can be excused from the weekly moodle post.

Moodle Posts:

You will complete all the undergraduate moodle posts in the “HIST366” moodle page. This consists of thoroughly answering the posed discussion questions. These are due 8am on Thursdays.

Submit to the HIST366 moodle page

Review Essays:

For each of our four meetings, you will produce a short review essay of all the listed readings. A review essay typically reviews 3-5 works in relation to each other, evaluating their different arguments, approaches, sources, how they collectively add to ongoing historiographical debates. Think of it as in between a book review and a full historiographical essay. I suggest you look at review essays on JSTOR for successful examples. 1200-1500 words each.

Turn these into the open forum on our HIST535 moodle page. Due at the beginning of the meeting.

Final Paper:

As most of you are taking this course as part of a Latin American History major or minor requirement, you will produce a 8-10 page historiographical essay on a topic of your choice, related to the concept of gendered labor in Latin America.

Turn these into the open forum on our HIST535 moodle page.

- **Annotated bibliography for essay due Nov 10** (may change to coincide with a grad meeting) 5pm
- Optional: If you wish, we can have a short writing workshop for your papers during one of our meetings
- **Final paper due Fri Dec. 1, 5pm.**

Attendance and Participation:

You will be expected to attend all the undergraduate class sessions, and complete the undergraduate readings. You will NOT have to complete undergraduate paper assignments, or the map quiz.

However, as graduate students, your active participation in class, particularly during our grad section meetings, is expected. There is no “participation grade” as such, but if you are in between grades, I will round up or down depending on your participation level.

Undergraduate (HIST366) Reading List:

French, John D., and Daniel James, eds. *The Gendered Worlds of Latin American Women Workers: From Household and Factory to the Union Hall and Ballot Box*. Durham, N.C.: Duke University Press Books, 1997

Galvão, Patrícia. *Parque Industrial: Romance Proletario = Industrial Park: A Proletarian Novel*. Lincoln: University of Nebraska Press, 1993.

Additional readings on moodle

In addition, graduate students will have the following **Graduate (HIST535) Reading List:**

Meeting 1: Gender and Slavery

Chapter from Morgan, *Laboring Women* (moodle)

Morrissey, “Slave Women in the New World” (moodle)

Aisha Finch, *Rethinking Slave Rebellion in Cuba: La Escalera and the Insurgencies of 1841-1844*. Chapel Hill: University of North Carolina Press

Meeting 2: Wage Labor and Labor Movements

Farnsworth-Alvear, Ann. *Dulcinea in the Factory: Myths, Morals, Men, and Women in Colombia’s Industrial Experiment, 1905-1960*. Durham: Duke University Press, 2000.

Additional chapters from *Gendered Worlds* or TBA articles

Meeting 3: Eugenics and Motherhood

Stepan, Nancy. “*The Hour of Eugenics*”: *Race, Gender, and Nation in Latin America*. Ithaca: Cornell University Press, 1996.

Otovo, Okezi T. *Progressive Mothers, Better Babies: Race, Public Health, and the State in Brazil, 1850-1945*. Austin: University of Texas Press, 2016.

Meeting 4: Neoliberalism and Affective Capital

Freeman, Carla. *Entrepreneurial Selves: Neoliberal Respectability and the Making of a Caribbean Middle Class*. Durham: Duke University Press, 2014.

Jarrín, Alvaro. *The Biopolitics of Beauty: Cosmetic Citizenship and Affective Capital in Brazil*. Los Angeles: Duke University Press, 2017

Finally, as a 300-level history course, students will be expected to draft, complete, and present on an individual or group research project of their choice. The project can be produced in multiple forms, but will be a culmination of knowledge learned in the course and information collected through the process of original research. From research proposal to final product, specified research and writing projects are designed to help students work on research skills, critical thinking and a concise writing style in addition to the preservation of history that has been largely ignored in larger literature.

By the end this course it is expected that the student will:

1. Understand the larger narrative of both the region and its environmental influences.
2. Read effectively — analyzing authors’ arguments, research methods, and discourse engagement.
3. Facilitate and lead two class discussions.
4. Assist in the collection of oral history interviews on Lafayette/Acadiana disasters
5. Plan and execute an exhibit based on Lafayette disasters
6. Draft, proof, and create a research project based on primary and secondary sources, images, and sound or video files on the environmental history of Lafayette and the surrounding area.

REQUIRED TEXTS:

Author	Title
Steven Biel, editor	<i>American Disasters</i>
Moodle	<i>Course Reading Packet</i> *You will be expected to have printed copies of the articles or have them easily accessible on an e-reader.*

WEBSITES:

For this course I will primarily use Moodle to post announcements, grades, assignments, and links to other material. Please make sure to check Moodle on a regular basis. If you cannot access the site let me know immediately. You can access this website at: <https://moodle.louisiana.edu/>

GRADING:

Any disputes on grading must be done in person. I will not discuss grading issues via e-mail or over the phone. Please see me during my office hours or arrange a time to meet with me otherwise.

GRADING SCALE:

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

A note about the grading scale – I do not “bump” at the end of the semester, all grades are final.

GRADE BREAKDOWN:

Class Participation & Attendance: 10 pts.	Topic Proposal: 5 pts.
Weekly Reading Response: 15 pts.	Research Proposal: 7 pts.
Personal Disaster History: 2 pts.	First Draft: 15 pts.
Recent Louisiana Disasters Project Participation: 10 pts.	Second Draft: 15 pts.
Research Presentation: 3 pts.	Final Project: 20 pts.
Meme Challenge (Optional Bonus Points)	

ASSIGNMENTS:

CLASS PARTICIPATION & ATTENDANCE (10 PTS):

Since this class only meets twice a week it is expected that you to show up on time every week. Class participation is critical in this course. All students should bring copies of their readings and contribute discussion during the discussion section of the course. Similarly, it is expected that students participate in the practical application activities.

WEEKLY READING & DISASTER SCENARIO REFLECTION (15 PTS):

In order to encourage discussion participation, each student will be expected to bring a notebook with them to class on discussion days and complete the weekly reading and disaster scenario reflection. Prompts will be given at the start of the reflection period and students will write their responses down and turn their prompts in at the end of class for the purposes of grading. *This also includes the Personal Disaster History, to be filled out at the start of class.*

THE RECENT LOUISIANA DISASTERS PROJECT (10 PTS):

As part of this course, students will work with the professor to collect and present information on recent Louisiana disasters in the state. This will include participating in a History Harvest to

collect oral histories on the recent 2016 Floods. It will also include assisting the professor in the construction of an exhibit on recent Lafayette disasters.

MEME CHALLENGE (OPTIONAL 5 POINTS TO BE ADDED TO FINAL SCORE):

Each week you will have the option of turning in a “meme” by email for an added bonus point (max 5 per semester). The meme should represent an analysis of that week’s discussion and be easy to identify. All memes received will either be used in class or posted online for shared viewing. MEMES ARE DUE BY MIDNIGHT ON SUNDAYS and must include the subject heading HIST 367 in the email.

THE FINAL PROJECT:

Students can choose from a variety of different formats to present their research in the final project, and can also choose to work independently or as part of a group. Forms of the final project include: a traditional research paper, website, exhibit, performance, documentary, or other media form. However, all projects must include the same content: they must be historically accurate, include primary and secondary source research materials of at least (15 sources), review the literature of the subject, relate their subject to disaster history and course contents, make a clear thesis and argument throughout the final project, and provide an overview of the history and the context for their disaster (analyzing and interpreting its impacts).

TOPIC PROPOSAL (5 PTS):

The student(s) will be expected to turn in a proposed research topic. The topic proposal shall be 1-2 pages, double-spaced. If students are working within a group, group members will be listed within the topic proposal.

RESEARCH PROPOSAL (7 PTS):

Following the library resource session, students will turn in a 2-3 page, double-spaced proposal for research that includes a preliminary bibliography of selected sources and a plan for the final project format. If students are working within a group, student assignments for aspects of the research and project construction will be identified as part of the research proposal (adding an addition 1-2 pages of length to the proposal).

FIRST DRAFT OF PROJECT (15 PTS):

As part of the process of completing their final research project, student(s) will turn a first draft of their project. The first draft shall be equivalent to 4-5 pages of written materials, double-spaced, including a bibliography of selected sources (2 books/5 articles/1-2 additional primary sources), and proposed title for the final project. If students are working within a group, they will also complete assessments of group member participation.

SECOND DRAFT OF PROJECT (15 PTS):

The second draft will include a revised draft of the original project, equivalent to 7-8 pages of written materials, double-spaced. This version of the project will be peer-edited in class and then revised before turning it in. If students are working within a group, they will also complete assessments of group member participation.

FINAL PROJECT (20 PTS):

The final project will be a culmination of the drafts and feedback from both the professor and the class. The final project will be equivalent to a research paper of 10-15 pages, double-spaced, or of 10 minutes of historical content presentation (in viewership form). Also included in hard copy will be a bibliography, and brief written explanation of the primary and secondary source analysis, images, and research undertaken and used to complete the final project. If students are working within a group, they will also complete assessments of group member participation and review how they contributed to the final project.

PRESENTATION OF RESEARCH (3 PTS):

In addition to turning in the final project, the student will give a short 3-minute presentation on their research project and findings on the last days of class. If a presentation is the chosen format, students will present these at the date of the final exam.

A FEW NOTES ON THE ASSIGNMENTS:

First, I do not accept late turn-ins of assignments unless prior arrangements have been made. Second, for extra help on essay construction please see the Writing Center in Griffin 107 or 108.

PLAGARISM & CHEATING POLICY:

Although there should be no reason to even be tempted to plagiarize in this class please note that I follow the Code of Student Conduct in the Academic Honesty Section of the UL Bulletin word for word. Consult it (<http://bulletin.louisiana.edu/UN/>). Know it. Avoid it. **Should I catch you plagiarizing or cheating in any capacity you will receive an automatic "F" in the course.**

ACCESS AND ACCOMMODATION:

Over the course of the semester I look forward to getting to know all of the students of this course individually through my regular office hours or by appointment. It is especially important to me

that I meet with and accommodate the needs of any students with disabilities. If you have a disability or medical issue please speak with me about it and provide documentation from the Office of Disability Services (ODS). If you seek accommodation but do not have documentation, please register with ODS at the Conference Center on Rex Street, Room 126.

CLASS ROOM ETIQUETTE

I follow a few basic rules for this class, please respect them: 1) Arrive to class on time or early, past 10 minutes into the class, **DO NOT ENTER THE CLASSROOM.** 2) **Turn off your cell phones!** 3) Refrain from conversations and distracting behavior such as texting, playing video games, and reading material outside of the course material (i.e., magazines, newspapers, books, websites). Drinks and food are permitted in the classroom. In general, respect yourself and your classmates.

EMERGENCY EVACUATION PROCEDURES

A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance in exiting should identify themselves to teaching faculty.

I reserve the right to alter any part of the course at any time based on the needs of the class.

WEEKLY SCHEDULE

*Note: *** indicates reading is available on Moodle*

This is subject to change throughout the course, check Moodle schedule for the most updated version.

Week One – August 20 & 22 – Defining Disaster

M Course Introductions

W Read: Jonathan Bergman, “Disaster: A Useful Category of Analysis”***
Read: Russell Dynes, “Noah and Disaster Planning: The Cultural Significance of the Flood Story”***

WRR – Personal Disaster History Due – Wednesday in Class

Week Two – August 27 & 29 – Acts of God – Fires, Plagues, & Trials

M Lecture: Fires, Plagues, & Puritans: Perspectives on Early American Disasters

W Read: Biel, *Chapter 1:* Matthew Mulcahy, “A Tempestuous Spirit Called Hurri Cano”
Read: Biel, *Chapter 2:* Alan Taylor, “The Hungry Year: 1789 on the Northern Border of Revolutionary America”

Week Three – September 3 & 5 –Problems of the Modern World

M Lecture: Steamboats, Syphilis, & Forecasting the Future

W Read: Henry McKiven, “The Political Construction of a Natural Disaster: The Yellow Fever Epidemic of 1853”***
Read: Judith Walzer Leavitt, *Typhoid Mary: Captive to the Public’s Health* (excerpt)***
Read: Urmi Engineer Willoughby, “Epidemics, Empire & Eradication: Global Public Health and Yellow Fever Control in New Orleans”***

Week Four – September 10 & 12 – Harnessing Nature: The Early Years of Disaster Management

M Lecture: Technology, Science, & the Modern Disaster

W Read: Biel, *Chapter 4:* Ted Steinberg, “Smoke & Mirrors: The San Francisco Earthquake and Seismic Denial”
Read: Biel, *Chapter 5:* Carl Smith, “Faith & Doubt: The Imaginative Dimensions of the Great Chicago Fire”
Read: David McCullough, *The Johnstown Flood* (excerpt)***

Topic Proposal Due – Wednesday in Class

Week Five – September 17 & 19 – The Emergency State, Pt. 1

- M Lecture: Look What Nature Wrought: From the 1900 Storm to the 1927 Floods
- W Read: Biel, *Chapter 8*, Patricia Bellis Bixel, “‘It Must Be Safe’: Galveston, Texas, and the 1900 Storm”
Read: Biel, *Chapter 11*, “‘Unknown and Unsung’: Feminist, African American, & Radical Responses to the *Titanic* Disaster”
Read: Steve Kroll-Smith & Shelly Brown-Jeffy, “A Tale of Two American Cities: Disaster, Class & Citizenship in San Francisco 1906 and New Orleans 2005”***

Week Six – September 24 & 26 – Research Week

- S History Harvest: Memories of the 2016 Floods (at Moore Park, 9 AM – 12 Noon, notify Dr. Skilton if interested in participating)
- M History Harvest: Louisiana Disasters (on campus, 10 AM -- 2:30 PM, sign up for shift)
- W Library Visit

Research Proposal Due – Wednesday in Class

Week Seven – October 1 & 3 – The Emergency State, Pt. 2

- M Lecture – The Flood, the Great Depression & the New Deal
- W Read: Michele L. Landis, “Fate, Responsibility, and ‘Natural’ Disaster Relief: Narrating the American Welfare State” ***
Read: Betty Jo Harris, “The Flood of 1927 and the Great Depression: Two Delta Disasters”***

Week Eight – October 8 & 10 – Atomic Dreams

- M Lecture – Reshaping the Rhetoric of Civil Defense
- W Read: Drury, Olson, & Van Belle, “The Politics of Humanitarian Aid: U.S. Foreign Disaster Assistance, 1964-1995”***
Read: James Rodger Fleming, “Weather Warriors”***
Read: Joshua Blu Buhs, “The Fire Ant Wars”***

Week Nine – October 15 & 17 – The Enemy Is Us

- M Lecture – Silent Springs to Three Mile
- W Read: *Chapter 9:* Andrew Hazucha, “Chicago on the Brink: Media Trauma & the 1977 L-Train Crash”
Read: Adam Rome, “Septic Tank Suburbia: The Problem With Waste Disposal at the Metropolitan Fringe”***
Read: Helfand, Lazarus, & Theerman, “Donora, Pennsylvania: An Environmental Disaster of the 20th Century”***
OR
Read: Kai Erikson, *Everything in Its Path: Destruction of Community in the Buffalo Creek Flood****

First Draft of Project Due – Wednesday in Class

Week Ten – October 22 & 24 – The Rise of FEMA

- M Lecture – FEMA Will Fix Everything
- W Read: *Chapter 7:* Ann Larabee, “‘Nothing Ends Here’: Managing the *Challenger* Disaster”
Read: *Chapter 12:* Ralph James Savarese, “‘Piecing Together What History Has Broken to Bits’: Air Florida Flight 90 & the PATCO Disaster”
Read: Scott Gabriel Knowles, “Lessons in the Rubble: The World Trade Center and the History of Disaster Investigations in the United States”***

Week Eleven – October 29 & 31 – Disaster at the Close of the Century

- M Lecture – The Social Inequality of Disaster & Threats of the 90s
- W Pick 3:
Read: Kevin Rozario, “The Ends of Disaster: The Culture of Calamity in the Age of Terror”***
Read: Kent B. Germany, “The Politics of Poverty & History: Racial Inequality & the Long Prelude to Hurricane Katrina”***
Read: Eric Klinenberg, *Heat Wave: A Social Autopsy of Disaster in Chicago* (excerpt)***
Read: Ted Steinberg, “Do It Yourself Deathscape”***
Read: Carrie Kaplan, “‘A Rare and Chilling View’ Aerial Photography as Biopower in the Visual Culture of 9/11” *Fillip*, 15 (2012), 5-13, 146-7***

Week Twelve – November 5 & 7 – The Storm We’ve Always Feared

M Lecture – Katrina, Rita, & the Test of the Disaster State

W Pick 3:

Read: Stuart Schwartz, *Sea of Storms* (excerpt) ***

Read: Lynnell Thomas, *Desire & Disaster* (excerpt) ***

Read: Kevin Fox Gotham, “Katrina Is Coming To Your City: Storm- and Flood-Defense Infrastructures in Risk Society”***

Read: DeWeever and Heidi Hartmann, “Abandoned Before the Storms: The Glaring Disaster of Gender, Race and Class Disparities in the Gulf.” In Gregory Squires and Chester Hartman, *There is No Such Thing as a Natural Disaster: Race, Class, and Katrina* (Routledge, 2006). pp. 85 --102.***

Second Draft of Project Due – Wednesday in Class

Week Thirteen – November 12 & 14 – Cascading Disasters

M Lecture – Cascading Disasters: Modern Concerns

W Read: *Chapter 10:* Duane A. Gill & J. Steven Picou, “The Day the Water Died: The Exxon Valdez Disaster & Indigenous Culture”

Read: Tyler Priest & Jason Theriot, “Who Destroyed the Marsh? Oil Field Canals, Coastal Ecology, & the Debate over Louisiana’s Shrinking Wetlands”***

Week Fourteen – November 19 & 21 – 2017: A Year in Review

M Lecture – The Future of Disaster History & the Importance of Disaster Citizen Science

W Read: Abraham Gibson & Cindy Ermus, “Swamp Things: Invasive Species as Environmental Disaster”***

Read: Naomi Klein, *The Shock Doctrine* (pgs. 3-21)***

Week Fifteen – November 26 & 28 –

M Presentations of Research

W Presentations of Research

Week Sixteen – December 7 –

F **Final Projects due by end of week at 5 PM**
 Potential Presentations of Research (if not completed the week before)

***I reserve the right to alter any part of the course at any time
based on the needs of the class.***

Finally, as a 500-level history course, students will be expected to draft, complete, and present on a research project of their choice. From research proposal to final product, specified research and writing projects are designed to help students work on research skills, critical thinking and a concise writing style in addition to the preservation of history that has been largely ignored in larger literature.

By the end this course it is expected that the student will:

1. Understand the larger narrative of both the region and its environmental influences.
2. Read effectively — analyzing authors' arguments, research methods, and discourse engagement.
3. Facilitate and lead two class discussions.
4. Assist in the collection of oral history interviews on Lafayette/Acadiana disasters
5. Plan and execute an exhibit based on Lafayette disasters
6. Draft, proof, and create a research project based on primary and secondary sources, images, and sound or video files on the environmental history of Lafayette and the surrounding area.

REQUIRED TEXTS:

1. Steven Biel, et al., *American Disasters*
2. Elizabeth Fenn, *Pox Americana*
3. Urmi Engineer Willoughby, *Yellow Fever, Race & Ecology in Nineteenth Century New Orleans*
4. David McCullough, *The Johnstown Flood*
5. Erik Larson, *Dead Wake: The Last Crossing of the Lusitania*
6. Timothy Egan, *The Big Burn: Teddy Roosevelt and the Fire that Saved America*
7. Michele L. Landis, *The Sympathetic State: Disaster Relief and the Origins of the American Welfare State*
8. Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters*
9. Kai Erikson, *Everything in Its Path: Destruction of Community in the Buffalo Creek Flood*
10. Mike Davis, *Ecology of Fear: Los Angeles and the Imagination of Disaster*
11. Eric Klinenberg, *Heat Wave: A Social Autopsy of Disaster in Chicago*
12. Lynnell Thomas, *Desire & Disaster*
13. Scott Gabriel Knowles, *The Disaster Experts: Mastering Risk in Modern America*
14. Robert Meaux and Howard Kunreuther, *The Ostrich Paradox: Why We Underprepare for Disasters*

WEBSITES:

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GRADING:

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GRADING SCALE:

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

A note about the grading scale – I do not “bump” at the end of the semester, all grades are final.

GRADE BREAKDOWN:

Participation & Attendance (Lecture & Individual Meetings): 25 pts.

Weekly Reading Assessment: 15 pts.

First Draft: 15 pts.

Second Draft: 20 pts.

Final Draft: 25 pts.

ASSIGNMENTS:

CLASS PARTICIPATION & ATTENDANCE (25 PTS):

Since this class only meets twice a week it is expected that you to show up on time every week. Class participation is critical in this course. All students should bring copies of their readings and contribute discussion during the discussion section of the course. Similarly, it is expected that students participate in the practical application activities.

WEEKLY READING & DISASTER SCENARIO REFLECTION (15 PTS):

In order to encourage discussion participation, each student will be expected to bring a notebook with them to class on discussion days and complete the weekly reading and disaster scenario reflection. Prompts will be given at the start of the reflection period and students will write their responses down and turn their prompts in at the end of class for the purposes of grading. *This also includes the Personal Disaster History, to be filled out at the start of class.*

FIRST DRAFT OF FINAL PAPER (15 PTS):

As part of the process of completing their final research project, the student will turn a first draft of their paper. The first draft shall be equivalent to 7-10 pages of written materials, double-spaced, including a bibliography of selected sources, and proposed title for the final project.

SECOND DRAFT OF PROJECT (20 PTS):

The second draft will include a revised draft of the original paper, equivalent to 15-20 pages of written materials, double-spaced.

FINAL PROJECT (25 PTS):

The final paper will be a culmination of the drafts and feedback from both the professor and the class. The final paper will be equivalent to a research paper of 25-35 pages, double-spaced.

A FEW NOTES ON THE ASSIGNMENTS:

First, I do not accept late turn-ins of assignments unless prior arrangements have been made. Second, for extra help on essay construction please see the Writing Center in Griffin 107 or 108.

PLAGARISM & CHEATING POLICY:

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I reserve the right to alter any part of the course at any time based on the needs of the class.

WEEKLY SCHEDULE

****Subject to change as necessary****

Week One – August 20 & 22 – Defining Disaster

- M Course Introductions
- W Read: Jonathan Bergman, “Disaster: A Useful Category of Analysis”
Read: Ted Steinberg, "What is a Natural Disaster?" *Literature and Medicine*, 15: 1. (1996), p. 33-47.
Read: Russell Dynes, “Noah and Disaster Planning: The Cultural Significance of the Flood Story”
Read: Greg Bankoff, “Rendering the World Unsafe: Vulnerability as a Western Discourse” *Disasters* 25:1 (2001), 19-35.

Personal Disaster History Due – Wednesday in Class

Week Two – August 27 & 29 – Acts of God – Fires, Plagues, & Trials

- M Lecture: Fires, Plagues, & Puritans: Perspectives on Early American Disasters
- W **Read: Elizabeth Fenn, *Pox Americana***
Read: Biel, *Chapter 1:* Matthew Mulcahy, “A Tempestuous Spirit Called Hurri Cano”
Read: Biel, *Chapter 2:* Alan Taylor, “The Hungry Year: 1789 on the Northern Border of Revolutionary America”
Watch: *World War Z* or *Contagion*

Week Three – September 3 & 5 –Problems of the Modern World

- M Lecture: Steamboats, Syphilis, & Forecasting the Future
- W **Read: Urmi Engineer Willoughby, *Yellow Fever, Race & Ecology in Nineteenth Century New Orleans***
Read: Judith Walzer Leavitt, *Typhoid Mary: Captive to the Public’s Health*
Read: Walter Johnson, *River of Dark Dreams* (steamboat disasters excerpt)
Watch: *Jezebel*

Week Four – September 10 & 12 – Harnessing Nature: The Early Years of Disaster Management

- M Lecture: Technology, Science, & the Modern Disaster
- W **Read: David McCullough, *The Johnstown Flood***
Read: Biel, *Chapter 4:* Ted Steinberg, “Smoke & Mirrors: The San Francisco Earthquake and Seismic Denial”

Read: Biel, *Chapter 5*: Carl Smith, “Faith & Doubt: The Imaginative Dimensions of the Great Chicago Fire”

Watch: *San Francisco*

Topic Proposal Due – Wednesday in Class

Week Five – September 17 & 19 – The Emergency State, Pt. 1

M Lecture: Look What Nature Wrought: From the 1900 Storm to the 1927 Floods

W **Read: Erik Larson, *Dead Wake: The Last Crossing of the Lusitania***

Read: Biel, *Chapter 8*, Patricia Bellis Bixel, “‘It Must Be Safe’: Galveston, Texas, and the 1900 Storm”

Read: Biel, *Chapter 11*, “‘Unknown and Unsung’: Feminist, African American, & Radical Responses to the *Titanic* Disaster”

Watch: *Titanic*

Week Six – September 24 & 26 – Research Week

S History Harvest: Memories of the 2016 Floods

M History Harvest on Campus

W **Read: Timothy Egan, *The Big Burn: Teddy Roosevelt and the Fire that Saved America***

Watch: *The Dust Bowl* (tv series)

Research Proposal Due – Wednesday in Class

Week Seven – October 1 & 3 – The Emergency State, Pt. 2

M Lecture – The Flood, the Great Depression & the New Deal

W **Read: Michele L. Landis, *The Sympathetic State: Disaster Relief and the Origins of the American Welfare State***

Read: Betty Jo Harris, “The Flood of 1927 and the Great Depression: Two Delta Disasters” (online)

Watch: *The Grapes of Wrath*

Week Eight – October 8 & 10 – Atomic Dreams

M Lecture – Reshaping the Rhetoric of Civil Defense

- W **Read: Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters***
Read: James Rodger Fleming, “Weather Warriors”
Read: Joshua Blu Buhs, “The Fire Ant Wars”
Watch: *The Atomic Café*

Week Nine – October 15 & 17 – The Enemy Is Us

- M Lecture – Silent Springs to Three Mile

- W **Read: Kai Erikson, *Everything in Its Path: Destruction of Community in the Buffalo Creek Flood***
Read: Craig Colten & Peter Skinner, “Chapter 7: Outcomes” (about toxic waste & the Love Canal incident)
Read: *Chapter 9:* Andrew Hazucha, “Chicago on the Brink: Media Trauma & the 1977 L-Train Crash”
Watch: *The Lorax*

First Draft Due – Wednesday in Class

Week Ten – October 22 & 24 – The Rise of FEMA

- M Lecture – FEMA Will Fix Everything

- W **Read: Mike Davis, *Ecology of Fear: Los Angeles and the Imagination of Disaster***
Read: *Chapter 7:* Ann Larabee, “‘Nothing Ends Here’: Managing the *Challenger* Disaster”
Read: *Chapter 12:* Ralph James Savarese, “‘Piecing Together What History Has Broken to Bits’: Air Florida Flight 90 & the PATCO Disaster”
Watch: *San Andreas*

Week Eleven – October 29 & 31 – Disaster at the Close of the Century

- M Lecture – The Social Inequality of Disaster & Threats of the 90s

- W **Read: Eric Klinenberg, *Heat Wave: A Social Autopsy of Disaster in Chicago***
Read: Kevin Rozario, “The Ends of Disaster: The Culture of Calamity in the Age of Terror”
Read: Ted Steinberg, “Do It Yourself Deathscape”
Read: Carrie Kaplan, “‘A Rare and Chilling View’ Aerial Photography as Biopower in the Visual Culture of 9/11” *Fillip*, 15 (2012), 5-13, 146-7.
Watch: *An Inconvenient Truth, Armageddon, or The Perfect Storm*

Week Twelve – November 5 & 7 – The Storm We’ve Always Feared

M Lecture – Katrina, Rita, & the Test of the Disaster State

W **Read: Lynnell Thomas, *Desire & Disaster***

Read: Stuart Schwartz, *Sea of Storms* (excerpt)

Read: Kevin Fox Gotham, “Katrina Is Coming To Your City: Storm- and Flood-Defense Infrastructures in Risk Society”

Read: DeWeever and Heidi Hartmann, “Abandoned Before the Storms: The Glaring Disaster of Gender, Race and Class Disparities in the Gulf.” In Gregory Squires and Chester Hartman, *There is No Such Thing as a Natural Disaster: Race, Class, and Katrina* (Routledge, 2006). pp. 85 --102.

Watch: *Trouble the Water*

Second Draft Due – Wednesday in Class

Week Thirteen – November 12 & 14 – Cascading Disasters

M Lecture – Cascading Disasters: Modern Concerns

W **Read: Scott Gabriel Knowles, *The Disaster Experts: Mastering Risk in Modern America***

Read: *Chapter 10:* Duane A. Gill & J. Steven Picou, “The Day the Water Died: The Exxon Valdez Disaster & Indigenous Culture”

Read: Tyler Priest & Jason Theriot, “Who Destroyed the Marsh? Oil Field Canals, Coastal Ecology, & the Debate over Louisiana’s Shrinking Wetlands”

Watch: *The Day After Tomorrow*

Week Fourteen – November 19 & 21 – 2017: A Year in Review

M Lecture – The Future of Disaster History

W **Read: Robert Meaux and Howard Kunreuther, *The Ostrich Paradox: Why We Underprepare for Disasters***

Read: Abraham Gibson & Cindy Ermus, “Swamp Things: Invasive Species as Environmental Disaster”

Read: Naomi Klein, *The Shock Doctrine* (pgs. 3-21)

Watch: *Wall-E*

Week Fifteen – November 26 & 28 –

M Final Review Meeting

Week Sixteen – December 7 –

F **Final Paper due by end of week at 5 PM**

***I reserve the right to alter any part of the course at any time
based on the needs of the class.***

HIST 471: Seminar—History of U.S.-Middle East Relations

University of Louisiana at Lafayette, Spring 2013

Professor: Dr. Chad H. Parker

Office: Griffin Hall 538

Email: chparker@louisiana.edu

Skype: chadparkerull

Phone: (337) 482-5409

Office Hours: MWF 8:00 – 10:00, 11:00 – 12:00; M 3:45 – 4:45

Course Description:

With U.S. involvement in the Middle East as relevant now as it has ever been, it is important to explore the major themes of American interaction with the region. This semester, we will discuss the complex and myriad relationships between the United States government and its people with the governments and people of the Middle East. Class readings and discussions will focus on the cultural, political, military, diplomatic, and economic aspects of these encounters.

This class is concerned with understanding how and why the United States got involved in the Middle East. What forces shaped American understandings of the region and its people? What has influenced U.S. foreign relations with the Middle East? How did the United States develop such a close relationship with Israel and what have been the implications of that relationship? Why does the United States seemingly always intervene in the Middle East and what impact do have these interventions had?

Course Objectives:

There are two primary objectives of this course. One is to familiarize you with recent trends in the U.S. relationship with the Middle East in order to develop your understanding of the historical processes that shape contemporary events. A historical understanding of the forces and processes of U.S.-Middle East relations should provide the necessary background to understanding the contemporary world. The other objective is to encourage historical thinking that will allow you to construct persuasive arguments using historical evidence. The tools you will take away from this class will be relevant to your life beyond this and other history classes. You will learn to analyze historical arguments and documents, make intelligent judgments about the past, and construct sound historical arguments of your own.

Learning Opportunities:

There will a number of meaningful and exciting opportunities to work with historical content and literature. The class is a seminar, so it will not necessarily follow chronologically. Instead, it is broken into various themes, each important to answering the questions above.

A seminar cannot function unless everyone in it participates. That means all assignments must be read before class and everyone must be prepared to discuss what they have learned. So, as part of your participation grade, I will ask each of you to write two substantial discussion questions based on the readings and post them to the course Moodle page by 4:00 p.m. on the day before class.

In addition to class discussions, there will be three short papers, two larger papers, and a final, take-home exam (which is basically another, larger paper). These assignments are outlined on the course Moodle page.

Assignment Policy:

You must complete all assignments at the specified time. Excuses for missing assignments must be brought to the instructor's attention **before** the assignment, and they must be documented and accepted by university rules. Failure to complete an assignment without providing the necessary documentation will result in a grade of zero. Late assignments will not be accepted, resulting in a grade of zero. **Cheating** and **plagiarism** are **unacceptable** and will be dealt with according to university policy. Information on plagiarism can be found at <http://www.ucs.louisiana.edu/~ras2777/judpol/plagiarism.htm>. Additionally, all students are responsible for knowing and adhering to the University of Louisiana at Lafayette Student Code of Conduct and Appeal Procedures, which can be found at <http://www.louisiana.edu/Student/conduct.html>.

Grades Determined as Follows:

Orientalism Paper	15%
Short Paper #1 (<i>Iran and Early Cold War</i>)	10%
Oil and Modernization Paper	15%
Short Paper #2 (<i>Truman and Israel</i>)	10%
Short Paper #3 (<i>Terrorism</i>)	10%
Obama Doctrine Paper	20%
Participation	20%

- 89.5% - 100% A
- 79.5% - 89.49% B
- 69.5% - 79.49% C
- 59.5% - 69.49% D
- 0% - 59.49% F

Classroom Conduct:

As with any class, you are expected engage in class discussions with respect toward your classmates and their ideas. Further, while I encourage you to use computers to take notes, if I see anyone checking email, surfing the internet, or doing any work not connected to the class or if I see anyone using a mobile phone, in any way, points will be deducted from your final participation grade. I respectfully request (meaning I require) that all phones be turned off during class and that they remain out of sight. If I see a phone, I'll ask you to leave the class.

Emergency Evacuation Procedures:

If emergency evacuation from the building is required, a map of this floor, which outlines the proper procedures, is posted near the elevator.

Office Hours:

If you cannot make any of the scheduled times, you may make an appointment. I can also be reached via Skype. Logon and check my availability during my office hours. I will try to remember to logon in the mornings during office hours. I would prefer to meet with everyone in person, but on the rare occasion when that won't work, Skype is a fine alternative.

Response Time Expectations:

Students can expect a response to emails within 24 hours (48 hours on weekends). All written assignments should be graded within one week.

Assigned Books to Purchase:

- Peter L. Hahn, *Crisis and Crossfire: The United States and the Middle East Since 1945*
- Douglas Little, *American Orientalism: The United States and the Middle East Since 1945*
- Melani McAlister, *Epic Encounters: Culture, Media & U.S. Interests in the Middle East since 1945*
- Ussama Makdisi, *Faith Misplaced: The Broken Promise of U.S.-Arab Relations, 1820-2001*
- Fredrik Logevall, *Terrorism and 9/11: A Reader*
- David Farber, *Taken Hostage: The Iran Hostage Crisis and America's First Encounter with Radical Islam*

Reading Schedule

Jan. 16 – Introduction

Activities:

- Before the first class, briefly introduce yourself on the “Introductions” discussion forum. Explain why you are taking this class (please give a reason other than, "I need it to graduate") and what you hope to get out of it.

Jan. 23 – Early Encounters, Defining the Middle East, and Historiography

Readings:

- Robert J. Allison, “Postscript: Americans and the Muslim World—First Encounters” (Moodle)
- Peter Markoe, *The Algerine Spy in Pennsylvania*, Letter XI – Letter XXIV (Moodle or Online)
- Matthew F. Jacobs, “Imagining the Middle East” (Moodle)
- Lloyd C. Gardner, “Introduction to a Doctrine” (Moodle)
- H.W. Brands, "Preface" in *Into the Labyrinth* (Moodle)
- Benjamin Franklin, To the Editor of the *Federal Gazette* (Moodle)

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.

Jan. 28 – Jan. 30 – Benevolence to Betrayal

Readings:

Jan. 28

- Ussama Makdisi, *Faith Misplaced*, Introduction, Chapter 1-3

Jan. 30

- Ussama Makdisi, *Faith Misplaced*, Chapter 4
- Robert D. Kaplan, “Sand-Mad Englishmen” (Moodle)
- Rashid Khalidi, “The Legacy of the Western Encounter with the Middle East” (Moodle)

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.

Feb. 4 – Feb. 6 – Orientalism

Readings:

Feb. 4

- Said, *Orientalism*, Introduction (Online)
- Douglas Little, *American Orientalism*, Introduction
- Melani McAlister, *Epic Encounters*, Introduction
- Andrew J. Rotter, “Saidism without Said,” *American Historical Review* 105 (Oct. 2000): 1205-1217 (Online)
- Jack Shaheen lecture at American University of Beirut (Online)

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum below.
- Orientalism Movie Assignment Due on the Monday after Mardi Gras.

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Orientalism Movie Assignment Due on the Monday after Mardi Gras.

Mardi Gras Break

Feb. 18 – Feb. 20 – The Early Cold War

Readings:

Feb. 18

- Douglas Little, *American Orientalism*, Chapter 4
- Melani McAlister, *Epic Encounters*, Chapter 1
- Peter L. Hahn, *Crisis and Crossfire*, Chapter 3

Feb. 20

- Matthew Jacobs, “The Perils and Promise of Islam: The United States and the Muslim Middle East in the Early Cold War,” *Diplomatic History* 30, 4 (September 2006): 705-739
- Natalia I. Yegorova, “The Iran Crisis of 1945-6: A View from the Russian Archives,” Cold War International History Project Working Paper Series #15

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Turn in Orientalsim Movie Assignment (Feb. 18, in class and online)

Feb. 25 – Feb. 27 – Postwar Iran and Oil

Readings:

Feb. 25

- Francis Gavin, “Power, Politics and U.S. Policy in Iran, 1950-1953,” *Journal of Cold War Studies* 1 (1999): 56-89
- Steve Marsh, “Continuity and Change: Reinterpreting the Policies of the Truman and Eisenhower Administrations toward Iran, 1950-1954,” *Journal of Cold War Studies* 7:3 (Summer 2005): 79-123
- Mary Ann Heiss, “The U.S., Great Britain and the Creation of the Iranian Oil Consortium, 1953-1954,” *International History Review* 16:3 (August 1994): 511-535

Feb. 27

- Mary Ann Heiss, “Real Men Don’t Wear Pajamas: Anglo-American Cultural Perceptions of Mohammed Mossadeq and the Iranian Oil Nationalization Dispute,” 178-194, in *Empire and Revolution: The United States and the Third World since 1945*, ed. Peter L. Hahn and Mary Ann Heiss (Columbus, OH: Ohio State University Press, 2001)

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Iran and the Early Cold War Assignment Due on Mon., Feb. 27

March 4 – March 6 – Making of a Special Relationship

Readings:

March 4:

- Peter L. Hahn, *Crisis and Crossfire*, Chapter 2
- Douglas Little, *American Orientalism*, Chapter 3
- Bruce J. Evanson, “Truman, Palestine, and the Cold War,” *Middle Eastern Studies*, 28:1 (1992): 120-156
- Kathleen Christison, “U.S. Policy and the Palestinians: Bound by a Frame of Reference,” *Journal of Palestine Studies* 26 (Summer, 1997): pp. 46-59

March 6:

- Peter L. Hahn, “The Influence of Organized Labor on U.S. Policy toward Israel, 1945-1967,” 154-177, in *Empire and Revolution: The United States and the Third World since 1945*, ed. Peter L. Hahn and Mary Ann Heiss (Columbus, OH: Ohio State University Press, 2001)
- Laurent Rucker, “Moscow's Surprise - the Soviet Israeli Alliance of 1947-1949,” Cold War International History Project Working Paper #46

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Turn in Short Paper on Truman and Israel (March 6, in class and online)

March 11 – March 13 – Continuing Alliance

Readings:

March 11:

- Melani McAlister, *Epic Encounters*, Chapter 2 and 4
- Douglas Little, *American Orientalism*, Chapter 8
- Peter L. Hahn, *Crisis and Crossfire*, Chapter 4 and 6

March 13:

- Dina Rome Spechler, “The U.S.S.R. and Third-World Conflicts: Domestic Debate and Soviet Policy in the Middle East, 1967-1973,” *World Politics* 38 (Apr., 1986): 435-461
- Galia Golan, “The Soviet Union and the Outbreak of the June 1967 Six-Day War,” *Journal of Cold War Studies* 8 (Winter 2006): 3-19

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.

March 18 – March 20 – Oil

Readings:

March 18:

- Melani McAlister, *Epic Encounters*, Chapter 3
- Douglas Little, *American Orientalism*, Chapter 2
- Toby Craig Jones, “America, Oil, and War in the Middle East,” *Journal of American History* 99 (June 2012): 208-218 (Moodle)

March 20:

- David S. Painter, "The Marshall Plan and Oil," *Cold War History* 9, 2 (May 2009): 159-175
- Nathan J. Citino, "International Oilmen, the Middle East, and the remaking of American Liberalism, 1945-1953," *Business History Review* 84 (Summer 2010): 227-251 (Moodle)

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.

March 25 – March 27 – Arab Nationalism, Modernization, etc.

Readings:

March 25:

- Peter L. Hahn, *Crisis and Crossfire*, Chapter 3
- Douglas Little, *American Orientalism*, Chapter 5 and 6
- Amy Staples, "Seeing Diplomacy Through Bankers' Eyes: The World Bank, The Anglo-Iranian Oil Crisis and the Aswan High Dam," *Diplomatic History* 26, 3 (Summer 2002): 397-418

March 27:

- Nick Cullather, "Damming Afghanistan: Modernization in a Buffer State," *Journal of American History* 89 (Sept. 2002): 512-37
- Ali Ansari, "The Myth of the White Revolution: Mohammed Reza Shah, 'Modernization' and the Consolidation of Power," *Middle Eastern Studies* 37, 3 (July 2001): 1-24
- Nathan J. Citino, "The 'Cruse' of Ideologies: The United States, the Arab World, and Cold War Modernization," *Cold War History* 12, 2 (May 2012): 89-110

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Begin Working on Oil and Modernization in the Middle East paper (Due April 8, in class and online)

Spring Break

April 8 – Terrorism

Readings:

April 8:

- Melani McAlister, *Epic Encounters*, Chapter 5

- Ussama Makdisi, “‘Anti-Americanism’ in the Arab World: An Interpretation of a Brief History,” *Journal of American History* 89 (Sept. 2002): 538-557.
- Fredrik Logevall, *Terrorism and 9/11*, pages 1-4, 21-38, 50-84, 104-109

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Turn in Oil and Modernization in the Middle East Paper (due April 8, in class and online)
- Begin working on Terrorism Paper Assignment (due April 15, in class and online)

No Class on Wed., April 10

April 15 – April 17 – Hostages

Readings:

April 15:

- David Farber, *Taken Hostage*, Chapter 1 and 2

April 17:

- David Farber, *Taken Hostage*, Chapter 3-5

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Turn in Terrorism Paper Assignment (due April 15 in class and online)

April 22 – April 24 – The Gulf and Beyond

Readings:

April 22:

- Peter L. Hahn, *Crisis and Crossfire*, Chapter 7
- Douglas Little, *American Orientalism*, Chapter 9
- John Prados, “Notes on the CIA’s Secret War in Afghanistan,” *Journal of American History* 89 (Sept. 2002): 466-471

April 24:

- Melani McAlister, *Epic Encounters*, Chapter 6
- Edward W. Said, “The Clash of Ignorance,” *The Nation*, October 4, 2001
- Emily S. Rosenberg, “Rescuing Women and Children,” *Journal of American History* 89 (Sept. 2002): 456-465

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.

April 29 – May 1 – Presidential Doctrines and The Arab Spring

Readings:

April 29:

- Ussama Makdisi, *Faith Misplaced*, Chapter 7
- Salim Yacob, "Imperious Doctrines: U.S-Arab Relations from Dwight D. Eisenhower to George W. Bush," *Diplomatic History* 26 (Fall 2002): 571-591
- Walter Lafeber, "The Bush Doctrine," *Diplomatic History* 26 (Fall 2002): 543-558

May 1:

- Michael L. Ross, "Will Oil Drown the Arab Spring?" *Foreign Affairs*, Sept./Oct. 2011, 2-7
- Jeremy Pressman, "Same Old Story? Obama and the Arab Uprisings," in Mark L. Hass and David W. Lesch, ed., *The Arab Spring: Change and Resistance in the Middle East* (Boulder, CO: Westview Press, 2013), 219-237 (Moodle)

Activities:

- Before class on April 29, please post two substantial reading discussion questions to the discussion forum.
- Turn in Obama Doctrine Paper

HIST 525: History of U.S. – Middle East Relations—Graduate Student Supplement

Extra Readings:

We will have a discussion of the readings listed below. Please bring a written review to the discussion (first three books only). Reviews should be written in a form similar to those found on H-Net. We will set the discussion schedule in a meeting immediately following the first class on Jan. 13. Recommended dates are indicated below.

- Ussama Makdisi, *Artillery of Heaven: American Missionaries and the Failed Conversion of the Middle East* (2008)
(Jan. 27, 2:15)
- Robert Vitalis, *America's Kingdom: Mythmaking on the Saudi Oil Frontier* (2007)
(Mar. 3, 2:15)
- Rashid Khalidi, *Sowing Crisis: The Cold War and American Dominance in the Middle East* (2009)
(Apr. 19, 2:15)
- TBD
(Apr. 28, 2:15)

Essay Assignment:

In addition to the regular coursework (minus one paper—your choice), you are to write a 15 to 20 page historiographic essay on one of the following topics. This essay is due by the end of the semester. Further details will be explained in our first meeting after class on Jan. 13.

Possible Topics:

- Some aspect of U.S. relations to Arab-Israeli issues
- The Suez Crisis
- American Missionaries
- U.S. relations with Saudi Arabia

Grades Determined as Follows:

Paper 1.....	15%
Paper 2.....	15%
Essay.....	25%
Presentation.....	10%
Discussion Forums.....	10%
Class/Meeting Participation.....	10%
Reviews.....	15%

Graduate Student Supplement

Graduate students complete the same work as everyone else, but there is an additional assignment. As a result, grades will be figured a bit differently. The short papers will be worth 5 percent each, leaving 15 percent for a 15+ page historiographical essay. You must choose your topic in consultation with me before the Mardi Gras break. The papers are due before May 1. I would like to see an early draft.

The Historiographical Essay:

What is a historiography?

“Literature review,” “state of the field,” there are various terms that different disciplines use to describe this kind of essay. In history, it is historiography, the history of the history, an analysis of the debates about a given historical topic. The goal of this type of essay is to provide readers—and the author—with the scholarly backdrop of his/her research (claims to originality, significance, etc.).

Historiography is not history in the sense that it does not deal with the traditional events, names, and dates of the past. Ideas, interpretations, methodologies, and writers are the subject matter of historiography.

A common mistake students make in historiographical essays is to write a serial book review, stacking reviews of books on top of each other similarly to how they appear on his or her desk. This is not historiography. A historiographical essay needs to find similarities and differences in various works, note how and why interpretations have changed. Authors need to pay particular attention to broad themes, past and present, and the current state of the field.

One of the best descriptions of historiography I received was from a professor of mine in graduate school. He outlined a few “common purposes and techniques”: (1) constituting and sorting the literature, (2) identifying important authors and works, (3) describing the evolution of the scholarship, and (4) defining the stakes.

First, authors must identify the literature, for his/herself and for readers. This literature may not include entire books on the subject; it may be an article, a chapter, or a section that deals with the subject, or maybe even a footnote. How the subject is represented is the key. Once you’ve done that work, you need to sort the literature. There are many ways to do this, and the literature itself will guide you: argument, method, evidence, “school” or generation, etc.

The next step is to determine the most important works and who leads and who follows. Some information about the leaders, whom they studied with, etc. can be useful. When books and articles are published makes a difference, as well, helping one describe the evolution of the scholarship. Where has the literature been and where is it going?

Ultimately, the most important part of the historiographical essay is to define the stakes. Nick Cullather notes: “A historiography is a polemic; it makes an explicit argument about the literature, suggesting new directions, criticizing hidden assumptions, and generally taking a hard, analytical look at the work of other scholars.” Why do scholars do this? What is the point? So what? Why is this important to readers?

MATH 462
Linear Algebra
Fall, 2018, Class #20775, Section 001
Department of Mathematics
University of Louisiana at Lafayette
Course Syllabus

Instructor: B.A. Wade, Professor and Department Head

Phone: 337- 482-5173 (Office- 217 MDD); 414-403-7558 (Cell)

Instructor's email: Bruce.Wade@louisiana.edu

Course meeting: 1:00 PM-2:15 PM-- MW, Maxim Doucet Hall 209; 1/22-5/10, 2018

Office Hours: M/W: 2:30 PM – 3:55 PM, T/Th: 12:30 PM– 3:20 PM

Catalog description: Vector spaces and linear transformations. Matrices, determinants, linear systems, eigenvalues. Inner products. Prereq: MATH 360 with a grade of “C” or better.

Required text: *Linear Algebra*, S.H. Friedberg, A.J. Insel, & L.E. Spence, Fourth edition, Prentice Hall/Pearson 2003, ISBN # 0-13-008451-4.

Alternate (Optional) texts:

Fundamentals of Linear Algebra, J.B. Carrel (PDF- Moodle);

Linear Algebra, Theory and Applications, K. Kuttler (PDF- Moodle).

Supplemental material: Access to an interactive computing environment &/or online &/or android/ios based matrix calculator. Details to be discussed in class.

Matrix Calculators Online. The following three URLs each have different focus. One may utilize Matlab, Python, R, etc., in place of the online calculators.

<https://matrixcalc.org/en/>

<http://www.math.odu.edu/~bogacki/cgi-bin/lat.cgi>

http://www4.ncsu.edu/~lbpage/tools/row_ops.html

Expected course contents by topic. (Subject to change as the semester develops).

Section	Topic
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Vector spaces, linear independence, basis
2.1, 2.2, 2.3, 2.4, 2.5	Linear transformations, null spaces, ranges, invertibility, isomorphisms
3.1, 3.2, 3.3, 3.4	Rank, inverse, systems of linear equations
4.1, 4.2, 4.3	Determinants
5.1, 5.2	Eigenvalues & Eigenvectors, Diagonalizability
6.1	Matrix norms

Learning outcomes related to the mathematics major. Math 462 is a core course for mathematics majors and as such will contain some examination questions designed to probe the effectiveness of the course learning outcomes...

- *Expression of mathematical ideas:* Upon completion of the program, a student majoring in mathematics should demonstrate the ability to express mathematical ideas through the presentation of a proof or analysis of an applied problem. Measure: Written final exam problem to generate a proof.
- *Understanding of core concepts of linear algebra:* Upon completion of the program, a student majoring in mathematics should demonstrate understanding of the core concepts of linear algebra. Measure: Written final exam problem with a calculation related to eigenvalues and eigenvectors.

Method of evaluating students. Evaluations are based on graded homework and in-class examinations, graded on a standard scale using accumulated, weighted, total points: 90-100 (A); 80-89 (B), 70-79 (C), 60-69 (C), 50-59 (D), 0-49 (F). Weights are as follows: Total HW=30%. Exam 1 & 2 = 20% (each), Final Exam = 30%. Emphasis is placed on theoretical ideas, yet practical examples are always present. Students are highly encouraged to meet in small groups outside of class. Joint work on HW is allowed, as long as sufficient effort is imparted by all parties.

Estimated hours on task. In order to achieve the learning goals within a three credits-hours course, the average student is expected to study with an individual investment of time not fewer than 45 hours for class contact in lectures and examinations, and, additionally, for preparation and study not fewer than 100 hours throughout the semester. This represents an average of 3 in-class hours per contact week plus general studying.

Grading policy and differentiated assessment for undergraduate and graduate students. Undergraduate students' grades are based on a several homework sets, two in-class exams, and a final exam. Of course, participation is important. Attendance is necessary for quality work and comprehension.

Important Dates (Subject to change)

08/20/18	First Day of Classes
09/05/18	HW1 Due
09/19/18	HW2 Due
10/01/18	HW3 Due
10/03/18	Exam 1, in class
10/17/18	HW4 Due
10/31/18	HW5 Due
11/12/18	HW6 Due
11/14/18	Exam 2, in class
11/28/18	HW7 Due
12/07/18	Final Examination (11:00 am-1:30 pm). Cumulative. (Excluding 6.1)

Graduate students are expected to satisfy the above requirements as well as additional sections of each homework and examination, which contain more challenging questions.

Intended Presentation Order

Mondays	Wednesdays
08/20 Intro., 1.1, 1.2	08/22 1.2, 1.3
08/27 1.4, 3.1	08/29 3.1, 3.2
09/03 Labor Day	09/05 3.2, HW1 (1.1, 1.2, 1.3, 3.1, 3.2)
09/10 1.5	09/12 1.5, 1.6
09/17 2.1, 2.2	09/19 2.2, 2.3, HW2 (3.1, 3.2, 1.5, 1.6)
09/24 2.3, 2.4	09/26 2.4
10/01 3.3, HW3 (2.1, 2.2, 2.3)	10/03 Exam 1 (1.1-1.6, 3.1, 3.2, 2.1, 2.2)
10/08 3.3	10/10 3.4
10/15 3.4	10/17 4.1, HW4 (2.3, 2.4, 3.3)
10/22 4.1, 4.2	10/24 4.2
10/29 4.2, 4.3	10/31 4.3, HW5 (3.4, 4.1, 4.2)
11/05 5.1	11/07 5.1
11/12 5.1, 5.2, HW6 (4.3, 5.1)	11/21 5.2
11/19 5.2, 5.3	11/21 5.3
11/26 5.3, 6.1	11/28 6.1, HW7 5.1, 5.2, 5.3)
	12/07 Final Examination (11:00 am-1:30 pm).

Policy on due dates and make-up work. Due dates and policy regarding make-up work are announced on Moodle and email. The policy is as follows:

Attendance requirements. Attendance will be typically noted in class, which does not count in the final grade, yet gives input to the instructor concerning the students' dedication to learning the material.

Academic integrity. Students who have questions or concerns about academic integrity should ask their professor, or refer to the University for detailed information. Information on academic integrity as well as many other aspects of university life important to students may be found at the university website.

Accommodations for students with disabilities. Please feel free to discuss any special concerns, needs or requests with the professor. Special accommodations are provided in a timely manner. UL policy and information can be found at the university website.

Religious observances. For accommodation regarding absences due to religious observance please discuss the matter ahead of time with the professor.

Emergency Evacuation Procedure. A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

MATH 493
Advanced Calculus I
Fall, 2018, Class #20784, Section 001
Department of Mathematics
University of Louisiana at Lafayette
Course Syllabus

Instructor: B.A. Wade, Professor & Department Head

Phone: 337-482-5173 (Office- 217 MDD); 414-403-7558 (Cell)

Instructor's email: Bruce.Wade@louisiana.edu

Course meeting: 4:00 pm - 5:15 pm MW, Maxim Doucet Hall 214; 8/20-11/28, 2018

Office Hours: M/W: 2:30 PM-3:55 PM, T/Th: 12:30 PM– 3:20 PM

Description: Real numbers, Sequences & series, Limits & continuity, Differentiation. Emphasis on rigorous proof and theoretical comprehension.

Required Text: *Introduction to Analysis*, E.D. Gaughan, fifth edition, American Mathematical Society, 2009, ISBN #978-0-8218-4787-9

Optional Texts:

Advanced Calculus, A. Friedman, Dover, 1971, ISBN #978-0-4864-5795-6;

Calculus: A Modern Approach, H. Beyer, (PDF- Moodle);

An Introduction to Real Analysis, J. Hunter, (PDF- Moodle).

Expected course contents by topic. (Subject to change as the semester develops).

Section	Topic
0.1, 0.2, 0.3, 0.4, 0.5	Sets, relations & functions, proof techniques, real numbers
1.1, 1.2, 1.3, 1.4	Sequences & series, convergence, Cauchy sequences, subsequences & monotone sequences
2.1, 2.2, 2.3, 2.4	Limits of functions
3.1, 3.2, 3.3, 3.4	Continuity
4.1, 4.2, 4.3	Derivatives, Algebra of derivatives, Rolle's and Mean-Value Theorems

Method of evaluating students. Evaluations are based on graded homework and in-class examinations, graded on a standard scale using accumulated, weighted, total points: 90-100 (A); 80-89 (B), 70-79 (C), 60-69 (C), 50-59 (D), 0-49 (F). Weights are as follows: Total HW=30%. Exam 1 & 2 = 20% (each), Final Exam = 30%. Emphasis is placed on theoretical ideas, yet practical examples are always present. Students are highly encouraged to meet in small groups outside of class. Joint work on HW is allowed, as long as sufficient effort is imparted by all parties.

Estimated hours on task. In order to achieve the learning goals within a three credits-hours course, the average student is expected to study with an individual investment of time not fewer than 45 hours for class contact in lectures and examinations, and, additionally, for preparation and study not fewer than 100 hours throughout the semester. This represents an average of 3 in-class hours per contact week plus general studying.

Grading policy and differentiated assessment for undergraduate and graduate students. Undergraduate students' grades are based on a several homework sets, two in-class exams, and a final exam. Of course, participation is important. Attendance is necessary for quality work and comprehension.

Important Dates (Subject to change)

08/20/18	First Day of Classes
09/05/18	HW1 Due
09/19/18	HW2 Due
10/01/18	HW3 Due
10/03/18	Examination 1
10/17/18	HW4 Due
10/29/18	HW5 Due
11/12/18	Examination 2
11/19/18	HW6 Due
11/28/18	HW7 Due
12/05/18	Final Examination (4:00 PM-6:30 PM). Cumulative.

Graduate students are expected to satisfy the above requirements as well as additional sections of each homework and examination, which contain more challenging questions.

Intended Presentation Order

Mondays	Wednesdays
08/20 Intro., 0.1, 0.2	08/22 0.3, 0.4
08/27 0.4, 0.5	08/29 0.5, 1.1
09/03 Labor Day	09/05 1.1 HW1 (0.1, 0.2, 0.3, 0.4, 0.5)
09/10 1.2, 1.3	09/12 1.3, 1.4
09/17 2.1	09/19 2.2 HW2 (1.1, 1.2, 1.3)
09/24 2.3	09/26 2.3
10/01 2.4, HW3 (1.4, 2.1, 2.2)	10/03 Exam 1 (0.1-0.5, 1.1-1.4, 2.1-2.2)
10/08 3.1	10/10 3.2
10/15 3.2, 3.3	10/17 3.3 HW4 (2.3, 2.4, 3.1, 3.2)
10/22 3.3, 3.4	10/24 3.4
10/29 3.4, 3.5	10/31 3.5, HW5 (3.1, 3.2, 3.3, 3.4)
11/05 4.1	11/07 4.1
11/12 Exam 2 (2.3-2.4, 3.1-3.5)	11/14 4.2
11/19 4.1, 4.2 HW6 (3.4, 3.5, 4.1)	11/21 4.2, 4.3
11/26 4.3	11/28 4.3, part of 4.4, HW7 (4.1-4.3)
	12/05 Final Examination (4:00 pm - 6:30 pm).

Policy on due dates and make-up work. Due dates and policy regarding make-up work are announced on Moodle and email. The policy is as follows:

Attendance requirements. Attendance will be typically noted in class, which does not count in the final grade, yet gives input to the instructor concerning the students' dedication to learning the material.

Academic integrity. Students who have questions or concerns about academic integrity should ask their professor, or refer to the University for detailed information. Information on academic integrity as well as many other aspects of university life important to students may be found at the university website.

Accommodations for students with disabilities. Please feel free to discuss any special concerns, needs or requests with the professor. Special accommodations are provided in a timely manner. UL policy and information can be found at the university website.

Religious observances. For accommodation regarding absences due to religious observance please discuss the matter ahead of time with the professor.

Emergency Evacuation Procedure. A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

MUS450-001-201740 Trad Musics of North America

MUS 450G Course Syllabus

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Instructor Dr. Mark DeWitt

Office: Angelle 247

Phone: 482-1020

Email: dewitt@louisiana.edu

Class Meets: TR 11am-12:15pm (Angelle 132)

Office hours: TBA

Bulletin Description

Study of preservation, transmission, and change in traditional music, using North American examples, from several disciplinary perspectives including ethnomusicology, folkloristics, and cultural anthropology.

Objectives

What is "traditional music?" What about "folk music," "roots music," and "popular music" – how do they fit in? Why should we care about old obscure genres when everyone is listening to hip hop, punk, alternative, reggae, and so on? This offering of Music 450(G) focuses on Native American music, blues, and old-time Appalachian music. We will ask: who made them, how they came to be, how they are put together (musically), how they have been passed on, and what has become of them in our modern (and post-modern) world? In this course, we seek to instill an approach to thinking about musics of all kinds and cultures in terms of group history and identity, aural and written transmission, musical content, and commoditization.

Required Texts

Browner, Tara. 2002. *Heartbeat of the People: Music and Dance of the Northern Powwow*. Urbana: University of Illinois Press.

Gioia, Ted. 2008. *Delta Blues: The Life and Times of the Mississippi Masters Who Revolutionized American Music*. New York : W. W. Norton.

Ritchie, Fiona and Doug Orr. 2014. *Wayfaring Strangers: The Musical Voyage from Scotland and Ulster to Appalachia*. Chapel Hill: University of North Carolina Press.

These texts can be found at the bookstore. If they run out of copies, please order them online immediately so that you can keep up with the readings. One of them (Ritchie and Orr) comes with an audio CD from which listening assignments will be made; other listening assignments will be assigned on Spotify.

Requirements

- **Undergraduate Exams**

Undergraduates will take two midterm exams and a final exam.

- **Graduate student short papers**

In lieu of exams, graduate students will write critical summaries of the assigned

readings, including some assigned only to graduate students.

• **Undergraduate Projects**

Each undergraduate student will be responsible for a term project concerning a traditional music genre chosen from the list below. Students will have some choice in topics, but the instructor reserves the option to assign topics to assure even coverage. The format of the final deliverable will depend on the type of project you propose: a research paper based on some combination of library and field research (2,500 word minimum), musical performance (live recordings of you performing, plus 1,000 words of liner notes), or service learning (8-10 hours of volunteering plus 1,000 words minimum of reflection on the experience and background on the event or organization for which you volunteer).

• **Graduate student research papers**

Term projects for graduate students will most likely take the form of a research paper, based on some combination of library and field research (5,000 words). Unlike undergraduate projects, the topic need not be genre-defined.

Project proposals for both undergraduate and graduate students are due on Thursday January 26.

• **Presentations**

Each student will give a short class presentation based on the topic of the term project, to be scheduled over the last day of class (April 27) and the final exam period (May 4).

• **Attendance and Participation**

Each class meeting will have reading and listening assignments that you will be expected to prepare ahead of time and discuss in class. To the extent that your attendance suffers, your participation grade (20%) will also suffer. See "Attendance Policy" below for more information. There will also be some short written assignments that count toward the participation grade.

Possible Genre Paper Topics

- 19th century black religious music (spirituals, ring shout)
- Banda
- Black old-time music: string bands, songsters, banjo, fiddlers
- Bluegrass
- French Canadian
- Gospel
- Hawaiian
- Klezmer
- Mardi Gras Indian music
- Mariachi
- Native American (except for powwow music)
- New Orleans brass bands
- Norteña
- Polka
- Salsa
- Shape note singing
- One of twenty-six immigrant groups covered in Karl Signell's "Music in a New World" radio programs.
- A genre you propose

Grading

I will give numeric grades on assignments, simply because it is easier to perform arithmetic on them. A-B-C-D will translate to 90-80-70-60 for exams

and papers, 9-8-7-6 for participation. The grade weighting for the course was determined by class vote for the undergraduates.

Assignment	Undergraduate	Graduate
Midterm exams (2)	30%	
Final exam	15%	
Reviews of assigned books, annotations on other readings		30%
Graduate research paper		50%
Term project	35%	
Attendance/participation	20%	

Attendance Policy

Regular attendance is in the student's best interest, in order to benefit from the guided listening sessions in class and to develop a deeper understanding of the reading assignments. Attendance records are required by the University. Students are allowed no more than three unexcused absences; after three unexcused absences, ten percent of the attendance/participation grade will be deducted, and each subsequent absence will result in a zero participation grade for the day. All absences will be considered unexcused except for documented participation in University-sponsored events and medical excuses from Student Health Services.

Cell Phones, PDAs, Laptops

I ask you please, as a courtesy to me and your colleagues, to make sure that your cell phones are turned off when you come into class. I also do not allow the use of laptops in class, as the temptation for multi-tasking (distractions outside of class) is great. If you need to take notes (as I hope you do), please use a notebook. My general policy: I do not allow the use of any electronic device in the classroom except those used for audio recording. No phones, no games, no laptops, no PDAs. Leave all this stuff in your bag.

Academic Honesty and Academic Dishonesty

An essential rule in every class of the University is that all work for which a student will receive a grade or credit be entirely his own or be properly documented to indicate sources. When a student does not follow this rule, he is dishonest and he defeats the purpose of the course and undermines the goals of the University. Cheating in any form therefore can not be tolerated; and the responsibility rests with the student to know the acceptable methods and techniques for proper documentation of sources and to avoid cheating and/or plagiarism in all work submitted for credit, whether prepared in or out of class. If a student is found to be cheating, the Instructor notifies the student and completes an Academic Dishonesty Report. Both the Instructor and student sign the form, then it is turned in. The Dean of Students then contacts the student for disciplinary action.

EMERGENCY EVACUATION PROCEDURE: A map of this floor is posted in the hallway marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building in the event of an emergency.

Students who may need assistance should identify themselves to the teaching faculty.

Last modified: Wednesday, 25 January 2017, 11:03 PM

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BIOL 403, Fundamentals of Virology

Spring 2018, 9:30-10:45AM Tuesday and Thursday, Billeaud Hall 220

3 Credits

Text: *Principles of Virology*, Flint et al., 4th Ed. (*required*)

Instructor: Kenneth A. Rogers (NIRC Bld 27); Phone: (337) 482-0315; E-mail KAR9115@louisiana.edu

Office Hours 8:30-9:00AM and 11:00- 11:30AM Tuesdays and Thursday in Warton Hall 510 or by appointment.

B IOL403 is a survey course of Virology, covering a large range of viruses that infect prokaryotic and eukaryotic hosts. The course is aimed at advanced undergraduates (e.g., Seniors) and graduate students. Students will be best prepared with some background knowledge, in the following areas: microbiology, molecular biology, biochemistry, genetics and immunology (see below).

Biology 403 is conceptually divided into three parts:

Part I will cover general principles of viral structure, infection cycle and an overview on host recognition. This part will also include modern taxonomic groupings of viruses (e. g., dsDNA virus, ssDNA virus, (+)ssRNA virus, etc.). Genetic, molecular and other methods used to study viruses will be discussed.

Part II will focus attention to specific viruses within a grouping and molecular mechanisms of gene regulation shared by a variety of viruses. There will also be a substantial emphasis on the diverse mechanisms of viral nucleic acid replication for specific groups of viruses.

###Much of the information in the Parts I & II can be found in the assigned text. The text has a particular focus on eukaryotic viruses and outside material will be used to expand on the biodiversity of viruses.###

Part III will continue to cover molecular mechanisms and a number of "special topics" relying on some "outside" reading materials,* although treatments can also be found in the text. These topics will include mechanisms of pathogenesis, host response to infection, rates of viral and host evolution and some topics that have special contemporary medical relevance (e. g., Influenza Virus, Ebola Virus, SARS, HIV and AIDS).

Relevant Dates:

First day of class January 10

No class due to Holidays: Feb. 13th (Mardi Gras), April 3rd and April 5th (Spring break)

Last Drop-day: Jan. 17th

Last day of class lectures (Dead day-no Exam) April 26th

Last Day to drop with a grade of W: March 1

Grades reported by May 7 (noon)

TENTATIVE EXAM SCHEDULE

1st Midterm: Feb. 8th

2nd Midterm: March 15th

3rd Midterm: April 24th

Scheduled Final Exam: May 3rd Thursday 8:00AM -10:30AM

*Additional reading materials such as scientific articles and reports may be assigned and provide through links on Moodle or placed on reserve in the library. The Student is also directed to some useful Web sites for a wealth of information, for example: www.cdc.gov and other sites are listed at the back of chapter 1. Some Journal articles from recent literature may be assigned or given as references and will be available from PubMed.

Learning objectives for undergraduates: (1) To understand the structure and function of viruses; (2) to understand the basis for host recognition; (3); to understand the differences and unifying mechanisms between RNA- and DNA-based viral replication; (4) to understand how viruses evade host immune responses (e.g., HIV) and (5) to understand the mechanisms how new viruses emerge in human and other animal population; and (6) understand viral diversity and basic classification of viruses. Student mastery of the subject material will be evaluated by means of three exams as detailed below.

Learning objectives for graduate students overlap those for undergraduate students. However, in addition, graduate students will be expected to critically read and understand approximately ten primary assigned papers from the scientific literature. Graduate students will also write a term paper (see below) in which they must demonstrate a critical understanding of a new and specific research front in virology.

Grading:

Exams 300pts (75% of grade):

There will be three exams during the semester ("midterms"), each worth 100 points and a final comprehensive exam worth 100 points. Each student will have the option to drop the lowest midterm exam and have it replaced with resulting grade of the comprehensive final (for better or worse). Alternatively students may opt out of the final exam.

Attendance is required and will be worth 5% (20pts) of the grade. However excessive unexcused absences will be punitive under the policy outlined below.

Assignments 20% (80pts total): This will consist of quizzes, papers and related question and other material given through Moodle (40pts) and a group presentation project (20pts).

Grading scale will be 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D and < 60% = F.

Graduate students will need to complete an *additional assignment*; these arrangements must be made with Dr. Rogers by Feb. 8th and will be due by April 26th. Points for graduate student extra project = 60 (i. e., 460 pt. total for course).

Make-up exam policy: For exceptional cases (e. g., medical) a *written* or *oral* make-up midterm exam may be arranged. You must notify Dr. Rogers immediately to take a make-up exam (a written message by e-mail or a phone call can be used). Failure to make arrangements immediately (i. e., a couple days after exam) may result in an automatic F for the exam. **Cheating:** The minimum penalty for cheating will be a zero grade on the exercise/exam, maximum penalty will be dismissal from the University.

Prerequisites: This is a 400-level, upper-division course (junior/senior/grad) intended for Biology majors, Microbiology majors and other related fields; thus, you should not be in junior division. You should have already had a minimum of Intro. to Biology, Chemistry, Microbiology and Genetics. In addition, some understanding of Immunology and Biochemistry will be important for you to understand and succeed in this course. If your background in these areas is not strong, you should speak with Dr. Rogers to discuss the likelihood of succeeding in this course.

EMERGENCY EVACUATION PROCEDURES: A map of the floor plan is posted near the elevator marking the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. The Coordinator of Services to Students with Disabilities, University Police, Lafayette City police and Fire Department will be provided with maps of Designated Rescue Areas for all University buildings. Students who need assistance should identify themselves to teaching faculty.

Attendance: Attendance of lectures is required. Excused absences include those for pre-approved University activities, sickness, and family emergencies. All excused absences require documentation and that the student should notify the instructor by email as soon as possible, following absences due to sickness and emergencies. If the student has two or more unexcused absences prior to the drop date, they are strongly encouraged to drop the course. For every *unexcused* absence above 3, the student's final grade will be assigned a grade of reduced by 5%. This policy will be enforced following Jan 17, the last day for adding classes. Attendance will be tracked with a signing sheet. This policy applies in addition to the grade received for attending class.

Phones and Electronic devices: Please disable phone ringers during class out of respect for those around you. If a phone or other electronic devices goes off during class or otherwise prove disruptive, then you may be asked to leave class for the day. Phones and other electronic devices may not be out during examinations unless approved.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call [337-482-5252](tel:337-482-5252) or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Academic honesty: All of the work on which you will be graded must be an original contribution or should be properly documented to indicate sources. Acts of academic dishonesty include giving, receiving, or using unauthorized aid on any academic work as well as plagiarism. Cheating, in the context of academic matters, is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating. Plagiarism is the use of unacknowledged materials in the preparation of assignments. In accordance with University policy, if the instructor determines that a student has committed academic dishonesty, a grade of zero on the exercise in question and the student's actions will be reported to the University.

BIOL 405 MAMMALOGY Fall 2016 (Subject to modification)
Dr. Leberg, 518 Wharton, 2-6637, Leberg@louisiana.edu, Office hrs. M,T,R 1:00-3:30
Ange Darnell (TA), axd5444@louisiana.edu
Lecture: Monday Wednesday--11:00-12:15 Rm 401
Laboratory: Wednesday--1:00-4:50 RM 418

Preliminary Schedule--Subject to Change
8-22 & 24 Introduction, History of Mammalogy, Mammalian Traits (Chap. 2)
8-29 & 31 General EcoPhysiology (Chap. 21)m Wildlife Diseases and Parasites (Chap. 28-online)
9-7 Mammalian Origins (Chap 3)
9-12 & 14 Systematics (Chap 1,4), Monotremes (Chap. 5), 9-14 Marsupials (Chap. 6, 20)
9-19 & 21 Xenarthra and "Insectivores" (pp. 142-157 & Chaps 7&14), (Bats, flight adaptations (Chap. 15, 22)
9-26 & 28 Bats, ecolocation (Chap. 15, 22). Pangolins (pp. 157-159) and Carnivores (Chap. 16)
10-3 Marine Carnivores and Horses (Chap 17)
10-5 Depart on long field trip (Wednesday thru Sunday)
10-10 Pigs and Ruminants, adaptations for running and herbivory (Chap 18)
10-12 Exam (midterm)
10-17 & 19 Marine Mammals, Diving adaptations (Chap. 19)
10-24 & 31 Rabbits and Rodents and teeth (Chap. 13)
10-31 Tree Shrews, Flying Lemurs and Primates (Chap. 11,12)
11-2 Afrotheria (Chaps8&9)
11-7 & 9 Aging, sexing, Marking and Handling
11-14 & 16 Estimating Abundance and population parameters (Chaps. 23)
11-21 & 23 Demography and Behavioral Ecology (Chap. 24)
11-28 Behavioral Ecology
11-30 Conservation (Chap. 26) **LAB Final**
12-6 Final Exam (2:00 PM)

Laboratory Schedule (Dates are subject to change)

8-24 Mammalian Morphology
8-31 Mammalian Morphology
9-7 Test on Morphology; Classification, Opossums, Armadillos
9-14 Moles, shrews, Bats
9-21 Bats **Mistnetting bats (leave at 3:00PM, return 11:30 PM)**
9-28 Carnivores (**rain date for the bat mist netting trip**)
Fall Break Trip (October 5-Oct 9; west Texas)
10-12 Carnivores, ungulates--**Trapping Bats (Evening Field Trip)**
10-19 Ungulates, Marine Mammals (**rain date for the bat trapping trip**)
10-26 Lagomorphs, Rodents,
Weekend Trip (Tunica Hills, Oct 29-30)
11-2 Rodents.Primates
Rain date, Tunica Hills trip, Nov 5 and 6
11-9 **Trip to Cade Farm (including early AM of Nov 10)**
11-16 Manatee and Review (**Rain date, including AM on the 17th, for Cade**)
11-23 Review
11-30 Lab Final

Note on Dates: Please keep field trip dates and rain dates open. If a field trip goes as scheduled, the rain date will not be used by the class, but until that becomes clear students should not schedule events for rain dates. Note that the trip to Cade will involve the afternoon of one day and early in the morning of the next. Students with early morning courses will be able to attend them. The mist netting and Harp trapping trips will be the evening after the normal laboratory. Do not schedule activities on Wednesday evenings set aside for field trips.

These are only likely dates. As the semester starts, these dates will become more fixed. However, there is a certain amount of uncertainty associated with all field dates. We will take two required field trips over weekends in the fall that involve camping.

Grading (% of total grade)

	Undergraduates	Graduate Students
Morphology Test	8	7
1 st Lecture Test	20	19
Pop Quiz (lab)	6	5
Lab Final	25	25
Lecture Presentation	--	8
Field Trip Participation	16	12
Final	27	25

Lecture and laboratory are not completely independent. Some of the material presented in laboratory or on field trips may form the basis for questions on lecture exams. There will be a pop quiz on mammal id, most likely in October or early November. Tests are curved. I reserve the ability to curve graduate students on a less generous scale than undergraduates. In cases of exceptional performance on all aspects of the course, including previous assignments, field trips, quizzes and exams, I reserve the right to excuse students from the final exam.

Field Trips: This class serves as a “field elective.” Therefore your active and enthusiastic participation in field trips is expected and will be a large part of your grade. There will be one overnight weekend field trips (departing Saturday AM, and returning late the next day), one long weekend trip leaving Wednesday of fall break and returning late Sunday (or early Monday AM), and three local trips. One local trip involves a Wednesday afternoon and an early Thursday morning (we will get you back for class). The other local two trip will only be the afternoon and evening. The weekend trips will involve camping, so you should plan on borrowing a sleeping bag and sharing a tent with someone. If you don’t have a tent, don’t worry.

Field trips might include some unforeseen costs, such as campground and entry fees. I will work to keep these fees to a minimum and have been successful in keeping them to nothing on several trips, but students should be prepared to pay fees related to the field trips, should this become necessary (typically < \$20 per student for the entire course). Please budget up to \$50 for food costs while on the field trips; however I expect the cost to be less than this.

Each field trip will be graded as follows: Enthusiastic and active participation = A (100%), limited active participation = C (75%), unsatisfactory participation (as determined by instructor) = F (50%). People not attending field trips will receive a grade of F (0%). These grades will be assigned to the participation grade as follows:

Field Trip Participation	Undergraduates	Graduate Students
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Breakdown		
Evening trip (mist netting)	1 pts	1 pts
Fall Break trip	6	5
Local Trip (Cade)	2	1
Evening trip (Harp Trapping)	1	1
Weekend trip	4	3

If a field trip is canceled, its proportion of the Participation grade will be distributed among the remaining field trips. If a student cannot attend a trip because of an excused obligations or sickness, and with instructor approval, grades of 0 can also be replaced through completion of a special research assignment. This will involve writing a well-referenced review of a field research topic of the instructor's choice. Expectations for this review paper include 5 double-spaced pages (including the literature cited) for every point of field experience missed (see the table above). This paper would then be graded and the grade assigned to that proportion of the participation grade.

If you are going to miss a field trip or an exam you need to contact us by email (Leberg@Louisiana.edu) in soon as possible. Please note that test questions will be based on lecture and laboratory material presented during the trips. Therefore if you miss a trip you should make arrangements to obtain data and notes from a participant. If you cannot attend most of the field trips, or if the weekend field trips are a hardship, you should drop the course. The course can not be used as a field elective if the student does not participate in the majority of the field trips.

Graduate Student Presentation: Graduate students will be required to present one lecture (30-40 minutes, worth 10% of their grade). The lecture will focus on the systematics and general biology of a group. This year's choices include: Perissodactyla, Feliformia, Lagomorpha, Proboscidea, Hyracoidea, Sirenia, Scandentia, Dermoptera, Tubulidentata. Please notify me of your choice at the second meeting of the class. The presentation must be well researched. It should include systematic treatments beyond the textbook incorporating modern molecular data. Be sure to explain alternate hypotheses of the relationship of the group to other modern and fossil groups. Summarize relationships of major subdivisions of the groups. For all major subdivisions of the group, present pictures and discuss unique and interesting aspects of the group's physiology, morphology, behavior, and conservation status. Use of PP is encouraged for figures and photographs; overuse of text will be detrimental to your grade. You will also need to develop exam questions related to the material you present in your lecture.

Electronics Use: Cell phones should be turned off upon entering the classroom and their use is not permitted during the presentation of lecture material. Use of laptops is permitted during lecture only for the purpose of taking notes. For each event where you misuse electronic devices, after an initial warning, 10% of your final participation grade will be replaced with a grade of 0.

Learning Objectives: This course is a survey the phylogenetic relationships, diversity, and biology of the mammals. The lecture portion of the course has the goals of the understanding of the Class Mammalia, accomplished primarily through lectures focusing on mammal structure and function, evolution, diversity, ecology, and behavior. The laboratory portion of the course has two goals: 1) understanding mammalian anatomy as well as the life history and identification of the mammals of Louisiana and other selected taxa; 2) knowledge of habitat relationships and techniques used to study mammals in field situations. By the end of the semester, you should be able to do all of the following:

Discuss the major evolutionary events associated with trait development and the radiation of mammals

Reconstruct the evolutionary relationships of the major mammalian clades and discuss the role of biogeographic processes in shaping mammalian evolution

Discuss the selective forces shaping the social dynamics and reproductive behaviors of mammals

Identify morphological and physiological characteristics associated with the mammalian radiation and articulate how evolution has led to adaptations associated with niches occupied by major mammalian clades

Design a study to characterize mammalian habitat use and demography

Discuss the risks of wildlife related disease and how to handle mammals safely

Articulate how environmental variation affects the composition on mammalian communities

Identify most Louisiana mammals by skin and skull characteristics and describe basic components of their ecology and life history

Required Text: Vaughan et al. Mammalogy, 6th edition (paperback or e-version are fine if available). I ask questions out of the text on the exam. These are frequently graphs from the book. The 6th edition is similar to the 5th, so if you chose to save money and get the 5th edition realize that 90% of the graphs are the same; there is one chapter in the 6th edition that are not in the 5th that I will cover. You can make the call as to whether the savings associated with the 5th edition are worth the potential of missing a few questions on the exams. DO NOT use an edition older than 5; earlier ones are very different. You will be expected to read the sections noted on the syllabus prior to attending a lecture.

Although not required, students would be well served to purchase a field guide such as the *Kaufman Field Guide to Mammals of North America* or *Peterson Field Guide to Mammals of North America*. Alternately, they can obtain some helpful information from online sources such as <http://www.enature.com/fieldguides/intermediate.asp?curGroupID=5>, <http://www.nsr1.ttu.edu/tmot1/Default.htm>, http://www.mnh.si.edu/mna/main.cfm?lang=_en (allows you to make a field guide) and <http://animaldiversity.ummz.umich.edu/site/accounts/information/Mammalia.html>. No one source is likely to provide coverage of all necessary information.

Notices regarding live mammals: No student is required to handle a live mammal as part of this course; however, during field trips students will have the opportunity to handle live mammals. Mammals sometimes carry diseases that can be transmitted to humans. Although such disease transmission is extremely unlikely and students will be instructed in appropriate safety precautions, the possibility of contracting a potentially fatal disease exists. The university and instructor assume no liability for harm that results from participation in field trips.

Trapping and study also presents a risk to the small mammals. All of our trapping will be done using live traps with the intention of releasing almost all individuals. However, on rare occasions an animal might succumb to stress or be injured to the point that sacrificing it will be the most humane thing. On rare occasions we might also sacrifice an individual if it represents an important scientific record or would enhance the teaching of our classes. While students are never asked to sacrifice a mammal, if you have significant objections to such activities, you should drop the class.

Attendance: Attendance of lectures and laboratories is required. Excused absences include those for pre-approved University activities, sickness, and family emergencies. All excused absences require documentation and you should notify me by email as soon as possible, following absences due to sickness and emergencies. If you have two or more unexcused absences prior to the drop

date, you are strongly encouraged to drop the course. For every unexcused absence above 3, 10% of your final participation grade will be assigned a grade of 0. Arrival after the start of class will be counted as a partial absence, up to 10 minutes late, at which time the student will be considered absent.

Exam-makeup policy: If you miss an exam (other than the final) due to a valid, documented emergency, you may substitute the final exam grade for the missing grade. If the final exam (or final laboratory exam) is missed for a valid, documented emergency, I will give you an oral exam at the earliest possible date. All other missed exams will result in a grade of zero. Grades on lab reports will be reduced by one letter grade for each day they are late.

Academic honesty: All work for which you will receive a grade or credit shall be an original contribution or properly documented to indicate sources. Acts of academic dishonesty include giving, receiving, or using unauthorized aid on any academic work as well as plagiarism. Cheating is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating. Plagiarism is the use of unacknowledged materials in the preparation of assignments. In accordance with University policy, if the instructor determines that a student has committed academic dishonesty, a grade of zero on the exercise in question and the student's actions will be reported to the University.

Emergency Evacuation procedures: A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is the area where emergency personnel will go first to look for individuals who need assistance exiting the building. Students who may need assistance should identify themselves to me.

General syllabus, BIOL 407: Environmental Toxicology (4 credits), Fall 2017

Class meets Tuesday and Thursday, 8:00 – 9:15 in BLD 220, with the lab meeting on Tuesday **or** Thursday, 1:00-3:50 in BLD 239.

Instructor:

Dr. Paul Klerks (BLD 222A), voice: 482-6356, e-mail: klerks@louisiana.edu
Office hours: Mo., Tue, Thu, Fri: 9:30 a.m. –12 noon, or by appointment.

Teaching Assistants:

Sabrina Tabassum-Tackett and Alex Kascak (see lab syllabus for contact information).

Textbook:

Walker et al. (2012): Principles of Ecotoxicology (4th edition). Purchasing (hardcopy or e-book) is strongly recommended.

Readings also from Landis, Sofield & Yu (2011): Introduction to Environmental Toxicology (4th edition). (Below referred to as “**LSY '11**”). LSY'11 will be on reserve in library!

Labs: See separate lab syllabus. Laboratory notebook (bound, numbered pages) **required**.

Learning outcomes: Students will be able to explain methods for toxicity testing, describe and identify the major groups of environmental contaminants, describe how organisms are exposed to contaminants, describe how contaminants can be detoxified, describe the contaminants' effects at different organizational levels in biota, and describe how environmental monitoring can assess contaminant levels and effects. Students will be able to design and conduct bioassays and measure levels of specific contaminants in different parts of the environment. Graduate students will also be able to summarize scientific papers on environmental toxicology topics.

Grading:

- 60% for “lectures” (20% for each of 3 exams). These are mixed-type questions (example will be provided prior to first exam). Partial credit will be given if part of an answer is correct. No use of phones or other electronic devices is allowed during exams. Exam dates will follow the “lecture” schedule listed below. Make-up exams are allowed only for excused absences (see below under “attendance”) during a scheduled exam, and will be rescheduled at a mutually agreed date and location (rescheduling request to be initiated by the student).
- 10% for "quizzes" (mostly "pair & share" done in groups, in each class). The 3 lowest "quiz" grades will be dropped.
- 30% for laboratories (lab. reporting: 20%, lab. participation: 10%).
- No extra credit will be provided.

Final grades: A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: less than 60%. Final grades will not be curved (so: no penalty if the majority does well or reward for most doing poorly).

Extra requirements for graduate students:

- Interpretation of research papers (n=6; 2 per exam) with extra exam questions on these.
- Higher demands on graduate students' laboratory reports.

Attendance: mandatory

- Penalty for missing lectures (>3): 0 grade for quiz missed (w/o excused absence).
- Penalty for missing labs (>1): 10-point deduction (=10%) on lab participation grade, per lab.
- All excused absences require documentation of the reason for the absence. Excused absences include those for pre-approved University activities, sickness, and family emergencies. All excused absences require documentation and that the student should notify the instructor by email as soon as possible, following absences due to sickness and emergencies. The student should notify the instructor as soon as possible following absences due to emergencies and sickness. Other absences require notification prior to the absence.
-

Course contents will be available on Moodle. Notes will be available the day before class (no later than noon), and students should bring print-out of notes to class.

Academic honesty. We will adhere to the university policy (see UL statement on academic dishonesty: <http://catalog.louisiana.edu/content.php?catoid=5&navoid=1031>), so make sure that you are familiar with this policy. You know of course that it is wrong to cheat and that doing so does not help you in the long run. At this stage in your career I expect you to realize that and to act as a mature, responsible and reliable individual. That said, cheating will not be tolerated and will result in a grade of zero on the test or lab report in question and may even result in dismissal from the university. Note that plagiarism (defined at URL listed above) is also a form of cheating.

Emergency Evacuation Procedures: A map of this floor is posted near the elevator, marking the evacuation route and the **Designated Rescue Area**. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. If a registered student is taking exams at the ODS office, it is the student's responsibility to provide the appropriate paperwork to the instructor at least 1 day prior to the exam.

“LECTURE” SCHEDULE (approximately; exam dates are fixed):

- (1) Aug. 22 **Course introduction and introduction to environmental toxicology** (Ch. 1 & 2 in LSY '11).
- (2) Aug. 24 **Toxicity testing: introduction & terminology** (Ch. 6 in text; Ch. 3 in LSY '11).
- (3) Aug. 29 **Toxicity testing: designs and statistics** (Ch. 6 in text; Ch. 3 in LSY '11).
- (4) Aug. 31 **Toxicity testing, test species and methods** (Ch. 6 in text; Ch. 4 in LSY '11).
- (5) Sept. 5 **Major classes of toxicants** (Ch. 1 in text).
- (6) Sept. 7 **Major classes of toxicants** continued.
- (7) Sept. 12 **Major classes of toxicants** continued.
- (8) Sept. 14 **Toxicant sources, transport and distribution in the environment** (Ch. 2 & 3 in text).
- (9) Sept. 21 **Exposure routes and contaminant uptake / bioaccumulation / bioavailability** (Ch. 4 & 5 in text; Ch. 5 & 6 in LSY '11, in part).
- Sept. 21 EXAM I** (covering material of “lectures” 1-9)
- (10) Sept. 26 **Toxicant modes of action** (Ch. 7 in text; Ch. 6 in LSY '11, in part)
- (11) Sept. 28 **Predicting toxicity using QSARs** (Ch. 5 & 6 in LSY '11, in part).

- (12) Oct. 3 **Biotransformation, detoxification, and biodegradation** (Ch. 11 in LSY '11)
Oct. 5 no classes (Fall Holiday)
- (13) Oct. 10 **Biotransformation, detoxification, and biodegradation**, continued.
- (14) Oct. 12 **Effects of toxicants at cellular, organ & organismal level** (Ch. 7 & 8 in text).
- (15) Oct. 17 **Effects of toxicants at population level** (Ch. 12 in text).
- (16) Oct. 19 **Toxicant acclimation and adaptation** (Ch. 13 in text).
- (17) Oct. 24 **Effects of toxicants on communities & ecosystems, to global scale** (Ch. 14-15 in text; Ch. 13 in LSY '11).
- Oct. 26 Exam II** (covering material of “lectures” 8-17)
- (18) Oct. 31 **Interactive and combined effects of contaminants** (Ch. 9 in text).
- (19) Nov. 2 **Biomarkers** (Ch. 10 in text)
- (20) Nov. 7 **Biomarkers** continued. **Environmental monitoring & biomonitoring** (Ch. 10, 11, 15 & 16 in text).
- (21) Nov. 9 **Environmental monitoring & biomonitoring**, continued.
- (22) Nov. 14 **Environmental monitoring & biomonitoring**, continued.
- (23) Nov. 16 **Ecological risk assessment in environmental toxicology** (Ch. 14 in LSY '11).
- (24) Nov. 21 **Life cycle assessment** (Ch. 14 in LSY '11, in part).
- Nov. 23 No class; Thanksgiving break*
- (25) Nov. 28 **Quality Assurance / Quality Control**.
- (26) Nov. 30 **Wrap-up of remaining topics & review**.
- Thursday Dec. 7, 8:00-10:30 a.m. EXAM III** (covering material of “lectures” 18-26).
-

Lecture: T-Th 12:30–1:45 pm (VLW 403)

Laboratory: T 2–3:50 pm (VLW 409)

Field trips: See schedule

PROFESSOR: Dr. Brad Moon

Office: 509 Wharton Hall

Office phone: 482-5662

E-mail: BradMoon@louisiana.edu

Office Hours: W 2:00–3:00 PM & Th 2:00–3:00; other times by appointment

TEACHING ASSISTANT: TBA (office and contact info TBA)

COURSE DESCRIPTION: This course will cover the structure, function (physiology, behavior, ecology, etc.), and evolution of amphibians and reptiles. Lectures will emphasize diversity, evolution, and function. Laboratories will emphasize hands-on study of amphibians and reptiles from around the World, with emphasis on North America and Louisiana. Field trips will focus on the study of amphibians and reptiles in their natural environments. This course will be demanding, but comparable in difficulty to other 400-level courses with laboratories. This course satisfies the systematics-elective or field-elective requirement for biology majors.

REQUIRED TEXTBOOKS:

- F. Harvey Pough, et al. 2016. Herpetology. 4th edition. Sinauer. ISBN-13: 978-1605352336; ISBN-10: 1605352330. *Don't get an older edition!*
- Robert Powell, Roger Conant, and Joseph T. Collins 2016. A Field Guide to Reptiles and Amphibians of Eastern and Central North America. 4th ed. Houghton–Mifflin. ISBN-10: 0544129970; ISBN-13: 978-0544129979. *Don't get an older edition!*

REQUIRED MATERIALS FOR FIELD TRIPS:

- Field notebook—regular binder & paper is acceptable.
- Louisiana Basic Freshwater Fishing License (Louisiana residents only). Cost approx. \$15 at sporting-goods stores; also available on the web at <http://www.wlf.louisiana.gov/licenses/fishing/recreational>. If you're not a state resident, see professor for alternatives or use the Student License Application (http://www.wlf.louisiana.gov/sites/default/files/pdf/licenseapp/4805-student-license-application/student_license.pdf). *You can wait on this until the first week of the semester, so that I can look into the possibility of getting a single permit for the entire class.*
- Tool for moving logs/rocks/etc.—I'll describe it in one of the first few labs. Cost approx. \$14 at local hardware/garden stores
- Bags for holding specimens during field trips—Some gallon-sized zip-top bags (you will probably need a few per field trip).
- Flashlight (headlamp recommended) for nighttime field trips
- Shoes, socks, & pants for wading/walking in mud; wading boots recommended (see below)

RECOMMENDED MATERIALS FOR FIELD TRIPS:

- Knee-high waterproof boots. Boots also protect from poison ivy and fire ants!
- Rain gear, hat, sunscreen, mosquito repellent, water & snacks on field trips
- Dip net for field trips

TEACHING PHILOSOPHY: I intend to teach you about the biology of amphibians and reptiles. In doing so, I hope to enthrall you with the science of herpetology, have you reeling with awe at incredible herp lifestyles, convince you to use funny-sounding scientific names at parties, stimulate you to talk with your family at the dinner table about things your folks would rather not talk about at dinner, have you touch things you've never touched, help you experience local environments, and ask you to look at your world a little differently than you probably have before.

Most lectures will be given using PowerPoint, and material (notes, lab instructions, exams keys, etc.) will be posted online on Moodle. I will give you fill-in-the-blank notes, not to make the course less rigorous but to allow you to listen more and write less during class so that you can more easily assimilate the points of discussion. The textbooks contain much more material than will be covered in class and on exams; when studying, give priority to material covered in lectures and laboratory exercises. In both lecture and laboratory, you should try to balance learning the requisite facts with exploring concepts and connections.



The penalty for tardiness came swiftly for those unlucky enough to get caught by the dreaded hall monitor lizard.

LEARNING OBJECTIVES & CORE COMPETENCIES: In this course, you will learn about:

- amphibian and reptile diversity, phylogeny, & taxonomy
- the general structure and function of amphibians and reptiles
- the diverse fields of study that involve amphibians and reptiles & the techniques used
 - how to identify representative amphibian & reptile specimens from the orders & families of the world, the genera of North America, & the species of Louisiana
- how to work in teams to observe, identify, & collect amphibians and reptiles in the wild
- taking field notes

GUIDELINES FOR SUCCESS:

- Come to every class and laboratory session. Take notes carefully and ask questions.
- Go on as many field trips as you can, and put your full effort into them.
- Read all the assigned material before the lectures and labs, then review it again afterward.
- Do not leave the lab early; stay and work until the laboratory period ends.
- Come to the lab during TA office hours for help/discussion, or for additional study time.
- Take advantage of office hours and any extra lab hours.

COURSE REQUIREMENTS:

- **Attendance and participation is required.** If you must miss class, then you are required to notify the professor before or immediately after your absence. Missing more than 10% of the class meetings (lectures or laboratories), or missing two or more required field trips, is grounds for failing the course. Arriving more than 10 minutes late and leaving lab more than 20 minutes early count as an absence.
- **Exams.** Three lecture exams (200 pts each), two lab exams (200 pts each). Arrangements to make up lecture exams missed for legitimate and properly documented reasons must be made prior to the original exam date. Missed laboratory exams cannot be made up.
- **Field Trips & field notes.** Three field trips are required and count for 25 pts each. Enthusiasm and sincere effort in the field count toward the field trip points. In addition,

field notes are required and count for 25 pts per trip. *Field notes are due at the end of each field trip.* The course Moodle site will have information on how to take field notes or a sample page of field notes; be sure to read this material before the first field trip. Honest and accurate field notes are extremely important in field biology; take them seriously. In total field trips + field notes count for 150 pts.

- **Project.** The project is intended to acquaint you with research and field work in herpetology; it is worth 20 pts. For the project, you must choose *one* of the following:
 - **Herp observation.** 20 points for a continuous hour-long behavioral observation of an individual amphibian or reptile in the field, due by the last day of lab. Options you may wish to consider include an anole, a gecko, a turtle (courtship is easy to observe in Cypress Lake on campus). Lizards on campus or in your yard are okay, but don't observe an animal that is doing nothing (e.g., basking alligator) or one that has been captured/released. Work alone. Take field notes on habitat, weather conditions, temperature if possible, movements, behaviors, interactions with other individuals, feeding rates, etc.
 - **Two reviews of research papers.** 10 points each for 2 reviews (20 points in total), due by the last day of lab. Choose two scientific *journal articles* on reptiles and/or amphibians in different scientific journals, get approval from the instructor to use those papers, then read them and write a two-page summary of each. What was the goal of the study? What were the most interesting methods, results, & conclusions? For a partial list of journals to survey, see the list of herpetological journals provided with the course materials; many papers on herpetological research can be found in other journals. Newspaper, magazine, or web articles cannot be used.
 - **Bonus points** may be earned from pop quizzes, by meeting special daily goals in the lectures or laboratories, by participating in more than the minimum number of field trips, and for identifying mistakes in the course material (lectures, laboratory exercises, texts) *and correcting them.*

ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS:

- Each graduate student must prepare and give one lecture in the course, for 50 pts. You may choose from the topics on the syllabus (except for a few that are reserved), and you may have as much guidance from the professor as you want for preparing the lecture.
- On group field trips, graduate students must also help guide and keep track of small groups of undergraduates at each collecting stop. 50 pts.
- Each graduate student must do *one* of the following assignments, for 50 pts: (1) Collect two specimens, take and preserve tissue samples for DNA analysis, and preserve the whole specimens. If possible, collect specimens needed for the teaching collection. (2) Use two previously collected specimens to prepare skeletons for the collection. (3) If chemicals are available, clear and stain a specimen from the collection. Feel free to ask for guidance. *This assignment is due by the last day of lab.*

GRADING: Your final grade will reflect your accomplishments in the lectures and laboratories, and on the field trips. Points may be deducted for absences, late arrivals or early departures, or less than full effort on the field trips. Scores and grades will not be curved.

CLASS BEHAVIOR: Please behave respectfully to your classmates and instructors. Please be quiet throughout the lectures, turn off cell phones/pagers (and put them out of sight completely during all exams), and refrain from packing your things until class is over. However, please feel free to ask questions at any time about course content!

ACADEMIC HONESTY: You must be honest and forthright in your studies. To steal the words or ideas of another, to cheat on an assignment, or to allow or assist another person to commit these acts corrupts the educational process. Furthermore, plagiarism is unethical and sometimes illegal. Plagiarism is grounds for being removed from the classroom, failing an assignment or the entire course, and possibly for expulsion (see Student Handbook and Undergraduate Bulletin).

CLASS COMMUNICATION: I may communicate with the class via email. You should check your e-mail regularly. *Not getting the messages is not a valid excuse—you snooze, you lose.*

MOODLE: Many course materials will be posted on the course Moodle site (<https://moodle.louisiana.edu/my/>). There you may find copies and updates of the syllabus and schedule, notes, miscellaneous clarifications, reference material, etc.

ADDITIONAL POLICIES:

- ***Never, ever, touch a venomous snake! If you do, then you may lose a limb or even die! And you will fail this course and be barred from remaining field trips!***
- **Always follow federal and state laws when capturing amphibians & reptiles.** See: <http://www.wlf.louisiana.gov/sites/default/files/pdf/page/40472-recreational-fishing/2017recreationalfishingregulationslow-res.pdf>.
- **Late assignments will not be accepted.**

EMERGENCY EVACUATION PROCEDURES: At the beginning of the semester, please read the map (posted near the elevator) of each floor marking the evacuation route and the **Designated Rescue Area**. This is an area where emergency service personnel will go first to look for individuals who need assistance. Students who may need assistance should identify themselves to the instructors at the beginning of the semester and during any emergency.

Schedule

Lectures are on Tuesdays & Thursdays 12:30–1:45 pm in VLW 403

Labs meet Tuesdays 2–4 pm in VLW 409

Date	Day	Ch	Topic	Lab
1/11	Th	1,2	Herpetology; Origins of Amphibians & Reptiles	No lab this week
1/16	T	3	Systematics of lissamphibians	Caecilians & Salamanders
1/18	Th	3	Systematics of lissamphibians	
1/19	Fri night	.	5–11 PM field trip: Pond-breeding amphibians	
1/23	T	4	Systematics of extant reptiles	Frogs
1/25	Th	4	Systematics of extant reptiles	
1/30	T	5	Biogeography	Frogs
2/1	Th	5	Biogeography	
2/6	T	.	Lecture Exam 1 (Ch. 1–5)	Crocodylians & turtles
2/8	Th	6	Water & temperature relations	
2/13	T	.	Mardi Gras Break	No lab (holiday)
2/15	Th	6	Water & temperature relations	
2/17	Sat	.	All day field trip: Stream salamanders	
2/20	T	7	Energetics & performance	Crocodylians & turtles
2/22	Th	7	Energetics & performance	
2/27	T	8	Reproduction & life histories of amphibians	Lab Exam 1
3/1	Th	8	Reproduction & life histories of amphibians	
3/6	T	9	Reproduction & life histories of reptiles	Lizards
3/8	Th	9	Reproduction & life histories of reptiles	
3/10	Sat	.	All day field trip: Spring amphibians & reptiles	
3/13	T	10	Body support & locomotion	Lizards
3/15	Th	10	Body support & locomotion	
3/20	T	11	Feeding	Snakes
3/22	Th	11	Feeding	
3/27	T	.	Lecture Exam 2 (Ch. 6–11)	Snakes
3/29	Th	12	Spatial ecology	
4/3	T	.	Spring Break	No lab (holiday)
4/5	Th	.	Spring Break	
4/10	T	13	Communication	Snakes
4/12	Th	13	Communication	
4/17	T	14	Mating systems & sexual selection	Snakes
4/19	Th	15	Diets, foraging, & related topics	
4/21	Sat	.	All day field trip: Spring amphibians & reptiles	
4/24	T	16	Populations & species assemblages	Lab Exam 2
4/26	Th	17	Conservation	
5/1	T		Final Exam (Ch. 12–17), 8:00–10:30 AM	

Fall 2017 Neurobiology (423) Syllabus

Course Meets Tuesday and Thursdays, 12:30 pm-1:45 pm VLW 403

Lab is Tuesday 2-4:50 Start date 8/22

Dr. Smith Office Hours: Monday 10am-12:30pm, Wednesday 1-4pm, or by appointment.

Dr. Smith's office VLW 514, Lab VLW 512

Dr. Smith's email: karen.smith@louisiana.edu

Text Book: Neuroscience, Exploring the Brain, 4th edition. Edited by Mark F. Bear, Barry W. Connors, and Michael A. Paradiso. Lippincott Williams & Wilkins. The 4th edition can be rented for about \$20 or purchased used for as low as \$72 online. I highly recommend using the 4th edition, but there are used versions of the 3rd edition available for less than \$10 on Amazon. If you chose this option, make sure you don't miss class.

We will generally follow the Chapters in order, focusing on a chapter per lecture, with the exception of nervous system development.

- 8/22** Introduction, review syllabus, Neuroscience Introduction Chapter 1
- 8/24** Neurons and Glia-Chapter 2
- 8/29** Membrane Potentials- Chapter 3
- 8/31** Action Potential-Chapter 4
- 9/5** Synaptic Transmission-Chapter 5
- 9/7** Neurotransmitter Systems-Chapter 6
- 9/12** Structure of the Nervous System Chapter 7
- 9/14** **Exam 1**
- 9/19** Development of the Nervous System Chapter 23
- 9/21** Chemical Senses Chapter 8
- 9/26** The Eye Chapter 9
- 9/28** The Central Visual system Chapter 10
- 10/3** Auditory and vestibular systems Chapter 11 (note- Last day to drop a class with a "W" is October 4th)
- 10/5** **Fall Holiday**
- 10/10** Somatic sensory systems Chapter 12
- 10/12** Spinal Control of Movement Chapter 13
- 10/17** **Exam II**
- 10/19** Brain Control of Movement Chapter 14
- 10/24** Chemical Control of the Brain and Behavior Chapter 15
- 10/26** Motivation and Addiction Chapter 16
- 10/31** Sexual Dimorphism and Neural Basis of Reproduction Chapter 17
- 11/2** Brain Mechanisms of Emotion Chapter 18
- 11/7** Brain Rhythms and Sleep Chapter 19
- 11/9** Language Chapter 20
- 11/14** **Exam III**
- 11/16** Attention Chapter 21

11/21 Mental Illness Chapter 22

11/23 Thanksgiving Break

11/28 Memory Systems Chapter 24

12/30 Molecular Mechanisms of Learning and Memory Chapter 25

Final Exam is Monday December 4th 8:00 AM - 10:30 AM

Final Exam-The final exam is comprehensive. It will be focused more on course materials covered after exam III (chapters 21, 22, 24, and 25), but will include major concepts from the previous 3 modules.

Course Description

This course will introduce upper level undergraduate students, and graduate students to the science of Neurobiology. Students will learn about the various cell types encountered in the nervous system including Neurons and various glial cell types including Oligodendrocytes, Astrocytes and Microglia. The cellular and physiological characteristics of each of these cell types will be discussed, with a focus upon the Neuron and its unique intracellular organization. Neuronal Physiology, including the electronic properties of axons and dendrites, membrane potential, action potential, neurotransmitter release, neurotransmitter receptors and intracellular signaling, as well as synapse development will be discussed. An assortment of pathological conditions affecting synapse formation or involving neurotransmitter malfunction will be used to demonstrate the importance of neural and glial physiology, and cell biology.

Students will be introduced to the anatomical organization including the basic vertebrate nervous system and its connectivity. Neural system development including cellular determination, neurogenesis and migration, growth cone extension, axon pathfinding, axonal target selection, synapse formation, dendritic development, neurotrophic factors and apoptosis will be discussed.

A survey of sensory systems including olfaction, somatosensory system, hearing, and sight will be introduced. Again disorders affecting these sensory systems will be used to introduce students to the principles of neuron sensory systems. Motor systems including the spinal and peripheral motor systems, basal ganglia, and cerebellum will be discussed. Regulatory systems of the nervous system including the hypothalamus, autonomic nervous system, and physiological control of the organism by the central nervous system including heartbeat, breathing, neuroendocrinology, metabolism, circadian timekeeping, and sleep will be discussed.

Students will also learn about behavioral and cognitive neuroscience including human brain evolution, cognitive development, attention, learning and memory, language and communication, and prefrontal cortex and executive functions. Disorders of thought and cognition will be used to illustrate physiological concepts.

Core Biology Program Concepts that will be addressed include:

All organisms share a common ancestor, and physiological systems are constrained by ancestral structures, physical limits and requirements of other structures.

Mutations and epigenetic modifications can impact the regulation of gene expression and the structure or function of the gene product.

In cells, synthesis and breakdown of molecules is highly regulated. Biochemical pathways usually involve multiple reactions catalyzed by enzymes that lower activation energies. Energetically unfavorable reactions are driven by coupling to energetically favorable reactions such as ATP hydrolysis. The Intracellular and intercellular movement of molecules occurs via 1) energy-demanding transport processes and 2) random motion. A molecule's movement is affected by its thermal energy, size, electrochemical gradient, and biochemical properties

Organ systems are not isolated, but interact with each other through chemical and physical signals at the level of cells, tissues, and organs.

Cells receive a complex array of chemical and physical signals that vary in time, location, and intensity over the lifespan of the organism: a cell's response depends on integration and coordination of these various signals.

During development, the signals a cell receives depend on its spatial orientation within the embryo and its intercellular interactions. As a consequence, cells adopt different cell fates depending on their local environment and/or cell lineage.

Alteration of a single gene or molecule in a signaling network may have complex impacts at the cell, tissue, or whole-organism level.

In the face of environmental changes, organisms may maintain homeostasis through control mechanisms that often use negative feedback; others have adaptations that allow them to acclimate to environmental variation.

Grading

Undergraduate and Graduate students will take the same exams. Be prepared to purchase scantrons and blue books for the exam. For undergraduates, grades will be based upon Exam Performance (90%). Class participation will make up an additional 10%. Occasional homework problems will be assigned, and answers will be discussed in the following lecture. These problems are meant for self-study and preparation for the exams. An undergraduate will be scored on a total of 500 points.

Undergraduate Grading:

Exam 1: 125 points

Exam 2: 125 points

Exam 3: 125 points

Final Exam: 200 points

Class participation: 25 points

Undergraduate Student Grade Assignments for the course:

- A** 540-600 Points
- B** 480-539 Points
- C** 420-479 Points
- D** 360-419 points
- F** Under 360 points

To earn graduate credit, Graduate students will choose a Neurobiology related subject on which to make a 20-minute presentation. This can be on a specific disease, neurological condition or mental health disorder, the effects and addictive properties of a drug, an animal behavior and its neural basis, the evolution of a particular behavior or structure in the nervous system, etc. The instructor must approve each topic. For the presentations, we will meet at a time that is convenient to the graduate students. If necessary, we will meet at two different times. Graduate students are required to attend the presentations and participate in discussions of the topic. Undergraduates are not required to attend, but may do so.

Graduate Student Grading (700 Points Total):

- Exam 1: 125 Points
- Exam 2: 125 Points
- Exam 3: 125 Points
- Final Exam: 200 Points
- Presentation: 100 Points
- Class participation: 25 Points

Graduate Student Grade Assignments for the course:

- A** 630-700 Points
- B** 560-629 Points
- C** 490-559 Points
- D** 420-489 points
- F** Under 420 points

Missed Exams:

If you miss an exam, contact the instructor immediately. If you can provide a documented reason for your absence, you will be allowed to make up the exam by an oral exam, a written exam, or a combination of both.

Academic Integrity:

This course follows the current University policy as described in the Student Handbook. No cell phones are allowed to be visible during your exam.

Disability Services:

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once

registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Emergency evacuation plan:

The evacuation plan for this floor is posted near the elevator. Also posted is a Designated Rescue Area (DRA). The DRA is where emergency service personnel will first look for individuals needing assistance leaving the building. Please notify the instructor if you feel you may need assistance in an emergency

Fall 2017 Neurobiology Lab Syllabus

Instructor: Dr. Karen Müller Smith

E-mail: karen.smith@louisiana.edu

Meeting Times: Tuesdays 2-4:50pm

Office Hours: Wharton 514 (office)/512 (my lab) Monday 10am-12:30pm, Wednesday 1-4pm, or by appointment.

Teaching Assistant: Deborah Rogers

Email: djr8585@louisiana.edu

Office Hours: Wharton 408 (office)/ 512 (lab) Wednesday 8-10 am or by appointment

Course Prefix and Number: Biol 424

Course Description: Introduce students to basic neurobiological techniques including neural anatomy, dissection, axon tracing, axon physiology, basic neuronal circuits, neural development, behavioral experimentation, tissue sectioning and microscopy. This laboratory course should serve to augment and reinforce concepts learned in the Neurobiology course.

This course will address core competencies for biologists including:

- Biology is an evidence based discipline
- Biologists collect quantitative data to describe natural phenomena or study the effects of experimental manipulations
- Biologists must learn to communicate their findings with others and collaborate with other disciplines

This course will also address core biology concepts including:

-All living organisms share a common ancestor. Species evolve over time, and a new species can arise, when allele frequencies change due to mutation, natural selection, gene flow, and genetic drift.

- *Physiological systems are constrained by ancestral structures, physical limits, and the requirements of other physiological systems, leading to trade offs that affect fitness*

-Cells/organs/organisms have multiple mechanisms to perceive and respond to changing environmental conditions.

- *Organisms have sophisticated mechanisms for sensing changes in the internal or external environment. They use chemical, electrical, or other forms of signaling to coordinate responses at the cellular, tissue, organ, and/or system level*

-Biological structures exist at all levels of organization, from molecules to ecosystems. A structure's physical and chemical characteristics influence its interactions with other structures, and therefore its function.

- *The structure of a cell—its shape and membrane, organelles, cytoskeleton and polarity—impacts its function*
- *Physiological functions are often compartmentalized into different cells, tissues, organs, and systems, which have structures that support specialized activities*
- Natural selection has favored structures whose shape and composition contribute to their ecological function

Attendance policy

You are expected to attend **ALL** lab periods. Excused absences include those for pre-approved University activities, sickness, family emergencies. All excused absences require documentation and that the student should notify the instructor by email as soon as possible, following absences due to sickness and emergencies. If the student has two or more unexcused absences prior to the drop date, they are strongly encouraged to drop the course.

University Level policies & procedures:

Academic Integrity:

This course follows the current University policy as described in the Student Handbook and can be found at the following website:

<http://catalog.louisiana.edu/content.php?catoid=5&navoid=1031>

Disability Services

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Emergency Evacuation Procedures

The evacuation plan for this floor is posted near the elevator. Also posted is a Designated Rescue Area (DRA). The DRA is where emergency service personnel will first look for individuals needing assistance leaving the building. Please notify the instructor if you feel you may need assistance in an emergency

Additional Materials: A notebook (bound, not ring) and **PEN** (not pencil) for recording data will be necessary. A box of latex or neoprene gloves, lab goggles, and coat. There is no lab manual for this course, however, it is suggested that you have a copy of "Neuroscience, Exploring the Brain, Third Edition." Edited by Mark F. Bear, Barry W. Connors, and Michael A. Paradiso. Lippincott Williams & Wilkins. To serve as a reference.

There are a few dissection instruments available for student use. However, I suggest obtaining a high quality #5 Dumont forceps for dissections available from FST

<http://www.finescience.com/>

either part number **11251-10** or **11252-20** (this one is better quality/will last longer)

Dress Code: Lab coat and close-toed shoes at all times. Long pants and closed toed shoes are Mandatory. Goggles when working with chemicals, fixatives, or dissecting animals.

Grading Policy- Grades will be based on performance on weekly quizzes, lab reports and exams (one midterm, one final). The lowest quiz grade will be dropped.

8 lab reports= four worth 20 points each, four worth 30 points each= 200 total

9 quizzes, but only 8 count= Eight points each= 64 points

Exam 1=100 points

Exam 2= 100 points

Participation points= 6

Total points=470

Grad students, 5-6 page paper discussing a neuroscience technique or innovation-50 points

Total points = 520

scale is:

90% and above	A
80-89%	B
70-79%	C
60-69%	D

Lab Reports: Follow the syllabus dates for the lab report due dates. Lab reports are generally due on the week following the experiment, unless it is a two-week experiment, or there is an exam scheduled for that date. Lab reports that are turned in late will have 10% of the total possible points deducted per week it that it is due and not turned in. Lab reports must turned in on moodle as a PDF.

Neurobiology Lab Report Grading Rubric Fall 2016			
1	1	Title:	Describes lab content concisely, adequately, appropriately
2	2	Abstract:	Conveys a sense of the full report concisely and effectively
2	3	Introduction:	Successfully establishes the scientific concept of the lab
			Effectively presents the objectives and purpose of the lab
			States hypothesis and provides logical reasoning for it.
2	3	Methods:	Gives enough details to allow for replication of procedure
3	5	Results:	Opens with effective statement of overall findings
			Presents visuals clearly and accurately
			Presents verbal findings clearly and with sufficient support
			Successfully integrates verbal and visual representations
3	6	Discussion:	Does results support your hypothesis
			Back up statement by referring to your findings
			Provide logical explanation for your answer
2	5	Conclusion:	Convincingly describe what you learned in the lab
2	2	Presentation:	Report is written in scientific style: clear and to the point
			Grammar and spelling are correct
1	1	References:	If used citations and references are in APA format
			No Credit will be given for citing PubMed or Wikipedia
2	2	Report Goals:	Has learned what the lab was designed to teach
			Demonstrates clear and thoughtful scientific enquiry
			Accurately measures and analyzes data for lab findings
20	30	Total points	

Helpful web sites for writing technical lab reports:

https://www.colby.edu/biology/B117x/writing_papers.html

<http://writing.colostate.edu/guides/guide.cfm?guideid=83>

Exceedingly Necessary downloads:

Mendeley: a free reference manager <https://www.mendeley.com>

JMP from ULL software downloads

Schedule:

Week 1, August 22-Introduction, review of syllabus, review of safety, discussion of ethics and the use of animals in experimental studies, discuss and prepare saline solutions for future labs. Sheep brain gross anatomy.

Assignment- virtual sheep brain dissection:

<http://anatomycorner.com/main/image-gallery/sheep-brain/>

Week 2, August 29: Preparation of PFA solution. Swimmy 1 –Neurophysiology software

MAKE SURE YOU WEAR YOUR LAB COAT!!!

Week 3, September 5 : Worm axon measurements

First lab report due (swimmy)

Week 4: September 12: Maternal behavior-pup vocalizations and reaction time to retrieval

Worm axon measurements lab due

Week 5, September 19: Maternal behavior part 2 **AND** Development part 1- placement of neuronal tracers in brain tissue-adult brains. Embedding brains in Agar.

Rewrite of Swimmy (optional) and worm axon lab due

Week 6, September 26- Sensory Physiology Lab-ADI and Development part 2- placement of neuronal tracers in brain tissue-pup brains

Maternal behavior due.

Week 7, October 3 Cockroach Sensory nerve adaptation

Sensory Physiology lab due

Week 8, October 10- MIDTERM

Week 9, October 17- Cockroach Ventral Nerve

Week 10, October 24-Sectioning Development part 3- Section tissue from the Dil tracing, place on slides and observe under microscope.

Combined Cockroach sensory nerve adaptation (Week 7) and Cockroach Ventral Nerve Adaptation (Week 9) lab due (30 points)

Week 11, October 31- Birdsong lab Part 1

Axon tracing report due (worth 30 points)

Week 12, November 7- Birdsong lab Part 2

Week 13, November 14- locomotor and elevated plus maze testing.
Birdsong lab due (worth 30 points) SFN

Week 14, November 21-Locomotor and elevated plus maze testing
Graduate Students Only-Paper Due for Graduate Student Credit

November 28-Final exam,
Optional hand in Locomotor and EPM testing lab, due date will be Dec 6.

December 5-No LAB *Locomotor and EPM testing lab report due*



UNIVERSITY
OF
LOUISIANA
Lafayette

BIOL 442(G) IMMUNEAUX LECTURE

Class Schedule: 12:30 PM to 1:45 PM; Tuesday/Thursday. Wharton 405

Instructor: Ritwij Kulkarni, Ph.D.

Office: Wharton 519

Phone: (337) 482-6263

email: ritwij@louisiana.edu

Office Hours: MW 1:00 PM to 4:30 pm and RF 2:00 PM to 3:30 PM

Textbook: Kuby Immunology (7th edition) Owen, Punt, Stranford WH Freeman and Company

Course Objectives: The primary objective of this course is to acquaint students with the foundational as well as emerging concepts in Immunology to develop an in-depth understanding of various immune defense mechanisms and their role(s) in protecting a human host from myriad exogenous (pathogens → infection) and endogenous (tumorigenesis → cancer) threats. The enrolled students are expected to possess appropriate basic knowledge of Microbiology, Molecular Biology, Biochemistry and Genetics.

Learning Objectives: Upon satisfactory completion of the course, the student will be able to:

1. Define specific molecular and cellular effectors and organs and their role(s) in shaping immune responses.
2. Explain the development of the immune system and its regulation.
3. Define various experimental systems and methods and explain their use in research and immunotherapy.
4. Critically evaluate and discuss scientific evidence presented in research literature pertaining to Immunobiology.

In addition, **Graduate Students** will write a short thesis (2000 words, double-spaced) summarizing an assigned topic and defend their findings in 30-minute-long class presentations (PowerPoint) at times* indicated below.

Course Calendar

Date	Topics	Assigned Reading
01/11	Overview of the Immune System	Chapter 1
01/16—01/18	Cells and Organs of Immune System	Chapter 2
01/23—01/25	Receptors and Signaling	Chapters 3 and 4
01/30—02/01	Methods in Immunology research	Chapter 20
02/06—02/08	Innate Immunity	Chapter 5
02/12—02/14	MARDI GRAS BREAK	CTQ1-MS
02/15	Critical thinking quiz (CTQ)-1 <i>Graduate Students:</i> Finalize the review article topic	
02/20	EXAM I	Chapters 1-5 and 20
02/22—02/27	The Complement System	Chapter 6
03/01—03/06	Generation of Antibody Diversity	Chapter 7
03/08—03/13	T and B Cell Development	Chapters 9 and 10
03/15—03/20	Antigen Presentation and MHC/HLA	Chapter 8
03/22	EXAM II	Chapters 1-10 and 20
03/27—03/29	Allergy and Hypersensitivity (G2*)	Chapter 15
03/30—04/08	EASTER/SPRING BREAK	EVERYTHING!
04/10—04/12	Autoimmunity and Tolerance (G4*)	Chapter 16
04/14—04/22	Immunodeficiency Disorders (G1*)	Chapter 18
04/24	Cancer Immunology (G3*) <i>Graduate Students:</i> Thesis due	Chapter 19 & CTQ2-MS
04/26	CTQ-2	
05/01	EXAM-III	Chapter 1-10 and 15-20

GRADUATE STUDENT THESIS TOPICS:

- G1* Challenges and advances in the treatment of HIV infections
- G2* Challenges and advances in the diagnosis and treatment of allergies
- G3* Cancer Immunotherapy—current state and the future
- G4* Immunotherapy against autoimmunity—current state and the future

Final Grade Calculation:

EXAM/ACTIVITY	Undergraduate	Graduate
Classroom Discussions, Activities and Quizzes (CTQs)	10%	10%
Exam-1 02/20/2016	30%	25%
Exam-2 03/22/2016 (25% Cumulative)	30%	25%
Exam-3 05/01/2016 (25% Cumulative) 8:00—10:30 am	30%	25%
Graduate Work (Thesis and Defense)	N/A	15%

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

PowerPoints, Class notes and other instruction will be uploaded on **Moodle**.

Please check Moodle at least ONCE EVERY DAY for instructions and/or new information.

Classroom Policies

Use of Electronic Devices: Cell phones, pagers, laptops, etc. **must be turned off** in the classroom. Use of laptops is permitted **ONLY** for taking notes during class. However, each event where students misuse electronic devices, after an initial warning, 10% of the student's final participation grade will be replaced with a grade of 0.

Class Attendance: Attendance of lectures is required. Excused absences include those for pre-approved University activities, sickness, and family emergencies. If a student has two or more unexcused absences prior to the drop date, they are strongly encouraged to drop the course.

The universally-accepted excuses for a missing a class/exam (and acceptable supporting documentation) are:

Death in the family (the obituary report); Car accident (police report), Childbirth (a note on doctor's letter head) and Sickness or Emergency surgery (NOT including elective surgery or routine dental appointments; a note on doctor's letterhead). Notes on doctor's slip pads will not be accepted! You should contact me **immediately** (via email or phone or in person) following absences to arrange a make-up exam. Failure to make arrangements within three days after an exam will result in 'F' grade for that exam. If you were absent for a reason **NOT** listed above, then it is up to a makeup exam will **NOT** be granted. **There will be no make-up CTQs/Quizzes/Classroom Activities.**

Extended absences due to sickness or other circumstances beyond student's control should be reported by the student to the Dean of Students.

Academic honesty: All of the work on which you will be graded must be an **original contribution** or should be properly documented to indicate sources. Cheating, in the context of academic matters, is a term broadly used to describe all acts of dishonesty which include **giving**, receiving, or using unauthorized aid on any academic work (tests, examinations and assignments) as well as plagiarism. ***Any student providing unauthorized assistance in academic work is guilty of cheating.*** Plagiarism is the use of unacknowledged materials in the preparation of assignments. In accordance with University policy, if the instructor determines that a student has committed academic dishonesty, a grade of zero on the exercise in question and the student's actions will be reported to the University.

Emergency Evacuation Procedures: A map of this floor is posted near the elevator marking the evacuation route and the **Designated Rescue Area**. This is the area where emergency personnel will go first to look for individuals who need assistance exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

453
MOLECULAR AND CELLULAR ENGINEERING (454) – SPRING 2017
MONDAY, WEDNESDAY – 8:00-9:15 AM

Course Instructor: Sophie Plouviez, Office phone number: 337-230-5698

Office room: 518B, Email: scp0643@louisiana.edu

Office hours: Mondays, Wednesdays 9:15-12:15, Thursdays: 9:15-13:15. Appointments preferred.

Learning Goals

Students will be able to:

- Describe basic molecular and cellular engineering techniques and their application
- Explain the role of each reagent in a studied protocol
- Design a molecular experiment with appropriate test controls
- Critically analyze the results of an experiment
- Propose thoughtful solution for troubleshooting
- Complete fundamental calculations in molecular biology and biotechnology

Textbook:

Calculations for Molecular Biology and Biotechnology, Frank Stephenson, 2nd ed, Academic Press

Tentative subjects covered in lectures.

January

- 11 Introduction: molecular and cellular engineering applications
- 18 Making reagents
- 23 Nucleic acid extraction and quantitation
- 25 Electrophoresis
- 30 Polymerase Chain Reaction

February

- 1 Genotyping
- 6 Sanger sequencing
- 8 Cutting and joining DNA molecules
- 13 Epigenetics 1
- 15 Epigenetics 2
- 20 Molecular cloning 1
- 22 Molecular cloning 2

March

- 6 Molecular cloning 3
- 8 *Mid-term exam*
- 13 Site directed mutagenesis, protein engineering

- 15 Working with RNA, and transcriptomic
- 20 Genomics
- 22 Proteomic and metabolomic
- 27 CRISPR 1 (Guest lecturer: Dr. Oulhen, Brown University)
- 29 CRISPR 2 (Guest lecturer: Dr. Oulhen, Brown University)

April

- 3 Introduction to Next Generation Sequencing 1
- 5 Introduction to Next Generation Sequencing 2
- 10 Graduate student presentation
- 12 Graduate student presentation
- 24 Graduate student presentation
- 26 Exam review

Mai

- 4 (Thursday) Exam: 8-10:30am (to be confirmed)

Grading policy

Undergraduates: this course will have 2 examinations. The mid-term exam will be worth 40 points. The final exam will be worth 60 points. Grades will be assigned as:

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

Graduates students: in addition to the above 2 examinations (40 and 60 points, respectively), each graduate student will give a powerpoint presentation on an advance technique used in molecular and cellular engineering. The topic will have to be approved by Dr Plouviez in advance. The presentation will be worth 50 points. Points of the 2 examinations and the presentation will be added to earn a maximum of 150 points.

Grades will be assigned as:

135-150	A
120-134	B
105-119	C
90-104	D
<90	F

Attendance

Attendance is mandatory per University policy. If you miss the midterm exam with excuse, you can take the makeup during final's week.

Emergency Evacuation Procedure:

A map of the floor is posted near the main entrance marking the evacuation route and the location of the Designated Rescue Area. This is where fire and rescue will go to look for individuals who need assistance in exiting the building. Students who may need

assistance exiting in the event of an emergency should make sure they identify themselves to the teaching faculty.

Academic Honesty

All of the work on which you will be graded must be an original contribution or should be properly documented to indicate sources. Acts of academic dishonesty include giving, receiving, or using unauthorized aid on any academic work as well as plagiarism. Cheating, in the context of academic matters, is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating. Plagiarism is the use of unacknowledged materials in the preparation of assignments. In accordance with University policy, if the instructor determines that a student has committed academic dishonesty, a grade of zero on the exercise in question and the student's actions will be reported to the University.

Accommodations:

Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call [337-482-5252](tel:337-482-5252) or visit the ODS office in the Conference Center, room 126. Once registered, students should schedule an appointment with the professor to make appropriate arrangements.

Aquatic Plants (Ecology and Taxonomy of Coastal Plants) BIOL 461/461G
Fall 2017

Instructors: Dr. Mark W. Hester and Garrie Landry; Teaching Assistant, Erik Yando

Lecture: Billeaud Hall room 106 Tuesday/Thursday; 11:00 – 12:15

Lab: Billeaud Hall room 122 and field; Monday 1:00 – 4:50

Office: Mark Hester: 215 Billeaud Hall; Office telephone 482-5246; email mhester@louisiana.edu.

Office hours: Tuesday and Thursday 10:30 a.m. – 11:00 a.m.; other times available by appointment

Text: Wetland Plants: Biology and Ecology. J. K. Cronk and M. S. Fennessy, CRC Press, 2001 (required). Plant taxonomy books (e.g., Godfrey & Wooten) are recommended but not required; plant identification keys will be available in lab. Students will also be expected to read and discuss primary literature on coastal plant ecology.

Objectives: Students will be presented with information on coastal plant ecology across diverse coastal and wetland habitats at several levels of resolution, ranging from the individual to the community level. The course will emphasize the role of abiotic and biotic factors in influencing coastal vegetation zonation, population and community dynamics, sustainability, and conservation and restoration needs.

Student Learning Outcomes (students will develop understanding & critical thinking skills as listed):

- Describe differences and similarities in biotic and abiotic components of various coastal plant communities
- Identify, collect, and properly preserve a wide variety of coastal plant species
- Describe and discuss the relevance of key adaptations of coastal, wetland, and aquatic plants
- Identify dominant indicator species of various coastal environments
- Recognize and describe unsustainable environmental conditions for various plant communities
- Interpret research data and assess the validity of conclusions reached by the author(s)
- Understand and develop experimental designs for testing coastal plant ecology and restoration hypotheses
- Hypothesize how environmental/climate change can affect coastal plant communities
- Recognize and apply knowledge from this class to restoration and management decisions in coastal environments world-wide

Grading basis: Grades will be based on a weighted combination of performance in both **lecture (67%) and lab (33%)**. In other words, lecture performance counts for 2/3rd of your grade; lab performance counts for 1/3rd of your grade. Lecture performance will be based on two exams (100 pts. each) given during the semester after approximately 5 weeks and 10 weeks of lecture, a cumulative final exam (150 pts.), and general class participation/attendance/preparedness (50 points) = 400 lecture points total. Labs will focus on collecting, identifying and preserving plants, which will be assessed via lab practicals on plant identification. Tentatively plan on at least 5 field trips (TBA) for excursions into the coastal zone for plant identification/collection and discussions of the area's ecology. Lab scores will be scaled to max of 200 points (i.e. half the weight of the 400 lecture points). Therefore, total class points possible = 600 points.

Graduate students (BIOL 461G) will also give a 50 point lecture on a special topic during the last week of class (20 minute PowerPoint presentation that includes literature cited and written summary for the class). Graduate students need to have their topic approved by me by Sept. 19th.

Course grades will be based on standard 10 percentage point intervals of the 600 total class points possible (650 points possible for graduate students) as follows:

A ≥ 90%, B=80% - 89%, C=70% - 79%, D=60% - 69%, F < 60%.

Final Exam is tentatively scheduled for Friday, December 8th from 2:00 - 4:30 pm

<u>Tentative Course Topics (instructor may modify as appropriate)</u>	<u>Corresponding Chapters</u>
Coastal environments and wetlands	1 & 2
Overview; Definitions and functions	
Types of coastal and wetland plant communities	2, R*
Marshes (tidal, non-tidal, floating)	
Forested wetlands (inland, coastal)	
Barrier islands and headlands (beach, dune, swale, back-barrier marsh, maritime forest)	
Submerged aquatic vegetation	
Characterization of the physical environment (hydrology, salinity, light, and nutrient availability)	3
Overview of plant adaptations to coastal environments**	4 & 5, R
Growth and survival	
Reproduction	
Productivity of coastal plant communities**	6
Definitions	
Methods of measuring	
Community Dynamics	7, R
Succession	
Competition	
Disturbance	
Threats to coastal plant communities	8 (&1), R
Invasive plants**	
Global change	
Anthropogenic alterations	
Applied coastal plant ecology	9 & 10, R
Wetland restoration and creation	
Wetland plants as biological indicators	

* R designates supplemental readings.

**Coverage of certain aspects of topic may be limited to minimize redundancy with other courses.

Electronics Use: Cell phones should be turned off upon entering the classroom and their use is not permitted during the presentation of lecture material. Use of laptops is permitted during lecture only for the purpose of taking notes. For each event where students misuse electronic devices, after an initial warning, 10% of the student's final participation grade will be replaced with a grade of 0.

Reading Assignments: Students are expected to read assigned reading materials prior to attending the lecture on that subject. Lectures are meant to facilitate the comprehension of new material, not to substitute for reading the material on one's own. It is not expected that a student will always fully comprehend new material on the first reading. However, the comprehension of the lecture will be greatly facilitated by prior reading on the subject. It is in a student's best interest to read the assigned material before attending the lecture on that subject.

Lectures/Classroom Decorum: Lectures and labs are meant to be a time for interaction between the instructors and the students to facilitate the learning process, not a time for socializing that interferes with other students' ability to learn. Students are expected to arrive to class/lab on time and display courteous behavior. Questions are welcomed and encouraged. Classroom behavior that interferes with either the instructor's ability to conduct the class or the ability of students to benefit from instruction is not acceptable. Part of the classroom participation points are based on attendance and behavior. At the beginning of lecture any absent students will be noted; late arriving students will not be recorded as being present.

Attendance policy: Your attendance and participation in this class is very important, whether for lectures, labs or field trips. Attendance is required and important for student success. If the student has two or more unexcused absences prior to the drop date, they are strongly encouraged to drop the course. For every unexcused absence above 3, 20% of the student's final participation grade will be replaced with a grade of zero (0).

Exam-makeup policy: If a student misses an exam (other than the final) due to a valid, documented emergency, they may substitute the final exam grade for the missing grade. If the final exam is missed for a valid, documented emergency, I will give the student an oral exam at the earliest possible date. All other (unexcused) missed exams will result in a grade of zero for that exam. Grades on assignments (if applicable) will be reduced by one letter grade for each day they are late.

Academic dishonesty: Academic dishonesty includes giving, receiving, or using unauthorized aid on any academic work as well as plagiarism. Cheating, in the context of academic matters, is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating. Plagiarism is the use of unacknowledged materials in the preparation of assignments. In accordance with University policy, if the instructor determines that a student has committed academic dishonesty, a grade of zero will be given on the exercise in question and the student's actions will be reported to the University.

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PROFESSOR: Dr. Brad Moon (VLW 509, BradMoon@louisiana.edu, 482-5662)

OFFICE HOURS: Mon 2–3 PM & Tues 2–3 PM, & by appointment or drop-in. I am in my office most days.

TEACHING ASSISTANT: TBA (Ivan Moberly), contact info & office hours TBA

TEXTBOOK (required): Hill, R.W., Wyse, G.A., and Anderson, M. 2016. *Animal Physiology, Fourth Edition*. Sinauer. This edition has wildebeest & a cheetah on the cover. Don't get an older edition (with an antelope or polar bear on the cover). ISBN-13: 978-1605354712 or ISBN-10: 1605354716. Also available as an eBook.

COURSE DESCRIPTION: Animal physiology is a vibrant field that integrates biology, chemistry, and physics in the study of how animals work and how their functions have evolved. Classical physiology addressed primarily steady-state conditions; modern physiology is extending into functions that change dynamically with growth, movement, environmental conditions, and other factors. This course emphasizes understanding the principles, mechanisms, and evolution of animal physiology. The lectures will cover physiological mechanisms and their evolution, and laboratories will emphasize experiments and analyses. The course will be demanding (possibly the hardest course you will experience), but comparable to other 4-credit, 400-level courses with laboratories.

Some aspects of physiology have a broad appeal in that many people are interested in knowing how their own bodies work. However, it can be challenging to learn the functions of all body parts. Studying physiology requires reading, reasoning, quantitative analyses, extrapolation, synthesis, and yes, some memorization. These things are often easier accomplished when one can see structures and measure their functions dynamically in living organisms, and see how the structures and functions in one kind of organism relate to those in other kinds of organisms. For these reasons, we will use the lectures to cover the mechanisms and evolution of major physiological systems, and use the laboratory exercises as opportunities for you to see and measure many physiological functions.

LEARNING OUTCOMES: In this course, you should develop:

- an understanding of animal physiology, including the major physiological systems in animals and how they interact and integrate with one another;
- an understanding of how physiology draws on several fields including biology, chemistry, physics, & math;
- an understanding of how physiological systems and functions differ among different kinds animals;
- the ability to use quantitative reasoning and problem solving; and
- the ability to measure physiological variables in living subjects using modern techniques from physiology, medicine, and other health-related fields.

GUIDELINES FOR SUCCESS:

- Read all the assigned material *before* the lectures and labs, then study it again afterward.
- Come prepared to every class and laboratory session. Take notes carefully and ask questions.
- Share the lab work equally.
- Do not leave the lab early; stay and work until the laboratory period ends.
- Take advantage of office hours, and ask questions by e-mail.

COURSE REQUIREMENTS:

- **Attendance and participation is required.** If you must miss class, then you are required to notify the professor before or immediately after your absence. If you have two or more unexcused absences before the drop date, then I strongly encourage you to drop the course. Arriving on time and staying until the work is completed (or class time is up) are required. Each person gets one free late arrival. After that, each late arrival to lecture or lab will incur a 1% deduction from your total score. If the professor arrives late (or TA arrives late to lab), then we will add 1% to your total score each time. Arriving more than 10 minutes late and leaving prematurely count as absences.
- **Exams.** Three lecture exams and two lab exams emphasize current chapters but can be comprehensive when chapters build on material from earlier exams. Arrangements to make up exams missed for legitimate and properly documented reasons must be made before the original exam date. All make-up exams will be given right after the final exam. *Exams constitute most of the points in the course!*

Biology 482, Comparative Physiology, fall 2016

p. 2 of 3

Lectures: Tuesdays & Thursdays 11:00–12:15, VLW 403 18 August 2017

Labs: Wed 1:00–4:50 (Section 010) or Thurs 1:00–4:50 (Section 011), VLW 409

- **Homework.** Physiology is a quantitative science. Hence, we will have several homework assignments that involve solving quantitative problems. The homework assignments will be posted on Moodle.
- **Laboratory exercises.** Each lab will have a lab report and most labs will start with a quiz. Lab work will be done in groups of two or three, with one person running the software, one person handling the hardware, and one person being or handling the subject. It is important to rotate through each of these positions *during every lab*. Points will be deducted for not participating fully in the lab.
- **Scores:** Overall total = ~1175 pts (may be adjusted as needed during the semester). 3 lecture exams @ 250 pts each = 750 pts; 2 lab exams @ 100 pts each = 200 pts; 2–3 homework assignments for 100 pts overall (divided ~equally among assignments); lab quizzes and reports = ~125 pts overall (scores vary among quizzes & reports).
- **Bonus points** may be earned from pop quizzes, on exams, or by doing special course-related activities to be announced in the lectures or laboratories, and for being the first person to *identify and correct* mistakes in the course material (lectures, laboratory exercises, texts).

ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS (200 pts in addition to those above):

- Each graduate student must prepare and give one lecture in the course (100 pts). You may choose your topic except for a few that are reserved for the professor, and you may have as much guidance as you wish in preparing.
- Each graduate student must do a lab project beyond the ones assigned (100 pts). See professor for more information.

GRADING: Your final grade will reflect your accomplishments in the course. Points may be deducted for excessive absences (more than 10% of class days), and late arrivals or early departures. Scores and grades will *not* be curved.

CLASS BEHAVIOR: Please behave respectfully to your classmates and instructors. Please be quiet throughout the lectures, turn off cell phones/pagers, and refrain from packing your things until class is over. If you use an electronic device to do work other than note-taking for this course, then we may ask you to leave or surrender the device for the class period. However, please feel free to ask questions at any time about course content!

ACADEMIC HONESTY: You must be honest and forthright in your studies. To steal the words or ideas of another, to cheat on an assignment, or to allow or assist another person to commit these acts corrupts the educational process. Furthermore, plagiarism is unethical and sometimes illegal. Plagiarism is grounds for failing the course, and possibly for expulsion (see Student Handbook).

CLASS COMMUNICATION: I may communicate with the class via email. You should check your campus e-mail regularly. *Not getting messages is not a valid excuse—you snooze, you lose.*

MOODLE: Many course materials will be posted on the course web page on Moodle (<http://ulink.louisiana.edu>). Course material (lecture notes, lab handouts, updates, miscellaneous clarifications, reference material, etc.) will be posted on Moodle. I will give you fill-in-the-blank lecture notes to allow you to listen more and write less during class so that you can more easily assimilate the information.

HELP: General tutoring and help may be available through the Academic Success Center (<http://studentsuccess.louisiana.edu>), although they do not currently offer tutoring for this specific course. There is free, confidential help on campus for students with (Learning Disabilities, Physical Disabilities, Psychological Disabilities, or ADHD). Please contact ODS located in the Conference Center, Room 126 in person or at 482-5252 or ods@louisiana.edu. You can also visit the ODS website (<http://disability.louisiana.edu>) for information.

DISABILITY ACCOMMODATIONS: Students who need academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. You may call 337-482-5252 or visit the ODS office in the Conference Center, Room 126. Once registered, you should then schedule an appointment with the professor to make appropriate arrangements.

EMERGENCY EVACUATION PROCEDURES: At the beginning of the semester, please read the map (posted near the elevator) of each floor marking the evacuation route and the **Designated Rescue Area**. This is an area where emergency service personnel will go first to look for individuals who need assistance. Students who may need assistance should identify themselves to the instructors at the beginning of the semester and during any emergency.

Biology 482, Comparative Physiology, fall 2016

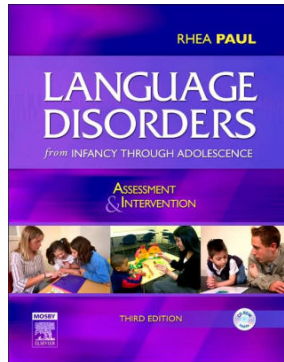
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Lectures: Tuesdays & Thursdays 11:00–12:15, VLW 403 18 August 2017*Labs:* Wed 1:00–4:50 (Section 010) or Thurs 1:00–4:50 (Section 011), VLW 409**SCHEDULE:**

For lectures, read assigned chapter *before* each lecture. For labs, handouts will be posted weekly on Moodle. Download & read the handout *before* each laboratory. *Lab quizzes* based on the handout will often be given at the beginning of the lab. Lab exercises may change.

Date	Day	Ch.	Title	Lab – Wed (010) & Thurs (011)
8/22	T	1	Animals & Environments:	
8/24	Th	2	Molecules & Cells	Intro to LabTutor & PowerLab
8/29	T	3, 4	Genomics & Proteomics; Physiol Devel.	
8/31	Th	5	Transport of Solutes & Water	Help w/ homework; <i>no experiment</i>
9/5	T	6	Nutrition, Feeding, & Digestion	
9/7	Th	7	Energy Metabolism	<i>No labs this week</i>
9/12	T	8	Aerobic & Anaerobic Metabolism	
9/14	Th	9	Energetics of Aerobic Activity	Energy Expenditure & Exercise (tent.)
9/19	T	-	Exam 1 (Ch. 1–9)	
9/21	Th	10	Thermal Relations	Cockroach Sensory Nerve
9/26	T	11	Food, Energy, & Temperature at Work	
9/28	Th	12	Neurons	Sensory Physiology
10/3	T	13	Synapses	
10/5	Th	-	<i>Fall Holiday</i>	<i>No labs this week</i>
10/10	T	14	Sensory Processes	
10/12	Th	15	Nervous System Organization	Stroop test
10/17	T	16	Endocrine & Neuroendocrine Physiology	
10/19	Th	17	Reproduction	Lab Exam 1; Homework #1 DUE
10/24	T	19	Control of Movement	
10/26	Th	-	Exam 2 (Ch. 10–17)	Muscle
10/31	T	20	Muscle	
11/2	Th	21	Movement & Muscle at Work	Respiration (PBL)
11/7	T	22	Introduction to O ₂ & CO ₂ Physiology	
11/9	Th	23	External Respiration	Help w/ homework; <i>no experiment</i>
11/14	T	24	Transport of O ₂ & CO ₂	
11/16	Th	25	Circulation	ECG & Pulse (PBL)
11/21	T	27	Water & Salt Physiology	
11/23	Th	-	<i>Thanksgiving Holiday</i>	<i>No labs this week</i>
11/28	T	28	Water & Salt Physiology	
11/30	Th	29	Kidneys & Excretion	Lab Exam 2; Homework #2 DUE
12/8	Fri		Final Exam (Ch. 19–29), 2:00–4:30 PM	

The University of Louisiana at Lafayette
Department of Communicative Disorders
CODI 384: Language Disorders in Children
Fall 2018



Class: 10-10:50 p.m., MWR Burke-Hawthorne 216
Instructor: Rachel W. Saffo, Ph.D., CCC-SLP
Email: Rachel.Saffo@louisiana.edu
Office Hours: See posted hours OR by appointment

Required Texts

Paul, R., Norbury, C., & Gosse, C. (2018). *Language disorders from infancy through adolescence: Assessment and intervention, 5th ed.* St. Louis, MO: Mosby Elsevier. [ISBN: 9780323442343].

Course Description

This course will provide an introduction to evaluation, assessment, and intervention of developmental language disorders (DLD) in children with atypical communication development. This course emphasizes using a family-centered approach in assessment and intervention. It will facilitate students' application of research-to-practice, development and evaluation of program practices, and implementation of appropriate practices to assesses and enhance the communication development of children with DLD.

ASHA KASA Standards

1. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (III-B).
2. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas (III-C, a-d):

- a. Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
 - b. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
 - c. Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)
 - d. Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)
3. The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders (III-D, 4, 7-9).
 4. Students will acquire knowledge regarding cultural and dialectal variability and individual variation in communicative development and learn strategies for effectively communicating with client/patient, family, caregivers, and relevant others (IV-G-3a).

Student Learning Outcomes

By the end of the semester, students will have the knowledge and skills necessary to:

1. List and define the 3 language domains (form, content, use) and their components across receptive and expressive language.
2. Identify which language domains and components a case study or class discussion is targeting.
3. Develop appropriate ethnographic interview questions for caregivers and teachers of children with suspected DLD.
4. Create appropriate assessment plans for receptive and expressive language across the 3 language domains in persons with suspected DLD.
5. Create appropriate assessment plans for receptive and expressive language across the 3 language domains in persons with suspected DLD from multicultural/bilingual backgrounds.
6. Based upon assessment results, create appropriate intervention plans for specific case studies of persons with suspected DLD.
7. Based upon assessment results, create appropriate intervention plans for specific case studies of persons with suspected DLD from multicultural/bilingual backgrounds.

Course Requirements

Students are expected to read, comprehend, and be able to demonstrate their understanding of the text, assigned readings, and other class activities. A total of 700 points can be earned in this class.

1. Assignments (5 @ 100 points each). Five assignments given during the semester – see attached course calendar for due dates. These assignments are worth 100 points each. All assignments will be based on material covered in class and in outside readings.
2. Learning Centered Activities (maximum of 200 points). Over the course of the semester you may be asked to complete activities/assignments designed to help you better understand the material being covered. No make-ups will be allowed. These activities may occur in- or out-side of class. Examples of activities: *Group review & discussion*.
3. Complete 5 Clinical Observation Clock Hours (5 @ 10 points each).
 - a. Complete an observation clock hour sheet of every observation session. The supervisor must sign too.
 - b. Complete an observation form for each session and turning it in to the supervisor of the outside lab session. Please note: If the supervisor finds that the observation sheet is lacking, they may require that an observation be redone.

***ALL OBSERVATION CLOCK HOUR SHEETS ARE TURNED INTO THE CLINIC DIRECTOR, JULIE ANDRIES, BY THE DEADLINE POSTED ON THE OBSERVATION SCHEDULE ON MOODLE.**

Grading

Each student’s final grade will be determined by adding all points earned during the semester divided by the total number of points available. A total of 750 points is possible. Letter grades will be assigned relative to the following percentages of points earned.

100- 97%	A+		
100- 92%	A	76- 72%	C
91- 90%	A-	71- 70%	C-
89- 87%	B+	69- 67%	D+
86- 82%	B	66- 62%	D
81- 80%	B-	61- 55%	D-
79- 77%	C+	54- 0%	F

Academic Misconduct

Students are expected to abide by the UL policy on academic honesty at all times. Academic misconduct by students includes all acts of dishonesty in any academically-related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity.

1. Cheating: using or attempting to use unauthorized materials, information, study aids, or computer-related information.
2. Plagiarism: representing the words, data works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.
3. Fabrication: presenting as genuine any invented or falsified citation or material.

4. Misrepresentation: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

University policy concerning academic misconduct will be strictly enforced. Any documented episode of academic dishonesty will result in a o.

<http://catalog.louisiana.edu/content.php?catoid=9&navoid=2064#Academic%20Honesty>

Office of Disability Services

Students with disabilities needing academic accommodations should:

1. Register with and provide documentation to the Office of Disability Services (ODS)
2. Bring a letter to the instructor from ODS indicating your need for academic accommodations. This should be done in the first weeks of class.

For more information, contact the ODS

Conference Center, Room 126

T: (337) 482-5252 (voice)

<https://disability.louisiana.edu>

ods@louisiana.edu

Academic support

Students who would like to improve their study skills or who would like tutoring can contact:

The Learning Center

Lee Hall, 2nd Floor

Mon-Thu 8:00a.m.-4:30p.m. & Fri 8:00a.m.-12:00p.m.

337-482-6583

tlc@louisiana.edu

Attendance

Attendance is expected at each class. If you miss a class, you are responsible for the information presented in the class, including any announcements. Please notify the instructor in advance if you will miss or turn in an assignment late. The instructor reserves the right to decide whether a tardy or make-up assignment will be allowed; a point penalty may accompany it.

Cell phones

The use of cell phones is not permitted in class without permission from the instructor. Please turn off cell phones during class. If you have an emergency, please notify the instructor ahead of time.

Late Assignments

Assignments are ***due at the beginning of class on the due date***. Therefore, assignments turned in after that time will be considered late. Late assignments will be deducted 5 points for each calendar day late, and will not be accepted if they are more than 5 calendar days late.

Unexpected conflicts due to family or medical emergencies will be excused at the discretion of the instructor.

Exams

All exams must be taken on the scheduled date. If an exam is missed due to illness or emergency, the student is responsible for contacting the instructor as soon as possible. Make-up exams are provided in *rare circumstances* at the discretion of the instructor, and may be associated with a point penalty.

SYLLABUS CHANGE POLICY: This syllabus is a guide for the course and is subject to change with advanced notice.

Outline of Topics:

Lecture	Chapter/Page Numbers
1	Review of Typical Language Development
2	Ch. 1 Intro. to Language Disorders
3	Ch. 2 Assessment
4	Ch. 5, p. 137-160 Assessment of CLD Pops
5	Ch. 4 Special Pops
6	Ch. 3 Intervention
7	Ch. 5, p. 160-181 Intervention with CLD Pops

CODI 526-02 – Fall 2018

Language Disorder in Children

Instructor: Holly Damico, Ph.D., CCC-SLP Phone: (O) 482-5240

E-mail: hollydamico@louisiana.edu

Office: B222

Location: B216

Class Time: MW 3:30-4:45

Office Hours: As posted on office door, or
by appt

Children who possess a disorder(s) where language impairment is either a primary or secondary characteristic represent a large clinical population that will be encountered across many service delivery settings, especially in public schools. This course will combine real world practicality with a constructivist theoretical perspective to address the topic of language disorders in this age group. Implications of this perspective are most appropriately suited for the assessment and treatment of language disorders in school-aged children. Because of the consistent overlap in language characteristics across disorders we will not focus on specific diagnostic labels and categories. Instead, we will focus on the overall principles and practices needed to deliver services to children with language impairments irrespective of the origin of the deficit. The course content is divided into three general sections: Orienting Issues, Assessment Issues, and Intervention Issues. Specific attention will be focused on the assessment process and tools, and various intervention options and strategies for impaired children from culturally and linguistically diverse backgrounds. The course is intended to prepare you to do effective and innovative work with school-aged, language-disordered children.

Each class will typically consist of the following:

1. Initial comments by the instructor followed by questions and/or discussion of the previous assignments
2. Student discussion of readings
3. Lecture/discussion expanding on the day's topic by the instructor.
4. At various points in the course, time will also be set aside to interact on various selected topics of interest to the students. The outline and schedule presented here may change as the semester progresses due to the perceived needs and interests of the class members.

Standards Addressed

Upon completion of this course the student servicing school-aged clients with language-impairments will have the knowledge base sufficient to demonstrate acquisition of the following ASHA standards.

ASHA Standard: Standard IV – B, C, D, E

Specific Course Objectives

1. Provide current theoretical and research-based information on language disorders in children.
2. Discuss a constructivist theory of learning consistent with a holistic model of language functioning, how this system may come to be impaired, and the implications of such impairment on overall meaning-making abilities.
3. Describe how multiple internal and external systems interact with the linguistic components to create a proficient (or non-proficient) meaning-maker.

4. Provide sufficient information and experiences to enable the student to conduct appropriate service delivery with regard to prevention, scheduling, planning, collaboration, assessment, intervention, and teacher/parental consultation in school-based and community-based clinical settings.
5. Discuss and incorporate important variables relevant to developmental, linguistic and cultural diversity issues and how they impact on assessment and intervention in school-based populations.

Learner Outcomes

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

1. Compare, contrast, and discuss the relative advantages of a constructivist over a behaviorist framework of language and language disorders.
2. Discuss the cognitive, cultural, linguistic, and social variables that come into play when providing service delivery (including prevention, assessment and intervention) to students with or at risk for language impairment.
3. Collect authentic performance data that may be analyzed for assessment purposes from structural as well as functional perspectives.
4. Identify, compare and contrast various language assessment technologies, tools and techniques available from language sciences and disorders.
5. Employ effective tools and techniques for the assessment of school-aged language disorders.
6. Conduct appropriate analysis of collected data by incorporating structural and functional analyses with academic, developmental, and diversity data.
7. Interpret the assessment findings in light of all collected data and the social, academic, and cultural expectations set within the contexts of interest.
8. Employ language assessment data to plan effective and appropriate language, academic, and literacy intervention – including collaborations with teachers and parents for prevention and support activities
9. Be able to critique and apply various types of materials and intervention techniques within school-based and community clinic settings in the remediation of language impairments among school-aged individuals while considering reimbursement and other contemporary professional issues.
10. Establish procedures to monitor the effectiveness and efficacy of the interventions employed for client's benefit as well as reimbursement, credentialing and other contemporary professional issues.

Grades will be determined by class participation and successful completion of the class requirements.

These requirements are as follows:

1. Complete **assigned readings** by appropriate deadlines listed in the syllabus. Readings will be placed electronically on Moodle. You will be asked to sign an affirmation at the end of the semester to self-report the percentage of readings you completed, and that will be factored into the final grade.
2. Complete all **class assignments** as specified during the course.
3. Perform satisfactorily on any **quizzes**
4. Take part in **class discussions**. You will be asked to self-assess at the end of the semester, including the amount of time you spent on a device for non-related class activities (see below). This will be compared to Dr. Damico's assessment and factored into the final grade.
5. **Attend Classes (see attendance below).**

6. **A final examination.**

Attendance

It goes without saying that regular, on-time class attendance is required as part of a graduate level, professional-preparation course; however, we will say it anyway: Regular, on-time class attendance is required. Doctor's notes are acceptable for excused absences. More than 1 unexcused absence or a pattern of tardiness (being late to class 3 times equals a class absence) *will result in the reduction of a letter grade.* Students can discuss extenuating circumstances with Dr. Damico.

Device Usage

The only acceptable reason to be online during class time on a personal device is to pull up an electronic copy of the readings or be on the course Moodle site. *Any instance of other online activity during class will count as an absence for that class period.* If you have a device during class, I am more likely to call on you because I assume you are taking good notes, have access to your previous notes, and have a copy of the day's readings in front of you.

Grading

Assessment of performance in this course is focused on the demonstration of the ability to think and apply the information to clinical situations and settings. Students will accumulate points for all reading, assignments, quizzes and the final. The final grade will be based on the total number of points accumulated by the student on all requirements and expressed as a percentage (%) of the total points possible during the semester. Points will be deducted for all assignments that are turned in late unless the student presents a written excuse that is acceptable to Dr. Damico. Letter grades will be assigned using the following percentage scale:

91 - 100	-	A
82 - 90	-	B
73 - 81	-	C
65 - 72	-	D
Below 65	-	F

Assignments

Students will be expected to participate in collaborative group projects both in and out of class. Both within and outside of class activities will be assigned

- Based on case studies provided to students
- Based on lecture from previous class/readings
- Based on reading assignments
- Some focus on use of procedure (specifically from the 4 technologies)
- Analysis and goal writing activities
- Some focus on problem solving and analysis

- Discussion of particular topics using various grouping or distance learning strategies
 - Problem solving
 - Structured Controversy
 - Brainstorming

Demonstrations from actual client data will be used throughout the course. In order to ensure confidentiality of these data, students are not allowed to audio or video record any portion of class sessions unless special arrangements are made beforehand with Dr. Damico.

Class Participation

At the beginning of each class 1 or 2 students may be asked to discuss the applications of the assigned readings or prior lectures. Students are expected to participate in class discussion and activities. Active participation in class discussion at some point during the semester, is required in order for a student to receive a grade of 91% or higher.

Learner Outcomes Assignment

Prior to the final exam, students may be asked to prepare written responses to each of the 10 learner outcomes in the syllabus. Responses should include a personal narrative response to each outcome and an outline of readings, notes and information that supports the narrative of each outcome. Where appropriate, you may reference your work (done during the semester or from other clinical settings) as an indicator of your acquisition of a specific learner outcome. Additionally, this final version of the learner outcomes may be the course product that will be included in your student portfolio.

Readings

We will not use a textbook in this course. Rather, a set of articles/chapters will be utilized. These are the **required** readings for the course. Each student is required to read these articles/chapters and you will be responsible for them during classes and on quizzes. ***This component of the class can hardly be over-emphasized.*** Active learning requires discussion and analysis on the part of all participants. The readings are listed below by date required. Discussions of assignments and/or quizzes may be required of any article on or after the expected day of completion.

Remediation:

Students who are not making adequate progress toward specific learner outcomes will be provided an opportunity for remediation. Remediation may include, but is not limited to the following

1. Additional readings and oral and/or written reflections on selected topics
2. Individual tutoring on selected topics
3. Additional assignments specific to areas of concern or deficits.

Remediation work is not considered to be extra credit, though it may be used as such at the instructor's discretion. The extra work is intended to assist the student in meeting the learner outcomes of the course and satisfy clinical education requirements specified by ASHA. It is the student's responsibility to pursue and follow up on any necessary remediation.

Course Evaluation:

Students will have the opportunity to evaluate the course by completing the Student Evaluation of Instruction administered by the University near the end of the semester.

Class Topics and Schedule (this schedule is only a rough guide)

- 08/20 An Orienting Discussion: Personal Experiences
- 08/22 Language and its Disorders
- 08/27 Theory of Learning: The Construction Meaning
- 08/29 Theory of Learning: The Construction Meaning
- 09/03 Labor Day
- 09/05 Assessment in Education Systems: Descriptive and authentic assessment
- 09/10 Principles of Intervention /the Assessment Technologies
- 09/12 The Assessment Technologies: Observation I
- 09/17 The Assessment Technologies: Behavioral Sampling I & II
- 09/19 The Assessment Technologies: Behavioral Sampling III
- 09/24 The Assessment Technologies: Protocols, Checklists, Rating Scales
- 09/26 The Assessment Technologies: Probes and Problems
- 10/01 The Assessment Technologies: Probe Techniques
- 10/03 Interpretation
- 10/08 Interpretation: Patterns of Strengths and Weaknesses
- 10/10 Intervention Components
- 10/15 Interpretation: Explanatory Analysis
- 10/17 Turning Assessment Data into Intervention Planning
- 10/22 Intervention Components
- 10/24 Interactionally-based Contexts
- 10/29 Interactionally-based Contexts
- 10/31 Literacy-based Contexts
- 11/05 Literacy-based Contexts
- 11/07 Play-based Contexts
- 11/12 Play-based Contexts & Story-based Contexts
- 11/14 Story-based Contexts
- 11/19 Academic-based Contexts
- 11/21 DAY BEFORE THANKSGIVING-Academic-based Contexts
- 11/26 Other Contexts
- 11/28 TBA
- TBA Final Exam and/or Grading Conferences**

Readings Schedule

The required readings are listed under each date. Most of the readings will be made available, however students have primary responsibility for locating readings from the library or online. The items are mandatory reading and will be required for class discussion on the date under which they are listed – even if they are not covered in class lecture. ***Dr. Damico reserves the right to modify the number, schedule and specific required readings based upon student interest, needs and how the course progresses.***

08/20

08/22 Holzman, L. (2010). Without creating ZPDs there is no creativity. In M.C. Connery, V.P. John-Steiner, & A. Marjanovic-Shane (Eds.) *Vygotsky and Creativity: A Cultural-Historical Approach to Play, Meaning Making and the Arts*. (pp. 27-39) New York: Peter Lang Publishing.

Geekie, P., Cambourne, B. & Fitzsimmons, P. (1999). Chapters 1, *Understanding Literacy Development* (pp. 1-26). Staffordshire, UK: Trentham Books.

Perkins, M.R. (2001). Compensatory strategies in SLI. *Clinical Linguistics and Phonetics*, 15, 67-71.

08/27 Perkins, M.R. (2005) Pragmatic ability and disability as emergent phenomena. *Clinical Linguistics and Phonetics*, 19, 367-377.

Damico, J.S., Nelson, R., (2005) Interpreting Problematic Behavior: Systematic Compensatory Adaptations as Emergent Phenomena in Autism. *Clinical Linguistics and Phonetics*, 19, 405-428.

Damico, J.S. (1988). The lack of efficacy in language therapy: A case study. *Language, Speech and Hearing Services in Schools*, 19, 51-67.

08/29 Kohn, A. (2004) Standardized testing and its victims, In A. Kohn (ed.) *What does it mean to be well educated? And more essays on standards, grading, and other follies*. (pp. 54-61) San Diego: College-Hill Press.

Duckworth, E. (1987). The having of wonderful ideas. In E. Duckworth (Ed.). *The having of wonderful ideas and other essays on teaching and learning*. (Pp. 1-14). New York: Teachers College Press.

Dudley-Marling, C. (2000) *A family affair: When school troubles come home*. Portsmouth, NH: Heinemann (Pages 1-19; Things only go wrong for other people's children: Anne's story).

09/03 Labor Day

09/05 Hamayan, E., Marler, B., Sanchez-Lopez, C., Damico, J. (2013) *Special education considerations for English Language Learners: Delivering a continuum of services*. (2nd ed.). Philadelphia, PA: Caslon (Pages 1-52, Chapters 1-3)

(optional) Brinton, B. & Fujiki, M. (2010). Living with language impairment. *Journal of Interactional Research in Communication Disorders*, 1, 69-94.

09/10 van Kraayenoord, C.E. (2010). Response to intervention: New ways and wariness. *Reading Research Quarterly*, 45, 363-376.

Allington, R.L. (2009). *What really matters in response to intervention: Research-based designs*. Boston, MA: Allyn & Bacon. (Pages 1-26, Chapter 1).

(optional) Damico, J. (1993). Adolescent language: Language assessment in adolescents: Addressing critical issues, *Language, Speech, and Hearing Services in Schools*, 24, 29-35.

09/12 Wesby, C. & Watson, S. (2010). ADHD and communication disorders. In J.S. Damico, N. Muller, & M.J. Ball (Eds.), *The Handbook of Language and Speech Disorders*. Oxford: Blackwell Publishing. (pp. 529-555).

Dunaway, C. (2004). Attention Deficit Hyperactivity Disorder: An authentic story in the schools and its implications. *Seminars in Speech and Language*, 25, 271-275.

(optional) Damico, J.S., Muller, D., and Ball, M.J. (2004) Owing up to complexity: A Sociocultural orientation to Attention Deficit Hyperactivity Disorder. *Seminars in Speech and Language*, 25, 277-285

09/17 Pils, L. (1991). Soon anofe you tout me: Evaluation in a first-grade whole language classroom. *The Reading Teacher*, 45, 46-50.

Goodman, Y. (1985). Kid watching: An alternative to testing. *National Elementary Principal*, 57, 41-45

09/19 Damico, J.S. (1985). Clinical Discourse Analysis: A functional approach to language assessment. In C.S. Simon (ed.) *Communication Skills and Classroom Success: Assessment of language-learning disabled students*. (pp. 165-204) San Diego: College-Hill Press.

09/24 Westby, C. (1997). There's more to passing than knowing the answers. *Language, Speech and Hearing Services in Schools*, 28, 274-287.

Goodman, Y.M. & Goodman, K.S. (1994). To err is human: Learning about language processes by analyzing miscues. In R.B. Ruddell, M.R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading*. (pp. 101-123) Newark, DE: International Reading Association.

09/26 Holland, A. & Nelson, R. (2013). Counseling issues with children who have communication disorders. In A. Holland & R. Nelson, *Counseling in Communication Disorders: A Wellness Perspective 2nd Edition* (pp. 147-185). San Diego, CA: Plural Publishing.

Common Core Handouts and IEP Handout

10/01 Kratcoski, A.M. (1998). Guidelines for using portfolios in assessment and evaluation. *Language, Speech and Hearing Services in Schools*, **29**, 3-10

10/03 Brinton, B. & Fujiki, M. (1992). Setting the context for conversational language sampling. *Best Practices in School Speech-Language Pathology*, **2**, 9-20.

10/08 Nelson, N.W. (1992). Targets of curriculum-based language assessment. *Best Practices in School Speech-Language Pathology*, **2**, 73-86.

McCabe, A. & Rollins, P.R. (1994). Assessment of preschool narrative skills. *American Journal of Speech-Language Pathology*, **3**, 45-56.

10/10 Creaghead, N. (1992). What does this student know about school? Analysis of classroom scripts for interaction. *Best Practices in Speech-Language Pathology*, **2**, 65-72.

Wade, S. (1990). Using think alouds to assess comprehension. *The Reading Teacher*, **43**, 442-451.

10/15 Fey, M., Long, S., Finestack, L.H. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, **12**, 3-15.

Freppon, P. & Dahl, K. (1991). Learning about phonics in a whole language classroom. *Language Arts*, **68**, 190-197.

10/17 Baumann, J., Jones, L., and Seifert-Kessell, N. (1993). Using think alouds to enhance children's comprehension monitoring abilities. *The Reading Teacher*, **47**, 184-193.

Dudley-Marling, C. (1993) Challenging the children: A holistic approach to teaching students with learning problems. In A. Bauer & E. Lynch (Eds.), *Children who Challenge the System*. (pp, 89-115). Norwood, NJ: Ablex Publishing Corporation.

(optional) Nelson, N.W. (1990). Only relevant practices can be best. *Best Practices in School Speech-Language Pathology*, **1**, 15-28.

10/22 Bergeron, B. and Rudenga, E. (1996). Seeking authenticity: What is "real" about thematic literacy instruction? *The Reading Teacher*, **49**, 544-551.

Kohnert, K., Yim, D., Nett, K., Kan, P.F., and Duran, L. (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language, Speech, and Hearing Services in Schools*, 36, 251-263.

10/24 Brinton, B., Robinson, L.A. & Fujiki, M. (2004). Description of a program for social language intervention: “if you can have a conversation, you can have a relationship”. *Language Speech and Hearing Services in Schools*, 35, 283-290.

(optional) Brinton, B. & Fujiki, M. (1994). Ways to teach conversation. In J. Duchan, L. Hewitt, & R. Sonnenmeier (Eds.), *Pragmatics: From theory to practice*. (pp. 59-71). Englewood Cliffs, NJ: Prentice-Hall.

10/29 Damico, J.S. & Damico, S.K. (1993). Mapping a course over different roads: Language teaching with special populations. In J.W. Oller, Jr. (Ed.). *Methods that work: A smorgasbord of language teaching ideas* (2nd Ed.). (pp. 320-331) New York: Newbury House.

Ellis, E., Schlichter, C., & Sonnier, C. (2001). Using student investigation to water up content-area instruction for adolescents with learning disabilities. In L. Denti & P. Tefft-Cousin (Eds.) *New Ways of Looking at Learning Disabilities: Connections to Classroom Practice*. (pp. 287-314). Denver, CO: Lovelace Publishing Company.

10/31 Johnson, D.W., & Johnson, R.T. (1999). Making cooperative learning work. *Theory Into Practice*, 38, 67-73.

Harvey, S. & Daniels, H. (2009). *Comprehension & collaboration: Inquiry circles in action*. Portsmouth, NH: Heinemann. (55-95, Chapters 4 & 5).

11/05 Ohanian, S. (1994). Will you recognize the ready moment? *Who's in Charge?* (Pp. 80-87). Portsmouth, NH: Boynton/Cook Publishers/Heinemann.

Ohanian, S. (1994). Reading for What? *Who's in Charge?* (Pp. 110-120). Portsmouth, NH: Boynton/Cook Publishers/Heinemann.

(optional) Ohanian, S. (1994). A plea for more disorderliness. *Who's in Charge?* (Pp. 159-163). Portsmouth, NH: Boynton/Cook Publishers/Heinemann.

11/12 Smith, F. (1999) Why systematic phonics and phonemic awareness instruction constitute an educational hazard. *Language Arts*, 77, 150-155.

Norris, J.A. (1988). Using communicative reading strategies to enhance reading acquisition. *The Reading Teacher*, 41, 668-673.

Stillman, J., Anderson, L., & Struthers, K. (2014). Returning to reciprocity: Using dialogue journals to teach and learn. *Language Arts*, **91**, 146-160.

(optional) Bode, B.A. (1989). Dialogue journal writing. *The Reading Teacher*, April, 568-571.

11/14 Paley, V.G. (1994). Every child a story teller. In J.F. Duchan, L.E. Hewitt, & R.M. Sonnenmeier (Eds.) *Pragmatics: From theory to practice*. (Pp. 10-19). Englewood Cliffs, NJ: Prentice-Hall.

Culotta, B. (1994). Representational play and story enactments: Formats for language intervention. In J. Duchan, L. Hewitt, & R. Sonnenmeier (Eds.), *Pragmatics: From theory to practice*. (pp. 105-119). Englewood Cliffs, NJ: Prentice-Hall.

11/19 Schuler, A.L. & Wolfberg, P.J. (2004). Promoting peer play and socialization: The art of scaffolding. In A.M. Wetherby & B.M. Prizant (Eds.), *Autism Spectrum Disorders. A transactional developmental approach. 3rd Edition* (pp. 251-278). Baltimore: Paul H. Brookes Publishing Company.

(optional) Beilinson, J.S. & Olswang, L.B. (2003). Facilitating peer-group entry in kindergartners with impairments in social communication. *Language Speech and Hearing Services in Schools*, **34**, 154-166.

11/21 Olivos, E.M., Gallager, R.J., & Aguilar, J. (2010). Fostering collaboration with culturally and linguistically diverse families of children with moderate to severe disabilities. *Journal of Educational and Psychological Consultation*, **20**, 28-40.

Paradice, R. and Adewusi, A. (2002). 'It's a continuous fight isn't it?': Parents' views of the educational provisions for children with speech and language difficulties. *Child and Language Teaching and Therapy*, **18**, 257-288.

11/26

11/28 Damico, J., and Hamayan, E. (1991) Implementing assessment in the real world. In E. Hamayan and J. Damico (Eds.) *Limiting bias in the assessment of bilingual students* (pp. 303-316) Austin, TX: Pro-Ed.

Green=Theoretical
Yellow=Assessment
Blue=Intervention

Emergency Evacuation Procedures:

A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

Services for Students with Disabilities

Students should be aware that there is free confidential help on campus for students with psychological disabilities (Bipolar, Depression, Anxiety etc.). Please contact Kim A. Warren, Supported Education Advisor, at 482-5252 or at kimwarren@louisiana.edu. Her office is located in the Conference Center, Room 126. You can also visit SSD website for information on SSD and SEP services and eligibility requirements.

Academic Misconduct

Academic misconduct guidelines are strictly upheld. Cheating, plagiarism or other forms of academic misconduct will result in a zero for the assignment in question and Dr. Damico will seek to assess greater penalties if possible. Please consult the Graduate Bulletin under “Academic Honesty”.

History of Modern Africa, 1800-present
University of Louisiana at Lafayette
Fall 2018

HIST 330-001
MWF: 11:-11:50 am
HL Griffin Hall 524

Dr. Sarah Runcie
Office Hours: MF, 12:30-2:30, W, 2:30-4:30
Office: H.L. Griffin 540

Description

This course provides an overview of major themes in modern African history. We will focus specifically on understanding political, economic, and social change in 19th century Africa, the rise and development of colonial rule, struggles for independence, and the politics of postcolonial states.

This course will also strengthen student skills in the methodologies of historical study. Students will work closely with primary sources and build skills to analyze such sources independently.

Student Learning Outcomes

By the end of this course, students will be able to:

- Explain major themes in modern African History
- Identify and evaluate primary sources on African history
- Understand the changing political geography of Africa in the 19th and 20th century
- Demonstrate knowledge about connections between African history and World History
-

Requirements:

Students are required to attend all class sessions and come prepared to actively discuss course readings. Class sessions will be interactive and active student participation is expected.

Final grades will be based on the following components:

Participation: 15%

Presentation: 5 %

3 Map Quizzes: 10%

Primary Source Assignment: 15%

Paper (5 pages): 20%

Mid-Term Exam: 15 %

Final Exam: 20 %

Assignments

Participation/Reading response:

Students are expected to actively participate in class sessions. Doing so requires that students complete all readings and come to class prepared to analyze the readings. We will regularly read and refer to the texts as a group, so you should plan to have access in class to the assigned readings either through a laptop or a print out. To help prepare for and contribute to an active discussion, students will also post a one paragraph response to the readings for one class session per week. You are welcome to use the response to pose questions for class discussion or raise questions you yourself have about the material. These responses are due by midnight the night before that class session. (ex. Post Sunday night by 12 pm for Monday class). These postings will contribute to your participation grade.

Presentation

Students will work in pairs to give a presentation on the readings for one class period. Presentations should be roughly 10 minutes. Further instructions will be provided in advance.

Map Quizzes

Students will take three map quizzes throughout the semester. The first will focus on the political geography of 19th century West Africa, the second on the colonial map of Africa and the final on the contemporary map of Africa. Students will be provided with a sample map and required terms/locations in advance.

Primary Source Assignment

Students will write a 2 page analysis of a primary source that we read for class. You should choose a different reading than the one on which you give a presentation. This analysis should address key questions such as the origin of the text, the intended audience, and the point of view it conveys. Students should also address how the source relates to broader themes of African history that we have discussed in class. The paper is due at the beginning of class on the day for which the reading is assigned. Papers submitted after the class session in which we discuss the text will not be accepted. You can complete this assignment at any time in the semester before the last day of classes. Papers will not be accepted after the last day of classes.

Paper:

Students will write a five-page paper responding to a prompt provided. Students should structure the paper around a strong thesis statement that makes an argument. You should back up this argument using specific textual evidence from the course. Detailed guidelines for the paper will be provided in advance.

Exams:

Students will take a midterm and a final exam. Both exams will include identifications and short answer questions.

This class will use the 10 point scale: 100-90 A, 89-80 B, 79-70 C, 69-60 D, 59 and below F.

Please come to my office hours if you would like to discuss your grade.

Class Policies:

Disability Accommodations:

Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in Agnes Edwards Hall (Conference Center), room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Late/Missed Assignments:

Students are required to be in class on time for quizzes and tests. Students who enter class more than 5 minutes late will not be permitted to take quizzes. Make up quizzes/tests will only be offered with a note from a doctor or academic advisor. Late papers will receive one letter grade down for each day late

Electronic Devices:

Students are permitted to use laptops in class for the purpose of note-taking. You will be asked to put away your device or to leave class if you are using a laptop for purposes unrelated to the class.

Cell phones should be silenced and remain put away for the duration of the class session.

Audio or video recording of class sessions is prohibited.

Required Books

Richard A. Reid, *A History of Modern Africa: 1800 to the Present*, 2nd edition, 2012.

Tsitsi Dangarembga, *Nervous Conditions* (London, 2004 [Harare, 1988])

These books are available at the university bookstore. You are also welcome to buy used copies on the internet. Please ensure that you are selecting the correct edition of the book if you purchase on the internet.

All additional readings and videos will be made available either through Moodle or the university library.

Please note that the class schedule/readings are subject to change

Course Schedule

M. 8/20: Course Introduction: What is Africa?

W. 8/22: Studying African History

- Reid, *A History of Modern Africa*, 1-16

F. 8/24: Studying African History, continued

- Moodle: Talking about ‘Tribe’: Moving from stereotypes to Analysis” *Africa Policy Information Center* (Background Paper 010, November 1997), 1-8.

African States and Societies through the 19th Century

M. 8/27: Early West Africa and the Age of Empires

- Ehret, “West Africa, 300-1450”; “Western Africa, 1450-1640,” in *The Civilizations of Africa: A History to 1800*, p. 300-320, 343-349

W. 8/29: Rise of the Atlantic Slave Trade

- Shillington, “The Atlantic slave trade, sixteenth to eighteenth century” in *History of Africa*, 169-178

Primary Sources:

- Olaudah Equiano, excerpt from *The Interesting Narrative of the Life of Olaudah Equiano* (1789) in *Africa & the West* Vol 1. (2010), 57-66

F. 8/31: Western Africa and the Atlantic World in the 19th Century

- Reid, *A History of Modern Africa*, 17-41

Primary Sources:

- “Samuel Crowther escapes Slavery (1821-22) in *Africa and the West* (2010), 103-110

M. 9/3- NO CLASS: LABOR DAY

W. 9/5: East Africa and the Indian Ocean in the 19th Century

- Reid, *A History of Modern Africa*, 42-64

F. 9/7: Gender and 19th Century East Africa

- Ann Biersteker, "Language, Poetry and Power: A Reconsideration of 'Utendi wa Mwana Kupona,'" in *Faces of Islam in African Literature*, edited by Kenneth W. Harrow (Portsmouth, NH: Heinemann, 1991).

Primary Sources:

- Mwana Kupona bint Msham, "Utendi wa Mwana Kupona," (orig. 1858) in J.W.T. Allen (ed.), *Tendi: Six Examples of Swahili Classical Verse Form with Translations and Notes*(London, 1971).

M. 9/10: Southern Africa in the 19th century

- Reid, *A History of Modern Africa*, 65-76.

Primary Sources:

- Magera M. Fuze, "The Black People and Whence they Come" in *The South Africa Reader*, 20-25.

W. 9/12: Southern Africa in the 19th Century

Primary Sources

- C.P. Bezuidenhout, "The History of the Afrikaans People" in *The South Africa Reader*, 78-83.

F. 9/14: Islam: Revival and Reform

- Reid, *A History of Modern Africa*, 77-111.

Primary Sources:

- Abd Allah ibn Muahmmmed, "The Hijra and the Holy War of Sheik Uthman dan Fadio," in Collins, *Western African History Vol 1*, 62-69
- Sheik al-Kanami, "the Case against the *jihad*," in Collins, *Western African History Vol. 1*, 70-72.

The Rise of Colonial Rule

M. 9/17: The Scramble for Africa

19th Century West Africa Map Quiz in Class, See Reid, p. 29

- Reid, *A History of Modern Africa*, 113-138

Primary Sources:

- The Treaty of Berlin (1885): <http://www.blackpast.org/treaty-berlin-1885>

W. 9/19: The Scramble for Africa, continued

- Reid, *A History of Modern Africa*, 138-165

Primary Sources:

- Sir Harry Johnston, “Jaja, Nana, and Resistance to British Control”, in Collins, *Western African History Vol 1*, 214-220.

F. 9/21: Colonial Knowledge and Colonial Rule

- Reid, *A History of Modern Africa*, 165-175

Primary Sources:

- Frederick, Lord Lugard, “Indirect Rule in Tropical Africa,” in Collins, *Western African History, Vol 1*, 228-248.
- G.L. Angoulvant, governor of French West Africa, general instructions to civilian administrators, 26-30

M. 9/24: Global War, Global Political Visions

- Reid, *A History of Modern Africa*, 175-181

Primary Sources:

- Blaise Diagne, “Discussion d’une proposition de loi tendant à soumettre aux obligations militaires les Sénégalais des communes de plein exercice” (English Translation) in *African History Through Sources*
- Jane Nardal, “Black Internationalism,” 1928 in T. Denan Sharpley-Whiting, *Negritude Women* (Minneapolis, 2002).

W. 9/26: Labor, Land, and Colonial Rule

- Reid, *A History of Modern Africa*, 181-207

Primary Sources:

- “The Design of Taxation” and “A Vision for Railways” from *African History through Sources*

F. 9/28: Environmental Change, Disease, and Medicine

- Reid, *A History of Modern Africa*, 207-217
- Tilley, Helen. “Medicine, Empires, and Ethics in Colonial Africa.” *AMA Journal of Ethics* 18, no. 7 (2016): 743–53.

M. 10/1: Colonial Rule and Social Change

- Reid, *A History of Modern Africa*, 218-235
- Judith Van Allen, “Sitting on a Man” Colonialism and the Lost Political Institutions of Igbo Women,” in *Perspectives on Africa*, 2nd edition (2010), 399-410.

W. 10/3: Africa and World War II

- Reid, 236-244
- Timothy Parsons, “The Military Experiences of Ordinary Africans in World War II,” in *Africa and World War II* (New York, Cambridge University Press, 2015). 3-23.

Primary Sources:

- R.H. Kakembo, *An African Soldier Speaks* (London: Edinburgh House, 1946) in *African History through Sources*, vol. 1

F. 10/5: NO CLASS: FALL HOLIDAY

M. 10/8: Postwar Change

Primary Sources:

- Brazzaville Conference (1944), excerpts of conclusions from R. O. Collins, *Western African History* (1990), 117-20
- Henrick Verwoerd Explains Apartheid (1950)

W. 10/10: Colonial Map Quiz (based on Reid, p. 247)/ Midterm Review

F. 10/12: Midterm Exam in Class

Undoing Empire

M. 10/15: Anti-colonial movements and Nationalism

- Reid, 245-275

Primary Sources:

- Nnamdi Azikiwe “Nigeria and Independence” in Collins, *Western African History*, 238-244

W. 10/17: Nationalism and Gender

- Excerpts from Susan Geiger. *TANU Women: Gender and Culture in the Making of Tanganyikan Nationalism, 1955-1965*.

F. 10/19: Class Activity TBA

M. 10/22: Colonial Education and Coming of Age in Modern Africa

- Tsitsi Dangarembga, *Nervous Conditions* (London, 2004 [Harare, 1988])

W. 10/24: Visions of Independent Africa: Alternatives to Empire

- Reid, 276-285
- Frederick Cooper, "Possibility and Constraint: African Independence in Historical Perspective," *The Journal of African History* Vol 49. No. 2 (2008): 167-196.

Primary Sources:

- Sékou Touré and Gen. de Gaulle, 1956 & 1958 speeches excerpted in Collins, *West African History*, Volume 1, 120-27

F. 10/26: Visions of Independent Africa: Beyond the Nation

Primary Sources:

- Kwame Nkrumah, "Address to the Conference of African Heads of State and Government, 24th May 1963," in *Revolutionary Path* (New York, 1973).
- Julius Nyerere, "A United States of Africa," *Journal of Modern African Studies* 1, 1 (1963): 1-6.

M. 10/29: Visions of Independent Africa: Global Capitalism and African Socialism

- Walter Rodney, "How Europe Underdeveloped Africa," in *Perspectives on Africa*, 2nd edition, 439-449.

Primary Sources:

- Julius K. Nyerere, ch. 32 "Varied Paths to Socialism," & ch. 37 "Socialism and Rural Development," in *Uhuru na Ujamaa/Freedom and Socialism* (Oxford, 1968).

Post-Colonial States and Societies

W. 10/31: Cold War Decolonization

- Elizabeth Schmidt, ‘The Congo Crisis, 1960-1965.’ in *Foreign Interventions in Africa: From the Cold War to the War on Terror* (New York: Cambridge University Press, 2013).

Primary Sources

- Patrice Lumumba, Speech at the Ceremony of the Proclamation of the Congo’s Independence.
- Patrice Lumumba, “Patrice Lumumba writes his last letter to his wife (1961) in *Africa and the West*, 140

F. 11/2: Making “Françafrique”

- Lachenal, Guillaume. “Franco-African Familiarities. A History of the Pasteur Institute of Cameroun, 1945-2000.” In *Hospitals beyond the West: From Western Medicine to Global Medicine*, edited by Mark Harrison and Belinda White, 411–444. New Dehli: Orient-Longman, 2009.

M. 11/5: Ethnicity and Conflict in the Post-Colonial State

- Additional reading TBA

Primary Sources:

- Proclamation of the Republic of Biafra, May 30, 1967 in *Africa and the West* (2010), 187-192

W. 11/7: Militarization and African Politics

- Reid, *A History of Modern Africa*, 328-338

In Class: Clips of : *Fela Kuti: Music is the Weapon* (1982)

F. 11/9: Fighting Apartheid

Primary Sources:

- Steve Biko, ch. 9 “The Definition of Black Consciousness,” in *I Write What I Like* (London, 1978, 1996).

M. 11/12: Decolonizations in southern Africa

- Frederick Cooper, “The late decolonizations: southern Africa 1975, 1979, 1994,” *Africa Since 1940*. 133 – 155

Contemporary Africa Map in Class

W. 11/14: Structural Adjustments and Neoliberal Africa

- Paul Nugent, “Invasion of the Acronyms: SAPs, AIDS and the NGO takeover” in *Africa Since Independence*. 326 -367

Primary Sources:

- Structural Adjustment in Ghana (1983-89)

F. 11/16: HIV/AIDS and the Post-Colonial State

Mandisa Mbali, “AIDS Discourses and the South African State: Government denialism and post-apartheid AIDS policy making” *Transformation: Critical Perspectives on Southern Africa*, 54 (2004): 104-122.

Primary Sources:

- Thabo Mbeki, “AIDS and Poverty” in *The South Africa Reader*, 515-520

M. 11/19: Paper Workshop

W. 11/21: Politics and Protest

- Paul Nugent, “Democracy Rediscovered: Popular Protest, Elite Mobilisation and the Return of Multipartyism”, in *Africa Since Independence*, 368-434

F. 11/22: NO CLASS-THANKSGIVING

M. 11/26: Youth, music, and citizenship

- Rosalind Fredericks, “The Old Man is Dead”: Hip Hop and the Arts of Citizenship of Senegalese Youth,” *Antipode* 46 (2014): 130-148.

In Class: Clips of: Democracy in Dakar (2008)

W. 11/28: Revisiting: What is Africa?

F. 11/30: Last day of class, Final Paper Due

FINAL EXAM: Friday, December 7th, 2:00-4:30 PM

History of Modern Africa, 1800-present
University of Louisiana at Lafayette
Fall 2018

Graduate Student Section

HIST 535-001 (Historical Studies)
MWF: 11:-11:50 am
HL Griffin Hall 524

Dr. Sarah Runcie
Office: Griffin 540
Office Hours: MF, 12:30-2:30, W, 2:30-4:30

Graduate students are required to complete all readings as listed on the syllabus of HIST 330. Graduate students will complete additional weekly reading and different assignments for the semester as outlined here.

Assignments:

Participation/Response Papers: 35%
Presentation: 5 %
3 Map Quizzes: 10%
Primary Source Assignments (2): 20%
Final Paper (10 pages): 30%

Participation:

Graduate students will write one page weekly responses to readings for the graduate section. Response papers should focus on the main arguments, methods, and historiographical interventions of the readings. Please submit these responses by 5 pm on Friday. Note that you are not required to submit the one paragraph reading responses outlined in the undergraduate syllabus.

Please plan ahead to purchase or acquire the books through Interlibrary Loan as needed. I can provide PDFs of the articles and book chapters.

Presentation:

As outlined on the HIST 330 syllabus, graduate students will also make a presentation on the readings for a given week. You should plan to give an individual presentation rather than working with a partner.

Primary Source Assignment

Please see instructions for the primary source assignment on the HIST 330 syllabus. Graduate students should plan to complete 2 primary source papers over the course of the semester. As outlined, you can choose when to complete these papers.

Final paper:

The final paper will be a ten page historiography paper. The focus of this paper should be developed in consultation with me over the course of the semester.

****Note: graduate students are not required to take the class midterm or final exam****

Additional Readings:

Week of:

- 8/27:** Barry, Boubacar. *Senegambia and the Atlantic Slave Trade*. New York: Cambridge University Press, 1998.
- 9/3:** Glassman, Jonathon. *Feasts and Riot: Revelry, Rebellion, and Popular Consciousness on the Swahili Coast, 1856-1888*. Portsmouth, N.H.: Heinemann, 1995.
- 9/10:** Etherington, Norman. "A Tempest in a Teapot? Nineteenth-Century Contests for Land in South Africa's Caledon Valley and the Invention of the Mfecene." *The Journal of African History*, Vol. 45, No. 2 (2004): 203-219.
- Henretta, Sean. "Women, Marginality and the Zulu State: Women's Institutions and Power in the Early Nineteenth Century," *The Journal of African History* Vol. 39 No. 3 (1998): 389-415.
- 9/17:** Amadiume, Ifi. *Male Daughters, Female Husbands: Gender and Sex in an African Society*. London; Atlantic Highlands, N.J.: Zed Books, 1987.
- 9/24:** Vaughan, Megan. *Curing Their Ills : Colonial Power and African Illness*. Cambridge: Polity Press, 1991.
- 10/1:** Mann, Gregory. *Native Sons: West African Veterans and France in the Twentieth Century*. Durham: Duke University Press, 2006.
- 10/8:** Cooper, Frederick. *Citizenship between Empire and Nation: Remaking France and French Africa, 1945-1960*. Princeton, NJ: Princeton University Press, 2014.

10/15: Sackeyfio-Lenoch, Naaborko. "Women's International Alliances in an Emergent Ghana." *Journal of West African History* Vol. 4 No. 1 (Spring 2018): 27-56.

Schmidt, Elizabeth. "Emancipate Your Husbands! Women and Nationalism in Guinea, 1953-58," in J. Allman *et al.*, eds., *Women in African Colonial Histories* (2002), 282-304

10/22: No additional reading, write response to Nervous Conditions

10/29: Bamba, Abou B. *African Miracle, African Mirage: Transnational Politics and the Paradox of Modernization in Ivory Coast*. Athens, Ohio: Ohio University Press, 2016.

11/5: Ellis, Stephen. "Writing Histories of Contemporary Africa." *The Journal of African History* 43. 1 (2002).

Bayart, Jean-François. "Africa in the World: A History of Extraversion." *African Affairs* 99, no. 395 (2000): 217-67

11/12: Nguyen, Vinh-Kim. *The Republic of Therapy : Triage and Sovereignty in West Africa's Time of AIDS*. Durham [N.C.]: Duke University Press, 2010.

11:19: Reading for final paper (no response paper due)

11:26: Reading for final paper (no response paper due)

HIST366: Gender in History: Working Women in Latin America



Professor: Dr. Lena Suk
lenaoaksuk@louisiana.edu
Griffin Hall 538
337-231-6809
Office Hours: Tuesday 2-5; Wednesday 2-5

Course Description:

This course will examine the ways in which labor is gendered in Latin American history, focusing on societal expectations for what constitutes “women’s work,” and how these vary according to race, ethnicity, and class. Although we focus on the idea of “women’s work,” we do this to question these terms, revealing this is by no means a natural category but one constructed by society and culture. In addition to broad patterns and narratives, we will study individual stories of working women through the analysis of primary sources. The structure of the course is roughly chronological, but will be organized within several themes:

- Gender and Labor during Atlantic Slavery (During this unit, we will read and watch films depicting slavery, violence, sexual violence).
- The Second Shift: Wage Labor and Beyond
- Commodifying Bodies and Emotions

Course Goals:

1. Students will gain insight into the social experience and expectations surrounding gender and labor in Latin America.
2. Students will become more adept at analyzing various types of texts, including scholarly research, oral history, and films.

Assignments and Grading:

Map Quiz (5)
Moodle Posts (20)
3 Papers (45 points)
Final Paper (20)
Participation (10)
Total: 100 points

Map Quiz (5 points):

Label countries in Latin America on a blank map

Moodle Posts (20 points)

Every other week, students will answer 2-3 discussion questions on moodle. These are due by 8am on Thursdays

Papers (15 points each, 45 points)

All papers will be due via a “turn-it-in” link on moodle. No hard copies necessary. The following paper prompts are just a start; further instruction will be provided closer to the due dates.

Paper #1 Gender and Labor in Atlantic Slavery

Read the History of Mary Prince and write a paper of 1000 words addressing the following questions. In what ways does Mary’s autobiography reflect the lives of other slave women we have read about? Mary never outright rebels against her masters’ orders, but are there examples of how she is able to resist their demands? Examine her final struggle with her masters in London. What are the power dynamics of that relationship? How do her masters try to exert their authority over her, and what kind of power does Mary have to resist? Finally, consider that Mary’s story was dictated and then written by an abolitionist. What parts of the narrative seem censored and why? Is there a way to access the real words of slave women?

Paper #2 Oral History and Gendered Work

Conduct an oral history interview with a person of your choice related to the topic of wage labor and domestic labor, or the ways in which people are subjected to “second shifts” according to their gender. Write an essay comparing what you have learned from the interview to the conclusions made in one of the assigned readings. The person you interview may be someone you know personally or not, but you must discuss how your relationship (whether personal or social) to the interviewee affects the interview as a text.

Paper #3: TBA

Final Paper (1800-2000 words, 20 points)

Research a contemporary issue related to “women’s work” or invisible labor, and relate it to one of the historical themes we have studied this semester. Details TBA

Participation (10 points):

Every student will be given a default participation grade of 7.5 points. You will earn extra points in the following ways: near-perfect attendance (+1), actively participating in class discussions

(+1), consistently demonstrating you have read/watched assigned material (+1.5). A student who gets a “10” for participation will have done all of the above. You will be docked points for the following reasons: having 4+ unexcused absences (-1), improper use of phones or technology during class time (-1), repeated tardiness (-1). Twice during the semester, on the day of the midterm and the day of the final, you will turn in a short paragraph explaining what letter grade you think you deserve for your participation and justification of WHY you deserve this grade.

Grading:

Grading is on a ten-point scale: A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below).

I will post your grades on moodle and it is thus your responsibility for keeping track of your grades and assignments. I will only discuss grades in person; this is to both prevent any miscommunication and to give you personalized feedback on your class performance. If you wish to discuss your grade, stop by office hours or schedule an appointment.

Late submissions of written assignments are unfair to the majority of the students who do their work on time. Late assignments will be penalized as follows: same day, after class, one-half a letter grade; second day and each day thereafter, one letter grade. However, it is always in your interest to submit the assignment, no matter how late.

Books and Required Texts:

We have two required textbooks; other readings will be available on moodle.

French, John D., and Daniel James, eds. *The Gendered Worlds of Latin American Women Workers: From Household and Factory to the Union Hall and Ballot Box*. Durham, N.C: Duke University Press Books, 1997. ISBN: 978-0822319962

Galvão, Patrícia. *Parque Industrial: Romance Proletario = Industrial Park : A Proletarian Novel*. Lincoln: University of Nebraska Press, 1993.

All other texts will be available on moodle, as indicated.

Academic Integrity:

Any student caught cheating (or helping another student cheat) on any assignment, quiz, essay, or exam will receive an automatic “0”. Cheating is defined as “intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.” *Likewise, facilitation will not be tolerated and any student found doing so will also receive an automatic “0”*. Facilitation is defined as “helping or attempting to help another to violate a provision of the institutional code of academic misconduct. Please see me if you have any questions. Plagiarism is unacceptable. By plagiarism I mean *either* the use of another author’s words as your own in your paper without the proper citation *or* the use of a fellow student’s work as your own. Plagiarism is a form of cheating it will receive the same penalty for cheating. *A student caught plagiarizing will receive an automatic “0.”* If you are caught twice, you will automatically fail the course and may face academic punishment through the university system.

Availability and Email:

I am available to meet with you without appointment during office hours. You can also email me for an appointment if your schedule conflicts. A note on email: I will respond to all emails within 24 hours of receipt, between Monday and Friday, 9am to 5pm. Emails sent after 5pm on any given day will not be read or responded to before the end of the following day. Emails sent after 5pm on Friday will not be read or responded to until the end of business hours on the following Monday.

Disability Statement

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

- See more at: <http://disability.louisiana.edu/content/faculty-information/syllabus-statement#sthash.UXXdFgZg.dpuf>

If you are experiencing personal, emotional, or psychological issues that are affecting your well-being or your performance in class, please seek help. The Counseling and Testing Center does have resources to provide counseling for students on campus.

<https://counselingandtesting.louisiana.edu/> If in doubt, feel free to speak to your professor for resources and accommodations.

Course Schedule: Readings should be read for the day they are listed. Readings are subject to change; the instructor will alert students at least one class period before the reading is due.

	Theme	Reading	Assignments
8/22	Intro to Course		
8/24	Intro to Latin America	Slaughter and Cottom on “Having it All” on moodle Winn “A View from the South” on moodle	
Week 2: Gender and Atlantic Slavery			
8/29	Gender and the Slave Trade	***Meeting in lab or bring laptops to class	
8/31	Labor Divisions	Robertson, “Africa in the Americas?” on moodle; Watch part of <i>Xica da Silva</i> in class	
Week 3: Slave Mistresses and Reproductive Labor			
9/5	Slave Mistress		
9/7		Watch in class: <i>The Other Francisco</i> . WARNING: depictions of physical violence, sexual violence, infanticide	
Week 5: Resistance			
9/12	Resistance	Burnard, “Mastery, Tyranny, Desire” on moodle	
9/14	Consent	<i>Caetana Says No</i>	
Week 6: Soldiering and Masculinity			
9/19	Paper Workshop		Draft of Paper #1 due in class
9/21		Amelio Robles; Beattie, “Punishment in Paradise,” Moodle	
Week 7: Industrialization and Factory Life			
9/26			Paper #1 Due
9/28		Weinstein, Vecchia, Farnsworth in <i>Gendered Worlds</i>	
Week 8: Oral History and Women’s History			
10/3	Oral History Workshop		Class online with HW due
10/5	Fall Break no class		
Week 9: Oral History and Women’s History			
10/10	Politicization	James in <i>Gendered Worlds</i>	
10/12	Politicization	Levenson-Estrada, in <i>Gendered Worlds</i>	

	Week 10: Sexual Morality and Factory Life in Brazil		
10/17	Industrial Park	Patricia Galvao, <i>Industrial Park</i>	
10/19	Fiero Lecture, class meeting in	Fiero Lecture, class meeting in Griffin Auditorium	
	Week 11: Eugenics and Motherhood		
10/24	Eugenics		Paper #2 Due
10/26	Scientific Motherhood	“Madame Durocher” and Otovo, “Rescuing the Sacred Mission of Motherhood” on moodle	
	Week 12: Eugenics and Family Planning		
10/31	Eugenics II		
11/2		Guttman, “Fixing Men” and Peruvian Sterilization Trials on moodle	
	Week 13: Sex Work		
11/7		TBA	
11/9		TBA	
	Week 14: Contemporary Issues		
11/14	Breastfeeding	TBA	
11/16	Wage Gap	TBA	Paper #3 Due
	Week 15: Contemporary Issues II		
11/21	Domestic Work	Cama Adentro watch film in class	
11/23	Childcare and Emotional Labor	Thanksgiving no class	
	Week 16: Final Wrap Up Week		
11/28	Childcare	LA Times article, on moodle	
11/30	Last Day Wrap Up		

Final Papers Due Friday, December 1, 5pm

HIST 535: “Working Women in Latin America” Syllabus Fall 2017

Assignments:

Moodle Posts (20)

Review Essays (15 each, 60 points)

Final Paper (20)

Optional: If you wish to have an opportunity to gain greater experience teaching, you can volunteer to give a short “mini-lecture” in the undergraduate course. The topic would be related to whatever is assigned for the undergraduate course that week. The week you choose to do this, you can be excused from the weekly moodle post.

Moodle Posts:

You will complete all the undergraduate moodle posts in the “HIST366” moodle page. This consists of thoroughly answering the posed discussion questions. These are due 8am on Thursdays.

Submit to the HIST366 moodle page

Review Essays:

For each of our four meetings, you will produce a short review essay of all the listed readings. A review essay typically reviews 3-5 works in relation to each other, evaluating their different arguments, approaches, sources, how they collectively add to ongoing historiographical debates. Think of it as in between a book review and a full historiographical essay. I suggest you look at review essays on JSTOR for successful examples. 1200-1500 words each.

Turn these into the open forum on our HIST535 moodle page. Due at the beginning of the meeting.

Final Paper:

As most of you are taking this course as part of a Latin American History major or minor requirement, you will produce a 8-10 page historiographical essay on a topic of your choice, related to the concept of gendered labor in Latin America.

Turn these into the open forum on our HIST535 moodle page.

- **Annotated bibliography for essay due Nov 10** (may change to coincide with a grad meeting) 5pm
- Optional: If you wish, we can have a short writing workshop for your papers during one of our meetings
- **Final paper due Fri Dec. 1, 5pm.**

Attendance and Participation:

You will be expected to attend all the undergraduate class sessions, and complete the undergraduate readings. You will NOT have to complete undergraduate paper assignments, or the map quiz.

However, as graduate students, your active participation in class, particularly during our grad section meetings, is expected. There is no “participation grade” as such, but if you are in between grades, I will round up or down depending on your participation level.

Undergraduate (HIST366) Reading List:

French, John D., and Daniel James, eds. *The Gendered Worlds of Latin American Women Workers: From Household and Factory to the Union Hall and Ballot Box*. Durham, N.C.: Duke University Press Books, 1997

Galvão, Patrícia. *Parque Industrial: Romance Proletario = Industrial Park: A Proletarian Novel*. Lincoln: University of Nebraska Press, 1993.

Additional readings on moodle

In addition, graduate students will have the following **Graduate (HIST535) Reading List:**

Meeting 1: Gender and Slavery

Chapter from Morgan, *Laboring Women* (moodle)

Morrissey, “Slave Women in the New World” (moodle)

Aisha Finch, *Rethinking Slave Rebellion in Cuba: La Escalera and the Insurgencies of 1841-1844*. Chapel Hill: University of North Carolina Press

Meeting 2: Wage Labor and Labor Movements

Farnsworth-Alvear, Ann. *Dulcinea in the Factory: Myths, Morals, Men, and Women in Colombia’s Industrial Experiment, 1905-1960*. Durham: Duke University Press, 2000.

Additional chapters from *Gendered Worlds* or TBA articles

Meeting 3: Eugenics and Motherhood

Stepan, Nancy. “*The Hour of Eugenics*”: *Race, Gender, and Nation in Latin America*. Ithaca: Cornell University Press, 1996.

Otovo, Okezi T. *Progressive Mothers, Better Babies: Race, Public Health, and the State in Brazil, 1850-1945*. Austin: University of Texas Press, 2016.

Meeting 4: Neoliberalism and Affective Capital

Freeman, Carla. *Entrepreneurial Selves: Neoliberal Respectability and the Making of a Caribbean Middle Class*. Durham: Duke University Press, 2014.

Jarrín, Alvaro. *The Biopolitics of Beauty: Cosmetic Citizenship and Affective Capital in Brazil*. Los Angeles: Duke University Press, 2017

Finally, as a 300-level history course, students will be expected to draft, complete, and present on an individual or group research project of their choice. The project can be produced in multiple forms, but will be a culmination of knowledge learned in the course and information collected through the process of original research. From research proposal to final product, specified research and writing projects are designed to help students work on research skills, critical thinking and a concise writing style in addition to the preservation of history that has been largely ignored in larger literature.

By the end this course it is expected that the student will:

1. Understand the larger narrative of both the region and its environmental influences.
2. Read effectively — analyzing authors’ arguments, research methods, and discourse engagement.
3. Facilitate and lead two class discussions.
4. Assist in the collection of oral history interviews on Lafayette/Acadiana disasters
5. Plan and execute an exhibit based on Lafayette disasters
6. Draft, proof, and create a research project based on primary and secondary sources, images, and sound or video files on the environmental history of Lafayette and the surrounding area.

REQUIRED TEXTS:

Author	Title
Steven Biel, editor	<i>American Disasters</i>
Moodle	<i>Course Reading Packet</i> *You will be expected to have printed copies of the articles or have them easily accessible on an e-reader.*

WEBSITES:

For this course I will primarily use Moodle to post announcements, grades, assignments, and links to other material. Please make sure to check Moodle on a regular basis. If you cannot access the site let me know immediately. You can access this website at: <https://moodle.louisiana.edu/>

GRADING:

Any disputes on grading must be done in person. I will not discuss grading issues via e-mail or over the phone. Please see me during my office hours or arrange a time to meet with me otherwise.

GRADING SCALE:

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

A note about the grading scale – I do not “bump” at the end of the semester, all grades are final.

GRADE BREAKDOWN:

Class Participation & Attendance: 10 pts.	Topic Proposal: 5 pts.
Weekly Reading Response: 15 pts.	Research Proposal: 7 pts.
Personal Disaster History: 2 pts.	First Draft: 15 pts.
Recent Louisiana Disasters Project Participation: 10 pts.	Second Draft: 15 pts.
Research Presentation: 3 pts.	Final Project: 20 pts.
Meme Challenge (Optional Bonus Points)	

ASSIGNMENTS:

CLASS PARTICIPATION & ATTENDANCE (10 PTS):

Since this class only meets twice a week it is expected that you to show up on time every week. Class participation is critical in this course. All students should bring copies of their readings and contribute discussion during the discussion section of the course. Similarly, it is expected that students participate in the practical application activities.

WEEKLY READING & DISASTER SCENARIO REFLECTION (15 PTS):

In order to encourage discussion participation, each student will be expected to bring a notebook with them to class on discussion days and complete the weekly reading and disaster scenario reflection. Prompts will be given at the start of the reflection period and students will write their responses down and turn their prompts in at the end of class for the purposes of grading. *This also includes the Personal Disaster History, to be filled out at the start of class.*

THE RECENT LOUISIANA DISASTERS PROJECT (10 PTS):

As part of this course, students will work with the professor to collect and present information on recent Louisiana disasters in the state. This will include participating in a History Harvest to

collect oral histories on the recent 2016 Floods. It will also include assisting the professor in the construction of an exhibit on recent Lafayette disasters.

MEME CHALLENGE (OPTIONAL 5 POINTS TO BE ADDED TO FINAL SCORE):

Each week you will have the option of turning in a “meme” by email for an added bonus point (max 5 per semester). The meme should represent an analysis of that week’s discussion and be easy to identify. All memes received will either be used in class or posted online for shared viewing. MEMES ARE DUE BY MIDNIGHT ON SUNDAYS and must include the subject heading HIST 367 in the email.

THE FINAL PROJECT:

Students can choose from a variety of different formats to present their research in the final project, and can also choose to work independently or as part of a group. Forms of the final project include: a traditional research paper, website, exhibit, performance, documentary, or other media form. However, all projects must include the same content: they must be historically accurate, include primary and secondary source research materials of at least (15 sources), review the literature of the subject, relate their subject to disaster history and course contents, make a clear thesis and argument throughout the final project, and provide an overview of the history and the context for their disaster (analyzing and interpreting its impacts).

TOPIC PROPOSAL (5 PTS):

The student(s) will be expected to turn in a proposed research topic. The topic proposal shall be 1-2 pages, double-spaced. If students are working within a group, group members will be listed within the topic proposal.

RESEARCH PROPOSAL (7 PTS):

Following the library resource session, students will turn in a 2-3 page, double-spaced proposal for research that includes a preliminary bibliography of selected sources and a plan for the final project format. If students are working within a group, student assignments for aspects of the research and project construction will be identified as part of the research proposal (adding an addition 1-2 pages of length to the proposal).

FIRST DRAFT OF PROJECT (15 PTS):

As part of the process of completing their final research project, student(s) will turn a first draft of their project. The first draft shall be equivalent to 4-5 pages of written materials, double-spaced, including a bibliography of selected sources (2 books/5 articles/1-2 additional primary sources), and proposed title for the final project. If students are working within a group, they will also complete assessments of group member participation.

SECOND DRAFT OF PROJECT (15 PTS):

The second draft will include a revised draft of the original project, equivalent to 7-8 pages of written materials, double-spaced. This version of the project will be peer-edited in class and then revised before turning it in. If students are working within a group, they will also complete assessments of group member participation.

FINAL PROJECT (20 PTS):

The final project will be a culmination of the drafts and feedback from both the professor and the class. The final project will be equivalent to a research paper of 10-15 pages, double-spaced, or of 10 minutes of historical content presentation (in viewership form). Also included in hard copy will be a bibliography, and brief written explanation of the primary and secondary source analysis, images, and research undertaken and used to complete the final project. If students are working within a group, they will also complete assessments of group member participation and review how they contributed to the final project.

PRESENTATION OF RESEARCH (3 PTS):

In addition to turning in the final project, the student will give a short 3-minute presentation on their research project and findings on the last days of class. If a presentation is the chosen format, students will present these at the date of the final exam.

A FEW NOTES ON THE ASSIGNMENTS:

First, I do not accept late turn-ins of assignments unless prior arrangements have been made. Second, for extra help on essay construction please see the Writing Center in Griffin 107 or 108.

PLAGARISM & CHEATING POLICY:

Although there should be no reason to even be tempted to plagiarize in this class please note that I follow the Code of Student Conduct in the Academic Honesty Section of the UL Bulletin word for word. Consult it (<http://bulletin.louisiana.edu/UN/>). Know it. Avoid it. **Should I catch you plagiarizing or cheating in any capacity you will receive an automatic "F" in the course.**

ACCESS AND ACCOMMODATION:

Over the course of the semester I look forward to getting to know all of the students of this course individually through my regular office hours or by appointment. It is especially important to me

that I meet with and accommodate the needs of any students with disabilities. If you have a disability or medical issue please speak with me about it and provide documentation from the Office of Disability Services (ODS). If you seek accommodation but do not have documentation, please register with ODS at the Conference Center on Rex Street, Room 126.

CLASS ROOM ETIQUETTE

I follow a few basic rules for this class, please respect them: 1) Arrive to class on time or early, past 10 minutes into the class, **DO NOT ENTER THE CLASSROOM.** 2) **Turn off your cell phones!** 3) Refrain from conversations and distracting behavior such as texting, playing video games, and reading material outside of the course material (i.e., magazines, newspapers, books, websites). Drinks and food are permitted in the classroom. In general, respect yourself and your classmates.

EMERGENCY EVACUATION PROCEDURES

A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance in exiting should identify themselves to teaching faculty.

I reserve the right to alter any part of the course at any time based on the needs of the class.

WEEKLY SCHEDULE

*Note: *** indicates reading is available on Moodle*

This is subject to change throughout the course, check Moodle schedule for the most updated version.

Week One – August 20 & 22 – Defining Disaster

M Course Introductions

W Read: Jonathan Bergman, “Disaster: A Useful Category of Analysis”***
Read: Russell Dynes, “Noah and Disaster Planning: The Cultural Significance of the Flood Story”***

WRR – Personal Disaster History Due – Wednesday in Class

Week Two – August 27 & 29 – Acts of God – Fires, Plagues, & Trials

M Lecture: Fires, Plagues, & Puritans: Perspectives on Early American Disasters

W Read: Biel, *Chapter 1:* Matthew Mulcahy, “A Tempestuous Spirit Called Hurri Cano”
Read: Biel, *Chapter 2:* Alan Taylor, “The Hungry Year: 1789 on the Northern Border of Revolutionary America”

Week Three – September 3 & 5 –Problems of the Modern World

M Lecture: Steamboats, Syphilis, & Forecasting the Future

W Read: Henry McKiven, “The Political Construction of a Natural Disaster: The Yellow Fever Epidemic of 1853”***
Read: Judith Walzer Leavitt, *Typhoid Mary: Captive to the Public’s Health* (excerpt)***
Read: Urmi Engineer Willoughby, “Epidemics, Empire & Eradication: Global Public Health and Yellow Fever Control in New Orleans”***

Week Four – September 10 & 12 – Harnessing Nature: The Early Years of Disaster Management

M Lecture: Technology, Science, & the Modern Disaster

W Read: Biel, *Chapter 4:* Ted Steinberg, “Smoke & Mirrors: The San Francisco Earthquake and Seismic Denial”
Read: Biel, *Chapter 5:* Carl Smith, “Faith & Doubt: The Imaginative Dimensions of the Great Chicago Fire”
Read: David McCullough, *The Johnstown Flood* (excerpt)***

Topic Proposal Due – Wednesday in Class

Week Five – September 17 & 19 – The Emergency State, Pt. 1

- M Lecture: Look What Nature Wrought: From the 1900 Storm to the 1927 Floods
- W Read: Biel, *Chapter 8*, Patricia Bellis Bixel, “‘It Must Be Safe’: Galveston, Texas, and the 1900 Storm”
Read: Biel, *Chapter 11*, “‘Unknown and Unsung’: Feminist, African American, & Radical Responses to the *Titanic* Disaster”
Read: Steve Kroll-Smith & Shelly Brown-Jeffy, “A Tale of Two American Cities: Disaster, Class & Citizenship in San Francisco 1906 and New Orleans 2005”***

Week Six – September 24 & 26 – Research Week

- S History Harvest: Memories of the 2016 Floods (at Moore Park, 9 AM – 12 Noon, notify Dr. Skilton if interested in participating)
- M History Harvest: Louisiana Disasters (on campus, 10 AM -- 2:30 PM, sign up for shift)
- W Library Visit

Research Proposal Due – Wednesday in Class

Week Seven – October 1 & 3 – The Emergency State, Pt. 2

- M Lecture – The Flood, the Great Depression & the New Deal
- W Read: Michele L. Landis, “Fate, Responsibility, and ‘Natural’ Disaster Relief: Narrating the American Welfare State” ***
Read: Betty Jo Harris, “The Flood of 1927 and the Great Depression: Two Delta Disasters”***

Week Eight – October 8 & 10 – Atomic Dreams

- M Lecture – Reshaping the Rhetoric of Civil Defense
- W Read: Drury, Olson, & Van Belle, “The Politics of Humanitarian Aid: U.S. Foreign Disaster Assistance, 1964-1995”***
Read: James Rodger Fleming, “Weather Warriors”***
Read: Joshua Blu Buhs, “The Fire Ant Wars”***

Week Nine – October 15 & 17 – The Enemy Is Us

- M Lecture – Silent Springs to Three Mile
- W Read: *Chapter 9:* Andrew Hazucha, “Chicago on the Brink: Media Trauma & the 1977 L-Train Crash”
Read: Adam Rome, “Septic Tank Suburbia: The Problem With Waste Disposal at the Metropolitan Fringe”***
Read: Helfand, Lazarus, & Theerman, “Donora, Pennsylvania: An Environmental Disaster of the 20th Century”***
OR
Read: Kai Erikson, *Everything in Its Path: Destruction of Community in the Buffalo Creek Flood****

First Draft of Project Due – Wednesday in Class

Week Ten – October 22 & 24 – The Rise of FEMA

- M Lecture – FEMA Will Fix Everything
- W Read: *Chapter 7:* Ann Larabee, “‘Nothing Ends Here’: Managing the *Challenger* Disaster”
Read: *Chapter 12:* Ralph James Savarese, “‘Piecing Together What History Has Broken to Bits’: Air Florida Flight 90 & the PATCO Disaster”
Read: Scott Gabriel Knowles, “Lessons in the Rubble: The World Trade Center and the History of Disaster Investigations in the United States”***

Week Eleven – October 29 & 31 – Disaster at the Close of the Century

- M Lecture – The Social Inequality of Disaster & Threats of the 90s
- W Pick 3:
Read: Kevin Rozario, “The Ends of Disaster: The Culture of Calamity in the Age of Terror”***
Read: Kent B. Germany, “The Politics of Poverty & History: Racial Inequality & the Long Prelude to Hurricane Katrina”***
Read: Eric Klinenberg, *Heat Wave: A Social Autopsy of Disaster in Chicago* (excerpt)***
Read: Ted Steinberg, “Do It Yourself Deathscape”***
Read: Carrie Kaplan, “‘A Rare and Chilling View’ Aerial Photography as Biopower in the Visual Culture of 9/11” *Fillip*, 15 (2012), 5-13, 146-7***

Week Twelve – November 5 & 7 – The Storm We’ve Always Feared

M Lecture – Katrina, Rita, & the Test of the Disaster State

W Pick 3:

Read: Stuart Schwartz, *Sea of Storms* (excerpt) ***

Read: Lynnell Thomas, *Desire & Disaster* (excerpt) ***

Read: Kevin Fox Gotham, “Katrina Is Coming To Your City: Storm- and Flood-Defense Infrastructures in Risk Society”***

Read: DeWeever and Heidi Hartmann, “Abandoned Before the Storms: The Glaring Disaster of Gender, Race and Class Disparities in the Gulf.” In Gregory Squires and Chester Hartman, *There is No Such Thing as a Natural Disaster: Race, Class, and Katrina* (Routledge, 2006). pp. 85 --102.***

Second Draft of Project Due – Wednesday in Class

Week Thirteen – November 12 & 14 – Cascading Disasters

M Lecture – Cascading Disasters: Modern Concerns

W Read: *Chapter 10:* Duane A. Gill & J. Steven Picou, “The Day the Water Died: The Exxon Valdez Disaster & Indigenous Culture”

Read: Tyler Priest & Jason Theriot, “Who Destroyed the Marsh? Oil Field Canals, Coastal Ecology, & the Debate over Louisiana’s Shrinking Wetlands”***

Week Fourteen – November 19 & 21 – 2017: A Year in Review

M Lecture – The Future of Disaster History & the Importance of Disaster Citizen Science

W Read: Abraham Gibson & Cindy Ermus, “Swamp Things: Invasive Species as Environmental Disaster”***

Read: Naomi Klein, *The Shock Doctrine* (pgs. 3-21)***

Week Fifteen – November 26 & 28 –

M Presentations of Research

W Presentations of Research

Week Sixteen – December 7 –

F **Final Projects due by end of week at 5 PM**
 Potential Presentations of Research (if not completed the week before)

***I reserve the right to alter any part of the course at any time
based on the needs of the class.***

HIST 525: US DISASTERS



Dr. Liz Skilton
Fall 2018
M 1:00-2:15 PM
W 4:30-5:30 PM

Email: skilton@louisiana.edu
Office: HLG 543
Office Hours: M & W 10 AM – 12:30 Noon
M & W 3:45 PM – 4:30 PM

*It is always recommended you book an appointment with Dr. Skilton using the link:
<http://meetme.so/ProfessorSkilton> *

COURSE DESCRIPTION:

Disaster – by definition can mean so many things. However, in American history, disasters are defined by their ability to shake society at its core. In this course we will examine what extraordinary events have been classified as *American* disasters. We will also look at efforts to prevent, preempt, and recover from these occurrences over the last 250 years.

COURSE GOALS:

At a 500-level, there are four primary goals for this course. First, this course serves as an introduction to U.S. environmental and disaster history. As such, it is not expected that the student have a complex understanding of the time periods and events. It is the goal of this course to introduce students to this period. Second, as a graduate seminar, this course provides the opportunity to delve deeply into the literature of disaster and risk reduction research. Readings selected cover a multitude of themes and time periods, representing a broad historiographical overview of the subject. Third, students in this course have the unique opportunity to assist in the collection of research for a National Science Foundation grant focused on community resilience of the Lafayette area. Students will assist the professor in executing a History Harvest on the 2016 Floods and helping the professor plan and execute an exhibit on the subject this fall.

Finally, as a 500-level history course, students will be expected to draft, complete, and present on a research project of their choice. From research proposal to final product, specified research and writing projects are designed to help students work on research skills, critical thinking and a concise writing style in addition to the preservation of history that has been largely ignored in larger literature.

By the end this course it is expected that the student will:

1. Understand the larger narrative of both the region and its environmental influences.
2. Read effectively — analyzing authors' arguments, research methods, and discourse engagement.
3. Facilitate and lead two class discussions.
4. Assist in the collection of oral history interviews on Lafayette/Acadiana disasters
5. Plan and execute an exhibit based on Lafayette disasters
6. Draft, proof, and create a research project based on primary and secondary sources, images, and sound or video files on the environmental history of Lafayette and the surrounding area.

REQUIRED TEXTS:

1. Steven Biel, et al., *American Disasters*
2. Elizabeth Fenn, *Pox Americana*
3. Urmi Engineer Willoughby, *Yellow Fever, Race & Ecology in Nineteenth Century New Orleans*
4. David McCullough, *The Johnstown Flood*
5. Erik Larson, *Dead Wake: The Last Crossing of the Lusitania*
6. Timothy Egan, *The Big Burn: Teddy Roosevelt and the Fire that Saved America*
7. Michele L. Landis, *The Sympathetic State: Disaster Relief and the Origins of the American Welfare State*
8. Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters*
9. Kai Erikson, *Everything in Its Path: Destruction of Community in the Buffalo Creek Flood*
10. Mike Davis, *Ecology of Fear: Los Angeles and the Imagination of Disaster*
11. Eric Klinenberg, *Heat Wave: A Social Autopsy of Disaster in Chicago*
12. Lynnell Thomas, *Desire & Disaster*
13. Scott Gabriel Knowles, *The Disaster Experts: Mastering Risk in Modern America*
14. Robert Meaux and Howard Kunreuther, *The Ostrich Paradox: Why We Underprepare for Disasters*

WEBSITES:

For this course I will primarily use Moodle to post announcements, grades, assignments, and links to other material. Please make sure to check Moodle on a regular basis. If you cannot access the site let me know immediately. You can access this website at: <https://moodle.louisiana.edu/>

GRADING:

Any disputes on grading must be done in person. I will not discuss grading issues via e-mail or over the phone. Please see me during my office hours or arrange a time to meet with me otherwise.

GRADING SCALE:

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

A note about the grading scale – I do not “bump” at the end of the semester, all grades are final.

GRADE BREAKDOWN:

Participation & Attendance (Lecture & Individual Meetings): 25 pts.

Weekly Reading Assessment: 15 pts.

First Draft: 15 pts.

Second Draft: 20 pts.

Final Draft: 25 pts.

ASSIGNMENTS:

CLASS PARTICIPATION & ATTENDANCE (25 PTS):

Since this class only meets twice a week it is expected that you to show up on time every week. Class participation is critical in this course. All students should bring copies of their readings and contribute discussion during the discussion section of the course. Similarly, it is expected that students participate in the practical application activities.

WEEKLY READING & DISASTER SCENARIO REFLECTION (15 PTS):

In order to encourage discussion participation, each student will be expected to bring a notebook with them to class on discussion days and complete the weekly reading and disaster scenario reflection. Prompts will be given at the start of the reflection period and students will write their responses down and turn their prompts in at the end of class for the purposes of grading. *This also includes the Personal Disaster History, to be filled out at the start of class.*

FIRST DRAFT OF FINAL PAPER (15 PTS):

As part of the process of completing their final research project, the student will turn a first draft of their paper. The first draft shall be equivalent to 7-10 pages of written materials, double-spaced, including a bibliography of selected sources, and proposed title for the final project.

SECOND DRAFT OF PROJECT (20 PTS):

The second draft will include a revised draft of the original paper, equivalent to 15-20 pages of written materials, double-spaced.

FINAL PROJECT (25 PTS):

The final paper will be a culmination of the drafts and feedback from both the professor and the class. The final paper will be equivalent to a research paper of 25-35 pages, double-spaced.

A FEW NOTES ON THE ASSIGNMENTS:

First, I do not accept late turn-ins of assignments unless prior arrangements have been made. Second, for extra help on essay construction please see the Writing Center in Griffin 107 or 108.

PLAGARISM & CHEATING POLICY:

Although there should be no reason to even be tempted to plagiarize in this class please note that I follow the Code of Student Conduct in the Academic Honesty Section of the UL Bulletin word for word. Consult it (<http://bulletin.louisiana.edu/UN/>). Know it. Avoid it. **Should I catch you plagiarizing or cheating in any capacity you will receive an automatic "F" in the course.**

ACCESS AND ACCOMMODATION:

Over the course of the semester I look forward to getting to know all of the students of this course individually through my regular office hours or by appointment. It is especially important to me that I meet with and accommodate the needs of any students with disabilities. If you have a disability or medical issue please speak with me about it and provide documentation from the Office of Disability Services (ODS). If you seek accommodation but do not have documentation, please register with ODS at the Conference Center on Rex Street, Room 126.

CLASS ROOM ETIQUETTE

I follow a few basic rules for this class, please respect them: 1) Arrive to class on time or early, past 10 minutes into the class, **DO NOT ENTER THE CLASSROOM.** 2) **Turn off your cell phones!** 3) Refrain from conversations and distracting behavior such as texting, playing video games, and reading material outside of the course material (i.e., magazines, newspapers, books, websites). Drinks and food are permitted in the classroom. In general, respect yourself and your classmates.

EMERGENCY EVACUATION PROCEDURES

A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance in exiting should identify themselves to teaching faculty.

I reserve the right to alter any part of the course at any time based on the needs of the class.

WEEKLY SCHEDULE

****Subject to change as necessary****

Week One – August 20 & 22 – Defining Disaster

- M Course Introductions
- W Read: Jonathan Bergman, “Disaster: A Useful Category of Analysis”
Read: Ted Steinberg, "What is a Natural Disaster?" *Literature and Medicine*, 15: 1. (1996), p. 33-47.
Read: Russell Dynes, “Noah and Disaster Planning: The Cultural Significance of the Flood Story”
Read: Greg Bankoff, “Rendering the World Unsafe: Vulnerability as a Western Discourse” *Disasters* 25:1 (2001), 19-35.

Personal Disaster History Due – Wednesday in Class

Week Two – August 27 & 29 – Acts of God – Fires, Plagues, & Trials

- M Lecture: Fires, Plagues, & Puritans: Perspectives on Early American Disasters
- W **Read: Elizabeth Fenn, *Pox Americana***
Read: Biel, *Chapter 1:* Matthew Mulcahy, “A Tempestuous Spirit Called Hurri Cano”
Read: Biel, *Chapter 2:* Alan Taylor, “The Hungry Year: 1789 on the Northern Border of Revolutionary America”
Watch: *World War Z* or *Contagion*

Week Three – September 3 & 5 –Problems of the Modern World

- M Lecture: Steamboats, Syphilis, & Forecasting the Future
- W **Read: Urmi Engineer Willoughby, *Yellow Fever, Race & Ecology in Nineteenth Century New Orleans***
Read: Judith Walzer Leavitt, *Typhoid Mary: Captive to the Public’s Health*
Read: Walter Johnson, *River of Dark Dreams* (steamboat disasters excerpt)
Watch: *Jezebel*

Week Four – September 10 & 12 – Harnessing Nature: The Early Years of Disaster Management

- M Lecture: Technology, Science, & the Modern Disaster
- W **Read: David McCullough, *The Johnstown Flood***
Read: Biel, *Chapter 4:* Ted Steinberg, “Smoke & Mirrors: The San Francisco Earthquake and Seismic Denial”

Read: Biel, *Chapter 5*: Carl Smith, “Faith & Doubt: The Imaginative Dimensions of the Great Chicago Fire”

Watch: *San Francisco*

Topic Proposal Due – Wednesday in Class

Week Five – September 17 & 19 – The Emergency State, Pt. 1

M Lecture: Look What Nature Wrought: From the 1900 Storm to the 1927 Floods

W **Read: Erik Larson, *Dead Wake: The Last Crossing of the Lusitania***

Read: Biel, *Chapter 8*, Patricia Bellis Bixel, “‘It Must Be Safe’: Galveston, Texas, and the 1900 Storm”

Read: Biel, *Chapter 11*, “‘Unknown and Unsung’: Feminist, African American, & Radical Responses to the *Titanic* Disaster”

Watch: *Titanic*

Week Six – September 24 & 26 – Research Week

S History Harvest: Memories of the 2016 Floods

M History Harvest on Campus

W **Read: Timothy Egan, *The Big Burn: Teddy Roosevelt and the Fire that Saved America***

Watch: *The Dust Bowl* (tv series)

Research Proposal Due – Wednesday in Class

Week Seven – October 1 & 3 – The Emergency State, Pt. 2

M Lecture – The Flood, the Great Depression & the New Deal

W **Read: Michele L. Landis, *The Sympathetic State: Disaster Relief and the Origins of the American Welfare State***

Read: Betty Jo Harris, “The Flood of 1927 and the Great Depression: Two Delta Disasters” (online)

Watch: *The Grapes of Wrath*

Week Eight – October 8 & 10 – Atomic Dreams

M Lecture – Reshaping the Rhetoric of Civil Defense

- W **Read: Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters***
 Read: James Rodger Fleming, “Weather Warriors”
 Read: Joshua Blu Buhs, “The Fire Ant Wars”
 Watch: *The Atomic Café*

Week Nine – October 15 & 17 – The Enemy Is Us

- M Lecture – Silent Springs to Three Mile

- W **Read: Kai Erikson, *Everything in Its Path: Destruction of Community in the Buffalo Creek Flood***
 Read: Craig Colten & Peter Skinner, “Chapter 7: Outcomes” (about toxic waste & the Love Canal incident)
 Read: *Chapter 9:* Andrew Hazucha, “Chicago on the Brink: Media Trauma & the 1977 L-Train Crash”
 Watch: *The Lorax*

First Draft Due – Wednesday in Class

Week Ten – October 22 & 24 – The Rise of FEMA

- M Lecture – FEMA Will Fix Everything

- W **Read: Mike Davis, *Ecology of Fear: Los Angeles and the Imagination of Disaster***
 Read: *Chapter 7:* Ann Larabee, “‘Nothing Ends Here’: Managing the *Challenger* Disaster”
 Read: *Chapter 12:* Ralph James Savarese, “‘Piecing Together What History Has Broken to Bits’: Air Florida Flight 90 & the PATCO Disaster”
 Watch: *San Andreas*

Week Eleven – October 29 & 31 – Disaster at the Close of the Century

- M Lecture – The Social Inequality of Disaster & Threats of the 90s

- W **Read: Eric Klinenberg, *Heat Wave: A Social Autopsy of Disaster in Chicago***
 Read: Kevin Rozario, “The Ends of Disaster: The Culture of Calamity in the Age of Terror”
 Read: Ted Steinberg, “Do It Yourself Deathscape”
 Read: Carrie Kaplan, “‘A Rare and Chilling View’ Aerial Photography as Biopower in the Visual Culture of 9/11” *Fillip*, 15 (2012), 5-13, 146-7.
 Watch: *An Inconvenient Truth, Armageddon, or The Perfect Storm*

Week Twelve – November 5 & 7 – The Storm We’ve Always Feared

M Lecture – Katrina, Rita, & the Test of the Disaster State

W **Read: Lynnell Thomas, *Desire & Disaster***

Read: Stuart Schwartz, *Sea of Storms* (excerpt)

Read: Kevin Fox Gotham, “Katrina Is Coming To Your City: Storm- and Flood-Defense Infrastructures in Risk Society”

Read: DeWeever and Heidi Hartmann, “Abandoned Before the Storms: The Glaring Disaster of Gender, Race and Class Disparities in the Gulf.” In Gregory Squires and Chester Hartman, *There is No Such Thing as a Natural Disaster: Race, Class, and Katrina* (Routledge, 2006). pp. 85 --102.

Watch: *Trouble the Water*

Second Draft Due – Wednesday in Class

Week Thirteen – November 12 & 14 – Cascading Disasters

M Lecture – Cascading Disasters: Modern Concerns

W **Read: Scott Gabriel Knowles, *The Disaster Experts: Mastering Risk in Modern America***

Read: *Chapter 10:* Duane A. Gill & J. Steven Picou, “The Day the Water Died: The Exxon Valdez Disaster & Indigenous Culture”

Read: Tyler Priest & Jason Theriot, “Who Destroyed the Marsh? Oil Field Canals, Coastal Ecology, & the Debate over Louisiana’s Shrinking Wetlands”

Watch: *The Day After Tomorrow*

Week Fourteen – November 19 & 21 – 2017: A Year in Review

M Lecture – The Future of Disaster History

W **Read: Robert Meaux and Howard Kunreuther, *The Ostrich Paradox: Why We Underprepare for Disasters***

Read: Abraham Gibson & Cindy Ermus, “Swamp Things: Invasive Species as Environmental Disaster”

Read: Naomi Klein, *The Shock Doctrine* (pgs. 3-21)

Watch: *Wall-E*

Week Fifteen – November 26 & 28 –

M Final Review Meeting

Week Sixteen – December 7 –

F **Final Paper due by end of week at 5 PM**

***I reserve the right to alter any part of the course at any time
based on the needs of the class.***

HIST 471: Seminar—History of U.S.-Middle East Relations

University of Louisiana at Lafayette, Spring 2013

Professor: Dr. Chad H. Parker

Office: Griffin Hall 538

Email: chparker@louisiana.edu

Skype: chadparkerull

Phone: (337) 482-5409

Office Hours: MWF 8:00 – 10:00, 11:00 – 12:00; M 3:45 – 4:45

Course Description:

With U.S. involvement in the Middle East as relevant now as it has ever been, it is important to explore the major themes of American interaction with the region. This semester, we will discuss the complex and myriad relationships between the United States government and its people with the governments and people of the Middle East. Class readings and discussions will focus on the cultural, political, military, diplomatic, and economic aspects of these encounters.

This class is concerned with understanding how and why the United States got involved in the Middle East. What forces shaped American understandings of the region and its people? What has influenced U.S. foreign relations with the Middle East? How did the United States develop such a close relationship with Israel and what have been the implications of that relationship? Why does the United States seemingly always intervene in the Middle East and what impact do have these interventions had?

Course Objectives:

There are two primary objectives of this course. One is to familiarize you with recent trends in the U.S. relationship with the Middle East in order to develop your understanding of the historical processes that shape contemporary events. A historical understanding of the forces and processes of U.S.-Middle East relations should provide the necessary background to understanding the contemporary world. The other objective is to encourage historical thinking that will allow you to construct persuasive arguments using historical evidence. The tools you will take away from this class will be relevant to your life beyond this and other history classes. You will learn to analyze historical arguments and documents, make intelligent judgments about the past, and construct sound historical arguments of your own.

Learning Opportunities:

There will a number of meaningful and exciting opportunities to work with historical content and literature. The class is a seminar, so it will not necessarily follow chronologically. Instead, it is broken into various themes, each important to answering the questions above.

A seminar cannot function unless everyone in it participates. That means all assignments must be read before class and everyone must be prepared to discuss what they have learned. So, as part of your participation grade, I will ask each of you to write two substantial discussion questions based on the readings and post them to the course Moodle page by 4:00 p.m. on the day before class.

In addition to class discussions, there will be three short papers, two larger papers, and a final, take-home exam (which is basically another, larger paper). These assignments are outlined on the course Moodle page.

Assignment Policy:

You must complete all assignments at the specified time. Excuses for missing assignments must be brought to the instructor's attention **before** the assignment, and they must be documented and accepted by university rules. Failure to complete an assignment without providing the necessary documentation will result in a grade of zero. Late assignments will not be accepted, resulting in a grade of zero. **Cheating** and **plagiarism** are **unacceptable** and will be dealt with according to university policy. Information on plagiarism can be found at <http://www.ucs.louisiana.edu/~ras2777/judpol/plagiarism.htm>. Additionally, all students are responsible for knowing and adhering to the University of Louisiana at Lafayette Student Code of Conduct and Appeal Procedures, which can be found at <http://www.louisiana.edu/Student/conduct.html>.

Grades Determined as Follows:

Orientalism Paper	15%
Short Paper #1 (<i>Iran and Early Cold War</i>)	10%
Oil and Modernization Paper	15%
Short Paper #2 (<i>Truman and Israel</i>)	10%
Short Paper #3 (<i>Terrorism</i>)	10%
Obama Doctrine Paper	20%
Participation	20%

- 89.5% - 100% A
- 79.5% - 89.49% B
- 69.5% - 79.49% C
- 59.5% - 69.49% D
- 0% - 59.49% F

Classroom Conduct:

As with any class, you are expected engage in class discussions with respect toward your classmates and their ideas. Further, while I encourage you to use computers to take notes, if I see anyone checking email, surfing the internet, or doing any work not connected to the class or if I see anyone using a mobile phone, in any way, points will be deducted from your final participation grade. I respectfully request (meaning I require) that all phones be turned off during class and that they remain out of sight. If I see a phone, I'll ask you to leave the class.

Emergency Evacuation Procedures:

If emergency evacuation from the building is required, a map of this floor, which outlines the proper procedures, is posted near the elevator.

Office Hours:

If you cannot make any of the scheduled times, you may make an appointment. I can also be reached via Skype. Logon and check my availability during my office hours. I will try to remember to logon in the mornings during office hours. I would prefer to meet with everyone in person, but on the rare occasion when that won't work, Skype is a fine alternative.

Response Time Expectations:

Students can expect a response to emails within 24 hours (48 hours on weekends). All written assignments should be graded within one week.

Assigned Books to Purchase:

- Peter L. Hahn, *Crisis and Crossfire: The United States and the Middle East Since 1945*
- Douglas Little, *American Orientalism: The United States and the Middle East Since 1945*
- Melani McAlister, *Epic Encounters: Culture, Media & U.S. Interests in the Middle East since 1945*
- Ussama Makdisi, *Faith Misplaced: The Broken Promise of U.S.-Arab Relations, 1820-2001*
- Fredrik Logevall, *Terrorism and 9/11: A Reader*
- David Farber, *Taken Hostage: The Iran Hostage Crisis and America's First Encounter with Radical Islam*

Reading Schedule

Jan. 16 – Introduction

Activities:

- Before the first class, briefly introduce yourself on the “Introductions” discussion forum. Explain why you are taking this class (please give a reason other than, "I need it to graduate") and what you hope to get out of it.

Jan. 23 – Early Encounters, Defining the Middle East, and Historiography

Readings:

- Robert J. Allison, “Postscript: Americans and the Muslim World—First Encounters” (Moodle)
- Peter Markoe, *The Algerine Spy in Pennsylvania*, Letter XI – Letter XXIV (Moodle or Online)
- Matthew F. Jacobs, “Imagining the Middle East” (Moodle)
- Lloyd C. Gardner, “Introduction to a Doctrine” (Moodle)
- H.W. Brands, "Preface" in *Into the Labyrinth* (Moodle)
- Benjamin Franklin, To the Editor of the *Federal Gazette* (Moodle)

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.

Jan. 28 – Jan. 30 – Benevolence to Betrayal

Readings:

Jan. 28

- Ussama Makdisi, *Faith Misplaced*, Introduction, Chapter 1-3

Jan. 30

- Ussama Makdisi, *Faith Misplaced*, Chapter 4
- Robert D. Kaplan, “Sand-Mad Englishmen” (Moodle)
- Rashid Khalidi, “The Legacy of the Western Encounter with the Middle East” (Moodle)

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.

Feb. 4 – Feb. 6 – Orientalism

Readings:

Feb. 4

- Said, *Orientalism*, Introduction (Online)
- Douglas Little, *American Orientalism*, Introduction
- Melani McAlister, *Epic Encounters*, Introduction
- Andrew J. Rotter, “Saidism without Said,” *American Historical Review* 105 (Oct. 2000): 1205-1217 (Online)
- Jack Shaheen lecture at American University of Beirut (Online)

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum below.
- Orientalism Movie Assignment Due on the Monday after Mardi Gras.

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Orientalism Movie Assignment Due on the Monday after Mardi Gras.

Mardi Gras Break

Feb. 18 – Feb. 20 – The Early Cold War

Readings:

Feb. 18

- Douglas Little, *American Orientalism*, Chapter 4
- Melani McAlister, *Epic Encounters*, Chapter 1
- Peter L. Hahn, *Crisis and Crossfire*, Chapter 3

Feb. 20

- Matthew Jacobs, “The Perils and Promise of Islam: The United States and the Muslim Middle East in the Early Cold War,” *Diplomatic History* 30, 4 (September 2006): 705-739
- Natalia I. Yegorova, “The Iran Crisis of 1945-6: A View from the Russian Archives,” Cold War International History Project Working Paper Series #15

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Turn in Orientalsim Movie Assignment (Feb. 18, in class and online)

Feb. 25 – Feb. 27 – Postwar Iran and Oil

Readings:

Feb. 25

- Francis Gavin, “Power, Politics and U.S. Policy in Iran, 1950-1953,” *Journal of Cold War Studies* 1 (1999): 56-89
- Steve Marsh, “Continuity and Change: Reinterpreting the Policies of the Truman and Eisenhower Administrations toward Iran, 1950-1954,” *Journal of Cold War Studies* 7:3 (Summer 2005): 79-123
- Mary Ann Heiss, “The U.S., Great Britain and the Creation of the Iranian Oil Consortium, 1953-1954,” *International History Review* 16:3 (August 1994): 511-535

Feb. 27

- Mary Ann Heiss, “Real Men Don’t Wear Pajamas: Anglo-American Cultural Perceptions of Mohammed Mossadeq and the Iranian Oil Nationalization Dispute,” 178-194, in *Empire and Revolution: The United States and the Third World since 1945*, ed. Peter L. Hahn and Mary Ann Heiss (Columbus, OH: Ohio State University Press, 2001)

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Iran and the Early Cold War Assignment Due on Mon., Feb. 27

March 4 – March 6 – Making of a Special Relationship

Readings:

March 4:

- Peter L. Hahn, *Crisis and Crossfire*, Chapter 2
- Douglas Little, *American Orientalism*, Chapter 3
- Bruce J. Evanson, “Truman, Palestine, and the Cold War,” *Middle Eastern Studies*, 28:1 (1992): 120-156
- Kathleen Christison, “U.S. Policy and the Palestinians: Bound by a Frame of Reference,” *Journal of Palestine Studies* 26 (Summer, 1997): pp. 46-59

March 6:

- Peter L. Hahn, “The Influence of Organized Labor on U.S. Policy toward Israel, 1945-1967,” 154-177, in *Empire and Revolution: The United States and the Third World since 1945*, ed. Peter L. Hahn and Mary Ann Heiss (Columbus, OH: Ohio State University Press, 2001)
- Laurent Rucker, “Moscow's Surprise - the Soviet Israeli Alliance of 1947-1949,” Cold War International History Project Working Paper #46

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Turn in Short Paper on Truman and Israel (March 6, in class and online)

March 11 – March 13 – Continuing Alliance

Readings:

March 11:

- Melani McAlister, *Epic Encounters*, Chapter 2 and 4
- Douglas Little, *American Orientalism*, Chapter 8
- Peter L. Hahn, *Crisis and Crossfire*, Chapter 4 and 6

March 13:

- Dina Rome Spechler, “The U.S.S.R. and Third-World Conflicts: Domestic Debate and Soviet Policy in the Middle East, 1967-1973,” *World Politics* 38 (Apr., 1986): 435-461
- Galia Golan, “The Soviet Union and the Outbreak of the June 1967 Six-Day War,” *Journal of Cold War Studies* 8 (Winter 2006): 3-19

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.

March 18 – March 20 – Oil

Readings:

March 18:

- Melani McAlister, *Epic Encounters*, Chapter 3
- Douglas Little, *American Orientalism*, Chapter 2
- Toby Craig Jones, “America, Oil, and War in the Middle East,” *Journal of American History* 99 (June 2012): 208-218 (Moodle)

March 20:

- David S. Painter, "The Marshall Plan and Oil," *Cold War History* 9, 2 (May 2009): 159-175
- Nathan J. Citino, "International Oilmen, the Middle East, and the remaking of American Liberalism, 1945-1953," *Business History Review* 84 (Summer 2010): 227-251 (Moodle)

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.

March 25 – March 27 – Arab Nationalism, Modernization, etc.

Readings:

March 25:

- Peter L. Hahn, *Crisis and Crossfire*, Chapter 3
- Douglas Little, *American Orientalism*, Chapter 5 and 6
- Amy Staples, "Seeing Diplomacy Through Bankers' Eyes: The World Bank, The Anglo-Iranian Oil Crisis and the Aswan High Dam," *Diplomatic History* 26, 3 (Summer 2002): 397-418

March 27:

- Nick Cullather, "Damming Afghanistan: Modernization in a Buffer State," *Journal of American History* 89 (Sept. 2002): 512-37
- Ali Ansari, "The Myth of the White Revolution: Mohammed Reza Shah, 'Modernization' and the Consolidation of Power," *Middle Eastern Studies* 37, 3 (July 2001): 1-24
- Nathan J. Citino, "The 'Cruse' of Ideologies: The United States, the Arab World, and Cold War Modernization," *Cold War History* 12, 2 (May 2012): 89-110

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Begin Working on Oil and Modernization in the Middle East paper (Due April 8, in class and online)

Spring Break

April 8 – Terrorism

Readings:

April 8:

- Melani McAlister, *Epic Encounters*, Chapter 5

- Ussama Makdisi, “‘Anti-Americanism’ in the Arab World: An Interpretation of a Brief History,” *Journal of American History* 89 (Sept. 2002): 538-557.
- Fredrik Logevall, *Terrorism and 9/11*, pages 1-4, 21-38, 50-84, 104-109

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Turn in Oil and Modernization in the Middle East Paper (due April 8, in class and online)
- Begin working on Terrorism Paper Assignment (due April 15, in class and online)

No Class on Wed., April 10

April 15 – April 17 – Hostages

Readings:

April 15:

- David Farber, *Taken Hostage*, Chapter 1 and 2

April 17:

- David Farber, *Taken Hostage*, Chapter 3-5

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.
- Turn in Terrorism Paper Assignment (due April 15 in class and online)

April 22 – April 24 – The Gulf and Beyond

Readings:

April 22:

- Peter L. Hahn, *Crisis and Crossfire*, Chapter 7
- Douglas Little, *American Orientalism*, Chapter 9
- John Prados, “Notes on the CIA’s Secret War in Afghanistan,” *Journal of American History* 89 (Sept. 2002): 466-471

April 24:

- Melani McAlister, *Epic Encounters*, Chapter 6
- Edward W. Said, “The Clash of Ignorance,” *The Nation*, October 4, 2001
- Emily S. Rosenberg, “Rescuing Women and Children,” *Journal of American History* 89 (Sept. 2002): 456-465

Activities:

- Before class, please post two substantial reading discussion questions to the discussion forum.

April 29 – May 1 – Presidential Doctrines and The Arab Spring

Readings:

April 29:

- Ussama Makdisi, *Faith Misplaced*, Chapter 7
- Salim Yacob, "Imperious Doctrines: U.S-Arab Relations from Dwight D. Eisenhower to George W. Bush," *Diplomatic History* 26 (Fall 2002): 571-591
- Walter Lafeber, "The Bush Doctrine," *Diplomatic History* 26 (Fall 2002): 543-558

May 1:

- Michael L. Ross, "Will Oil Drown the Arab Spring?" *Foreign Affairs*, Sept./Oct. 2011, 2-7
- Jeremy Pressman, "Same Old Story? Obama and the Arab Uprisings," in Mark L. Hass and David W. Lesch, ed., *The Arab Spring: Change and Resistance in the Middle East* (Boulder, CO: Westview Press, 2013), 219-237 (Moodle)

Activities:

- Before class on April 29, please post two substantial reading discussion questions to the discussion forum.
- Turn in Obama Doctrine Paper

HIST 525: History of U.S. – Middle East Relations—Graduate Student Supplement

Extra Readings:

We will have a discussion of the readings listed below. Please bring a written review to the discussion (first three books only). Reviews should be written in a form similar to those found on H-Net. We will set the discussion schedule in a meeting immediately following the first class on Jan. 13. Recommended dates are indicated below.

- Ussama Makdisi, *Artillery of Heaven: American Missionaries and the Failed Conversion of the Middle East* (2008)
(Jan. 27, 2:15)
- Robert Vitalis, *America's Kingdom: Mythmaking on the Saudi Oil Frontier* (2007)
(Mar. 3, 2:15)
- Rashid Khalidi, *Sowing Crisis: The Cold War and American Dominance in the Middle East* (2009)
(Apr. 19, 2:15)
- TBD
(Apr. 28, 2:15)

Essay Assignment:

In addition to the regular coursework (minus one paper—your choice), you are to write a 15 to 20 page historiographic essay on one of the following topics. This essay is due by the end of the semester. Further details will be explained in our first meeting after class on Jan. 13.

Possible Topics:

- Some aspect of U.S. relations to Arab-Israeli issues
- The Suez Crisis
- American Missionaries
- U.S. relations with Saudi Arabia

Grades Determined as Follows:

Paper 1.....	15%
Paper 2.....	15%
Essay.....	25%
Presentation.....	10%
Discussion Forums.....	10%
Class/Meeting Participation.....	10%
Reviews.....	15%

Graduate Student Supplement

Graduate students complete the same work as everyone else, but there is an additional assignment. As a result, grades will be figured a bit differently. The short papers will be worth 5 percent each, leaving 15 percent for a 15+ page historiographical essay. You must choose your topic in consultation with me before the Mardi Gras break. The papers are due before May 1. I would like to see an early draft.

The Historiographical Essay:

What is a historiography?

“Literature review,” “state of the field,” there are various terms that different disciplines use to describe this kind of essay. In history, it is historiography, the history of the history, an analysis of the debates about a given historical topic. The goal of this type of essay is to provide readers—and the author—with the scholarly backdrop of his/her research (claims to originality, significance, etc.).

Historiography is not history in the sense that it does not deal with the traditional events, names, and dates of the past. Ideas, interpretations, methodologies, and writers are the subject matter of historiography.

A common mistake students make in historiographical essays is to write a serial book review, stacking reviews of books on top of each other similarly to how they appear on his or her desk. This is not historiography. A historiographical essay needs to find similarities and differences in various works, note how and why interpretations have changed. Authors need to pay particular attention to broad themes, past and present, and the current state of the field.

One of the best descriptions of historiography I received was from a professor of mine in graduate school. He outlined a few “common purposes and techniques”: (1) constituting and sorting the literature, (2) identifying important authors and works, (3) describing the evolution of the scholarship, and (4) defining the stakes.

First, authors must identify the literature, for his/herself and for readers. This literature may not include entire books on the subject; it may be an article, a chapter, or a section that deals with the subject, or maybe even a footnote. How the subject is represented is the key. Once you’ve done that work, you need to sort the literature. There are many ways to do this, and the literature itself will guide you: argument, method, evidence, “school” or generation, etc.

The next step is to determine the most important works and who leads and who follows. Some information about the leaders, whom they studied with, etc. can be useful. When books and articles are published makes a difference, as well, helping one describe the evolution of the scholarship. Where has the literature been and where is it going?

Ultimately, the most important part of the historiographical essay is to define the stakes. Nick Cullather notes: “A historiography is a polemic; it makes an explicit argument about the literature, suggesting new directions, criticizing hidden assumptions, and generally taking a hard, analytical look at the work of other scholars.” Why do scholars do this? What is the point? So what? Why is this important to readers?

MATH 462
Linear Algebra
Fall, 2018, Class #20775, Section 001
Department of Mathematics
University of Louisiana at Lafayette
Course Syllabus

Instructor: B.A. Wade, Professor and Department Head

Phone: 337- 482-5173 (Office- 217 MDD); 414-403-7558 (Cell)

Instructor's email: Bruce.Wade@louisiana.edu

Course meeting: 1:00 PM-2:15 PM-- MW, Maxim Doucet Hall 209; 1/22-5/10, 2018

Office Hours: M/W: 2:30 PM – 3:55 PM, T/Th: 12:30 PM– 3:20 PM

Catalog description: Vector spaces and linear transformations. Matrices, determinants, linear systems, eigenvalues. Inner products. Prereq: MATH 360 with a grade of “C” or better.

Required text: *Linear Algebra*, S.H. Friedberg, A.J. Insel, & L.E. Spence, Fourth edition, Prentice Hall/Pearson 2003, ISBN # 0-13-008451-4.

Alternate (Optional) texts:

Fundamentals of Linear Algebra, J.B. Carrel (PDF- Moodle);

Linear Algebra, Theory and Applications, K. Kuttler (PDF- Moodle).

Supplemental material: Access to an interactive computing environment &/or online &/or android/ios based matrix calculator. Details to be discussed in class.

Matrix Calculators Online. The following three URLs each have different focus. One may utilize Matlab, Python, R, etc., in place of the online calculators.

<https://matrixcalc.org/en/>

<http://www.math.odu.edu/~bogacki/cgi-bin/lat.cgi>

http://www4.ncsu.edu/~lbpage/tools/row_ops.html

Expected course contents by topic. (Subject to change as the semester develops).

Section	Topic
1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Vector spaces, linear independence, basis
2.1, 2.2, 2.3, 2.4, 2.5	Linear transformations, null spaces, ranges, invertibility, isomorphisms
3.1, 3.2, 3.3, 3.4	Rank, inverse, systems of linear equations
4.1, 4.2, 4.3	Determinants
5.1, 5.2	Eigenvalues & Eigenvectors, Diagonalizability
6.1	Matrix norms

Learning outcomes related to the mathematics major. Math 462 is a core course for mathematics majors and as such will contain some examination questions designed to probe the effectiveness of the course learning outcomes...

- *Expression of mathematical ideas:* Upon completion of the program, a student majoring in mathematics should demonstrate the ability to express mathematical ideas through the presentation of a proof or analysis of an applied problem. Measure: Written final exam problem to generate a proof.
- *Understanding of core concepts of linear algebra:* Upon completion of the program, a student majoring in mathematics should demonstrate understanding of the core concepts of linear algebra. Measure: Written final exam problem with a calculation related to eigenvalues and eigenvectors.

Method of evaluating students. Evaluations are based on graded homework and in-class examinations, graded on a standard scale using accumulated, weighted, total points: 90-100 (A); 80-89 (B), 70-79 (C), 60-69 (C), 50-59 (D), 0-49 (F). Weights are as follows: Total HW=30%. Exam 1 & 2 = 20% (each), Final Exam = 30%. Emphasis is placed on theoretical ideas, yet practical examples are always present. Students are highly encouraged to meet in small groups outside of class. Joint work on HW is allowed, as long as sufficient effort is imparted by all parties.

Estimated hours on task. In order to achieve the learning goals within a three credits-hours course, the average student is expected to study with an individual investment of time not fewer than 45 hours for class contact in lectures and examinations, and, additionally, for preparation and study not fewer than 100 hours throughout the semester. This represents an average of 3 in-class hours per contact week plus general studying.

Grading policy and differentiated assessment for undergraduate and graduate students. Undergraduate students' grades are based on a several homework sets, two in-class exams, and a final exam. Of course, participation is important. Attendance is necessary for quality work and comprehension.

Important Dates (Subject to change)

08/20/18	First Day of Classes
09/05/18	HW1 Due
09/19/18	HW2 Due
10/01/18	HW3 Due
10/03/18	Exam 1, in class
10/17/18	HW4 Due
10/31/18	HW5 Due
11/12/18	HW6 Due
11/14/18	Exam 2, in class
11/28/18	HW7 Due
12/07/18	Final Examination (11:00 am-1:30 pm). Cumulative. (Excluding 6.1)

Graduate students are expected to satisfy the above requirements as well as additional sections of each homework and examination, which contain more challenging questions.

Intended Presentation Order

Mondays	Wednesdays
08/20 Intro., 1.1, 1.2	08/22 1.2, 1.3
08/27 1.4, 3.1	08/29 3.1, 3.2
09/03 Labor Day	09/05 3.2, HW1 (1.1, 1.2, 1.3, 3.1, 3.2)
09/10 1.5	09/12 1.5, 1.6
09/17 2.1, 2.2	09/19 2.2, 2.3, HW2 (3.1, 3.2, 1.5, 1.6)
09/24 2.3, 2.4	09/26 2.4
10/01 3.3, HW3 (2.1, 2.2, 2.3)	10/03 Exam 1 (1.1-1.6, 3.1, 3.2, 2.1, 2.2)
10/08 3.3	10/10 3.4
10/15 3.4	10/17 4.1, HW4 (2.3, 2.4, 3.3)
10/22 4.1, 4.2	10/24 4.2
10/29 4.2, 4.3	10/31 4.3, HW5 (3.4, 4.1, 4.2)
11/05 5.1	11/07 5.1
11/12 5.1, 5.2, HW6 (4.3, 5.1)	11/21 5.2
11/19 5.2, 5.3	11/21 5.3
11/26 5.3, 6.1	11/28 6.1, HW7 5.1, 5.2, 5.3)
	12/07 Final Examination (11:00 am-1:30 pm).

Policy on due dates and make-up work. Due dates and policy regarding make-up work are announced on Moodle and email. The policy is as follows:

Attendance requirements. Attendance will be typically noted in class, which does not count in the final grade, yet gives input to the instructor concerning the students' dedication to learning the material.

Academic integrity. Students who have questions or concerns about academic integrity should ask their professor, or refer to the University for detailed information. Information on academic integrity as well as many other aspects of university life important to students may be found at the university website.

Accommodations for students with disabilities. Please feel free to discuss any special concerns, needs or requests with the professor. Special accommodations are provided in a timely manner. UL policy and information can be found at the university website.

Religious observances. For accommodation regarding absences due to religious observance please discuss the matter ahead of time with the professor.

Emergency Evacuation Procedure. A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

MATH 493
 Advanced Calculus I
 Fall, 2018, Class #20784, Section 001
 Department of Mathematics
 University of Louisiana at Lafayette
 Course Syllabus

Instructor: B.A. Wade, Professor & Department Head

Phone: 337-482-5173 (Office- 217 MDD); 414-403-7558 (Cell)

Instructor's email: Bruce.Wade@louisiana.edu

Course meeting: 4:00 pm - 5:15 pm MW, Maxim Doucet Hall 214; 8/20-11/28, 2018

Office Hours: M/W: 2:30 PM-3:55 PM, T/Th: 12:30 PM– 3:20 PM

Description: Real numbers, Sequences & series, Limits & continuity, Differentiation. Emphasis on rigorous proof and theoretical comprehension.

Required Text: *Introduction to Analysis*, E.D. Gaughan, fifth edition, American Mathematical Society, 2009, ISBN #978-0-8218-4787-9

Optional Texts:

Advanced Calculus, A. Friedman, Dover, 1971, ISBN #978-0-4864-5795-6;

Calculus: A Modern Approach, H. Beyer, (PDF- Moodle);

An Introduction to Real Analysis, J. Hunter, (PDF- Moodle).

Expected course contents by topic. (Subject to change as the semester develops).

Section	Topic
0.1, 0.2, 0.3, 0.4, 0.5	Sets, relations & functions, proof techniques, real numbers
1.1, 1.2, 1.3, 1.4	Sequences & series, convergence, Cauchy sequences, subsequences & monotone sequences
2.1, 2.2, 2.3, 2.4	Limits of functions
3.1, 3.2, 3.3, 3.4	Continuity
4.1, 4.2, 4.3	Derivatives, Algebra of derivatives, Rolle's and Mean-Value Theorems

Method of evaluating students. Evaluations are based on graded homework and in-class examinations, graded on a standard scale using accumulated, weighted, total points: 90-100 (A); 80-89 (B), 70-79 (C), 60-69 (C), 50-59 (D), 0-49 (F). Weights are as follows: Total HW=30%. Exam 1 & 2 = 20% (each), Final Exam = 30%. Emphasis is placed on theoretical ideas, yet practical examples are always present. Students are highly encouraged to meet in small groups outside of class. Joint work on HW is allowed, as long as sufficient effort is imparted by all parties.

Estimated hours on task. In order to achieve the learning goals within a three credits-hours course, the average student is expected to study with an individual investment of time not fewer than 45 hours for class contact in lectures and examinations, and, additionally, for preparation and study not fewer than 100 hours throughout the semester. This represents an average of 3 in-class hours per contact week plus general studying.

Grading policy and differentiated assessment for undergraduate and graduate students. Undergraduate students' grades are based on a several homework sets, two in-class exams, and a final exam. Of course, participation is important. Attendance is necessary for quality work and comprehension.

Important Dates (Subject to change)

08/20/18	First Day of Classes
09/05/18	HW1 Due
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10/01/18	HW3 Due
10/03/18	Examination 1
10/17/18	HW4 Due
10/29/18	HW5 Due
11/12/18	Examination 2
11/19/18	HW6 Due
11/28/18	HW7 Due
12/05/18	Final Examination (4:00 PM-6:30 PM). Cumulative.

Graduate students are expected to satisfy the above requirements as well as additional sections of each homework and examination, which contain more challenging questions.

Intended Presentation Order

Mondays	Wednesdays
08/20 Intro., 0.1, 0.2	08/22 0.3, 0.4
08/27 0.4, 0.5	08/29 0.5, 1.1
09/03 Labor Day	09/05 1.1 HW1 (0.1, 0.2, 0.3, 0.4, 0.5)
09/10 1.2, 1.3	09/12 1.3, 1.4
09/17 2.1	09/19 2.2 HW2 (1.1, 1.2, 1.3)
09/24 2.3	09/26 2.3
10/01 2.4, HW3 (1.4, 2.1, 2.2)	10/03 Exam 1 (0.1-0.5, 1.1-1.4, 2.1-2.2)
10/08 3.1	10/10 3.2
10/15 3.2, 3.3	10/17 3.3 HW4 (2.3, 2.4, 3.1, 3.2)
10/22 3.3, 3.4	10/24 3.4
10/29 3.4, 3.5	10/31 3.5, HW5 (3.1, 3.2, 3.3, 3.4)
11/05 4.1	11/07 4.1
11/12 Exam 2 (2.3-2.4, 3.1-3.5)	11/14 4.2
11/19 4.1, 4.2 HW6 (3.4, 3.5, 4.1)	11/21 4.2, 4.3
11/26 4.3	11/28 4.3, part of 4.4, HW7 (4.1-4.3)
	12/05 Final Examination (4:00 pm - 6:30 pm).

Policy on due dates and make-up work. Due dates and policy regarding make-up work are announced on Moodle and email. The policy is as follows:

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MUS450-001-201740 Trad Musics of North America

MUS 450G Course Syllabus

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Instructor Dr. Mark DeWitt

Office: Angelle 247

Phone: 482-1020

Email: dewitt@louisiana.edu

Class Meets: TR 11am-12:15pm (Angelle 132)

Office hours: TBA

Bulletin Description

Study of preservation, transmission, and change in traditional music, using North American examples, from several disciplinary perspectives including ethnomusicology, folkloristics, and cultural anthropology.

Objectives

What is "traditional music?" What about "folk music," "roots music," and "popular music" – how do they fit in? Why should we care about old obscure genres when everyone is listening to hip hop, punk, alternative, reggae, and so on? This offering of Music 450(G) focuses on Native American music, blues, and old-time Appalachian music. We will ask: who made them, how they came to be, how they are put together (musically), how they have been passed on, and what has become of them in our modern (and post-modern) world? In this course, we seek to instill an approach to thinking about musics of all kinds and cultures in terms of group history and identity, aural and written transmission, musical content, and commoditization.

Required Texts

Browner, Tara. 2002. *Heartbeat of the People: Music and Dance of the Northern Powwow*. Urbana: University of Illinois Press.

Gioia, Ted. 2008. *Delta Blues: The Life and Times of the Mississippi Masters Who Revolutionized American Music*. New York : W. W. Norton.

Ritchie, Fiona and Doug Orr. 2014. *Wayfaring Strangers: The Musical Voyage from Scotland and Ulster to Appalachia*. Chapel Hill: University of North Carolina Press.

These texts can be found at the bookstore. If they run out of copies, please order them online immediately so that you can keep up with the readings. One of them (Ritchie and Orr) comes with an audio CD from which listening assignments will be made; other listening assignments will be assigned on Spotify.

Requirements

- **Undergraduate Exams**

Undergraduates will take two midterm exams and a final exam.

- **Graduate student short papers**

In lieu of exams, graduate students will write critical summaries of the assigned

readings, including some assigned only to graduate students.

• **Undergraduate Projects**

Each undergraduate student will be responsible for a term project concerning a traditional music genre chosen from the list below. Students will have some choice in topics, but the instructor reserves the option to assign topics to assure even coverage. The format of the final deliverable will depend on the type of project you propose: a research paper based on some combination of library and field research (2,500 word minimum), musical performance (live recordings of you performing, plus 1,000 words of liner notes), or service learning (8-10 hours of volunteering plus 1,000 words minimum of reflection on the experience and background on the event or organization for which you volunteer).

• **Graduate student research papers**

Term projects for graduate students will most likely take the form of a research paper, based on some combination of library and field research (5,000 words). Unlike undergraduate projects, the topic need not be genre-defined.

Project proposals for both undergraduate and graduate students are due on Thursday January 26.

• **Presentations**

Each student will give a short class presentation based on the topic of the term project, to be scheduled over the last day of class (April 27) and the final exam period (May 4).

• **Attendance and Participation**

Each class meeting will have reading and listening assignments that you will be expected to prepare ahead of time and discuss in class. To the extent that your attendance suffers, your participation grade (20%) will also suffer. See "Attendance Policy" below for more information. There will also be some short written assignments that count toward the participation grade.

Possible Genre Paper Topics

- 19th century black religious music (spirituals, ring shout)
- Banda
- Black old-time music: string bands, songsters, banjo, fiddlers
- Bluegrass
- French Canadian
- Gospel
- Hawaiian
- Klezmer
- Mardi Gras Indian music
- Mariachi
- Native American (except for powwow music)
- New Orleans brass bands
- Norteña
- Polka
- Salsa
- Shape note singing
- One of twenty-six immigrant groups covered in Karl Signell's "Music in a New World" radio programs.
- A genre you propose

Grading

I will give numeric grades on assignments, simply because it is easier to perform arithmetic on them. A-B-C-D will translate to 90-80-70-60 for exams

and papers, 9-8-7-6 for participation. The grade weighting for the course was determined by class vote for the undergraduates.

Assignment	Undergraduate	Graduate
Midterm exams (2)	30%	
Final exam	15%	
Reviews of assigned books, annotations on other readings		30%
Graduate research paper		50%
Term project	35%	
Attendance/participation	20%	

Attendance Policy

Regular attendance is in the student's best interest, in order to benefit from the guided listening sessions in class and to develop a deeper understanding of the reading assignments. Attendance records are required by the University. Students are allowed no more than three unexcused absences; after three unexcused absences, ten percent of the attendance/participation grade will be deducted, and each subsequent absence will result in a zero participation grade for the day. All absences will be considered unexcused except for documented participation in University-sponsored events and medical excuses from Student Health Services.

Cell Phones, PDAs, Laptops

I ask you please, as a courtesy to me and your colleagues, to make sure that your cell phones are turned off when you come into class. I also do not allow the use of laptops in class, as the temptation for multi-tasking (distractions outside of class) is great. If you need to take notes (as I hope you do), please use a notebook. My general policy: I do not allow the use of any electronic device in the classroom except those used for audio recording. No phones, no games, no laptops, no PDAs. Leave all this stuff in your bag.

Academic Honesty and Academic Dishonesty

An essential rule in every class of the University is that all work for which a student will receive a grade or credit be entirely his own or be properly documented to indicate sources. When a student does not follow this rule, he is dishonest and he defeats the purpose of the course and undermines the goals of the University. Cheating in any form therefore can not be tolerated; and the responsibility rests with the student to know the acceptable methods and techniques for proper documentation of sources and to avoid cheating and/or plagiarism in all work submitted for credit, whether prepared in or out of class. If a student is found to be cheating, the Instructor notifies the student and completes an Academic Dishonesty Report. Both the Instructor and student sign the form, then it is turned in. The Dean of Students then contacts the student for disciplinary action.

EMERGENCY EVACUATION PROCEDURE: A map of this floor is posted in the hallway marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building in the event of an emergency.

Students who may need assistance should identify themselves to the teaching faculty.

Last modified: Wednesday, 25 January 2017, 11:03 PM

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