The University Curriculum Committee recommends approval of the following:

1. **New Courses**

   **AMST 350. Materializing America. (3-0). Credit 3.** Considers the meanings of material objects that people make and use as art and functional objects of everyday life; examines the interactions between people and objects and the ways objects shape and reflect “American” culture, both past and present. Prerequisites: AMST 300 or approval of instructor; junior or senior classification.

   **ASIA 306. Society and Population of Modern China. (3-0). Credit 3.** Major trends and current topics in social and demographic aspects of the society of modern China, including Taiwan. Prerequisite: Junior or senior classification. Cross-listed with SOCI 306.

   **ASIA 329. Pacific Rim Business Behavior. (3-0). Credit 3.** Theoretical models of Asian cultures and practical protocol/etiquette related to business and work in China, Thailand, South Korea, Japan, Australia, and other Pacific Rim nations; discussions of national character, managerial behavior and values. Prerequisite: Junior or senior classification. Cross-listed with SOCI 329.

   **ASIA 349. The Vietnam War/The American War. (3-0). Credit 3.** Vietnam’s relations with the West; French colonialism; origins and development of Vietnamese nationalism; Cold War and American involvement; wartime societies in North and South Vietnam; expansion of the war to Cambodia and Laos; anti-war movements in the United States; reasons for the American defeat; consequences and lessons of the war. Prerequisites: Junior or senior classification. Cross-listed with HIST 349.

   **ASIA 350. Asia during World War II. (3-0). Credit 3.** The origins and development of Japanese imperialism; Japan’s expansion into East and Southeast Asia; wartime societies; collaboration and resistance; effects of the war in the United States upon Japanese-Americans; the outcomes of the war; remembrance of the war. Prerequisite: Junior or senior classification. Cross-listed with HIST 350.

   **ASIA 351. Traditional East Asia. (3-0). Credit 3.** History and culture of China and Japan from earliest times to the coming of the West; impact of Confucianism and Buddhism; development of social, political and economic systems. Prerequisite: Junior or senior classification. Cross-listed with HIST 351.

   **ASIA 352. Modern East Asia. (3-0). Credit 3.** Impact of the West on traditional China and Japan; the response through modernization; rise of nationalism and formation of modern nation states. Prerequisite: Junior or senior classification. Cross-listed with HIST 352.

   **ASIA 354. Imperial China. (3-0). Credit 3.** History of imperial China from the earliest dynasties through the mid-19th century, including major political events, the structure of Chinese government, economic development, philosophies and religion, wars and military and culture and daily life. Prerequisite: Junior or senior classification. Cross-listed with HIST 354.

   **ASIA 356. Twentieth Century Japan. (3-0). Credit 3.** Industrialization and modernization of Japan; its rise from an isolated nation to a major world power and economic giant. Prerequisite: Junior or senior classification. Cross-listed with HIST 356.
ASIA 463. Gender in Asia. (3-0). Credit 3. Gender dynamics in Asia; changes in gender roles; women’s movements; women and the economy; women and politics; men’s and women’s private lives. Prerequisite: Junior or senior classification. Cross-listed with SOCI 463 and WMST 463.

CHEN 430. Risk Analysis in Safety Engineering. (3-0). Credit 3. Concepts of risk and risk assessment, which uses all available information to provide a foundation for risk-informed and cost-effective engineering practices; examples and exercises are drawn from a variety of engineering areas. Prerequisite: Junior or senior classification. Cross-listed with SENG 430.

CHEN 460. Quantitative Risk Analysis in Safety Engineering. (3-0). Credit 3. Fundamental concepts, techniques, and applications of risk analysis and risk-informed decision making for engineering students; practical uses of probabilistic methods are demonstrated in exercises and case studies from diverse engineering areas. Prerequisite: Senior or graduate classification. Cross-listed with SENG 460.

GEOS 444. The Science and Politics of Global Climate Change. (3-0). Credit 3. Examination of the policy and scientific debate over climate change; how scientific debates produce “knowledge”; how political debates produce policies; how policy debates use science; scientific evidence for climate change; impacts of climate change; possible responses to climate change; the political debate over climate change. Prerequisite: One semester of physics or one science core course.

GEOS 481. Seminar. (1-0). Credit 1. Acquaint students with current research themes in the environmental field. May be repeated 4 times for credit. Prerequisite: Junior or senior classification.


NRSC 311. Comparative Psychology. (3-0). Credit 3. Survey of problems, principles, and methods of animal psychology; animal learning, motivation discriminative processes, and abnormal, social, and instinctual behaviors. Prerequisites: PSYC 107; PSYC 203 and 204 or junior or senior classification. Cross-listed with PSYC 311.

NRSC 320. Sensation-Perception. (3-0). Credit 3. Review of sensory physiology, sensory and perceptual phenomena and the major perceptual theories; current research in the field. Prerequisites: PSYC 107; PSYC 203 and 204 or junior or senior classification. Cross-listed with PSYC 320.

NRSC 331. Social Neuroscience. (3-0). Credit 3. Integration of biological and psychological explanations of social behavior; recent research and theories in social neuroscience; emotion, motivation, aggression, face processing, empathy, social cognition, and social relationships. Prerequisites: PSYC 107 or approval of instructor; junior or senior classification. Cross-listed with PSYC 331.
NRSC 332. Neuroscience of Learning and Memory. (3-0). Credit 3. Brain mechanisms of learning and memory from molecular to behavioral levels; synaptic plasticity, model systems, multiple memory systems, diseases of learning and memory. Prerequisites: PSYC 107 or approval of instructor; junior or senior classification. Cross-listed with PSYC 332.

NRSC 333. Biology of Psychological Disorders. (3-0). Credit 3. Neurobiology and clinical explanation of molecular mechanisms underlying psychiatric disorders and their drug treatments; depression and bipolar, anxiety disorders, mood disorders, psychosis and schizophrenia. Prerequisites: PSYC 107, PSYC 335 or one year of biology; junior or senior classification. Cross-listed with PSYC 333.

NRSC 335. Physiological Psychology. (3-0). Credit 3. Physiological bases of sensation, motor functions, emotion motivation, and complex psychological processes. Prerequisites: 6 hours of biology; PSYC 203 and 204 or junior or senior classification. Cross-listed with PSYC 335.

NRSC 340. Psychology of Learning. (3-0). Credit 3. Survey of significant concepts, experimental methods and principles of learning. Prerequisites: PSYC 107 or INST 301; PSYC 203 and 204 or junior or senior classification. Cross-listed with PSYC 340.


NRSC 434. Regulatory and Behavioral Neuroscience. (3-0). Credit 3. Bioelectricity, nerve cell functions, brain functions; physiologic basis of behavior. Prerequisites: BIOL 319; WFSC 416 or BIOL 388. Cross-listed with BIOL 434.

PHYS 109. Big Bang and Black Holes. (3-2). Credit 4. Designed to give an intuitive understanding of the Big Bang and Black Holes, without mathematics, and de-mystify it for the non-scientist.

PSYC 331. Social Neuroscience. (3-0). Credit 3. Integration of biological and psychological explanations of social behavior; recent research and theories in social neuroscience; emotion, motivation, aggression, face processing, empathy, social cognition, and social relationships. Prerequisites: PSYC 107 or approval of instructor; junior or senior classification. Cross-listed with NRSC 331.

PSYC 332. Neuroscience of Learning and Memory. (3-0). Credit 3. Brain mechanisms of learning and memory from molecular to behavioral levels; synaptic plasticity, model systems, multiple memory systems, diseases of learning and memory. Prerequisites: PSYC 107 or approval of instructor; junior or senior classification. Cross-listed with NRSC 332.
PSYC 333. Biology of Psychological Disorders. (3-0). Credit 3. Neurobiology and clinical explanation of molecular mechanisms underlying psychiatric disorders and their drug treatments; depression and bipolar, anxiety disorders, mood disorders, psychosis and schizophrenia. Prerequisites: PSYC 107, PSYC 335 or one year of biology; junior or senior classification. Cross-listed with NRSC 333.

SOCI 306. Society and Population of Modern China. (3-0). Credit 3. Major trends and current topics in social and demographic aspects of the society of modern China, including Taiwan. Prerequisite: Junior or senior classification. Cross-listed with ASIA 306.

SOCI 332. Alternative Genders. (3-0). Credit 3. Examination of theories and case studies involving alternative genders and sexualities, studies in their cultural contexts and including the role of factors such as race, class, ethnicity, age, and physical characteristics. Prerequisites: 3 credits in SOCI or WMST; junior or senior classification. Cross-listed with WMST 332.

SOCI 426. Sociology of Work. (3-0). Credit 3. Overview of classical and contemporary theories of work, changes in labor market structure; contemporary work place organization; occupational stratification by race, class, and gender. Prerequisite: Junior or senior classification or approval of instructor.

WMST 307. Gender and Education. (3-0). Credit 3. Overview of gender and education; role of feminism and feminist theory; intersections of gender, race, class, ethnicity, and sexuality. Prerequisite: Junior or senior classification.

WMST 308. Gender and International Education. (3-0). Credit 3. Exploration of the intersection of formal and informal education and understandings of gender in countries beyond the United States. Prerequisites: WMST 307; junior or senior classification.

WMST 309. Feminist Pedagogy. (3-0). Credit 3. Exploration of educational systems’ and institutions’ regard for women historically and contemporarily; practical and theoretical writings on feminist pedagogy. Prerequisites: WMST 307; junior or senior classification.

WMST 332. Alternative Genders. (3-0). Credit 3. Examination of theories and case studies involving alternative genders and sexualities, studies in their cultural contexts and including the role of factors such as race, class, ethnicity, age, and physical characteristics. Prerequisites: 3 credits in SOCI or WMST; junior or senior classification. Cross-listed with SOCI 332.

2. Withdrawal of Courses

COML 221. World Literature.
COML 222. World Literature.
COML 308. History of Literary Criticism.
COML 489. Special Topics in...
PERF 302. Entertainment Law.
3. Change in Courses

**AGSM 335. Water and Soil Management.**

Prerequisites
- From: AGRO 301 or equivalent; AGSM 301.
- To: AGSM 301.

**AGSM 337. Technology for Environmental and Natural Resource Engineering.**

Prerequisites
- From: AGRO 301, AGSM 301, MATH 142.
- To: AGSM 301, MATH 142.

**AGSM 410. Spatial Technology for Precision Agriculture.**

Prerequisites
- From: AGRO 301, AGSM 301; AGLS 201 or equivalent; junior classification.
- To: AGSM 301; AGLS 201 or equivalent; junior or senior classification.

**AGSM 435. Irrigation Principles and Management.**

Prerequisites
- From: AGSM 335, AGSM 301, AGRO 301, MATH 141.
- To: AGSM 335, AGSM 301, MATH 141.

**BIMS 452. Molecular and Transgenic Experimental Approaches in Mammalian Development.**

Course Title
- From: Molecular and Transgenic Experimental Approaches in Mammalian Development.
- To: Modifying Mammalian Genomes for Biomedical Research.

Course Description
- From: Review new advances in areas of production of transgenic animals, the isolation and developmental properties of embryonic stem cells (ES) and the ability to modify specific genes in mammalian species by homologous recombination; application of genetics manipulation of mammalian cells to study human disease.
- To: Review advances in the production of transgenic animals, the manipulation of embryonic stem cells for transgenics and therapeutics, the modification of specific genes in mammalian species by homologous recombination and RNA interference; special emphasis on genetic manipulation of cells and animals for biomedical research, stem-cell and gene therapy.
ENGL 351. Advanced Film.

Lecture and Lab Hours
From: (2-2). Credit 3.
To: (3-0). Credit 3.

FILM 351. Advanced Film.

Lecture and Lab Hours
From: (2-2). Credit 3.
To: (3-0). Credit 3.

GENE 452. Molecular and Transgenic Experimental Approaches in Mammalian Development.

Course Title
From: Molecular and Transgenic Experimental Approaches in Mammalian Development.
To: Modifying Mammalian Genomes for Biomedical Research.

Course Description
From: Review new advances in areas of production of transgenic animals, the isolation and developmental properties of embryonic stem cells (ES) and the ability to modify specific genes in mammalian species by homologous recombination; application of genetics manipulation of mammalian cells to study human disease.
To: Review advances in the production of transgenic animals, the manipulation of embryonic stem cells for transgenics and therapeutics, the modification of specific genes in mammalian species by homologous recombination and RNA interference; special emphasis on genetic manipulation of cells and animals for biomedical research, stem-cell and gene therapy.

SENG 430. Engineering Risk Analysis.

Course Title
From: Engineering Risk Analysis.
To: Risk Analysis in Safety Engineering.

Course Description
From: Fundamental concepts, techniques, and applications of risk analysis and risk-informed decision making for students in all engineering fields; practical uses of the methods are demonstrated in exercises and case studies from diverse engineering areas.
To: Concepts of risk and risk assessment, which uses all available information to provide a foundation for risk-informed and cost-effective engineering practices; examples and exercises are drawn from a variety of engineering areas.
Cross-list
From:  None.
To:  CHEN 430.

**SENG 460. Quantitative Risk Analysis.**

Course Title
From:  Quantitative Risk Analysis.
To:  Quantitative Risk Analysis in Safety Engineering.

Course Description
From:  Fundamental concepts, techniques, and applications of risk analysis and risk-informed decision making for students in all engineering fields; practical uses of the methods are demonstrated in exercises and case studies from diverse engineering areas.
To:  Fundamental concepts, techniques, and applications of risk analysis and risk-informed decision making for engineering students; practical uses of probabilistic methods are demonstrated in exercises and case studies from diverse engineering areas.

Cross-list
From:  None.
To:  CHEN 460.

**WMST 420. Senior Seminar in Gender and Communication.**

Course Title
From:  Senior Seminar in Gender and Communication.
To:  Gender and Communication.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of American Studies

2. Course prefix, number and complete title of course: AMST 350: Materializing America

3. Course description (not more than 50 words): Considers the meanings of material objects that people make and use as art and functional objects of everyday life. Examines the interactions between people and objects and the ways objects shape and reflect "American" culture—both past and present.

4. Prerequisite(s) AMST 300 or instructor approval; Cross-listed with Cross-listed courses require the signature of both department heads.

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

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

7. Has this course been taught as a 289/489/689? □ Yes ☑ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught. ________

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

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

10. Prefix | Course # | Title (excluding punctuation)
      | AMST 350 | MATERIALIZING AMERICA

      | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code | Level |
      | 0 | 3 | 0 | 0 | 3 | 0 | 5 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 1 | 1 | 7 | 3 | 5 | 0 | 8 | 0 | 9 | Level | 3

Approval recommended by:

[Signature] 10/24/07
Head of Department

Chair, College Review Committee 10/19/07

[Signature] 11/26/07
Dean of College

Submitted to Coordinating Board by:

[Signature] Date
Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
Course Proposal
AMST 350: Materializing America

"Material Culture is made up of tangible things crafted, shaped, altered, and used across time and across space. It is inherently personal and social, mental and physical. It is (among other things) art, architecture, food, clothing, and furnishing. But more so, it is the weave of these objects in the everyday lives of individuals and communities. It is the migration and settlement, custom and practice, production and consumption that is American history and culture. It is the gestures and processes that extend ideas and feelings into three-dimensional form."

Simon Bronner, American Material Culture and Folklife (1985)

Course Description: With the 2001 special issue of the journal Critical Inquiry dedicated to "Things," scholars across the disciplines have been engaging in what has been ironically called "material theory." Seemingly oxymoronic, material culture studies combines research in anthropology, archaeology, philosophy, museum studies, cultural studies, folklore, history, ethnic studies, American Studies, and literature. This intellectual revival mirrors the Realists' preoccupation with the material thing at the turn of the twentieth century, the avant-garde's focus on "the thing itself" in the 1920s, and the Objectivist's manifesto "no ideas but in things" in the following decade. This interdisciplinary course considers the meanings of "things", or the objects that people make and use—both as art and as functional objects of everyday life. We will examine the interactions between people and objects and the ways that objects both shape and reflect American culture—both past and present. In addition to daily readings, students will develop their skills at "reading" material artifacts through specific techniques and methods used to study artifacts.

Course Prerequisites: AMST 300 or instructor approval.

Course Objectives:
- What is the difference between things, objects, commodities?
- How are subject-object relations defined? Can objects exist independent of our own experience of them? Can we ever really know or understand the essence of an object or is material knowledge always subject to our perceptions, reason, senses, memories?
- How do spatial, temporal, and historical contexts affect objects/things?
- How are objects defined, changed, or signified by the ways they are perceived, collected, inherited, preserved, displayed, and/or fetishized?
- How do objects signify human status (i.e. gender, race, class, ethnicity, nationality)? Are these static or dynamic properties inherent to the object, its function, its materiality, its users?

Course Outcomes:
- Learn and apply the various methods of American material culture studies
- Synthesize the interdisciplinary concepts posited in course readings
- Integrate historical understanding of material culture with current issues and questions
• Identify, formulate, and answer complex questions about materiality in case study assignments
• Recognize the cultural factors (i.e. gender, class, race, ethnicity, sexuality) that construct the dynamic form and meanings of objects
• Produce writing that illustrates critical thinking and problem solving ability as well as technical skills (i.e. mechanics, format, and usage)

**Course Requirements:**

1. **Attendance:** My attendance policy is in accordance with University Rules 7 (7.1-7.1.6.3) To view Rule 7 of the Student Rules please go to http://student-rules.tamu.edu/rule7.htm

2. **Class Participation:** Because this course is based on the idea of “active” learning, students are expected to participate both inside and outside of class. They should do the assigned readings and contribute to class discussion each day. They should complete all group and individual presentation assignments as directed. And they should attend all assigned field trips or case studies detailed in the following calendar. (10% of course grade)

3. **Field Trips:** Students are required to attend field trips to the African American Museum in Dallas and Washington-on-the-Brazos State Park, according to University Standard Administrative procedure 13.04.99.M1.01

4. **Case Studies:** Students will also complete individual trips as assigned below (to the mall, local consignment shop, etc.), according to University Standard Administrative procedure 13.04.99.M1.01.

5. **Short Papers:** Students will write a series of short papers summarizing individual case studies. (45% of course grade)

6. **Research Paper:** Choosing from one of the projects listed on the calendar below (i.e. consignment shop, museum exhibit), students will revise and expand one of their short papers into a critical research paper of 10-15 pages by the semester’s end. (Detailed instructions will be distributed in class.) (45% of course grade)

**AGGIE HONOR CODE**

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

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student: **“On my honor, as**
an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**ADA POLICY STATEMENT:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 118B of Cain Hall.

**STUDENT RULES:** I follow the provisions in Student Rules on plagiarism, attendance, and all other matters. Students are responsible for familiarizing themselves with and upholding all rules.

**Course Texts:**
- Course pack of readings (on electronic course reserve)

**Reading Things**

**Week 1:**

**Group Presentations:** Students will apply Fleming’s model to the object assigned on the first day of class.

**Week 2**

**Interpreting Objects from the Past**

**Week 3**


**Case Study #1:** Visit a consignment shop (there are several in downtown Bryan as well as in Calvert and Caldwell), purchasing a unique (or seemingly mundane) object for under $10. Considering Lowenthal’s perspectives on how we approach, appreciate, understand, and even misinterpret the past, you should: 1.) note the way the past is presented in the store. What is the store’s name? How is the space organized? Does it reflect—or construct—an “old timey” (i.e. nostalgic and ahistorical) mood? Are there any thematic structures? Are some items given greater “value” by their placement or display? 2.) talk with the proprietor about the store and about your object. Why are they in the consignment business? How do they collect, purchase, catalog their inventory? 3.) What do they know about the provenance of your object: place of origin and/or purchase, date (period, style), use, etc.. 4.) Write a 3-5 pg. paper summarizing and analyzing your findings. Paper due Week 4.

**Every Day Things: Living with Material Culture**

**Week 4**

Henry Petroski, *The Evolution of Useful Things*

**Case Study #2:** Take an ordinary object from everyday life (i.e. hairbrush, sanitary napkins, umbrella, lottery ticket, pillow) and consider its form and function. Then do without for a few days and reconsider its significance. Consider Petroski’s theories (as well as Fleming, Prown, and Ascher) for your object analysis. Write a 3 pg. paper on your experience. Paper due Week 5.

**Case Study #1 Paper due.**

**Cultures of Collecting**

**Week 5**

• Susan Stewart, *On Longing: Narratives of the Miniature, the Gigantic, the Souvenir, the Collection* (Durham, 1993), 132-69.


**Case Study #3:** Bring in an object to class, which is part of a collection that you (or if you don’t, someone else keeps). Write a 3 pg. paper about the collection, applying one of the theories from Stewart or Baudrillard. Paper due Week 6.

**Case Study #2 Due.**
Material Desires: From Collecting to Fetishism

Week 6

Case Study #3 Paper due.

**Museums: Collecting Culture**

Week 7

**Field Trip #1: Sat, 10/18 Washington-on-the-Brazos Museum.** As we walk through the exhibits (there is a working farm, a house museum, a history museum (and a library), consider the following questions:

What are the basic elements of an exhibit? What are the basic steps in planning an exhibit? What are some alternatives to a traditional narrative exhibit in which labels tell the visitor about a series of objects?

Why is the act of exhibiting cultural artifacts described as “contested terrain”? Who are the contestants? What are some of the implications of pluralism for American museums? How do “the makers of objects, the exhibitors of made objects, and the viewers of the exhibited made objects” relate to each other in a museum? In what ways does learning in a museum differ from that of a classroom or a book? What are some of the implications of the museum’s role as “mediator”?

Write a three-page analysis in response to one of these questions as it relates to this regional example of a Texas history museum. Paper Due Week 8.

**Heritage Tourism**

Week 8
Field Trip #3: The African American Museum (Dallas)

Research Paper Projects:
A. Evaluate a Museum Exhibit.
1.) Students can continue their analysis of the Washington-on-the-Brazos exhibit, apply similar questions to their visit of the African American Museum in Dallas, OR choose another museum of interest from the Texas Association of Museums Museum Directory at www.io.com/~tam/museum.html OR visit a virtual museum via Jamieson McKenzie, “Virtual Museum” http://www.uwm.edu/People/wash/McKenzie95.html.
2.) Using deliver edocs at the library, you should request and read the following chapters from Lavine and Karp’s book, Exhibiting Cultures: “Introduction”; Baxandall, “Exhibiting Intentions” (33-41); Gurian, “Noodling Around” (176-190); and Vogel, “Always True to the Object” (191-204). 3.) You should also read the following chapters from Jo Blatti, Past Meets Present: Charles, “Exhibition as Art Form” (97-104), Leon, “A Broader Vision” (133-52), and Frisch and Pitcaithly, “Audience Expectations” (153-65).

OR

B. Evaluate a “Preserve America” Project
Research a project funded by the Bush Administration’s Preserve America organization, which aims to “save America’s Treasures”: historic sites, monuments, artifacts, and documents that tell America’s story are being rescued to continue to endure as symbols that define us as a nation (www.preserveamerica.gov). How is “America” defined? What constitutes a “national treasure”? How do the issues of immigration, ethnicity, race, social class, and gender, for example, figure into “Preserve America’s” philosophy of heritage conservation?

Field Trip #1 Paper due.

Folk Art, Kitsch, and the (Re)usable Past

Week 9
Folk Art:

Kitsch:

Week 10
The (Re)Usable Past: Recycling “America”

**Consuming America**

**Week 11**

**History and Theory**

• Excerpt from Thorstein Veblen, *Theory of the Leisure Class* (1899)

**Week 12**

**The Columbian Exposition (1893)**


• **Film**: *The World's Greatest Fair* (2004)

**Week 13**

• Excerpts from Alison Clarke, *Tupperware: The Promise Of Plastic In 1950s America* (Smithsonian, 1999)
• Excerpts from Thomas Hine, *Popular The Look and Life of America in the '50s and '60s, from Tailfins and TV Dinners to Barbie Dolls and Fallout Shelters* (New York : Knopf, 1986).

**Case Study #4:** Visit the Post Oak Mall or a mall from your hometown, reconsidering it through the critical lens of one of the theorists on the syllabus (i.e. Jameson, Fiske, Simon, Micklethwait and Wooldridge). Write 3-pg. essay on their observations. Essay due Week 14.

**Monuments, Mnemonics, and the Materialization of Memory**

**Week 14**
- Marita Sturken, “The Wall, the Screen, and the Image; The Vietnam Memorial,” *Representations*, 0.35 (Summer 1991), 118-142.

**Case Study #4 Essay due.**

**Research Paper due.**
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of **Asian Studies**
2. Course prefix, number and complete title of course: **ASIA 306: Society and Population of Modern China**
3. Course description (not more than 50 words): **Major trends and current topics in social and demographic aspects of the society of modern China, including Taiwan.**
4. Prerequisite(s): Cross-listed with **SOCI 306**
   Cross-listed courses require the signature of both department heads.
5. Is this a variable credit course?  ☑ Yes  ☐ No  If yes, from ________ to ________.
6. Is this a repeatable course?  ☑ Yes  ☐ No  If yes, this course may be taken ________ times. Will the course be repeated within the same semester/term?  ☑ Yes  ☐ No
7. Has this course been taught as a 289/479/689?  ☑ Yes  ☐ No  If yes, how many times?  ____ Indicate the number of students enrolled for each academic period it was taught. **25 students, Spring 2007 (07a)**
8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., **B.A. in history**)
   b. an elective for students enrolled in the following degree program(s) (e.g., **M.S., Ph.D. in geography**)
   BA/BS major in sociology; BA/BS minor in Asian Studies; undergraduate general academic
9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. **Attach approval letters.**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIA</td>
<td>306</td>
<td>SOCIETY POPULATION CHINA</td>
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<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
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Approval recommended by:

Head of Department: **Mark Foster** 10/29/07
Chair, College Review Committee: **John Foster** 11/19/07
Dean of College: **John Foster** 4/26/07

Submitted to Coordinating Board by:
Dean of College: **John Foster** (if cross-listed course) 10/29/07

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
From Yao to Mao to Yao

I. The Course: This course focuses on the population and society of modern China. To provide some background about China, the course first presents a quick historical overview of China beginning in the prehistorical era. Yao is a prominent figure in China’s prehistory. From Yao we move to Mao Zedong, who established the People’s Republic
of China in 1949 and ruled as China’s leader until his death in 1976. After Mao’s death, China opened its borders to outsiders, including those from the West. So from Mao we move finally to Yao, this time Yao Ming, the professional basketball star from China who now plays for the Houston Rockets. Yao Ming represents the new China. China has prospered socially and economically in recent decades. It is the post-Mao era that receives the most attention in this course.

The major focus of the course is in on modern China, its society and population. Topics to be covered include family structure, the role of women, sexuality and homosexuality, abortion, sterilization trends, premarital conceptions, aging and the elderly, birth control, the one child policy, internal migration patterns, international (mainly illegal) migration from China, son preference, HIV/AIDS, footbinding (mainly historical), sexually transmitted infections, manufacturing for the West, Chinese minority populations and the Muslims, and a few other topics. Please see Section IV (below) of the syllabus for the actual lecture topics.

II. Structure of the Course. The class will consist of class lectures, several movies, and some class discussion. Each student will receive his/her own Chinese name, and, hopefully, maybe even learn a little bit of Chinese. There will be two in-class exams; they will be “open book and open notes” exams; the first exam will be a 60 minute midterm exam (worth 30% of the final grade), and the second exam will be a two-hour final exam (worth 60% of the final grade). Class discussion (to be evaluated) by the professor midway through the semester, and again at the end of the semester, will count for 10 percent of the final grade.

The prerequisite for this course is junior or senior classification.

III. Texts.


**IV. Lecture Topics and Class Calendar.**

Jan ..
Class #1, Introduction to course

Jan ..
Class #2, "Prehistoric China to the Zhou (771-221 BC)"
Reading:
F&G, Introduction and Chapter 1.

Jan ..
Class #3, "Qin (221-206 BC) to the Tang (618-907 AD)"
Reading:
F&G, chapters 2-3

Jan ..
Class #4, "Five Dynasties (907-960 AD) to Jin (1115-1234)"
Reading:
F&G, chapter 4 and first few pages of chapter 5

Jan ..
Class #5, "Chinese Language and Chinese Names"

January ..
Class #6, "Yuan (1271-1368 AD) and Ming (1368-1644)"
Reading:
F&G, rest of chapter 5 and chapter 6

January ..
Class #7, "Qing (1644-1911)"
Reading:
F&G, chapters 7-12

February ..
Class #8, Movie-1, "Wild Swans"
Reading:
CHANG, Author's note, p. 9; Family Tree, p. 11; chapter 1

February ..
Class #9, "Republic of China (1912-1949)"
Reading:
F&G, chapters 13-17
February ..
Class #10, “People’s Republic of China: Birth (1949) to Start of Cultural Revolution (1966)”
Reading:
F&G, chapters 18-19

**NOTE: Movie on the Cultural Revolution will be shown on Feb .. and March .. (see below)

February ..
Class #11, “Post-Mao (1976-present)”
F&G, chapter 21 and Epilogue
BECKER, chapters 12 and 13

February ..
Class #12, “Intro to Demography of China”
Reading:
none

February ..
Class #13, “Fertility, Policy and Birth Control in China”
Reading:
none

February ..
Class #14, “The One-Child Policy and Single Children”
Reading:
none

February ..
Class #15, “Role of Women and Footbinding”
Reading:
CHANG, chapter 2

February ..
Class #16, “Abortion in China”
Reading:
CHANG, chapter 3

February ..
Class #17, “Sterilization in China”
Reading:
CHANG, chapter 4

February ..
Class #18, “Premarital Conceptions in China and the West”
Reading:
CHANG, chapter 5

February .. and March ..
Reading:
F&G, chapter 20

March ..
Class #21, “China’s Unbalanced Sex Ratio at Birth”
Reading:
BECKER, chapter 10

March ..
Class #22
Mid-term Exam, In-class, Open Book
Readings for this exam:
Fairbank-Goldman: entire book
Becker: chapters 10, 12, and 13
Chang, chapters 1-5

March ..
Class #23, Movie-3, “Small Happiness”

March ......
SPRING BREAK

March ..
Class #24 “Aging and the Elderly Population of China”
Reading:
CHANG, chapter 6

March ..
Class #25, “Biology and Sexuality”
Reading:
CHANG, chapters 7-8

March ..
Class #26, “Sexuality in China and the U.S.”
Reading:
CHANG, chapters 9-10

March ..
Class #27, “Homosexuality in China and the U.S.”
Reading:
CHANG, chapters 11-12
March ..
Class #28, “Does Sociology Override Biology?: Transsexuals and the Twin Boys”
Reading:
CHANG, chapters 13-14

March ..
Class #29, Movie-4, “Colonel Jin Xing: China’s Most Emblematic Transsexual”

April ..
Class #30, “STIs and HIV/AIDS in China”
Reading:
CHANG, chapters 15-16

April ..
Class #31, “Urban and Rural China”
Reading:
BECKER, chapters 2, 3 and 4 (pp. 87-101)

April ... (2 periods)
Class #32 and 33, “Internal Migration and the Floating Population of China”
Reading:
BECKER, chapters 4 (pp. 101-108) and 5

April ..
Class #34, “Student and Labor Migration from China to the U.S.”
Reading:
BECKER, chapters 9 and 11

April ..
Class #35, “Legal and Illegal Immigration from China”
Reading:
CHANG, chapters 17-18

April ..
Class #36, “Taiwan, Hong Kong and Macao”
Reading:
CHANG, chapters 19-20

April ..
Class #37, “China’s Minority Nationalities and Chinese Muslims”
Reading:
BECKER, chapter 1 & CHANG, chapters 21-22
April ..
Class #38, Movie-5, Ju Dou (Cat: PN1995.9.F67 J8 2006)

April ..
Class #39, end of Ju Dou movie and discussion about women and marriage
Reading:
CHANG, chapters 23-24

April ..
Class #40, “Tibet and Xinjiang”
Reading:
CHANG, chapters 25-26

April ..
Class #41, “China’s Manufacturing for the West”
Reading:
BECKER, chapters 6, 7 and 8
CHANG, chapter 27

April ..
Class #42, “The New China and Yao Ming”
Reading:
BECKER, chapters 14, 15 and Epilogue
CHANG, chapter 28 and Epilogue

May ..
Class #43 (10:30 AM to 12:30 PM)
Final Exam, In-Class, Open Book
Readings for this exam:
Becker: entire book, except for chapters 10, 12 and 13
Chang: entire book, except for chapters 1-5

V. Examinations. Each of the two examinations will be “open book and open notes” exams. They will be held in the classroom on March .. (1-hour exam) and on May .. (2-hour exam). Some of the questions will be short answer questions (1-2 sentences), and other questions will ask for longer answers (2-3 paragraphs). Students may bring their books and notes to the class and consult them during the exams. All students must take both exams. There will be no make-up exams unless there is some extraordinary and unique situation (extreme sickness, or death in the immediate family are the only two examples I can think of). In the case that the student misses an examination owing to such a situation, s/he must provide to me a written letter from a
medical person (in the case of sickness) or a letter from a parent or close relative, accompanied by a copy of a death notice from a newspaper (in the case of a death in the immediate family). If I decide in such extreme cases to administer a make-up exam, the exam will be an essay exam.

**VI. Attendance Requirements.** Students are required to attend class on a regular basis. Class attendance will be taken during each class, except for classes when movies are shown. At the end of the semester after I have calculated the student’s final course grade, I will raise by 1/3rd of a letter grade (e.g., from a B+ to an A-) the final grades of all students who only missed two or fewer classes during the semester. I will reduce by 1/3rd of a letter grade (e.g., from a B- to a C+) the final grades of all students who have missed between four and seven classes during the semester. I will reduce by 2/3rds of a letter grade (e.g., from a B- to a C) the final grades of all students who have missed between eight and eleven classes during the semester. I will reduce by a full letter grade (e.g., from a B- to a C-) the final grades of all students who have missed twelve or more classes during the semester.

Grade reductions are based on “unexcused” absences. For more information on and a definition of unexcused absences, see Student Rule 7 at [http://student-rules.tamu.edu](http://student-rules.tamu.edu).

**VII. PowerPoint Slides.** I will send electronically to all students, at least one day prior to each class lecture, a copy of the PowerPoint slides of my lecture for that class. I will also post all the files of p-p slides on web. The web address for this course is shown on the first page of the syllabus.

**VIII. Class Electronic List.** I will use electronic mail to communicate on various topics with the students in this class. Also, students are encouraged to raise and send questions and reflections to me about any of the topics covered in this course. I will answer/respond to the questions, and will also send the questions/answers to all students who are on the electronic list.

If you send me an electronic message and do not want your question, and my answer, sent to all the students in our class, indicate so by typing “PRIVATE” at the beginning of the message. I check my electronic mail several times.
daily. The best way to communicate with me, outside the classroom, is through electronic mail. My e-mail address is:

    d-poston@tamu.edu

**IX. Other Matters**

In addition to the normal high standards of courtesy and respect expected in any university classroom, please take note of the following:

**Scholastic Dishonesty.** The Aggie Code of Honor is simple: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the new website:

http://www.tamu.edu/aggiehonor.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, one is committing plagiarism if one copies the work of another person and turns it in as his or her own work, even if one should have the permission of that person to do so. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely conducted and communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules* at:

http://student-rules.tamu.edu

Look under the section “Scholastic Dishonesty.”

**Grade Disclosure.** All personal information concerning your performance in this course is covered by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). I am not allowed to provide grades or grade/enrollment status questions to students by telephone or email.
**ADA Statement.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for the reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room B-118 of Cain Hall, or call 845-1637.

**Grading.** Letter grades will be assigned as final grades for this course as follows: A: 100-90% of total points; B: 89-80%; C: 79-70%; D: 69-60%; F: less than 60%
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of __Asian Studies__

2. Course prefix, number and complete title of course: __ASIA 329, Pacific Rim Business Behavior__

3. Course description (not more than 50 words): Theoretical models of Asian Cultures and practical
   protocol/etiquette related to business and work in China, Thailand, South Korea, Japan,
   Australia, and other Pacific Rim nations; discussions of national character, managerial behavior
   and values.

4. Prerequisite(s) __Junior or senior classification__ Cross-listed with __SOCI 329__

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate
   the number of students enrolled for each academic period it was taught. ___________________________

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

   Undergraduate general academics; BA/BS major in Sociology; BA/BS minor in Asian Studies

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

10. Prefix Course # Title (excluding punctuation)

    ASIA 329 PACIFIC RIM BUSINESS BHV

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 3 4 5 1 1 0 1 0 0 0 8 - 0 9 0 0 3 6 3 2

    Level 3

Approval recommended by:

Head of Department ___________ Date ___________

Chair, College Review Committee ___________ Date ___________

Dean of College ___________ Date ___________

Submitted to Coordinating Board by:

Dean of College ___________ Date ___________

Questions regarding this form should be directed to Sandra Williams at 845.8836.

OAR/AS – 04/07

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Texas A&M University
Department of Sociology
ASIA/ SOCI. 329-500 Pacific Rim Business Behavior
MWF 12:40-1:30pm, BLOC 153
Fall Semester, 2007

Instructor: Dr. Lu Zheng
Office location: Academic Bldg. 436
Office hours: MW 3:00-4:00pm or by appointment
Telephone number: (979)862-8963 (office) Email
address: l-zheng@tamu.edu

Course Description

This course examines how business is organized and conducted in five selected Pacific Rim countries, including China, Japan, South Korea, Thailand, and Vietnam. This subject is approached at two analytic levels. At the macro level, it focuses on how broader social institutions---property ownership, legal constraints, cultural and historical traditions---help to shape the structure and practices of business organizations; at the micro level, it introduces specific business protocols and etiquette in each societal setting.

By the end of this course, students will be able to explain the main organizational forms, inter-firm relationships, and foreign trade of these societies, to be familiar with business strategies and practices, and to behave appropriately when conducting business in those countries. This course increases students' understanding of and respect to different points of views and different cultures, and prepares students to work effectively in a diverse and global environment.

The course is set up as a mix between lectures and group presentation/discussion. In a usual week, the instructor gives lectures on Monday and Wednesday. Friday is devoted to group project presentation and class discussion.

The prerequisite for this course is junior or senior classification.

Required Texts

1. Alston, Jon. 1990. Intelligent Businessman's Guide to Japan. Tuttle Publishing. (Required chapters are available at the course website on WebCT)

2. De Mente, Boye. 1993. Behind the Japanese Bow. Passport Books. (Required chapters are available at the course website on WebCT)

(International Business Series, No 3). Michigan State University Press. *(Full text available through university library webs ite)*


8. Reading materials listed below in *Weekly Schedule* (all available on WebCT); and handouts distributed over the semester. *(The handouts used in this course are copyrighted. Please do not copy the handouts without my permission.)*

All of the reading materials are aimed at general public, and are easy to read. Relevant theoretical background and issues will be introduced and discussed in lectures.

**Course Requirements**

**Participation**

Students are expected to attend classes and keep up with readings. Participation in class discussions is strongly encouraged. Sign-up sheets for counting attendance will be passed around on random class meeting days over the semester. For the definition of an unexcused absence see University Student Rule 7 at http://student-rules.tamu.edu.

**Group Presentation and Discussion**

To facilitate discussions on the course related topics, students will form project groups and prepare for leading one presentation and discussion session on Fridays over the semester (the size of the group to be determined). Students are encouraged to be creative in planning and organizing this session. Possible plans could be, to name a few, a) to present related topics (e.g. trade relation with the U.S., history, traditions and customs, art, cuisine, holidays, etc) on the country discussed in that week and prepare discussion questions for the class; b) to simulate a situation where you are conducting business in that foreign country, practice and visualize the knowledge you learn from the class; or c) to select a short video/audio clip (no pirated copy) relating to the topics in that week, and lead a class discussion. Some discussion questions must be incorporated in presentations. Grading would be mainly based on each individual’s contribution to this teamwork, materials prepared and performance in the presentation. *Each group needs to send your preparation plans/slides to the instructor by 5pm on Thursdays.*

**Exams and Grading**
Student will take a midterm and a final exam in the semester. All exams are close-book tests. The midterm will be an essay test. The final exam will consist of a set of multi-choice questions. Sample questions will be handed out before each test. Test questions will mainly cover the content from class lectures and group presentations. Grades are computed as 90-100%=A, 80-89%=B, etc. No extra credit will be given. No make-up tests are to be offered except for university authorized absences. Students who fail to uphold academic honesty in an exam will receive 0 point for that exam, plus any disciplinary action taken by the Aggie Honor System Office.

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<tbody>
<tr>
<td>Midterm Exam</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>45%</td>
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<tr>
<td>Group Presentation</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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**Weekly Schedule**

**Week 1 (Aug 27-31) Asian Values and Asian Miracle**


**Organization meeting on Monday. No group presentation in this week**

**Week 2 (Sept 3-7) Japan I: Introduction to History and Culture**


**Week 3 (Sept 10-14) Japan I: Economic Institutions and Keiretsu**


**Week 4 (Sept 17-21) Japan I: Business Etiquette and Negotiation**

Alston, chapters 2-4

De Monte, chapters 4

**Week 5 (Sept 24-28) Thailand I: Political Institutions and Business Organizations**

Slagter and Kerbo, chapter 1, 3-4.

**Week 6 (Oct 1-5) Thailand I: Thai Business Culture**


**Midterm Exam on Friday. No group presentation this week.**
Week 7 (Oct 8-12) China I: Culture, People and the State
Chow, chapters 2, 4, 6

Week 8 (Oct 15-19) China I: Transition to Market Economy
Chow, chapter 3; Alston and He, chapters 4, 7

Week 9 (Oct 22-26) China I: Business Relationship and Guanxi
Alston and He, chapters 3, 5-6

Week 10 (Oct 29- Nov 2) South Korea I: Culture, State and Market Institutions

Week 11 (Nov 5-9) South Korea I: Economy and Chaebol System

Week 12 (Nov 12-16) South Korea I: Doing Business

Week 13 (Nov 19-21) Vietnam I: Business Environment
Curry and Nguyen, the first three sections
Balfour, Frederik and Hiroko Tashiro. “Good Morning, Vietnam.” Business Week. 03/13/06. Issue 3975
A documentary film titled “Vietnam: The Next Generation” will be viewed on Wednesday.
Thanksgiving holiday. No group presentation this week.

Week 14 (Nov 26-30) Vietnam I: Market Entry and Business Protocol

Week 15 (Dec 3) Last class meeting on Monday.

Final Exam: 10:30am-12:00pm on December 10 (Monday).
Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Rm. B 118, or call 845-1637.

Academic Integrity Statement

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

Please see Honor Council Rules and Procedures on the web:
http://www.tamu.edu/aggiehonor.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Asian Studies

2. Course prefix, number and complete title of course: ASIA 349, The Vietnam War/The American War

3. Course description (not more than 50 words): Vietnam's relations with the West; French colonialism; origins and development of Vietnamese nationalism; Cold War and American Involvement; wartime societies in North and South Vietnam; expansion of the war to Cambodia and Laos; anti-war movements in the United States; reasons for the American defeat; consequences and lessons of the war.

4. Prerequisite(s) Cross-listed with HIST 349

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. 

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

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

10. Prefix Course # Title (excluding punctuation)
    ASIA 349 VIETNAM/AMERICAN WAR

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 5 4 0 1 0 1 0 0 0 1 7 3 5 0 8 - 0 9 0 0 3 6 3 2
    Level 3

Approval recommended by:

[Signatures]

Submitted to Coordinating Board by:

[Signatures]

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

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HIST 349/ASIA 349
The Vietnam War/The American War

Spring 2007
HIST 349
TR 9:35 a.m.-10:50 a.m// Hist 008

Olga Dror
Office: 103D Glasscock Bld.
Phone (office): 843-1546
(home): 693-7573
E-mail: olgadror@tamu.edu

Office Hours:
TR: 2:10-3:10 p.m.
and by appointment

The word “Vietnam,” hardly known to most Americans before the 1960s, since then has become a symbol of national pain. How the US got involved in Vietnam, how it left Vietnam, and what happened in between – these questions will be among many others discussed in class. We will consider different views on the Vietnam War – of both its proponents and opponents. We will remember that after all it was the “Vietnam” war and, thus, a considerable portion of the course will focus on the country where the war took place, its history, its people, and its tragedy. Primary documents, accounts of the leading political and military figures as well as of ordinary participants, literary works, and movies will serve as a basis for seeing the Vietnam War from different perspectives.
The Vietnam War/The American War
History 349/Asian Studies 349
TAMU-Spring 2007

Course Format:

The course will consist of interactive lectures and discussions.

Required Texts:
1. George Donelson Moss, *Vietnam: An American Ordeal* – this is our primary textbook.
3. Nguyen Thi Dinh, Mai Van Elliott, *No Other Road to Take* – a memoir of a Vietcong woman about her life in the South under the Diem regime.
6. Le Ly Hayslip, *When Heaven and Earth Changed Places* – a novel-memoir of a Vietnamese-American woman about her life in the South during the war and her escape to the US.

Readings assigned for each class are listed under the topic of the day:
thus, for example, when you see
2. January 23/T. *World War II and August Revolution*
   - Moss, pp. 3-23, 25-30

it means that these readings must be completed by Tuesday, January 23, and NOT by Thursday, January 25.

* * *

Expectations and Requirements:
1. Attendance:
   Your attendance and participation constitute a very important part not only of your learning experience, but also of your final grade. Attendance is mandatory except for university-excused absences.

Absences can be excused in case of verified illness or family emergency. Each student is allowed 2 (two) unexcused absences without penalty for all class meetings and an evening screening. For 3-4 (three-four) unexcused absences your final grade will be reduced by a grade. 5(five) unexcused absences will result in your failing of the course.

Please refer to [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)

2. Participation
You are expected to be an active and INFORMED participant during our discussions. Participation will be a part of your final grade.

3. Quizzes
The Vietnam War/The American War
History 349/Asian Studies 349
TAMU-Spring 2007

While the main purpose of this course is to bring you a step closer to understanding the US-Vietnam war, to think about it, and to discuss it, some of the factual material is required to be memorized. During the course we will have unannounced quizzes based on our readings and/or films and the identification of some names, places, dates. If you miss a quiz, you will get “zero” points. If your absence is excused, you must arrange with me for a make-up quiz and your grade will replace the “zero.” If your absence is unexcused, you are not eligible for a make-up.

In addition to the pop-quizzes, there will be a quiz on Nguyen Thi Dinh’s book *No Other Road to Take* Le Ly Hayslip’s book *When Heaven and Earth Changed Places*. For these quizzes your grades should not fall below a “B.” If your grade falls below a “B,” it will indicate that you did not read the book(s) thoroughly. In this case, you will have to write a 5-page paper reviewing the book the quiz on which you didn’t pass. If you do not do this, your final grade will be automatically reduced by two-thirds of a grade for each.

4. **Exams.** Their will be a mid-term and final exam, which will include some identification questions and one or two essay questions. You will have an option not to take the mid-term if all of the following conditions are met:
   1. You do not have more than one unexcused absence during the first half of the semester.
   2. You do not have more than two grades below a “B” on your quizzes, including *No Other Road to Take*
   3. You actively participate in the class discussions.

Those who will feel that they meet these conditions by the middle of the semester should consult the instructor and, upon our mutual agreement, there will be a grade assigned to replace that for the mid-term exam.

5. **Papers.** During the course you will write six different papers. Papers should be typed, double-spaced, font size 12 (Times or Time New Roman). They should have proper foot- or endnotes. I will not accept e-mail submissions.
   - Paper # 1 (2-3 pages) will be an analysis of one of the primary documents assigned for **February 13** from McMahon’s collection of sources. The guidelines for this analysis will be provided. **Due February 13 in class.**
   - Paper # 2 (3 pages) will compare two essays (by Gabriel Kolko and by Bui Diem from McMahon’s book) on the South Vietnamese regime. **Due February 27 in class.**
   - Paper # 3 (5-6 pages) will be a critical comparative review of Tim O’Brien’s *The Things They Carried* and Bao Ninh’s *The Sorrow of War*. But you will compare them not from your point of view, but imagining that you are Nguyen Thi Dinh, a Vietcong fighter, whose book *No Other Road to Take* we will read and discuss on September 20. **Due on March 27 in class.**
   - Paper # 4 will be your interview-project. You will find and interview a veteran who fought in Vietnam, or a participant in the anti-war movement, or an American-Vietnamese who lived through that time in Vietnam, or a Vietnamese
The Vietnam War/The American War  
History 349/ Asian Studies 349  
TAMU-Spring 2007  

who fought for the North, a politician, or a war correspondent; in brief, anyone whose life was touched by the war. It will consist of the transcript of your interview (at least 3 pages) and of your analysis of this interview (3-4 pages). Due on April 26 in class.

7. Due Dates:  
Assignments must be completed by the deadlines given. Late work will be penalized by a letter grade for each day. In the event of serious illness or family emergency, however, please notify me as soon as possible and we will try to make alternative arrangements.

Grading:  
Participation in class – 10%  
Papers:  
# 1, # 2 – 8% each  
# 3 -12%  
Interview project – 12%  
Mid-term exam – 15%  
Final exam – 20%  
Pop-quizzes – 15%

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

If you must miss a class for a religious holiday, notify me in writing at the beginning of the term so we can plan make-up work.

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

CALL, E-MAIL ME, OR STOP BY ANY TIME YOU HAVE QUESTIONS OR PROBLEMS  
It is your responsibility to check your e-mail regularly as I and your classmates will be posting questions and updates through the Internet.
The Vietnam War/The American War
History 349/Asian Studies 349
TAMU-Spring 2007

**Syllabus**

1. January 18/R. *Introduction to the Course and to Vietnam.*
2. January 23/T. *World War II and August Revolution*
   - Moss, pp. 3-23, 25-30
   - Moss, Chapter 2;
   - McMahon, pp. 91-94.
4. January 30/T. February 1/R. *Roots of American Involvement*
   - Moss, 23-5;
   - McMahon, pp. 49-91.
5. February 1/R. *Aftermath of the War*
   - Moss, Chapter 3;
   - McMahon, pp. 94-101; 273-288; 293-302; 357-358.
6. February 6/T. **Discussion Session**
   - Nguyen Thi Dinh, Mai Van Elliott, *No Other Road to Take*
7. February 8/R. *Deepening American Commitment*
   - McMahon, pp. 101-131
8. February 13/T. *Kennedy and Diem*
   - Moss, Chapter 4;
   - McMahon, pp. 132-57.

**FIRST PAPER DUE IN CLASS!!!**

9. February 15/R. *Johnson's Dilemma*
   - Moss, pp. 157-76 (Chapter 5, up to “Rolling Thunder”);
10. February 20/T. *Escalation of the War*
    - Moss, 176-98 (up to the end of Chapter 5);
    - McMahon, pp. 165-203; 291-293.
11. February 22/R. **Discussion Session, War Strategy**
    - Moss, 205-41 (Chapter 6, up to the “Other War”);
12. February 27/T. *Saigon Politics*
    - Moss, pp. 241-253 (Chapter 6, up to the “War at Home”);
    - McMahon, pp. 356-84.

**SECOND PAPER DUE IN CLASS!!!**

13. March 1/R. *Tet Offensive*
    - Moss, pp. 272-304 (Chapter 7, up to the “Televised War”);
14. March 6/T. *Consequences of the Tet Offensive and My Lai*
   - Moss, pp. 308-18;
   - McMahon, pp. 335-55;

15. March 8/R. **Mid-term exam**

16. March 20/T. *Personal Experience. Guest Speaker*
   - Tim O’Brien, *The Things They Carried*

17. March 22/R. *Personal Experience*
   - Start reading Bao Ninh, *The Sorrow of War*

18. March 27/T. *Discussion Session of Tim O’Brien and Bao Ninh’s books*
   - Finish reading Bao Ninh, *The Sorrow of War*

   **Third Paper Due in Class!!!**

19. March 29/R. **Homefront**
   - McMahon, 427-473;
   - Letter of December 3, 1969 by Bill Clinton on his Draft Deferment and Col. Holmes’s Statement on the Letter (distributed in class)

20. April 3/T. **Nixon and Vietnamization of the War**
   - Moss, pp. 333-356 (Chapter 8, up to “Widening the War”);
   - McMahon, pp. 386-399.

21. April 10/T. **America Withdraws**
   - Moss, 387-402;
   - McMahon, 402-25.

22. April 12/R. **North vs South. Consequences of Reunification**
   - Moss, pp. 406-33 (Chapter 9, up to “The Wounds Within”);
   - McMahon, 475-509.

23. April 17/T. **Consequences of Reunification**
   - Le Ly Hayslip, *When Heaven and Earth Changed Places*

24. April 19/R. **Guest Speaker**
   - *When Heaven and Earth Changed Places*

25. April 24/T. **Discussion Session**
   - Finish reading *When Heaven and Earth Changed Places*

26. April 26/R. **USA: Lessons of the War, Its Impact, and Relations with Communist Vietnam**
   - Moss, pp.433-454 (Finish Chapter 9);
   - McMahon, pp. 2-14, 510-539
YOUR INTERVIEW PROJECT IS DUE IN CLASS!
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Asian Studies

2. Course prefix, number and complete title of course: ASIA 350, Asia During World War II

3. Course description (not more than 50 words): The origins and development of Japanese imperialism; Japan’s expansion into East and Southeast Asia; wartime societies; collaboration and resistance; remembrance of the war.

4. Prerequisite(s): Cross-listed with HIST 350

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

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

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

Undergraduate general academics; BA/BS major in History; BA/BS minor in Asian Studies

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

10. Prefix | Course # | Title (excluding punctuation)

| ASIA 350 | ASIA DURING WORLD WAR II |

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Level 3

Approval recommended by

[Signature]

Head of Department

Date

[Signature]

Chair, College Review Committee

Date

[Signature]

Dean of College

Date

Submitted to Coordinating Board by:

[Signature]

Dean of College

Date

[Signature]

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAIR/AS - 04/07

42 of 293 D
The late 1930s and the 1940s was a time that marked a point of no return in the history of East and Southeast Asia. World War II drastically changed both the countries comprising this region and the relationships of Europeans and Americans to these countries. When Japan extended its domination by conquest, the responses of peoples in East and Southeast Asia were mixed, ranging from admiration and collaboration to horror and resistance. The most significant long-term development of this period was that nationalists seized the opportunity for leadership and that independence movements flourished in the countries that had formerly been colonized. The age of colonialism was finished. The course will cover different aspects of World War II in East and Southeast Asia, such as the origins and development of hostilities, wartime societies, culture, collaboration, resistance, and the outcomes of the war. The course will also address certain effects of the war in the United States upon Asian-Americans and upon American attitudes toward Asians. In addition to secondary sources, students will refer to primary historical documents, memoirs, and films.
Expectations and Requirements:

1. Attendance:
   Your attendance and participation constitute a very important part not only of your learning experience, but also of your final grade. Attendance is mandatory for a successful completion of the course. University excused absences must be verified in writing (refer to University Student Rules, art. 7, sec. 1 at http://student-rules.tamu.edu/rule7.htm). Each student is allowed 3 (three) unexcused absences without penalty for all class meetings. For 2 (two) additional unexcused absences (total) your final grade will be reduced by a letter grade. The SIXTH unexcused absence will result in your failing of the course.

2. Discussion Sessions
   \* Discussion Leaders
   Over the semester we will have 6 discussion sessions led by students. I will be available to assist in your preparation. Your task will be to lead a discussion on the basis of the assigned readings/movies. It is your choice whether you would like to concentrate only on the reading assigned for the particular session or to expand the topic to incorporate a contrast and/or comparison with previously discussed materials. Discussion leaders are to post two discussion questions on the course’s mailing list **BY NOON** of the day prior to class. For example, if you are leading a discussion session on Wednesday, send two questions to be discussed to everybody by Tuesday morning. **If any discussion leader does not post the questions without a university approved excuse, I will take over the session and the student will fail this component of the course.** The readings suggested for each class represent different points of view; they should help you in your work on your questions. When you think about your questions, think about what would be interesting for you to discuss or argue about, what will prompt interaction and differing opinions of others. You should also be prepared to put forward in class some additional questions to maintain a lively discussion.

   \* Participants
   As a courtesy towards each other, if not out of scholarly fervor, those not leading a particular session are strongly encouraged to actively participate in discussions to make the life of a discussion leader easier and your own experience richer. Class participation is a part of your grade. **YOU MUST CHECK YOUR E-MAILS and come to class prepared.**

3. Quizzes
   During the course we will have unannounced quizzes based on our readings and/or films and the identification of some names, places, dates. If you miss a quiz, you will get “zero” points. If your absence is excused, **you must arrange with me for a make-up quiz and your grade will replace the “zero.”** If your absence is unexcused, you are not eligible for a make-up. In addition to the pop-quizzes, there will be quizzes on all the books assigned to read. For these quizzes your grades should not fall below a “B.” If your grade falls below a “B,” it will indicate that you did not read the book(s) thoroughly. In this case, you will have to write a 5-page paper reviewing the book the
quiz on which you did not satisfactorily pass. If you do not do this, your final grade will be automatically reduced by half a grade for each.

4. **Papers:** You are required to write two 4-5-page papers and one paper based on a project (see article 5). Papers should be typed, double-spaced, font size 12 (Times or Time New Roman). They should have proper foot- or endnotes. **I will not accept e-mail submissions.**
   Papers due IN CLASS on September 20, November 8, December 4. Late work, without a university-excused absence, will be penalized by a half of a grade per day.

5. **Project:** Each student will interview a participant in WWII in Asia on either side and in any capacity. Each student will present his/her project in class at the end of November and will submit a paper (4-5 pages) based on this interview. By mid-October each student should inform me on the progress in his/her project. The project is due on December 4.

6. **Exam:** There will be an essay-format final take-home exam.

7. **Prerequisite:** The prerequisite for this course is junior or senior classification.

**Grading:**
- Participation in class - 10%
- Leading a discussion session - 15%
- Papers (2) - 10% each
- Final exam - 25%
- Pop-quizzes - 10%
- Project: Paper + presentation - 20%

**Required Texts:**

All six books are available at the University Bookstore in MSC.

Course packet consisting of articles. The course packet can be purchased at Print 'n Copy (MSC 293); phone 845-7294. I will also put one copy on reserve at the library. All the readings ending with an asterisk (*) in this syllabus are from the course packet. On the left side of the first page of each article I indicated the class for which the reading is assigned. For example, for our second class I assigned a

3
chapter “Pattern of a Race War” from John W. Dower’s book *War without Mercy*; on the first page of this chapter in the course packet it is written “Class #2.” Readings assigned for each class are listed under the topic of the day; thus, the aforementioned Dower’s chapter is assigned for September 1, Wednesday, our second class, not for our third class on September 3, Friday.

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

**Plagiarism**

“Aggies do not lie, cheat, or steal, and do not tolerate those who do.” The Texas A&M University Student Rules (available online by consulting www.tamu.edu/aggiehonor) contains a clear statement regarding "Academic Dishonesty & Plagiarism." Plagiarism is a form of cheating. According to the aggiehonor Web site, “plagiarism” can be understood as "failing to credit sources used in a work product in an attempt to pass of the work as one's own." It is also "attempting to receive credit for work performed by another, including papers obtained in whole or in part from [other] individuals or other sources," such as from Internet Web sites, books, magazines, journals, or newspapers. If you are unsure of the meaning of this description, confer with the professor if you have any questions. Penalties for plagiarism include an 'F' on the assignment and an 'F' in the course, and may lead to expulsion from the university.

**CALL, E-MAIL ME, OR STOP BY ANY TIME YOU HAVE QUESTIONS OR PROBLEMS REGARDING THIS COURSE**

*It is your responsibility to check your e-mail regularly as I and your classmates will be posting questions and updates through the Internet*

1. August 28, M – Introduction to the course
2. August 30, W – Movie in class: “Know your enemy – Japan”
   - John W. Dower, “Pattern of a Race War,” pp. 1-32;
3. September 1, F – Imperial China and the West
   - Thompson, pp. 3-20
4. September 4, M – Japan’s Response to the West
   - Thompson, pp. 21-55
   - “Debates over the Opening of Japan,” ibid., pp. 281-6
5. September 6, W – Origins of WWII
   - “Rise of Ultranalnationalism and the Pacific War,” Lu, *Japan*, pp. 409-17 (*);
   - Tadao Yanaihara, “Japan’s Advance Southward. A Necessity” (*)
• “Doctrinal Basis for the War,” (*)
• Frank Gibney, *Senso*, pp. 9-19 (*)

6. September 8, F – Japanese Occupation of Korea
   • Adrian Buzo, *The Making of Modern Korea*, pp. 14-37 (*);
   • Hildi Kang, *Under the Black Umbrella*, pp. 49-60 (*)

7. September 11, M – Manchurian “Incident”
   • Thompson, pp. 57-73.

8. September 13, W – Advance to China
   • Start reading Iris Chang, *The Rape of Nanking*

9. September 15, F – Movie in Class: “In the Name of the Emperor”
   • Keep reading Iris Chang, *The Rape of Nanking*

10. September 18, M – Discussion Session # 1
    • Finish reading *The Rape of Nanking*

11. September 20, W - Road to Pearl Harbor
    • Thompson, pp. 75-98

***************First Paper Due in Class**********************

**TOPIC:** COMPARE/CONTRAST THE JAPANESE INVASIONS OF KOREA,
MANCHURIA, AND CHINA

12. September 22, F – Onslaught in Southeast Asia
    • Thompson, pp. 101-122
    • “The Japanese Blueprint for Southeast Asia” (*)
    • “Outline of Policy Toward the South” (*)

13. September 25, M – Singapore Debacle
    • Thompson, pp. 123-140

14. September 27, W – Japan in Indochina
    • David Marr, “World War II and Vietnamese Revolution,” Alfred

15. September 29, F – Burma
    • Thompson, pp. 141-158
    • Start reading *The Harp of Burma*

16. October 2, M – No Class Work on your paper
    • Keep reading *The Harp of Burma*

17. October 4, W – Burma Discussion Session # 2
    • Finish reading *The Harp of Burma*

18. October 6, F - Thailand’s diplomacy
    • E. Bruce Reynolds, “Anomaly or Model? Independent Thailand’s Role
      in Japan’s Asian Strategy, 1941-1943,” pp. 243-73 (*)

19. October 9, M – Indonesia
    • Anthony Reid, “Indonesia: From Briefcase to Samurai Sword,” Alfred

20. October 11, W – The Philippines
    • Thompson, pp. 158-177
    • Start reading *When the Rainbow Goddess Wept*

21. October 13, F – The Philippines
    • Keep reading *When the Rainbow Goddess Wept*
22. October 16, M – **Discussion Session # 3**
   • Finish reading *When the Rainbow Goddess Wept*
23. October 18, W – Midway and America Rising
   • Thompson, pp. 177-220.
24. October 20, F – American Strategy: China and South Pacific
   • Thompson, pp. 221-275
25. October 23, M – West and the Colonies
   • Thompson, pp. 277-326
26. October 25, W – October 27, F – Fall of the Empire
   • Thompson, pp. 327-375
27. October 27, F – Japan Surrenders
   • “Decision to Surrender,” Lu, *Japan*, pp. 449-58 (*),
   • Start reading Hersey, *Hiroshima*, pp. 1-90
28. October 30, M – Atomic Bomb and its Aftermath **Discussion Session # 4**
   • Finish reading Hersey, *Hiroshima*
29. November 1, W – Japan under Occupation
   • Curtis Andressen, “Occupation and Resurrection,” *A Short History of Japan*, pp. 118-27 (*);
30. November 3, F – Japanese in the US during the War
   • Start reading John Okada, *No-no Boy*
31. November 6, M – Movie in class “Rabbit in the Moon”
   • Keep reading *No-no Boy*
32. November 8, W – **Discussion Session # 5**
   • Finish reading *No-no Boy*

***************Second Paper Due in Class******************

33. November 10, F – Rise of Nationalism in Southeast Asia after the War: Indonesia and Vietnam
   • Milton Osborne, “Revolution and Revolt” in *Southeast Asia*, pp. 158-72 (*)
   • Thompson, pp. 377-390
34. November 13, M – Other Countries of Southeast Asia: Path to Independence
   • Milton Osborne, “Revolution and Revolt” and “Other Paths to Independence” in *Southeast Asia*, pp. 172-86 (*)
35. November 15, W – China and Korea after the War
36. November 17, F – Comfort Women
   • Watanabe Kazuko, “Militarism, Colonialism, and the Trafficking of Women,” pp. 3-15 (*);
   • “Japanese Comfort Women for the Allied Occupation Forces,” pp. 138-55(*)
37. November 20, M – Memory and Legacy of the War
   • Keni’ichi Goto, “Contemporary Japanese Views of the Occupation
of Southeast Asia,” pp.266-91 (*)
38. November 22, W – No class Work on your projects
39. November 27, M – Project Presentations
40. November 29, W – Project Presentations
41. December 1, F – Project Presentations
42. December 4, M – World War II in Asia through Your Eyes Discussion Session #6
   • Yui, Daizaburo, “Between Pearl Harbor and Hiroshima/Nagasaki: A Psychological Vicious Circle,” pp. 42-55 (*);
   • Sodei Rinjiro, “Hiroshima/Nagasaki as History and Politics,” pp. 37-41 (*)
The topic(s) for your final take-home exam will be announced. The exams are due by noon on Friday, December 8.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
× Submit original form and attach a course syllabus. ×

1. This request is submitted by the Department of  
   Asian Studies

2. Course prefix, number and complete title of course:  
   ASIA 351, Traditional East Asia

3. Course description (not more than 50 words):  
   History and culture of China and Japan from earliest times  
   to the coming of the West; impact of Confucianism and Buddhism; development of social,  
   political and economic systems.

4. Prerequisite(s)  
   Cross-listed with HIST 351
   Cross-listed courses require the signature of both department heads.

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

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

7. Has this course been taught as a 289/489/689?  
   ☐ Yes ☑ No  
   If yes, how many times? _______ Indicate  
   the number of students enrolled for each academic period it was taught.  

8. This course will be:  
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Undergraduate general academics; BA/BS major in History; BA/BS minor in Asian Studies

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

10. Prefix | Course # | Title (excluding punctuation)
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      ASIA 351 Traditional East Asia

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Level: 3

Approval recommended by:  
[Signature]  10/29/07
Head of Department  
[Signature]  10/30/07
Head of Department (if cross-listed course)

Chair, College Review Committee  
[Signature]  11/19/07
Date

Dean of College  
[Signature]  11/24/07
Date

Submitted to Coordinating Board by:  
Dean of College
Date

Director of Academic Support Services
Date  
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.  
OAR/AS – 04/07
History 351/Asia 351
Traditional East Asia

Dr. Di Wang
Office: 103A History Building
Phone: 845-5960
E-mail: di-wang@tamu.edu
Office hours: MW 1:30-3:30 PM, and by appointment

Spring 2006
MWF 11:30 AM-12:20 PM
THOM 121

Course Description:

This course is an introduction to the history and development of East Asia: primarily China and Japan. The time frame to be covered ranges from earliest times to approximately 1600 AD. The main focus of the course will be on the history and culture of China and Japan. The East Asian cultural realm was informed by certain common themes such as the Confucian ethical and governmental system and Buddhist religion, which will be examined in detail, but each of these national systems also developed independent and unique characteristics such as Daoism in China and Shinto in Japan, or the scholar of China and the samurai of Japan.

Requirements:

1) All students are expected to attend class regularly, to complete the assigned reading prior to the class on that date, and to participate actively in classroom discussions. Frequent absence without excuse will be considered as a violation of the University’s regulations for attendance and will affect your grade. More than four unexcused absences may cause half a letter grade reduction and more than eight, a full letter grade. For more information on and a definition of unexcused absences, see Student Rule 7 at http://student-rules.tamu.edu.

2) Each student must submit one typed, double-spaced, 5-page book review, which will be worth 20% of the final course grade. More information will be provided by the instructor in class. The book review will be due Friday, February 24. The penalty for a late paper is 10% a day.

3) Each student must submit one typed, double-spaced, 10-page research paper dealing with issues raised by the assigned readings and materials presented in the classroom. The research paper will be worth 35% of the final course grade. More information and the precise topics will be provided by the instructor in class. The paper will be due Monday, April 24. The penalty for a late paper is 10% a day.

4) There will be a final examination (combination of essays and short answers) worth 45% of the final course grade. The final examination date will be May 10, Wednesday, 10:30 a.m.-12:30 p.m.
5) The prerequisite for this course is junior or senior classification.

Make-up Examination Policy:

Make-up examinations are not automatically given, except in the case of university-excused absences; they will be given only with a university-sanctioned excused absence. When possible, students are expected to notify the instructor well in advance if the examination must be missed, when possible.

Academic Honesty:

The Aggie Code of Honor is simple: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the new website:

http://www.tamu.edu/aggiehonor.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, one is committing plagiarism if one copies the work of another person and turns it in as his or her own work, even if one should have the permission of that person to do so. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely conducted and communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules at:
http://student-rules.tamu.edu

Look under the section “Scholastic Dishonesty.”

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-118 of Cain Hall. The phone number is 845-1637.

Books:

The following books will be used in the course. Copies have been ordered for the bookstore, and all are also on library reserve.
Conrad Schirokauer, *A Brief History of Chinese and Japanese Civilizations*
Arthur F. Wright, *Buddhism in Chinese History*
Jacques Gernet, *Daily Life in China on the Eve of the Mongol Invasion*
Peter Duus, *Feudalism in Japan*
Fairbank, Reischauer, and Craig, *East Asia: Tradition & Transformation*

**Lectures and Readings:**

**Week 1.**

Wed. Jan. 18  Introduction  
Fri. Jan. 20  Introduction  

**Week 2. Reading: Schirokauer, pp. 3-46.**

Mon. Jan. 23  Early China  
Wed. Jan. 25  Early China  
Fri. Jan. 27  Early China  

**Week 3. Reading: Schirokauer, pp. 47-53.**

Mon. Jan. 30  The First Empire: Qin  
Wed. Jan. 1  The First Empire: Qin  
Fri. Feb. 3  The First Empire: Qin  

**Week 4. Reading: Schirokauer, pp. 54-76.**

Mon. Feb. 6  Han Dynasty  
Wed. Feb. 8  Han Dynasty  
Fri. Feb. 10  Han Dynasty  

**Week 5. Reading: Finish *Buddhism in Chinese History.***

Mon. Feb. 13  Buddhism and Culture  
Wed. Feb. 15  Buddhism and Culture  
Fri. Feb. 17  Buddhism and Culture  

**Week 6. Reading: Schirokauer, pp. 101-129.**

Mon. Feb. 20  Tang China  
Wed. Feb. 22  Tang China  
Fri. Feb. 24  Tang China  

**Book review due**  

**Week 7. Reading: Schirokauer, pp. 130-154; Duus, pp. 13-33**
Mon. Feb. 27  Early Japan
Wed. Mar. 1  Early Japan
Fri. Mar. 3  Early Japan


Mon. Mar. 6  Heian Japan
Wed. Mar. 8  Heian Japan
Fri. Mar. 10  Heian Japan

Week 9.

Spring Break

Week 10. Reading: Schirokauer, pp. 184-213; finish Gernet

Mon. Mar. 20  Song China
Wed. Mar. 22  Song China
Fri. Mar. 24  Song China


Mon. Mar. 27  The Mongols
Wed. Mar. 29  The Mongols
Fri. Mar. 31  The Mongols

Week 12. Reading: Schirokauer, pp. 234-260.

Mon. Apr. 3  Ming China
Wed. Apr. 5  Ming China
Fri. Apr. 7  Ming China

Week 13. Reading: Schirokauer, pp. 261-283; finish Duus

Mon. Apr. 10  Early Feudal Japan
Wed. Apr. 12  Early Feudal Japan
Fri. Apr. 14  Reading day, no class


Mon. Apr. 17  High Feudal Japan
Wed. Apr. 19  High Feudal Japan
Fri. Apr. 21  High Feudal Japan

Week 15. Schirokauer, pp. 303-310.
Mon. Apr. 24  High Feudal Japan
Research paper due
Wed. Apr. 26  Unification of Japan
Fr. Apr. 28  Unification of Japan

Final Exam: May 10, Wednesday, 10:30 a.m.-12:30 p.m.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Asian Studies

2. Course prefix, number and complete title of course: ASIA 352, Modern East Asia

3. Course description (not more than 50 words): Impact of the West on traditional China and Japan; the response through modernization; rise of nationalism and formation of modern nation states.

4. Prerequisite(s) Junior or senior classification

   Cross-listed with HIST 352

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

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

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

7. Has this course been taught as a 289/489/689? ☑ Yes ☐ No
   If yes, how many times? _______
   Indicate the number of students enrolled for each academic period it was taught. ______________________________________

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

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

   Undergraduate general academics; BA/BS major in History; BA/BS minor in Asian Studies

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

10. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>ASIA</th>
<th>352 MODERN EAST ASIA</th>
</tr>
</thead>
</table>

   Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 3 5 4 0 1 0 1 0 0 0 1 1 7 3 5 0 8 - 0 9 0 0 3 6 3 2

   Level 3

Approval recommended by:

[Signatures and dates]

Submitted to Coordinating Board by:

[Signatures and dates]

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07

56 of 293 D
ASIA/HIST 352
Modern East Asia

Spring 2007-TAMU
HIST 352
MWF 9:10 A.M.-10 A.M./O&M 206
Office hours: MW 10:15-11:15 and by appointment

Olga Dror
Office: 103D Glasscock Bld.
Phone: (office) 845-1346; (home) 693-7573
E-mail: olgadror@neo.tamu.edu

A Shinto shrine (Japan)
The 38th parallel separating North and South Korea

A Girl with her feet bound (China)
One of the streets in Hanoi at the turn of the century

Tiananmen Square, 1989

East Asia comprises the most populous region of the world. Its countries boast distinctive and ancient cultures. This course explores the development of modern East Asia from an interdisciplinary perspective. It will help students to acquire a preliminary acquaintance with China, Japan, Korea, and Vietnam. Starting the course with the traditional societies, we will discuss the opening of East Asia to the West, Western imperialism, and its implications. We will examine the state of the East Asian countries in the present time and perspectives on their development. The course is designed to help students experience a historical tradition outside the Western experience through primary sources in translation, literary works, films of each of the four countries, and vigorous discussions.
Course Format:
The course will consist of interactive lectures when I will be lecturing for part of the time and we will have a discussion for the rest of the time. In addition, we will hold discussion sessions led by the students.

Expectations and Requirements:
1. Attendance
Your attendance and participation constitute a very important part not only of your learning experience, but also of your final grade. Attendance is mandatory, except for university-excused absences. Absences can be excused in case of verified illness or family emergency. Each student is allowed 2 (two) unexcused absences without penalty for all class meetings, including lectures, discussions, and screenings of films. For 3 or 4 (three or four) unexcused absences your final grade will be reduced by a full grade. 5 (five) unexcused absences will result in your failing the course. If you miss a discussion session, you must write a 3-4 page paper for each missed session.

Please refer to http://student-rules.tamu.edu/rule7.htm

2. Participation
You are expected to be an active and INFORMED participant during our discussions. Participation will be a part of your final grade.

3. Quizzes
While the main purpose of this course is to bring you a step closer to East Asian history and culture, to think about it, and to discuss it, some of the factual material is required to be memorized. During the course we will have unannounced quizzes based on our readings and/or films and the identification of some names, places, dates. If you miss a quiz due to an unexcused absence, you will get a “zero.” If your absence is excused, you must arrange with me for a make-up.

In addition to the pop-quizzes, there will be quizzes on the books Dumb Luck by Vu Trong Phung, Autobiography of Yukichi Fukuzawa by Yukichi Fukuzawa and Under the Black Umbrella by Hildi Kang. For these quizzes your grades should not fall below a “B.” If your grade falls below a “B,” it will indicate that you did not read the book(s) thoroughly. In this case, you will have to write a 5-page paper reviewing the book the quiz on which you didn’t pass. If you do not do this, your final grade will be automatically reduced by two-thirds of a grade for each.

4. Papers
You will be required to write two papers. Papers should be typed, double-spaced, font size 12 (Times or Time New Roman). They should have proper foot- or endnotes. NO E-MAIL SUBMISSIONS!

Paper #1 due in class Thursday, March 8 (4-5 pages) will be the analysis of women’s position in China based on Ning Lao T’ai-t’ai, A Daughter of Han
Paper #2 due in class on Thursday, April 19 (4-5 pages) will consider the Cultural Revolution in China based on Da Chen’s book China’s Son.

Due Dates: I will not accept papers after the class without a university excused reason (in writing).
5. There will be a final exam (essay-format).

Required Texts:
4. Peter Zinoman (Editor), Nguyen Nguyet Cam (Translator), Dumb Luck: A Novel by Vu Trong Phung (University of Michigan Press, 2002)

(All six books are available at the University Bookstore at MSC).

7. Course packet consisting of articles. The course packet can be purchased at Print 'n Copy (MSC 293). You can call them (845-7294) to inquire about its availability.
I will also put one copy on reserve at the library. All the readings ending with an asterisk (*) are from the course packet. Readings assigned for each class in the syllabus are listed under the topic of the day.

Grading:
Participation in class – 10%
Papers:
# 1, # 2 – 15% each
Final exam – 35%
Pop-quizzes – 25%

"The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-118, Cain Hall. The phone number is 845-1637."

If you must miss a class for a religious holiday, notify me in writing at the beginning of the term so we can plan make-up work.

Scholastic Dishonesty: The Aggie Code of Honor is simple: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the new website:

http://www.tamu.edu/aggiehonor.
As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, one is committing plagiarism if one copies the work of another person and turns it in as his or her own work, even if one should have the permission of that person to do so. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely conducted and communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules at:
http://student-rules.tamu.edu

Look under the section “Scholastic Dishonesty.”

CALL, E-MAIL ME, OR STOP BY ANY TIME YOU HAVE QUESTIONS OR PROBLEMS

1. January 16, T – Introduction to the course. Religious and Philosophical Currents of Thought in East Asia
2. January 18, R – Qing China
   Readings:
   - Handouts distributed in class
   - Schirokauer, Clark, *Modern East Asia*, pp. 1-40;
3. January 23, T– Choson Korea
   - Schirokauer, Clark, pp. 42-57;
4. January 25, R – Tokugawa Japan
   - Schirokauer, Clark, pp. 59-81
5. January 30, T – European Intrusion and French Colonial Conquest of Vietnam
   - Schirokauer, Clark, pp. 83-98; 103-111
   - Documents 20-22, pp. 198-9, and Doc. 16, pp. 224-5, in David J. Lu, *Japan. A Documentary History* (*);
   - Start reading Vu Trong Phong, *Dumb Luck*
6. February 1, R – Pre-Colonial and Colonial Vietnam
   - Keep reading Vu Trong Phong, *Dumb Luck*
7. February 6, T – **Discussion Session**
8. February 8, R – China: Loss of Independence
   - Schirokauer, Clark, 112-26;

9. February 13, T – Japan: Emerging from Isolation
   - Schirokauer, Clark, pp. 127-67;

10. February 15, R – Japan and Modernity
    - Schirokauer, Clark, 220-230
    - Start reading Yukich Fukuzawa, Autobiography

11. February 20, T – Movie in Class
    - Keep reading Yukichi Fukuzawa, Autobiography

12. February 22, R – Discussion Session
    - Finish reading Yukichi Fukuzawa, Autobiography

13. February 27, T – China: Self-Strengthening, End of the Empire and Birth of the Republic
    - Schirokauer, Clark, pp. 169-82, 194-218
    - Ebrey, Chinese Civilization, “Ridding China of Bad Customs,” pp. 341-8 (*)

14. March 1, R – China: Small Happiness
    - Start reading Ning Lao T’ai-t’ai, A Daughter of Han

15. March 6, T – Status of Women
    - Keep reading Ning Lao T’ai-t’ai, A Daughter of Han

16. March 8, R – Discussion Session
    - Finish reading Ning Lao T’ai-t’ai, A Daughter of Han

17. March 20, T – Nationalism in China and Japan
    - Schirokauer, Clark, pp. 219-241;
    - Lu Xun, “Have the Chinese Lost Their Self-Confidence?” ibid., pp.183-184 (*);
    - Lu Xun, Preface to the First Collection of Short Stories, Call to Arms, Joseph S. M. Lau and Howard Goldblatt, eds., The Columbia Anthology of Modern Chinese Literature, (New York: Columbia University Press, 1995), pp. 3-6 (handout);
    - Kita Ikkī, “Agitation for Military Fascism,” pp. 411-7 in Lu, Japan. A Documentary History (*)
    - Start reading Hildi Kang, Under the Black Umbrella. Voices From Colonial Korea, pp. 1-99
18. March 22, R – Korea
   • Schirokauer, Clark, pp. 183-90; 255-68
   • Finish reading Hildi Kang, Under the Black Umbrella. Voices From Colonial Korea
19. March 27, T – WWII, Defeat of Japan, and American Occupation
   • Schirokauer, Clark, pp. 273-295, 302-309
   • “Eight Hundred Meters from the Hypocenter,” pp. 384-7 in Cook and Cook, Japan at War (*)
20. March 29, R – Hiroshima and Nagasaki. Movie in Class
   • Schirokauer, Clark, pp. 309-316; 397-407
   • “Kim Il Song and Chuch’ e (Juche) Thought in North Korea,”Yong-ho Ch’oe et al., eds., Sources of Korean Tradition (New York: Columbia University Press, 1997), vol. 2, pp. 419-425 (*);
   • Helen-Louise Hunter, Kim Il-song’s North Korea (Westport, Conn.: Praeger, 1999), pp. 1-11 (*).
22. April 5, R – Vietnam War, Revolution, and End of Colonialism
   • Schirokauer, Clark, pp. 245-255, 316-325;
23. April 10, T – The US-Vietnam War
   • Schirokauer, Clark, pp. 409-19
24. April 12, R – China After the War
   • Schirokauer, Clark, pp. 299-302; 327-347;
   • Start reading Da Chen, China’s Son
25. April 17, T – Mao Consolidates His Power
   • Keep reading Da Chen, China’s Son
26. April 19, R – Discussion Session
27. April 24, T – China and Japan’s Development
   • Schirokauer, Clark, pp. 348-59; 361-3; 370-94
28. April 26, R – Renovation and Restoration in Vietnam
• Schirokauer, Clark, pp. 419-24;
• Ngueyn Huy Thiep, "General Retires," (*).
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Asian Studies

2. Course prefix, number and complete title of course: ASIA 354, Imperial China

3. Course description (not more than 50 words): History of imperial China from the earliest dynasties through the mid-19th century, including major political events, the structure of Chinese government, economic development, philosophies and religion, wars and military and culture and daily life.

4. Prerequisite(s): Junior or senior classification

Cross-listed with HIST 354

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

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

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

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

Undergraduate general academics; BA/BS major in History; BA/BS minor in Asian Studies

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

10. Prefix | Course # | Title (excluding punctuation)
    ASIA 354 | IMPERIAL CHINA

    Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
    0 | 3 | 0 | 0 | 3 | 5 | 4 | 0 | 1 | 0 | 6 | 0 | 0 | 0 | 1 | 1 | 7 | 3 | 5 | 0 | 8 | 0 | 9 | 0 | 0 | 3 | 6 | 3 | 2

Level 3

Approval recommended by:

Head of Department: ___________________________ Date: 10-29-06

Chair, College Review Committee: ___________________________ Date: 11/9/06

Submitted to Coordinating Board by:

Dean of College: ___________________________ Date: 11/24/07

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS - 04/07

Received: NOV 28, 2007
History/Asian Studies 354
Imperial China

Dr. Di Wang                Fall 2007
Office: 103A Glasscock Building             TR 11:10-12:25 AM
Phone: 845-5960               ZACH 227A
E-mail: di-wang@tamu.edu
Office hours: MWF 10:20-11:20 AM, and by appointment

Course Description:

This course covers the history of imperial China from the earliest dynasties through the seventeen century. The course will examine the political, economic, social, and cultural development of China over three thousand years, including major political events, the structure of Chinese government, economic development, philosophies and religions, wars and military, and culture and daily life. The purpose of this course is to provide students with a firm foundation in the historical processes of China and to help students understand the present China better. No prior knowledge of Chinese history is assumed. The course format will be lectures interspersed with screening films and class discussions.

Prerequisite: Junior or senior classification.

Requirements:

1) All students are expected to complete the assigned reading prior to the class on that date.

2) There will be one in-class mid-term examination worth 30% of the course grade (combination of essays and short answers). The mid-term examination date will be on Tuesday, October 9.

3) There will be four quizzes worth 10% of the final course grade. The exact dates will be announced in class.

4) Each student must submit one typed, double-spaced, 10 page essay dealing with issues raised by the assigned readings and materials presented in the classroom. This essay will be worth 30% of the final course grade. More information and the precise topics will be provided by the instructor in class. The paper will be due Tuesday, November 20. The penalty for a late paper is 10% a day.

5) There will be a final examination (combination of essays and short answers) worth 30% of the course grade. The final examination date will be Friday, December 7, 3:00:5:00 PM.
Grading Scale:

90-100  A
80-89   B
70-79   C
60-69   D
59 and below  Failed

Attendance Policy:

All students are expected to attend class regularly. Frequent absence without a University approved excuse will affect your grade (see University Student Handbook online at http://student-rules.tamu.edu for a definition of excused absences). More than four unexcused absences will result in half a letter grade reduction and more than eight, a full letter grade.

Make-up Examination Policy:

Make-up examinations are not automatically given; they will be given only when students have a University-approved absence for missing the regular examination. Students are expected to notify the instructor in advance when possible if the examination must be missed.

Academic Dishonesty:

Throughout the course students must adhere to normal standards of academic honesty. Violation of these standards (for example, cheating on examinations or plagiarism on papers) will result in at least an “F” on that assignment and an “F” for the course. Please refer to the University Student Handbook online at http://student-rules.tamu.edu for a statement regarding “Academic Dishonesty & Plagiarism.” If you have any question about this matter, consult the professor.

The Aggie Code of Honor is simple: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do. Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU student rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the website: http://www.tamu.edu/aggiehonor.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please
contact the Department of Student Life, Services for Students with Disabilities in Room 118 B of Cain Hall. The phone number is 845-1637.

Books:

The following books will be used in the course. Copies have been ordered for the bookstore and all are also on library reserve.

Valerie Hansen, *The Open Empire: A History of China to 1600*
F. W. Mote, *Intellectual Foundations of China*
Arthur F. Wright, *Buddhism in Chinese History*
Jacques Gernet, *Daily Life in China on the Eve of the Mongol Invasion*
Gavin Menzies, *1421: The Year China Discovered America*

Lectures and Readings:

Week 1. Reading: Hansen, “Introduction”

Tue. Aug. 28  Introduction
Thu. Aug. 30  Introduction

Part I: The Formative Age, Prehistory-206 B.C.

Week 2. Reading: Hansen, pp.15-53; Mote, pp. 1-25

Tue. Sept. 4  Early China
Thu. Sept. 6  Early China

Week 3. Reading: Hansen, pp. 55-95; Mote, pp. 26-114

Tue. Sept. 11  Formation of Chinese Thought
Thu. Sept. 13  Formation of Chinese Thought

Part II: The Early Empire, 206 B.C.-A.D. 960

Week 4. Reading: Hansen, pp. 97-112; Wright, pp. 3-20

Tue. Sept. 18  The First Empire: Qin
Thu. Sept. 20  The First Empire: Qin

Week 5. Reading: Hansen, pp. 112-149; Wright, pp. 21-64

Tue. Sept. 25  Han Dynasty
Thu. Sept. 27  Han Dynasty

Week 6. Reading: Hansen, pp. 153-189; Wright, pp. 65-127
Tue. Oct. 2  China’s Division and Buddhism
Thu. Oct. 4  China’s Division and Buddhism

Week 7. Reading: Hansen, pp. 191-197

Tue. Oct. 9  Mid-Term Exam
Thu. Oct. 11 Reunification and Sui Dynasty

Week 8. Reading: Hansen, pp. 197-219

Tue. Oct. 16  Tang Dynasty—China’s Golden Age
Thu. Oct. 18  Tang Dynasty—China’s Golden Age

Week 9. Reading: Hansen, pp. 221-258; Gernet, pp. 13-112

Tue. Oct. 23  Tang Society and Culture
Thu. Oct. 25  Tang Society and Culture

Part III: The Later Empire, 960-1644

Week 10. Reading: Hansen, pp. 261-333; Gernet, pp. 113-243

Tue. Oct. 30  Song China
Thu. Nov. 1  Song China

Week 11. Reading: Hansen, pp. 335-367, 369-414

Tue. Nov. 6  The Mongols and Ming China
Thu. Nov. 8  The Mongols and Ming China

Week 12. Reading: Menzies, pp. 29-253

Tue. Nov. 13  China’s Maritime Adventure
Wed. Nov. 15  China’s Maritime Adventure

Week 13. Reading: Menzies, pp. 257-456

Tue. Nov. 20  China’s Maritime Adventure
Research paper due
Thu. Nov. 22  Thanksgiving

Week 14. Reading: Handout

Tue. Nov. 27  When the East Met the West
Thu. Nov. 29  When the East Met the West
Week 15.

Tue. Dec. 4  Review

Final Exam: Friday, December 7, 3:00-5:00 P.M.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Asian Studies

2. Course prefix, number and complete title of course: ASIA 356, Twentieth Century Japan

3. Course description (not more than 50 words): Industrialization and modernization of Japan; its rise from an isolated nation to a major world power and economic giant.

4. Prerequisite(s)
   Cross-listed with HIST 356

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

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

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

7. Has this course been taught as a 289/489/689? □ Yes ☑ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught. ____________________________

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

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

   Undergraduate general academics; BA/BS major in History; BA/BS minor in Asian Studies

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

10. Prefix | Course # | Title (excluding punctuation)
     ---- | ------- | -------------------------------------
     ASIA | 356 | TWENTIETH CENTURY JAPAN

     Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
     0 | 3 | 0 | 0 | 3 | 5 | 4 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 7 | 3 | 5 | 0 | 8 | 0 | 9 | 0 | 0 | 3 | 6 | 3 | 2 | Level 3

Approval recommended by: ____________________________ Date: 10/29/07

__________________________ Date: 11/19/07
Chair, College Review Committee

__________________________ Date: 11/26/07
Dean of College

__________________________ Date: ____________________________
Dean of College

Submitted to Coordinating Board by:

__________________________ Date: ____________________________
Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8336.
OAR/AS – 04/07

70 of 293 D
Asian Studies/History 356  
Twentieth Century Japan

Dr. Di Wang  
Office: 103A History Building  
Phone: 845-5960  
E-mail: di-wang@tamu.edu  
Office hours: MWF 1:00-2:00 PM, and by appointment

Spring 2004  
MWF 11:30AM -12:20 PM  
HECC 202

Course Description:

This course is designed to introduce students to major events and themes in Japanese history from the seventeenth century to the present, with emphasis on those in the twentieth century. The course will integrate lectures, discussions, movies, and other assignments to foster an interest in Japanese history.

Prerequisite: Junior or senior classification.

Requirements:

1) All students are expected to attend class regularly, to complete the assigned reading prior to the class on that date, and to participate actively in classroom discussions. Frequent absence without excuse will be considered as a violation of the University’s regulations for attendance and will affect your grade. Five to eight unexcused absences will result in half a letter grade reduction, and more than eight, a full letter grade.

2) Each student must submit one typed, double-spaced, 5-page book review, which will be worth 20% of the final course grade. More information will be provided by the instructor in class. The book review will be due Friday, February 27. The penalty for a late paper is 10% a day.

3) Each student must submit one typed, double-spaced, 10-page research paper dealing with issues raised by the assigned readings and materials presented in the classroom. The research paper will be worth 35% of the final course grade. More information and the precise topics will be provided by the instructor in class. The paper will be due Monday, April 26. The penalty for a late paper is 10% a day, unless university-excused absence is documented.

4) There will be a final examination (combination of essays and short answers) worth 45% of the final course grade. The final examination date will be Wednesday, May 12, 10:30AM-12:30 PM.

Make-up Examination Policy:
Make-up examinations are not automatically given, except in the case of university-excused absences; they will be given only when students have very good reasons for missing the regular examination. For more detail, see Student Rule 7 at http://student-rules.tamu.edu. When possible, students are expected to notify the instructor well in advance if the examination must be missed, when feasible.

Academic Honesty:

Throughout the course students will be expected to adhere to normal standards of academic honesty. Violation of these standards (for example, cheating on examinations or plagiarism on papers) will be severely penalized.

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Books:

The following books will be used in the course. Copies have been ordered for the bookstore, and they are also on library reserve.
Kenneth B. Pyle, *The Making of Modern Japan*
Eiichi Kiyooka (trans.), *The Autobiography of Yukichi Fukuzawa*
Iris Chang, *Rape of Nanking*
John Dower, *War Without Mercy*
Bruce S. Feiler, *Learning to Bow: An American Teacher in a Japanese School*
Mikiso Hane, *Modern Japan: A Historical Survey*

**Lectures and Readings:**

**Week 1. Reading: Pyle, “Preface.”**

- Wed. Jan. 21  Introduction
- Fri. Jan. 23  Tokugawa System

**Week 2. Reading: Pyle, chaps. 1-3.**

- Mon. Jan. 26  Tokugawa System
- Wed. Jan. 28  Tokugawa System
- Fri. Jan. 30  Meiji Restoration

**Week 3. Reading: Pyle, chaps. 4-6; Fukuzawa, pp. 1-140.**

- Mon. Feb. 2   Meiji Restoration
- Wed. Feb. 4   Meiji Restoration
- Fri. Feb. 6   Meiji Restoration

**Week 4. Reading: Pyle, chaps. 7-9; Fukuzawa, pp. 141-336.**

- Mon. Feb. 9   Industrialization and Social Development
- Wed. Feb. 11  Industrialization and Social Development
- Fri. Feb. 13  Industrialization and Social Development

**Week 5. Reading: Pyle, chap. 10.**

- Mon. Feb. 16  Parliamentary Politics
- Wed. Feb. 18  Parliamentary Politics
- Fri. Feb. 20  Parliamentary Politics

**Week 6. Reading: Pyle, chap. 11.**

- Mon. Feb. 23  Imperialism and Militarism
- Wed. Feb. 25  Imperialism and Militarism
- Fri. Feb. 27  Imperialism and Militarism

**Book review due**

**Week 7. Reading: Finish Rape of Nanking.**
Mon. Mar. 1  Road to War  
Wed. Mar. 3  Road to War  
Fri. Mar. 5  Road to War  

Mon. Mar. 8  Wartime  
Wed. Mar. 10  Wartime  
Fri. Mar. 12  Wartime  

Week 9.  
Spring Break  

Mon. Mar. 22  Defeat  
Wed. Mar. 24  Defeat  
Fri. Mar. 26  Defeat  

Mon. Mar. 29  Occupation  
Wed. Mar. 31  Occupation  
Fri. Apr. 2  Occupation  

Mon. Apr. 5  Postwar Politics  
Wed. Apr. 7  Postwar Politics  
Fri. Apr. 9  Reading day; no class  

Mon. Apr. 12  “Japanese Miracle”  
Wed. Apr. 14  “Japanese Miracle”  
Fri. Apr. 16  “Japanese Miracle”  

Week 14. Reading: Pyle, chap. 16.  
Mon. Apr. 19  Problems of Growth  
Wed. Apr. 21  Problems of Growth  
Fri. Apr. 23  Problems of Growth  

Week 15. Reading: Finish *Learning to Bow*.  

Mon. Apr. 26  Society and Culture
Research paper due
Wed. Apr. 28  Society and Culture
Fr. Apr. 30  Society and Culture

Final Exam: Wednesday, May 12, 10:30AM-12:30 PM.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Asian Studies

2. Course prefix, number and complete title of course: ASIA 463, Gender in Asia

3. Course description (not more than 50 words): Gender dynamics in Asia; changes in gender roles; women's movements women and the economy; women and politics; men's and women's private lives.

4. Prerequisite(s): Junior or senior classification

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

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

7. Has this course been taught as a 289/489/689? □ Yes ☑ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. _____________________________

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Undergraduate general academics; BA/BS major in Sociology; BA/BS minor in Asian Studies

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

10. Prefix | Course # | Title (excluding punctuation)
    ASIA | 463 | GENDER IN ASIA

    | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-----|-----------------------------|-------------|-----------|-----------|
    | 0 3 0 0 | 0 3 4 5 1 1 0 1 | 0 0 1 1 7 3 5 0 8 | 0 9 0 0 3 6 3 2 |

    Level 3

Approval recommended by:

Head of Department: [Signature]
Date: 10/29/07

Chair, College Review Committee: [Signature]
Date: 11/9/07

Head of Department (if cross-listed course): [Signature]
Date: 10/29/07

Dean of College: [Signature]
Date: 11/24/07

Submitted to Coordinating Board by:

Director of Academic Support Services
Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

Received: NOV 28 2007

Academic Support Services

76 of 293 D
Gender in Asia

Texas A&M University
M/W/F 1:50-2:40 pm
Location: ENPH 206

Instructor: Kazuko Suzuki (Ph.D. Princeton)
Email: ks2303@neo.tamu.edu
Phone (O): 979-845-7599

Office Hours: M/W 3:00-4:30 pm or by appointment
Office Location: Academic Building Room 440

Course Description
Gender structures the situation of women and men in all societies, yet varies in shape and dynamics. The study of gender in contemporary Asia provides us a unique opportunity to explore how different social contexts engender different articulations of gender and how feminism comes to be conceptualized in relations to gendered effects of political, economic and cultural changes. In this course, we will examine these gender issues from a comparative perspective that goes beyond dichotomies of East and West. We will discuss women's relationship to the state, politics, economy, and local and global processes of cultural production. Our goal is not only to gain insights to women and gender relations in Asia but also to extend our understanding of the dynamics of gender in the contemporary world.

The class is operated in a semi-seminar style that adopts both lecture and discussion. Therefore, the course demands your active involvement and your attendance is mandatory. Much of the course will focus on East Asia. However, we will also cover the broader Asian region including South and Southeast Asia.

Prerequisite: Junior or senior classification.

Required Texts
All readings are on reserve in the Evans Library. The following books are available to purchase at the Memorial Student Center Bookstore.


Course Reading Packet (Available on Electronic Reserve: http://ereserves.tamu.edu)
Requirements

Participation / Weekly Memo
You are expected to do the assigned readings before class and to actively participate in class discussions. Attendance is mandatory, except in the case of university-excused absences. You will be asked to make at least one web-memo posting per week to the course website. Web-memo postings will not be individually graded but will count in the final grade as participation. Class discussion will be based upon questions and ideas circulated as web-memos. Postings are due each Sunday, Tuesday, and Thursday by 11:00 pm.
Please refer to http://student-rules.tamu.edu/rule7.htm

Presentation
Each student is expected to make one class presentation. In your presentation, you are expected to react to the main issues and arguments of the assigned readings. You should also raise questions for the in-class discussion.

Take-Home Exams
Essay questions for the midterm will be distributed in class on October 1. In the essays, you will be asked to address the assigned topic based on required readings, lectures, and class discussion. Your midterm is due by 12:00 pm on October 5. There will be no class on October 5 so that you will have enough time to finish your exam. Essay questions for the final exam will be distributed in the final class (November 30). Your final is due by 5:00 pm on December 7. Email your answer to me (ks2303@neo.tamu.edu) as an attachment (Microsoft Word: single-spaced with 1.5" left and right, 1" top and bottom margins).

Analytical Paper
Each student is expected to write an analytical paper on a problem considered during the semester. Additional reading is required. You should submit a one-page proposal with a bibliography, which outlines the major questions you intend to address in your paper. You must need instructor’s approval for the topic by submitting this proposal. The paper should be about 5 pages long (single-spaced with 1.5" left and right, 1" top and bottom margins), excluding tables, figures and bibliographies. The analytical paper is due by 5:00 pm on December 10. Submit a hard copy in my mailbox located at Academic Building Room 311.

Grading

<table>
<thead>
<tr>
<th>Participation/Memo</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Take-Home Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Analytical Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

Important Deadlines
Weekly Web Memo (one posting/week)          Sun, Tue or Thu by 11:00 pm
Take-Home Midterm Exam                      12:00 pm on October 5
Take-Home Final Exam                        5:00 pm on December 7
Analytical Paper                            5:00 pm on December 10
In addition to the normal high standards of courtesy and respect expected in any university classroom, please take note of the following:
Scholastic Dishonesty
The Aggie Code of Honor is simple: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the new website: http://www.tamu.edu/aggiehonor.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, one is committing plagiarism if one copies the work of another person and turns it in as his or her own work, even if one should have the permission of that person to do so. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely conducted and communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules at: http://www.tamu.edu/rule20.htm. Look under the section “Scholastic Dishonesty.”

Grade Disclosure
All personal information concerning your performance in this course is governed by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). No grades or status questions are allowed to be provided to students by telephone or email.

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-118 of Cain Hall, 845-1637.

COURSE SCHEDULE

Part I: Introduction: Feminist Perspectives on Asia

Week 1
08/27  Course Overview
        Distribution of syllabus. Introduction to course themes and requirements.

08/29  Feminisms: East and West
08/31  Feminism in Japan (1)

Week 2
09/03  Feminism in Japan (2)


09/05  Feminism and Girls’ Comics


09/07  Women’s Movements in South Korea (1)

Video excerpt:
Korea: War, Prosperity, Democracy (1988), directed by the Korean America Society (93min.)

Week 3
09/10  Women’s Movements in South Korea (2)

09/12  Socialism and Feminism in China (1)

09/14  Socialism and Feminism in China (2)

Video excerpt:
The Great Step: China Women in the 20th Century (2003), directed by Liu Chun (109 min.)

Part II: Women and the Economy

Week 4
09/17  Women’s Labor Participation in East Asia


**Recommended:**

09/19 **Women and the Japanese Labor Market (1): The Japanese Company**

09/21 **Women and the Japanese Labor Market (2): Office Ladies**

**Week 5**
09/24 **Women and the Japanese Labor Market (3): OL – Agents of Resistance?**

09/26 **Marginalized Masculinities in Japan**


**Video excerpt**
*The Japanese Family: the lifestyle of the businessman* (1989), directed by Makoto Takakuwa (30 min.).

09/28 **Economic Growth and Consumption in South Korea (1)**


**Week 6**
10/01 **Economic Growth and Consumption in South Korea (2)**

*Distribution of Midterm Questions*

10/03 **Patriotism and Women’s Consumption**


10/05 **Midterm Exam (Due: 12:00 pm)** – No Class

**Week 7**
10/08 **Redefining Modernity**
Recommended:


10/10 Discourses of Liberation

10/12 Shifting Meaning of Authority
Lisa Rofel. 1999. Other Modernities: Chapter 4-6.

Week 8
10/15 Marriage, Motherhood and Femininity after Socialism

Video excerpt
Women Being (1997), directed by Wen-jie Qin (20 min.).

10/17, 19 Marriage in China: Film Screening and Discussion
The War of Love (2002), directed by Jiang Yue and Duan Jinchuan (45 min.)

Part III: Women, Politics, and Empowerment

Week 9
10/22 Japanese Housewives

10/24 Housewives and Citizenship in Japan

10/26 Reading Day – No Class
Prepare for one-page proposal and set up an appointment with an instructor.

Week 10
10/29 Women and Politics in Japan

10/31 Women, Politics, and One-Child Policy in China


11/02 War, Memory, and the “Comfort Women”

**Week 11**

11/05 **Comfort Women:** Film Screening and Discussion


**Video excerpt**

Habitual Sadness: Korean Comfort Women Today (1999), directed by Byun Young-Joo (70 min.)

11/07 **Women, Military Bases, and International Relations**

Continue film screening and discussion


**Recommended:**


The Women Outside (1995), directed by J. T. Takagi and Hye Jung Park (53 min.)

11/09 **International Migration and Intermarriage**


**Part IV: Sexuality and Transnationalism**

**Week 12**

11/12 **Cross-Border Fantasies and Desire**


**Recommended:**

11/14  Beyond ‘Male’ and ‘Female’

Video excerpt
*Dream Girls* (1993), directed by Kim Longinotto and Jano Williams (50 min.)

11/16  Shifting Context of Gender and Sexuality


**Week 13**
11/19  Human Trafficking in Women (1)


11/21  Thanksgiving (11/21-23) – No Class

**Week 14**
11/26  Human Trafficking in Women (2)


11/28  Human Trafficking in Women (3): Film Screening and Discussion
*Trading Women* (2002), directed by David A. Feingold (77 min.)

11/30  Fantasies of Empowerment – *Distribution of Final Exam*

Recommended:

12/07  Final Exam (Due: 5:00 pm)

12/10  Analytical Paper (Due: 5:00 pm)
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Chemical Engineering

2. Course prefix, number and complete title CHEN 430, Risk Analysis in Safety Engineering

3. Course description (not more than 50 words) Concepts of risk and risk assessment, which uses all available information to provide a foundation for risk-informed and cost-effective engineering practices. Examples and exercises are drawn from a variety of engineering areas.

4. Prerequisite(s) Junior or Senior status classification Cross-listed with SENG 430

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

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

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

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

B.S. in engineering

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

10. Prefix | Course # | Title (exclude punctuation) | ANALYSIS

   CHEN 430 | RISK ANALYSIS IN SAFETY ENG

   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code

   0 3 0 0 0 3 1 4 0 1 0 1 0 0 0 6 0 5 9 0 7 - 0 8 0 1 0 3 6 6

   Do not complete shaded area.

Approval recommended by:

Head of Department

Date 11/21/07

Chair, College Review Committee

Date 11/20/07

Head of Department (if cross-listed course)

Date 11/26/07

Dean of College

Date 11/30/07

Submitted to Coordinating Board by:

Dean of College

Date

Director of Academic Support Services

Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
CHEN 430, Risk Analysis in Safety Engineering

Syllabus

Instructor: William J. Rogers, Chemical Engineering Department


Prerequisites: Junior or senior class

Exams: I
II
Final

Grading:

<table>
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<th>Component</th>
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<td>Exam I</td>
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<td>Final</td>
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<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Homework</td>
<td>15%</td>
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<tr>
<td>Project</td>
<td>15%</td>
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Description
In all engineering disciplines, systems and processes are growing in complexity and cost. Increasing demands for health, security, and environmental quality are leading to more stringent requirements for safety, reliability, and performance. Engineering risk assessment can provide a foundation for cost-effective practices to benefit industry and the public. This course teaches the fundamental concepts, techniques, and applications of risk analysis and risk-informed decision making for students in all engineering fields. Practical uses of the methods are demonstrated in exercises and case studies from diverse engineering areas.

Objectives
Learn the fundamentals of risk analysis and their utility for engineering applications and risk decisions involving wide ranges of engineered systems throughout their life cycle.

Materials, Exams
Each of the first 2-hour exams will cover about 1/3 of the course applications and will be based on material covered or distributed in class and homework. The final exam will represent all course material. The text and distributed materials will supplement class lectures, which will include material that is not covered in the text.

Homework
A homework problem set will be assigned every week and will be due the following week.

Projects
Each team of 3 students will perform and present a project consisting of a literature search, analysis, and a project report with a presentation to involve the entire class in questions and discussions following the presentation.
# Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Text</th>
<th>Classes</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>Ch 1</td>
<td>2</td>
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<tr>
<td>Knowledge, information, and uncertainty in engineering</td>
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<td></td>
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<tr>
<td>Risk analysis methods</td>
<td>Ch 2</td>
<td>8</td>
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<tr>
<td>Assessment, management, acceptance, communication</td>
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<td></td>
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<tr>
<td>Basic principles of reliability and probability</td>
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<tr>
<td>Logic modeling, fault tree, event tree, dependant failures</td>
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<td></td>
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<tr>
<td>System definition and structure</td>
<td>Ch 3</td>
<td>6</td>
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<tr>
<td>System models, work breakdown structure</td>
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<tr>
<td>Decision trees, networks, system engineering</td>
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<td>Reliability analysis of systems</td>
<td>Ch 4</td>
<td>6</td>
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<td>Reliability assessment, empirical analysis, case studies</td>
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<td>Consequence assessment</td>
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<td>Cause-consequence diagrams, economic modeling</td>
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<td>Consequence propagation</td>
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<tr>
<td>Engineering economics</td>
<td>Ch 6</td>
<td>5</td>
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<tr>
<td>Role of uncertainty and risk, economic equivalence</td>
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<tr>
<td>Economic risk and performance acceptance</td>
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<tr>
<td>Risk control methods</td>
<td>Ch 7</td>
<td>4</td>
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<tr>
<td>Risk aversion, benefit-cost analysis, decision trees</td>
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<tr>
<td>Testing, repair, maintenance, monitoring</td>
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<td>Data needs for risk analysis</td>
<td>Ch 8</td>
<td>4</td>
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<td>Data sources, expert opinion elicitation</td>
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<td>Two exams outside class hours</td>
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<td>Total Class Hours</td>
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</table>

## Americans with Disabilities Act (ADA) Policy Statement

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

## Academic Integrity Statement

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

Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Chemical Engineering.

2. Course prefix, number and complete title: CHEN 460, Quantitative Risk Analysis in Safety Engineering.

3. Course description (not more than 50 words): Fundamental concepts, techniques, and applications of risk analysis and risk-informed decision making for engineering students. Practical uses of probabilistic methods are demonstrated in exercises and case studies from diverse engineering areas.

4. Prerequisite(s): Senior or Graduate status classification. Cross-listed with SENG 460. Cross-listed courses require the signatures of both department heads.

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No. If yes, how many times? ______. Indicate the number of students enrolled for each academic period it was taught. 26 - 2007 A.

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

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

B.S., M.S., Ph.D. in engineering.

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

10. Prefix | Course # | Title (exclude punctuation) | Analysis
      CHEN 460 | QRISK ANAL IN SAFETY ENG

<table>
<thead>
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<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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</tr>
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Do not complete shaded area.

Approval recommended by:
Head of Department 11/16/07
Head of Department (if cross-listed course) 11/26/07

Chair, College Review Committee 11/30/07
Dean of College 11/30/07

Submitted to Coordinating Board by:
Dean of College 11/30/07

Director of Academic Support Services 11/30/07

Date 11/30/07

Effective Date 11/30/07

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-1099
CHEN 460, Quantitative Risk Analysis in Safety Engineering

Syllabus

Instructor: M.S. Mannan and W. J. Rogers, Chemical Engineering Department
        mannan@tamu.edu, wjrogers@tamu.edu

Class Sessions: JEB 111; MWF, 10:20 – 11:10 am

Teaching Assistants: Chunyan Qu, Yu Zhu

Office Hours: TBA

Textbook: Mohammad Modarres, Risk Analysis in Engineering: Techniques, Tools,
        and Trends, Taylor & Francis, 2006

Prerequisites: Junior or senior class

Exams: I Wednesday, February 28, 7:00 – 9:00 pm
       II Wednesday, April 11, 7:00 – 9:00 pm
       Final Tuesday, May 8, 8:00 –10:00 am

Grading: Exam I 17.5%
         Exam II 17.5%
         Final 25%
         Quizzes 10%
         Homework 15%
         Projects 15%

Objectives
Learn the fundamentals of risk analysis and their utility for engineering applications and risk
decisions.

Materials, Exams
Each of the 2-hour exams, Exam I and II will cover about 1/3 of the course applications and will
be based on material covered or distributed in class and homework. The Final Exam will be
comprehensive and cover all course materials. The text will supplement class lectures, which
will include some material that is not covered in the text.

Homework
A homework problem set will be assigned every week and will be due the following week.

Projects
Each team of 3 students will perform and present a project consisting of a literature search,
analysis, and a project report with a presentation to involve the entire class in questions and
discussions following the presentation.
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<td>Introduction</td>
<td>Ch 1, 2</td>
<td>4</td>
</tr>
<tr>
<td>Risk concepts; hazard &amp; risk analysis; risk management</td>
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<td></td>
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<tr>
<td>Quantitative risk assessment (QRA) methods</td>
<td>Ch 3</td>
<td>9</td>
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<tr>
<td>QRA structure, risk ranking</td>
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<tr>
<td>Logic modeling, fault tree, event tree, dependant failures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic reliability mathematics; review of probability</td>
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<tr>
<td>Performance assessment</td>
<td>Ch 4</td>
<td>9</td>
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<tr>
<td>Equipment data analysis, availability</td>
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### Americans with Disabilities Act (ADA) Policy Statement

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

### Academic Integrity Statement

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

Texas A&M University  
Departmental Request for a New Course  
Undergraduate ▪ Graduate ▪ Professional 
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of **Atmospheric Sciences**

2. Course prefix, number and complete title **GEOS 444:** The science and politics of global climate change

3. Course description (not more than 50 words): An examination of the policy and scientific debate over climate change; how scientific debates produce “knowledge”; how political debates produce policies; how policy debates use science; scientific evidence for climate change; impacts of climate change; possible responses to climate change; the political debate over climate change.

4. Prerequisite(s) One semester of physics or one science core course

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

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

7. Has this course been taught as a 489/689? □ Yes ☑ No If yes, how many times? ____ 2 ____ Indicate the number of students enrolled for each academic period it was taught. 11-12 2006 A, 2007 A

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

   BS in Environmental Studies and Environmental Geosciences, BS in Meteorology

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

10. Prefix | Course # | Title (exclude punctuation) | Sci & Politics | Clim Chg | Sci & Politics | Clim Chg |
    | GEOS 444 | Climate Science & Policy | Postgraduate Course Development

    Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
    | D0 | 030 | 040 | 010 | 020 | 1320 | 08 - 09 | 003 632 |

Do not complete shaded area.

Approval recommended by:


Head of Department (if cross-listed course)  Date  Dean of College  Date

Submitted to Coordinating Board by:  Date

Director of Academic Support Services  Date  Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-504
Syllabus
GEOS 444 – The science and politics of global climate change

Prof. Andrew Dessler
adessler@tamu.edu, 862-1427
Eller O&M 906a
Office hours: Monday and Wednesday 2-3, or by appointment.

This course will investigate the policy and scientific debate over global warming. It will also explore our options for responding to climate change, and how to evaluate them. Finally, the present deadlocked political debate over global warming will be explored. This course is designed for senior- or graduate-level students.

Books:

Linden, The Winds of Change: Climate, Weather, and the Destruction of Civilizations

Schedule:
Thurs. Jan. 16. Introduction to the class

Tues. Jan. 23. Positive vs. Normative questions, how science works

Positive questions: How science works
Scientific method, peer review, replication, prediction
Framing debates

Tues. Jan. 30: The interaction of science and politics
Scientific assessments

Thurs. Feb. 1: Energy and radiation
Background on radiation
Blackbody radiation
First part of “The Persuaders”

Tues. Feb. 6: Radiation and energy balance
Zero-layer model
Second part of “The Persuaders”

Thurs. Feb. 8: The greenhouse effect and climate feedbacks
One-layer model
One-layer and two-layer models and surface temperature
Feedbacks
Stable and unstable equilibria

Tues. Feb. 13: Radiative forcing
Greenhouse gases and budgets
Water vapor, lapse rate, albedo, clouds
Carbon cycle

Thurs. Feb. 15: Carbon cycle

Tues. Feb. 20. Is the climate warming? (part I)

Thurs. Feb. 22: Is the climate warming? (part II)

Tues. Feb. 27: Are humans to blame?

Thurs. March 1: What future changes can we expect?
   Climate models
   Emissions scenarios
   Future predictions
   Temperature
   Other elements of climate

Tues., March 6: Review for exam

Thurs., March 8: Exam

March 13-15. SPRING BREAK

Tues., March 20: Background on climate change policy

Tues. Feb. 27: Impacts of climate change
   To climate system (human impacts discussed later)

Thurs. March 1: Impacts and adaptation
   Impacts on humans
   Example: Snow in Aspen
   Example: Water availability

Tues. March 20: Policy options to reduce CO₂ emissions

Thurs. March 22: Balancing costs and benefits of various response options
   Discounting
   Marginal costs and benefits
   Geoengineering
   Risks
   Example: Should we use CFCs to warm a planet?

Tues. March 27: How much oil is left?

Thurs. March 29. The political debate
   The advocates
   Present positions

April 3-5. The political debate (cont’d)
   Arguments against action and the use of science
   Example of a previous debate: ozone depletion
Tues. April 10: Discounting, costs of mitigation, costs of adaptation/impacts

Thurs. April 12: Cont’d: Costs of mitigation, costs of adaptation/impacts

April 17-19. The political debate
   Elements of an effective response to climate change (cont’d)
   Political strategies
   Adjusting response over time

Tues. Apr. 24: Integrated assessment models

Thurs. Apr. 26: The future of the climate change debate

Tues. May 1: Review of semester

Class evaluation:
Bi-weekly writing assignments/homework — typically a few paragraphs of analysis of a
reading assignment, class discussion, or news coverage of climate change (40%)
Mid-term exam (25%)
Final exam (25%)
Class participation (10%)

Grading scale:
A: 90-100
B: 80-90
C: 70-80
D: 60-70
F: below 60

This class will follow the University’s policy for excused absences. For more
information, please see Section 7 of the student rules: http://student-rules.tamu.edu.

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provides comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a learning
environment that provides for reasonable accommodation of their disabilities. If you
believe you have a disability requiring an accommodation, please contact the Department
of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall. The
phone number is 845-1637.

Copyright and Plagiarism Policy

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

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words,
 writings, etc., which belong to another. In accordance with this definition, you are
committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

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

Know the Code

Aggie Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the Code of Honor website: *www.tamu.edu/aggiehonor/*.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of College of Geosciences

2. Course prefix, number and complete title of course: GEOS 481 Seminar

3. Course description (not more than 50 words): Acquaint students with current research themes in the environmental field.

4. Prerequisite(s) J unior or Senior cl assification Cross-listed with n/a

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix | Course # | Title (excluding punctuation)
    GEOS 481 Seminar

    Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
    0 | 1 | 1 | 14006010002 | 132008-09 | 003632
    Level | 4

Approval recommended by:

[Signature]
Head of Department

Date

Submitted to Coordinating Board by:

[Signature]
Director of Academic Support Services

Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
Environmental Programs in the College of Geosciences  
Texas A&M University  
GEOS481  
Seminar in Environmental Geosciences  
1 Credit (may be taken up to 4 times for credit)

Instructor:  Dr. Andrew Millington  
CSA201B  
millington@geog.tamu.edu, 979-845-6324

Course Description: Acquaint students with current research and professional activities in the environmental geosciences. Seminars will be given by faculty in the A&M system and environmental geoscience professionals.

Meeting Location, Day and Time: To be predetermined by the instructor prior to initiation of course and to be documented in the course syllabus.

Reading materials: Readings will be assigned based on the seminar topics in any given semester. Readings will be in the form of articles from scientific journals and professional magazines.

Prerequisite: Junior or senior classification.

Course Calendar: To be predetermined with instructor prior to initiation of project and be documented in the course syllabus.

Assessment and Grading: Assessment will be through seminar attendance, and the completion of two term papers based on two seminars of the seminars attended. 33% of the assessment will be derived from attendance, and 33% each from the two seminar papers.

Grading scheme is as follows: A >90, B 80-89, C 70-79, D 60-69, Fail <59.

Americans with Disabilities Act (ADA) Policy Statement:

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Academic Integrity Statement:

"Aggies do not lie, cheat or steal, nor do they tolerate those who do."

"The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a
symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other."

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Mathematics.


3. Course description (not more than 50 words): Logic, methods of proof, set theory, functions and sequences, growth of functions, mathematical induction, divide-and-conquer recursions, relations, equivalence relations, and finite-state machines.

4. Prerequisite(s) Math 151 or equivalent Cross-listed with Cross-listed courses require the signature of both department heads.

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

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

7. Has this course been taught as a 289-489-689? □ Yes □ No If yes, how many times? ______ indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix Course # Title (excluding punctuation)
    MATH 202 DISCRETE MATH FOR COMP SCI
    Lect Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 2 7 0 3 0 1 0 0 2 1 8 7 5 0 0 0 3 6 3 2
    Level 2

Approval recommended by:
Head of Department Date
Chair, College Review Committee Date

Head of Department (if cross-listed course) Date
Dean of College Date

Submitted to Coordinating Board by:
Dean of College Date

Director of Academic Support Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845.3836.
OAR AS-04-07

100 of 293 D
Math 202: Discrete Mathematics for Computer Science
Course Information

Course Description: Credit 3. Logic, methods of proof, set theory, functions and sequences, growth of functions, mathematical induction, divide-and-conquer recursions, relations, equivalence relations, and finite-state machines.

Pre-requisite: MATH 151 or equivalent.


Course requirements and grades:
Three exams at 20% each, final exam at 30%, and assignments at 10%. Grades are assigned as follows based on your average: A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (0-59%).

Weekly Schedule (tentative):
Week 1: 1.1-1.3
Week 2: 1.4-1.6, (1.7 optional)
Week 3: 3.1, 3.2 (emphasis on 3.2)
Week 4: 2.1-2.3
Week 5: Exam 1, 2.3, 2.4
Week 6: 2.4, 4.1
Week 7: 4.1, 4.2
Week 8: 4.3, 4.4, 7.1
Week 9: Exam 2, 7.1, 7.3
Week 10: 5.1-5.4
Week 11: 5.5, 3.8, 8.1
Week 12: 8.3-8.5
Week 13: Exam 3, 12.1
Week 14: 12.3-12.5

Homework: Homework will be assigned regularly and will be graded.

Make-up policy: Make-ups for missed homework and exams will only be allowed for a university approved excuse in writing. Consistent with University Student Rules, students are required to notify an instructor by the end of the second working day after an absence. Otherwise, they forfeit their rights to a make-up.
Americans with Disabilities Act (ADA) Policy Statement

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the office of Services for Students with Disabilities (SSD), Room 118 of the Cain Hall, 845-1637.

Aggie Honor Code
“An Aggie does not lie, cheat, or steal or tolerate those who do.”

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Copyright Statement

Please note that all written and web materials for this course are protected by copyright laws. You may xerox (or download) one copy for your own use, but multiple copies or the sale of any of these materials is strictly prohibited.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus. •

1. This request is submitted by the Department of Neuroscience (undergraduate minor)

2. Course prefix, number and complete title of course: NRSC-311, Comparative Psychology

3. Course description (not more than 50 words): Survey of problems, principles, and methods of animal psychology; animal learning, motivation, discriminative processes, and abnormal, social, and instinctual behaviors

4. Prerequisite(s) ________ Cross-listed with ________  
Cross-listed courses require the signature of both department heads.

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No  
If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught.

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

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

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

10. Prefix | Course # | Title (excluding punctuation)  
 NRSC 311 COMPARATIVE PSYCHOLOGY

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Approval recommended by:  

Head of Department  

Date  

Chair, College Review Committee  

Date

Head of Department (if cross-listed course)  

Date

Dean of College  

Date

Dean of College  

Date

Submitted to Coordinating Board by:  

Director of Academic Support Services  

Date  

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

103 of 293 D
Neuroscience 311/Psychology 311  Comparative Psychology

Professor:  Tony Bourgeois  
Office:  209 Psychology Building  
Phone:  845-0376  
Email:  tony-bourgeois@tamu.edu  
Office Hours:  MW 1:00 – 2:00 or by appointment (set up and confirm via email)  


********You may choose to share a book with other students in the class.  

Lecture outlines will be emailed to you via your NEO email address. Hopefully, you will take notes on the provided outline. Please ensure that your forwarding information registered in the NEO system is current.  

Exam Information:  

There will be four exams, each worth 100 points. The quizzes will be some combination of multiple choice, matching, identification and essay questions. Conceptual as well as factual information will be emphasized.  

A research paper worth 200 points will be required. The research paper must be at least 30 pages (including References) in length (Font size = 12; 1.5 inch margins; double spaced) and will be typed. Within reason, appropriately sized pictures, tables, or figures may be included. With specified exceptions, the APA style must be used if the term paper is to be graded!!!!!! Your research paper topic must be approved by September 25th at the latest. The research paper must be turned in on Thursday November 29th. A 10 point per day penalty will be assessed against all late papers (except in cases of university-excused absences). No term paper will be accepted after Tuesday December 4th.  

A 90, 80, 70, 60 percent curve (based on the 600 total points) will be used, thus 540 total points will be required for an "A", 480 points for a "B", 420 points for a "C", and 360 points for a "D".  

Attendance Requirements:  

Attend all classes regularly and promptly. I do not appreciate students that sign the roll sheet and leave during lectures. Check with me before hand if you really must leave early. Lecture outlines are exactly that. The lectures supplement the lecture outlines extensively. Exam questions will emphasize material covered in lectures. Your letter grade will be lowered by one grade (e.g., an “A” reverts to a “B”, etc...) for each absence in excess of 2 unexcused absences. Excused absences must be submitted in writing upon your return to class; please include the phone number of the person providing the excuse. Please note that in the past, those attending class on a regular basis do very much better in the course.  

Only students with official University excused absences will be allowed to makeup missed quizzes. The format of the makeup quizzes may differ from the regularly scheduled exams.  

Research Paper Guidelines  

APA Style Manual (Fourth Edition) is available in the bookstore ($20.00) or for examination in my office. Many students simply Xerox a copy of a 2005/2006 Psychological Bulletin article. Psychological Bulletin is an APA journal that publishes extremely fine term papers (typically called "Literature Reviews"). As such, it has examples of the most frequently asked questions concerning the APA style.  

APA Style Online: uwec.tamu.edu (click on students, then webiography, then Alphabetical Index, finally, click on APA documentation. Additionally, a APA Research Style Crib Sheet will be emailed to all students. (http://www.wooster.edu/psychology/apa-crib.html), OR: http://dianahacker.com/ressdoc/social_sciences/intext.html
Tentative Calendar describing the scheduling of lecture topics and the exam dates:

Aug 28-Sept 18............Course description; Historical Aspects; Approaches to Animal behavior; Behavior Genetics; Environmental Influences.

Sept 20............ Exam 1 (Notes; Ch 1; skip Ch.2 then through p 85 in Ch. 3)

Sept 25-Oct 16............Learning & Environmental Influences; Neural Mechanisms (Ch. 4); Sleep; Organization of Behavior (Ch. 5).

Oct 18 ............ Exam 2 (Notes; Ch 4 & 5)

Oct 23-Nov 8 ........ Antipredator/Feeding; Habitat Selection; Communication

Nov 13 ............ Exam 3 (Chapters 6, 7, 8, 9)

Nov 15-Dec 4 ........ Reproduction/Mating/Parenting; Evolution of Social Behavior; Evolution of Human Behavior

Dec 10 ............ Exam 4 (Chapters 10, 11, 12, 13, 14) Final Exam Schedule = Monday, Dec 10th, 1:00

Examples of term paper topics (Additional papers are available in my office for your inspection).

- Ethical Issues in Animal Behavior
- Sleeping Behavior of River Dolphins
- Bonobos (Pygmy) Chimpanzees
- Courtship Patterns of Dolphins
- A Comparison of Wild and Domesticated Canids
- Territorial Defense in Cichlids
- Sleep Behavior in Animals
- Social Behavior of Cats
- Communication in Wolves
- Placental, marsupial, and Monotreme mammals.

- Historical Aspects of Animal Behavior
- Chimpanzee Politics
- The Society of Wolves
- Sex Life of Elephants
- My Friend "Fluffy" the Cat
- Equine Behavior
- The Maternal Instinct of the Cat
- The Evolution of Antipredator Behavior
- The effects of non-indigenous species upon native species
- The behavior of Dinosaurs

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On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Copyright
September 21, 2007

TO: University Curriculum Committee

THROUGH: Dr. Tim Scott, Associate Dean
          College of Science

THROUGH: Dr. Pamela Mathews, Associate Dean
          College of Liberal Arts

THROUGH: Dr. Les Morey, Head
          Psychology

FROM: Dr. Jim Grau, Chair
      Faculty of Neuroscience

The Faculty of Neuroscience (FNS) is an interdisciplinary group that has established a minor in Neuroscience (NRSC). The minor is built upon a set of relevant courses approved by both the FNS Curriculum Committee and the FNS Executive Committee. To clarify which courses count towards the minor, we are seeking to cross-list established approved courses with a NRSC prefix and title. The attached documents address this issue with respect to PSYC-311, Comparative Psychology. This course will be cross-listed with its Neuroscience equivalent, NRSC-311, Comparative Psychology.

Students wishing to take this course for credit towards their minor will be directed to enroll in NRSC-311. Students wishing to use this course towards the completion of their degree in Psychology will be directed to PSYC-311.

Comparative Psychology has been taught for many years in the Psychology Department and it is generally offered at least once per year. The content of this course includes materially traditionally covered within the area of neuroscience, and for this reason, the FNS would like to have it cross-listed with a NRSC prefix.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Neuroscience (undergraduate minor)

2. Course prefix, number and complete title of course: NRSC-320, Sensation-Perception

3. Course description (not more than 50 words): Review of sensory physiology, sensory and perceptual phenomena and the major perceptual theories; current research in the field.

4. Prerequisite(s) Cross-listed with PSYC-320

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

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

7. Has this course been taught as a 289/489/689? □ Yes ☑ No
   If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

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

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

10. Prefix Course # Title (excluding punctuation)
    NRSC 320 SENSATION- PERCEPTION
    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 3 0 2 4 0 1 0 0 0 2 2 5 1 4 0 8 0 9 0 0 3 6 3 2
    Level 3

Approval recommended by:
Head of Department
Date
Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

107 of 293 D
Neuroscience 320/Psychology 320 (Honors) - Sensation and Perception  
Fall 2007  
Meeting Time: Tuesday & Thursday 12:45-2:00  
Meeting Place: PSYC 337

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Heather Bortfeld</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Psych 255</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tuesday/Thursday 11-12</td>
</tr>
<tr>
<td>Phone:</td>
<td>845-2746</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:hbortfeld@psych.tamu.edu">hbortfeld@psych.tamu.edu</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://people.tamu.edu/~bortfeld">http://people.tamu.edu/~bortfeld</a></td>
</tr>
</tbody>
</table>

**Prerequisites**  
PSYC 107, 203, & 204 or Junior Classification

**Course Description**

How do we see and hear? How does the brain make sense of all the sensory inputs it gets to produce the rich perceptual world you experience? Through lectures, in-class demonstrations, and discussions, we will focus on how the anatomy and physiology of the eye and ear (and related parts of the brain) allow us to understand speech, perceive color, see motion and depth, and even recognize faces. We will examine the other senses as well and discuss current issues in perceptual research.

**Required Reading**


**Note:** *pdfs of articles will be posted on the web periodically. I will mention them in class and you are responsible for downloading them. If you miss class, check the web to make sure you’re on track with readings!*

**Grading**

Your grade will be determined by your scores on four quiz-like assessments, one midterm exam, one final exam, and one paper. Weighting of grades will be as follows:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short assessments (four)</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm assessment</td>
<td>25%</td>
</tr>
<tr>
<td>Final assessment</td>
<td>25%</td>
</tr>
<tr>
<td>Paper</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
**Topics and Readings (Weekly)**

<table>
<thead>
<tr>
<th>Week 1 (8/28 &amp; 8/30)</th>
<th>Philosophy and Methods of Perception</th>
<th>Wolfe 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 (9/4 &amp; 9/6)</td>
<td>Physiology of Perception: Light and Eyes</td>
<td>Wolfe 2</td>
</tr>
<tr>
<td>Week 3 (9/11 &amp; 9/13)</td>
<td>Neurology of Perception: Neural Pathways</td>
<td>Wolfe 3</td>
</tr>
<tr>
<td>Week 4 (9/18 &amp; 9/20)*</td>
<td>Pattern Recognition</td>
<td>Wolfe 4</td>
</tr>
<tr>
<td>Week 6 (10/2 &amp; 10/4)*</td>
<td>Perceiving Depth and Size</td>
<td>Wolfe 6</td>
</tr>
<tr>
<td>Week 7 (10/9 &amp; 10/11)</td>
<td>Perceiving Motion and Action</td>
<td>Wolfe 7</td>
</tr>
<tr>
<td>10/11</td>
<td>Midterm Exam</td>
<td>In class</td>
</tr>
<tr>
<td>Week 8 (10/16 &amp; 10/18)</td>
<td>Attention</td>
<td>Wolfe 8</td>
</tr>
<tr>
<td>Week 9 (10/23 &amp; 10/25)*</td>
<td>Physiology of Perception: Sound and Ears</td>
<td>Wolfe 9</td>
</tr>
<tr>
<td>Week 10 (10/30 &amp; 11/1)</td>
<td>Sound Localization and Analysis</td>
<td>Wolfe 10</td>
</tr>
<tr>
<td>Week 11 (11/6 &amp; 11/8)*</td>
<td>Music and Speech Perception</td>
<td>Wolfe 11</td>
</tr>
<tr>
<td>Week 12 (11/13 &amp; 11/15)</td>
<td>Touch</td>
<td>Wolfe 12</td>
</tr>
<tr>
<td>11/15</td>
<td>Illusion Paper Due</td>
<td>In class</td>
</tr>
<tr>
<td>Week 13 (11/20)</td>
<td>Smell</td>
<td>Wolfe 13</td>
</tr>
<tr>
<td><strong>No class Thursday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14 (11/27 &amp; 11/29)</td>
<td>Taste</td>
<td>Wolfe 14</td>
</tr>
<tr>
<td>12/4</td>
<td>Review</td>
<td>In class</td>
</tr>
</tbody>
</table>
EXAMS

Short Assessments

There will be four short assessments (sort of like quizzes, but I don’t like to call them that). These will take place at the beginning of class on the day designated with an asterisk. Assessments will be short and simple and are designed to keep you on top of the basic points we go over in class and in your readings. These will begin at 12:45 and end at 1:00 sharp, so be on time.

Short Assessments will be worth 20% of your final grade.

Midterm Exam

The midterm exam will take place on October 11th in class. It will consist of multiple choice/short answer type questions, culled from the chapters covered up to this point. This will be designed to assess your grasp of specific terms and concepts highlighted in the text and in class.

The midterm will be worth 25% of your final grade.

Last Exam

The last exam will consist of multiple choice/short answer type questions, culled from the chapters covered between the midterm and up to this point. This will be designed to assess your grasp of specific terms and concepts highlighted in the text and in class. It is NOT cumulative.

The last exam will be worth 25% of your final grade.

ILLUSION PAPER

Your assignment is to create or modify a visual or other perceptual illusion and present it in a paper (no more than 5 pages long), explaining how it works at the level of information processing, explaining what this reveals about how that part of perception works under normal (i.e. everyday or non-illusory) circumstances, and discussing how much and in what ways the illusion can be changed before it no longer works. You should be sure to discuss the assumptions or constraints in normal audition or vision that your illusion highlights.

In order to get started, you may wish to look at books of illusions, illusion papers in such journals as Perception or Scientific American in order to get a sense of the scope of possible illusions. Depending on the kind of illusion you choose to do, you may also find it helpful to read a review article about the kind of information you want to manipulate in your illusion. In order to write a good paper, you will probably need to read some experimental papers that are not about illusions per se, but are relevant to the kind of perceptual processing that your illusion is supposed to highlight. You may find it helpful to read some of these before creating your illusion or choosing one for adaptation. Make sure to reference papers that are relevant to your explanation. If you base your illusion on another (or are inspired by another), you must cite that source. Should you come across an illusion that is similar to your own, you should also reference that source, and may wish to compare the two illusions. Undoubtedly, others will have had similar ideas, but it is expected that those ideas will be acknowledged (use primary sources - this means journal articles and book chapters, not sections from textbooks or web sites).
Papers will be graded on the basis of the clarity and thoroughness of your discussion of the illusion, and on the creativity and conceptual integration of your illusion and explanation as a whole. Note that a completely original illusion is great, but not required; it is more important to explain whatever you choose to present.

The Illusion Paper will be worth 30% of your final grade.

**OTHER STUFF…**

…Regarding Course Organization and Expectations (or: Answers-to-Anticipated-Questions)

**Syllabus:** The syllabus is designed to provide information about the structure, content, and requirements for the course. Please read through it carefully and ask questions if there is anything that is not clear. Review the course requirements and make note of the dates for turning in the paper and taking exams. Late assignments and make-up exams will be allowed only under extraordinary circumstances (in cases of documented university-excused absences). It is your responsibility to provide the proper documentation for university excused absences and plan ahead and to contact me if you are having other problems.

**Course Website:** Slides used during the lectures will be posted on a course website within a day following each lecture. I encourage you to check the website regularly, as I regularly use it to post announcements, reminders, clarifications, and helpful hints.

**Grades:** Please keep all your graded items after I've returned them to you. As careful as I am, mistakes can be made when recording grades. It is also a good idea to keep a hard- and soft-copy of your paper and its components even after you turn them in. If there is a discrepancy, having these materials will be useful for clearing it up.

**Incomplete Grades:** Incomplete grades will be given in extremely rare and extraordinary circumstances. Students are expected to plan ahead in starting assignments and to keep up with the reading throughout the term. Any unusual circumstances that may impede a student’s progress in the course should be discussed with me as soon as possible.

**Difficulties:** If you are having difficulties understanding the material, come and see me as soon as possible. Such difficulties cannot be remedied if you wait until the last minute to deal with them. Likewise, any student with a disability or special circumstances that may limit his or her ability to perform to full potential in this course should contact me personally as soon as possible.

**Unpleasantries:** I expect all students in this course to abide by the honor code. Plagiarism, etc. will not be tolerated.

**Aggie Honor Code**
"An Aggie does not lie, cheat, or steal or tolerate those who do"

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:
“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
Please Note:

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Services, Services for Students with Disabilities, in Room 118B Cain Hall, or call 845-1637.
September 21, 2007

TO: University Curriculum Committee
THROUGH: Dr. Tim Scott, Associate Dean
College of Science
THROUGH: Dr. Pamela Mathews, Associate Dean
College of Liberal Arts
THROUGH: Dr. Les Morey, Head
Psychology
FROM: Dr. Jim Grau, Chair
Faculty of Neuroscience

The Faculty of Neuroscience (FNS) is an interdisciplinary group that has established a minor in Neuroscience (NRSC). The minor is built upon a set of relevant courses approved by both the FNS Curriculum Committee and the FNS Executive Committee. To clarify which courses count towards the minor, we are seeking to cross-list established approved courses with a NRSC prefix and title. The attached documents address this issue with respect to PSYC-320, Sensation-Perception. This course will be cross-listed with its Neuroscience equivalent, NRSC-320, Sensation-Perception.

Students wishing to take this course for credit towards their minor will be directed to enroll in NRSC-320. Students wishing to use this course towards the completion of their degree in Psychology will be directed to PSYC-320.

Sensation-Perception has been taught for many years in the Psychology Department and it is generally offered at least once per year. The content of this course includes materially traditionally covered within the area of neuroscience, and for this reason, the FNS would like to have it cross-listed with a NRSC prefix.
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Neuroscience minor

2. Course prefix, number and complete title of course: NRSC 331 - Social Neuroscience

3. Course description (not more than 50 words): Integration of biological and psychological explanations of social behavior; recent research and theories in social neuroscience; emotion, motivation, aggression, face processing, empathy, social cognition, and social relationships.

4. Prerequisite(s): PSYC 107 or permission of instructor; junior or senior classification

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

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

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

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

10. Prefix: NRSC Course # 331 Title (excluding punctuation) SOCIAL NEUROSCIENCE

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
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<tbody>
<tr>
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<td>3 3024010002251408 - 09</td>
<td>003632</td>
<td>Level 3</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by: [Signature]

Head of Department Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by: [Signature]

Director of Academic Support Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

114 of 293 D
Social Neuroscience PSYC/NRSC 331  
Texas A&M University; Spring, 2008

Eddie Harmon-Jones, Ph. D.  
Office: 218 Psychology Bldg.  
Office hours: by appointment  
Phone number: 845-9524  
email: eddiehj@gmail.com  
Class Meets:

Readings from journal articles will be provided in Adobe PDF at the main library website.


Prerequisites. PSYC 107; junior or senior status; approval of instructor.

Goals and Requirements of the Course
The purpose of this course is to provide an overview of issues in social neuroscience. We will cover areas of research and theory that are currently important in social neuroscience. In addition to providing you with an overview of research and theory in social neuroscience, I hope that this course stimulates you to think critically, complexly, and integratively.

Research Proposal Presentations. In two classes, you will present a research proposal to the class. The research proposal should be based on the ideas, theories, and research of that week. The presentation should be in powerpoint and the ppt files should be given to me after the presentation.

Mid-term and Final paper. You will be asked to write two papers (less than 2500 words; indicate number of words on page 1). These papers should be a research proposal that extends some of the research discussed in the class. The papers are due March 25 and May 6.

Grading. Final grades will be based on your class participation (10%), presentations (25% for each of two), and papers (20% for each of two).

Keep your graded papers until you receive your grade card.

Attendance. If you need to miss a class due to participation in a University-sanctioned event or observance of a religious holiday, please let me know in advance when you will miss, when feasible. University rules apply (see http://student-rules.tamu.edu/rule7.htm).

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in B-118 Cain Hall or call 845-1637.
Academic Integrity Statements
AGGIE HONOR CODE "An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/. Pledge: On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Assigned readings and due dates may vary from this schedule. Changes will be announced in class.

During the first meeting of each week, I will provide a background lecture over the material to be covered that week. During the second meeting of the week, students will make research proposal presentations.

**Week 1**
Introduction and Research Methods
Chapter 1 of *Social Neuroscience*

**Week 2**
Motivation
Chapters 7 and 10 of *Social Neuroscience*

**Week 3**
Motivation
Chapters 8 and 9 of *Social Neuroscience*

**Week 4**
Emotion

**Week 5**
Emotion
Chapters 3 and 4 of *Social Neuroscience*

**Week 6**
Emotion
Chapter 5 of *Social Neuroscience*
Jackson et al. (2003). *Psychological Science*
Ochsner & Gross (2005). TICS

**Week 7**
Emotion Regulation
Chapter 2 and 6 of *Social Neuroscience*

**Week 8**
Attitudes and Social Cognition (Basic Attitudes)
Chapter 11 and 14 of *Social Neuroscience*

**Week 9**
Attitudes and Social Cognition (Empathy)
Chapter 12 of *Social Neuroscience*

**Week 10**
Attitudes and Social Cognition
Chapter 13 and 15 of *Social Neuroscience*

**Week 11**
Person Perception, Prejudice and Stereotyping
Chapter 17 and 18 *Social Neuroscience*

**Week 12**
Prejudice and Stereotyping
Chapter 16 of *Social Neuroscience*

**Week 13**
Interpersonal Relationships (Hormones)
Chapters 19 and 21 of *Social Neuroscience*
Week 14
Interpersonal Relationships
Chapters 20 and 22 of *Social Neuroscience*
Eisenberger et al. (2003). *Science*
September 21, 2007

TO: University Curriculum Committee

THROUGH: Dr. Tim Scott, Associate Dean
College of Science

THROUGH: Dr. Pamela Mathews, Associate Dean
College of Liberal Arts

THROUGH: Dr. Les Morey, Head
Psychology

FROM: Dr. Jim Grau, Chair
Faculty of Neuroscience

The Faculty of Neuroscience (FNS) is an interdisciplinary group that has established a minor in Neuroscience (NRSC). The minor is built upon a set of relevant courses approved by both the FNS Curriculum Committee and the FNS Executive Committee. To clarify which courses count towards the minor, we are seeking to cross-list courses in the area with a NRSC prefix and title. The attached documents address this issue with respect to a new course, Social Neuroscience for which we are requesting both a PSYC and NRSC prefix.

Students wishing to take this course for credit towards their minor will be directed to enroll under the NRSC prefix. Students wishing to use this course towards the completion of their degree in Psychology will enroll under the PSYC prefix.
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

• Submit original form and attach a course syllabus. •

1. This request is submitted by the Department of neuroscience minor

2. Course prefix, number and complete title of course: NRSC-332 - Neuroscience of Learning and Memory

3. Course description (not more than 50 words): Brain mechanisms of learning and memory from molecular to behavioral levels; synaptic plasticity, model systems, multiple memory systems, diseases of learning and memory.

4. Prerequisite(s): PSYC 107 or permission of instructor; Cross-listed with PSYC-332

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

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

7. Has this course been taught as a 289/489/689? ☑ Yes ☐ No If yes, how many times? 2. Indicate the number of students enrolled for each academic period it was taught. 2007 - 6 students; Fall - 8 students.

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

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) major in Psychology (BA or BS), minor in Neuroscience

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

10. Prefix | Course # | Title (excluding punctuation)
     ---- | ------- | ------------------
     NRSC | 332 | Neuroscience of Learning and Memory

     Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code | Level |
     0 | 3 | 0 | 0 | 3 | 3 | 0 | 2 | 4 | 0 | 1 | 0 | 0 | 0 | 2 | 3 | 8 | 0 | 8 | 0 | 9 | 0 | 0 | 3 | 6 | 3 | 2 | 3 |

Approval recommended by:

[Signature]

Head of Department

Date: 9/26/07

Chair, College Review Committee

Date: 11/24/07

Dean of College

Date: 11/24/07

Submitted to Coordinating Board by:

[Signature]

Date: 

Effective Date: 

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07

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Neuroscience of Learning and Memory
PSYC/NRSC 332

Professor: Dr. Barry Setlow
Ph: 845-2507
Email: bsetlow@tamu.edu
Office: Psychology room 287

Course Goals: to familiarize students with the neurobiological mechanisms of learning and memory processes, as well as to introduce students to the concepts, theories, and model systems used to understand these mechanisms and their dysfunction in disease states. Each section of the course will focus on different levels of analysis of learning and memory, and will draw from both animal and human research to explain what is known about their biological basis.

Prerequisites: PSYC 107 or permission of the instructor.
Grading: grades will be based on performance on written mid-term and final exams, and two short papers in which you will be asked to design a research experiment. The midterm and final exams are worth 30 and 35% of your final grade, respectively, and the papers are worth 15% (first paper) and 20% (second paper) of your final grade.
Office hours: by appointment


Additional readings as supplied by the professor, posted on WebCT Vista (webctvista.tamu.edu)

Course Schedule

INTRODUCTION – DEFINITIONS, TECHNIQUES, HISTORY, AND BACKGROUND NEUROSCIENCE
(Eichenbaum Chapter 1 and Chapter 2 (pp 29-40)

Tuesday, Aug. 28 Introduction – what is memory and how do we study it?
Thursday, Aug 30 Basic neuroanatomy
Tuesday, Sept 4 Basic neuronal function
Thursday, Sept 6 Basic neuronal function, academic research overview (who has figured all this out and how?)

CELLULAR, SYNAPTIC, AND MOLECULAR MECHANISMS OF MEMORY (“CONNECTIONS”)
(Eichenbaum Chapters 2 and 3; Zhang et al., 2005, Nature; Plath et al., 2006, Neuron)

Tuesday, Sept 11 Mechanisms of memory storage in simple invertebrate systems
Thursday, Sept 13 Mechanisms of memory storage in simple invertebrate systems
Tuesday, Sept 18 Synaptic plasticity and memory in mammalian systems, long-term potentiation (Eichenbaum, Ch 3)
Thursday, Sept 20 Synaptic plasticity and memory in mammalian systems, long-term potentiation (Eichenbaum, Ch 3; Plath et al. 2006).

“SIMPLE” LEARNING – CIRCUITS AND SYSTEMS

Tuesday, Sept 25 Pavlovian conditioning – eyelink conditioning and the cerebellum (Eichenbaum pp. 250-256),
Thursday, Sept 27 Pavlovian conditioning – fear conditioning I (Eichenbaum Chapter 11 + pp. 66-69)
Tuesday, Oct 2  Pavlovian conditioning – fear conditioning II (Eichenbaum Chapter 11 + pp. 66-69)
Thursday, Oct 4  Pavlovian conditioning – taste aversion learning (Bermudez-Rattoni 2004 article)
Tuesday, Oct 9  Learning about rewards – potentiated feeding (Holland & Petrovich, 2005 article)
Thursday, Oct 11  Dopamine and the Rescorla-Wagner model (Tobler et al. 2003 article)
Tuesday, Oct 16  TBA
Thursday, Oct 18  Mid-term Exam

MULTIPLE MEMORY SYSTEMS (“COMPARTMENTALIZATION” AND “COGNITION”)
(Eichenbaum Chapters 4-9 and 12, Miller & Sweatt, 2006, Learning and Memory)

Tuesday, Oct 23  Declarative memory (Eichenbaum pp. 79-138)
Thursday, Oct 25  Declarative memory – animal models, hippocampus information processing
(Eichenbaum chapters 5-6)
Tuesday, Oct 30  1st paper due  Declarative memory – hippocampus information processing (Eichenbaum chapter 6)
Thursday, Nov 1  Scientific American Frontiers video
Tuesday, Nov 6  Multiple memory systems, procedural memory (Eichenbaum chapter 8, pp. 237-250)
Thursday, Nov 8  Memory consolidation and reconsolidation (Miller & Sweatt, 2006; Eichenbaum chapter 12)
Tuesday, Nov 13  Stress and emotional influences on learning and memory (Eichenbaum chapter 12)

PATHOLOGIES OF MEMORY

Thursday, Nov 15  Developmental disorders of learning and memory (Miller 2006, Science; Willemsen et al. 2004,
Mental Retardation and Developmental Disabilities Reviews)
Tuesday, Nov 20  Addiction, learning, and memory I (Hyman et al. 2006, Annual Review of Neuroscience)
Tuesday, Nov 27  Addiction, learning, and memory II (Hyman et al. 2006, Annual Review of Neuroscience)
Thursday, Nov 29  Memory loss in aging – Alzheimer’s disease (Goedert & Spillantini, Roberson & Mucke, 2006,
Science)
Tuesday, Dec 4  2nd paper due, Memory loss in aging – other disease states (Owen 2004, The Neuroscientist)

The final exam is on Friday, Dec 7th from 3-5 pm.

Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University
Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for
information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive
civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with
disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you
believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students
with Disabilities in Room B118 of Cain Hall or call 845-1637.

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Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:
“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
September 21, 2007

TO: University Curriculum Committee

THROUGH: Dr. Tim Scott, Associate Dean
          College of Science

THROUGH: Dr. Pamela Mathews, Associate Dean
          College of Liberal Arts

THROUGH: Dr. Les Morey, Head
          Psychology

FROM: Dr. Jim Grau, Chair
      Faculty of Neuroscience

The Faculty of Neuroscience (FNS) is an interdisciplinary group that has established a minor in Neuroscience (NRSC). The minor is built upon a set of relevant courses approved by both the FNS Curriculum Committee and the FNS Executive Committee. To clarify which courses count towards the minor, we are seeking to cross-list courses in the area with a NRSC prefix and title. The attached documents address this issue with respect to a new course, Neuroscience of Learning and Memory, for which we are requesting both a PSYC and NRSC prefix.

Students wishing to take this course for credit towards their minor will be directed to enroll under the NRSC prefix. Students wishing to use this course towards the completion of their degree in Psychology will enroll under the PSYC prefix.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus. •

1. This request is submitted by the Department of Neuroscience minor

2. Course prefix, number and complete title of course: NRSC 333 - Biology of Psychological Disorders

3. Course description (not more than 50 words): Neurobiology and clinical explanation of molecular mechanisms underlying psychiatric disorders and their drug treatments; depression and bipolar, anxiety disorders, mood disorders, psychosis and schizophrenia

4. Prerequisite(s) __________________________________________________________________________________________

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

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

7. Has this course been taught as a 289/489/689? Yes If yes, how many times? 3 Indicate the number of students enrolled for each academic period it was taught. 06C-7 students/07A-14 students/07C-6 students

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

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

   major in Psychology (BA or BS), minor in Neuroscience

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

10. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | Subject Matter | Content Code | Admin. Unit | Acad. Year | FICE Code |

| NRSC 333 | BIO OF PSYCH DISORDERS | 03 | 3 | 30 | 24 | 10 | 00 | 02 | 25 | 14 | 08 | 09 | 00 | 03 | 63 | 32 | Level 3 |

Approval recommended by: ___

Head of Department Date 11/19/07

Head of Department (if cross-listed course) Date 11/19/07

Chair, College Review Committee Date 11/24/07

Dean of College Date 11/24/07

Submitted to Coordinating Board by: ___

Director of Academic Support Services Date ___________________________

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

124 of 293 D
PSYC333 / NRSC333
Biology of psychological disorders
3 credit hours

Instructor: Dr. Eitan Shoshana
275 Psychology
Phone: 845-2508
Email: seitan@psych.tamu.edu

Office Hours: Mon 3:00 – 4:00 Room 275 Psychology (or by appointment)

Course Objectives: This course is designed to introduce students to the recent neurobiology and clinical development to explain molecular mechanisms underlying psychiatric disorders and their drug treatments.

Prerequisites:
(1) 107-Intro psychology.
(2) 335-physiological psychology OR a year of biology.
(3) Junior or senior classification.

Textbook:

Grading:

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (according to student rule 7: <a href="http://student-rules.tamu.edu/rule7.htm">http://student-rules.tamu.edu/rule7.htm</a>) and Participation - you must be present to participate!</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 4</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100% + bonus points</td>
</tr>
</tbody>
</table>

The final grade will be curved at 10% increments to the highest scoring student in the class. For example if the highest scoring student has 96% of the available points, then those with 87-96 will receive an A, those with 77-86 will receive a B etc.

Regrades: ***Regrade Requests must be made in writing no later than one week after the exam is handed back. The entire exam will be subject to regrade, not just a specific problem, No regrades will be accepted after that time.***

Bonus points: during class time I will be giving short surprise quizzes (about 10-17). They will be graded 0-100. No curving will be applied to these grades. The average grade
PSYC333 / NRSC333
Biology of psychological disorders

of all the quizzes will be divided by 10 and will be added to your final course grade as bonus points. For example if your average grade in the quizzes is 78, your bonus points will be 7.8. Given the surprise nature of these quizzes, if you do miss a quiz there is no re-do and your grade for that particular quiz will be zero. However, if you miss a quiz for a legitimate reason (see student rule 7 for attendance) the zero will be taken off your grade sheet, and thus will not affect your final bonus points.

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"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

If you are caught cheating or plagiarizing any portion of your assignments you will receive a zero for that assignment (in case of a group assignment all the group will receive zero) and will be reported for scholastic dishonesty.

As commonly defined plagiarism consists of claiming the ideas, words, writings etc. of another person as your own work. This means you are committing plagiarism if you copy another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic sins. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section: Scholastic Dishonesty"
PSYC333 / NRSC333
Biology of psychological disorders

Lecture Schedule (tentative)
Introduction

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16</td>
<td>Introduction, grades, syllabus etc.</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Principle of neurotransmission (Chapter 1)</td>
</tr>
<tr>
<td>Jan 23</td>
<td>Molecular targets of drug action (Chapter 2)</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Receptor properties (Chapter 3)</td>
</tr>
<tr>
<td>Jan 30</td>
<td>Chemical Neurotransmission and disease action (Chapter 4)</td>
</tr>
<tr>
<td>Feb  1</td>
<td>Review session</td>
</tr>
<tr>
<td>Feb  6</td>
<td>Exam 1</td>
</tr>
</tbody>
</table>

Depression and Bipolar Disorder (chapters 5-7)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb  8</td>
<td>Clinical features of mood disorders/treatments</td>
</tr>
<tr>
<td>Feb 13</td>
<td>Biological basis of depression</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Biological basis of depression (cont.)</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Classical Antidepressants</td>
</tr>
<tr>
<td>Feb 22</td>
<td>New Antidepressant</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Bipolar Disorder/Mood Stabilizers</td>
</tr>
<tr>
<td>Mar   1</td>
<td>Review session</td>
</tr>
<tr>
<td>Mar  6</td>
<td>Exam 2</td>
</tr>
</tbody>
</table>

Anxiety (chapters 8, 9)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar  8</td>
<td>Clinical description of GAD/ biological basis, treatment</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Obsessive-Compulsive disorder/biological basis</td>
</tr>
<tr>
<td>Mar 15</td>
<td>Obsessive-Compulsive disorder /treatments</td>
</tr>
<tr>
<td>Mar 20</td>
<td>Panic disorders, Phobic disorders/ biological basis, treatments</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Review session</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Exam 3</td>
</tr>
</tbody>
</table>

Psychosis and Schizophrenia (chapters 10, 11)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 29</td>
<td>Clinical description of psychosis</td>
</tr>
<tr>
<td>Apr  3</td>
<td>Biological basis of schizophrenia/dopamine</td>
</tr>
<tr>
<td>Apr  5</td>
<td>Neurodevelopmental and neurodegenerative hypotheses of schizophrenia</td>
</tr>
<tr>
<td>Apr 10</td>
<td>Biological basis of schizophrenia (cont.)</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Antipsychotic agents</td>
</tr>
<tr>
<td>Apr 17</td>
<td>Antipsychotic agents (cont.)</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Review session</td>
</tr>
<tr>
<td>Apr 24</td>
<td>Exam 4</td>
</tr>
</tbody>
</table>
PSYC333 / NRSC333
Biology of psychological disorders

Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.
September 21, 2007

TO: University Curriculum Committee

THROUGH: Dr. Tim Scott, Associate Dean
College of Science

THROUGH: Dr. Pamela Mathews, Associate Dean
College of Liberal Arts

THROUGH: Dr. Les Morey, Head
Psychology

FROM: Dr. Jim Grau, Chair
Faculty of Neuroscience

The Faculty of Neuroscience (FNS) is an interdisciplinary group that has established a minor in Neuroscience (NRSC). The minor is built upon a set of relevant courses approved by both the FNS Curriculum Committee and the FNS Executive Committee. To clarify which courses count towards the minor, we are seeking to cross-list courses in the area with a NRSC prefix and title. The attached documents address this issue with respect to a new course, Biology of Psychological Disorders, for which we are requesting both a PSYC and NRSC prefix.

Students wishing to take this course for credit towards their minor will be directed to enroll under the NRSC prefix. Students wishing to use this course towards the completion of their degree in Psychology will enroll under the PSYC prefix.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Neuroscience (undergraduate minor)

2. Course prefix, number and complete title of course: NRSC-335, Physiological Psychology

3. Course description (not more than 50 words): Physiological bases of sensation, motor functions, emotion motivation, and complex psychological processes.

4. Prerequisite(s) classification. Cross-listed with PSYC-335

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. __________

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

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

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

10. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
      NRSC | 335 | PHYSIOLOGICAL PSYCH | 03 | 00 | 03 | 02 | 40 | 01 | 00 | 02 | 25 | 14 | 00 | 03 | 63 | 2
      Approval recommended by: 
Head of Department Date Head of Department (if cross-listed course) Date
Chair, College Review Committee Date Dean of College Date
Submitted to Coordinating Board by:

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
Neuroscience 335/Psychology 335: PHYSIOLOGICAL PSYCHOLOGY
TTH 11:10 AM – 12:25 PM
Fall 2007

Instructor: Dr. Mark G. Packard
Office: Room 207, Department of Psychology
Phone: 845-9504 e-mail: mgp@psyc.tamu.edu
Office Hours: TTR 10-11 am; or by appointment

Description

Physiological Psychology is an undergraduate survey course that examines how behavior (e.g. perception, cognition, feeding, sleep, reproduction, psychopathology) is related to nervous system physiology. The content of the course falls into three broad areas: a) an examination of neurons and neurotransmitters; b) a description of sensory and motor systems; and c) a summary of various behaviors and how these are controlled by the brain and peripheral nervous system.

Required Text

Text: Carlson, N. R., 2007. PHYSIOLOGY OF BEHAVIOR. Allyn and Bacon, (9th Ed.)

Lectures and Class Attendance

The class will meet twice a week for 75 minutes, and class attendance is expected of all students. The class period will be used to present lecture material, to discuss the textbook material, and to view multimedia materials.

Exams

Grades will be based on four exams (25% each). The final exam is NOT cumulative. The course moves quickly through several different topics. The exam schedule is designed to allow for testing of knowledge in reasonable groups of 4-5 book chapters. Exam questions will focus on material that is covered in lecture. For each exam, students are required to bring a #2 pencil and a Scantron Form. Each exam will contain a mix of multiple choice questions, true-false questions, term definitions, and short essays. Make-Up Exams: Make-up exams will be administered according to University Policies, and will consist entirely of essay questions. You must provide notification to me via e-mail or phone PRIOR to missing an exam (when feasible), or you will not be allowed to take a make-up exam. If you fail to notify me prior to missing an exam, you will receive a score of zero. Having notified me, if you then fail to take a make-up exam within 48 hours of the regularly scheduled exam, you will receive a score of zero. You must bring your written authorized excuse to the make-up exam, or you will receive a score of zero. No exceptions to this policy will be allowed.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Book Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>8/30</td>
<td>Structure/Function of Neurons</td>
<td>2</td>
</tr>
<tr>
<td>9/4</td>
<td>Structure/Function of Neurons</td>
<td>2</td>
</tr>
<tr>
<td>9/6</td>
<td>Structure of the Nervous System</td>
<td>3</td>
</tr>
<tr>
<td>9/11</td>
<td>Psychopharmacology</td>
<td>4</td>
</tr>
<tr>
<td>9/13</td>
<td>Psychopharmacology</td>
<td>4</td>
</tr>
<tr>
<td>9/18</td>
<td>Methods/Strategies of Research</td>
<td>5</td>
</tr>
<tr>
<td>9/20</td>
<td>Methods/Strategies of Research</td>
<td>5</td>
</tr>
<tr>
<td>9/25</td>
<td><strong>EXAM 1</strong></td>
<td></td>
</tr>
<tr>
<td>9/27</td>
<td>Vision</td>
<td>6</td>
</tr>
<tr>
<td>10/2</td>
<td>Vision/Audition</td>
<td>6-7</td>
</tr>
<tr>
<td>10/4</td>
<td>Sleep</td>
<td>9</td>
</tr>
<tr>
<td>10/9</td>
<td>Sleep</td>
<td>9</td>
</tr>
<tr>
<td>10/11</td>
<td>Reproductive Behavior</td>
<td>10</td>
</tr>
<tr>
<td>10/16</td>
<td>Emotion</td>
<td>11</td>
</tr>
<tr>
<td>10/18</td>
<td>Emotion</td>
<td>11</td>
</tr>
<tr>
<td>10/23</td>
<td><strong>EXAM 2</strong></td>
<td></td>
</tr>
<tr>
<td>10/25</td>
<td>Ingestive Behavior: Feeding</td>
<td>12</td>
</tr>
<tr>
<td>10/30</td>
<td>Memory: Basic Mechanisms</td>
<td>14</td>
</tr>
<tr>
<td>11/1</td>
<td>Memory: Basic Mechanisms</td>
<td>14</td>
</tr>
<tr>
<td>11/6</td>
<td><strong>No class</strong></td>
<td></td>
</tr>
<tr>
<td>11/8</td>
<td>Relational Learning/Amnesia</td>
<td>15</td>
</tr>
<tr>
<td>11/13</td>
<td>Relational Learning/Amnesia</td>
<td>15</td>
</tr>
<tr>
<td>11/15</td>
<td><strong>EXAM 3</strong></td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>Schizophrenia</td>
<td>16</td>
</tr>
<tr>
<td>11/22</td>
<td><strong>Thanksgiving Break</strong></td>
<td></td>
</tr>
<tr>
<td>11/27</td>
<td>Affective Disorders</td>
<td>16</td>
</tr>
<tr>
<td>11/29</td>
<td>Stress Disorders</td>
<td>17</td>
</tr>
<tr>
<td>12/4</td>
<td>Drugs of Abuse</td>
<td>18</td>
</tr>
<tr>
<td>12/7</td>
<td><strong>FINAL EXAM</strong></td>
<td>3-5 pm</td>
</tr>
</tbody>
</table>

**INFORMATION FROM THE DEPARTMENT OF PSYCHOLOGY**

The handouts used in this course are copyrighted. By “handouts”, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, review sheets, in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.
As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

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If you need help with note-taking, reading comprehension, or writing skills please call Student Learning Center at 845-4427, ext 108, or the Center for Academic Enhancement at 845-2568.

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          College of Science

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          College of Liberal Arts

THROUGH: Dr. Les Morey, Head
          Psychology

FROM: Dr. Jim Grau, Chair
      Faculty of Neuroscience

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Students wishing to take this course for credit towards their minor will be directed to enroll in NRSC-335. Students wishing to use this course towards the completion of their degree in Psychology will be directed to PSYC-335.

Physiological Psychology has been taught for many years in the Psychology Department and it is generally offered every semester. The content of this course includes materially traditionally covered within the area of neuroscience, and for this reason, the FNS would like to have it cross-listed with a NRSC prefix.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Neuroscience (undergraduate minor)

2. Course prefix, number and complete title of course: NRSC-340, Psychology of Learning

3. Course description (not more than 50 words): Survey of significant concepts, experimental methods and principles of learning.

4. Prerequisite(s) classification. Cross-listed with PSYC-340

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. 

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

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

10. Prefix Course # Title (excluding punctuation)
    NRSC 340 PSYC OF LEARNING

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 3 0 2 4 0 1 0 0 0 2 2 5 1 4 0 8 0 9 0 0 3 6 3 2

    Approval recommended by:
    Head of Department 01/01/07
    Chair, College Review Committee 15/05/07
    Head of Department (if cross-listed course) 01/01/07
    Dean of College 10/16/07
    Submitted to Coordinating Board by:
    Dean of College 11/26/07
    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

135 of 293 D
NRSC 340/PSYC 340-LEARNING

INSTRUCTOR: Dr. Grau; Psychology 215

Office hours: Tuesday & Thursday, 11:00-12:30

TA: Kevin Hoy; Peterson 315 (hoyajiag@gmail.com)

Office hours: Monday, 12:30-2:00; Wednesday, 2:00-3:30

WWW: http://GrauLab.tamu.edu/J-Grau/Psyc340.html


PREREQUISITES: PSYC 107 or INST 301; PSYC 203 and 204 or junior classification

COURSE OBJECTIVES: To introduce the basic principles of learning and the biological processes that facilitate adaptation to one’s environment.

EXAMS: Exams: 2/6, 3/1, and 4/3 (100 points each)

FINAL: 5/7, 1-3 (150 points; 100 on new material, 50 on old material)

EXTRA CREDIT OPPORTUNITY: Across the course of the semester, there will be opportunities to earn extra points in the class. I will not announce when these special opportunities will occur, but it is reasonable to expect one between each exam. Each "opportunity" will be worth 6 points. At the end of the semester, we will add your three best scores to your course total. These opportunities are considered extra-credit. There will be no make-ups (except in the case of documented university-excused absences).

Notice that 3 perfect scores on these opportunities would earn you 18 points that would be added to your course total. Through these extra points, you could transform a 76% average to an 80% average (342 (76%) + 18 = 360 (80%)). For those of you who end up on the borderline, these extra-points could raise you to the next letter grade. You should also know that I will not necessarily "round-up" when I compute your final grade. For example, if the B/C cut-off is set at 360 points (80%), an individual with 359 points (79.8%) should expect a 'C'.

There are no other ways to earn extra credit points in this class.

TENTATIVE TIMETABLE FOR LECTURE MATERIAL:

Approaches to Learning

1/16: The nature of learning (Readings: Grau, Nature of Learning)

1/18-1/23: Historical precedents (Readings: Domjan, c. 1)

1/25-1/30: Learning after Watson (Reading: Domjan 59-63, 124-130, 162-172)

2/1: A framework for learning (Readings: Grau, A Framework for Learning; Behavior Systems)

2/6: EXAM 1
Stimulus Preexposure effects

2/8: Phenomena, inference and mechanisms (Readings: Domjan, c. 2)
2/13: Theories (Readings: Grau, Stimulus Preexposure Effects)
2/15: Learning from an invertebrate (Readings: Learning from an Invertebrate)
2/20: Plasticity within the vertebrate spinal cord

Learning About S-S Relations

2/22: Phenomena and inference (Readings: Domjan, 64-90)
2/27: Mechanisms (Readings: Domjan, c. 4; Grau, Pavlovian Conditioning)
3/1: EXAM 2
3/6: Theories
3/8: Neurobiological mechanisms

Encoding Complex Stimulus Relations

3/20: Phenomena and mechanisms (Domjan, c. 11)
3/22: Neurobiological mechanisms (Grau, A Slice of the Nervous System: LTD and LTP)

When the R-O Relation Matters

3/27-3/29: Phenomena and Mechanisms (Readings: Grau, Instrumental and Operant Learning; Domjan, 130-161)
4/3: EXAM 3
4/5-4/10: Theories of reinforcement and extinction (Readings: Domjan c. 7 & 9)
4/12: Neurobiological mechanisms

When Both the S and the R-O Relation Matter

4/17: Phenomena and Mechanisms (Readings: Domjan, c. 8 & 10)

Rule Governed Behavior

4/19: Reasoning and inference (Readings: Domjan, c. 12)
4/24-4/26: Language

5/7 Final (1-3)
NOTE: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Services, Services for Students with Disabilities, in Cain 118B, or call 845-1637.

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www.tamu.edu/aggiehonor/

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
September 21, 2007

TO: University Curriculum Committee

THROUGH: Dr. Tim Scott, Associate Dean
College of Science

THROUGH: Dr. Pamela Mathews, Associate Dean
College of Liberal Arts

THROUGH: Dr. Les Morey, Head
Psychology

FROM: Dr. Jim Grau, Chair
Faculty of Neuroscience

The Faculty of Neuroscience (FNS) is an interdisciplinary group that has established a minor in Neuroscience (NRSC). The minor is built upon a set of relevant courses approved by both the FNS Curriculum Committee and the FNS Executive Committee. To clarify which courses count towards the minor, we are seeking to cross-list established approved courses with a NRSC prefix and title. The attached documents address this issue with respect to PSYC-340, Psychology of Learning. This course will be cross-listed with its Neuroscience equivalent, NRSC-340, Psychology of Learning.

Students wishing to take this course for credit towards their minor will be directed to enroll in NRSC-340. Students wishing to use this course towards the completion of their degree in Psychology will be directed to PSYC-340.

Learning has been taught for many years in the Psychology Department and it is generally offered every semester. Over the last 15 years, the content of this course has increasingly encompassed topics related to the neurobiology of learning, and for this reason, the FNS deemed relevant to the minor in Neuroscience.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus. •

1. This request is submitted by the Department of Neuroscience (undergraduate minor)

2. Course prefix, number and complete title of course: NRSC-360, Health Psychology and Behavioral Medicine

3. Course description (not more than 50 words): Survey of health psychology emphasizing behavioral and lifestyle factors in health and illness, prevention and modification of health-compromising behaviors, health care utilization, and psychological management of chronic disorders and terminal illnesses.

4. Prerequisite(s) PSYC 107 Cross-listed with PSYC-360

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. __________________________________________

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

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

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

10. Prefix 
    Course # 
    Title (excluding punctuation)

    NRSC 360
    HLTH PSYC & BEHAV MED

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 3 0 2 4 0 1 0 0 2 2 5 1 4 0 8 - 0 9

    Approval recommended by:
    Head of Department Date
    Chair, College Review Committee Date
    Head of Department (if cross-listed course) Date
    Dean of College Date
    Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
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HEALTH PSYCHOLOGY & BEHAVIORAL MEDICINE
NRSC 360/PSYC 360, Tues & Thurs 12:45-2:00, Psychology 106

INSTRUCTOR: Dr. Mary Meagher (Mahar)
OFFICE HOURS: Thurs 2:00-3:30; Fri 1:30-3:00
E-Mail: M-Meagher@tamu.edu

OFFICE: Psychology 281
PHONE: 845-2564
Webpage: HTTP://MeagherLab.tamu.edu

GRADER: Suzannah Creech,
PHONE: 458-1312
E-Mail: suzcreech@hotmail.com


PREREQUISITES: PSYC 107

WHAT IS HEALTH PSYCHOLOGY? Health Psychology is a specialty within psychology that addresses the role of behavioral and lifestyle factors in health and illness. The field of Health Psychology is founded on the biopsychosocial model and includes "any scientific or professional application of psychological concepts or methods to any problem arising in the health system, not only the care giving system, but the public health, health education, health planning, health financing, health legislation and other such components of the total system" (Stone, 1979). The emergence of this field marks the expansion of psychology beyond the traditional concerns of mental health to the broader health care arena.

WHY SHOULD I TAKE THIS COURSE? The current health care system is based on the biomedical model that is founded firmly in biology. During the early 1900s, the biomedical model made significant contributions to reduce the spread of contagious diseases (e.g., TB, pneumonia, influenza, typhoid), which were the leading causes of death during that era. However, by the 1950s, the incidence of these diseases declined dramatically, while the incidence of noncontagious diseases linked to behavior and lifestyle factors (e.g., heart disease, cancer, etc.) was rising. In the 1990s, 50% of mortality from the 10 leading causes of death are attributable to lifestyle factors. Clearly, psychological factors can no longer be ignored by medicine and our health care system must begin to address the critical role played by psychosocial factors. This course will explore the complex interaction between the biological, psychological, and social systems that contribute to health and illness.

GOALS: I have several course goals for my students: 1) increasing your factual knowledge of health psychology, 2) improving your critical thinking skills, 3) stimulating you to question your attitudes about health & illness, 4) educating you to be an informed and concerned citizen in the domain of health care, and 5) improving your personal health and wellness.

GRADES: Your grade will be determined by your performance on 3 exams (100 points each, 300 points subtotal), 3 quizzes (20 points each, 60 points subtotal), and 2 projects (20 points each, 40 points subtotal), yielding a total of 400 points. The 3rd exam will be scheduled during the final exam period. Exams will assess your understanding the textbook and lecture. Quizzes will consist of 10 true/false questions and will take 20 minutes of class time. Exams will take the entire class period and will consist of 50 multiple-choice questions. You will need a gray scantron and a number 2 pencil for each exam and quiz. Your final class grade will be based on the total number of points obtained on the quizzes, exams, and projects.
EXAMS:
2/20 Exam 1 100 points
3/29 Exam 2 100 points
5/9 Final (Wed 8-10:00) 100 points

QUIZZES:
2/1 Quiz 1 20 points
3/8 Quiz 2 20 points
4/17 Quiz 3 20 points

PROJECTS:
2/27 Project 1 20 points
4/19 Project 2 20 points

MAKE-UP EXAMS: Make-up exams and quizzes will only be given if a student can provide proof of a university recognized excused absence as specified in the Texas A&M Regulations. Make-ups must be taken within 2 weeks of the regularly scheduled exam and will consist of 5 short-essay questions.

ATTENDANCE: Attendance is not monitored, but I recommend that you attend and take complete notes. Attendance follows university rules (http://student-rules.tamu.edu/rule7.htm)

OUTLINES: Outlines of the lecture material will be posted on my Webpage (http://MeagherLab.tamu.edu) before each exam. The outlines present the hierarchical structure of lecture and contain key terms, but they are not a substitute for complete notes. Note that you are responsible for reading the material covered in the text that is not covered on the lecture outlines.

COURSE OUTLINE: Below you will find a rough outline of the course. We will try to follow this thematic schedule, however lecture content may be ahead or behind your readings at times and will focus on a subset of the material contained in the chapter. I will also supplement lecture with material that goes beyond the text. Although the timing of lecture content may vary, the exam schedule will remain fixed. The assigned readings refer to material covered in your textbook.

<table>
<thead>
<tr>
<th>Dates</th>
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<tr>
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<td>WHAT IS HEALTH PSYCHOLOGY?</td>
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<td>2/8-2/15</td>
<td>HEALTH-COMPROMISING BEHAVIORS</td>
<td>Chapter 5, 120-151</td>
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2/22-2/27 WHAT IS STRESS? Chapter 6, 152-180

(Project 1 Due 2/27)

3/1-3/6 MODERATORS & MANAGEMENT OF STRESS Chapter 7, 184-213

3/8 *************************************************** QUIZ 2 ***************************************************

March 13-17 *************************************************** SPRING BREAK ***************************************************


3/22-3/27 UTILIZATION OF HEALTH CARE Chapter 8, 214-237

PATIENT-PROVIDER RELATIONS Chapter 9, 238-261

3/29 !!!!!!!!!!!!!!!!!!!!!!!! EXAM 2 !!!!!!!!!!!!!!!!!!!!!!!!

4/3-4/10 PAIN AND ITS MANAGEMENT Chapter 10, 262-286

4/12-4/19 CHRONIC & TERMINAL ILLNESS Chapter 11, 287-314

Chapter 12, 315-341

4/17 *************************************************** QUIZ 3 ***************************************************

(Project 2 Due 4/19)

4/19-5/1 HEART DISEASE, HTN, STROKE, & DIABETES Chapter 13, 342-378

5/9 !!!!!!!!!!!!!!!!!!!!!!! FINAL EXAM (Wed 8-10:00 am) !!!!!!!!!!!!!!!!!!!!!!!!

Written Projects

You need to complete 2 outside projects (20 points/each, total = 40 points). Each project is designed to reinforce the material discussed in class and in your text, thus they must be turned in by the due date listed below. If you decide to complete a team project, make sure everyone’s name and UID# is listed on the project – NO EXCEPTIONS. When you turn in a project, you need to log it into my extra credit sheet by last name and project number.

1) Modification of Health Behavior -Independent project: Identify a health behavior that you would like to modify (e.g., exercise, diet, decrease smoking, increase flossing, etc.). (a) You will need to be able to measure this behavior, so you will need a concrete operational definition (e.g., number of miles jogged, calories, and the number of cigarettes smoked). (b) You will need to keep a daily self-observation log by time of day with separate columns that allow you to chronicles the behavioral antecedents, the target behavior, and the consequences of the behavior. (c) During your first 5 days, simply monitoring your baseline level of this behavior. (d) Based on the patterns revealed in your self-observation data log and your understanding of the cognitive-behavioral modification techniques in your text, you will need to design a cognitive-behavioral modification program to modify the behavior (i.e., decreasing exposure to
antecedent cues, altering the consequences of the behavior) to either increase or decrease the target behavior over the following week or two. Again, you will need to keep a daily self-observation log to monitor the impact of your modification program relative to your baseline. (e) Finally, you need to write an evaluation of the effectiveness of the modification program. (Chapter 3, 4, due 2/27 - later to give you time to modify yourself)

2) **Impact of Chronic Illness - Individual project:** Select one of the chronic illnesses discussed in class or in your text, and consider the ways in which your life might change if you had to cope with this condition on a daily basis. Then consider your physical environment, your daily activities, and your relationships with other people, and so on, and write an essay (2-3 pages) that addresses the following points.
   a) What symptoms are characteristic of your chronic condition? What is the prognosis? What particular aspects of this illness may be particularly problematic in managing the day-to-day aspects of your illness?
   b) Would any aspect of your physical environment have to be modified? Which ones and why?
   c) Would you need to change or modify any of your daily activities to the demands of this condition? Which ones and why?
   d) Would you expect to any of your relationships to change? Why? Would you need a particular type of social support? Why?
   e) Do you feel that your social support network could provide you with effective social support? Why or why not? Would your social support network be strained? Why or why not?
   (Chapters 10, 11, and 12, due 4/19)

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Psychology

FROM: Dr. Jim Grau, Chair
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Students wishing to take this course for credit towards their minor will be directed to enroll in NRSC-360. Students wishing to use this course towards the completion of their degree in Psychology will be directed to PSYC-360.

Health Psychology and Behavioral Medicine has been taught for many years in the Psychology Department and it is generally offered at least once per year. The content of this course includes materially traditionally covered within the area of neuroscience, and for this reason, the FNS would like to have it cross-listed with a NRSC prefix.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional

1. This request is submitted by the Department of Neuroscience

2. Course prefix, number and complete title of course: NRSC 434. Regulatory and Behavioral Neuroscience. (3-0). Credit 3.

3. Course description (not more than 50 words): Bioelectricity, nerve cell functions, brain functions; physiologic basis of behavior.

4. Prerequisite(s) BIOL 319; WFSC 416 or BIOL 388 Cross-listed with BIOL 434

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught.

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

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

<table>
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<th>Prefix</th>
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Approval Recommended by:

Head of Department / Date

Chair, College Review Committee / Date

Dean of College / Date

Submitted to Coordinating Board by:

Dean of College / Date

Director of Academic Support Services / Date

Questions regarding this form should be directed to Sandra Williams at 845.8836.
OAR/AS – 04/07

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Neuroscience 434  
Regulatory and Behavioral Neuroscience  
M, W, F 10:20 – 11:10 AM  
214 Military Science Bldg.

Instructor: Dr. Michael Smotherman  
Office: 110 BSBW, Office Phone: 845-6504, email: msmotherman@mail.bio.tamu.edu  
Office Hours: 11:30-1:00 Wed, 1:00-2:30 F, and by appt.  
Textbook: *From Neuron to Brain*, 4th edition  

Synopsis  
This course will present a cellular and systems level view of how the vertebrate nervous system functions, with particular emphasis placed on how information is coded by sensory systems and subsequently transformed into complex motor patterns. Beginning with those cellular features which give neurons there excitable properties, we will draw upon a wide range of experimental systems to explore how animal behaviors emerge from the interactions of groups of neurons.  

Prerequisites: BIOL 319; WFSC 416 or BIOL 388

Grading:  
Midterm 1=100 pts  
Midterm 2=100 pts  
Final Exam=150 pts.  
5 x 1 page reports from five papers= (10pts per paper=50 pts total).  
Total points: 400

Week 1: Nerve cell membranes  
M: Introduction to neuroscience  
W: Ionic currents  
F: Equilibrium potentials/Nernst Equation

Week 2: Ion Channels and Pumps.  
M: Structure and function of ion channels.  
W: Voltage-dependence and selectivity of ion channels.  
F: Ion transport across membranes

Week 3: Membrane Potentials  
M: Resting membrane potentials.  
W: Graded Potentials  
F: Action potentials.

Week 4: Electrical signaling.  
M: Axonal conductivity  
W: Neuroglia  
F: Computer modeling of membrane potentials.

Week 5: Synapses I.  
M: Electrical and chemical synapses  
W: The neuromuscular junction.  
F: 1st Midterm (covering weeks 1-4).  
Friday September 28th.
Week 6: Synapses II  
M: Neurotransmitter release.  
W: Neurotransmitter synthesis and transport and recycling.  

Week 7: Synaptic basis of learning and memory.  
M: LTP and LTD  
W: Aplysia versus the Hippocampus.  
F: How Birds learn to sing.

Week 8: Sensory Systems III: Taste, Olfaction, etc.,  
M: Olfaction and taste receptors.  
W: Somatosensors and Proprioception  

M: The Physiology of Hearing  
W: 2 nd Midterm (weeks 5-9) (Wednesday October 24 th)  

M: Photoreceptors and organization of the retina.  
W: Central processing of visual information.  

Week 11: Motor Systems I  
M: Motor units and organization of the spinal cord.  
W: Central Pattern Generators.  
F: Neural Networks controlling Breathing

Week 12: Motor systems II  
M: The Cerebellum and Basal Ganglia.  
W: Locomotion.  

Week 13: The Autonomic Nervous System  
M: Sympathetic and Parasympathetic Systems, Hypothalamus  
F: Thanksgiving Holiday

Week 14: Animal Communication.  
M: Weakly Electric Fish  
W: Echolocation by bats and dolphins.  
**Guidelines for Reports:**

Each report is a review of one of the research papers discussed in class and listed on the syllabus. These papers will be made available in advance online through the Vista course website.

You are expected to have read the papers before we discuss them in class. Class discussion will be devoted to exploring the rationale for the studies and explaining details of the methods used.

Each written report is to be 1-page long, single spacing, 1-inch margins, 12-point font.

Seven research papers will be discussed in class. You are required to turn in five (5) reports: you choose which five of the seven papers you want to write about.

**Each report is due in class 1 week after that paper was discussed in class.** (When we discuss a paper on Friday, the report for that paper is due no later than the following Friday). Reports can be turned in earlier. No late reports will be accepted without a University Excused Absence. Everybody gets to skip 2 of the 7 papers.

Specific format for the reports:

A) the 1st paragraph should present a summary of WHY the experiments were carried out and must include a clear statement of the hypothesis that was tested.

B) The 2nd paragraph should present a concise description of the methods used to address the hypothesis (HOW?).

C) The 3rd (last) paragraph should describe the key results and conclusions of the paper (i.e. WHAT HAPPENED?).

All the reports will be read by me and will be graded based on how clearly and completely the above three issues are addressed. Careful, concise and lucid writing will be rewarded. Be warned…. it is very easy to tell when someone hasn’t read beyond the abstract or attended the discussions, and this is the main reason why people lose points on their reports.

**Americans with Disabilities Act (ADA) Policy Statement**
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

**Academic Integrity Statement**
All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web.
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Physics

2. Course prefix, number and complete title PHYS 109: Big Bang and Black Holes

3. Course description (not more than 50 words) This course is designed to give an intuitive understanding of the Big Bang and Black Holes, without mathematics, and de-mystify it for the non-scientist.

4. Prerequisite(s): none Cross-listed with N/A

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? 2. Indicate the number of students enrolled for each academic period it was taught. 07A: 20; 07C: 25

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

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

10. Prefix Course # Title (exclude punctuation)

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<th>BIG BANG &amp; BLACK HOLES</th>
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<td>23</td>
<td>01000</td>
<td>0003632</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department

Date

Chair, College Review Committee

Date

Head of Department (if cross-listed course)

Date

Dean of College

Date

Submitted to Coordinating Board by:

Dean of College

Date

Director of Academic Support Services

Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS 5/04

151 of 293 D
PHYSICS 109: Big Bang, Black Holes

Course Description: This course is designed to give an intuitive understanding of the Big Bang and Black Holes, without mathematics, and de-mystify it for the non-scientist.

Prerequisites: None

Instructor: Prof. David Toback  
Office: Engineering-Physics Building, Room 423  
Phone: 845-1179  
Email: toback@tamu.edu  
http://faculty.physics.tamu.edu/toback/289 for course materials

Textbook: 
“A Briefer History of Time,” by Hawking and Mlodinow  
“Theory of Everything,” by Hawking  
“Stephen Hawking’s Universe,” by Filkin  
“The First Three Minutes,” Weinberg  
Other readings to be downloaded from the web

Course Work and Grading:  
Class preparation, participation/in-class quizzes: 30%  
In class exams: 50%  
WebCT Quizzes: 20%

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

Honor Code  
## Physics 289: Big Bang, Black Holes, No Math

**Fall 2007**

**Dr. David Toback**

### Section Topics

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Reading Assignment (Preliminary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is Cosmology and Why Do We Study It?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Introduction</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>- Too very big objects in the universe</td>
<td>Prelude, BHO: T.1-3, SHU: 1-2, TQE: 1</td>
</tr>
<tr>
<td></td>
<td>- The very small objects in the universe</td>
<td>(Same as above)</td>
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<tr>
<td></td>
<td>- Scientific Models and questions we can answer with experiments</td>
<td>(Same as above)</td>
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<tr>
<td></td>
<td>- Early Cosmology: From Aristotle to Newton</td>
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<tr>
<td>2</td>
<td>Problems: Need to know a lot of science in order to understand the universe</td>
<td></td>
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<tr>
<td></td>
<td>- Gravitation and Relativity (attraction and a non-static universe, curved and expanding space)</td>
<td>BHO: T.4-8</td>
</tr>
<tr>
<td></td>
<td>- Light and the Doppler effect (moving objects and stretching space)</td>
<td>SHU: 3 (p.56-60)</td>
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<tr>
<td></td>
<td>- Atomic Physics and Quantum Mechanics</td>
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</tr>
<tr>
<td></td>
<td>- Fundamental building blocks of ordinary matter: electrons, neutrons and protons</td>
<td>SHU: 687 (up to page 655); BHO: T. 6111-622</td>
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<tr>
<td></td>
<td>- Chemistry and Special lines</td>
<td>(Same as above)</td>
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<tr>
<td></td>
<td>- Thermal Equilibrium and Temperature</td>
<td>(Same as above)</td>
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<tr>
<td>3</td>
<td>The Big Bang and why we believe in it...</td>
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<tr>
<td></td>
<td>- Red Shifts and Hubble's Law</td>
<td>TOE: 2, BHO: 1-3, SHU: 5 (104-114), 7 (154-155), BHO: 8 (68-78)</td>
</tr>
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<td></td>
<td>- General Relativity: The assumptions and how mass implies a non-static universe with expanding space</td>
<td>(Same as above)</td>
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<tr>
<td></td>
<td>- Cosmic Microwave Background Radiation</td>
<td>(Same as above)</td>
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<tr>
<td>4</td>
<td>Evolution of the Universe: From the first millionth of a second until now (13 billion years later)</td>
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<tr>
<td></td>
<td>- The first three minutes</td>
<td>TOE: 3, BHO: 8 (68-78)</td>
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<tr>
<td></td>
<td>- The first three minutes, part II</td>
<td>(Same as above)</td>
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<tr>
<td>5</td>
<td>Early Times and the Fate of the Universe</td>
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<tr>
<td></td>
<td>- Early Times and the Fate of the Universe are Interconnected</td>
<td>BHO: T. 111 (117-122), SHU: 6 (154-155), BHO: 8 (68-78)</td>
</tr>
<tr>
<td></td>
<td>- Finiteness and its implications</td>
<td>(Same as above)</td>
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<td></td>
<td>- Dark Matter</td>
<td>(Same as above)</td>
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<td></td>
<td>- The forces of nature, the fundamental particles and Supersymmetry</td>
<td>(Same as above)</td>
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<tr>
<td>6</td>
<td>Black Holes and Other &quot;Big&quot; Objects</td>
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<td></td>
<td>- Receptions in the Cosmic Microwave Background Radiation - Galaxy formation</td>
<td>(Same as above)</td>
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<td></td>
<td>- The birth and death of stars</td>
<td>SHU: 4 (74-79), TOE: 3, BHO: 8 (74-78)</td>
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<td></td>
<td>- White Dwarfs, Neutron Stars (pulsars) and Supernovae</td>
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<td></td>
<td>- Black holes. Formation</td>
<td>(Same as above)</td>
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<td></td>
<td>- Black holes are just the universe moving backwards in time</td>
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<td></td>
<td>- People, lights and cities near a black hole</td>
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<tr>
<td>7</td>
<td>If there is time...</td>
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<td></td>
<td>- Theory of Everything</td>
<td>BHO: 12</td>
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<tr>
<td></td>
<td>- String Theory</td>
<td>BHO: 6, 11 (128-137)</td>
</tr>
<tr>
<td></td>
<td>- Quantum gravity</td>
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<td></td>
<td>- Inflation</td>
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<td></td>
<td>- Dark Energy and the Acceleration of the Universe</td>
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</tr>
</tbody>
</table>

### Primary Textbooks and Reading:
- Prelude (Orshan and Markart) - Download from Webpage
- Briefer History of Time (Hawking): BHO: T.1-3, SHU: 1-2, TQE: 1
- Stephen Hawking's Universe (Lukin): SHU
- Theory of Everything (Hawking): TOE
- The First Three Minutes (Weinberg): TOE
- Cosmology in the 21st Century (Geels) - Download from Webpage
Texas A&M University
Departmental Request for a New Course
Undergraduate * Graduate * Professional
* Submit original form and attach a course syllabus. *

1. This request is submitted by the Department of Psychology

2. Course prefix, number and complete title of course: PSYC 331 - Social Neuroscience

3. Course description (not more than 50 words): Integration of biological and psychological explanations of social behavior; recent research and theories in social neuroscience; emotion, motivation, aggression, face processing, empathy, social cognition, and social relationships.

4. Prerequisite(s) PSYC 107 or permission of instructor; junior or senior classification

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

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

7. Has this course been taught as a 289/489/689? ☑ Yes ☐ No  If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) major in Psychology (BA or BS), minor in Neuroscience

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>PSYC</td>
<td>331</td>
<td>SOCIAL NEUROSCIENCE</td>
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<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>3</td>
<td>0</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Level: 3

Approval recommended by:

Head of Department: [Signature] 10/17/07

Chair, College Review Committee: [Signature] 11/26/07

Dean of College: [Signature] 11/26/07

Submitted to Coordinating Board by:

Director of Academic Support Services: [Signature] Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

154 of 293 D
September 21, 2007

TO: University Curriculum Committee

THROUGH: Dr. Tim Scott, Associate Dean
College of Science

THROUGH: Dr. Pamela Mathews, Associate Dean
College of Liberal Arts

THROUGH: Dr. Les Morey, Head
Psychology

FROM: Dr. Jim Grau, Chair
Faculty of Neuroscience

The Faculty of Neuroscience (FNS) is an interdisciplinary group that has established a minor in Neuroscience (NRSC). The minor is built upon a set of relevant courses approved by both the FNS Curriculum Committee and the FNS Executive Committee. To clarify which courses count towards the minor, we are seeking to cross-list courses in the area with a NRSC prefix and title. The attached documents address this issue with respect to a new course, Social Neuroscience for which we are requesting both a PSYC and NRSC prefix.

Students wishing to take this course for credit towards their minor will be directed to enroll under the NRSC prefix. Students wishing to use this course towards the completion of their degree in Psychology will enroll under the PSYC prefix.
Eddie Harmon-Jones, Ph. D.
Office: 218 Psychology Bldg.
Office hours: by appointment
Phone number: 845-9524
email: eddiehj@gmail.com
Class Meets:

Readings from journal articles will be provided in Adobe PDF at the main library website.


Prerequisites. PSYC 107; junior or senior status; approval of instructor.

Goals and Requirements of the Course
The purpose of this course is to provide an overview of issues in social neuroscience. We will cover areas of research and theory that are currently important in social neuroscience. In addition to providing you with an overview of research and theory in social neuroscience, I hope that this course stimulates you to think critically, complexly, and integratively.

Research Proposal Presentations. In two classes, you will present a research proposal to the class. The research proposal should be based on the ideas, theories, and research of that week. The presentation should be in powerpoint and the ppt files should be given to me after the presentation.

Mid-term and Final paper. You will be asked to write two papers (less than 2500 words; indicate number of words on page 1). These papers should be a research proposal that extends some of the research discussed in the class. The papers are due March 25 and May 6.

Grading. Final grades will be based on your class participation (10%), presentations (25% for each of two), and papers (20% for each of two).

Keep your graded papers until you receive your grade card.

Attendance. If you need to miss a class due to participation in a University-sanctioned event or observance of a religious holiday, please let me know in advance when you will miss, when feasible. University rules apply (see http://student-rules.tamu.edu/rule7.htm).

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in B-118 Cain Hall or call 845-1637.
Academic Integrity Statements
AGGIE HONOR CODE “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/. Pledge: On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Assigned readings and due dates may vary from this schedule. Changes will be announced in class.

During the first meeting of each week, I will provide a background lecture over the material to be covered that week. During the second meeting of the week, students will make research proposal presentations.

**Week 1**
Introduction and Research Methods
Chapter 1 of Social Neuroscience

**Week 2**
Motivation
Chapters 7 and 10 of Social Neuroscience

**Week 3**
Motivation
Chapters 8 and 9 of Social Neuroscience

**Week 4**
Emotion

**Week 5**
Emotion
Chapters 3 and 4 of Social Neuroscience

**Week 6**
Emotion
Chapter 5 of Social Neuroscience
Jackson et al. (2003). Psychological Science
Ochsner & Gross (2005). TICS

**Week 7**
Emotion Regulation
Chapter 2 and 6 of Social Neuroscience

**Week 8**
Attitudes and Social Cognition (Basic Attitudes)
Chapter 11 and 14 of Social Neuroscience

**Week 9**
Attitudes and Social Cognition (Empathy)
Chapter 12 of Social Neuroscience

**Week 10**
Attitudes and Social Cognition
Chapter 13 and 15 of Social Neuroscience

**Week 11**
Person Perception, Prejudice and Stereotyping
Chapter 17 and 18 Social Neuroscience

**Week 12**
Prejudice and Stereotyping
Chapter 16 of Social Neuroscience

**Week 13**
Interpersonal Relationships (Hormones)
Chapters 19 and 21 of Social Neuroscience
Week 14
Interpersonal Relationships
Chapters 20 and 22 of Social Neuroscience
Eisenberger et al. (2003). Science
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
* Submit original form and attach a course syllabus. *

1. This request is submitted by the Department of Psychology

2. Course prefix, number and complete title of course: PSYC 332 - Neuroscience of Learning and Memory

3. Course description (not more than 50 words): Brain mechanisms of learning and memory from molecular to behavioral levels; synaptic plasticity, model systems, multiple memory systems, diseases of learning and memory.

4. Prerequisite(s) PSYC 107 or permission of instructor; Cross-listed with NRSC-332

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

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

7. Has this course been taught as a 289/489/689? ☑ Yes ☐ No If yes, how many times? 2

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

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) major in Psychology (BA or BS), minor in Neuroscience

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

10. Prefix Course # Title (excluding punctuation)
    PSYC 332 Neuroscience of Learning and Memory

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 3 0 2 4 0 1 0 0 0 2 2 3 8 0 0 8 - 0 9 0 0 3 6 3 2

    Approval recommended by:
    Head of Department (if cross-listed course) Date
    Chair, College Review Committee Date
    Dean of College Date

    Submitted to Coordinating Board by:
    Director of Academic Support Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS - 04/07

159 of 293 D
September 21, 2007

TO: University Curriculum Committee

THROUGH: Dr. Tim Scott, Associate Dean
College of Science

THROUGH: Dr. Pamela Mathews, Associate Dean
College of Liberal Arts

THROUGH: Dr. Les Morey, Head
Psychology

FROM: Dr. Jim Grau, Chair
Faculty of Neuroscience

The Faculty of Neuroscience (FNS) is an interdisciplinary group that has established a minor in Neuroscience (NRSC). The minor is built upon a set of relevant courses approved by both the FNS Curriculum Committee and the FNS Executive Committee. To clarify which courses count towards the minor, we are seeking to cross-list courses in the area with a NRSC prefix and title. The attached documents address this issue with respect to a new course, Neuroscience of Learning and Memory, for which we are requesting both a PSYC and NRSC prefix.

Students wishing to take this course for credit towards their minor will be directed to enroll under the NRSC prefix. Students wishing to use this course towards the completion of their degree in Psychology will enroll under the PSYC prefix.
Neuroscience of Learning and Memory  
PSYC/NSC 332  

Professor: Dr. Barry Setlow  
Ph: 845-2507  
Email: bsetlow@tamu.edu  
Office: Psychology room 287  

Fall 2007  
TR, 11:10-12:25, PSYC 335  

Course Goals: to familiarize students with the neurobiological mechanisms of learning and memory processes, as well as to introduce students to the concepts, theories, and model systems used to understand these mechanisms and their dysfunction in disease states. Each section of the course will focus on different levels of analysis of learning and memory, and will draw from both animal and human research to explain what is known about their biological basis.  

Prerequisites: PSYC 107 or permission of the instructor.  

Grading: grades will be based on performance on written mid-term and final exams, and two short papers in which you will be asked to design a research experiment. The midterm and final exams are worth 30 and 35% of your final grade, respectively, and the papers are worth 15% (first paper) and 20% (second paper) of your final grade.  

Office hours: by appointment  


Additional readings as supplied by the professor, posted on WebCT Vista (webctvista.tamu.edu)  

Course Schedule  

INTRODUCTION – DEFINITIONS, TECHNIQUES, HISTORY, AND BACKGROUND NEUROSCIENCE  
(Eichenbaum Chapter 1 and Chapter 2 (pp 29-40))  

Tuesday, Aug. 28  
Introduction – what is memory and how do we study it?  

Thursday, Aug 30  
Basic neuroanatomy  

Tuesday, Sept 4  
Basic neuronal function  

Thursday, Sept 6  
Basic neuronal function, academic research overview (who has figured all this out and how?)  

CELLULAR, SYNAPTIC, AND MOLECULAR MECHANISMS OF MEMORY (“CONNECTIONS”)  
(Eichenbaum Chapters 2 and 3; Zhang et al., 2005, Nature; Plath et al., 2006, Neuron)  

Tuesday, Sept 11  
Mechanisms of memory storage in simple invertebrate systems  

Thursday, Sept 13  
Mechanisms of memory storage in simple invertebrate systems  

Tuesday, Sept 18  
Synaptic plasticity and memory in mammalian systems, long-term potentiation (Eichenbaum, Ch 3)  

Thursday, Sept 20  
Synaptic plasticity and memory in mammalian systems, long-term potentiation (Eichenbaum, Ch 3; Plath et al. 2006).  

“SIMPLE” LEARNING – CIRCUITS AND SYSTEMS  

Tuesday, Sept 25  
Pavlovian conditioning – eyelink conditioning and the cerebellum (Eichenbaum pp. 250-256)  

Thursday, Sept 27  
Pavlovian conditioning – fear conditioning I (Eichenbaum Chapter 11 + pp. 66-69)
Tuesday, Oct 2  
Pavlovian conditioning – fear conditioning II (Eichenbaum Chapter 11 + pp. 66-69)

Thursday, Oct 4  
Pavlovian conditioning – taste aversion learning (Bermudez-Rattoni 2004 article)

Tuesday, Oct 9  
Learning about rewards – potentiated feeding (Holland & Petrovic, 2005 article)

Thursday, Oct 11  
Dopamine and the Rescorla-Wagner model (Tobler et al. 2003 article)

Tuesday, Oct 16  
TBA

Thursday, Oct 18  
Mid-term Exam

MULTIPLE MEMORY SYSTEMS (“COMPARTMENTALIZATION” AND “COGNITION”)  
(Eichenbaum Chapters 4-9 and 12, Miller & Sweatt, 2006, Learning and Memory)

Tuesday, Oct 23  
Declarative memory (Eichenbaum pp. 79-138)

Thursday, Oct 25  
Declarative memory – animal models, hippocampus information processing  
(Eichenbaum chapters 5-6)

Tuesday, Oct 30  
1st paper due  Declarative memory – hippocampus information processing (Eichenbaum chapter 6)

Thursday, Nov 1  
Scientific American Frontiers video

Tuesday, Nov 6  
Multiple memory systems, procedural memory (Eichenbaum chapter 8, pp. 237-250)

Thursday, Nov 8  
Memory consolidation and reconsolidation (Miller & Sweatt, 2006; Eichenbaum chapter 12)

Tuesday, Nov 13  
Stress and emotional influences on learning and memory (Eichenbaum chapter 12)

PATHOLOGIES OF MEMORY

Thursday, Nov 15  
Developmental disorders of learning and memory (Miller 2006, Science; Willemsen et al. 2004,  
Mental Retardation and Developmental Disabilities Reviews)

Tuesday, Nov 20  
Addiction, learning, and memory I (Hyman et al. 2006, Annual Review of Neuroscience)

Tuesday, Nov 27  
Addiction, learning, and memory II (Hyman et al. 2006, Annual Review of Neuroscience)

Thursday, Nov 29  
Memory loss in aging – Alzheimer's disease (Goedert & Spillantini, Roberson & Mucke, 2006,  
Science)

Tuesday, Dec 4  
2nd paper due, Memory loss in aging – other disease states (Owen 2004, The Neuroscientist)

The final exam is on Friday, Dec 7th from 3-5 pm.

Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University  
Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for  
information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive  
civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with  
disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you  
believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students  
with Disabilities in Room B118 of Cain Hall or call 845-1637.

Aggie Honor Code

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Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."


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

1. This request is submitted by the Department of Psychology

2. Course prefix, number and complete title of course: PSYC 333 - Biology of Psychological Disorders

3. Course description (not more than 50 words): Neurobiology and clinical explanation of molecular mechanisms underlying psychiatric disorders and their drug treatments; depression and bipolar, anxiety disorders, mood disorders, psychosis and schizophrenia

4. Prerequisite(s): PSYC 107, PSYC 335 or one year of biology; junior or senior classification

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

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

7. Has this course been taught as a 289/489/689? ☑ Yes ☐ No If yes, how many times? ___

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

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

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

10. Prefix | Course # | Title (excluding punctuation)
     PSYC 333 | BIO OF PSYCH DISORDERS

     Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
     0 | 3 | 0 | 0 | 3 | 3 | 0 | 2 | 4 | 0 | 1 | 0 | 0 | 0 | 2 | 2 | 3 | 8 | 0 | 0 | 8 | 0 | 9 | 0 | 0 | 3 | 6 | 3 | 2

     Approval recommended by:

     Head of Department Date

     Chair, College Review Committee Date

     Dean of College Date

     Submitted to Coordinating Board by:

     Director of Academic Support Services Date

     Questions regarding this form should be directed to Sandra Williams at 845-8836.

     OAR/AS – 04/07

     164 of 293 D
September 21, 2007

TO: University Curriculum Committee

THROUGH: Dr. Tim Scott, Associate Dean
College of Science

THROUGH: Dr. Pamela Mathews, Associate Dean
College of Liberal Arts

THROUGH: Dr. Les Morey, Head
Psychology

FROM: Dr. Jim Grau, Chair
Faculty of Neuroscience

The Faculty of Neuroscience (FNS) is an interdisciplinary group that has established a minor in Neuroscience (NRSC). The minor is built upon a set of relevant courses approved by both the FNS Curriculum Committee and the FNS Executive Committee. To clarify which courses count towards the minor, we are seeking to cross-list courses in the area with a NRSC prefix and title. The attached documents address this issue with respect to a new course, Biology of Psychological Disorders, for which we are requesting both a PSYC and NRSC prefix.

Students wishing to take this course for credit towards their minor will be directed to enroll under the NRSC prefix. Students wishing to use this course towards the completion of their degree in Psychology will enroll under the PSYC prefix.
PSYC333 / NRSC333  
Biology of psychological disorders  
3 credit hours

Instructor:  Dr. Eitan Shoshana  
275 Psychology  
Phone: 845-2508  
Email: setian@psych.tamu.edu

Office Hours: Mon 3:00 – 4:00 Room 275 Psychology (or by appointment)

Course Objectives: This course is designed to introduce students to the recent neurobiology and clinical development to explain molecular mechanisms underlying psychiatric disorders and their drug treatments.

Prerequisites:  
(1) 107-Intro psychology.  
(2) 335-physiological psychology OR a year of biology.  
(3) Junior or senior classification.

Textbook:  

Grading:

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (according to student rule 7: <a href="http://student-rules.tamu.edu/rule7.htm">http://student-rules.tamu.edu/rule7.htm</a>) and Participation - you must be present to participate!</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 4</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100% + bonus points</strong></td>
</tr>
</tbody>
</table>

The final grade will be curved at 10% increments to the highest scoring student in the class. For example if the highest scoring student has 96% of the available points, then those with 87-96 will receive an A, those with 77-86 will receive a B etc.

Regrades: ***Regrade Requests must be made in writing no later than one week after the exam is handed back. The entire exam will be subject to regrade, not just a specific problem, No regrades will be accepted after that time.***

Bonus points: during class time I will be giving short surprise quizzes (about 10-17). They will be graded 0-100. No curving will be applied to these grades. The average grade
of all the quizzes will be divided by 10 and will be added to your final course grade as bonus points. For example if your average grade in the quizzes is 78, your bonus points will be 7.8. Given the surprise nature of these quizzes, if you do miss a quiz there is no re-do and your grade for that particular quiz will be zero. However, if you miss a quiz for a legitimate reason (see student rule 7 for attendance) the zero will be taken off your grade sheet, and thus will not affect your final bonus points.

**Aggie Honor Code**

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

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

If you are caught cheating or plagiarizing any portion of your assignments you will receive a zero for that assignment (in case of a group assignment all the group will receive zero) and will be reported for scholastic dishonesty. As commonly defined plagiarism consists of claiming the ideas, words, writings etc. of another person as your own work. This means you are committing plagiarism if you copy another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic sins. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section: Scholastic Dishonesty.”
PSYC333 / NRSC333  
Biology of psychological disorders

Lecture Schedule (tentative)  
Introduction

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16</td>
<td>Introduction, grades, syllabus etc.</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Principle of neurotransmission (Chapter 1)</td>
</tr>
<tr>
<td>Jan 23</td>
<td>Molecular targets of drug action (Chapter 2)</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Receptor properties (Chapter 3)</td>
</tr>
<tr>
<td>Jan 30</td>
<td>Chemical Neurotransmission and disease action (Chapter 4)</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Review session</td>
</tr>
</tbody>
</table>

Feb 6 Exam 1

Depression and Bipolar Disorder (chapters 5-7)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 8</td>
<td>Clinical features of mood disorders/treatments</td>
</tr>
<tr>
<td>Feb 13</td>
<td>Biological basis of depression</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Biological basis of depression (cont.)</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Classical Antidepressants</td>
</tr>
<tr>
<td>Feb 22</td>
<td>New Antidepressant</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Bipolar Disorder/Mood Stabilizers</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Review session</td>
</tr>
</tbody>
</table>

Mar 6 Exam 2

Anxiety (chapters 8, 9)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 8</td>
<td>Clinical description of GAD/ biological basis, treatment</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Obsessive-Compulsive disorder/biological basis</td>
</tr>
<tr>
<td>Mar 15</td>
<td>Obsessive-Compulsive disorder /treatments</td>
</tr>
<tr>
<td>Mar 20</td>
<td>Panic disorders, Phobic disorders/ biological basis, treatments</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Review session</td>
</tr>
</tbody>
</table>

Mar 27 Exam 3

Psychosis and Schizophrenia (chapters 10, 11)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 29</td>
<td>Clinical description of psychosis</td>
</tr>
<tr>
<td>Apr 3</td>
<td>Biological basis of schizophrenia/dopamine</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Neurodevelopmental and neurodegenerative hypotheses of schizophrenia</td>
</tr>
<tr>
<td>Apr 10</td>
<td>Biological basis of schizophrenia (cont.)</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Antipsychotic agents</td>
</tr>
<tr>
<td>Apr 17</td>
<td>Antipsychotic agents (cont.)</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Review session</td>
</tr>
</tbody>
</table>

Apr 24 Exam 4
PSYC333 / NRSC333
Biology of psychological disorders

Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus. •

1. This request is submitted by the Department of Sociology

2. Course prefix, number and complete title of course: SOCI 306: Society and Population of Modern China

3. Course description (not more than 50 words): Major trends and current topics in social and demographic aspects of the society of modern China, including Taiwan.

4. Prerequisite(s):  
   Cross-listed with ASIA 306  
   Cross-listed courses require the signature of both department heads.

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

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

7. Has this course been taught as a 289/489/689? ☑ Yes  ☐ No  
   If yes, how many times? 1  
   Indicate the number of students enrolled for each academic period it was taught. 25 students, Spring 2007 (07a)

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      BA/BS major in sociology; BA/BS minor in Asian Studies; undergraduate general academic

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

10. Prefix | Course # | Title (excluding punctuation)  
        ---|---------|----------------------------------------
        SOCI | 306     | SOCIETY POPULATION CHINA

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter</th>
<th>Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>12590</td>
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<td>003632</td>
</tr>
</tbody>
</table>

Level: 3

Approval recommended by:  
Mark Foster 10/29/07  
Chair, College Review Committee 11/26/07

Head of Department (if cross-listed course) 10/29/07

Submitted to Coordinating Board by:  
Dean of College 11/26/07

Date:  
Effective Date:  

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

170 of 293 D
I. The Course: This course focuses on the population and society of modern China. To provide some background about China, the course first presents a quick historical overview of China beginning in the prehistorical era. Yao is a prominent figure in China’s prehistory. From Yao we move to Mao Zedong, who established the People’s Republic
of China in 1949 and ruled as China’s leader until his death in 1976. After Mao’s death, China opened its borders to outsiders, including those from the West. So from Mao we move finally to Yao, this time Yao Ming, the professional basketball star from China who now plays for the Houston Rockets. Yao Ming represents the new China. China has prospered socially and economically in recent decades. It is the post-Mao era that receives the most attention in this course.

The major focus of the course is on modern China, its society and population. Topics to be covered include family structure, the role of women, sexuality and homosexuality, abortion, sterilization trends, premarital conceptions, aging and the elderly, birth control, the one child policy, internal migration patterns, international (mainly illegal) migration from China, son preference, HIV/AIDS, footbinding (mainly historical), sexually transmitted infections, manufacturing for the West, Chinese minority populations and the Muslims, and a few other topics. Please see Section IV (below) of the syllabus for the actual lecture topics.

II. Structure of the Course. The class will consist of class lectures, several movies, and some class discussion. Each student will receive his/her own Chinese name, and, hopefully, maybe even learn a little bit of Chinese. There will be two in-class exams; they will be “open book and open notes” exams; the first exam will be a 60 minute midterm exam (worth 30% of the final grade), and the second exam will be a two-hour final exam (worth 60% of the final grade). Class discussion (to be evaluated) by the professor midway through the semester, and again at the end of the semester, will count for 10 percent of the final grade.

The prerequisite for this course is junior or senior classification.

III. Texts.


**IV. Lecture Topics and Class Calendar.**

Jan . .
Class #1, Introduction to course

Jan . .
Class #2, “Prehistoric China to the Zhou (771–221 BC)”
Reading:
F&G, Introduction and Chapter 1.

Jan . .
Class #3, “Qin (221–206 BC) to the Tang (618–907 AD)”
Reading:
F&G, chapters 2–3

Jan . .
Class #4, “Five Dynasties (907–960 AD) to Jin (1115–1234)”
Reading:
F&G, chapter 4 and first few pages of chapter 5

Jan . .
Class #5, “Chinese Language and Chinese Names”

January . .
Class #6, “Yuan (1271–1368 AD) and Ming (1368–1644)”
Reading:
F&G, rest of chapter 5 and chapter 6

January . .
Class #7, “Qing (1644–1911)”
Reading:
F&G, chapters 7–12

February . .
Class #8, Movie-1, “Wild Swans”
Reading:
CHANG, Author’s note, p. 9; Family Tree, p. 11; chapter 1

February . .
Class #9, “Republic of China (1912–1949)”
Reading:
F&G, chapters 13–17
February ..
Class #10, “People’s Republic of China: Birth (1949) to Start of Cultural Revolution (1966)”
Reading:
F&G, chapters 18-19

**NOTE: Movie on the Cultural Revolution will be shown on Feb .. and March .. (see below)

February ..
Class #11, “Post-Mao (1976-present)”
F&G, chapter 21 and Epilogue
BECKER, chapters 12 and 13

February ..
Class #12, “Intro to Demography of China”
Reading:
none

February ..
Class #13, “Fertility, Policy and Birth Control in China”
Reading:
none

February ..
Class #14, “The One-Child Policy and Single Children”
Reading:
none

February ..
Class #15, “Role of Women and Footbinding”
Reading:
CHANG, chapter 2

February ..
Class #16, “Abortion in China”
Reading:
CHANG, chapter 3

February ..
Class #17, “Sterilization in China”
Reading:
CHANG, chapter 4

February ..
Class #18, “Premarital Conceptions in China and the West”
Reading:
CHANG, chapter 5

February .. and March ..
Reading:
F&G, chapter 20

March ..
Class #21, “China’s Unbalanced Sex Ratio at Birth”
Reading:
BECKER, chapter 10

March ..
Class #22
Mid-term Exam, In-class, Open Book
Readings for this exam:
Fairbank-Goldman: entire book
Becker: chapters 10, 12, and 13
Chang, chapters 1-5

March ..
Class #23, Movie-3, “Small Happiness”

March .......
SPRING BREAK

March ..
Class #24 “Aging and the Elderly Population of China”
Reading:
CHANG, chapter 6

March ..
Class #25, “Biology and Sexuality”
Reading:
CHANG, chapters 7-8

March ..
Class #26, “Sexuality in China and the U.S.”
Reading:
CHANG, chapters 9-10

March ..
Class #27, “Homosexuality in China and the U.S.”
Reading:
CHANG, chapters 11-12
March ..
Class #28, “Does Sociology Override Biology?: Transsexuals and the Twin Boys”
Reading:
CHANG, chapters 13-14

March ..
Class #29, Movie-4, “Colonel Jin Xing: China’s Most Emblematic Transsexual”

April ..
Class #30, “STIs and HIV/AIDS in China”
Reading:
CHANG, chapters 15-16

April ..
Class #31, “Urban and Rural China”
Reading:
BECKER, chapters 2, 3 and 4 (pp. 87-101)

April … (2 periods)
Class #32 and 33, “Internal Migration and the Floating Population of China”
Reading:
BECKER, chapters 4 (pp. 101-108) and 5

April ..
Class #34, “Student and Labor Migration from China to the U.S.”
Reading:
BECKER, chapters 9 and 11

April ..
Class #35, “Legal and Illegal Immigration from China”
Reading:
CHANG, chapters 17-18

April ..
Class #36, “Taiwan, Hong Kong and Macao”
Reading:
CHANG, chapters 19-20

April ..
Class #37, “China’s Minority Nationalities and Chinese Muslims”
Reading:
BECKER, chapter 1 & CHANG, chapters 21-22
April ..
Class #38, Movie-5, Ju Dou (Cat: PN1995.9.F67 J8 2006)

April ..
Class #39, end of Ju Dou movie and discussion about women and marriage
Reading:
CHANG, chapters 23-24

April ..
Class #40, “Tibet and Xinjiang”
Reading:
CHANG, chapters 25-26

April ..
Class #41, “China’s Manufacturing for the West”
Reading:
BECKER, chapters 6, 7 and 8
CHANG, chapter 27

April ..
Class #42, “The New China and Yao Ming”
Reading:
BECKER, chapters 14, 15 and Epilogue
CHANG, chapter 28 and Epilogue

May ..
Class #43 (10:30 AM to 12:30 PM)
Final Exam, In-Class, Open Book
Readings for this exam:
Becker: entire book, except for chapters 10, 12 and 13
Chang: entire book, except for chapters 1-5

V. Examinations. Each of the two examinations will be “open book and open notes” exams. They will be held in the classroom on March .. (1-hour exam) and on May .. (2-hour exam). Some of the questions will be short answer questions (1-2 sentences), and other questions will ask for longer answers (2-3 paragraphs). Students may bring their books and notes to the class and consult them during the exams. All students must take both exams. Make-up exams will only be given in the case of university-excused “official” absences, or in the event of some extraordinary situation (e.g., extreme sickness, or death in the immediate family). In the case that the student misses an examination owing to such a situation, s/he must provide to me a written
documentation from a university official (in the case of a university-excused absence), a letter from a medical person (in the case of sickness), or a letter from a parent or close relative, accompanied by a copy of a death notice from a newspaper (in the case of a death in the immediate family). When a make-up exam is given, it will be an essay exam.

VI. Attendance Requirements. Students are required to attend class on a regular basis. Class attendance will be taken during each class, except for classes when movies are shown. At the end of the semester after I have calculated the student’s final course grade, I will raise by 1/3rd of a letter grade (e.g., from a B+ to an A-) the final grades of all students who only missed two or fewer classes during the semester. I will reduce by 1/3rd of a letter grade (e.g., from a B- to a C+) the final grades of all students who have missed between four and seven classes during the semester. I will reduce by 2/3rds of a letter grade (e.g., from a B- to a C) the final grades of all students who have missed between eight and eleven classes during the semester. I will reduce by a full letter grade (e.g., from a B- to a C-) the final grades of all students who have missed twelve or more classes during the semester.

Grade reductions are based on “unexcused” absences. For more information on and a definition of unexcused absences, see Student Rule 7 at http://student-rules.tamu.edu.

VII. PowerPoint Slides. I will send electronically to all students, at least one day prior to each class lecture, a copy of the PowerPoint slides of my lecture for that class. I will also post all the files of p-p slides on web. The web address for this course is shown on the first page of the syllabus.

VIII. Class Electronic List. I will use electronic mail to communicate on various topics with the students in this class. Also, students are encouraged to raise and send questions and reflections to me about any of the topics covered in this course. I will answer/respond to the questions, and will also send the questions/answers to all students who are on the electronic list.

If you send me an electronic message and do not want your question, and my answer, sent to all the students in our
class, indicate so by typing “PRIVATE” at the beginning of the message. I check my electronic mail several times daily. The best way to communicate with me, outside the classroom, is through electronic mail. My e-mail address is:

d-poston@tamu.edu

IX. Other Matters

In addition to the normal high standards of courtesy and respect expected in any university classroom, please take note of the following:

**Scholastic Dishonesty.** The Aggie Code of Honor is simple: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the new website:

http://www.tamu.edu/aggiehonor.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, one is committing plagiarism if one copies the work of another person and turns it in as his or her own work, even if one should have the permission of that person to do so. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely conducted and communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules at:

http://student-rules.tamu.edu

Look under the section “Scholastic Dishonesty.”

**Grade Disclosure.** All personal information concerning your performance in this course is covered by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). I am not allowed to provide grades or grade/enrollment status questions to students by telephone or email.
**ADA Statement.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for the reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room B-118 of Cain Hall, or call 845-1637.

**Grading.** Letter grades will be assigned as final grades for this course as follows: A: 100-90% of total points; B: 89-80%; C: 79-70%; D: 69-60%; F: less than 60%
Texas A&M University

Departmental Request for a New Course

Undergraduate + Graduate + Professional

• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of SOCIOLGY.

2. Course prefix, number and complete title of course: Soci 332, Alternative Genders

3. Course description (not more than 50 words): Examination of theories and case studies involving alternative genders and sexualities, studied in their cultural contexts and including the role of factors such as race, class, ethnicity, age, and physical characteristics.

4. Prerequisite(s) Cross-listed with WMST 332.

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

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

7. Has this course been taught as a 289/489/689? □ Yes □ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:

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

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

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

10. Prefix Course # Title (excluding punctuation)
    SOC I 3 3 2 A L T E R N A T I V E G EN D E R S

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 4 5 1 1 0 1 0 0 0 1 2 5 9 0 0 8 - 0 9 0 0 3 6 3 2

    Approval recommended by:
    Head of Department Date
    Head of Department (if cross-listed course) Date

    Submitted to Coordinating Board by:
    Director of Academic Support Services Date
    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

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WMST/SOCI 332: Alternative Genders

Instructor: Ashley Currier, Ph.D.
Email: (alternative.genders@gmail.com)
Meeting times:

In this course, we will examine theories and case studies of alternative genders and sexualities across cultures. We will consider genders and sexualities at the level of individuals, interpersonal relationships, and institutions. Central to our discussions will be how alternative genders and sexualities are configured differently across race, ethnicity, class, age, nationality, and physical ability.

Required Texts (available at the bookstore and on reserve at the library/department):

Additional Resources
All texts will be on reserve in the department and/or the library or possibly in a reader. This reading list is provisional and may change, depending on the availability of materials.


**Academic Integrity**

In this course, I will take the Aggie Honor Code very seriously: “An Aggie does not lie, cheat, or steal or tolerate those who do” (http://www.tamu.edu/aggiehonor). The following website offers detailed definitions of academic misconduct, plagiarism, and cheating: http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html).

**Accommodation**

The Americans with Disabilities Act (AADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-118 in the Cain Building, or call (979) 845-1637.

**Prerequisites**

Students who have completed 3 credits in WMST or SOCI may enroll in this course.

**Reading and Assignment Schedule**

*Note:* This is a provisional reading schedule. I may have to make slight modifications during the semester.

<table>
<thead>
<tr>
<th>Week and Theme</th>
<th>Readings, Films, and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One: Introduction to alternative sexualities and genders</td>
<td>Butler (1999); Jagose (1996)—chapters 1, 2, 7; Rubin (1993)</td>
</tr>
<tr>
<td>Week Two: Power of Discourses, Discourses of Power</td>
<td>Foucault (1978); Lorde (1984); Sedgwick (1993)—<strong>Reaction paper 1</strong></td>
</tr>
<tr>
<td>Week Three: Non-Normative Sexual and Gender Identities</td>
<td>Cohen (2005); Jagose (1996)—chapters 3-6; Seidman (1993)</td>
</tr>
<tr>
<td>Week Four: Racing Genders and Sexualities</td>
<td>Cantú (2001); Lorde (1983—first half); Ross (2005); Ward (2004)—<strong>Reaction paper 2</strong></td>
</tr>
<tr>
<td>Week Five: Classing Queerness</td>
<td>Screen <em>If These Walls Could Talk</em> 2; Fraser (1999); Lorde (1983—second half); Skeggs (2000)</td>
</tr>
<tr>
<td>Week Six: Globally Genders and Sexualities?</td>
<td>Screen <em>Fire</em>; Adam (2002); Gopinath (2002); King (2002)</td>
</tr>
<tr>
<td>Week Seven: Queer Intersections: Exploring LGBTQ Identities</td>
<td>Isaacks (2005); Kessler (2000); Minter (2006); Sandahl (2003); Serlin (2003)—<strong>Reaction</strong></td>
</tr>
<tr>
<td>Week Eight: Queer Families and Gay Marriage</td>
<td>Bernstein (2001); Hull (2006); Miller (2001); Warner (1999)—chapter 3</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Week Nine: Homophobia</td>
<td>Harper (1993); Stein (2005); van Zyl et al. (1999)</td>
</tr>
<tr>
<td>Week Ten: Violence and Hate Crimes</td>
<td>Screen <em>Boys Don’t Cry</em>; Moran and Skeggs (2004)—Reaction paper 4</td>
</tr>
<tr>
<td>Week Eleven: Commodifying Sexualities: Tourism and Lifestyle</td>
<td>Alexander (2005); Cantú (2002); Gamson (2001); Hennessy (1994); Oswin (2005)</td>
</tr>
<tr>
<td>Week Thirteen: Resistances II: Anti-Homonormativity</td>
<td>Ferguson (2005); Warner (1999)—preface, chapters 1, 2, 4, and conclusion</td>
</tr>
<tr>
<td>Week Fourteen: Resistances III: Imagining a Queer Future</td>
<td>Epprecht (2004); Gevisser (2000); Joseph and Dhall (2000); Lunsing (1999); Nguyen (2005); Taylor and Whittier (1992) Queer tourism paper due at time of final exam</td>
</tr>
</tbody>
</table>

**Grading**

Grades will be comprised of 4 reaction papers (15 points each=60 points) and an 8-10 page final research essay on tourism involving Internet and library research (40 points). The total number of points possible in this course is 100 points. **NOTE: There is no extra credit offered in this class.** I will post all assignments, grading rubrics, and announcements on WebCT.

**Grading scale:**

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

I round up grades ending in .5 for those students who are on the cusp between grades, such as between an A and B.

**Assignments**

1. Reaction papers: Four short (2-3 pages) reaction papers will be due at different times throughout the semester. Write a reaction paper about one reading. At the beginning of each paper (ideally in the first paragraph), summarize the main points of the reading. Then go on to discuss the reading’s strengths and weaknesses. What does the author leave unexplained? What does s/he explain well? How might you use concepts discussed in the reading in future research? See the following rubric for grading criteria.

2. Queer tourism (8-10 pages): Few places in the world remain closed to tourism. As we will discuss in class, a number of places advertise themselves as LGBT- and queer-friendly. In this assignment, you will examine how the construction of place and sexualities intersect and are enmeshed. First, go to a local bookstore’s tourism section or consult a tourism or travel
agency website (i.e. Lonely Planet) that caters for LGBT and queer clientele. Select a place that advertises itself as a LGBT or queer destination. What image(s) of the place does/do the tourism agency/book(s) promote? Are there contradictory images of the place or of LGBT persons or queers in promotional materials? What activities or modes of consumption are prominent in the advertising? What kinds of LGBT or queer people does the place hope to attract? After you describe the place you’ve selected as the topic of your paper, conduct a social constructionist analysis of queer tourism in this particular place in which you examine the construction and representation of place, genders, and sexualities. Pay particular attention to how local inhabitants and visitors are portrayed in the promotional materials, especially in terms of their race, ethnicity, nationality, gender, and sexuality. If you select tourism websites or sources that are not in a language that is not English, please be sure to translate into English any sections that you quote. Possible locations include, but are not limited to: Buenos Aires, Argentina; Cairo, Egypt; Cape Town, South Africa; Northampton, Massachusetts; San Francisco, California; Sydney, Australia; Thailand (coastal areas).

### Grading Rubric

<table>
<thead>
<tr>
<th>Assignment components (each component is worth 10 points.)</th>
<th>10 points</th>
<th>7.5 points</th>
<th>5 points</th>
<th>2.5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of theoretical concepts</td>
<td>The writer skillfully intertwines several theoretical concepts to advance a sophisticated argument or understanding of social and cultural issues.</td>
<td>The writer uses 2 or 3 theoretical concepts well and develops them, but does not construct a framework that links all of the concepts together.</td>
<td>The writer uses a couple of theoretical concepts, but does not explain them in sufficient detail.</td>
<td>The writer selects theoretical concepts inappropriate for the site or reading and misuses them.</td>
</tr>
<tr>
<td>Organization</td>
<td>The paper is clearly organized. For instance, each paragraph's topic sentence clearly introduces a new topic or issue, while advancing an identifiable argument or interpretation of the issues.</td>
<td>The paper is well organized, but there are gaps in the writer's logic in moving from one concept or issue to another.</td>
<td>The paper's topic sentences and explanation of concepts are incomplete and misleading.</td>
<td>The paper lacks coherence. The lack of organization is unacceptable in college writing.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The paper is polished and presented in a sophisticated manner.</td>
<td>The paper is relatively well written, but there are a few awkward sentences and phrases that could have been corrected.</td>
<td>The paper has many awkward sentences and phrases, and the sentences do not “hang together” in a way that propels the paper forward.</td>
<td>The paper is not written at a level appropriate for college-level writing.</td>
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<tr>
<td>-------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Grammar</td>
<td>The paper contains no grammatical errors.</td>
<td>The paper contains minor grammatical errors that could have been corrected with a more thorough revision.</td>
<td>The paper contains several grammatical errors unacceptable in college writing.</td>
<td>The paper is rife with grammatical errors that are unacceptable in college writing.</td>
</tr>
<tr>
<td>Overall score:</td>
<td>Awesome!</td>
<td>Good work</td>
<td>Satisfactory</td>
<td>Needs considerable improvement</td>
</tr>
</tbody>
</table>
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Sociology

2. Course prefix, number and complete title of course: Soci 426, Sociology of Work

3. Course description (not more than 50 words): Overview of classical and contemporary theories of work, changes in labor market structure; contemporary work place organization; occupational stratification by race, class, and gender.

4. Prerequisite(s) ___________ Cross-listed with ___________

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

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

7. Has this course been taught as a 289/489/689? ☑ Yes ☐ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. Fall 2005-16

8. This course will be:

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

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

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

10. Prefix Course # Title (excluding punctuation)

SOCI 426 SOCIOLOGY OF WORK

Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
3 0 0 0 3 4 5 1 1 0 1 0 0 0 1 5 0 8 0 9 0 0 3 6 3 2

Level 3

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

Received

Academic Support Services

Nov 28, 2007
Sociology 426: Sociology of Work
Spring 2008

Prof. Nancy Plankey Videla
Office: Academic Building 429B
Office Phone: 845-5483
Email: plankeyvidela@tamu.edu
Office hours: Tuesday 10-1 pm and by appointment
Pre-requisite: must have a junior or senior classification or approval of instructor

Course Objectives:
This course is intended to be an introduction to the sociology of work. Its focus is on the relationship between work and equality/inequality, specifically how inequality is produced and reproduced in the workplace. The course begins with classical and contemporary theorists of work, and then turns to examine how technology and demographic changes have transformed the workplace. Special attention is given to how agricultural, industrial, service, and professional sectors of the labor market in the U.S. are organized and stratified by race, class and gender. Since this course aims at gaining an understanding of the current trends in work organization, we will examine processes of globalization both in the U.S. and abroad.

Required Books:
There are three books and a reading packet required for this course. The following books are available at the MSC Bookstore and have also been put on 4-hour reserve at Evans library:


The course packet is available through Texas A&M library course reserve at http://ereserves.tamu.edu and at WebCT at http://elearning.tamu.edu.

The readings, ordered by course scheduled, are the following:


I expect every student to read assigned materials before class. We will stick to the course outline as closely as possible, however, it may occasionally be necessary to make adjustments to the schedule. These adjustments will be announced in class and posted on WebCT. It is the students’ responsibility to stay informed of all changes in the course outline.
Grading:

There will be two exams: a mid-term and a final exam. The exams will be a combination of short answer and essay. Each exam will be worth 35 points. (More information on the exams, including sample exam questions, will be provided in class.) In addition, you will write six (6) 2-page essays based on the assigned readings. These will be due prior to the first class of the week they are assigned. Each essay will be worth five (5) points. I expect everyone to come to class prepared to discuss that week’s material. The essays are designed to facilitate more in-depth class discussions.

Summarizing the above:

<table>
<thead>
<tr>
<th>Exam Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term exam</td>
<td>35</td>
</tr>
<tr>
<td>Final exam</td>
<td>35</td>
</tr>
<tr>
<td>2-page essays (6 X 5 points each)</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grades will be based on the following scale: A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, F = 59% and below. In other words, you must earn 90 of the 100 total points to receive an A, 80 of the total points to receive a B, 70 of the total points to receive a C, 60 of the total points to receive a D, and 59 total points or less will result in an F. Everyone is responsible for all of the material covered in lectures, assigned readings and videos. There will be no extra credit for this course.

Exams:

Make-up exams will be permitted in cases of university excused absences. Students not excused from a missed exam will receive an F for that exam. Hand-held computers, PDA’s, cell phones, or similar devices are not permitted during exams. When you finish an exam, you must give both your exam and blue book to your proctor. Please bring your student ID to all exams. If you see other students cheating during exams, please notify a proctor immediately.
A Note on Academic Dishonesty

As members of a community of learning, it is imperative that all students be aware of and abides by the rules of academic integrity. In short, they state that students and faculty will refuse to participate in or tolerate plagiarism, cheating or falsification of information. Knowledge is built upon the work of others—work must be recognized appropriately. If you use an idea, paraphrased sentences or words of another person(s) you must cite them. When in doubt, cite the work. It is preferable to over-cite than to take credit for someone else’s work.

Plagiarism and other forms of academic dishonesty will not be tolerated. Suspected cases will be sent to the Aggie Honor System Office where an investigation will proceed. The consequences of academic dishonesty range from grade sanctions to expulsion from the University. This is a very serious matter.

Please review the Aggie Honor Code:

“An Aggie does not lie, cheat, or steal or tolerate those that do.”

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

A Note on Disability

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, room B-118 Cain Hall or call 845-1637.
## Soci 426 Course Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong>&lt;br&gt;<strong>Historical Overview of Work</strong></td>
<td>Wharton: General Introduction, chapters 1, 2, and 3</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Theoretical Perspectives on Work</strong>&lt;br&gt;<strong>No class on Monday</strong></td>
<td>Wharton: Chapters 4, 5, 6, 7, 8 and 9</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Newer Conceptualizations of Work and Work Organization</strong></td>
<td>Wharton: Chapters 10, 11&lt;br&gt;Babson; Parker &amp; Slaughter</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Technology and Work</strong>&lt;br&gt;<strong>Work and Family</strong></td>
<td>Wharton: Chapters 12, 14, 15&lt;br&gt;Wharton: chapters 38, 39, 40 and 41</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>EXAM 1</strong>&lt;br&gt;<strong>Inequality: Race and Gender</strong></td>
<td>May; Williams; Lopez &amp; Feliciano; Wilson; LeDuff</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Inequality: Gender and Race I</strong>&lt;br&gt;<strong>FIRST ASSIGNMENT DUE</strong></td>
<td>Fink chapters 1, 2, 3 and 4</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>Inequality: Gender and Race II</strong></td>
<td>Fink chapters 5 and epilogue;</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td><strong>Types of Work: Agricultural</strong></td>
<td>Wells Chapter 3, 5 and 9</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td><strong>Types of Work: Industrial</strong></td>
<td>Wharton: chapters 25, 26</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>EXAM 2</strong>&lt;br&gt;<strong>Types of Work: Service I</strong></td>
<td>Hochschild; Williams chapters 1, 2, 3</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td><strong>Types of Work: Professional Managerial</strong></td>
<td>Wharton: chapters 31, 32; Brannon&lt;br&gt;Wharton: chapters 33, 34</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td><strong>Collective Responses to Work</strong></td>
<td>Milkman and Wong; Wharton: chapter 13</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td><strong>Globalizing Work</strong>&lt;br&gt;<strong>SECOND ASSIGNMENT DUE</strong></td>
<td>Wharton chapters 16, 17 and 18</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td><strong>The Globalization of Work</strong></td>
<td>Film: Uprooted</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td></td>
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</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Women's Studies Program

1. This request is submitted by the Department of

2. Course prefix, number and complete title of course: WMST 307 Gender and Education

3. Course description (not more than 50 words): Overview of gender and education; role of feminism and feminist theory; intersections of gender, race, class, ethnicity, and sexuality.

4. Prerequisite(s) Junior or senior classification Cross-listed with

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

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☒ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      B. A. in University Studies Gender and Education degree concentration (approval pending)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Minor in Women's Studies; undergraduate general academic

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

10. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>WMST</th>
<th>3</th>
<th>0</th>
<th>7</th>
<th>INTRO GENDER &amp; EDUCATION</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

FICE Code: 0 0 3 6 3 2
Level: 2

Approval recommended by: Claudia Nelson 10/18/07

Head of Department: Program Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS − 04/07
MEMORANDUM

DATE: October 19, 2007

TO: University Curriculum Committee

THROUGH: James Kracht
          Associate Dean

FROM: Jim Scheurich
       Professor & Head

SUBJECT: New Undergraduate Courses for Women’s Studies

This letter is to confirm that the Department of Educational Administration and Human Resource Development, along with the College of Education and Human Development, are in full support of the courses being submitted by the Women’s Studies Program. If you have any questions or concerns, please feel free to contact me.
WMST 307
Gender and Education
Texas A&M University
UNDERGRADUATE SYLLABUS

Instructor: Dr. Dominique T. Chlup (last name pronounced K-L-U-P)
Professor of Adult Education
Educational Administration and Human Resource Development
Texas A&M University
557 Harrington Tower
College Station, TX 77843-4226
[A&M office] 979-845-4331
[TCALL office] 979-845-6615
E-mail: dchlup@tamu.edu
Office hours by appointment

Class Location: XXX Harrington Tower
WebCT Vista

Prerequisites
For undergraduates, students are required to have junior/senior status.

Credit Hours
3 Credit hours

Establishing a Safe Classroom Environment
Learning takes place best when a safe environment is established in the classroom. To this end,
we will seek to support an environment that nurtures individual and group differences and
encourages engaged, honest discussions. We hope that together we create a safe environment
where everyone feels comfortable to share and explore ideas. In the course of class discussions,
it is quite possible that disagreements will arise. We welcome disagreements in the spirit of
critical academic exchange, but please remember to be respectful of other points of view,
whether you agree with them or not. In this class, derogatory comments based on race, ethnicity,
class, gender, sexual orientation, or nationality will not be tolerated.

Communicating Across Differences:
Establishing a Safe, Respectful Classroom Environment:
The best form of learning takes place in an environment where everyone feels safe and respected
in the classroom. To this end, we will seek to foster an environment which allows us to
communicate across differences. As such,
- Everyone gets a fair hearing.
• Seek first to understand, then to be understood.
• Share “air time.”
• If you are offended, say so, and say why.
• Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.
• Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
• Speak for yourself, not others.
• One person speaks at a time.
• What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.

Adapted from The Guide for Training Study Circle Facilitators (1998) by the Study Circle Resource Center, © Topsfield Foundation.

**ADA Statement**

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

**Faculty Senate Statement on Plagiarism**

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problems sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

**Academic Integrity**

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the work submitted is indeed the work of the student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

“An Aggie does not lie, cheat or steal or tolerate those who do.”
The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding this information, please consult the latest issue of the Texas A&M University Student Rules, Part 1, section 20, which can be found online at http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.” Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System http://www.tamu.edu/aggiehonor/.

Copyright Statement
The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Sexual Harassment
University policy prohibits sexual harassment. For information on what constitutes sexual harassment and information on resources persons available to assist student respond to harassment, go to http://student-rules.tamu.edu/rule47.htm.

Required Texts


Ann Arnett Ferguson (2001), Bad Boys: Public Schools in the Making of Black Masculinity (University of Michigan Press)


Recommended Texts


Both required and recommended books can be purchased at the Memorial Student Center (MSC). A course reader will be available. The on-line discussion materials will be available on the Course website

Course Description

This course is designed to provide an overview of the major discussions and debates in the area of gender and education (and the role that feminism and feminist theory has played), focusing on the intersections of gender, race, class, ethnicity, and sexuality.

I have four main goals for learning together this semester:

1. To explore the ways in which race, gender, class and sexuality shape the schooling process -- from the outside in, and the inside out. This last phrase, “from the outside in and inside out,” refers to complex social, cultural and psychological forces (both conscious and unconscious) for which we, as educators, have yet to find an adequate vocabulary. The first goal of the course is to try to develop a shared vocabulary for bringing these forces into clearer view. Our emerging vocabulary will draw from various sources ranging from personal experiences and memoirs, to sociological, anthropological and feminist theories, to historical accounts, to contemporary art and media images.

2. To experiment with feminist pedagogical and research practices in explicit and transparent ways. We will learn about these practices by “doing it.” Embedded in this second goal of the course is to consider the politics of knowledge production -- how knowledge is produced, valued, and assessed, by whom, with what interests, for whose benefit, and with what costs. Also embedded in this second goal is to consider what it means, as feminist scholars have claimed, that there are “different ways of knowing.” The assignments for this course are designed to allow for different ways of knowing and representing knowledge, including different genres of writing (and speaking) through which knowledge is gained and passed on.

3. To engage specific debates -- for example, single-sex education and sex education -- using the shared vocabulary we have developed to consider how race, gender, class and sexuality shape these issues. Embedded in this third goal is to consider how men and women, boys and girls are positioned by the terms of each debate. This phrase, “positioned by,” carries with it a certain critical perspective on educational debates that you will be asked to consider. You will be challenged to “re-frame” these debates or imagine alternative ways of conceiving the issues.

4. To select a topic related to the field of gender and education, and make it your own through the use of an explicit feminist pedagogical or research practice. Embedded in this fourth goal is for you to produce something tangible, meaningful, and usable to you in your educational/professional trajectory.

As we strive to accomplish these goals, the teaching format will be varied. It will include lecture; small and large group discussion; an on-line component; and student-led learning activities.
Everyone will also be part of a semester-long virtual “writing group” where students read and comment on each other’s written assignments before the instructor evaluates the work. These writing groups will occur on-line, and will follow certain strategies outlined by Peter Elbow and Sharon Belanoff about “sharing and responding” to each other’s written work. The online component of the course will require a computer with access to a high speed Internet connection (such as DSL, cable or faster) in order to view video segments and participate in discussions efficiently. PCs should be equipped with the free Adobe Acrobat Reader (to view documents in PDF format), and a web browser (such as Netscape/Mozilla, Safari, or Internet Explorer) that has the free RealPlayer plug-in installed.

Course Requirements

1. Class attendance, preparation and participation (100 points, 10%): This class is a seminar intended to provoke and elicit discussion. Students are expected to come to class prepared to engage in robust, critical, constructive discussion of the assigned readings. For each class, two students will be responsible for facilitating dialogue through a learning activity they have designed about some aspect of the readings.

2. Interview project paper (150 points, 15%) due xxxx 7-10 double-spaced typed pages that have been exchanged and revised through participation in the writing groups. More details described below.

3. On-line discussion (100 points, 10%) described in more detail below.

4. Events (100 points, 10%): Attend at least one event (a speaker or a conference) on some aspect of gender, education, feminism. Write a five page reflection paper on the event. The professor will provide a series of events available through the Glasscock Center, the Women’s Studies Program, the Women’s Center, etc.

5. Final Project proposal, due in class on XXXX (250 points, 25%): A proposal consists of four parts describing: the topic of the project; the questions/issues that will be explored; why these questions/issues are significant; the methods and resources a student intends to use; and the nature of “product” (research paper presentation, curriculum, art/media, etc.) The proposal should also include a short annotated bibliography that includes five articles, and two books (either monographs or edited collections). Please bring two copies to class.

6. Class presentation of final projects (100 points, 10%): The final class of the semester will be run as a presentation format similar to an academic conference. Students with related topics will offer 10-15 minute presentations of their projects, followed by a general discussion.

7. Final Portfolio due on XXXX (200 points, 20%): In addition to copies of your interview project paper, and the “product” of your final project, your portfolio should include a summary essay that reflects on what you’ve learned over the course of the semester about the research process, your topic, and perhaps yourself. Please include a self addressed stamped envelope so that you can have the portfolio mailed to you.
Written Assignments (points accounted for above):

(1) Interview Project Paper
For this paper you will interview two (2) people from different generations to talk about their educational histories. Your first interview will be with a member of the class, and second with a person from another generation. The focus of these interviews will be on memories of childhood (girl-hood and boy-hood) that happened in the context of schooling, educational choices and attainments of these individuals, their hopes and experiences of education. Your assignment then will be to discuss and analyze the issues that emerge from these interviews. What was the impact of race, class, ethnicity, religion, family structure on these individual's life experiences? How can we understand these individual lives in the context of what we know of wider social movements and events? How has education changed over time? Specific interview questions will be developed during a class session. We will also discuss how to approach the transcription, coding and data analysis of these interviews. Students will “share and respond” to each other’s essays before XXXXX so you can make whatever revisions you wish to make before submitting it.

2) Final Project Proposal (10 pages)

3) On-line discussions
The on-line discussion utilizes materials that were developed by Project ASSERT (Accessing Strengths and Supporting Resistance in Teaching) and are based upon a four-year study of Boston area public school teachers and their perspectives about the role that gender, race, and class play in their relationships with urban youth from diverse racial, ethnic, class and cultural backgrounds. These materials will be available on the Course WebSite and you will join a small group of your fellow classmates to participate in one of the three units, based on your interests. Each unit takes three weeks to complete and will allow you the opportunity to respond to each other’s written reflections.

Absences

Excused Absences

Students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for an excused absence. The reasons absences are considered excused by the university can be found at the following website: http://student-rules.tamu.edu/rule7.htm
I require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period of less than three university business days (including classes on Saturday). Illness and or injury confirmation may be obtained by one or both of the following methods:

a. Texas A&M University Explanatory Statement for Absence from Class form available at http://shs.tamu.edu/forms.htm
b. Confirmation of visit to a health care professional affirming date and time of visit.
An absence for a non acute medical service does not constitute an excused absence.

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

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**COURSE OUTLINE AND SCHEDULE**

**Week 1, Entering the Field**

Read FOR class:


Readings in class:


Excerpt from Anne Lamott, “Shitty First Drafts” and “Perfectionism” from *Bird by Bird: Lessons in Writing*
Discuss Interview Paper and Strategies

Interview Class member

**Week 2: Theoretical frameworks**

Course Readings for this week will depend upon the knowledge base of students who are enrolled. Those of you who are unfamiliar with feminist theories will benefit from reading some of the articles in Linda Nicholson (ed). *The Second Wave: A Reader in Feminist Theory*.

*Panel Presentation on the following readings: Selections will be made on the first day of class*


*Supplemental Reading List* (listed at the end of the syllabus) will be made available.

**Week 3: Theoretical frameworks (cont)**

*Panel Presentation on the following readings: Selections will be made on the first day of class*


Adrian Piper, “Passing for White, Passing for Black,” in Shohat, *Talking Visions*, pp. 75-112

*Supplemental Reading List* (listed at the end of the syllabus) will be made available

**Week 4: Theoretical frameworks (cont)**

*Panel Presentation on the following readings: Selections will be made on the first day of class*


*Supplemental Reading List* (listed at the end of the syllabus) will be made available

**Week 5 “Intersectionality” in schools and classrooms**

Reading:
Ann Arnett Ferguson (2001), *Bad Boys: Public Schools in the Making of Black Masculinity*

*Final Project Proposal due: Bring 2 copies to class*

**Week 6: Epistemology: Who makes knowledge and how?**

Readings:


*In-class reflexivity memo: your educational history*

**Week 7: Debates about Gender and Education**

Single Sex Education and Sexuality and Education
Students will choose one topic to present. Groups 1 & 2

Readings:


**Week 8: Debates about Gender and Education (cont.)**

Single Sex Education and Sexuality and Education

Students will choose one topic to present. Groups 3 & 4

Readings:


**Week 9: Debates about Gender and Education (cont.)**

Single Sex Education and Sexuality and Education

Students will choose one topic to present. Groups 5 & 6
Readings:


Week 10: Curriculum
Interview Project Paper Due

Readings:


**Week 11: Representing Self, Identity and Learning**


*In-class activity representing YOUR self, identity and learning*

**Week 12: Gender and teaching**

Readings:


*In class assignment: Analyzing Media Images of Teachers*

**Week 13: Gender and teaching (cont.)**


*In class assignment: Analyzing Media Images of Teachers*

**Week 14 Final Project Presentations**

Come to class prepared to give a presentation on your final project: describe the topic of the project; the questions/issues that will be explored; why these questions/issues are significant; the methods and resources you intend to use; and the nature of “product” (research paper *presentation*, curriculum, art/media, etc.) You should also include a short annotated bibliography that includes five articles, and two books (either monographs or edited collections). Please bring two copies to class.
BIBLIOGRAPHY

Recommendations for further reading

**Week 2: Reading Feminist Action as Feminist Theory**

**Week 3: Theoretical Frameworks**


Daisy Hernández and Bushra Rehman, eds. *Colonize This! Young Women of Color on Today’s Feminism*

**Week 5: “Intersectionality” in schools and classrooms**


**Week 5: Research and Interviewing Strategies**


Robert Bodgan and Sari Biklen, *Qualitative Research for Education*


**Week 7, 8, & 9: Single Sex Education**

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

Women's Studies Program

1. This request is submitted by the _________ Department of ________

2. Course prefix, number and complete title of course: WMST 308 Gender and International Education

3. Course description (not more than 50 words): 
Exploration of the intersection of formal and informal education and understandings of gender in countries beyond the United States.

4. Prerequisite(s) ________ WMST 307 Gender and Education, Junior or senior classification
Cross-listed with ________
Cross-listed courses require the signature of both department heads.

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☐ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught. ____________________________

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   B. A. in University Studies Gender and Education degree concentration (approval pending)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   Women's Studies minor, undergraduate general academic

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

10. Prefix Course # Title (excluding punctuation)
    WMST 308 Gender & International Education

   Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 3 0 5 0 2 9 9 0 2 0 1 1 7 3 5 0 8 - 0 9 0 0 3 6 3 2
   Level 3

Approval recommended by:
Claudia Nelson 10/8/07
Head of Department

Chair, College Review Committee 9/19/07

Dean of College 11/24/07

Submitted to Coordinating Board by:
Dean of College

Date

Date

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

212 of 293 D
MEMORANDUM

DATE: October 19, 2007

TO: University Curriculum Committee

THROUGH: James Kracht
Associate Dean

FROM: Jim Sheurich
Professor & Head

SUBJECT: New Undergraduate Courses for Women’s Studies

This letter is to confirm that the Department of Educational Administration and Human Resource Development, along with the College of Education and Human Development, are in full support of the courses being submitted by the Women’s Studies Program. If you have any questions or concerns, please feel free to contact me.
WMST 308
Gender and International Education
UNDERGRADUATE SYLLABUS

Instructor: Dr. Mary V. Alfred, Associate Professor
Office: 559 Harrington Tower
Phone: 979-845-2788
E-mail: malfred@tamu.edu
Fax:
Office Hours: TBD
Class Times: TBD
Location: TBD

Prerequisites
For undergraduates, students are required to have junior/senior status, also WMST 307.

Credit Hours
3 Credit Hours

Course Description
This course focuses on the intersection between education—both formal and informal—and gender relations in developing countries.

Relevant texts
Relevant texts in anthropology, political science, sociology and economics along with those that address interdisciplinary approaches to development and gender studies will comprise the literature base for this course. Another aspect of this course will be an exploration of the impact of global and national economic and social development initiatives on the participation of women and girls in education as well as the impact of these programs on men and boys within a larger societal context. It will explore gender sensitive analytical frameworks and policies and review a wide-range of education programs designed to foster the participation of women and girls in high quality educational programs.
Course Goal

The goal of this course is to enhance the knowledge and skills needed to be effective practitioners in the field of gender equitable education within the context of international development.

Course Objectives

At the completion of the course, the participant will be able to do the following:

- Describe the historical, philosophical, and ethical foundations of workforce education
- Understand the application of research methods and tools for designing, implementing, and evaluating training programs for the development of today’s workforce
- Present a needs analysis report, training strategy delivery plan, and evaluation plan that are designed to address a specific training need of an organization
- Report on the driving and restraining forces impacting a contemporary workforce development trend
- Demonstrate an understanding of alternative approaches to career and workforce development.

Required Texts


Recommended Texts


Supplemental readings will be posted on WebCT.

Class Structure
This course will be run as a seminar and will accommodate different modes of teaching and learning, including short lectures, group discussions, individual and group presentations, and small group activities. Classroom participation is absolutely essential to the success of this class; because of this, please plan to attend each class session and come prepared to share and learn with the class. Your active participation and critical reflection on readings and other class materials make up the very centerpiece of this class. This course is also a stacked course. Stacked courses are defined as courses in which graduate and undergraduate students meet for a class at the same time with the same instructor, but at their respective level of instruction. More rigorous activities (for example, extra laboratories, papers or assignments) are provided for graduate students to ensure work at the graduate level.

Establishing a Safe Learning Environment

Learning takes place best when a safe environment is established in the classroom. To this end, we will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. We hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that disagreements will arise. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

ADA Statement

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

Faculty Senate Statement on Plagiarism

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problems sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
Academic Integrity
Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the time submitted is indeed the work of the student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding this information, please consult the latest issue of the Texas A&M University Student Rules, Part 1, section 20, which can be found online at http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.” Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System http://www.tamu.edu/aggiehonor/.

Copyright Statement
The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Sexual Harassment
University policy prohibits sexual harassment. For information on what constitutes sexual harassment and information on resources persons available to assist student respond to harassment, go to http://student-rules.tamu.edu/rule47.htm.

Course Requirements

| I. | Attendance and Class Participation | 10% |
| II. | Class Facilitation | 20% |
| III. | Literature Review and Critical Analyses (2) | 40% (20% each) |
| IV. | Reflection Papers (3) | 30% (10% each) |
General Requirements Related to Assignments

- All written material should be double spaced and formatted in 12 point Times New Roman font, with 1 inch margins.

- Please use APA (5th ed.) guidelines to format all course papers. There are several websites that will have information on APA basic guidelines. If you do a search for APA, some of these will come up. Make sure you use the ones that reference the 5th edition.

- In the world of academia, the ability to write well is probably the single most important skill a person can possess. I will expect high quality in your written assignments, and in order to help you achieve this goal, I am available to help you with your writing. Please feel free to ask me for clarification or assistance. I am happy to review and discuss drafts of your papers, provided you give me enough advance notice. You can also support each other in class by reading and providing feedback on written papers. Assignments that are turned in on the due dates are assumed to be in final form, and no rewrites will be accepted after the due date.

Detailed Descriptions of Assignments

Assignment 1: Class Participation (face to face and online)
Due Date: Ongoing

**Face-to Face:** Active participation in class is dependent upon your physical presence. It is important for you to be present and to be on time for all scheduled classes. Except in cases of University-excused absences. Please complete the assigned readings and come prepared to discuss the key issues. I welcome your suggestions for outside presenters with knowledge of the topic areas.

**Online Facilitation:** You will be required to participate in on-line discussions of the readings assigned for that class meeting. During online discussions, you will be required to respond to questions posted by classmates or by the instructor, as well as review and comment on the responses of others through the conference board. These online discussions will provide an opportunity for you to articulate some of the main concepts in the readings and other current literature and extend your knowledge through interaction with your group. Each student will take turn serving as facilitator of the weekly online discussions.

**Facilitator:** As the facilitator, you are responsible for initiating the discussion with at least two questions from the readings. As class members respond to your questions, the facilitator extends the discussion by posing new questions on issues that arise out of the discussion. Additionally, the facilitator may refer back to the readings to initiate discussion on another aspect of the topic. Facilitators are
responsible for keeping an active and involved discussion going throughout the specified online discussion dates.

Assignment 2: Facilitate One Class Session
Due Date: Various

Class facilitation – 20%
You will be responsible for facilitating one class session, about 45-60 minutes. I have assigned class readings for each module, and these coincide with each week of the semester. However, I expect you to go beyond the assigned articles and do more reading and research on the particular topics on which you will make your presentation. It is expected that these facilitated class sessions will not consist solely of a presentation. I also expect good activities and discussions that will engage the other class members. It is recognized that planned exercises and activities, PowerPoint presentations, and discussion may help to facilitate active learning on the part of all participants. Participants should exercise creative talents in engaging their peers in these sessions. Graduate and undergraduate students will be paired as co-facilitators.

Feel free to entertain an alternative mean of engaging the subject; for example a video presentation and discussion, bringing in an outside presenter, or other activities that are appropriate. Your peers and I will evaluate your presentation.

Assignment 3: Case Analyses (2)
Due Date:
Case Analysis 1:
Case Analysis 2:

Two literature analyses of gender and international education – 40% (20% each)
Each student will research and identify two articles that address issues related to gender and international education. Examples of these issues could be the impact of globalization on international education, globalization and educational change, gender and education in a developing country, women’s participation in education within various international contexts, education and women’s development in a particular country, among others. You will summarize and critique these issues using the course readings and other literature as references. However, the case examples or the article to be reviewed must come from sources other than the assigned readings.

First provide a summary of the article according to the authors’ views and positions. Then provide a critical analysis of the perspectives and assumptions presented in the article as they relate the topics of this class. Use theories, models, and guidelines from course readings, class discussions, and other literature. Use the library and the internet for relevant resources. Cite these in your report using APA, fifth edition format. You should include a minimum of 5 references. Each report should be 4-5 pages. You should provide the following where applicable:
- The context of the article or setting
- General summary of the article from the author’s perspective
- An analysis and critique of the article as it relates to the topics of this course
- Conclusion, insights, recommendations (Your recommendations for a different
Assignment 4  Reflection papers

You will reflect on your position about the topics we discuss and write 3 three-page response essays over the course of the semester.

Due Dates:  
First reflection paper  
Second reflection paper  
Third reflection paper

Incomplete. The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent grade.

Written work will be assessed based on the following criteria:

1. Completeness – Are all parts of the assignments included? Did you follow the directions/assignment specifications?
2. Accuracy – Accuracy refers to your main points, use of concepts learned in the class, use of evidence from readings and other sources, quoting from others and the uses of statistics and other data sources. Is what you say correct and supported by evidence? Accuracy also includes proper citation of sources (APA).
3. Analysis – Are the main ideas of your paper identified? Have any implicit assumptions been identified and analyzed? Is the logic or the argument coherent and internally consistent? Is the evidence you use to make your argument assessed for its own strengths, weaknesses, limitations and accurately supported with evidence from the literature?
4. Quality of Writing – A bit more intangible than other criteria. Among the guidelines I use are the following: Is the writing clear to the reader? Is the writing succinct or wordy? Is the writing organized to help the reader make their way through the paper? Are key statements supported by examples and details? Are positions taken, or arguments made, supported by evidence (facts) or argument (reasoning by analogy, metaphor)? Is the overall writing coherent?

Grading:  
A: 90-100%  
B: 80-89%  
C: 70-79%  
D: 60-69%  
F: Below 60%
COURSE OUTLINE

(Please note: Readings in **bold** are from the required books, and readings from the *recommended special issue are in italics*. All other readings are available through WebCT)

**Part I: A Gendered Perspective on International Relations**

**Week 1** (date): Course Introduction and Definitions of Gender and Development

**Week 2** (date): Feminist Theories of International Relations

Readings:
1) **Steans,** "Gender, feminism and international relations," pp. 10-37
2) Peterson & Runyan, "Gender as a lens on world politics," pp. 17-44

**Week 3** (date): Gender and Nationalism

Readings:
1) **Steans,** States, nationalisms, and gendered identities, pp. 60-75
2) Geiger, "Tanganyikan nationalism as 'women's work'," pp. 465-478 (available through JSTOR database in the Texas A&M University network or http://www.jstor.org/)
3) Hale, "Liberated, but not free," pp. 122-141

*Recommended reading:*
1) Rai, "Gender, nationalism and 'nation building'", pp. 33-43
2) Denzer, "Domestic science training in colonial Yorubaland," pp. 116-139.

**Week 4** (date): Women and the Military in Contemporary Contexts

Readings:
1) **Steans,** The ‘warrior hero’ and the patriarchal state," pp. 81-103
2) Enloe, "Filling the ranks," pp. 235-260
3) Jesuit Refugee Services, "In war, a woman is often left alone," pp. 47-69

*Recommended reading:*
1) Bop, "Women in conflicts, their gains and their losses," pp. 19-34

**Week 5** (date): Feminist Perspectives on Security and Peace

Readings:
1) **Steans,** "Feminist perspectives on security," pp. 104-129
2) Reardon, "Women's visions of peace: Images of global security," pp. 141-170
Week 6 (date): Gender and Human Rights

Readings:
1) Tomasevski, “Women’s rights,” pp. 231-258
3) Gierycz, “Education on the human rights of women,” pp. 96-118

Part II: A Gendered Perspective on International Development

Week 7 (date): The Global Political Economy

Readings:
1) Steans, “The gender dimension of global political economy and development” [second part of chapter], pp. 146-154
3) Beneria, “Capitalism and socialism: Some feminist questions,” pp. 326-333

Recommended reading:
1) Vavrus & Richey, “Editorial: Women and development,” pp. 6-18
2) Vavrus, “Education and the postcolonial condition” and “International development and the feminist modern”, pp. 1-44

Week 8 (date): Gendered Development Discourses and the State

Readings (note: all of the readings are from the recommended Women’s Studies Quarterly issue):
1) Boesten, “Poor women in Peru,” pp.113-128
2) Hyndman & de Alwis, “Beyond gender” (Sri Lanka), pp. 212-226
3) Madhock, “A limited women’s empowerment” (India), pp. 154-173
4) Murdock, “Neoliberalism, gender, and development” (Colombia), pp.129-15

Week 9 (date): Global Political Economy, Women’s Labor, and Education Part I

Readings:
1) Steans, “The gender dimension of global political economy and development” [first part of chapter], pp. 130-146
2) Ong, Chapters 1-6, pp. 1-137

Week 10 (date): Global Political Economy, Women’s Labor, and Education Part II

Readings:
1) Ong, Chapters 7-10, pp. 141-221
2) Vavrus, “Adjusting inequality,” pp. 174-201

**Part III: A Gendered Perspective on International Educational Development**

**Week 11** (date): Closing the Gender Gap in Education: The Cases of Malaysia, Pakistan, Iran, and Thailand

Readings:
2) Pong, “Gender inequality,” pp. 155-170
3) Heward, “Closing the gender gap?” pp. 203-217
4) Mehran, “Female education in the Islamic Republic of Iran,” pp. 269-286

**Week 12** (date): Women’s Education and Empowerment: The Cases of Kenya and Tanzania

Readings:
1) Vavrus, “Constructing consensus,” [CICE online at http://www.tc.columbia.edu/CICE/articles/fv151.htm]
3) Mbilinyi, Searching for utopia: The politics of gender and education in Tanzania:
4) Vavrus, Adjusting inequality: Education and structural adjustment policies in Tanzania.

**Week 13** (date): Gender Relations in the Classroom: The Cases of Nepal and Tanzania

Readings:
1) Skinner and Holland, “Schools and the cultural production,” pp. 273-299 (available through E-BOOKS in the Texas A&M University network at www.netlibrary.com; type in book title, The Cultural Production of the Educated Person, and then go to page 273 to begin)
2) Stambach, “Boys, preserve your bullets; girls, lock your boxes,” pp. 111-133

**Week 14** (date): Final paper presentations

**Papers are due at the final class at the beginning of class**
BIBLIOGRAPHY

Required readings and recommendations for further reading


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

1. This request is submitted by the Department of

   Women's Studies Program

2. Course prefix, number and complete title of course: WMST 309 Feminist Pedagogy

3. Course description (not more than 50 words):
   Exploration of educational systems' and institutions' regard for women historically and contemporarily; practical and theoretical writings on feminist pedagogy.

4. Prerequisite(s) Cross-listed with
   WMST 307 Gender and Education; junior or senior classification
   Cross-listed courses require the signature of both department heads.

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

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

7. Has this course been taught as a 289/489/689? □ Yes □ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:

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

   B. A. in University Studies Gender and Education concentration (approval pending)

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

      Minor in Women's Studies; undergraduate general academic

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

10. Prefix Course # Title (excluding punctuation)

    WMST 309 Feminist Pedagogy

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    03 00 03 30 5 0 2 0 7 0 0 1 1 7 3 5 0 0 3 6 3 2

    Level 3

Approval recommended by:
Claudia Wilson 10/15/07
Head of Department
Date

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

Dean of College
Date

Director of Academic Support Services
Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

228 of 293 D
MEMORANDUM

DATE: October 19, 2007

TO: University Curriculum Committee

THROUGH: James Kracht
Associate Dean

FROM: Jim Scheurich
Professor & Head

SUBJECT: New Undergraduate Courses for Women's Studies

This letter is to confirm that the Department of Educational Administration and Human Resource Development, along with the College of Education and Human Development, are in full support of the courses being submitted by the Women's Studies Program. If you have any questions or concerns, please feel free to contact me.
WMST 309  
FEMINIST PEDAGOGY  
UNDERGRADUATE SYLABUS

Instructors:  
Dr. M. Carolyn Clark  
Associate Professor  
Educational Administration and Human  
Resource Development  
560 Harrington Tower  
Texas A&M University  
College Station, TX  77843-4226  
(979) 845-4086 (voice mail available)  
FAX: (979) 862-4347  
email: cclark@tamu.edu

Class Meeting Times and Location:  
[To be determined]

Prerequisites:  
For undergraduates, students are required to have junior/senior status, also WMST 307.

Credit Hours:  
3 Credit hours

Establishing a Safe Classroom Environment:  
Learning takes place best when a safe environment is established in the classroom. To this end,  
we will seek to support an environment that nurtures individual and group differences and  
encourages engaged, honest discussions. We hope that together we create a safe environment  
where everyone feels comfortable to share and explore ideas. In the course of class discussions,  
it is quite possible that disagreements will arise. We welcome disagreements in the spirit of  
critical academic exchange, but please remember to be respectful of other points of view,  
whether you agree with them or not. In this class, derogatory comments based on race, ethnicity,  
class, gender, sexual orientation, or nationality will not be tolerated.

ADA Statement:  
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides  
comprehensive civil rights protection for persons with disabilities. Among other things, this  
legislation requires that all students with disabilities be guaranteed a learning environment that  
provides for reasonable accommodation for their disabilities. If you believe you have a disability  
requiring an accommodation, please contact the Disability Services in Room B118 of Cain Hall,  
or call 845-1637.
Faculty Senate Statement on Plagiarism:
The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problems sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Academic Integrity:
Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the time submitted is indeed the work of the student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding this information, please consult the latest issue of the Texas A&M University Student Rules, Part 1, section 20, which can be found on line at http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.” Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System http://www.tamu.edu/aggiehonor/.

Copyright Statement:
The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
**Sexual Harassment:**

University policy prohibits sexual harassment. For information on what constitutes sexual harassment and information on resources persons available to assist student respond to harassment, go to http://student-rules.tamu.edu/rule47.htm.

**Required Texts:**


**Recommended Texts**


**Course Description**

Are there women’s and girls’ ways of knowing and being in society that make the experience of schooling, learning, and teaching a specific and different process? This course will examine how educational systems and institutions have regarded women historically and contemporarily.

In addition, the course will examine theoretical writings on feminist pedagogy and also will address practical issues related to teaching Women’s Studies. Participants will develop familiarity with feminist pedagogies and their significance for the field of Women’s Studies; interpret their own educational experiences within the context of feminist reflections on education; formulate their own philosophies of education; and develop and test pedagogical strategies for developing critical consciousness about social inequalities.
Course Requirements

Course grades will be awarded according to the number of points you earn throughout the semester. Possible points are listed for each course requirement.

1. Attendance and Participation
(150 possible points; 10 points for each class period)
Regular attendance and participation are expected of each student, since much of our learning will take place in class. More than two unexcused absences will lower your final grade for the course, no matter how many points you accumulate by the end of the semester. If you arrive late or leave early, you will not receive the full number of points for that class period.

In preparation for class, you should take notes on your reading and endeavor to answer the following questions:

1. What do you know about the author and his/her perspective? What can you infer about the author and his/her assumptions?
2. What is the author’s major purpose and thesis?
3. How does the author support or defend his/her thesis? What arguments, examples, or illustrations does he/she use?
4. From your perspective, what is the author’s strongest argument? Why?
5. From your perspective, what is the author’s weakest argument? Why?
6. Identify a passage that was particularly thought-provoking or insightful to you. Explain your response to the passage.
7. Identify a passage that was particularly troubling or objectionable to you. Explain your response to the passage.

Although your answers to these questions will not be collected, you should come to class prepared to share your answers to these kinds of questions. Always bring your reading and writing assignments to class with you.

2. Weekly Participation on WebCT/Vista
(110 total possible points; 10 possible points for each weekly entry)
Prior to each class session you will present one of the following items on the Discussion Board for this course in WebCT/Vista:
A. carefully-formulated discussion question relating directly to the reading(s) assigned for the week. Your question may ask for clarification of terms, concepts, or ideas; it may question the author’s assumptions; it may explore the implications of an author’s assertions; or it may endeavor to relate reading assignment(s) to other materials. If your question refers to a specific passage in a reading assignment, provide the quotation and page number.
3. **Personal Narrative (200 possible points) Due: Week 4** Complete one of the following writing assignments:

a. **Personal Narrative**

One key aspect of feminist pedagogy involves encouraging students to make connections between personal, subjective experience and theoretical perspectives. To facilitate making these connections, you are asked to reflect critically on your own educational experiences within the context of some aspect of feminist pedagogical theory. Write a personal narrative on some facet of your educational experiences AND interpret your story with the assistance of a theoretical perspective introduced in our class or discovered through your own research. (Make sure to carefully document your sources.) In other words, identify a specific feminist pedagogical idea or theoretical perspective, and use it to interpret some facet of your own educational experience. You should present an essay of 5 pages in length.

However, if you wish, you may write a poem, make a drawing, or create another kind of artistic work. If you create an artistic work, you must include a 3-4-page written analysis of the purpose of your artistic work as well as discussion of the theoretical perspective that informs your work.

In preparation for completing this assignment, read *Making a Difference: University Students of Color Speak Out*, chapter 4: “The Tellers, the Tales, and the Audience: Narratives by Students of Color” by Debbie Storrs and Julia Lesage, pp. 95-112. This chapter may stimulate ideas regardless of whether or not you choose to focus on issues of race in your personal narrative. (This assignment was adapted from a similar assignment created by Dr. Vivian May of Syracuse University, Women’s Studies.)

4. **Learning Activity/Practical Exercise (100 possible points)**

Along with other students in the course, you will design and implement one short (approximately 15 minutes) learning activity, or practical exercise, aimed to increase awareness of power structures within society (e.g. white privilege, sexism, compulsory heterosexuality, ableism, ageism, and/or classism); to encourage meaningful reflection on “feminism” or “womanism”; or to promote reflection on strategies for social change. Although this activity may be most suitable for another learning context (e.g. an undergraduate course, a middle school classroom, a meeting of a community organization), you should plan the activity and carry it out in our class; after we participate in the exercise or activity, we will reflect together on its strengths and limitations.

On the night that you carry out this activity, you will provide each member of the class with a written description of the activity, a statement of the goals of the activity, a statement of the intended participants in this activity (e.g. undergraduate students, elementary school students, etc.), as well as a statement of the perceived strengths and limitations of the activity. You should also credit any sources (e.g. books, articles, professors, friends) that you used to develop the activity. If you wish, you are welcome to implement ideas found in the textbook *Teaching for Diversity and Social Justice*. This book can provide helpful and stimulating ideas.
To carry out this assignment, students will be assigned to groups (usually three students per group); dates for the learning activities will also be assigned. Please contact me to request a change, if necessary, in the assigned groups or dates.

5. Teaching Unit Project
(400 possible points)    Due: Week 14
This assignment requires you to develop ideas and compile a list of resources for a curricular unit you would like to teach as part of a class, for a meeting of a community organization, or within a particular professional setting. This curricular unit should relate directly to women’s studies and/or teaching for diversity and social justice; it should also display reflection on principles and techniques of feminist pedagogy.

I strongly suggest that you select a topic that interests and excites you; I also suggest that you develop a teaching unit that you actually would like to implement. Sample topics include the following: a unit on Muslim feminism for an undergraduate course on women & religion; a unit on racial disparities in the death penalty for an undergraduate course on feminist ethics; a unit on domestic violence for a meeting of clergy; a unit on drug rape for high school students; a unit on women in Texas history for a middle school history course; etc.

Your teaching unit (a paper of 10-12 pages in length) should include the following: a) a statement of your topic, your intended audience, and your reasons for selecting the topic for your audience, b) the purpose(s) of your teaching unit (your goals and intended outcomes), c) selected basic background information on your topic, d) a description of the specific learning activities you would implement (exercises, lectures, films, discussion questions, etc.) and a rationale for implementing those activities, e) reflection on the strengths and possible limitations of your approach, f) a list of appropriate materials on the topic (books, articles, Internet sites, films, etc.), and g) thoughtful reflection on your understanding of feminist pedagogy and how its values and principles shaped the development of your teaching unit. If it is possible for you actually to teach your teaching unit during the semester, your paper also could include reflections on your experience.


Your project will be evaluated according to both content (cogency of the argument, thoughtfulness of presentation, depth of reflection, research) and form (grammar, spelling, sentence structure, and consistency in following the MLA style).

6. Other assignments (40 points possible)
a. Syllabus evaluation (20 possible points)
Locate, read, and evaluate at least 3-5 different syllabi for similar Women’s Studies courses (Introduction to Women’s Studies, Feminist Theories, Women and Religion, Women and
Literature, Psychology of Women, etc.). These syllabi can be easily found on the Internet by using a search engine or by going to sites like the following:

Select one syllabus that you find to be particularly creative, stimulating, strong, or helpful. Write a detailed evaluation of the strengths and weaknesses of the syllabus you select (1 to 2 typewritten pages, single-spaced). Make sure to include the course name, instructor name, and source of the syllabus (website address, etc.) on your evaluation. Make a copy of your evaluation page for each member of your group (6 students) as well as for me. Bring two copies of the syllabus with you to class.

b. “Talking Points” Handouts (10 points each; 20 points total)
You will briefly present the key points of an assigned article to other students in the class. You will create a “talking points” handout (1 page) to accompany each of your presentations. This handout should list the key points in your assigned article.

Grading

Grades for the course will be determined as follows:

A 1000-900 points
B 899-800 points
C 799-700 points
D 699-600 points
F below 600 points

COURSE OUTLINE

Week 1 Introductions
1. Introduction to course and class participants
3. What is pedagogy? What is feminism? What is feminist pedagogy?

Week 2 What is Feminist Pedagogy? Key Values, Principles, & Questions
1. Discussion of readings:
   - Carolyn M. Shrewsbury, “What is Feminist Pedagogy?” (packet)
   - Boxer, When Women Ask the Questions, pp. 1-33, 51-99 (skim pp. 33-55)
   - Fisher, No Angel in the Classroom, pp. 1-109
     (Our discussion should center on our reading of Fisher’s book.)
2. Discussion of learning activity assignment: “Systems of Privilege and Inequality: Observations and Reflections about Texas Woman’s University” (Read: Patricia Hill Collins,
"Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection," and be prepared to share your observations of TWU with the class.

**Week 3 What is Feminist Pedagogy? Key Values, Principles, & Questions**
1. Discussion of reading:
   - Fisher, *No Angel in the Classroom*, pp. 111-190
2. Presentation on the history of and controversy over coeducation at TWU
3. Discussion of questions and accompanying readings (as time allows): Is single-sex education beneficial or harmful to women and to men? Should single-sex education be legal in publicly supported institutions? Should professors sometimes teach men and women separately? Should they have the right to do so if they wish?
   - Discussion of readings:
     - selections from Helen M. Stoddard, *To the Noon Rest: The Life, Work and Addresses of Helen M. Stoddard* (packet),
     - selections from Leslie Miller-Bernal, *Separate by Degree: Women Students’ Experiences in Single-Sex and Coeducational Colleges* (packet)
     - Adrienne Rich, “Taking Women Students Seriously” (packet)
   - Recommended reading:

**Week 4 Liberatory Pedagogies & Movements for Social Justice: An Introduction to Paulo Freire**
1. Discussion of readings:
   - Fisher, *No Angel in the Classroom*, pp. 191-221
   - Freire, *Pedagogy of the Oppressed*, pp. 11-86 (introductory materials and chapters 1-2)
2. Learning Activity, Group 1-A

**Week 5 Liberatory Pedagogies & Movements for Social Justice: An Introduction to Paulo Freire**
1. Discussion of readings:
   - Freire, *Pedagogy of the Oppressed*, pp. 87-124 (chapter 3), skim 125-183 (chapter 4)
2. Learning Activity, Group 1-B

**Week 6 Education as the Practice of Freedom: bell hooks**
1. Discussion of readings:
   - Boxer, *When Women Ask the Questions*, pp. 100-125
   - hooks, *Teaching to Transgress*, pp. 1-110
2. Learning Activity, Group 2-A

**Week 7 Education as the Practice of Freedom: bell hooks**
1. Discussion of readings:
   - hooks, *Teaching to Transgress*, pp. 111-207
• *Making a Difference: University Students of Color Speak Out*, pp. 153-175

2. Learning Activity, Group 2-B

**Week 8 Personal Narrative Essay or Statement of Teaching Philosophy Due**
1. Discuss your essay with other members of the course.
2. Learning Activity, Group 3-A

**Week 9 Challenges Presented by Teaching Introductory Women’s Studies Courses**
1. Discussion of readings:
   • Mytheli Sreenivas, “Teaching about ‘Other’ Women: Developing a Global Perspective on Gender in the Classroom” (packet)
   • Barbara Scott Winkler and Carolyn DiPalma, eds., *Teaching Introduction to Women’s Studies*, Chapters 2, 5, 6, 8, 9
     (Book chapters will be placed on reserve in the library; the book can also be read in the Women’s Studies Program conference room, HDB 307.)
2. Learning Activity, Group 3-B

**Week 10 Approaches to Teaching Women’s Studies: Evaluation of Syllabi**
1. Discussion of reading and writing assignment:
   • Three chapters of interest from Part II (Curriculum Designs), in *Teaching for Diversity and Social Justice*
   • Syllabus evaluation assignment due
2. Learning Activity, Group 4-A

**Week 11 Criticisms of Feminist Pedagogy**
1. Discussion of readings:
   • Boxer, pp. 191-224 (chapter 8)
   • Christine Stolba, “Lying in a Room of One’s Own: How Women’s Studies Textbooks Miseducate Students” (http://www.iwf.org/pdf/roomononesown.pdf)
   • Daphne Patai and Noretta Koertge, *Professing Feminism: Education and Indoctrination in Women’s Studies* (2003), chapter 4
   *Optional Writing Assignment Due:* Response to Stolba’s “Lying in a Room of One’s Own,” based on your own evaluation of Women’s Studies textbooks. (Copies of Women’s Studies textbooks can be found in the Women’s Studies Program conference room.)
2. Learning Activity, Group 4-B

**Week 12 An Introduction to Disability Studies & Its Impact on Transforming the Curriculum**
1. Discussion of reading:
   • Simi Linton, *Claiming Disability: Knowledge and Identity*
2. Learning Activity, Group 5-A

**Week 13 Post-Positivist Realism in Feminist Classrooms**
Discussion of Amie A. Macdonald & Susan Sánchez-Casal, eds., *Twenty-First-Century*
Feminist Classrooms: Pedagogies of Identity and Difference, specific chapters to be assigned. Each student will make a brief presentation based on one of the chapters and will formulate a “talking points” handout.
Recommended reading: Paula M.L. Moya, “Postmodernism, ‘Realism,’ and the Politics of Identity” (packet)

Week 14 Teaching Unit Project Due
Come to class prepared to give an overview of your teaching unit project to other members of the class. Your presentation (approximately 10 minutes in length) should provide an overview of your project, including the purpose & rationale for the teaching unit, the teaching methods you selected, and the resources you identified. Provide each member of the class with a 1-2 page handout that complements your presentation.

Teaching Feminist Activism: Discussion of Nancy A. Naples and Karen Bojar, eds., Teaching Feminist Activism: Strategies from the Field, specific chapters to be assigned. Each student will make a brief presentation based on one of the chapters and will formulate a “talking points” handout.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the ____________________________

2. Course prefix, number and complete title: WMST 332, Alternative Genders

3. Course description (not more than 50 words): Examination of theories and case studies involving alternative genders and sexualities, studied in their cultural contexts and including the role of factors such as race, class, ethnicity, age, and physical characteristics.

4. Prerequisite(s): 3 credits in SOCI or WMST; junior or senior classified. Cross-listed with SOCI 332.

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

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

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

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

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Undergraduate minor in WMST, undergraduate general academic

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

10. Prefix | Course # | Title (exclude punctuation) |
      | WMST 332 | ALTERNATIVE GENDERS |

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>03451100011000117350090003632</td>
<td>Level 3</td>
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</table>

Approval recommended by:

Claudia Nelson 9/18/07
Head of Department

Mark Forsyth 9/20/07
Head of Department (if cross-listed course)

Chair, College Review Committee 11/26/07
Dean of College

Submitted to Coordinating Board by:

Dean of College

Date

Director of Academic Support Services

Date

Effective Date

If you have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04
WMST/SOCI 332: Alternative Genders

Instructor: Ashley Currier, Ph.D.
Email: (alternative.genders@gmail.com)
Meeting times:
Office hours: Tues. 1-3pm & by appt.
Office location: 306A Academic

In this course, we will examine theories and case studies of alternative genders and sexualities across cultures. We will consider genders and sexualities at the level of individuals, interpersonal relationships, and institutions. Central to our discussions will be how alternative genders and sexualities are configured differently across race, ethnicity, class, age, nationality, and physical ability.

Required Texts (available at the bookstore and on reserve at the library/department):

Additional Resources
All texts will be on reserve in the department and/or the library or possibly in a reader. This reading list is provisional and may change, depending on the availability of materials.


Academic Integrity

In this course, I will take the Aggie Honor Code very seriously: "An Aggie does not lie, cheat, or steal or tolerate those who do" (http://www.tamu.edu/aggiehonor). The following website offers detailed definitions of academic misconduct, plagiarism, and cheating: http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html).

Accommodation

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-118 in the Cain Building, or call (979) 845-1637.

Prerequisites

Students who have completed 3 credits in WMST or SOCI may enroll in this course.

Reading and Assignment Schedule

Note: This is a provisional reading schedule. I may have to make slight modifications during the semester.

<table>
<thead>
<tr>
<th>Week and Theme</th>
<th>Readings, Films, and Assignments</th>
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<tbody>
<tr>
<td>Week One: Introduction to alternative sexualities and genders</td>
<td>Butler (1999); Jagose (1996)—chapters 1, 2, 7; Rubin (1993)</td>
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<tr>
<td>Week Two: Power of Discourses, Discourses of Power</td>
<td>Foucault (1978); Lorde (1984); Sedgwick (1993)—Reaction paper 1</td>
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<tr>
<td>Week Three: Non-Normative Sexual and Gender Identities</td>
<td>Cohen (2005); Jagose (1996)—chapters 3-6; Seidman (1993)</td>
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<tr>
<td>Week Four: Racing Genders and Sexualities</td>
<td>Cantú (2001); Lorde (1983—first half); Ross (2005); Ward (2004)—Reaction paper 2</td>
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<tr>
<td>Week Five: Classing Queerness</td>
<td>Screen If These Walls Could Talk 2; Fraser (1999); Lorde (1983—second half); Skeggs (2000)</td>
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<tr>
<td>Week Six: Globally Genders and Sexualities?</td>
<td>Screen Fire; Adam (2002); Gopinath (2002); King (2002)</td>
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<tr>
<td>Week Seven: Queer Intersections: Exploring LGBTQ Identities</td>
<td>Isaacks (2005); Kessler (2000); Minter (2006); Sandahl (2003); Serlin (2003)—Reaction</td>
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<tr>
<td>Week Eight: Queer Families and Gay Marriage</td>
<td>Bernstein (2001); Hull (2006); Miller (2001); Warner (1999)—chapter 3</td>
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<td>Week Nine: Homophobic</td>
<td>Harper (1993); Stein (2005); van Zyl et al. (1999)</td>
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<tr>
<td>Week Ten: Violence and Hate Crimes</td>
<td>Screen Boys Don’t Cry; Moran and Skeggs (2004)—Reaction paper 4</td>
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<tr>
<td>Week Eleven: Commodifying Sexualities: Tourism and Lifestyle</td>
<td>Alexander (2005); Cantú (2002); Gamson (2001); Hennessy (1994); Oswin (2005)</td>
</tr>
<tr>
<td>Week Thirteen: Resistances II: Anti-Homonormativity</td>
<td>Ferguson (2005); Warner (1999)—preface, chapters 1, 2, 4, and conclusion</td>
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<tr>
<td>Week Fourteen: Resistances III: Imagining a Queer Future</td>
<td>Epprecht (2004); Gevisser (2000); Joseph and Dhall (2000); Lunsing (1999); Nguyen (2005); Taylor and Whittier (1992) Queer tourism paper due at time of final exam</td>
</tr>
</tbody>
</table>

**Grading**

Grades will be comprised of 4 reaction papers (15 points each=60 points) and an 8-10 page final research essay on tourism involving Internet and library research (40 points). The total number of points possible in this course is 100 points. **NOTE: There is no extra credit offered in this class.** I will post all assignments, grading rubrics, and announcements on WebCT.

**Grading scale:**

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

I round up grades ending in .5 for those students who are on the cusp between grades, such as between an A and B.

**Assignments**

1. Reaction papers: Four short (2-3 pages) reaction papers will be due at different times throughout the semester. Write a reaction paper about one reading. At the beginning of each paper (ideally in the first paragraph), summarize the main points of the reading. Then go on to discuss the reading’s strengths and weaknesses. What does the author leave unexplained? What does s/he explain well? How might you use concepts discussed in the reading in future research? See the following rubric for grading criteria.

2. Queer tourism (8-10 pages): Few places in the world remain closed to tourism. As we will discuss in class, a number of places advertise themselves as LGBT- and queer-friendly. In this assignment, you will examine how the construction of place and sexualities intersect and are enmeshed. First, go to a local bookstore’s tourism section or consult a tourism or travel
agency website (i.e. Lonely Planet) that caters for LGBT and queer clientele. Select a place that advertises itself as a LGBT or queer destination. What image(s) of the place does/do the tourism agency/book(s) promote? Are there contradictory images of the place or of LGBT persons or queers in promotional materials? What activities or modes of consumption are prominent in the advertising? What kinds of LGBT or queer people does the place hope to attract? After you describe the place you’ve selected as the topic of your paper, conduct a social constructionist analysis of queer tourism in this particular place in which you examine the construction and representation of place, genders, and sexualities. Pay particular attention to how local inhabitants and visitors are portrayed in the promotional materials, especially in terms of their race, ethnicity, nationality, gender, and sexuality. If you select tourism websites or sources that are not in a language that is not English, please be sure to translate into English any sections that you quote. Possible locations include, but are not limited to: Buenos Aires, Argentina; Cairo, Egypt; Cape Town, South Africa; Northampton, Massachusetts; San Francisco, California; Sydney, Australia; Thailand (coastal areas).

**Grading Rubric**

<table>
<thead>
<tr>
<th>Assignment components (each component is worth 10 points)</th>
<th>10 points</th>
<th>7.5 points</th>
<th>5 points</th>
<th>2.5 points</th>
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<tbody>
<tr>
<td><strong>Use of theoretical concepts</strong></td>
<td>The writer skillfully intertwines several theoretical concepts to advance a sophisticated argument or understanding of social and cultural issues.</td>
<td>The writer uses 2 or 3 theoretical concepts well and develops them, but does not construct a framework that links all of the concepts together.</td>
<td>The writer uses a couple of theoretical concepts, but does not explain them in sufficient detail.</td>
<td>The writer selects theoretical concepts inappropriate for the site or reading and misuses them.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The paper is clearly organized. For instance, each paragraph’s topic sentence clearly introduces a new topic or issue, while advancing an identifiable argument or interpretation of the issues.</td>
<td>The paper is well organized, but there are gaps in the writer’s logic in moving from one concept or issue to another.</td>
<td>The paper’s topic sentences and explanation of concepts are incomplete and misleading.</td>
<td>The paper lacks coherence. The lack of organization is unacceptable in college writing.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The paper is polished and presented in a sophisticated manner.</td>
<td>The paper is relatively well written, but there are a few awkward sentences and phrases that could have been corrected.</td>
<td>The paper has many awkward sentences and phrases, and the sentences do not “hang together” in a way that propels the paper forward.</td>
<td>The paper is not written at a level appropriate for college-level writing.</td>
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<tr>
<td>Grammar</td>
<td>The paper contains no grammatical errors.</td>
<td>The paper contains minor grammatical errors that could have been corrected with a more thorough revision.</td>
<td>The paper contains several grammatical errors unacceptable in college writing.</td>
<td>The paper is rife with grammatical errors that are unacceptable in college writing.</td>
</tr>
<tr>
<td>Overall score:</td>
<td>Awesome!</td>
<td>Good work</td>
<td>Satisfactory</td>
<td>Needs considerable improvement</td>
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</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional

Submit original form and attachments.

This request is submitted by the Department of
Program in Comparative Literature

2. Course prefix, number and complete title of course: COML 221 World Literature

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

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

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

   d) Change in course title and description. Enter complete current course title and current course description;
      complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: World Literature. Representative works in translation of major authors and texts from various cultures to A.D. 1500, including such authors as Homer, biblical writers, Greek dramatists, Sappho, Virgil, Marie de France, Dante, Lao Tzu and works like Gilgamesh and La Bhagavad Gita

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

   ____________________

6. a) As currently in course inventory:

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<th>Title (excluding punctuation)</th>
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<td>WORLD LITERATURE</td>
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<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
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<th>Title (excluding punctuation)</th>
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<th>Admin. Unit</th>
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<th>FICE Code</th>
</tr>
</thead>
</table>

Approval recommended by:

Head of Department: ____________________ Date: 09/25/07
Chair, College Review Committee: ____________________ Date: 11/07/07
Dean of College: ____________________ Date: 10/16/07

Submitted to Coordinating Board by:

Director of Academic Support Services: ____________________ Date: ____________________
Dean of College: ____________________ Date: ____________________

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

248 of 293 D
September 25, 2007

MEMORANDUM

To: Associate Dean Pamela R. Matthews
    College of Liberal Arts
    Undergraduate Instruction Committee

From: Melanie Hawthorne
      Program Co-ordinator

Re: Withdrawal of Minor in Comparative Literature

Following discussion with Dean Pamela Matthews in the College of Liberal Arts, it has been decided to withdraw the Minor program in Comparative Literature. The current program has failed to attract any undergraduates. Undergraduates with interests in this area can fulfill their needs by taking a major or minor in currently existing language and literature programs (and indeed may arguably be better served by such programs that require knowledge of another language besides English).

These courses are being withdrawn from Comparative Literature only. The courses are all cross-listed (except for 489) and will continue to be offered through the English Department.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. This request is submitted by the Department of Program in Comparative Literature

2. Course prefix, number and complete title of course: COML 222 World Literature

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ___________________________ To ___________________________
   b) Withdrawal (reason) see attached
   c) Cross-list with ___________________________
      (Cross-listed courses require the signature of both department heads.)
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.

4. Complete current course title and current course description: World Literature. Representative works in translation of major authors from A.D. 1500 to the present from various cultures, including such authors as Cervantes, Molière, Goethe, Tolstoy, Mahfouz, Munif, Achebe, Tolstaya, Vargas Llosa and Duras.

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

6. a) As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation)
   -------|----------|-------------------------------
   COML  | 222      | WORLD LITERATURE              

   Lect.  | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code
   ------|-----|-----|-------------------------------|-------------|---------
   0     | 300 | 031 | 6010400011735               | 0 0 3 6 3 2 |

   b) Change to:

   Prefix | Course # | Title (excluding punctuation)
   -------|----------|-------------------------------

   Lect.  | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
   ------|-----|-----|-------------------------------|-------------|-----------|---------

Approval recommended by:

Head of Department 9/25/07
Chair, College Review Committee 10/16/07

Head of Department (if cross-listed course) Date
Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

Effective Date
September 25, 2007

MEMORANDUM

To: Associate Dean Pamela R. Matthews
    College of Liberal Arts
    Undergraduate Instruction Committee

From: Melanie Hawthorne
      Program Co-ordinator

Re: Withdrawal of Minor in Comparative Literature

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

1. This request is submitted by the Department of ____________________ Program in Comparative Literature

2. Course prefix, number and complete title of course: COML 308 History of Literary Criticism

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ____________________ To ____________________
   b) Withdrawal (reason) ________________________________________________________________________
   c) Cross-list with ____________________________________________________________________________
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: History of Literary Criticism. History of literary thought from antiquity to the present, including writers such as Plato, Aristotle, "Longinus," Sidney, Shelley and Dryden; analysis of genres such as tragedy, lyric and film; critical approaches such as new criticism, structuralism, deconstruction, Marxism, feminism, new historicism and film studies.

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

   _______________________________________________________________________________________

6. a) As currently in course inventory:

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<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
</tr>
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</table>

   Approval recommended by: ___________________________ 9/25/07

   Chair, College Review Committee: ____________________ Date ____________________

   Dean of College: ____________________ Date ____________________

   Submitted to Coordinating Board by: ____________________ Date ____________________

   Director of Academic Support Services: ____________________ Date ____________________

   Questions regarding this form should be directed to Sandra Williams at 845-8836.

   OAR/AS – 04/07

   252 of 293 D
September 25, 2007

MEMORANDUM

To: Associate Dean Pamela R. Matthews
    College of Liberal Arts

    Undergraduate Instruction Committee

From: Melanie Hawthorne
    Program Co-ordinator

Re: Withdrawal of Minor in Comparative Literature

Following discussion with Dean Pamela Matthews in the College of Liberal Arts, it has been decided to withdraw the Minor program in Comparative Literature. The current program has failed to attract any undergraduates. Undergraduates with interests in this area can fulfill their needs by taking a major or minor in currently existing language and literature programs (and indeed may arguably be better served by such programs that require knowledge of another language besides English).

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

1. This request is submitted by the Department of ______________________ Program in Comparative Literature

2. Course prefix, number and complete title of course: COML 401 Critical Theory and Practice

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested

   a) Prerequisite(s): From ______________________ To ______________________

   b) Withdrawal (reason) see attached

   c) Cross-list with ______________________

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

   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.

   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Critical Theory and Practice. Contemporary literary theory and critical practice including editing, interpretation, criticism and historical research through the study of major theories and their application.

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

6. a) As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation)
   -------|----------|-------------------------------
   COML 401 CRITICAL THEORY AND PRAC

   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code | Level
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   b) Change to:

   Prefix | Course # | Title (excluding punctuation)

   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code | Level

Approval recommended by:

Head of Department: ______________________ Date: ______________________

Chair, College Review Committee: ______________________ Date: ______________________

Dean of College: ______________________ Date: ______________________

Submitted to Coordinating Board by:

Dean of College: ______________________ Date: ______________________

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AN – 04/07

Date: ______________________

Effective Date: ______________________

254 of 293 D
September 25, 2007

MEMORANDUM

To: Associate Dean Pamela R. Matthews
   College of Liberal Arts
   Undergraduate Instruction Committee

From: Melanie Hawthorne
       Program Co-ordinator

Re: Withdrawal of Minor in Comparative Literature

Following discussion with Dean Pamela Matthews in the College of Liberal Arts, it has been decided to withdraw the Minor program in Comparative Literature. The current program has failed to attract any undergraduates. Undergraduates with interests in this area can fulfill their needs by taking a major or minor in currently existing language and literature programs (and indeed may arguably be better served by such programs that require knowledge of another language besides English).

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

1. This request is submitted by the Department of __________ Program in Comparative Literature

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

3. Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

a) Prerequisite(s): __________

b) Withdrawal (reason) __________

See attached

c) Cross-list with __________ Cross-listed courses require the signature of both department heads.

d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.

e) Change in credit/contact hours. Complete item 6b. Underline change(s). __________

4. Complete current course title and current course description: __________

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

6. a) As currently in course inventory:

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b) Change to:

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<td>003632 Level</td>
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Approval recommended by:

Head of Department: __________ Date: __________

Chair, College Review Committee: __________ Date: __________

Head of Department (if cross-listed course): __________ Date: __________

Dean of College: __________ Date: __________

Submitted to Coordinating Board by: __________ Date: __________

Director of Academic Support Services: __________ Date: __________

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07

256 of 293 D
September 25, 2007

MEMORANDUM

To: Associate Dean Pamela R. Matthews
    College of Liberal Arts
    Undergraduate Instruction Committee

From: Melanie Hawthorne
      Program Co-ordinator

Re: Withdrawal of Minor in Comparative Literature

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These courses are being withdrawn from Comparative Literature only. The courses are all cross-listed (except for 489) and will continue to be offered through the English Department.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of [Performance Studies]

2. Course prefix, number and complete title of course: PERF 302: Entertainment Law

3. Change requested
   a) Prerequisite(s): From _____________________________ To _____________________________
   b) Withdrawal (reason) course has not been offered and does not fit department curricula
   c) Cross-list with _____________________________ Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description:

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

6. a) As currently in course inventory:

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Approval recommended by: [Signature]

Head of Department Date 9/28/07

Chair, College Review Committee Date 10/17/07

Head of Department (if cross-listed course) Date

Dean of College Date 10/17/07

Submitted to Coordinating Board by: [Signature]

Dean of College Date

Director of Academic Support Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attachments •

1. This request is submitted by the Department of Biological and Agricultural Engineering

2. Course prefix, number and complete title of course: AGSM 335 - Water and Soil Management

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested AGRO 301 or equivalent; AGSM 301
   AGSM 301
   a) Prerequisite(s): From ___________________________ To ___________________________
   b) Withdrawal (reason) _____________________________________________________________
   c) Cross-list with _________________________________________________________________

   Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description;
   complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description:

   ________________________________________________________________

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

   ________________________________________________________________

6. a) As currently in course inventory:

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   b) Change to:

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Approval recommended by:

[Signature]
Head of Department 10/30/07 Date

Chair, College Review Committee 11/29/07 Date

Dean of College 12/11/07 Date

Submitted to Coordinating Board by:

[Signature]
Director of Academic Support Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07

259 of 293 D
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
- Submit original form and attachments -
Biological and Agricultural Engineering

1. This request is submitted by the Department of Biological and Agricultural Engineering.

2. Course prefix, number and complete title of course: AGSM 337 - Technology for Environmental and Natural Resource Engineering

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From AGRO 301, AGSM 301, MATH 142 To AGSM 301, MATH 142
   b) Withdrawal (reason)
   c) Cross-list with
      Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description:

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

6. a) As currently in course inventory:

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b) Change to:

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<td>Level</td>
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Approval recommended by:

Head of Department

Chair, College Review Committee

Head of Department (if cross-listed course)

Dean of College

Submitted to Coordinating Board by:

Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07

260 of 293 D
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and attachments • Biological and Agricultural Engineering

1. This request is submitted by the Department of

2. Course prefix, number and complete title of course: AGSM 410 - Spatial Technology for Precision Agriculture

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested AGRO 301, AGSM 301; AGLS 201

a) Prerequisite(s): From AGSM 301; AGLS 201 or equivalent; junior classification To equivalent; junior classification

b) Withdrawal (reason)

c) Cross-list with

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

d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.

e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description:

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

6. a) As currently in course inventory:

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Approval recommended by:

Head of Department

Head of Department (if cross-listed course)

Submitted to Coordinating Board by:

Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.

OAR/AS – 04/07

261 of 293 D
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
- Submit original form and attachments -
- Request is submitted by the Department of Biological and Agricultural Engineering

2. Course prefix, number and complete title of course: AGSM 435 - Irrigation Principles and Management

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ________________________ To ________________________

   b) Withdrawal (reason) ______________________________________________________

   c) Cross-list with ________________________ Cross-listed courses require the signature of both department heads.

   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.

   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description:

   ______________________________________________________
   ______________________________________________________
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5. Complete proposed course title and proposed course description (not to exceed 50 words):

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6. a) As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation)
   AGSM 435 | IRRIG PRIN & MGMT

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   Level | 4

   b) Change to:

   Prefix | Course # | Title (excluding punctuation)

   Lect.  | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code

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   Level | 4

Approval recommended by:

Head of Department: _____________________________ Date: 10/3/07

Chair, College Review Committee: _____________________________ Date: 11/29/07

Head of Department (if cross-listed course): _____________________________ Date: _____________________________

Dean of College: _____________________________ Date: 10/3/07

Submitted to Coordinating Board by:

Dean of College: _____________________________ Date: _____________________________

Director of Academic Support Services: _____________________________ Date: _____________________________

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

Effective Date: _____________________________

Attachment D

262 of 293 D
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
Submit original form and attachments  
1. This request is submitted by the Department of Veterinary Integrative Biosciences  
2. Course prefix, number and complete title of course: BIMS 452 Molecular and Transgenic Experimental Approaches in Mammalian Development  
Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.  
3. Change requested  
a) Prerequisite(s): From __________________________________________ To __________________________________________  
b) Withdrawal (reason) __________________________________________  
c) Cross-list with GENE 452;  
Cross-listed courses require the signature of both department heads.  
d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.  
e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.  
4. Complete current course title and current course description:  
Molecular and Transgenic Experimental Approaches in Mammalian Development. Review new advances in areas of production of transgenic animals, the isolation and developmental properties of embryonic stem cells (ES) and the ability to modify specific genes in mammalian species by homologous recombination; application of genetic manipulation of mammalian cells to study human disease.  
5. Complete proposed course title and proposed course description (not to exceed 50 words):  
Modifying Mammalian Genomes for Biomedical Research. Review advances in production of transgenic animals, the manipulation of embryonic stem cells for transgenics and therapeutics, the modification of specific genes in mammalian species by homologous recombination and RNA interference. Special emphasis on genetic manipulation of cells and animals for biomedical research, stem-cell and gene therapy.  
6. a) As currently in course inventory:  
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Approval recommended by:  
Head of Department 6-18-07  
Dean of College 8-10-07  
Head of Department (if cross-listed course)  
Ch. College Review Committee 8/22/07  
Dean of College 8/22/07  
Submitted to Coordinating Board by:  
Director of Academic Support Services  
Questions regarding this form should be directed to Sandra Williams at 845-8836.
BMIS 452/GENE 452 Change in Course Title/Description

GENE/BIMS452 has been offered continuously to undergraduate and graduate students since the early 1990s. The original/current course title and description reflect the state of the field in the 1990s: use of transgenic and homologous recombination to study mammalian development. Course content has been updated annually and students are now exposed to RNA interference, chromosome engineering, and gene-trapping technologies. In addition, the uses of genetic technology have been expanded and currently include therapeutic cloning, human embryonic stem cells, and gene therapy. The new course title and description are indicative of the current course content.
BIMS 452/GENE 452 Fall, 2006

Molecular and Transgenic Approaches to Mammalian Development:
MODIFYING MAMMALIAN GENOMES FOR BIO MEDICAL RESEARCH

Instructor: Patrick W. Dunne, Ph.D., 107VMA
Office Hours: 12:30-1:30 PM, MWF or By Appointment
Email: pdunne@cvm.tamu.edu
Credits: 3.0
MWF 11:30-12:20 PM
Fall 2006 Semester

1. Course Content.
   In recent years the development of new molecular techniques allowing the
   manipulation and analysis of the mammalian genome has had great impact in
   biomedical research. This course will review new advances in the areas of production of
   transgenic animals, the isolation and developmental properties of embryonic stem cells
   (ES), and the ability to modify the expression of specific genes in mammalian species
   by homologous recombination and RNA interference. Special emphasis will be placed in
   the application of genetic manipulation of mammalian cells and animals to the study of
   human disease and to the development of new therapeutic methods including
   therapeutic cloning, cell-based and gene therapy.

   Students will be required to critically review the recent literature, to prepare a
   research proposal using the various methodologies and research findings explored in
   the course, and to give an oral presentation and write a term paper related to their
   proposals.

   Requirements: Genetics 301 or 320. Genetics 431 recommended.
   (Or permission of the instructor)

2. Course Outline
   a) Introduction to Transgenic Animals
      Methods for generating transgenic animals
         Pronuclear injection
         Retroviral vectors
      Applications in Biomedical Research
   b) Controlling Gene Expression in Transgenic Animals
      Tissue- and stage-specific promoters
      Inducible promoters
      Applications in Biomedical Research
   c) Introduction to Homologous Recombination (Gene Targeting) in ES Cells
      Methods for targeting specific genes in ES cells.
      Applications in Biomedical Research
d) Gene Silencing in Transgenic Animals
   RNA interference, ribozymes and dominant-negative transgenes
   Applications in Biomedical Research

  e) Somatic Cell Nuclear Transfer (Cloning): Hello, Dolly!
     Cloning Farm Animals
     Therapeutic Cloning

f) Introduction to Cell-based Therapies
   Properties of Human Embryonic Stem (ES) cells
   Plasticity of Adult Stem Cells
   Mouse models and therapeutic cloning
   Making sperm and eggs from ES cells
   Applications in Biomedical Research

g) Gene therapy. Principles and applications
   Methods of genetic replacement
   Biomedical Applications

3. Performance evaluation
   Two in-class tests (20% each)
   One take home assignment (20%).
   In-class quizzes (5%)
   One abstract (5%)
   One 5-8 page term paper (20%)
   One term paper-related class presentation (10%).

   No required text. Papers will be drawn from Cell, Nature, Science, Proceedings
   of the National Academy of Science, etc.
   Recommended text: Animal Transgenesis and Cloning by L.M. Houdebine

5. Academic Honesty:

   The Aggie Honor Code states:
   "An Aggie does not lie, cheat, or steal, or tolerate those who do."
   Upon accepting admission to Texas A & M University, individuals immediately assume a
   commitment to uphold the Honor Code, to accept responsibility for learning, and to
   follow the philosophy and rules of the Honor System. Ignorance of the rules does not
   exclude any member of the Texas A & M University community from the requirements
   or the process of the Honor System. For additional information visit:
   http://www.tamu.edu/aggiehonor/.
6. Americans with Disabilities Act (ADA) Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students' disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.
BIMS/GENE 452. Molecular and Transgenic Experimental Approaches in Mammalian Development.

Lecture Schedule

Selected articles dealing with carcinogenesis, atherogenesis, developmental abnormalities, stem cell biology, etc., will be selected to illustrate each of the topics described below.

Aug 28  Introduction: Course Overview
Aug 30  Introduction to Recombinant DNA techniques. A
Sept 1   Introduction to Recombinant DNA techniques. B
Sept 4   Methods for Generating Transgenic Animals.
       a) Introduction
       b) Pronuclear injection
       c) Retroviral vectors.
       d) Embryonic stem cells and transgenic mice.
       e) Cre-mediated recombination.
Sept 6   Regulation of Gene Expression in Transgenic Mice
       a) Measuring gene expression: Reporter genes
       b) Gene regulation in transgenic mice: regulatory modules
       c) Inducible promoters: PEPCK
       d) Quantitative control of gene expression with inducible promoters
       e) Inducible promoters: applications and extensions
Sept 13  First mid-term
Sept 15  Gene Targeting/Homologous Recombination in Transgenic Animals
       a) General principles.
       b) Replacement vs. Insertion Vectors
       c) Targeting Efficiency: length and degree of homology
       d) Subtle mutations: In-and-Out and Tag-and-Exchange
       e) Gene knock-ins using Plug/Socket and Cre-loxP approaches
       f) Chromosome engineering using HR and Cre
Oct 2    Gene Silencing in Transgenic Animals
       a) RNA Interference: General principles
       b) RNA Interference: Applications
       c) Dominant–negative transgenes
       d) Antisense and ribozymes
Oct 6    Second mid-term
Oct 13   Somatic Cell Nuclear Transfer (Cloning) and Transgenics
       a) Introduction
       b) Cloning Applications: transgenics and gene targeting
Oct 27   

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Oct 30  

**Cell based Therapy Using Stem Cells**

a) Deriving human embryonic stem cells  
b) Plasticity of adult stem cells  
c) Mouse models and therapeutic cloning  
d) Making sperm and eggs from ES cells **Last Day to Q-Drop**  
e) Combining therapeutic cloning and gene therapy  

Nov 1  

Nov 3  

Nov 6  

Nov 8  

**Gene Therapy**  

a) Introduction: the viral vectors.  
b) Treating inherited diseases  
c) Cancer Gene Therapy I Introduction  
d) Cancer Gene Therapy II Applications  
e) Gene therapy: treating infectious diseases **Take-home Exam**  
f) Selected topics **Take-home due**  

Nov 10  

Nov 13  

Nov 15  

Nov 17  

Nov 20  

Nov 22  

*Review session*  

Nov 24  

*Thanksgiving Holiday*  

Nov 27-Dec 4  

*Seminar Presentations*  

Dec 13  

*Term papers due*
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate + Graduate + Professional  
* Submit original form and attachments *

1. This request is submitted by the Department of **ENGLISH**

2. Course prefix, number and complete title of course: **ENGL 351 Advanced Film**

**Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.**

3. Change requested
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) ____________________________
   c) Cross-list with ____________________________
      *Cross-listed courses require the signature of both department heads.*
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.

4. Change in credit/contact hours. Complete item 6b. Underscore change(s). **Attach a course syllabus.**

5. Complete proposed course title and proposed course description (not to exceed 50 words): **As above.**

6. a) As currently in course inventory:

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Approval recommended by:  
**[Signature]**  
**Head of Department**  
**9/28/07**  
**Date**

Submitted to Coordinating Board by:  
**[Signature]**  
**Dean of College**  
**10/17/07**  
**Date**

Questions regarding this form should be directed to Sandra Williams at 845-8836.  
OAR/AS – 04/07  
270 of 293 D
ENGL 351-500/FILM 351-500/Silent Film  Professor David McWhirter  Fall 2007
Blocker 247C/845-4564  d-mcwhirter@tamu.edu  Off. Hrs: Tu, Th 1:30-3:00 pm & by appt.

Course Description: A survey of major movements, directors and films from the silent period, from the origins of motion pictures through the advent of sound. We will focus primarily on American, Soviet, French, and German cinemas, and on examining the development of varying narrative and expressive styles and filmic vocabularies within these traditions.


Recommended: Timothy J. Corrigan, *A Short Guide to Writing About Film* (Pearson Longman)

Required films (VHS and DVD) are as indicated in the schedule below; all films will be screened as scheduled, Monday evenings, in Educational Media Services (EdMS), 4th floor Evans Library Annex, Room 417B, 7:00 - 9:30 PM, on the dates indicated. Screenings are required; students who miss screenings are responsible for viewing films on their own in EdMS by the first date for which they are listed on the syllabus. In addition to readings from *A Short History of the Movies*, required readings in film history, criticism, and theory will be assigned from a Course Packet available online; such assigned readings are indicated in the syllabus as CP. A few additional required readings will be distributed as Handouts.

Films

Early shorts (Lumière, Meliès, Porter)
*Broken Blossoms* (D.W. Griffith, 1919)
*Nosferatu* (F.W. Murnau, 1922)
*The Battleship Potemkin* (S. Eisenstein, 1925)
*I Was Born, But ...* (Yasujiro Ozu, 1932)
Experimental and surrealist shorts (TBA)
*The Gold Rush* (Charles Chaplin, 1925)
*Sherlock, Jr.* (Buster Keaton, 1927)
Chaplin shorts (TBA)

Short films, D.W. Griffith (1909-1913)
*Cabinet of Dr. Caligari* (R. Wiene, 1919)
*Dr. Mabuse, The Gambler* (F. Lang, 1922)
*Man w/ a Movie Camera* (D. Vertov, 1929)
*Andalusian Dog* (Bunuel & Dali, 1929)
*Passion of Joan of Arc* (Carl Dreyer, 1922)
*Our Hospitality* (Buster Keaton, 1923)
*The Crowd* (King Vidor, 1928)
Short films by Guy Maddin

Class, Screening, and Readings Schedule

| Aug. 28 | Introductory; in-class screening of early shorts
| Aug. 30 | D.W. Griffith & the development of narrative cinema; in-class screening

| Sept. 3 | SCREENING: *Broken Blossoms*
| Sept. 4 | *Broken Blossoms*
| Mast & Kawin: Chapter 4
|Sept. 6 | *Broken Blossoms*
|CP: Munsterberg, from *The Film: A Psychological Study* |
10 SCREENING: *The Cabinet of Dr. Caligari*

*The Cabinet of Dr. Caligari*

**Mast and Kawin**: Chapter 7; CP: Kracauer, from *From Caligari to Hitler*

13 SCREENING: *Dr. Mabuse, The Gambler (Part I)*

*Dr. Mabuse, The Gambler*

17 SCREENING: *Dr. Mabuse, The Gambler (Part II)*

*Dr. Mabuse, The Gambler - response journals due*

**CP**: Elsaesser, “Germany: The Weimar Years”; Charney, “In a Moment”

27 *Dr. Mabuse, The Gambler*

**Oct.**

1 SCREENING: *Nosferatu*

*Nosferatu*

**CP**: Marks, “Music and the Silent Film”; Eisner, from *The Haunted Screen*

4 SCREENING: *The Battleship Potemkin*

*The Battleship Potemkin - paper #1 due*

**Mast & Kawin**: Chapter 8; **CP**: Eisenstein, from *Film Form*

11 *The Battleship Potemkin*

**CP**: Eisenstein, “The Problem of the Materialist Approach to Form”

15 SCREENING: *The Man with a Movie Camera*

*The Man with a Movie Camera*

**CP**: Vertov, selections from *Kino-Eye*

18 *The Man with a Movie Camera*

22 SCREENING: *I Was Born, But ...*

*I Was Born, But ...*

**CP**: Reading TBA

25 *I Was Born, But ...*

29 SCREENING: *The Gold Rush*

*The Gold Rush - response journals due*

**CP**: Chaplin, “Development of a Comic Story and the Tramp Character”; “What People Laugh At”

**Nov.**

1 In-class screening, Chaplin shorts

**Mast & Kawin**, Chapter 5

5 SCREENING: *Our Hospitality & Sherlock, Jr.*

*Our Hospitality*

**CP**: Gilberto Perez, “The Bewildered Equilibrist”

8 *Sherlock, Jr.*

12 SCREENING: *The Crowd*

*The Crowd*

13 **Mast & Kawin**, Chapter 6

15 *The Crowd*

19 SCREENING: *Andalusian Dog*, selected experimental/surrealist shorts (TBA)

*Andalusian Dog*, experimental films

**CP**: selections from *The Shadow and Its Shadow: Surrealist Writings on Cinema*
22 Thanksgiving: NO CLASS

Nov.  
26 SCREENING: The Passion of Joan of Arc
27 The Passion of Joan of Arc - response journals due
   Mast & Kawin: Chapter 10 (166-74); CP: Bordwell, “Analysis: The Triumph of the Soul over Life”
29 The Passion of Joan of Arc - paper #2 due

Dec. 
3 SCREENING: Short films by Guy Maddin
4 Guy Maddin films: titles TBA

Dec.  11 FINAL EXAM, 1:00-3:00 PM

Requirements:  
- Film response journal 20%
- 1st (5-6 pages) 20%
- 2nd paper (8-9 pages) 25%
- Final exam 25%
- Class participation 10%

The primary work for the course is viewing the assigned films and reading the assigned materials at the assigned times. Papers will emphasize analysis/interpretation of film texts; I will provide possible topics for the 2 papers, but you are encouraged to generate your own topics as an alternative. The exam will consist of a combination of IDs and short and long essay questions. The syllabus is subject to change; it is the responsibility of each student to take note of any such changes.

In addition to the papers and final exam, students are required to keep a film response journal logging written responses (minimum one page handwritten for each screening) to the assigned films; students can skip the entry for any one film of their choosing. I may ask you to respond to particular questions for a particular film, so please stay informed if you happen to miss class. Please keep your journal in a spiral or other bound notebook. Response journals will be graded three times during the semester.

A note on screenings: No food or drinks are allowed in the EdMS screening rooms; please treat this facility with care. If you miss the scheduled screening, please make sure you view the specific copy of the film reserved for this class (in some cases, there are major variations between different versions available in the library).

Americans with Disabilities Act (ADA) Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall, or call 845-1637.
Aggie Honor Code

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit www.tamu.edu/aggiehonor.

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. This request is submitted by the Department of FILM
2. Course prefix, number and complete title of course: FILM 351 Advanced Film

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.
3. Change requested
   a) Prerequisite(s): From ______________________ To ______________________
   b) Withdrawal (reason)
   c) Cross-list with ______________________
      Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   ③ Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Advanced Film
   A different film topic each term; sample topics: major directors, historical periods, fiction into film, film genres.
   May be repeated for credit. Prerequisite: FILM 201 or 301 or approval of instructor; junior or senior classification
   Cross-listed with ENGL 351.

5. Complete proposed course title and proposed course description (not to exceed 50 words): As above.

6. a) As currently in course inventory:
   Prefix | Course # | Title (excluding punctuation)
   FILM | 351 | ADVANCED FILM
   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code
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   b) Change to:
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Approval recommended by:

[Signatures and dates]

Head of Department
Date
Head of Department (if cross-listed course)
Date

Submitted to Coordinating Board by:

[Signatures and dates]

Director of Academic Support Services
Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

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ENGL 351-500/FILM 351-500/Silent Film  Professor David McWhirter  Fall 2007  
Blocker 247C/845-4564  d-mcwhirter@tamu.edu  Off. Hrs: Tu, Th 1:30-3:00 pm & by appt.

**Course Description:** A survey of major movements, directors and films from the silent period, from the origins of motion pictures through the advent of sound. We will focus primarily on American, Soviet, French, and German cinemas, and on examining the development of varying narrative and expressive styles and filmic vocabularies within these traditions.

**Texts:** **Required:** Gerald Mast and Bruce F. Kawin, *A Short History of the Movies*, abridged, 9th edition (Pearson Longman)

**Recommended:** Timothy J. Corrigan, *A Short Guide to Writing About Film* (Pearson Longman)

**Required films (VHS and DVD)** are as indicated in the schedule below; all films will be screened as scheduled, Monday evenings, in Educational Media Services (EdMS), 4th floor Evans Library Annex, Room 417B, 7:00 - 9:30 PM, on the dates indicated. **Screenings are required;** students who miss screenings are responsible for viewing films on their own in EdMS by the first date for which they are listed on the syllabus. In addition to readings from *A Short History of the Movies*, required readings in film history, criticism, and theory will be assigned from a Course Packet available online; such assigned readings are indicated in the syllabus as **CP. A few additional required readings will be distributed as Handouts.**

**Films**

- Early shorts (Lumière, Méliès, Porter)
- *Broken Blossoms* (D.W. Griffith, 1919)
- *Nosferatu* (F.W. Murnau, 1922)
- *The Battleship Potemkin* (S. Eisenstein, 1925)
- *I Was Born, But ...* (Yasujiro Ozu, 1932)
- Experimental and surrealist shorts (TBA)
- *The Gold Rush* (Charles Chaplin, 1925)
- *Sherlock, Jr.* (Buster Keaton, 1927)
- Chaplin shorts (TBA)
- Short films, D.W. Griffith (1909-1913)
- *Cabinet of Dr. Caligari* (R. Wiene, 1919)
- *Dr. Mabuse, The Gambler* (F. Lang, 1922)
- *Man w/ a Movie Camera* (D. Vertov, 1929)
- *Andalusian Dog* (Bunuel & Dali, 1929)
- *Passion of Joan of Arc* (Carl Dreyer, 1922)
- *Our Hospitality* (Buster Keaton, 1923)
- *The Crowd* (King Vidor, 1928)
- Short films by Guy Maddin

**Class, Screening, and Readings Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 28</td>
<td>Introductory; in-class screening of early shorts</td>
</tr>
</tbody>
</table>
| Aug. 30 | D.W. Griffith & the development of narrative cinema; in-class screening  
**Mast & Kawin:** Chapters 1-3; **Handout:** Gunning, “The Cinema of Attractions”; Gunning, “Heard over the Phone”; Burch, “A Primitive Mode of Representation?” |
| Sept. 3 | SCREENING: *Broken Blossoms* |
| Sept. 4 | *Broken Blossoms*  
**Mast & Kawin:** Chapter 4 |
| Sept. 6 | *Broken Blossoms*  
**CP:** Munsterberg, from *The Film: A Psychological Study* |
10 SCREENING: The Cabinet of Dr. Caligari
11 The Cabinet of Dr. Caligari
   Mast and Kawin: Chapter 7; CP: Kracauer, from From Caligari to Hitler
13 The Cabinet of Dr. Caligari
17 SCREENING: Dr. Mabuse, The Gambler (Part I)
18 Dr. Mabuse, The Gambler
20 Library Resources Workshop - Details TBA
24 SCREENING: Dr. Mabuse, The Gambler (Part II)
25 Dr. Mabuse, The Gambler - response journals due
   CP: Elsaesser, "Germany: The Weimar Years"; Charney, "In a Moment"
27 Dr. Mabuse, The Gambler

Oct.
1 SCREENING: Nosferatu
2 Nosferatu
   CP: Marks, "Music and the Silent Film"; Eisner, from The Haunted Screen
4 Nosferatu
8 SCREENING: The Battleship Potemkin
9 The Battleship Potemkin - paper #1 due
   Mast & Kawin: Chapter 8; CP: Eisenstein, from Film Form
11 The Battleship Potemkin
   CP: Eisenstein, "The Problem of the Materialist Approach to Form"
15 SCREENING: The Man with a Movie Camera
16 The Man with a Movie Camera
   CP: Vertov, selections from Kino-Eye
18 The Man with a Movie Camera
22 SCREENING: I Was Born, But ...
23 I Was Born, But ...
   CP: Reading TBA
25 I Was Born, But ...
29 SCREENING: The Gold Rush
30 The Gold Rush - response journals due
   CP: Chaplin, "Development of a Comic Story and the Tramp Character"; "What People Laugh At"

Nov.
1 In-class screening, Chaplin shorts
   Mast & Kawin, Chapter 5
5 SCREENING: Our Hospitality & Sherlock, Jr.
6 Our Hospitality
   CP: Gilberto Perez, "The Bewildered Equilibrist"
8 Sherlock, Jr.
12 SCREENING: The Crowd
13 The Crowd
   Mast & Kawin, Chapter 6
15 The Crowd
19 SCREENING: Andalusian Dog, selected experimental/surrealist shorts (TBA)
20 Andalusian Dog, experimental films
   CP: selections from The Shadow and Its Shadow: Surrealist Writings on Cinema
22 Thanksgiving: NO CLASS

Nov.
26 SCREENING: The Passion of Joan of Arc
27 The Passion of Joan of Arc - response journals due
   Mast & Kawin: Chapter 10 (166-74); CP: Bordwell, “Analysis: The Triumph of
   the Soul over Life”
29 The Passion of Joan of Arc - paper #2 due

Dec.
3 SCREENING: Short films by Guy Maddin
4 Guy Maddin films: titles TBA

Dec. 11 FINAL EXAM, 1:00-3:00 PM

Requirements: Film response journal 20%
               1st (5-6 pages) 20%
               2nd paper (8-9 pages) 25%
               Final exam 25%
               Class participation 10%

The primary work for the course is viewing the assigned films and reading the assigned materials
at the assigned times. Papers will emphasize analysis/interpretation of film texts; I will provide
possible topics for the 2 papers, but you are encouraged to generate your own topics as an
alternative. The exam will consist of a combination of IDs and short and long essay questions.
The syllabus is subject to change; it is the responsibility of each student to take note of any such
changes.

In addition to the papers and final exam, students are required to keep a film response journal
logging written responses (minimum one page handwritten for each screening) to the assigned
films; students can skip the entry for any one film of their choosing. I may ask you to respond to
particular questions for a particular film, so please stay informed if you happen to miss class.
Please keep your journal in a spiral or other bound notebook. Response journals will be graded
three times during the semester.

A note on screenings: No food or drinks are allowed in the EdMS screening rooms; please treat
this facility with care. If you miss the scheduled screening, please make sure you view the
specific copy of the film reserved for this class (in some cases, there are major variations
between different versions available in the library).

Americans with Disabilities Act (ADA) Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides
comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that
provides for reasonable accommodation of their disabilities. If you believe you have a disability
requiring an accommodation, please contact the Department of Student Life, Services for
Students with Disabilities in Room B118 of Cain Hall, or call 845-1637.
Aggie Honor Code

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit www.tamu.edu/aggiehonor.

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Biochemistry and Biophysics (Curriculum in Genetics)

2. Course prefix, number and complete title of course: GENE 452 Molecular and Transgenic Experimental Approaches in Mammalian Development

   Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) ____________________________
   c) Cross-list with BIMS 452
      Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Molecular and Transgenic Experimental Approaches in Mammalian Development. Review new advances in areas of production of transgenic animals, the isolation and developmental properties of embryonic stem cells (ES) and the ability to modify specific genes in mammalian species by homologous recombination; application of genetic manipulation of mammalian cells to study human disease.

5. Complete proposed course title and proposed course description (not to exceed 50 words):
   Modifying Mammalian Genomes for Biomedical Research. Review advances in the production of transgenic animals, the manipulation of embryonic stem cells for transgenics and therapeutics, the modification of specific genes in mammalian species by homologous recombination and RNA interference; special emphasis on genetic manipulation of cells and animals for biomedical research, stem-cell and gene therapy.

6. a) As currently in course inventory:

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   b) Change to:

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<th>Title (excluding punctuation)</th>
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<td>GENE</td>
<td>452</td>
<td>MOD MAMMALIAN BIOMED RES</td>
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<td>Lab</td>
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Approval recommended by:

Head of Department 11/02/2007

Chair, College Review Committee 11/5/07

Dean of College 11/13/07

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

280 of 293 D
BIMS 452/GENE 452  Fall, 2007

Molecular and Transgenic Experimental Approaches to Mammalian Development
Instructor: Patrick W. Dunne, Ph.D., 107VMA
Office Hours: 12:30-1:30 PM, MWF or By Appointment
Email: pdunne@cvm.tamu.edu
Credits. 3.0
MWF 11:30 AM-12:20 PM 331 VMA
Fall 2007 Semester

1. Course Content.

In recent years the development of new molecular techniques allowing the manipulation and analysis of the mammalian genome has had great impact in biomedical research. This course will review new advances in the areas of production of transgenic animals, the manipulation of embryonic stem cells (ES) for transgenics and therapeutics, and the modification of specific genes in mammalian species by homologous recombination and RNA interference. Special emphasis will be placed in the application of genetic manipulation of mammalian cells and animals for biomedical research and for the development of new therapeutic methods including therapeutic cloning, cell-based and gene therapy.

Students will be required to critically review the recent literature, to prepare a research proposal using the various methodologies and research findings explored in the course, and to give an oral presentation and write a term paper related to their proposals.

Requirements: Genetics 301 or 320. Genetics 431 recommended.
(Or permission of the instructor)

2. Course Outline
a) Introduction to Transgenic Animals
   Methods for generating transgenic animals
   Pronuclear injection
   Retroviral vectors
   Applications in Biomedical Research
b) Controlling Gene Expression in Transgenic Animals
   Tissue- and stage-specific promoters
   Inducible promoters
   Applications in Biomedical Research
c) Introduction to Homologous Recombination (Gene Targeting) in ES Cells
   Methods for targeting specific genes in ES cells.
   Applications in Biomedical Research
d) Gene Silencing in Transgenic Animals
   RNA interference, ribozymes and dominant-negative transgenes
   Applications in Biomedical Research

e) Somatic Cell Nuclear Transfer (Cloning): Hello, Dolly!
   Cloning Farm Animals
   Therapeutic Cloning

f) Introduction to Cell-based Therapies
   Properties of Human Embryonic Stem (ES) cells
   Plasticity of Adult Stem Cells
   Mouse models and therapeutic cloning
   Making sperm and eggs from ES cells
   Applications in Biomedical Research

g) Gene therapy. Principles and applications
   Methods of genetic replacement
   Biomedical Applications

3. Performance evaluation
   Two in-class tests (20% each)
   One take home assignment (20%).
   In-class quizzes (5%)
   One abstract (5%)
   One term paper (20%)
   One term paper-related class presentation (10%).

   No required text. Papers will be drawn from Cell, Nature, Science, Proceedings
   of the National Academy of Science, etc.
   Recommended text: Animal Transgenesis and Cloning by L.M. Houdebine

5. Academic Honesty:
   The Aggie Honor Code states:
   "An Aggie does not lie, cheat, or steal, or tolerate those who do."
   Upon accepting admission to Texas A & M University, individuals immediately
   assume a commitment to uphold the Honor Code, to accept responsibility for
   learning, and to follow the philosophy and rules of the Honor System. Ignorance
   of the rules does not exclude any member of the Texas A & M University
   community from the requirements or the process of the Honor System. For
   additional information visit: http://www.tamu.edu/aggiehonor/.
6. Americans with Disabilities Act (ADA) Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students’ disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall, or call 845-1637.
**Lecture Schedule**

Selected articles dealing with carcinogenesis, atherogenesis, developmental abnormalities, stem cell biology, etc., will be selected to illustrate each of the topics described below.

| Lecture 1 | Introduction: Course Overview |
| Lecture 2 | Introduction to Recombinant DNA I |
| Lecture 3 | Introduction to Recombinant DNA techniques II |

**Methods for Generating Transgenic Animals.**

| Lecture 4 | Introduction |
| Lecture 5 | Pronuclear injection |
| Lecture 6 | Retroviral vectors. |
| Lecture 7 | Making transgenic mice using embryonic stem cells |
| Lecture 8 | Modifying the mammalian genome using site-specific recombination. |

**Regulation of Gene Expression in Transgenic Mice**

| Lecture 9 | Measuring gene expression: Reporter genes |
| Lecture 10 | Analysis of gene regulation in transgenic mice |
| Lecture 11 | Analysis of gene expression with Inducible promoters |
| Lecture 12 | Quantitative and reversible control of transgene expression |
| Lecture 13 | Applications and Extensions |

First mid-term examination (in-class)

**Gene Targeting/Homologous Recombination in Transgenic Animals**

| Lecture 14 | General principles. Replacement vs. Insertion Vectors |
| Lecture 15 | Targeting Efficiency: length and degree of homology |
| Lecture 16 | Introducing Subtle mutations: Plug and Socket/ Cre-loxP System |
| Lecture 17 | Gene Knock-ins; chromosome engineering; Genome Wide Modifications |

**Gene Silencing in Transgenic Animals**

| Lecture 18 | RNA Interference: gene knockdown; lentivirus vectors |
| Lecture 19 | RNA Interference: transgenic animal models |
| Lecture 20 | RNA Interference: micro-RNA models |

Second mid-term examination (in-class)
**Somatic Cell Nuclear Transfer (Cloning) and Transgenics**

Lecture 21  Introduction: Dolly and Cumulina
Lecture 22  Cloning Applications: transgenics and gene targeting
Lecture 23  Cloning at TAMU: Guest Lecturer Dr. Kramer

**Cell-based Therapy Using Stem Cells**

Lecture 24  Deriving human embryonic stem cells; Plasticity of adult stem cells
Lecture 25  Mouse models and human disease
Lecture 26  Deriving Hormone-expressing cells; therapeutic cloning
Lecture 27  Making oocytes from ES cells; Combining therapeutic cloning and gene therapy

**Gene Therapy**

Lecture 28  Introduction to Viral vectors; Treating acquired disease
Lecture 29  Gene therapy: treating inherited disease

**Third mid-term examination (take-home)**

Lecture 30  Cancer Gene Therapy

**Review session**

**Student Seminar Presentations**

Session I  Students A-F
Session II  Students G-L
Session III  Students M-R
Session IV  Students S-Z

**Term papers due Dec. 12, 2007**
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

• Submit original form and 25 copies •

2. Course prefix, number and complete title of course: SENG 430, Engineering Risk Analysis

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

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

   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.

   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.*

4. Complete current course title and current course description: SENG 430, Engineering Risk Analysis
   Fundamental concepts, techniques, and applications of risk analysis and risk-informed decision making
   for students in all engineering fields. Practical uses of the methods are demonstrated in exercises
   and case studies from diverse engineering areas.

5. Complete proposed course title and proposed course description (not to exceed 50 words): SENG 430,
   Risk Analysis in Safety Engineering: Concepts of risk and risk assessment, which uses all available information
   to provide a foundation for risk-informed and cost-effective engineering practices.*
   Examples and exercises are drawn from a variety of engineering areas.

6. a) As currently in course inventory:

   Prefix | Course # | Title (exclude punctuation)
   SENG 430 | ENG RISK ANALYSIS

   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code
   0 | 3 | 0 | 0 | 0 | 3 | 1 | 4 | 0 | 1 | 0 | 0 | 0 | 6 | 0 | 5 | 9 | 0 | 0 | 1 | 0 | 3 | 6 | 6
   Do not complete shaded area.

   b) Changed to:

   Prefix | Course # | Title (exclude punctuation) | ANALYSIS
   SENG 430 | RISK ANALYSIS IN SAFETY ENG

   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
   0 | 3 | 0 | 0 | 0 | 3 | 1 | 4 | 0 | 1 | 0 | 0 | 0 | 6 | 0 | 5 | 9 | 0 | 0 | 7 | 0 | 8 | 0 | 1 | 0 | 3 | 6 | 6

   Approval recommended by:

   Head of Department ______________________ Date 11/20/07
   Chair, College Review Committee ______________________ Date 11/30/07
   Head of Department (if cross-listed course) ______________________ Date 11/20/07
   Dean of College ______________________ Date

   Submitted to Coordinating Board by:

   Dean of College ______________________ Date

   Director of Academic Support Services ______________________ Date

   * Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oursas. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
SENG 430, Risk Analysis in Safety Engineering

Syllabus

Instructor: William J. Rogers, Chemical Engineering Department


Prerequisites: Junior or senior class

Exams: I
      II
      Final

Grading: Exam 1  17.5%
         Exam II  17.5%
         Final    25%
         Quizzes  10%
         Homework 15%
         Project  15%

Description
In all engineering disciplines, systems and processes are growing in complexity and cost. Increasing demands for health, security, and environmental quality are leading to more stringent requirements for safety, reliability, and performance. Engineering risk assessment can provide a foundation for cost-effective practices to benefit industry and the public. This course teaches the fundamental concepts, techniques, and applications of risk analysis and risk-informed decision making for students in all engineering fields. Practical uses of the methods are demonstrated in exercises and case studies from diverse engineering areas.

Objectives
Learn the fundamentals of risk analysis and their utility for engineering applications and risk decisions involving wide ranges of engineered systems throughout their life cycle.

Materials, Exams
Each of the first 2-hour exams will cover about 1/3 of the course applications and will be based on material covered or distributed in class and homework. The final exam will represent all course material. The text and distributed materials will supplement class lectures, which will include material that is not covered in the text.

Homework
A homework problem set will be assigned every week and will be due the following week.

Projects
Each team of 3 students will perform and present a project consisting of a literature search, analysis, and a project report with a presentation to involve the entire class in questions and discussions following the presentation.
## Course Outline

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<tr>
<th>Topic</th>
<th>Text</th>
<th>Classes</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>Ch 1</td>
<td>2</td>
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<tr>
<td>Knowledge, information, and uncertainty in engineering</td>
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<tr>
<td>Risk analysis methods</td>
<td>Ch 2</td>
<td>8</td>
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<tr>
<td>Assessment, management, acceptance, communication</td>
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<tr>
<td>Basic principles of reliability and probability</td>
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<td>Logic modeling, fault tree, event tree, dependant failures</td>
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<tr>
<td>System definition and structure</td>
<td>Ch 3</td>
<td>6</td>
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<td>System models, work breakdown structure</td>
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<td>Decision trees, networks, system engineering</td>
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<td>Reliability analysis of systems</td>
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<td>Consequence assessment</td>
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<td>Cause-consequence diagrams, economic modeling</td>
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<td>Engineering economics</td>
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<td>Economic risk and performance acceptance</td>
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<td>Risk aversion, benefit-cost analysis, decision trees</td>
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<td>Testing, repair, maintenance, monitoring</td>
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<td>Data needs for risk analysis</td>
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### Academic Integrity Statement

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

1. This request is submitted by the Department of Chemical Engineering.

2. Course prefix, number and complete title of course: SENG 460, Quantitative Risk Analysis

3. Change requested:
   a) Prerequisite(s): From _______________________ To _______________________
   b) Withdrawal (reason) _______________________
   c) Cross-list with _______________________
      Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.*

4. Complete current course title and current course description: SENG 460, Quantitative Risk Analysis
   Fundamental concepts, techniques, and applications of risk analysis and risk-informed decision making
   for engineering students. Practical uses of probabilistic methods are demonstrated in exercises and
   case studies from diverse engineering areas.

5. Complete proposed course title and proposed course description (not to exceed 50 words): SENG 460,
   Quantitative Risk Analysis in Safety Engineering: Fundamental concepts, techniques, and applications
   of risk analysis and risk-informed decision making for engineering students. Practical uses of probabilistic methods
   are demonstrated in exercises and case studies from diverse engineering areas.

6. a) As currently in course inventory:
   Prefix | Course # | Title (exclude punctuation)
   SENG 460 | QUANT RISK ANALYSIS
   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code
   03000314010100060590 | 010366

   Do not complete shaded area.

   b) Changed to:
   Prefix | Course # | Title (exclude punctuation)
   SENG 460 | QRISK ANAL IN SAFETY ENG
   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
   030003140101000605900708 | 010366

   Approval recommended by:
   Head of Department: ____________________________ Date: __________
   Chair, College Review Committee: ____________________________ Date: __________
   Dean of College: ____________________________ Date: __________

   Submitted to Coordinating Board by:
   Dean of College: ____________________________ Date: __________

   Director of Academic Support Services: ____________________________ Date: __________
   Effective Date: __________

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
SENG 460, Quantitative Risk Analysis in Safety Engineering

Syllabus

Instructor:  M.S. Mannan and W. J. Rogers, Chemical Engineering Department
            mannan@tamu.edu, wjrogers@tamu.edu

Class Sessions:  JEB 111; MWF, 10:20 – 11:10 am

Teaching Assistants:  Chunyan Qu, Yu Zhu

Office Hours:  TBA


Prerequisites:  Senior or Graduate status

Exams:
I  Wednesday, February 28, 7:00 – 9:00 pm
II  Wednesday, April 11, 7:00 – 9:00 pm
Final  Tuesday, May 8, 8:00 –10:00 am

Grading:
Exam I  17.5%
Exam II  17.5%
Final  25%
Quizzes  10%
Homework  15%
Projects  15%

Objectives
Learn the fundamentals of risk analysis and their utility for engineering applications and risk decisions.

Materials, Exams
Each of the 2-hour exams, Exam I and II will cover about 1/3 of the course applications and will be based on material covered or distributed in class and homework. The Final Exam will be comprehensive and cover all course materials. The text will supplement class lectures, which will include some material that is not covered in the text.

Homework
A homework problem set will be assigned every week and will be due the following week.

Projects
Each team of 3 students will perform and present a project consisting of a literature search, analysis, and a project report with a presentation to involve the entire class in questions and discussions following the presentation.
Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Text</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Ch 1, 2</td>
<td>4</td>
</tr>
<tr>
<td>Risk concepts; hazard &amp; risk analysis; risk management</td>
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<tr>
<td>Quantitative risk assessment (QRA) methods</td>
<td>Ch 3</td>
<td>9</td>
</tr>
<tr>
<td>QRA structure, risk ranking</td>
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<tr>
<td>Logic modeling, fault tree, event tree, dependant failures</td>
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<tr>
<td>Basic reliability mathematics; review of probability</td>
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<td></td>
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<tr>
<td>Performance assessment</td>
<td>Ch 4</td>
<td>9</td>
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<tr>
<td>Equipment data analysis, availability</td>
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<tr>
<td>Distribution function parameter estimations</td>
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<td>Bayesian parameter estimations, classical estimations</td>
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<td>Human reliability</td>
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<tr>
<td>Uncertainty analysis</td>
<td>Ch 5</td>
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<td>Uncertainty propagation methods and comparisons</td>
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<tr>
<td>Risk contributors</td>
<td>Ch 6</td>
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<tr>
<td>Risk ranking</td>
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<td>Precursor analysis</td>
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<tr>
<td>Risk values, risk acceptance criteria</td>
<td>Ch 7</td>
<td>3</td>
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<tr>
<td>Individual and societal criteria, ethics</td>
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<tr>
<td>Economic risk and performance acceptance criteria</td>
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<tr>
<td>Decision making techniques</td>
<td>Ch 8</td>
<td>3</td>
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<tr>
<td>Economic methods and assessment models</td>
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<tr>
<td>Non-economic methods</td>
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<tr>
<td>Risk communication and safety culture</td>
<td>Ch 9</td>
<td>3</td>
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<tr>
<td>Risk perception</td>
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<tr>
<td>Effective risk communication</td>
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<tr>
<td>Exams and reviews</td>
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<td>Two exams outside class hours</td>
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<td>Total Class Hours</td>
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Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room B118 of Cain Hall or call 845-1637.

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do."
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Women's Studies Program.

2. Course prefix, number and complete title of course: WMST 420 - Senior Seminar in Gender and Communication

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested:
   a) Prerequisite(s): From __________________________ To __________________________
   b) Withdrawal (reason)
   c) Cross-list with __________________________
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Senior Seminar in Gender and Communication
   Survey of the role of gender in communication processes; focus on communication, differences between men and women in contexts such as the family, school and workplace; discussion of media influence in gender stereotypes. Cross-listed with COMM 420.

5. Complete proposed course title and proposed course description (not to exceed 50 words): Gender and Communication.
   Survey of the role of gender in communication processes; focus on communication differences between men and women in contexts such as the family, school and work organizations; discussion of media influence in gender stereotypes. Cross-listed with COMM 420.

6. a) As currently in course inventory:

<table>
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<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>WMST</td>
<td>420</td>
<td>SRSEM GENDR &amp; COMMUNCATN</td>
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<table>
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<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
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   b) Change to:

<table>
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<td>420</td>
<td>GENDER AND COMMUNICATION</td>
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Approval recommended by:

Head of Department: Program Director:

Chair, College Review Committee:

Date Date

Dean of College:

Date

Submitted to Coordinating Board by:

Date

Director of Academic Support Services:

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
Supporting Statement for Item 3d,
Request for a Change in Course

We request that the title of WMST 420, Senior Seminar in Gender and Communication, be changed to Gender and Communication.

This course is cross-listed with COMM 420, Gender and Communication. We would like the title to match that of the cross-listing; in addition, the “Senior Seminar” label is misleading given the potential confusion with WMST 481, Senior Seminar.

Thank you for your attention.

[Signature]

Claudia Nelson
Director, Women’s Studies Program
claudia_nelson@tamu.edu, 845-8777