The University Curriculum Committee recommends approval of the following:

1. New Courses

   **ANTH 446. Ceramic Artifact Analysis. (2-3). Credit 3.** Concepts, methods, and approaches used in the analysis of archaeological pottery with a focus on the techniques and theories used to bridge the gap between the recovery of ceramic artifacts and their interpretation within various anthropological contexts. Prerequisite: ANTH 202 and approval of instructor; junior or senior classification.

   **ANTH 447. Lithic Artifact Analysis. (2-3). Credit 3.** Laboratory-based course reviewing methods archaeologists use to analyze stone tools and debitage, including identification of toolstone sources, reconstruction of technology, explanation of assemblage variability, and microscopic use-wear analysis. Prerequisite: ANTH 202 and approval of instructor; junior or senior classification.

   **ANTH 454. Archaeological Photography. (2-3). Credit 3.** How to better use cameras in the process of reporting archaeological sites and material culture by exploring old and new photographic technologies. Prerequisite: Junior or senior classification.

   **HIST 469. History of Collective Protest and Violence. (3-0). Credit 3.** Examination of collective protest and violence on a case study basis and in comparative and historical context; emphasis on causes, the nature of participation, assumptions and goals, and the character of repression. Prerequisite: Junior or senior classification.

   **NRSC 450. Mammalian Functional Neuroanatomy. (3-2). Credit 4.** Functional morphology of the domestic animal and human brain using gross specimens, microscopic sections, interactive computer-, DVD-, and video-assisted instructional programs supplemented with clinical case studies. Prerequisites: Junior or senior classification; BIMS, biology, biochemistry, or psychology majors, or neuroscience minors with overall 3.5 TAMU GPA; or approval of instructor. Cross-listed with VIBS 450.

   **PHYS 415. Nuclear and Particle Physics. (3-0). Credit 3.** Properties, decays, and reactions of nuclei and elementary particles; nuclear models and equation of state; quantum chromodynamics and electroweak interactions; applications to astrophysics: big bang model, cosmic microwave background radiation, nucleosynthesis, neutron star, and supernovae. Prerequisite: PHYS 412.

2. Change in Courses

   **ANTH 225. Physical Anthropology.**

   *Course Title*

   From: Physical Anthropology.
   To: Biological Anthropology.

   *Prerequisites*

   From: BIOL 113 and 123; BIOL 107 or equivalent.
   To: None.
Cross-listing
  From: BIOL 225.
  To: None.

ANTH 425. Anthropometry and Osteology.

Course Title
  From: Anthropometry and Osteology.
  To: Human Osteology.

Course Description and Prerequisites
  From: Concepts and methods used by anthropologists and paleontologists to identify, describe and analyze skeletal and fossil bone materials. Prerequisites: ANTH 225 and 312 or approval of instructor.
  To: Concepts and methods used by anthropologists to identify, describe and analyze human skeletal remains from forensic and archaeological contexts. Prerequisites: ANTH 225 or VIBS 305; junior or senior classification.

PHYS 306. Basic Astronomy.

Course Prefix and Course Number
  From: PHYS 306.
  To: ASTR 101.

Course Description
  From: Qualitative approach to planets, stars, galaxies and cosmology; aspects of the sky, determining the properties of celestial bodies; birth, life and death of stars: nebulae, pulsars, supernovas, black holes; origin and fate of the universe; active galactic nuclei and other super-energetic phenomena; modern knowledge of the Solar System and its origin, life in our and other systems.
  To: A qualitative approach to basic stellar astronomy; earth-moon-sun relationships then studies of distances to stars, stellar temperatures, and other physical properties; birth, life on the main sequence of the H-R diagram, and ultimate fates of stars.


Course Prefix and Course Number
  From: PHYS 307.
  To: ASTR 102.

Course Description and Prerequisites
  From: Observational and laboratory course which may be taken in conjunction with PHYS 306 or 314. Use of techniques and instruments of classical and modern astronomy. Prerequisite: PHYS 306 or 314, or registration therein.
To: Observational and laboratory course which may be taken in conjunction with ASTR 101 or 314. Use of techniques and instruments of classical and modern astronomy. Prerequisite: ASTR 101 or 314, or registration therein.

PHYS 314. Survey of Astronomy.

Course Prefix
From: PHYS 314.
To: ASTR 314.

Prerequisites:
From: PHYS 208 or 219.
To: PHYS 208.

PSYC 335. Physiological Psychology.

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

VIBS 450. Mammalian Functional Neuroanatomy.

Lecture Hours, Lab Hours, Credit Hours
From: (2-3). Credit 3.
To: (3-2). Credit 4.

Prerequisites
From: Junior or senior classification and approval of instructor.
To: Junior or senior classification; BIMS, biology, biochemistry, or psychology majors, or neuroscience minors with overall 3.5 TAMU GPA; or approval of instructor.

Cross-listing
From: None.
To: NRSC 450.
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  
   Anthropology

2. Course prefix, number and complete title  ANTH 446 Ceramic Artifact Analysis

3. Course description (not more than 50 words) Concepts, methods, and approaches used in the 
   analysis of archaeological pottery with a focus on the techniques and theories used to bridge the gap between the recovery of ceramic 
   artifacts and their interpretation within various anthropological contexts.

4. Prerequisite(s) ANTH 202 and approval of instructor. 
   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 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)

   BA in Anthropology

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)    ANTH 446 CERAMIC ARTIFACT ANALYSIS

      Lect.    Lab    SCH    Subject Matter Content Code    Admin. Unit    Acad. Year    FICE Code
      020303450301000102800708010366

   Approval recommended by:

   Head of Department  Date  Chair, College Review Committee  Date

   Head of Department (if cross-listed course)  Date  Dean of College  Date
   [Signature]  12/14/07

   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.

OAR/AS-10/99

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SYLLABUS
ANTH 446: Ceramic Artifact Analysis
****Place and Time****

Instructor: Suzanne Eckert
Office: Anthro 308D
Office Hours: ****
Phone: 458-1126
Email: sleckert@tamu.edu

Class Description and Objectives

Analysis and interpretation of ceramic artifacts allows archaeologists to develop time scales, study interaction and interconnection between various groups of people, interpret technology and activities at different sites, and to study the organization of production and division of labor within societies. The techniques and theories used to bridge the gap between the recovery of ceramic artifacts and their interpretation within various anthropological contexts is the focus of this course; this course introduces the basic concepts, methods, and approaches used in the analysis of archaeological pottery.

The nuances of ceramic analysis can only be learned through practice. As such, this course consists of both lectures and lab exercises designed to give practical experience with the material covered in the lectures. Students will be introduced to the fundamental aspects of ceramic production and technology, description, typology, classification, and compositional analysis. Students should leave this course with a sufficient understanding of pottery analysis to allow them to know what questions can and cannot be asked of a given ceramic assemblage, and how to approach such questions through analysis. The ultimate goal of this course is to prepare students to undertake their own ceramic analyses, as well as to be able to evaluate the work of other archaeologists.

Prerequisites

ANTH 202 and approval of instructor.

Textbooks

REQUIRED


RECOMMENDED


A selection of journal articles and book chapters will also be required.
Grading

This course will focus on topics covered in the readings supplemented by class discussions and lab assignments. Attendance is important so that lab assignments can be completed. In addition to attending and actively participating in class and lab, you will write lab summaries, and an annotated bibliography.

Final grades will be based on overall performance according to the following weighing:

- Class participation: 50 points
- Lab assignments (20 points each): 200 points
- Annotated bibliography: 50 points

TOTAL POSSIBLE: 300 points

Letter grades will be assigned as follows:
- A = 270 points and above
- B = 240 to 269 points
- C = 210 to 239 points
- D = 180 to 209 points
- F = 179 points and below

Assignments

Lab Assignments. Every week or so I will provide a lab assignment sheet that describes a method of ceramic analysis. After completing the described assignment, you will be given a list of questions that you are required you to answer. These answers are due the week after they are handed out, unless otherwise stated.

Annotated Bibliography. Provide a bibliography of 8 articles. Each of these articles needs to be completely referenced in a standard format (such as American Antiquity format) and must be focused on pottery analysis. For each article, provide 3-5 sentences that both summarize and explain how it is related to the course.

Policies and Procedures

Student Rights and Responsibilities. Texas A&M University has outlined the specific rights that students are guaranteed and the responsibilities students have as community members. If you have any questions regarding such issues, consult the latest issue of the TAMU Student Rules (http://studentrules.tamu.edu). TAMU has also specifically outlined the procedures for hearing cases of student misconduct, grievances, and academic dishonesty issues. All students are expected to uphold the Aggie Honor Code: an Aggie does not lie, cheat, or steal or tolerate those who do. For more information on the rights and responsibilities of all students, please contact the Office of the Aggie Honor System (www.tamu.edu/aggiehonor).

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings and other works 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 have the permission of that person. Plagiarism is cheating, and as such, breaks the Aggie Honor Code. An act of plagiarism, at best, will result in a 0 on the assignment and notification given to the Aggie Honor Council. An act of plagiarism, at worst, will result in an F in the course and notification of the student's behavior to the Office of the Aggie Honor System. If you have any questions regarding plagiarism, consult the "Student Resources on Academic Integrity and Plagiarism" at http://library.tamu.edu/tamulib/content/renderer/children/0,2875,1724_1001620,00.html or the "Scholastic Dishonesty" section of the TAMU Student Rules at http://student-rules.tamu.edu.

If at any time you have questions concerning this course, Anthropology in general, or other issues that are not answered in the lectures or readings PLEASE arrange to see me outside of class. If you have an unresolved conflict concerning myself, or the class, you should first contact me in an attempt to resolve the problem. If the results are unsatisfactory, you should next contact the Anthropology Department’s Academic Advisor.

Make-up Attendance Policies: If you miss a day of class, and its corresponding activity (group activity, film, quiz) without a legitimate excuse, you will be assigned a zero for that day and any of its activities. University approved excuses for missing class are defined in the TAMU Regulations (http://student-rules.tamu.edu/rule7.htm). If your reason for missing class fulfills one of the conditions listed in the regulations, you should notify me as soon as possible and then provide documentation for your excuse within 48 hours of your absence. You will then be allowed to make-up any missed activity within 30 days from your last date of absence.

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 Cain Hall Room B118 or call 845-1637.

Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | ****| Introduction  
Lab #1: Design Analysis                                               |
| 2    | ****| Discussion: Interaction and Information Theories  
Lab #2: Cataloging Whole Vessels                                       |
| 3    | ****| Discussion: Design Structure, Ideation, and Cognition  
Lab #3: Attribute Analysis of Sherds                                   |
| 4    | ****| Discussion: Classification and Typologies  
Lab #4: Chronology Building                                             |
<table>
<thead>
<tr>
<th>Page</th>
<th>Discussion Topics</th>
<th>Lab Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Discussion: Classification and Typologies</td>
<td>Lab #5: Illustration and Photography</td>
</tr>
<tr>
<td>6</td>
<td>Discussion: Ceramic Style and the Individual</td>
<td>Lab #6a: Characterizing Clay</td>
</tr>
<tr>
<td>7</td>
<td>Discussion: Correlating Vessel Form and Function</td>
<td>Lab #6b: Characterizing Paste &amp; Temper</td>
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<tr>
<td>8</td>
<td>Discussion: Household Production</td>
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<tr>
<td>9</td>
<td>Discussion: Scheduling and Organization of Production</td>
<td>Lab #7a: Fabrication Experiment</td>
</tr>
<tr>
<td>10</td>
<td>Discussion: Craft Specialization</td>
<td>Lab #7b: Manufacturing Processes</td>
</tr>
<tr>
<td>11</td>
<td>Discussion: Craft Specialization and Standardization</td>
<td></td>
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<tr>
<td>12</td>
<td>Discussion: Distribution and Exchange</td>
<td>Lab #8: Conservation</td>
</tr>
<tr>
<td>13</td>
<td>Discussion: Distribution and Exchange</td>
<td>Lab #9: Petrographic Analysis</td>
</tr>
<tr>
<td>14</td>
<td>Discussion: Distribution and Exchange</td>
<td>Lab #10: What is it?</td>
</tr>
</tbody>
</table>
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 ____________________________

2. Course prefix, number and complete title  Anth 447 Lithic Artifact Analysis

3. Course description (not more than 50 words)

Laboratory-based course reviewing methods archaeologists use to analyze stone tools and debitage, including identification of tool-stone sources, reconstruction of technology, explanation of assemblage variability, and microscopic use-wear analysis.

4. Prerequisite(s) ANTH 202 and approval of instructor. Cross-listed with

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

   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 489/689? ☐ Yes ☐ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. Fall 2006; 1 (stacked with ANTH 621; 12)

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.A. or minor in Anthropology

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)  LITHIC ARTIFACT ANALYSIS

    ANTH 447  LITHIC ANALYSIS

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

    0 2 0 3 0 3 4 5 0 3 0 1 0 0 0 1 0 2 8 0 0 8 - 0 9 0 0 3 6 3 2

    Do not complete shaded area.

Approval recommended by:

D. J. Hamilton  11-20-07

Head of Department  Date

Claude Selmon  Dec 13, 2007

Chair, College Review Committee  Date

Matthews  12/14/07

Dean of College  Date

Submitted to Coordinating Board by:

Dean of College  Date

Director of Academic Support Services  Date

Effective Date

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

OAR/AS-504

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Anth 447
Lithic Artifact Analysis

Tuesday & Thursday, 2:20-3:35 pm
Anth 214

Course Instructor

Dr. Ted Goebel; Office: Anthropology 208; Phone: 862-4544; e-mail: goebel@tamu.edu
Office hours: Noon-2pm, Tuesday & Thursday; 9am-noon, Wednesday

Course Prerequisites

For this course, students must have completed Anth 202 and have approval of instructor.

Course Standards

- Understand the significance of lithic artifacts to archaeological science, especially in terms of the kinds of questions that can be asked of this important archaeological resource.
- Know fundamental techniques of stone tool manufacture employed by humans throughout much of prehistory.
- Identify the major types of tools, cores, and by-products found in lithic artifact assemblages, as well as the attributes used to define them.
- Understand and apply techniques of documenting, measuring, and explaining interassemblage similarities and differences.
- Understand theory involved in explaining prehistoric human behavior through lithic artifacts.
- Present results of analyses and experiments in an organized, professional manner.

Course Structure

Class meetings in this course consist of lectures as well as lab exercises/experiments and seminar discussions. Labs will occur every week. During a typical lab week, during the first class on Tuesday the topic of the week will be introduced through lecture, and during the second class on Thursday students will perform a related lab experiment/analysis. Sometimes it will take more than the allotted class time to complete the laboratory assignment, so students should be prepared to come back to the lab at a later time during the week to finish their work. Also, students should expect to spend time in the lab to prepare for lab quizzes.
Students will write brief (2-to-4 page) reports describing each experiment/analysis. Reports should follow the outline shown below.

1) **Introduction** describing research goals and questions;
2) **Materials and methods** used in the experiment/analysis (and a statement relating these materials and methods to the research goals/questions);
3) **Results** of experiment/analysis (described in writing and illustrated in tables, graphs, or line drawings);
4) **Discussion** of results including (a) explanation of how results relate to research goals or answer research questions, and (b) significance to field of lithic analysis.

**Exams** will include both practical and written parts. Practical exams will test students on materials covered in labs—rock types, artifact types, artifact attributes, etc. Written exams will cover concepts and issues from lectures and readings. The final practical exam will be cumulative; however, the final written exam will cover only the second half of the course.

**Undergraduate Credit:**

<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>10 lab exercises</td>
<td>200 points</td>
</tr>
<tr>
<td>Mid-term practical exam</td>
<td>50 points</td>
</tr>
<tr>
<td>Mid-term written exam</td>
<td>50 points</td>
</tr>
<tr>
<td>Final practical exam</td>
<td>50 points</td>
</tr>
<tr>
<td>Final written exam</td>
<td>50 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>400 points</td>
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</tbody>
</table>

**Course Text**


**Supplemental Readings**

The following articles can be found on e-reserve through the university library. They will be assigned during specific weeks, as shown in the schedule below.


**Other Course Materials**

You will need some other materials for this class, too.

A three-ring binder will be very useful to keep hand-outs and other written materials organized and accessible.

A spreadsheet and/or graphics program will be helpful in preparing tables and graphs of data generated in labs. If you purchase a graphics program, make sure that it can make simple bar charts, histograms, and line charts, as well as simple two-way tables.

A hand-lens or loupe (about 10x).

For flintknapping, you must have the following materials:

- Safety goggles or some other suitable eye protection;
- Leather gloves or some other suitable hand protection;
- Long heavy pants that cover your legs and ankles (preferably blue jeans);
- Shoes and socks (not sandals or tevas; penny-loafers aren’t recommended, either).

You will be provided with raw materials, as well as band-aids, for the flintknapping exercises. If you have any antler at home, think about donating it to the cause!

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 29</td>
<td>Introduction to study of lithic artifacts</td>
<td>Chapter 1: pp. 1-10</td>
</tr>
<tr>
<td>Aug 31</td>
<td>Lab 1: Flintknapping-I: making flakes</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Source</td>
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<tr>
<td>Sep 5</td>
<td>Fundamentals of stone-flaking technology</td>
<td>Chapter 2: pp. 11-40</td>
</tr>
<tr>
<td>Sep 7</td>
<td>Lab2: Artifact or geofact? A look at Carter's Pre-Clovis Texas Street assemblage</td>
<td>Carter 1978</td>
</tr>
<tr>
<td>Sep 12</td>
<td>Lithic raw materials</td>
<td>Chapter 3: pp. 41-60</td>
</tr>
<tr>
<td>Sep 14</td>
<td>Lab 3: Visual inspection and identification of rock types</td>
<td></td>
</tr>
<tr>
<td>Sep 19</td>
<td>Geochemical sourcing of lithic artifacts: case study</td>
<td>Jones et al. 2003</td>
</tr>
<tr>
<td>Sep 21</td>
<td>Lab 4: Tour of TAMU geochemistry laboratories</td>
<td></td>
</tr>
<tr>
<td>Sep 26</td>
<td>Evolution of technology during the Paleolithic</td>
<td>Foley &amp; Lahr (2003)</td>
</tr>
<tr>
<td>Sep 28</td>
<td>Lab 5: Flintknapping-II: retouching tools</td>
<td></td>
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<tr>
<td>Oct 3</td>
<td>Artifact typologies</td>
<td>Chapter 4: pp. 61-85</td>
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<tr>
<td>Oct 12</td>
<td>Lab 6 continued</td>
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<tr>
<td>Oct 17</td>
<td><strong>Mid-term exam: written</strong></td>
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<tr>
<td>Oct 19</td>
<td><strong>Mid-term exam: practical</strong></td>
<td></td>
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<tr>
<td>Oct 24</td>
<td>Debitage attribute analysis</td>
<td>Chapter 5: pp. 86-112</td>
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<tr>
<td>Oct 26</td>
<td>Lab 7: Debitage analysis</td>
<td>Chapter 6: pp. 113-131</td>
</tr>
<tr>
<td>Oct 31</td>
<td>Other approaches to debitage analysis; cores</td>
<td>Chapter 6: pp. 131-142</td>
</tr>
<tr>
<td>Nov 2</td>
<td>Lab 7 continued</td>
<td>Chapter 7: pp. 143-160</td>
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<tr>
<td>Nov 7</td>
<td>Analysis of flake tools</td>
<td>Chapter 7: pp. 160-177</td>
</tr>
<tr>
<td>Nov 9</td>
<td>Lab 8: Unifacial tool analysis</td>
<td>Kuhn (1990)</td>
</tr>
</tbody>
</table>
Nov 14  Analysis of bifaces and bifacial tools  
Chapter 7: pp. 177-200

Nov 16  Lab 9: Analysis of Paleoindian bifacial points  
Morrow & Morrow (1999)

Nov 21  Ground-stone analysis  
Sutton & Arkush (1996: 69-100)

Nov 23  Thanksgiving holiday

Nov 28  Microscopic approaches  
Odell (2004:135-173)

Nov 30  Lab 10: Microscopic use-wear experiment

Dec 5  Technology, site function and mobility  
Chapters 8 & 9: pp. 201-244

**Final Exam: 1-3 pm, Wednesday, Dec 13**

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

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

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

**Academic Integrity Statement**

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

Please consult the Honor Council Rules and Procedures at the following web:
http://www.tamu.edu/aggiehonor
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 Anthropology

2. Course prefix, number and complete title ANTH 454 Archaeological Photography

3. Course description (not more than 50 words) Instruction on how to better use cameras in the process of reporting archaeological sites and material culture by exploring old and new photographic technologies.

4. Prerequisite(s) Junior or Senior Classification Cross-listed with 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. 4, Spring 2007; 0, Spring 2006

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 or minor in Anthropology

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) ANTH 454 ARCH A E O L PHOTO G R A P H Y

<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>03</td>
<td>30</td>
<td>34 50 30 1 0 0 0 1 0 2 8 0 8 0 9</td>
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<td>4</td>
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</tbody>
</table>

Approval recommended by:

[Signature]
11/14/07

Head of Department

[Signature]
Chair, College Review Committee
01/07/07

Dean of College
12/19/07

Dean of College

Submitted to Coordinating Board by:

[Signature]

Date

[Signature]

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

15 of 60 B
Archaeological Photography – ANTH 454
Prerequisite: Junior or Senior Classification
Room 108 - Anthropology Building - Wilder Imaging Lab, Spring 2007
Instructor, Dr. C. Wayne Smith
Office Hours: by appointment: Tuesdays, 9:00-11:00am.
Office Number: Anthropology 311A.

The overall aim of this course is to instruct students to better use cameras in the process of reporting archaeological sites and archaeological material culture. If a single picture is worth 1000 words, this course is designed to make each picture worth 2000 words. We will explore old and new photographic technologies. Each week as we explore more aspects of the art of photography, you will note that some photographic techniques mask the details we most want to see - others enhance. Observation, then, is the main assessment tool we will use in this class. Your end product will be a complete portfolio of your work. A weekly Lab Section has been organized to assist in the development of your portfolio. Readings will be assigned to guide you through your time of discovery in the lab and in the field. Ultimately, the aim of this course is to help you better understand and, accordingly, better describe your area of archaeological expertise.

‘Our best pictures show a less busy world than we experience, a world that bears an uncanny resemblance to the sentimental one held in the mind’s eye that was first simplified through normal visual processing and further idealized through the golden sieve of memory.’ (Rowell, 2001, p.91)

Ansel Adams stated, ‘in learning to visualize image values we should understand that what we see with our eyes is not the same as what photographic film sees in the camera.’ Galen Rowell has observed that ‘to be self-directed is to be self-aware. When we are in the driver’s seat, we take personal control over the direction our vehicle travels, but also are far more likely to retain a clear memory of what we see. The odds of finding the way toward fine pictures are far higher if you have been in the driver’s seat well before a photo opportunity appears.’ The same observations are very true of the relationship between our vision of an object, a digital camera’s sensor and our modern possibilities for visual output.

The Lab portion of this class is organized for you to practice and create meaningful images to include in your portfolio. Work (play) hard and above all, enjoy this class.

Library Materials and Text
The general course textbooks are:

Adams, Ansel.
ISBN 0-8212-2186-8

Haynes, Barry and Wendy Crumpler
ISBN 0-7357-1240-9

ISBN 10987654321

Freeman, Michael

Kingborn, Jay and Jay Dickman

Hicks, Roger and Francis Shultz
ISBN 0-8174-4179-4

Hunter, Fil and Paul Fuqua
ISBN 0-240-80273-6
Log-On Identifications:
It is necessary that each student set up a logon-id and a password within the computing system in order to use the computer labs. Logon-ids can be setup using the CLAIM system in any of the Open Access Labs (not from a remote location). If any of the classroom participants are not students or faculty, please contact Ginny Hughlett (845-7223) in CIS account services for assistance in establishing logon-ids.

Software Use and Abuse:
All software used during this course is licensed software. Copying software is strictly forbidden and will not be tolerated. Academic pricing has made these programs affordable for many students and programs are available through the University Book Store and other retail outlets.

Course Requirements:
Classes will be assessed as follows:

5 Assignments .............................................................................................................20% each (total 100%)

NOTE - extensions on assignments are strongly discouraged.

Grading will follow a standard scale:
90% -100 - 'A'
80%-89% - 'B'
70%-79% - 'C'
60%-69% - 'D'
59% - and below is a failure.........

Missing Exams, Assignments and Classes:
There are no exams in this class. However, material will be covered in class lectures that is not in the assigned readings - class attendance is very important. Where possible, hand-outs will be provided. Absence from classes and labs will be accepted for students who have legitimate excuses as defined in the Texas A&M University Student Rules, Student Rule 7. These include:

1. Participation in an activity appearing in the University Authorized Activity List;
2. Proof of confinement due to illness (medical slip);
3. Death within a student's immediate family;
4. Participation in legal proceedings that require a student's presence;
5. A religious holiday (defined as a holy day observed by a religion who's places of worship are exempt from property taxation under Section 11.20 of the Texas Tax Code);
6. Illness that is too severe or contagious for the student to attend class (as determined by Health Center of off-campus physician);
7. Required participation in military duties;
8. Mandatory admission interviews for professional or graduate school.

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

TAMU Plagiarism Policy
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."

Social Security Numbers
It is not permissible to post grades under either a UIN number or Social Security Number. All students can obtain
can obtain their grades through the Texas A&M University Student Information System (My Record) (https://myrecord.tamu.edu).

**Aggie Code of Honor**

"An Aggie does not lie, cheat, or steal or tolerate those who do." To learn more about this code and other important information concerning your studies at Texas A&M University, visit [http://student-rules.tamu.edu/aggiecode.htm](http://student-rules.tamu.edu/aggiecode.htm)

**Tentative Class Schedule**

**Class 1** The Rules of Photography - Light, Light...Glorious Light! Shades of Gray and Color

*Art is the modification of things by human skills and intention, and thus an artifact is no longer considered natural.*

- A. Visualization
- B. Camera Modes - A - M - T - P etc...
- C. Incident Light / Reflective Light
- D. Black & White - Shades of Gray
- E. Aperture - Depth of Field - Shadows
- F. What You Already Have - What You Need to Find in Yourself
- G. Your Work - Your Portfolio
- Handout: Visualization and Image Values

Lab - Next Class - bring two (2) images to class - one you really like and one that you do not like. Be prepared to discuss both images. For this exercise, you do not need to get highly philosophical - just tell us what you think.

**Class 2** Pop Culture and Scientific Imaging or ‘Zen and the Art of Motorcycle Maintenance’

- A. Drawing with light - design and innovation - PowerPoint usage and your imagination
- B. Exposure - The Zone System - Kodak 18% reflective neutral gray card
- C. Light Meters - the good, the bad and confusing
- D. Aperture - depth of field - shadows
- E. Types of Lenses
- F. [www.pixmante.com](http://www.pixmante.com) (Raw Shooter Essentials) free download
- G. ACDSec - TuCows and other essential WWW sites
- H. Bracketing your images

Lab - Handout:

*Go forth and do...*

- create a PowerPoint presentation demonstrating aspects of depth of field manipulation using aperture settings - use lab time to develop your presentation materials

- draw with light! -show us next class!

**Class 3** Methods of Creating B&W Images From Color Images - Digital Photo - B&W vs Color Imaging

**Classic, Great Photos**

- A. Histograms - adjusting, RGB, total image, maximizing image data
- B. CTRL+SHIFT+U
- C. Image-Mode-Grayscale
- D. Image-Mode-Lab Color -- Windows-Channels-Lightest
- E. Channels-RGB

Lab - Use Lab time to experiment with methods of creating effective and accurate black-and-white illustrations.

*Go forth and create a PowerPoint illustrating the use of 'C' and 'D' & 'E' to create B&W images.*
Class 4 Show and Tell

Come prepared to show your PowerPoint presentations with the goal to create a discussion about the merits of each method of creating images.
Also:
A. Grayscale vs de-saturation of color images to create B&W images. MB&WDP
B. Tonal distribution - MB&WDP - levels & shadows/ highlights
Lab Experiment with A&B

Class 5 Breaking Photography Down - Light Science and Magic

A. Copy Photography - balanced light
B. Improvised Lighting - the ‘family of angles’
C. In the Lab
D. In the Field
E. Shiny Objects
F. Glass and Liquids

Handout: Family of Angles - Light - Science and Magic, p.36-63
Lab Practice A-F

Class 6 Continuous Light Lighting - Learning to Light

Chiaroscuro lighting - drama and clarity [ chiaro (light) & scuro (dark) ]

A. Available light - domestic lamps (what we normally see)
B. Specialist lighting - studio flash (what we create)
C. Fill lighting - flash and incident (reflective lighting) - outdoor use to control detail
D. Metering Light
Lab Metering and accurate use of lighting are the two areas of archaeological photography that archaeologist learn to control properly – Use lab time to practice and use photo paper to print out your best efforts to show in class next week.

Studio Flash

A. Basic Setup for small artifacts
B. Elements of artifact photography
C. Capturing texture
D. Minimalist perspectives
E. Metering flash lighting

Lab The ability to use the controlled environment of a studio set-up is one area of recording archaeological data is one area in which we all need practice. Work with all aspects of A-E.

Class 7 PhotoModeler / STRATA Foto 3D

A. Familiarization with current 3-dimensional imaging software.
B. Emphasis to be placed on application for archaeological documentation.
Lab With these programs, an accomplished archaeologist can turn a series of good photographs into a virtual three-dimensional artifact, Practice is essential.

Class 8 Micro Photography – truth is in the details
A. Digital camera settings (dependant on your camera)
B. Brightfield illumination
C. Darkfield illumination
D. Microscopes
E. Photomicrographic lighting
F. Phase / contrast - polarization

Lab Practice

Class 9 Macro Photography
A. Set-up - tripods - backgrounds - lenses
B. Fixed focal length lenses (p.26)
C. Macro zoom lenses
D. True macro lenses
E. Extension tubes - rings

Lab Practice photographing a variety of archaeological artifact. Print your best images. If you do not have access to artifacts, numerous professors may be able to assist you, if you offer them copies of your completed images.

Class 10 Bone and Other Organic Material - in the field & in the lab
A. Thin sections
B. Gross section photography

Lab Practice photographing a variety of archaeological artifact. Print your best images

Class 11 Geologic Formations
A. Stratification
B. In-situ photographic record
C. Perspective views
D. Geological Formations can only be photographed in place - In the field means carrying equipment - what we need in the field

Lab Assemble a list (to start) and then work with the class to assemble a working field-pack for archaeology

Class 12 Stratification and Geological Formation (time to hit the field)

Lab This entire class is a lab class. We will meet at Riverside Campus to work with archaeologists at the Conservation Research Lab, photographing material culture throughout the conservation process. This is a genuine challenge! Next Week, print your best images.

Class 13 Black-and-White Film Photography
A. Processing Film
B. Fundamentals of enlarging, cropping and printing

Lab Practice - shoot at least (1) 24-exp T-MAX 100 (400) roll of film (supplied); we will develop our films.

Class 14 Individual Work Day - No Class
Spring 2007 Semester Calendar as Posted

January 12 Friday, 5 p.m. Last day to register for spring semester classes and pay fees.
January 15 Monday. Martin Luther King, Jr. Day. Faculty and Staff holiday.
January 16 Tuesday. First day of spring semester classes.
January 22 Monday, 5 p.m. Last day for adding/dropping courses for the spring semester.
January 26 Friday, 5 p.m. Last day to apply for all degrees to be awarded in May.
March 5 Monday, noon. Mid-semester grades due in Office of the Registrar.
March 12-16 Monday-Friday. Spring break.
March 14-16 Wednesday-Friday. Faculty and Staff holiday.
April 2 Monday, 5 p.m.
  · Last day for all students to drop courses with no penalty (Q-drop).
  · Last day to change Kinesiology 198/199 grade type.
  · Last day to officially withdraw from the University.
April 6 Friday. Reading day, no classes.
April 12-27 Thursday-Friday. Preregistration for the 2007 first term, second term, 10-week summer semester and fall semester.
April 21 Saturday. Muster. Campus ceremony.
April 30 Monday. Dead day, classes meet but no major exams.
May 1 Tuesday.
  · Last day of spring semester classes.
  · Redefined day, students attend their Friday classes.
  · Dead day, classes meet but no major exams.
May 2-3 Wednesday-Thursday. Reading days, no classes.
May 4, 7-9 Friday, Monday-Wednesday. Spring semester final examinations for all students.
May 11 Friday, 5 p.m. Last day for May undergraduate degree candidates to apply for Tuition Rebate.
May 11-12 Friday-Saturday. Commencement, Commissioning, and Final Review.
May 14 Monday, noon. Final grades for all students due in Office of the Registrar.
*All dates and times are subject to change.

NOTE........
Near the end of each spring semester, the students in the Visualization Program, College of Architecture, conduct a two-day event called Viz A GoGo. This is a must see event for all students interested in any aspect of imaging. Details for the 2007 event have not been posted yet.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of History

2. Course prefix, number and complete title of course: HIST 469, History of Collective Protest and Violence

3. Course description (not more than 50 words): Examination of collective protest and violence on a case study basis and in comparative and historical context; emphasis on causes, the nature of participation, assumptions and goals, and the character of repression.

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. 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)
    -----------------|---------|----------------------------------------
    HIST 469 | HIST PROTEST VIOLENCE

    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 4 5 0 0 8 - 0 9 0 0 3 6 3 2

Approval recommended by:

Walter R. Kramer 10/2/07
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

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

Received Dec 14 2007
HISTORY 469: HISTORY OF COLLECTIVE PROTEST AND VIOLENCE
TTH 2:20-3:35
ZACH 105C

Cynthia A. Bouton
Office Phone: 845-7102
E-mail: c-bouton@tamu.edu
Office: 208B History Building
Office Hours: TTH 3:45-5:00,
W 3-5, and by appointment

COURSE DESCRIPTION: This course examines collective protest and violence in a comparative and historical context. We will investigate various types of protest (for example about food, religion, taxes, seigneurialism, industrialization, civil, political, and social rights, nationalism, imperialism, gender, sexuality, ethnicity and race), and explore their causes, the nature of participation, their assumptions and goals, and the character of repression. Scholars have suggested that collective protest and violence should not be seen as exceptional moments, but as integral parts of social and political life. Accordingly, we will study contention in the full context of the political, economic, social, and cultural systems in which it occurs.

Since the study of collective protest and violence has attracted interdisciplinary interest—including history, anthropology, sociology, and political science—we will examine both various approaches to the problem and diverse case studies. These case studies will range across time and space: from medieval European peasant revolts to contemporary American race riots, from food riots in 17th-19th century Europe to food riots in the contemporary developing world. We will focus on the strikingly frequent, smaller scale forms of protest and violence, rather than on the relatively rare and extreme civil wars and revolutions, while speculating on their connections.

PREREQUISITE: Junior or senior classification

FORMAT: The course will combine lecture, class discussion, and small group discussion.

REQUIREMENTS: You are expected to read the assigned materials before class, to attend regularly, to participate in class discussions, to take quizzes given at any time during the semester, and to write two 5-7 page papers.

Examinations: There will be two examinations—a midterm and a final. Examinations will cover lectures, discussions, and readings. They will be in essay format.

Papers: You are required to write two 5-7 page type-written papers for this course. The first will require an analysis of a primary source and the second will require
a critical analysis of a debate over interpretation of protest. Additional information on both papers will be forthcoming.

**Attendance:** Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence after that, your final grade will be dropped three percentage points. Assignments that are submitted late will receive a grade of zero except in the case of university-excused absences or by prior arrangement with the instructor.

Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

**Grades:** Your final grade will be calculated as follows:

Examinations – 50% (midterm 25%, final 25%)
Paper – 40% (20% each)
Participation – 10%.
There will be **NO** “extra-credit” or “bonus-points” given in this course.

**Grading Scale (percentages):**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 &amp; below</td>
<td>F</td>
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</tbody>
</table>

**Required Reading:**

*In bookstore*


**Reserve Reading:** Many readings, both primary and secondary sources, are located in the Reserve Reading Room. You may either check the readings out of the Reserve Room or you may print them from the Electronic Reserve. Please see attached list of reserve readings.

**TOPICS AND ASSIGNMENTS**

| WEEK I   | Aug. 28  | Introduction |
|         | Aug. 30  | Contemporary Collective Protest and Violence |
|         |          | Research and come prepared to discuss reports of episodes during the past 2 years |

| WEEK II  | Sept. 4  | Conceptualizing Collective Protest and Violence, I |
|         | Sept. 6  | Conceptualizing Collective Protest and Violence, II |
|         |          | Reserve: Le Bon, *Crowd Barrows, Distorting mirrors* |
|         |          | Reserve: Rudé, *Crowd*, 1-16 |

| WEEK III | Sept. 11 | Conceptualizing Collective Violence, III |
|         | Sept. 13 | Conceptualizing Collective Violence, IV |
|         |          | Reserve: Gilje, *Rioting*, Introduction; Epilogue; Appendix: Counting Riots |
|         |          | Read: Gilje, *Rioting*, Preface, Chapters 1-2 |
|         |          | Tilly, *Collective Violence*, Preface, Chapters 1-2 |

| WEEK IV  | Sept. 18 | Medieval Protest |
|         | Sept. 22 | Reformation Protest |
|         |          | Read: Cohn, *Popular Protest* |
|         |          | Read: Davis, “Rites of Violence” |

| WEEK V   | Sept. 25 | Medieval and Early Modern European Protests, I |
|         | Sept. 27 | Moral Economy and Popular Protest, II |
|         |          | Reserve: Westbury, “Women in Bacon’s Rebellion” |
|         |          | Read: Tilly, *Collective Violence*, finish |
|         |          | Read: Rudé, *Crowd*, Part II |

| WEEK VI  | Oct. 2, 4 | Early American Protest |
|         |           | Read: Gilje, *Rioting*, Chap. 1 |
|         |           | Reserve: Smith, “Food Rioters in the American Revolution” |

| WEEK VII | Oct. 9   | **FIRST PAPER DUE** |
|          | Oct. 11  | Revolutionary American Riots I |
|          |          | Revolutionary American Riots II |
|          |          | Read: Gilje, *Rioting*, Chap. 2 |
|          |          | Reserve: Smith, “Food Rioters in the American Revolution” |

<p>| WEEK VIII | Oct. 16 | <strong>FIRST EXAMINATION</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Oct. 18</td>
<td>American Collective Violence in the 19th Century</td>
</tr>
<tr>
<td></td>
<td>Read: Gilje, <em>Rioting</em>, Chapter 3</td>
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<tr>
<td>WEEK IX</td>
<td>Oct. 23, 25 British Collective Violence</td>
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<td>Read: Panayi, <em>Racial Violence</em></td>
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<td>WEEK X</td>
<td>Oct 30 Case Studies: 1919</td>
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<td>Read: Tuttle, <em>Race Riot</em></td>
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<td>Nov. 1</td>
<td>Case Studies: British and French in 1919</td>
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<td></td>
<td>Read: Jenkinson, 1919 Riots (in Panayi)</td>
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<td>Reserve: Stovall, “The Color Line behind the Lines”</td>
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<td>WEEK XI</td>
<td>Nov. 6, 8 Case Study: US</td>
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<td>Read: Pagán, <em>Murder at the Sleepy Lagoon</em></td>
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<td>WEEK XII</td>
<td>Nov. 13, 15 Case Study: Southeast Asia</td>
</tr>
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<td>Read: Scott, <em>Moral Economy of the Peasant</em></td>
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<td>WEEK XIII</td>
<td>Nov. 20 1968-9 Reserve: Ehrenreich, <em>Long March</em>; Harris, <em>Students in Revolt</em></td>
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<tr>
<td>Nov. 22</td>
<td>Thanksgiving Break</td>
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<td>WEEK XIV</td>
<td>Nov 27, 29 Globalization and Protest</td>
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<td></td>
<td>Read: Walton and Seddon, <em>Free Markets</em></td>
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<tr>
<td>Dec. 4</td>
<td>Conclusions</td>
</tr>
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<td></td>
<td><strong>SECOND PAPER DUE</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SECOND EXAMINATION</strong>—see final exam schedule</td>
</tr>
</tbody>
</table>

**RESERVE READING CITATIONS**

Below are the citations for your reserve reading assignments


Tyler Stovall, “The color line behind the lines: racial violence in France during the Great War” *American Historical Review* 103:3 (June 1998): 737-69.


OTHER INFORMATION:

ADA:

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 Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

PLAGIARISM:

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


4. Prerequisite(s): Cross-listed with VIBS 450
   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)
      an elective for BIMS and an elective for 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 450 Mammal Function Neuro

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year HCE Code
    03 02 04 51250200022514 08-09 003632

Approval recommended by:

Head of Department ___________________________ Date 12-4-07
Head of Department (if cross-listed course) ___________________________ 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

28 of 60 B

2007

RECEIVED

ACADEMIC SUPPORT SERVICES

DEC 19 2007
VIBS 450 H Section 201 Mammalian Functional Neuroanatomy

This course will present functional morphology and physiology of the domestic animal and human brains and spinal cords supplemented with clinical case studies.

Course Faculty:  VIBS 450: Dr. Gladys Ko, Course Instructor, Department of Veterinary Integrative Biosciences.
E-mail: gko@cvm.tamu.edu
Office: 845-1797.
Mail stop: 4458.

Required TEXTBOOKS (one of the following):


COMPUTER-ASSISTED INSTRUCTION:

There are two PC based neuroscience learning programs available on all the PCs in the computer laboratories (A-T Labs): Newell H. McArthur, Comparative Mammalian Neurology, 2004.


Other texts for reference:
**Neuroscience project:** At the end of the course, students will be required to submit a short essay on any subject related in Neuroscience. Students should cite at least 3 scientific research articles published in the journals listed below. Do not cite any “review” articles. The essay should be concise and no longer than 2 pages, *single* spaced with either Times New Roman 12 font or Arial 11 font. The margins of the page are 0.8” (top, bottom, left and right). Students should hand in their essays on the day of the Lab Final Examination in *printed* hard copies, and send in their *electronic* copies (in MS Word or PDF format only) via e-mail by 5:00pm the same day to Dr. Ko. The text on the printed copy should be exactly the same as the electronic copy. The essay should include, but not limited to: Background introduction, Methods used, Results and discussion, Conclusion and personal critiques on the papers.

**Journals of choice:**

**Final Grade Point Breakdown:**

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>30</td>
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<tr>
<td>Quiz 2</td>
<td>30</td>
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<tr>
<td>Quiz 3</td>
<td>30</td>
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<tr>
<td>Exam 1</td>
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<td>Neuroscience project</td>
<td>30</td>
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</table>

**COURSE GRADE:**

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

**MAKE-UP examinations and/ or quizzes will be permitted only in cases of TAMU excused absences, and should be completed before the scheduled Laboratory final examination, April 25, 2007. If a make-up examination is warranted, the content, format and time given are at the discretion of the course instructor. The dates of scheduled quizzes and exams may be subjected to change at the instructor’s authorization, but students will be notified one week in advance. There will be unscheduled “pop-up” quizzes throughout the semester, which will serve as “bonus points” on the top of total 500 points.**
COURSE SECTION:

VIBS 450 H SECTION 201
Lecture: MONDAY and WEDNESDAY, 10:00 AM - 10:50 AM, Room 230 VMA
Laboratory: MONDAY and WEDNESDAY, 11:00 AM - 12:30 PM, Room 230 VMA

Academic Dishonesty and Plagiarism
The handouts used in this course are copyrighted. The definition of "handouts" is 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 problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the instructor of this course expressly grants 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." Any forms of dishonesty including, but not limited to, cheating on any examinations and plagiarism on the Neuroscience project will be handled according to the procedures outlined by the Aggie Honor System Office. Please check the following websites for your information:
University Regulations Student Handbook: http://student-rules.tamu.edu
Aggie Honor System Office: http://www.tamu.edu/aggiehonor/
Definition of Academic Misconducts:
http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html

The Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Cain Hall, Room B118. The phone number is 845-1637. The website is:
http://disability.tamu.edu/
## Spring 2007 Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Date / Day</th>
<th>Major Lecture Topics</th>
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<tr>
<td>1</td>
<td>1</td>
<td>1/17/07 W</td>
<td>Introduction, Concepts, Neural Development (Lab 1—Gross Brain)</td>
<td>Ch. 1, 2</td>
<td>Ch. 1, 2</td>
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<td>2</td>
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<td>1/22/07 M</td>
<td>Neurocytology—Neurons and Supporting Cells Neurophysiology and Synaptic Transmission (Lab 2—Gross Brain)</td>
<td>Ch. 5, 6, 7, 8</td>
<td>Ch. 7, 8</td>
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<tr>
<td>2</td>
<td>3</td>
<td>1/24/07 W</td>
<td>Spinal Cord (Lab 3—Spinal Cord)</td>
<td>Ch. 9</td>
<td>Ch. 10</td>
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<tr>
<td>3</td>
<td>4</td>
<td>1/29/07 M</td>
<td>Hindbrain, Midbrain, Forebrain Overview (Lab 4—Spinal Cord)</td>
<td>Ch. 10, 11, 12, 13</td>
<td>Ch. 3, 4, 11</td>
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<td>3</td>
<td>5</td>
<td>1/31/07 W</td>
<td>Principles of Somatic Sensation, Sensory receptors; Pain / Temperature (Lab 5—Spinal Cord; case study 1)</td>
<td>Quiz 1 Ch. 9, 15</td>
<td>Quiz 1 Ch. 9, 10</td>
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<tr>
<td>4</td>
<td>6</td>
<td>2/05/07 M</td>
<td>Somatosensory Pathways—Ascending Pathways to Cerebellum, Cerebrum; Proprioception (Lab 6—Somatosensory Pathways, Myelencephalon—Medulla)</td>
<td>Ch. 9, 15</td>
<td>Ch. 9, 10, 11</td>
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<td>4</td>
<td>7</td>
<td>2/07/07 W</td>
<td>Reflex—Myotatic and Multisynaptic (Lab 7—Myelencephalon; case study 2)</td>
<td>Ch. 9</td>
<td>Ch. 10</td>
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<tr>
<td>5</td>
<td>8</td>
<td>2/12/07 M</td>
<td>GSE—Lower Motor Neurons, Motor Effectors (Lab 8—Myelencephalon—Medulla, Cerebellum, Ventricles)</td>
<td>Exam 1 Ch. 9, 19</td>
<td>Exam 1 Ch. 10, 18</td>
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<td>5</td>
<td>9</td>
<td>2/14/07 W</td>
<td>Direct Motor Pathways—UMN Pathways (Lab 9—Direct motor Pathways, Medulla, Cerebellum)</td>
<td>Ch. 9, 19</td>
<td>Ch. 18, 20</td>
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<td>10</td>
<td>2/19/07 M</td>
<td>Cranial Nerves I (Lab 10—Cranial Nerves Sensory; Pons; Mesencephalon; Thalamus)</td>
<td>Ch. 14</td>
<td>Ch. 12</td>
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<tr>
<td>6</td>
<td>11</td>
<td>2/21/07 W</td>
<td>Cranial Nerves II (Lab 11—Cranial Nerves Motor; Mesencephalon, Thalamus, Diencephalon &amp; Telencephalon)</td>
<td>Ch. 14</td>
<td>Ch. 12, 21</td>
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<tr>
<td>7</td>
<td>12</td>
<td>2/26/07 M</td>
<td>Autonomic Nervous System I (Lab 12—Pons, Cerebellum; review Direct Motor Pathways)</td>
<td>Quiz 2 Ch. 22</td>
<td>Quiz 2 Ch. 10</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td>Ch.</td>
<td>Ch.</td>
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| 7    | 13   | 2/28/07 W | Autonomic Nervous System II  
(Lab 13--Diencephalon & Telencephalon; case study 3) | Ch. 22 | Ch. 10 |
| 8    | 14   | 3/05/07 M | Visual System  
(Lab 14--Diencephalon, Telencephalon, Cerebrum) | Ch. 16 | Ch. 17 |
| 8    | 15   | 3/07/07 | Pupillary Light Reflex  
(Lab 15--Diencephalon, Telencephalon, Basal Nuclei, Hypothalamus) | Ch. 16 | Ch. 17 |
|      |      |      | **3/12 – 3/16/07, Spring Break** |      |     |
| 9    | 16   | 3/19/07 M | Chemical Senses---Taste and Smell  
(Lab 16--Basal Nuclei, Hypothalamus, Telencephalon) | Ch. 18 | Ch. 13 |
| 9    | 17   | 3/21/07 W | Auditory System  
(Lab 17—Human Spinal cord; case study 4) | Exam 2 | Exam 2 |
|      |      |      | Ch. 17 | Ch. 13 | Ch. 14 |
| 10   | 18   | 3/26/07 M | Vestibular System  
(Lab 18—Human Spinal Cord) | Ch. 17 | Ch. 14 |
| 10   | 19   | 3/28/07 W | Cerebellum—Motor Modulatory System  
(Lab 19—Cerebellum) | Ch. 11, 21 | Ch. 20 |
| 11   | 20   | 4/02/07 M | Basal Ganglia—Motor Modulatory System  
(Lab 20—Human Brain; Coronal sections) | Ch. 20 | Ch. 19 |
| 11   | 21   | 4/02/07 W | Brainstem and Reticular Formation  
(Lab 21—Reticular Formation) | Ch. 23 | Ch. 11 |
| 12   | 22   | 4/09/07 M | Hypothalamus / Homeostasis  
(Lab 22—Human Brain; Coronal sections) | Quiz 3 | Quiz 3 |
|      |      |      | Ch. 24, 13 | Ch. 23 | Ch. 23 |
| 12   | 23   | 4/11/07 W | Limbic System  
(Lab 23: Case study 5 – in class small group discussion and presentations) | Ch. 25, 13 | Ch. 23 |
| 13   | 24   | 4/16/07 M | Thalamus / Cortex  
(Lab 24—Gross Brain, Human) | Ch. 26, 13 | Ch. 16, 22 |
| 13   | 25   | 4/18/07 W | Cerebrospinal Fluid / Angioanatomy  
(Lab 25—Human Brain; Sagittal sections) | Ch. 3, 4, 27 | Ch. 5, 6 |
| 14   | 26   | 4/23/07 M | **Exam 3;** Higher Cognitive Function  
(Lab 26—Human Brain; Horizontal sections) | Exam 3 | Exam 3 |
| 14   | 27   | 4/25/07 W | Lab Final Examination  
Neuroscience project due |      |     |
| 28   | 30   | 4/30/07 M | Review  
University scheduled Final Written Examination |      |     |
ES: Siegel, Allan and Sapru, Hreday: 

Nolte: Nolte, John: 

The course schedule is subjected to change at the discretion of the course instructor.
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 ________________

2. Course prefix, number and complete title of course: PHYS 415 Nuclear and Particle Physics

3. Course description (not more than 50 words): Properties, decays, and reactions of nuclei and elementary particles; nuclear models and equation of state; quantum chromodynamics and electroweak interactions; applications to astrophysics: big bang model, cosmic microwave background radiation, nucleosynthesis, neutron star, and supernovae.

4. Prerequisite(s) PHYS 412 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. 02A: 10 students; 04A: 20 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)

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) PHYS 415 NUCLEAR & PARTICLE PHYS String of numbers and symbols:

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

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 845-8836.
OAR/AS – 04/07

35 of 60 B
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 Physics

2. Course prefix, number and complete title of course: PHYS 415 Nuclear and Particle Physics

3. Course description (not more than 50 words): Introduction to basic concepts, phenomena, and models in nuclear and particle physics; including properties, decays, and reactions of nuclei and elementary particles and their applications to astrophysics

4. Prerequisite(s) PHYS 412

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. 02A: 10 students; 04A: 20 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) B.S. or B.A. in physics

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 (excluding punctuation)

<table>
<thead>
<tr>
<th>PHYS</th>
<th>415</th>
<th>NUCLEAR &amp; PARTICLE PHYSI</th>
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Approval recommended by:

Head of Department 11/26/07

Chair, College Review Committee 12/13/07

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

36 of 60 B
PHYS 415: Nuclear and particle physics

This course covers the basic concepts, phenomena, and models in nuclear and particle physics and their applications to astrophysics, including

1) Nuclear physics
   a) Sizes, masses, excitations, decays of nuclei
   b) Liquid drop model, collective model, shell model
   c) Nucleon-nucleon interaction, nuclear equation of state

2) Hadronic physics
   a) Baryons, mesons
   b) Quark model

3) Particle physics
   a) Quantum chromodynamics: nucleon structure, quark-gluon plasma
   b) Electroweak interactions
   c) Neutrino oscillation

4) Astrophysics
   a) Big bang model
   b) Cosmic microwave background radiation
   c) Nucleosynthesis
   d) Neutron star, supernovae

Textbook: Nuclear and particle physics: An introduction
            by Brian R. Martin
            John Wiley & Sons, Ltd, 2006
            ISBN-13 978-0 470 02532 8 (paperback)

Description of homework: Homework based on materials covered in lectures and the textbook will be assigned weekly

Grading: Homework (50%), 2 Tests (50%)

Credit hours: 3

Prerequisite: PHYS 412

Instructor contact information:
    Che-Ming Ko
    Room 215, Cyclotron Building
    Tel: 979-845-1411
    E-mail: ko@comp.tamu.edu
**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, 979-845-1637.

**Academic integrity statement:** The Aggie Honor Code is "An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, refer to the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

This request is submitted by the Department of Anthropology.

2. Course prefix, number and complete title of course: ANTH 225 Physical Anthropology

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 ____________________________ REMOVE cross-listed with BIOL 225
      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: Physical Anthropology: human biology to include examination of evolutionary processes acting on human populations; human genetics; non-human primate anatomy, classification and ecology of primates; the primate paleontological record, and human variation and adaptation.

5. Complete proposed course title and proposed course description (not to exceed 50 words):
   Biological Anthropology: human biology to include examination of evolutionary processes acting on human populations; human genetics; non-human primate anatomy, classification and ecology of primates; the primate paleontological record, and human variation and adaptation.

6. a) As currently in course inventory:
   
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   b) Change to:

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<tbody>
<tr>
<td>ANTH</td>
<td>225</td>
<td>BIOLOGICAL ANTHROPOMOLOGY</td>
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   Approval recommended by:
   
   [Signature] [Date]

   Head of Department
   Chair, College Review Committee
   Dean of College
   Dean of College

   Submitted to Coordinating Board by:
   
   [Signature] [Date]

   Director of Academic Support Services
   Effective Date

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

TO: Sandra Williams, Director Academic Support Services

THROUGH: Pam Matthews, Associate Dean Liberal Arts

THROUGH: Vincent Cassone, Department Head Biology

FROM: Donny L. Hamilton, Department Head Anthropology

SUBJECT: Changes to course title and prerequisites for ANTH 225

October 11, 2007

The departments of Anthropology and Biology have agreed to end the cross-listing of ANTH 225 and BIOL 225 (formerly ZOOL 225), removing the need for a cross-listing in the undergraduate catalog.

Physical Anthropology refers exclusively to modern human anatomy and morphology; while Biological Anthropology encompasses additional fields such as genetics, primatology, bioarchaeology, and paleoanthropology. The Biological Anthropology Program has faculty members who are directly involved in research into these latter topics, thus all are included in our current course curricula. The Department of Anthropology therefore wishes to change the title from Physical Anthropology to Biological Anthropology to more accurately reflect the diverse research and teaching interests of the faculty members.

In line with this request, since our current Biological Anthropology Program faculty members teach from such a biological perspective, we wish to drop the prerequisites for the course in the Department of Biology—BIOL 107 Zoology or BIOL 113/123 Introductory Biology/Lab. ANTH 225, as currently taught, contains modules dealing with genetics, evolution, anatomy, and animal interactions with environments. As such, students taking both BIOL 107 or BIOL 113/123 and ANTH 225 were encountering a great deal of overlap in class materials. Since ANTH 225 covers the majority of topics included in BIOL 107 and BIOL 113/123 and since ANTH 225 is a core curriculum class in the Department of Anthropology, it is no longer necessary for students to take these Biology classes before enrolling in ANTH 225.
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 Anthropology

2. Course prefix, number and complete title of course: ANTH 425 Anthropometry and Osteology

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested: ANTH 225 and 312 or approval of instructor ANTH 225 or VIBS 305; junior or senior classification
   a) Prerequisite(s): From
   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: ANTH 425 Anthropometry and Osteology Concepts and methods used by anthropologists and paleontologists to identify, describe and analyze skeletal and fossil bone materials.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ANTH 425 Human Osteology Concepts and methods used by anthropologists to identify, describe and analyze human skeletal remains from forensic and archaeological contexts.

6. a) As currently in course inventory:
   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code | Level |
   ANTH | 425 | ANTHROPOMETRY & OSTEOLOG | 0203 | 03034502020001 | 003632 |
   b) Change to:
   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code | Level |
   ANTH | 425 | HUMAN OSTEOL | 0203 | 030345020200001 | 003632 |

Approval recommended by:

D. Lee Hamilton 11/19/07
Chair, College Review Committee 11/19/07

Head of Department Date

Head of Department (if cross-listed course) Date

Matthews 12/14/07
Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Effective Date 41 of 60 B
MEMORANDUM

TO: Sandra Williams, Director Academic Support Services

THROUGH: Pam Matthews, Associate Dean Liberal Arts

FROM: Donny L. Hamilton, Department Head Anthropology

SUBJECT: Changes to course title, description, and prerequisites for ANTH 425

The Department of Anthropology requests a change in the course title of ANTH 425 from Anthropometry and Osteology to Human Osteology. This request is due to the fact that anthropometry is not an integral part of this course.

Regarding the course description, the course is and has always been limited to human remains. Hence, the reference to paleontology is inappropriate and should be revised.

The faculty members of the Biological Anthropology Program agree that the prerequisite of ANTH 312 Fossil Evidence of Human Evolution is not required for student success in this course. The addition of VIBS 305 Biomedical Anatomy as an alternate prerequisite is to accommodate students in the Biomedical Sciences (BIMS) forensic track.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional

1. This request is submitted by the Department of

   Physics

2. Course prefix, number and complete title of course: ASTR 101: Basic Astronomy

   PHYS 506

---

3. Change requested

   a) Prerequisite(s): From N/A To N/A

   b) Withdrawal (reason) N/A

   c) Cross-list with N/A

   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.


5. Complete proposed course title and proposed course description (not to exceed 50 words): ASTR 101: Basic Astronomy. A qualitative approach to basic stellar astronomy, Earth-moon-sun relationships then studies of distances to stars, stellar temperatures, and other physical properties, Birth, life on the main sequence of the H-R diagram, and ultimate fates of stars.

---

6. a) As currently in course inventory:

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<td>BASIC ASTRONOMY</td>
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<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

---

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

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

OAR/AS – 04/07

Effective Date

43 of 60 B
MEMORANDUM

TO    Robert Knight
      Chair
      University Curriculum Committee

THROUGH H. Joseph Newton
       Dean
       College of Science

FROM Edward S. Fry
      Department Head

DATE November 12, 2007

SUBJECT Course change requests

Attached are three requests for course changes. These three courses are taught within the Department of Physics and are currently designated as physics courses; however, the content of the courses is astronomy. We are requesting to change the prefix of these courses from PHYS to ASTR to more accurately reflect the content of the courses.

Also, we are requesting changes in the course numbers for two of the courses, changing PHYS 306 to ASTR 101 and PHYS 307 to ASTR 102, to more accurately reflect the content and academic level of the courses.
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 Physics

2. Course prefix, number and complete title of course: ASTR 102: Observational Astronomy

3. Change requested
   - PHYS 306 or 314 or registration therein.
   - ASTR 101 or 314 or registration therein.
   - Prerequisite(s): From To
   - Withdrawal (reason) N/A
   - Cross-list with N/A

   Cross-listed courses require the signature of both department heads.
   - Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   - Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

   Observational and laboratory course which may be taken in conjunction with PHYS 306 or 314. Use of techniques and instruments of classical and modern astronomy.

5. Complete proposed course title and proposed course description (not to exceed 50 words): ASTR 102: Observational Astronomy. Observational and laboratory course which may be taken in conjunction with ASTR 101 or 314. Use of techniques and instruments of classical and modern astronomy.

6. a) As currently in course inventory:

<table>
<thead>
<tr>
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<th>Title (excluding punctuation)</th>
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<tr>
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<td>307</td>
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<th>Admin. Unit</th>
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b) Change to:

<table>
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<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR</td>
<td>102</td>
<td>OBSERVATIONAL ASTRONOMY</td>
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</tbody>
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<th>SCH</th>
<th>Subject Matter Content Code</th>
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<th>Acad. Year</th>
<th>FICE Code</th>
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<td>Level 4</td>
<td></td>
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</table>

Approval recommended by:

Head of Department  11/12/07
Chair, College Review Committee  12/12/07

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

Submitted to Coordinating Board by:

Submit 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

45 of 60 B
MEMORANDUM

TO      Robert Knight  
        Chair  
        University Curriculum Committee  

THROUGH  H. Joseph Newton  
        Dean  
        College of Science  

FROM     Edward S. Fry  
        Department Head  

DATE     November 12, 2007  

SUBJECT  Course change requests  

Attached are three requests for course changes. These three courses are taught within the Department of Physics and are currently designated as physics courses; however, the content of the courses is astronomy. We are requesting to change the prefix of these courses from PHYS to ASTR to more accurately reflect the content of the courses.

Also, we are requesting changes in the course numbers for two of the courses, changing PHYS 306 to ASTR 101 and PHYS 307 to ASTR 102, to more accurately reflect the content and academic level of the courses.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional

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

2. Course prefix, number and complete title of course: ASTR 314: Survey of Astronomy

3. Change requested: PHYS 208 or 219 PHYS 208
   a) Prerequisite(s): From ___________________________ To ___________________________
   b) Withdrawal (reason) N/A
   c) Cross-list with N/A

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.


6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
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<td>Lab</td>
<td>SCH Subject Matter Content Code</td>
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<tr>
<td>0</td>
<td>3</td>
<td>0 0 0 3 4 0 0 8 0 1 0 0 0 2 2 3 0 0</td>
</tr>
</tbody>
</table>

   b) Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
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<td>Lect.</td>
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</tr>
</tbody>
</table>

Approval recommended by: [Signature]

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: [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
MEMORANDUM

TO    Robert Knight
      Chair
      University Curriculum Committee

THROUGH  H. Joseph Newton
         Dean
         College of Science

FROM  Edward S. Fry
       Department Head

DATE    November 12, 2007

SUBJECT  Course change requests

Attached are three requests for course changes. These three courses are taught within the Department of Physics and are currently designated as physics courses; however, the content of the courses is astronomy. We are requesting to change the prefix of these courses from PHYS to ASTR to more accurately reflect the content of the courses.

Also, we are requesting changes in the course numbers for two of the courses, changing PHYS 306 to ASTR 101 and PHYS 307 to ASTR 102, to more accurately reflect the content and academic level of the courses.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional

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

2. Course prefix, number and complete title of course: PSYC-335. Physiological Psychology.

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. 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:

<table>
<thead>
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<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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</thead>
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</table>

Approval recommended by:

Head of Department ___________________________ Date 1968

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

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS - 04/67

Effective Date
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: No make-up exam will be given without an authorized excuse (as specified by University regulations). You must provide notification to me via e-mail or phone PRIOR to missing an exam, or you will not be allowed to take a make-up exam. 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>
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<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>
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<tr>
<td>9/11</td>
<td>Psychopharmacology</td>
<td>4</td>
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<td>9/18</td>
<td>Methods/Strategies of Research</td>
<td>5</td>
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<tr>
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<td>10/9</td>
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<td>10/11</td>
<td>Reproductive Behavior</td>
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<td>10/16</td>
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<tr>
<td>10/23</td>
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<td>10/25</td>
<td>Ingestive Behavior: Feeding</td>
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<td>10/30</td>
<td>Memory: Basic Mechanisms</td>
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<td>Drugs of Abuse</td>
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<tr>
<td>12/7</td>
<td><strong>FINAL EXAM</strong></td>
<td>3-5 pm</td>
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**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”.*

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 126 of the Student Services Building. The phone number is 845-1637. If you need help with note-taking, reading comprehension, or writing skills please call Student Counseling Learning Skills Center at 845-4427, ext 108, or the Center for Academic Enhancement at 845-2568.

**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.

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."

**NOTICE:**

TO: Director of the Student Health Center

Please provide written verification that the student presenting this form was unable to attend class due to an illness. Such verification should include the date(s) of illness that prevented class participation.

Instructors: ____________________________________________________________
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: VIBS 450 Mammalian Functional Neuroanatomy

3. Change requested
   a) Prerequisite(s): From__________ To__________
   b) Withdrawal (reason) ________________________________________________
   c) Cross-list with NRSC 450 Mammalian Functional Neuroanatomy

   Functional morphology of the domestic animal and human brains using gross specimens, microscopic sections, interactive computer-, DVD-, and video-assisted instructional programs supplemented with clinical case studies.

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) Lect. Lab SCH Subject Matter Content Code Admin. Unit FICE Code
   VIBS 450 Mammalian Functional Neuroanatomy 02 03 03 51 250 200 00 02 67 13 00 36 32

   b) Change to:

   Prefix Course # Title (excluding punctuation) Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
   VIBS 450 Mammalian Functional Neuroanatomy 03 02 04 51 250 200 00 02 67 13 08 09 00 36 32

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:

Director of Academic Support Services _______ Date _______ Effective Date _______
December 5, 2007

TO: University Curriculum Committee

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

THROUGH: Dr. Richard Adams, Dean
          College of Veterinary Medicine and Biomedical Sciences

THROUGH: Dr. Evelyn Tiffany-Castiglioni, Head
          Department of Veterinary Integrative Biosciences
          Associate Dean for Undergraduate Programs of Biomedical Sciences

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 VIBS 450, Mammalian Functional Neuroanatomy. This course will be cross-listed with its Neuroscience equivalent, NRSC-450, Mammalian Functional Neuroanatomy.

Students wishing to take this course for credit towards their minor will be directed to enroll in NRSC-450. Students wishing to use this course towards the completion of their degree in Biomedical Sciences will be directed to VIBS 450.

cc: Dr. Pamela Mathews, Associate Dean, College of Liberal Arts
VI BS 450 H Section 201  Mammalian Functional Neuroanatomy

This course will present functional morphology and physiology of the domestic animal and human brains and spinal cords supplemented with clinical case studies.

Course Faculty:  VI BS 450: Dr. Gladys Ko, Course Instructor, Department of Veterinary Integrative Biosciences.  
E-mail: gko@cvm.tamu.edu  
Office: 845-1797.  
Mail stop: 4458.

Required TEXTBOOKS (one of the following):


COMPUTER-ASSISTED INSTRUCTION:


There are two PC based neuroscience learning programs available on all the PCs in the computer laboratories (A-T Labs): Newell H. McArthur, Comparative Mammalian Neurology, 2004.


Other texts for reference:
**Neuroscience project:** At the end of the course, students will be required to submit a short essay on any subject related in Neuroscience. Students should cite at least 3 scientific research articles published in the journals listed below. Do not cite any “review” articles. The essay should be concise and no longer than 2 pages, single spaced with either Times New Roman 12 font or Arial 11 font. The margins of the page are 0.8” (top, bottom, left and right). Students should hand in their essays on the day of the Lab Final Examination in printed hard copies, and send in their electronic copies (in MS Word or PDF format only) via e-mail by 5:00pm the same day to Dr. Ko. The text on the printed copy should be exactly the same as the electronic copy. The essay should include, but not limited to: Background introduction, Methods used, Results and discussion, Conclusion and personal critiques on the papers.

**Journals of choice:**

**Final Grade Point Breakdown:**

<table>
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<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
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**COURSE GRADE:**

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

**MAKE-UP examinations and/ or quizzes will be permitted only in cases of TAMU excused absences, and should be completed before the scheduled Laboratory final examination, April 25, 2007. If a make-up examination is warranted, the content, format and time given are at the discretion of the course instructor. The dates of scheduled quizzes and exams may be subjected to change at the instructor’s authorization, but students will be notified one week in advance. There will be unscheduled “pop-up” quizzes throughout the semester, which will serve as “bonus points” on the top of total 500 points.**
COURSE SECTION:

VIBS 450 H SECTION 201
Lecture: MONDAY and WEDNESDAY, 10:00 AM - 10:50 AM, Room 230 VMA
Laboratory: MONDAY and WEDNESDAY, 11:00 AM - 12:30 PM, Room 230 VMA

Academic Dishonesty and Plagiarism
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http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html

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3/12 – 3/16/07, Spring Break

University scheduled Final Written Examination


The course schedule is subjected to change at the discretion of the course instructor.