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

Form Instructions

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
Department of Physics and Astronomy

3. Course prefix, number and complete title of course:
ASTR 103: Introduction to Stars & Exoplanets

4. Catalog course description (not to exceed 50 words):
A qualitative study of stellar birth, stellar structure and evolution, stellar nucleosynthesis, the Hertzsprung-Russell Diagram, white dwarfs, neutron stars, supernovae, black holes, proto-planetary systems, origin of the solar system, and the search for exoplanets; utilizes active learning methods that incorporate observations from the current generation of ground and space-based telescopes. Open to all majors.

5. Prerequisite(s):
none

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

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

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

8. Will this course be submitted to the Core Curriculum Council? ☑ Yes ☐ No

9. How will this course be graded: ☑ Grade ☐ S/U ☐ P/F (CLMD)

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

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

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

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation)
--- | --- | ---
ASTR | 103 | Intro to Stars & Exoplanets

<table>
<thead>
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<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCh</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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</tbody>
</table>

Approval recommended by:
George Welch

Department Head or Program Chair (Type Name & Sign)

Date

Chair, College Review Committee

Date

Dean of College

Date

Chair, GC or UCC

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Astronomy 103: Introduction to Stars & Exoplanets (Fall 2015)

Course Description: A qualitative study of stellar birth, stellar structure and evolution, stellar nucleosynthesis, the Hertzsprung-Russell Diagram, white dwarfs, neutron stars, supernovae, black holes, proto-planetary systems, origin of the solar system, and the search for exoplanets; utilizes active learning methods that incorporate observations from the current generation of ground and space-based telescopes. Open to all students.

Prerequisites: None. Course uses basic (high school level) algebra and geometry.

Course Content: 3 Lecture hours each week (3 credit course)

Learning Outcomes: By the conclusion of this course, students should be able to:

- Explain the scientific process and how scientific theories are developed and tested, specifically regarding the formation of stars and planetary systems.
- Recall basic physical concepts such as gravitational and conservation laws and how light and matter interact to study stars and planets.
- Describe the general characteristics of stars and planets, and how stars and planets form and evolve.
- Apply scientific thinking to understand current stellar and planetary formation models.
- Formulate a scientific hypothesis, identify a testable prediction, verify by learning about recent experiments, and assess the results.
- Work effectively in small groups to discuss observational evidence for the current models for stars and planetary systems.

Logistics

Lecturer: Assoc. Prof. Kim-Vy Tran (vy@physics.tamu.edu)
Office Phone number: 979 458 5853
Equipment: iClicker (bring to every lecture; register your iClicker in class with roll call)

Lectures (section 501): 12:45 – 14:00 on Tuesdays & Thursdays in MPHY 203
Office Day: Tuesdays 09:00 – 16:00 in MIST 324 (except during lecture times). Please email or call me to request an appointment for any other time.

Class Website: http://faculty.physics.tamu.edu/vy/ASTR103-fall15/
ECampus Website: http://ecampus.tamu.edu/
Check here for link to class website and to posted grades.

Attendance: See Texas A&M student rule 7 for missing attendance/make-up policy at http://student-rules.tamu.edu/rule07
Class Requirements

- Homework (10%): 12 assigned, only 10 count towards final grade (late homework receives no credit except for University-excused absences). The 11th and 12th homeworks count as extra credit.
- Class Participation (5%): in-class questions & polling with iClicker; tutorials
- Three Mid-term Exams (60%): fill-in the blank and essay questions. If your Final exam grade is higher than your (single) lowest mid-term grade, the Final exam grade will replace the (single) lowest mid-term grade, i.e. your Final exam grade can be 45% of your total grade.
  *If you receive a “0” for any of the mid-term exams, the “0” will not be replaced.*
- Final Exam (25%): fill-in the blank and essay questions

Grading Scale Guide:
A (≥90%), B (80–89%), C (70–79%), D (60–69%), F (<60%)

Time Investment: For the Lecture component, you are expected to spend approximately 12 hours total per week on the material (3 hours in lecture, 6 hours reading, and 3 hours on homework).

Homework Structure

There will be a total of 12 homeworks assigned during the semester but only 10 will count towards your homework component of 10%. The 11th and 12th homeworks count as extra credit, e.g. if you missed one of the previous 10 homeworks. Each of the 12 homeworks is worth 1% towards your final grade, meaning that there is a potential 2% worth of extra credit if you complete all 12 homeworks.

Each assignment is due by 17:00 on Tuesday.

Mobile phones, Electronic Devices, & Electronic Communication

There is a strict no laptop/no mobile devices policy for this class; all laptops and mobile devices must remain closed during lecture.

This is hopefully obvious, but you should turn off your mobile phone prior to the start of class; texting or any other use of a mobile phone during class is not allowed. Texting via your laptop with, e.g. iChat or Skype, is also not allowed. The no electronic communication/distraction policy also applies to iPods, iPhones, Blackberries, and any other such devices. These activities during class are distracting and disrespectful to both your fellow students and me.

Your Responsibilities

Texas A&M University assumes that all students enroll in its programs with a serious learning purpose and expects them to be responsible individuals who demand of themselves high standards of honesty and personal conduct. All students are expected to behave at all times with respect and courtesy toward their fellow students and instructors and are to have the highest standards of honesty and integrity in their academic performance. Any behavior that disrupts the classroom learning environment or any attempt to present work that the student has not actually prepared as their own work, or to pass an examination by improper means, is regarded as a serious offense.
The minimum penalty for such an offense is a failing grade for this course. Aiding and abetting the above behavior is also considered a serious offense resulting in equally severe penalties.

The Honor Code sets Texas A&M apart from other universities, and you should be proud of this standard. I expect that you will abide by the Aggie Academic Integrity Statement and Policy:

AN AGGIE DOES NOT LIE, CHEAT OR STEAL, OR TOLERATE THOSE WHO DO.

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ADA Policy

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Astronomy 103: Class Schedule (Fall 2015)

<table>
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<th>Week</th>
<th>Lecture</th>
<th>Date</th>
<th>Assignment (read chapters before lecture)</th>
<th>HW assigned (due)</th>
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<td>Ch. 4: Origins of Modern Astronomy</td>
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<td>Ch. 7: Atoms &amp; Spectra</td>
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<td>22 Sept</td>
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<td>Ch. 9: Family of Stars; Tutorial</td>
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<td>Ch 13: Deaths of Stars</td>
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<td>Ch. 21: Rocky Planets; Tutorial</td>
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<td>Nov</td>
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<td>Ch. 25: Meteorites, Comets, Asteroids; Tutorial</td>
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<td>15</td>
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<td>03 Dec</td>
<td>Ch. 26: Astrobiology</td>
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<td>Summary &amp; review</td>
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<td><strong>Final Exam: 12:30-14:30 (for lecture TR@12:45)</strong></td>
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</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
* Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type:
   - Undergraduate [☑]
   - Graduate [☐]
   - First Professional (DDS, MD, JD, PharmD, DVM, etc.) [☐]

2. Request submitted by (Department or Program Name):
   Department of Physics and Astronomy
   ASTR 104: Introduction to Galaxies and Cosmology

3. Course prefix, number and complete title of course:
   ASTR 104: Introduction to Galaxies and Cosmology

4. Catalog course description (not to exceed 50 words):
   A qualitative study of properties of galaxies, galaxy evolution through cosmic time, galactic archeology, active galactic nuclei, super-massive black holes, large-scale structure, the expansion history of the universe, cosmological parameters, and Big Bang nucleosynthesis; utilizes active learning methods that incorporate observations from the current generation of ground and space-based telescopes. Open to all students.

5. Prerequisite(s):
   none

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

7. Is this a variable credit course?
   - Yes [☐]
   - No [☑]
   If yes, from ________ to ________

8. Is this a repeatable course?
   - Yes [☐]
   - No [☑]
   If yes, this course may be taken ________ times.

9. Will this course be repeated within the same semester?
   - Yes [☐]
   - No [☑]

10. Will this course be submitted to the Core Curriculum Council?
    - Yes [☑]
    - No [☐]

11. How will this course be graded?
    - Grade [☑]
    - S/U [☐]
    - P/F (CLMD) [☐]

12. 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)

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

   ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://otr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

Approval recommended by:

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services
Date

Chair, College Review Committee
Date

Chair, GC or UCC
Date

Level 1

3/30/15

4-2-15

RECEIVED
APR 07, 2015
Astronomy 104: Introduction to Galaxies & Cosmology (Fall 2015)

Course Description: A qualitative study of properties of galaxies, galaxy evolution through cosmic time, galactic archeology, active galactic nuclei, super-massive black holes, large-scale structure, the expansion history of the universe, cosmological parameters, and Big Bang nucleosynthesis; utilizes active learning methods that incorporate observations from the current generation of ground and space-based telescopes. Open to all students.

Prerequisites: None. Course uses basic (high school level) algebra and geometry.

Course Content: 3 Lecture hours each week (3 credit course)

Learning Outcomes: By the conclusion of this course, students should be able to:

- Explain the scientific process and how scientific theories are developed and tested, specifically regarding the formation of galaxies and current cosmological models.
- Recall basic physical concepts such as gravitational and conservation laws and how light and matter interact to study galaxies and the universe.
- Describe the general characteristics of galaxies and the universe, and how galaxies and the universe evolve through cosmic time.
- Apply scientific thinking to understand current cosmological models of the Universe.
- Formulate a scientific hypothesis, identify a testable prediction, verify by learning about recent experiments, and assess the results.
- Work effectively in small groups to discuss observational evidence for the current cosmological model of the Universe.

Logistics

Lecturer: Assoc. Prof. Kim-Vy Tran (vy@physics.tamu.edu)
Office Phone number: 979 458 5853
Equipment: iClicker
(bring to every lecture; register your iClicker in class with roll call)
Lectures (section 501): 12:45 – 14:00 on Tuesdays & Thursdays in MPHY 203
Office Day: Tuesdays 09:00 – 16:00 in MIST 324 (except during lecture times). Please email or call me to request an appointment for any other time.
Class Website: http://faculty.physics.tamu.edu/vy/ASTR104-fall15/
ECampus Website: http://ecampus.tamu.edu/
Check here for link to class website and to posted grades.
Attendance: See Texas A&M student rule 7 for missing attendance/make-up policy at http://student-rules.tamu.edu/rule07
Class Requirements

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- Class Participation (5%): in-class questions & polling with iClicker; tutorials
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- Final Exam (25%): fill-in the blank and essay questions

Grading Scale Guide:
A (≥90%), B (80–89%), C (70–79%), D (60–69%), F (<60%)

Time Investment: For the Lecture component, you are expected to spend approximately 12 hours total per week on the material (3 hours in lecture, 6 hours reading, and 3 hours on homework).

Homework Structure

There will be a total of 12 homeworks assigned during the semester but only 10 will count towards your homework component of 10%. The 11th and 12th homeworks count as extra credit, e.g. if you missed one of the previous 10 homeworks. Each of the 12 homeworks is worth 1% towards your final grade, meaning that there is a potential 2% worth of extra credit if you complete all 12 homeworks.

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Astronomy 104: Class Schedule (Fall 2015)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE</th>
<th>DATE</th>
<th>ASSIGNMENT (READ CHAPTERS BEFORE LECTURE)</th>
</tr>
</thead>
</table>
| 1    | 1       | 01 Sept| Ch. 1.1–1.2: Our Milky Way Galaxy
* HW1 assigned (due 08 Sept)                                                                 |
| 2    | 3       | 03 Sept| Ch. 1.3: Tools of Extragalactic Astronomy; Tutorial
* HW2 assigned (due 15 Sept)                                                                 |
| 2    | 4       | 08 Sept| Ch. 2.1–2.2: Galactic Coordinates, Determining Distances
* HW2 assigned (due 15 Sept)                                                                 |
| 3    | 5       | 11 Sept| Ch. 2.3: Structure of the Milky Way; Tutorial
* HW3 assigned (due 22 Sept)                                                                 |
| 4    | 6       | 15 Sept| Ch. 2.4–2.6: Kinematics and the Galactic Center
* HW3 assigned (due 22 Sept)                                                                 |
| 5    | 7       | 17 Sept| Ch. 3.1–3.3: Galaxy classes; Tutorial
* HW6 assigned (due 20 Oct)                                                                 |
| 6    | 8       | 22 Sept| Mid-term #1                                                                                              |
| 7    | 9       | 29 Sept| Ch. 3.4: Galaxy Scaling Relations
* HW4 assigned (due 06 Oct)                                                                 |
| 8    | 10      | 01 Oct | Ch. 3.5: Population synthesis; Tutorial
* HW5 assigned (due 13 Oct)                                                                 |
| 9    | 11      | 06 Oct | Ch. 3.7–3.8: Super-Massive Black Holes
* HW5 assigned (due 13 Oct)                                                                 |
| 10   | 12      | 08 Oct | Ch 3.9–3.10: Galaxy Luminosity Functions
* HW6 assigned (due 20 Oct)                                                                 |
| 11   | 13      | 13 Oct | Ch. 3.11: Gravitational Lensing and Dark Matter; Tutorial
* HW6 assigned (due 20 Oct)                                                                 |
| 12   | 14      | 15 Oct | Summary & review                                                                                         |
| 13   | 15      | 20 Oct | Mid-term #2                                                                                              |
| 14   | 16      | 22 Oct | Ch. 4.1–4.2: Fundamentals of Cosmology; Tutorial
* HW7 assigned (due 27 Oct)                                                                 |
| 15   | 17      | 27 Oct | Ch. 4.3: Friedmann Expansion and Cosmological Distances
* HW8 assigned (due 03 Nov)                                                                 |
| 16   | 18      | 29 Oct | Ch. 4.4: Standard Model
* HW8 assigned (due 03 Nov)                                                                 |
| 17   | 19      | 03 Nov | Ch. 4.5: Evidence for the Standard Model; Tutorial
* HW9 assigned (due 10 Nov)                                                                 |
| 18   | 20      | 05 Nov | Ch. 5.1–5.2: Active Galactic Nuclei
* HW9 assigned (due 10 Nov)                                                                 |
| 19   | 21      | 10 Nov | Summary & review                                                                                         |
| 20   | 22      | 12 Nov | Mid-term #3                                                                                              |
| 21   | 23      | 17 Nov | Ch. 5.3–5.5: Components of an AGN
* HW10 assigned (due 24 Nov)                                                                 |
| 22   | 24      | 19 Nov | Ch. 8.1–8.2: Cosmological Parameters
* HW10 assigned (due 24 Nov)                                                                 |
| 23   | 25      | 24 Nov | Ch. 8.3: Supernovae and Cosmology; Tutorial
* HW11 assigned (due 01 Dec)                                                                 |
| 24   | 26      | 26–27 Nov| THANKSGIVING HOLIDAY (no classes)                                                                        |
| 25   | 27      | 01 Dec | Ch. 8.6: Cosmic Microwave Background; Tutorial
* HW12 assigned (due 08 Dec)                                                                 |
| 26   | 28      | 03 Dec | Ch. 8.7 Dark Energy & Inflation
* HW12 assigned (due 08 Dec)                                                                 |
| 27   | 28      | 08 Dec | Summary & review                                                                                         |
| 28   | 29      | 11 Dec| Final Exam: 12:30-14:30 (for lecture TR@12:45)                                                          |
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Film Studies Program
3. Course prefix, number and complete title of course: FILM 345 Media Industries

4. Catalog course description (not to exceed 50 words):
Survey of the business organization, economic structures and processes, and regulations of the media industry.

5. Prerequisite(s):
Any lower-division COMM course, or Junior Classification, or approval of instructor

6. Is this a variable credit course?
☐ Yes ☑ No

7. Is this a repeatable course?
☐ Yes ☑ No

8. Will this course be repeated within the same semester?
☐ Yes ☑ No

9. Will this course be submitted to the Core Curriculum Council?
☐ Yes ☑ No

10. How will this course be graded:
☑ Grade ☐ S/U ☐ Pass/Fail (CLMD)

11. 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)

Film Studies Program Minor; Communication Major or Minor

12. ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>FILM</th>
<th>345</th>
<th>Media Industries</th>
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Level: 3

Approval recommended by:

Juan Alonzo

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

James Kevin Barge

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14

*must be same as cross-listed course*
Prerequisite: Any lower-division COMM course, or junior classification, or approval of instructor

Course description

Survey of the business organization, economic structures and processes, and regulations of the media industry.

Course purpose

While most of us encounter the media industries as consumers, we’ve also become increasingly savvy consumers, watching shows like 30 Rock and Episodes, for example, or following problems like music piracy and the digital television transition. Despite their interest and importance, however, the inner workings of the media industries remain largely obscure. This course offers a broad introduction to contemporary media industries. In the first part of the course, we’ll explore basic supply-chain functions and relations in film, music, and television industries, as well as current industry issues. In the second, we’ll move toward more complex themes emerging across those industries and others. Altogether, we’ll build a foundation for informed understanding of the structure and conduct of media industries, as well as informed evaluation of their performance.

Instructor information

Dr Josh Heuman [jmheuman@tamu.edu]
209G Bolton
Office hours F1–3PM by notification, and by appointment

Student Learning Outcomes

At the end of this course, you will be able to

- Identify, describe, and analyze major supply-chain functions and relations in the film, music, and television industries
- Explain and evaluate key conflicts over those functions and relations
- Analyze and explain problems cutting across those industries and others

Course requirements and evaluation

Group homework assignments

You’ll sign up for small-group homework assignments (20 points each), in which you’ll explore and report back on case studies that expand and deepen our in-class discussion. ¶ In HW1, “Audience flow and network schedule branding,” you’ll review a night of network schedules and watch a night of one network’s programming, analyzing how networks try to build cohesion across discrete programs. ¶ In HW2, “Centers, networks, scenes, and convocations,” you’ll explore one of the many different spaces where mediamaking comes together in connections among media makers. ¶ In HW3, “Cooling Cities,” you’ll profile, analyze, and evaluate a city’s cultural policy program/s. ¶ In HW4, “Making market segments,” you’ll analyze the business model of a niche media company, and its strategy in constructing and exploiting a niche market. ¶ In HW5, “In/dependence in network organizations,” you’ll analyze a relationship between a “cool” small company and a larger affiliate, evaluating how the affiliation affects the cool of the smaller company. ¶ In HW6, “Profiles in alternative media,” you’ll analyze an alternative media company, and how it departs from and conforms to dominant models. ¶ In HW7, “Profiles in minority media,” you’ll analyze a minority media company, and its strategic response to the challenges and opportunities of its market.
Research paper ........................................................................................................................................ 250

In a 7–10 page final research paper, you’ll pursue in depth some question of form in the mass media, after pitching me a topic for approval and feedback. Whether in consultation with me or on your own, be sure to think about your topic’s feasibility (e.g., in its fit with the concerns of the course, its researchability, its allowance for depth as well as breadth of analysis, and so on). As we move through the course, we’ll talk more about paper topics and the paper process. Revisiting work from other courses might be acceptable, with prior approval. Your paper topic should not revisit your homework assignment topic (though exceptional interest and enthusiasm in a homework topic allows room for negotiation), but other homework assignment topics might offer springboards toward paper topics. News coverage in resources like THR, Esq. (and others listed under “Extracurricular activities” below) might also point to paper topics. A very short list of other possible paper topics might include: intellectual-property protection for unscripted or scripted television formats; relations between Hollywood film and Broadway theater; child performers and labor regulation; creative authority in adaptations across media; localization in broadcast regulation; struggles over screen credit; music journalism; authorship and ownership in collaborative production (costume design, “beats,” stage direction); relations between music songwriters and performers; health care in freelance labor markets.

Midterm and final exams (300 + 310) ........................................................................................................ 610

...and in the middle and at the end, you’ll take midterm and final exams; as they come closer, we’ll talk more about their form and content.

Total .................................................................................................................................................... 1000

Criteria for final grade (total in points earned)
A 900–1000
B 800-899
C 700-799
D 600-699
F 599 and below

Extracurricular (non-graded) activities

This course offers a broad introduction to contemporary media industries; given our constraints of time, workload, and so on, it’s in many ways a limited and preliminary introduction. If you’re interested in pursuing a career in the media industries, a deeper understanding of our mass-mediated environment, or just an A in this course, it’s worth taking advantage of free and easily accessible opportunities for extracurricular enrichment.

Subscribe to and skim online content and e-newsletters from Billboard, Radio & Records, The Hollywood Reporter (and THR, Esq.), Broadcasting & Cable, Multichannel News, and so on, and in minutes a day, you’ll find yourself better poised for all of those pursuits!

Course policies

Late assignments and missed classes: Late and out-of-class submissions will be accepted only in extraordinary circumstances and at my discretion. With proper documentation, extraordinary circumstances and university-approved absences allow for limited flexibility within course structures, but not the license to disregard those structures (if you’re going for a job interview on a due date, hand in your assignment early, or email it to a friend to print off and submit in class). Please review student rule 7 at http://student-rules.tamu.edu/rule07, for more information concerning university approved absences.

Writing skills: All written work will be evaluated on the basis of writing skills—not only on points of
grammar, but also on points of style like clarity, organization, and flow of ideas. Especially when dealing with complicated material, style matters: Give some care to the process of writing, revise your written work, peer edit, and so on!

*Academic integrity and plagiarism:* “An Aggie does not lie, cheat or steal, or tolerate those who do.” Whether malicious or negligent, and whether in individual or group work, academic dishonesty won’t be tolerated. Plagiarism is an especially serious offense, and penalties for plagiarism will always exceed a failing grade on the plagiarized work. When you borrow someone else’s words, images, or ideas, in direct quotation or paraphrase, you must acknowledge the borrowing with a specific in-text citation and on a list of references, distinguishing clearly where the borrowing ends and where your own work begins (in research as well as in writing, with Wikipedia as well as with any other source). As a rule of thumb, whatever does not come from your own mind should be cited. For more information, visit [http://aggiehonors.tamu.edu](http://aggiehonors.tamu.edu).

*Mature content:* Some of the examples screened and discussed in this course may include mature content (PG-R). If you have questions or concerns about viewing such content, let me know as soon as possible to discuss alternatives.

*Electronic communications:* Much of the communication among us will travel electronically, whether on eCampus or over email. You’re responsible for maintaining and checking working eCampus and email accounts. Please communicate me with over email, not eCampus mail!

*Course materials and copyright:* All materials generated in this course, including syllabi, quizzes, exams, essay questions, in-class materials, and review sheets, are copyrighted, and can’t be copied without permission.

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

*If you require academic accommodation for a disability, it’s your responsibility to register with Disability Services, and to discuss your needs with me no more than fourteen days after we start.*
### Preliminary schedule of lectures and readings

<table>
<thead>
<tr>
<th>Day Date</th>
<th>Subtopic/s</th>
<th>Reading/s</th>
<th>Assignment/s</th>
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<tbody>
<tr>
<td><strong>Introductions</strong></td>
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<tr>
<td>T 2 Sep: (1)</td>
<td>COMM345</td>
<td>Industrial organization, within and across supply chains</td>
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<tr>
<td>R 4 Sep: (2)</td>
<td></td>
<td>Industrial organization, within and across supply chains</td>
<td>Read extended syllabus pp 1–2, scan the rest, and come with questions. Bring ranked HW prefs for signup, OR email mc T or W (say 345)](skim)</td>
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<tr>
<td><strong>I. Industry supply chains / A. Film</strong></td>
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<tr>
<td>T 9 Sep:</td>
<td>IA1. Preproduction packaging and financing</td>
<td>Wasko, “Financing and Production” COMM345 dealmaking dossier</td>
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<tr>
<td>R 11 Sep:</td>
<td>IA2. Distribution and exhibition/retail windows (1)</td>
<td>PBS Frontline, “now playing ... and playing ... and playing” (skim) Wasser, “Home Video: The Early Years”</td>
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<tr>
<td><strong>I. Industry supply chains / B. Music</strong></td>
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<tr>
<td>T 16 Sep:</td>
<td>IA3. Windows (2); Exploitations outside the window</td>
<td>Wyatt, “Marketing the Image”</td>
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<tr>
<td>R 18 Sep:</td>
<td>IB1. Making songs, sharing rights</td>
<td>Hull, from “Understanding the Recording Industry” (20–26) Burkart, from “Loose Integration” (491–494)</td>
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<td><strong>I. Industry supply chains / B. Music</strong></td>
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<tr>
<td><strong>I. Industry supply chains / B. Music</strong></td>
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<tr>
<td>T 30 Sep:</td>
<td>Homework workshop</td>
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<tr>
<td>R 2 Oct:</td>
<td><strong>MEDIA LAB I</strong></td>
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<td>TBA</td>
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<tr>
<td><strong>I. Industry supply chains / C. Television</strong></td>
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<tr>
<td>R 9 Oct:</td>
<td>IC2. Cab/sat, and branding in a multichannel market</td>
<td>Mullen, “A Scheduling and Programming Innovator”</td>
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<tr>
<td><strong>I. Industry supply chains / C. Television</strong></td>
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<tr>
<td>T 14 Oct:</td>
<td>IC3. Economics of television program genres (1)</td>
<td>Johnson, “Inviting Audiences In”</td>
<td></td>
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<tr>
<td>R 16 Oct:</td>
<td>IC3. Economics of television program genres (2) IC4. The sponsor’s voice</td>
<td>HW:1 Audience flow and network schedule branding</td>
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</tr>
</tbody>
</table>
II. Themes and problems in industry analysis / A. Fordist provision

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
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<tbody>
<tr>
<td>T 24 Oct.</td>
<td>MIDTERM EXAM</td>
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</table>

II. Themes and problems in industry analysis / A. Fordist provision; B. Post-Fordist provision

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
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<tbody>
<tr>
<td>T 28 Oct.</td>
<td>IIA2. Organizing mass media—the studios and beyond</td>
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II. Themes and problems in industry analysis / B. Post-Fordist provision

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
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<tbody>
<tr>
<td>T 4 Nov.</td>
<td>IIB2. Geographies of flexibility (1) Currid, “Economics of a Dance Floor”</td>
</tr>
<tr>
<td>R 6 Nov.</td>
<td>IIB2. Geographies of flexibility (2)</td>
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<tr>
<td></td>
<td>HW2: Centers, networks, scenes, and convocations</td>
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<td>HW3: Cooling Cities</td>
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II. Themes and problems in industry analysis / B. Post-Fordist provision

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<tr>
<th>Date</th>
<th>Lecture Topic</th>
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<tr>
<td>T 11 Nov.</td>
<td>IIB3. From “mass” to “niche” Selznick, from “Branding the Future” (181–)</td>
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<td>HW4: Making market segments</td>
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<td>HW5: Independence in network organizations</td>
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<td>HW6: Profiles in alternative mediamaking</td>
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<td>HW7: Profiles in minority mediamaking</td>
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II. Themes and problems in industry analysis / C. Media work

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
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<tr>
<td>T 18 Nov.</td>
<td>IIC1. Insecurity and nondiversity in flex’zd labor markets Randle and Culkin, “Getting In and Getting On in Hollywood” Hunt, “Catching up with a Changing America” (skim)</td>
</tr>
<tr>
<td>R 20 Nov.</td>
<td>IIC2. Creative and economic rights Wexman, “Film as Art and Filmmakers as Artists” Cappello+, “Challenging the Practices of the Recording Industry”</td>
</tr>
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</table>

II. Themes and problems in industry analysis / D. States and audiences as stakeholders

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
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<tr>
<td></td>
<td>HAPPY THANKSGIVING! (NO CLASS!)</td>
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II. Themes and problems in industry analysis / D. States and audiences as stakeholders

<table>
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<tr>
<th>Date</th>
<th>Lecture Topic</th>
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<tr>
<td>R 4 Dec.</td>
<td>Conclusion: Regulation and freedom in digital futures Jenkins, “Interactive Audiences”</td>
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Conclusions

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<tr>
<th>Date</th>
<th>Lecture Topic</th>
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<tr>
<td>T 9 Dec.</td>
<td>MEDIA LAB: 2</td>
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<tr>
<td>T 16 Dec.</td>
<td>Final exam, 1–3PM</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate ✗ Graduate ✗ Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Sociology
3. Course prefix, number and complete title of course: LMAS 201 — Introduction to Latino/Mexican American Studies
4. Catalog course description (not to exceed 50 words):
Introductory survey of the historical presence of U.S. Latinos and Mexican Americans from an interdisciplinary perspective that incorporates the group's global origins; application of critical thinking skills to the study of Latinos and Mexican Americans.

5. Prerequisite(s):
Cross-listed with: None
Stacked with: 
Cross-listed courses require the signature of both department heads.

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

7. Is this a repeatable course? ☑ No
If yes, this course may be taken ________ times.

8. Will this course be repeated within the same semester? ☑ Yes

9. Will this course be submitted to the Core Curriculum Council? ☑ Yes ☐ No ICD Only

10. How will this course be graded? ☑ Grade ☐ S/U ☐ P/F (CLMD)

11. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Minor in Latino/Mexican American Studies (LMAS)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      General Undergraduate Academics

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

13. Prefix ✗ Course #: LMAS 201

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>Effective Code</th>
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<td>003001250</td>
<td>16</td>
<td>003632</td>
<td>Level 2</td>
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</tbody>
</table>

Approval recommended by:

[Signature]
Department Head or Program Chair (Type Name & Sign) Date 4/25/2015

Chair, College Academic Committee Date 4/25/2015
Dean of College Date 4/25/2015

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 07/14

RECEIVED APR 24 2013 CURRICULAR SERVICES
Introduction to Latino/Mexican American Studies (LMAS) 201
M-W-F, 11:30-12:20 PM, GLAS 008

Course Description
Introductory survey of the historical presence of U.S. Latinos and Mexican Americans from an interdisciplinary perspective that incorporates the group’s global origins; application of critical thinking skills to the study of Latinos and Mexican Americans.

Prerequisites
None.

Core Objectives
1) Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information); 2) Communication (to include effective development, interpretation and expression of ideas through written, oral, and visual communication); 3) Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities); 4) Personal Responsibility (to include the ability to connect choices, actions, and consequences to ethical decision-making).

Student Learning Outcomes
Students will:
- differentiate the diversity and complexity of the cultures, traditions, and artistic expressions found throughout Latin America, Caribbean, and/or the US Latino/a population;
- analyze the developmental history, culture, experiences of inequality, and current opportunities for improvement of life for Latinos/as in the US;
- analyze minority group interactions in the United States focusing on immigration and migration patterns, assimilation processes, and adjustments to American life;
- explain historical, political, and socioeconomic issues that define Latin America and its people and/or US Latinos/as; and,
- assess relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

Required Readings

Grading Assessment
1) Participation, 10%; 2) Exam 1, 20%; 3) Exam 2, 20%; 4) Exam 3, 20%; 5) Paper, 30%.

Grading Scale Percentage
A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59.

Assignments
There are five grades in the class. The first is participation, which counts 10% of the final average. Then three non-comprehensive exams are weighted at 20% apiece of the final class average. They are derived from content accessible in the assigned readings and lectures. Each exam consists of three in-class essay options of which the student will answer two, each in three to five blue book pages. These exam essays are graded on content and interpretive ability. The final 30% of the course is a three to five page analytical book review of Valenzuela’s Leaving Children Behind due at 11:30 AM at the professor’s office (the scheduled final exam period) on December 17th. Writing Guidelines and in-class instruction on this assignment will be given the last two weeks of class. It will be graded on interpretive ability and writing proficiency. Makeups for missed exams or the paper will be done in accordance with Student Rule 7, http://student-rules.tamu.edu/rule07. Please visit Student Rule 7 for the current policy on university excused absences. Graded papers, tests, and quizzes are not posted publicly, nor will grades be released electronically in accordance with university rules.

Attendance
Attendance derives from a seating chart generated in the first week of class. After the creation of the seating chart it is the student's responsibility to ensure proper seating and, in the case of any irregularities, to follow up with the instructor or teaching assistant. Please visit Student Rule 7 http://student-rules.tamu.edu/rule07 for the current policy on university excused absences.

Course Schedule

Week of September 1
Unit I: Latino/Mexican American Ethnogenesis
Monday: Class introduction.

Wednesday: Lecture, “First Contacts Between the Old and New Worlds.” Topics include: the Spanish and Native American Background, the Conquistadors and their World, the Columbian Exchange: Disease, the Emergence of Extractive Industry, Cultural Construction and the Process of Mestizaje.

Friday: Wednesday’s lecture continued.

Week of September 8
Monday: Discussion, all of Reséndez’s A Land So Strange.

Wednesday: Monday’s discussion continued.

Friday: Wednesday’s discussion continued.
Week of September 15

**Monday:** Lecture, “Spanish Colonialism.” Topics include: the Church, Race in the Spanish World, African Slavery, the Spanish Frontier, Native American Relations, Later Exploration in New Mexico, Texas, and California, the Bourbon Reforms.

**Wednesday:** Monday’s lecture continued.

**Friday:** Lecture, “Independence in Latin America: Mexico.” Topics include: Spanish Liberalism and Enlightenment Ideas, the Demise of Spain’s New World Empire, Hidalgo and Origins of Mexican Independence, Elites and Peasants, the Creation of the Mexican Republic, Mexican Politics.

Week of September 22

**Monday:** Friday’s lecture continued.

**Wednesday:** Lecture, “Secession and the Borderlands: Texas.” Topics include: the Transcontinental Treaty, the Arrival of Anglos, the Arrival of African Slaves and the Plantation Economy, the Stateless Borderlands, Santa Ana and the Betrayal of the Federalists, Mexican Civil War to Texas Revolution.

**Friday:** Wednesday’s lecture continued.

Week of September 29

**Monday:** **Exam 1.**

**Unit II: The Arrival of the U.S.**

**Wednesday:** Lecture, “The U.S.-Mexican War.” Topics include: Manifest Destiny, Annexation of Texas, the Treaty of Guadalupe Hidalgo, the California Gold Rush, the Unintended Consequences: The U.S. Civil War and the French Occupation of Mexico.

**Friday:** Wednesday’s lecture continued.

Week of October 6

**Monday:** Lecture, “The Loss of Land and Status in the Long 19th Century.” Topics include: Land Loss in the Southwest, Capitalism and Economic Incorporation, Political Decline, Civic Ambivalence, Violence, Social Banditry.

**Wednesday:** Monday’s lecture continued.

**Friday:** Discussion, all of Carrigan’s Forgotten Dead.

Week of October 13-17

**Monday:** Friday’s discussion continued.

**Wednesday:** Wednesday’s discussion continued.
Friday: Lecture, “Migration Within Mexico and Immigration to the U.S.” Topics include: the Porfirato in Mexico, the Mexican Revolution, Large-Scale Agriculture in Mexico and the U.S., the Mexican Diaspora, Class and Labor, the Mexicanist Identity.

Week of October 20
Monday: Friday’s lecture continued.

Wednesday: Discussion, all of Hernández’s *Working Women Into the Borderlands*.

Friday: Wednesday’s discussion continued.

Week of October 27
Monday: Exam 2.

Unit III: Struggles for Justice

Friday: Wednesday’s lecture continued.

Week of November 3

Wednesday: Monday’s lecture continued.

Friday: Lecture, “The Chicano Movement.” Topics include: PASSO Precursor, Student Activism and Culture, Aztlán and the Explosion of the Chicano Imaginary: Art and Literature, the Barrio, La Raza Unida Party and Chicano Politics, Non-Chicano Civil Rights Organizations and Movements, the Birth of Chicano Studies, Divisions: Cultural Nationalism and Sexism, the Chicano Identity.

Week of November 10
Monday: Friday’s Lecture Continued.

Wednesday: Discussion, all of Blackwell’s *¡Chicana Power!*

Friday: Wednesday’s discussion continued.

Week of November 17
Monday: Friday’s discussion continued.
**Wednesday:** Lecture, “Hispanic or Latino?” Topics include: Terms of Identity and their Meaning, the New Latina/o Migration, the Puerto Rican and Cuban Experience, the New Chicana/o and Latina/o Studies, Economic Advancement and Stagnation (Continued), Physical and Civic Segregation (Continued), Ideas of Assimilation (Continued), the future of Latino/Mexican American Studies.

**Friday:** Wednesday’s lecture continued.

Week of November 24

**Monday:** **Exam 3.**

**Wednesday:** Writing Workshop 1, “Paper Guidelines and Brainstorming.”

**Friday:** Thanksgiving Holiday—No Class Meeting

Week of December 1

**Monday:** Writing Workshop 2, “Thesis.”

**Wednesday:** Writing Workshop 3, “Organization.”

**Friday:** Writing Workshop 4, “Style.”

**Final Exam:** December 12, 15-17

**Wednesday, December 17:** **Paper Due,** 11:30AM, GLAS 008, in professor’s office.

**ADA: Students with Disabilities**
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**Academic Integrity**
“*An Aggie does not lie, cheat, or steal, or tolerate those who do.*” Students are expected to be aware of and adhere to the Aggie Honor Council Rules and Procedures, available at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).
LMAS 201: Introduction to Latino/Mexican American Studies
Request for International and Cultural Diversity Designation

This course is an overview of issues and themes related to the academic study of Latino/a and Mexican American populations. The course includes historical as well as current information from the last twenty years. The course examines topics such as race and ethnic relations, racism, discrimination, systems of oppression, political activism and identity from multiple perspectives. These include dominant culture portrayals of Latino/as and Mexican Americans as well the perspectives of Latino/a immigrants, native-born Latino/as, and their compatriots in immigrant sending societies.