Graduate Council Report

November 3, 2011

New Course Requests:

**AFST 685. Directed Studies. (4-0). Credit 4.** Directed individual study of problems in the Africana Studies field of research or scholarly activity not pertaining to thesis or dissertation, or selected instruction not covered by other courses. Prerequisite(s): Approval of instructor and program director; Graduate classification.

**AFST 689. Special Topics in... (4-0). Credit 4.** Selected topics in an identified area of Africana Studies. Prerequisite(s): Graduate classification.

**ANTH 655. Empires and World-System. (3-0). Credit 3.** Application of the anthropological perspective to the problem of the rise of empires and the modern world-system over the last 600 years of world history; topics include ecocide, ethnocide, ethnogenesis, and warfare.

**CVEN 754. Advanced Structural Design Studio. (1-6). Credit 3.** Comparative design, construction, and service-life performance analysis of integrated and complex structural systems, including design loads, load paths, and structural detailing requirements; comparison of alternative structural system solutions; investigation into new technologies and structural design and/or construction approaches; examples drawn from bridges, buildings and other large civil structures. Prerequisite(s): CVEN 659 or registration therein, CVEN 671 or registration therein, CVEN 750 or registration therein, or approval of instructor.

**GEOP 681. Emergent Field-Based Techniques of Near-Surface Applied Geophysics. (1-0). Credit 1.** Magnetic resonance sounding; sensor fusion; seismoelectric imaging; airborne tensor gravity gradiometry; self-potential wavelet analysis; GRP interferometry; microseismic arrays. Prerequisite(s): GEOP 413 or GEOP 435 or equivalent.

**LAND 632. Design for Active Living. (3-0).** Understanding the forms and characteristics of the built environment and the influence on human behaviors, lifestyles and health; theoretical and empirical insights into the issues of physical activity, obesity, and automobile dependency; focus on how changes in the built environment help address these issues. Prerequisite(s): Graduate classification or approval of instructor. Cross-listed with PLAN 632.

**LDEV 669. Income Property Land Development. (3-0). Credit 3.** Exploration of the characteristics of real estate as an investment, venture and capital structures, the development process, site and financial feasibility, and project funding; strategies, methods and technologies for investment property development utilizing current developments. Prerequisite(s): Graduate classification.

**MARB 640. Ecosystem Functions in Marine Environments. (3-0). Credit 3.** Advanced study of ecological processes in marine environments, with an emphasis on the investigation of the interactions between organisms and physical processes that regulate marine ecosystem functions. Prerequisite(s): Graduate classification.

**PERF 682. American Theatre: Gender on the US Stage. (3-0). Credit 3.** Focuses on 18th-21st century texts and performers in order to account for transformations in representations as well as lived experiences of gender. Prerequisite(s): Enrollment in the Performance Studies MA or permission of instructor. Cross-listed with: THAR 482: American Theatre: Gender on the US Stage.

**PLAN 632. Design for Active Living. (3-0). Credit 3.** Understanding the forms and characteristics of the built environment and the influence on human behaviors, lifestyles and health; theoretical and empirical insights into the issues of physical activity, obesity, and automobile dependency; focus on how changes in the built environment help address these issues. Prerequisite(s): Graduate classification or approval of instructor. Cross-listed with LAND 632.

**PLAN 642. Planning for Coastal Sustainability and Resiliency. (3-0). Credit 3.** Principles of resiliency and sustainability in coastal areas; examination of issues from ecological, social, economic, organizational, planning and built-environment perspectives; application of principles to realistic problems, settings and solutions. Prerequisite(s): Graduate classification.
Graduate Council Report

November 3, 2011

WFSC 641. Sustainable Military Land Management. (3-0). Credit 3. Overview of the Department of Defense (DOD) lands within a temporal, geographic, and environmental context and perspective; major policies/laws impacting military land use and areas critical to mission sustainment; management strategies important to sustaining installations and ranges. Prerequisite(s): Graduate classification or approval of instructor.

WFSC 642. Field Military Land Management. (0-2). Credit 1. Review of land management practices and challenges on military and adjacent private lands through field visits of select military installations. Field trips required during Spring Semester. Prerequisite(s): Graduate classification or approval of instructor. Previous or concurrent registration in WFSC 636 is strongly encouraged.
Form Instructions

1. Request submitted by (Department or Program Name): The Africana Studies Program

2. Course prefix, number and complete title of course: AFST 685 Directed Studies

3. Catalog course description (not to exceed 50 words): Directed individual study of problems in the Africana Studies field of research or scholarly activity not pertaining to thesis or dissertation, or selected instruction not covered by other courses.

4. Prerequisite(s): Approval of instructor and program director; Graduate Classification

5. Is this a variable credit course? Yes ☒ No ☐ If yes, from ___1____ to ___4____

6. 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 ☒

7. This course will be:
   a. required for students enrolled in the following degree programs(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)

   Africana Studies Program Graduate Certificate

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>AFST</th>
<th>685</th>
<th>DIRECTED STUDIES</th>
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Approval recommended by:

Date: 9-26-11

Chair, College Review Committee

Date: 10-12-11

Chair, GC of UCC

Mark J. Zoran

Date: 11-3-11

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.

Curricular Services – 3/10
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): The Africana Studies Program

2. Course prefix, number and complete title of course: AFST 689 Special Topics in... Selected topics in an identified area of Africana Studies.

4. Prerequisite(s): Graduate 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 this course be repeated within the same semester? ☒ Yes ☐ No

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

   The Africana Studies Program Graduate Certificate

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

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

9. Prefix Course # Title (excluding punctuation)

   AFST 689 SPECIAL TOPICS

   Admin. Unit Acad. Year FICE Code
   123 1 3 0 3 6 3 2

   Approval recommended by: [Signature] 9-26-11
   Chair, College and Program Committee
   Date

   [Signature] 10-7-11
   Dean of College
   Date

   [Signature] 11-3-11
   Chair, General Curricular Committee
   Date

   [Signature] 3-10
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Black Postmodernism: Graduate Seminar
AFST 689-600
Tuesday 6:00PM - 9:00PM, BLOC 109
Spring 2012

Professor: Dr. Kimberly N. Brown
Office: 221F Blocker
Office Hours: T 3-4:00, and by appointment.
Office Number: 979-458-1230
E-mail: knbrown@tamu.edu

Required Texts:
Toni Morrison, Beloved (1987)
Toni Cade Bambara, The Salt Eaters (1978)
Sapphire, Push (1996)
Randall Kenan, A Visitation of Spirits (1989)
Black Artemis, Picture Me Rollin' (2004)

Recommended Texts:
Ishmael Reed, Mumbo Jumbo (1972)
(Clarence Major, Reflex and Bone Structure (1975)
Trey Ellis, Platitudes (1988)
Darius James, Negrophobia: An Urban Parable (1992)
Danzy Senna, Caucasia (1998)
Phyllis Alesia Perry, Stigmata (1998)
Loida Maritza Perez, Geographies of Home (1999)
Perceival Everett, Glyph (1999)
Nalo Hopkinson, Midnight Robber (1999)
Aaron McGruder, The Boondocks: Because I Know You Don't Read The Newspaper (2000)
Tayari Jones, Leaving Atlanta (2002)

Course Description: This course explores the socio-economic and political foundations that inform the aesthetic practices of contemporary African American writers. Unlike many courses on contemporary literature, students will be exposed to what may easily be distinguished as future canonical texts by writers who came of age after segregation ceased to exist as an institution in the United States. By primarily studying the works of writers in their 30s and 40s, students will be challenged to use the assigned and suggested texts to determine the aesthetic predilection of this new generation of writers. Since there are few secondary sources that discuss these texts, students will be forced to more heavily rely on their own critical abilities of analysis, which will therefore enable them to better develop their own critical or theoretical voices.

The course begins with a cursory discussion of postmodernism and its relation to contemporary African American culture. We will then discuss the Black Aesthetic Movement and the ways in which the New Black Aesthetic (coined by Trey Ellis) diverges from its literary predecessor. After determining the criteria for the New Black Aesthetic, students will read other post-segregationist
writings that challenge or subvert Ellis's original concept. Through the genres of the satirical novel, the neo-slave narrative, and Afrofuturism, students will interrogate topics such as authentic blackness, class, black sexuality, hip hop feminism, and traditional black masculinity vs. The New Black Man (Mark Anthony Neal's phrase). Additionally, students will be exposed to black scholars in the fields of culture and literary studies, history, sociology, and political science that are age-mates of their literary counterparts. Not only do such scholars have a vested interest in the cultural production of those in their generation, they are also able to write critically on issues that affect their generation from an insider’s vantage point.

**PREREQUISITES:** Graduate classification.

**COURSE REQUIREMENTS:**

(1) **Class Participation.** You are expected to have read all assigned materials prior to each class period and to be prepared to participate in the class discussion. This would include regular attendance.

(2) **Oral Presentation.** This presentation is designed to frame class discussion. Each member of the class will be assigned 1 day in which he/she posts no more than (5) substantial discussion questions to our class listserv, which he/she will also be willing to present in class. These questions should be posted by noon Monday BEFORE we are scheduled to discuss them in class. The questions can be 1) analytic (drawing out theoretical points); 2) synthetic (putting together theory and example); 3) performative (polemics for class discussion). The questions should be roughly 400-500 words in length and should incorporate readings from the course packet. Our listserv is: contemporaryafamliterature@listserv.tamu.edu. Students can join the list by sending an e-mail to listserv@listserv.tamu.edu and in the BODY put SUBSCRIBE contemporaryafamliterature firstname lastname. Please submit a copy of your questions to me at the end of the class period. Worth 100 points.

(1) **Two (2) Exercises/Close Reading Assignments.** You will either be given a series of exercises or questions to answer or you will be given a passage from one of our selected texts to analyze. In this assignment, no secondary sources should be used. This assignment is designed to force you to develop your own voice as a scholar. Particular attention should be paid to how the author uses language. For the close reading, although a line-by-line analysis is a good start, I am expecting a polished paper that includes a developed thesis. Less attention should be given to developing an introduction than to thoroughly analyzing the passage. Please refer to the close reading handouts in your course packet. **Worth 200 Points (100 points each).**

(1) **Four (4) Response Papers.** Papers should be between 5-10 double-spaced pages. You will be given a specific question to discuss. Your answer should reflect your understanding of the assigned text and its connection to the secondary sources. The object of these papers is to provide you with the opportunity to practice the type of analytical thinking and writing that you will demonstrate more fully in your final paper. While short, the papers should be well-written and edited.
Worth 400 Points (100 each).

(1) Prospectus for Research Paper. Your prospectus must include the following: 1) a one page abstract of your paper - which should include a working thesis statement and 2) an annotated bibliography of at least 10 sources. Your annotated bibliography should include a concise description of the essay's context (i.e., an effort to define postmodernism; an analysis of a particular text), a concise summary of the essay's argument, and an evaluation of the effectiveness of that argument. Finally, you must explain how you plan to use each article in your paper (Will you be arguing against it? Does it support your argument?). PLEASE INFORM ME OF YOUR PAPER TOPIC DURING MY OFFICE HOURS OR VIA E-MAIL PRIOR TO COMPLETING PROSPECTUS - TOPICS MUST BE PRE-APPROVED. 
Worth 100 points.

(1) Final Seminar Paper. 20-25 pages. Your seminar paper must be on either one of the required or recommended texts covered in the course and pre-approved by the instructor. Paper must be typed, double-spaced with 12 point font (Times New Roman) and have 1 inch margins. A bibliography or works cited page of at least 10 critical references must be included. Please use parenthetical citations and endnotes when necessary. Your essay must show a logical argumentative development, critical analysis, scholarly prose, style and organization, and use of formal grammar. Please use MLA format for citation. 
Worth 200 points.

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 accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall, or call 845-1637.

ACADEMIC INTEGRITY: The Aggie Code of Honor states that "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." Please familiarize yourself with the booklet entitled Student Rules, Part I, Section 20, A Scholastic Dishonesty, which offers a clear, concise explanation of what constitutes plagiarism (it also discusses other violations of academic integrity). Possession of this syllabus means that you understand that you are required to comply with Texas A&M University's policies on this manner. See www.tamu.edu/aggiehonor/.

GRADE SCALE:
1000 - 900 A
899 - 800 B
799 - 700 C
699 - 600 D
599 and below = F
SYLLABUS:

Jan. 17  
**Readings:**
1. Cornell West, "Black Culture and Postmodernism."
2. bell hooks, "Postmodern Blackness."
3. Kwame Anthony Appiah, "Is the Post- in Postmodernism the Post - in Postcolonial?"
4. Wahneema Lubiano, "Shuckin' Off the African American Native Other: What's 'Po-mo' Got to Do with It."

Jan. 24  
**Readings:**
1. Fritz Gysin, "From Modernism to Postmodernism: Black Literature at the Crossroads."
2. Madhu Dubey, "The Postmodern Moment in Black Literary and Cultural Studies."

Jan. 31  
**Novel:** Colsen Whitehead, The Intuitionist

Feb. 7  
**Novel:** Toni Morrison, Beloved  
**Assignment (Close Reading) Due.**

Feb. 14  
**Novel:** Toni Morrison, Beloved  
**Readings:**
1. Kimberly Chabot Davis, "Postmodern Blackness': Beloved and the End of History."
2. Jenna Fuston-White, "From the Seen to the Told: The Construction of Subjectivity in Toni Morrison's Beloved."

**Oral Presentation 1**

Feb. 21  
**Novel:** Toni Cade Bambara, The Salt Eaters  
**Assignment (Exercise) Due.**

Feb. 28  
**Novel:** Toni Cade Bambara, The Salt Eaters  
**Readings:**
1. Gloria Hull, "What It Is I Think She is Doing Anyhow."
2. Elliott Butler-Evans, "Rewriting and Revising in the 1980s: Tar Baby, The Color Purple, and The Salt Eaters."

**Oral Presentation 2**
March 6  
**Readings:**
1. Trey Ellis, "The New Black Aesthetic."
2. Eric Lott, "Response to Trey Ellis's 'The New Black Aesthetic.'"
3. Tera Hunter, "It's a Man's Man's World': Specters of the Old Re-Newed in Afro-American Culture and Criticism."
4. J. Martin Favor, "Ain't Nothin' Like the Real Thing Baby': Trey Ellis' Search for New Black Voices."
5. Mark Anthony Neal, "You Remind Me of Something: Toward a
6. Post-Soul Aesthetic."

March 12 - 16  
**Spring Break**

March 20  
**Novel:** Paul Beatty, White Boy Shuffle  
**Readings:**

**Oral Presentation 3**  
**Paper 1 Due.**

March 27  
**Novel:** Andrea Lee, Sarah Phillips  
**Reading:**
Adrienne McCormick, "Is This Resistance: African Postmodernism in Sarah Phillips."

**Oral Presentation 4**

April 3  
**Novel:** Sapphire, Push  
**Readings:**

**Oral Presentation 5**  
**Paper 2 Due.**

April 10  
**Novel:** Randall Keenan, Visitation of Spirits  
**Readings:**
1. James H. Evans, Jr., "African-American Christianity and The Postmodern Condition."
2. Sheila Smith McKoy, "Rescuing the Black Homosexual Lambs: Randall Kenan and the Reconstruction of Southern Gay Masculinity."
3. Sharon Patricia Holland, "(pro )Creating Imaginative Spaces and Other Queer Acts: Randall Kenan's A Visitation of Spirits and Its Revival of
James Baldwin's Absent Black Gay Man in Giovanni's Room.

Oral Presentation 6
Paper 3 Due.

April 17  
**Novel:** Black Artemis, Picture Me Rollin'

**Readings:**
1. Joan Morgan, "Hip-Hop Feminist."
2. Bakari Kitwana, "Where Did Our Love Go?: The New War of the Sexes."

Oral Presentation 7
Paper 4 Due.

April 24  
**Novel:** Nalo Hopkinson, Brown Girl in the Ring.

**Readings:**
2. Aloneda Nelson, "Making the Impossible Possible: An Interview with Nalo Hopkinson."

Research Prospectus Due.

Final Paper Due, Friday May 4th.
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Anthropology

2. Course prefix, number and complete title of course: ANTH 655- Empires and World-System

3. Catalog course description (not to exceed 50 words): Application of the anthropological perspective to the problem of the rise of empires and the modern world-system over the last 600 years of world history; topics include ecocide, ethnocide, ethnogenesis, and warfare.

4. Prerequisite(s): none

Cross-listed with: Stacked 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 this course be repeated within the same semester? □ Yes ☒ No

7. 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)

M.A., Ph.D. in Anthropology

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

9. Prefix Course # Title (excluding punctuation)

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<td>Lab.</td>
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Approval recommended by:

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

Patricia G. Hurley
Chair, College Review Committee Date

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

(If cross-listed course)

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Syllabus

ANTHROPOLOGY 655: EMPIRES AND WORLD-SYSTEM
Fall Semester 2012

D. Bruce Dickson, Ph.D., Professor
Department of Anthropology, Texas A&M University
Room 309H, Anthropology Building
Office Hours: 10:00 to 11:30 a.m. MTh or by appointment
E-mail: dickson@tamu.edu
Telephone: 845-5242

Class Hours: 10:20 a.m. to 1:20 p.m. on Wednesday in Anthropology 214

Columbus's letters tell us that we will receive
the gifts that mariners all receive at the end—memories of gold and a grave in the sand.
Brahms by Robert Bly

COURSE INTRODUCTION

This course is designed to apply the anthropological perspective to the problem of the rise of empires and the modern world-system over the last 600 years of world history. Chief among our interests are:

- Ecocide, the destructive alterations of world environments and the undermining of the human subsistence systems dependent upon them,
- Ethnocide, the destruction of indigenous, Non-Western cultures,
- Ethnogenesis, the creation of "new" peoples within and on the periphery of emerging sociopolitical macrostructures.
- Warfare and the role of coercive force in the foregoing processes.

Five socio-cultural groups will be examined as case studies of the general impact of the evolving world-system and the particular impact of these four processes. This course has no prerequisites.

THE ANTHROPOLOGICAL PERSPECTIVE

The anthropological perspective is the unique approach to peoples, cultures, history and human ecology developed within the discipline of anthropology. Anthropology is a branch of social science that is concerned with understanding the full range of human cultural experience. To this end, anthropologists attempt to systematically compare human societies and cultures as a method of understanding them. In addition, they emphasize the interconnection between ecology and human biology on one hand and social and cultural life on the other. Finally, anthropologists are concerned with accounting for the marked increase in human control over nature and the increased structural complexity of human socio-cultural systems that have taken place during the human career on Earth. These emphases and interests have resulted in the development of three key approaches in anthropology: cross-cultural comparison, cultural ecology and cultural evolution. These three approaches provide the framework for anthropological study of humanity and the environment and they form the central organizing principles of this course.
WORLD-SYSTEM

The modern world-system model was first suggested by Immanuel Wallerstein (1974, 1980, 1989). The term World-system refers to the single, evolving world-scale economy that has become progressively more global in scope since about 1400. This world-economy is characterized by a (1) single division and integration of labor and (2) a single set of accumulation-processes. As a consequence, at any given time, the world-economy may be viewed as consisting of two complementary portions: a relatively advanced “core” region and it’s always less advanced “periphery.” Core and periphery are economic regions; in world-system studies their political makeup is considered to be of secondary importance. For example, in understanding the world-system during the 17th century, the core-region of “northwestern Europe” is a key unit of analysis; the state-level societies of Holland, Great Britain, and France and the empires they constructed are of secondary interest. Finally, the core and the periphery of the world-system—and the empires it contains—have both enlarged and shifted geographically through time.

EMPIRES

An empire is a state-level society that has extended its dominion over areas and populations that are culturally, ethnically and politically distinct from it. This dominion is maintained to a greater or lesser degree by coercive force. Over the last 600 years of world history, various land and seaborne empires have been constructed within the larger modern world-system.

ECOCIDE, ETHNOCIDE AND ETHNOGENESIS

Ecocide refers to alterations of an environment to such a degree that the human subsistence modes hitherto dependent upon it are either destroyed or profoundly changed. Ethnocide is the destruction of the cultures of ethnic groups; ethnogenesis is the formation of “new” peoples in history. All three are important forces in cultural evolution and all have occurred with great frequency throughout the rise of the modern world-system. Ecocide, ethnocide and ethnogenesis take place on both the infrastructural and the ideological or superstructural levels of culture. With regard to ethnocide, the formation and expansion of the plantation agricultural system and the accompanying worldwide trade in slaves, sugar, and furs and the importation of free and indentured labor were particularly destructive of the infrastructures and environmental adaptations of indigenous peoples. Destruction on the level of superstructure commonly followed the collision of indigenous mentalités and ways of seeing with Western religious ideologies (and later with Western science, secularism and political ideologies).

Infrastructural and superstructural collapse can, and sometimes does, result in total socio-cultural extinction. However, socio-cultural collapse can also set creative forces in train. In fact, the history of the world-system contains many examples of the ethnogenesis of new peoples in the face of ecocide and ethnocide. Destruction of indigenous infrastructure sometimes leads to the re-organization of subsistence adaptation while the failure of Indigenous mentalités in the face of altered circumstances sometimes generates profound “re-vitalization” and transformation in religious and political ideology. In other instances, the process of ethnogenesis entails simultaneous infrastructural and mental transformation.

WARFARE

The role of warfare, military technology and military organization in the rise of empires and the modern world-system will considered throughout the course and will be used
as independent variables in the explanation of ecocide, ethnocide, ethnogenesis and cultural evolution.

CASE STUDIES
The anthropological perspective will be used to examine both the destructive and ethnogenerative impact that the formation of empires and the rise of the modern world-system have had on specific peoples on the "periphery." Five socio-cultural groups will be studied as case studies in this regard: the Aztecs (Mexico), the Kingdom of Dahomey, the Seneca Iroquois, the Scotch-Irish, and the Lakota (Sioux).

COURSE STRUCTURE
Classes will be devoted to group discussions, in-class writing exercises, and lectures with power point slide presentations. An emphasis will be placed on the use of higher order thinking and reasoning in the acquisition and communication of new knowledge. Students will be expected to critically read the assigned books and articles and analyze and synthesize this material in light of classroom discussions and lectures.

FILM SCREENINGS
Students will be required to watch five feature-length films. Three of these films will be shown at 7:00 p.m. on Wednesday or Thursday evening in the Education and Media Section on the 4th floor of the Sterling Evans Library Annex. Two films will be screened in class. All five films can be watched as streaming video on computers using free Media Player software on Media Matrix (http://mediamatrix.tamu.edu).

MIDTERM AND FINAL EXAMINATIONS
A take-home, mid-term examination will be given during the term. This examination will be handed out at the close of class on October 17. A typewritten suite of answers must be placed in my mailbox in room 234 of the Anthropology Building by 5 p.m., Friday, October 19. There will also be a comprehensive, in-class final examination at the conclusion of the course.

ORIGINAL RESEARCH PAPER
Queen Victoria came to the British throne in 1837 and for the next 64 years ruled as titular head of an ever-expanding empire that eventually controlled a quarter of the Earth's surface. From 1837 to 1901, hardly a year passed when British armed forces were not actively engaged in some part of that empire. Altogether, the British Army fought more than 400 pitched battles in over 60 campaigns against a prodigious list of opponents. You will be asked to select one of these opponents and write an original research paper examining the impact that conflict with the British had upon them. Special attention should be given to ecocide, ethnocide and ethnogenesis. On October 3, you must provide a typewritten statement on letter sized paper naming the British opponent you have chosen to analyze together with their location and the dates of their encounter. Your final paper must be:

- neither less than 10 nor more than 20 typewritten pages in length.
- written in strict accordance with the format of the journal American Antiquity.
- in my mailbox by 5:00 p.m. Tuesday, Nov. 20. I do not accept late papers without a university approved excuse.

GRADING POLICIES
Final course grades will reflect mastery of course material as demonstrated on the two examinations and the paper, each of which is worth 100
points. Late examinations and papers will be assigned a grade of zero. It will thus be possible to earn 300 points during the term. I will compute your final or net course grade by dividing your total examination and paper score by three. I will then assign a letter grade to your final average or net score following the standard TAMU scale (100-90 A, 89-80 B, 79-70 C, 69-60 D, 59 and below F).

**LEARNING OBJECTIVES**

The objective of this course is to illustrate the utility and power of the anthropological approach to the study and understanding of peoples, cultures, history and human ecology. At the conclusion of the course, graduate students in many fields will be able to apply the key anthropological doctrines of cross-cultural comparison, cultural ecology and cultural evolution to their particular domains of interest.

**REQUIRED TEXTS**

Black, Jeremy  

Crosby, Alfred W.  

Darwin, John  

Ferguson, Niall  

Peter J. Hugill  

¹ Other assigned readings are available on e-reserve in the TAMU library. These readings are broken out topic-by-topic and day-by-day in the Course Schedule below.
COURSE SCHEDULE

August 29

**Topic 1:** *Power, evolution, and devolution*


September 5

**Topic 2:** *Cultural ecology and the tyranny of cousins.*


CENTER AND PERIPHERY

September 12

Topic 3: Empires and world-system


DARWIN Chapter 1

HUGILL Chapter 1.

BLACK Chapter 8.

FERGUSON Introduction.

WHY EUROPE?

September 19

Topic 4: Europe after dark

READ: CROSBY Chapters 1, 2, 3.


HUGILL Chapter 2: 42-53.


September 26

Topic 5: Fall and rise: Europe at the end of the Middle Ages.


HUGILL Chapter 2: 54-65.


THE WORLD-SYSTEM AND THE RISE OF THE EUROPEAN MARITIME EMPIRES

October 3

SUBJECT OF YOUR RESEARCH PAPER IS DUE AT THE BEGINNING OF CLASS
Please provide me with a typewritten, letter-size sheet of paper containing the name of the people you propose to examine together with the location and date of their encounter with the British Empire.

Topic 6: Ethnocide and Ecocide: The view from the Templo Mayor

READ: DARWIN Chapter 2

HUGILL Chapter 3: 105-112.
BLACK Chapter 3.

CROSBY Chapters 4-6, 9.


**FILM:** Conquistadors at 7:00 p.m. in Room 410 of the Education and Media Section on the 4th floor of the Sterling Evans Library Annex.

**October 10**

**Topic 7:** The “Iron Century” and the rise of capitalism


BLACK Chapter 4


**EUROPEAN EMPIRES METASTASIZE**

October 17

**Topic 8:** *Just business: Dahomey, the slave trade and plantation capitalism*

**READ:** DARWIN Chapter 3

HUGILL Chapter 3: 113-125.

BLACK Chapter 5.


**MIDTERM TAKE-HOME EXAMINATION**

The examination will be handed out at the end of class on Wednesday, October 17. Typewritten answers are due in my mailbox in Room 234 of the Anthropology Building by 5 p.m., Friday, October 19. I do not accept late examinations.
STRUGGLE FOR EMPIRE IN NORTH AMERICA

October 24

Topic 9:  Seneca and fur trade: What maddened the hatters?

READ: DARWIN Chapter 5: 222-256.

FERGUSON Chapter 1.

BLACK Chapter 6.


FILM: Black Robe at 7:00 p.m. in Room 410 of the Education and Media Section on the 4th floor of the Sterling Evans Library Annex.

October 31


READ: CROSBY Chapters 7, 8.


FERGUSON Chapter 2.
WORLD-SYSTEM INDUSTRIALIZED 1800-1875

November 7

Topic 11: Manchester out the train window


HUGILL Chapters 2: 65-104, 3: 125-158.


FILM: Queen Victoria's Empire, Part I at 7:00 p.m. in Room 410 of the Education and Media Section on the 4th floor of the Sterling Evans Library Annex.

November 14

Topic 12: A new and improved British empire


DARWIN Chapters 5, 6.

BLACK Chapter 7

FERGUSON Chapters 4, 5.

A.C. Ashcroft (2001) As Britain Returns to an Expeditionary Strategy, Do We Have Anything to Learn from the Victorians? Defense Studies 1(1): 75-98.

FILM: Queen Victoria's Empire, Part II to be shown in class.

November 14-18

AMERICAN ANTHROPOLOGICAL ASSOCIATION ANNUAL MEETING
San Francisco, California

November 20

RESEARCH PAPERS DUE
The final version of your paper must be in my mailbox in Room 234 of the Anthropology
Building before 5:00 p.m. on Tuesday, November 20. Remember, I do not accept late papers. Be prepared to provide a brief summary and discussion of your research findings in class on November 21.

**WORLD-SYSTEM JOINED 1875-1914**

November 21

**Topic 13:** *Ethnocide: Buffalo nomads meet the machine age.*


**FILM:** *Custer's Last Battle* to be shown in class.

November 22-23

**THANKSGIVING VACATION**

November 28

**Topic 14:** *Ecocide: Great Plains transformed.*


HUGILL Chapter 4.


CROSBY Chapters 11, 12.

December 10

FINAL EXAMINATION
Your final examination will be given between 10:30 a.m. and 12:30 p.m. in Room 234 of the Anthropology Building. It will be entirely open book. I will ask you to use your laptop computer to type your answers. When you finish the examination, please print out a hard copy of your answers in the Anthropology computer room and put them in my mailbox in Room 234.

THE AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

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 Disability Services in Cain Hall, Room B118. Call 845-1637 or e-mail disability@tamu.edu.

THE AGGIE HONOR CODE

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/.
ANTHROPOLOGY 689(601): EMPIRES AND WORLD-SYSTEM

Original Research Paper
Queen Victoria came to the British throne in 1837 and for the next 64 years she ruled an ever-expanding empire that came to control a quarter of the Earth’s surface. From 1837 to 1901, hardly a year passed when the British Army was not actively engaged in some part of that empire. Altogether, the British Army fought more than 400 pitched battles in over 60 campaigns against a prodigious list of opponents. You will be asked to select one of these opponents and write an original research paper examining the impact that conflict with British Army had upon them. Special attention must be given to ecocide, ethnocide and ethnogenesis. Your final paper must be:
- neither less than 10 nor more than 20 typewritten pages in length.
- written in the format of the journal American Antiquity.
- in my mailbox by 5:00 p.m. on Tuesday, November 20 (Remember, I do not accept late papers).

Selected List of Victorian Era Opponents of the British Army
- Abyssinians
- Afghans
- Ashanti
- Baluchis
- Boers
- Burmese
- Canadian Metis
- Ceylonese
- Dervishes of the Sudan
- Egyptians
- Mahrattas
- Maoris
- Nande
- Persians
- Sikhs
- Tribesmen of the North-West Frontier (modern Afghanistan)
- Zulu

At the beginning of class on October 3, please submit in typewritten form:
- The name of the people whose encounter with the British Empire you propose to examine,
- Their location and the dates of their encounter.
<table>
<thead>
<tr>
<th>Screening Date</th>
<th>Time</th>
<th>Film Title</th>
<th>Room Number</th>
</tr>
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<td>7:00 p.m.</td>
<td><em>Conquistadors</em></td>
<td>EMS 410</td>
</tr>
<tr>
<td>October 24</td>
<td>7:00 p.m.</td>
<td><em>Black Robe</em></td>
<td>EMS 410</td>
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<tr>
<td>November 7</td>
<td>7:00 p.m.</td>
<td><em>Queen Victoria's Empire, Part I</em></td>
<td>EMS 410</td>
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<tr>
<td>November 14</td>
<td>In class</td>
<td><em>Queen Victoria's Empire, Part II</em></td>
<td>ANTH 214</td>
</tr>
<tr>
<td>November 21</td>
<td>In class</td>
<td><em>Custer's Last Battle</em></td>
<td>ANTH 214</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.

1. Request submitted by (Department or Program Name): Zachry Department of Civl Engineering

2. Course prefix, number and complete title of course: CVEN 754 Advanced Structural Design Studio

3. Catalog course description (not to exceed 50 words): Comparative design, construction, and service-life performance analysis of integrated and complex structural systems, including design loads, load paths, and structural detailing requirements; comparison of alternative structural system solutions; investigation into new technologies and structural design and/or construction approaches; examples drawn from bridges, buildings and other large civil structures.

4. Prerequisite(s): CVEN 659 or registration therein, CVEN 671 or registration therein, CVEN 750 or registration therein, or approval of instructor

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

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

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

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

9. Approval recommended by:
   Dr. John Niedzwiecki
   Department Head or Program Chair (Type Name & Sign) Date

   Dr. Robin Autenrieth
   Chair, College Review Committee Date

   Dr. Robin Autenrieth
   Dean of College Date

   Mark Zoran
   Chair, GC or UCC Date

   Mark J. Zoran
   Chair, GC or UCC 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 – 3/10

RECEIVED OCT 07 2011
R. AUTENRIETH
Course title and number  CVEN 754: Advanced Structural Design Studio
Term  2012 Spring semester
Meeting times and location  M: 1:50 – 4:40pm, CE 221
W: 1:50 – 5:50pm, CE 221

Course Description and Prerequisites
Comparative design, construction, and service-life performance analysis of integrated and complex structural systems, including design loads, load paths, and structural detailing requirements; comparison of alternative structural system solutions; investigation into new technologies and structural design and/or construction approaches. Examples will be drawn from bridges, buildings and other large civil structures.

Pre-requisites: CVEN 659 or registration therein, CVEN 671 or registration therein, CVEN 750 or registration therein, or permission of the instructor

Learning Outcomes

• Student will identify the relevant facets related to a given structural design brief
• Student will develop different structural solutions to a given design brief
• Student will analyze different structural systems and interpret the results
• Student will articulate her/his own engineering opinion and basis for judgment
• Student will identify engineering constraints related to culture, economics, etc
• Student will compare technical features of alternative engineering solutions
• Student will compare nontechnical features of alternative engineering solutions
• Student will appraise group work done by others and write a comprehensive peer-review report
• Student will communicate and debate the merits of engineering design alternatives in both written and oral formats

Instructor Information

Name  Dr. Luciana R. Barroso
Telephone number  979-845-0290
Email address  lbarroso@civil.tamu.edu
Office hours  To Be Announced
Office location  CE/TTI Building, Rm. 710-G

Textbook and/or Resource Material
ACI (2011). Building Code Requirements for Structural Concrete (ACI 318-11) and Commentary (ACI 318R-11)
AISC, ASD/LRFD Steel Construction Manual, 14th Edition
Grading Policies

Final grades will be based upon the overall average to be determined as follows:

- In-class activities, RATs, Attendance/Participation: 10%
- Individual assignments: 10%
- Team Project: 50%
- Comprehensive peer-review: 10%
- Reflection, Response and Rebuttal to peer review: 10%
- Final presentation and examination: 10%
- Total: 100%

where: $A \geq 90; \quad 90 > B \geq 80; \quad 80 > C \geq 70; \quad 70 > D \geq 60; \quad 60 > F$. Note that I do not grade on a strict curve; instead, I believe in using a criterion or competency-based grading system. In any event, no "deal" will be made at the end of the semester. Please note that your papers are GRADED, NOT CORRECTED. Occasionally your paper will be "corrected", noting all errors. At other times they may only be checked for completeness.

You are responsible for keeping all graded work until you receive your final grade. Raw grades will be posted periodically on the class web-site, and if a discrepancy is found you must present the original graded work to correct it.

Course Topics, Calendar of Activities, Major Assignment Dates

- Week 1: Introduction
- Week 2: Defining project constraints and goals; identifying technical requirements
- Week 3: Exploring design alternatives and Conceptual design
- Week 4: Preliminary design development
- Week 5: Presentation of preliminary design (concept, alternatives, initial sizes)
- Week 6: Refinement of preliminary designs, investigation of different solutions
- Week 7: Refinement of preliminary designs, investigation of different solutions
- Week 8: Final design development
- Week 9: Final design development
- Week 10: Project Presentations of finalized design
- Week 11: Peer review of competitive design alternative
- Week 12: Correction of errors and omissions arising from peer reviews
- Week 13: Correction of errors and omissions arising from peer reviews
- Week 14: Project Presentations and Course Wrap-up

Students will have weekly write-ups based on the in-class discussion and reading assignments. Students will present their research into different design alternatives, new technologies currently available or under development.

Students will collaborate in small groups; students to pull together a fully developed structural engineering design project. Presentations into their design process will occur both formally and informally, with major presentations occurring as on the schedule above.
Other Pertinent Course Information

Attendance:
Attendance and class participation are required. The intent is to provide the same environment as may be found in a structural engineering consulting office. As such, failure to attend class without a valid university excuse corresponds to not going to work and is not acceptable. Each such unauthorized absence will result in a 5 point deduction of your final course grade. You may also not work at alternate locations without checking in at the start of class and receiving approval from the course instructor.

The reasons absences are considered excused by the university (as provided for in student rule Part 1 Section 7) are the following:
1. Participation in an activity appearing on the university authorized activity list
   http://studentactivities.tamu.edu/stuactweb/submainpages/authspmain.htm
2. Death or major illness in a student's immediate family
3. Illness of a dependent family member
4. Participation in legal proceedings or administrative procedures that require a student's presence
5. Injury or illness that is too severe or contagious for the student to attend class
6. Required participation in military duties
7. Mandatory admission interviews for professional or graduate school which cannot be rescheduled

Late Policy
All assignments are due at the beginning of class on the day the assignment is due unless otherwise noted on the assignment. Missing deadlines at work can result in losing an important job, as such assignments turned in after the beginning of class (without a valid university excuse) will lose 20% of the total points possible for each day it is late (i.e., an assignment received at 5 pm on the day it is due will lose 20%). No credit will be given for an assignment turned in later than 2 days after the date it is due.

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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity
For additional information please visit: http://www.tamu.edu/aggiehonor

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

Students are expected to understand and abide by the Aggie Honor Code presented on the web at:
http://www.tamu.edu/aggiehonor. 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, notes, quizzes, exams, 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 I expressly grant permission.

No form of scholastic dishonesty (cheating, plagiarism, etc.) will be tolerated. As commonly defined, plagiarism consists of passing off as one’s own the ideas, word, 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 permission of that person. This includes copying material from books, reports, journals, pamphlets, handouts, other publications, web sites, etc., without giving appropriate credit for those ideas or without identifying material as quotations when taken directly from another source.
Texas A&M University
Departmental Request for a New Course
Undergraduate  Graduate  Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Geology and Geophysics

2. Course prefix, number and complete title of course:
   Geop 681
   Emergent field-based techniques of near-surface applied geophysics

3. Catalog course description (not to exceed 50 words):
   Magnetic resonance sounding; sensor fusion; seismoelectric imaging; airborne tensor
   gravity gradiometry; self-potential wavelet analysis; GPR interferometry; microseismic arrays

4. Prerequisite(s):
   GEOP 413 or GEOP 435 or equivalent

   Cross-listed with: none
   Stacked with: none

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 this course be repeated within the same semester? □ Yes  □ No

7. 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)

   MS, PhD in geology or geophysics

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

9. Prefix  Course #  Title (excluding punctuation)
    Geop 681  EMERGING NEAR SURF GEOP

   Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  HICE Code
   0      1      0     0601002130511-12003632

   Approval recommended by:

   [Signature]  Date

   Department Head or Program Chair (Type Name & Sign)

   [Signature]  Date

   Chair, College Review Committee

   [Signature]  Date

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

   [Signature]  Date

   Dean of College

   [Signature]  Date

   [Signature]  Date

   Chair, GCC or UCC

   Mark J. Zoran  Effective Date

   Submitted to Coordinating Board by:

   [Signature]  Date

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-6201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
GEOP681: Emergent field-based techniques in near-surface applied geophysics
Spring 2012 M 11:30—12:20 IIALD174
Instructor: Dr Mark E Everett
   office: 357A Halbouty, phone 862-2129
   email: everett@geo.tamu.edu

The purpose of this class is to introduce graduate students to emergent field geophysical techniques for studying the upper 30—100 m beneath Earth’s surface. This portion of Earth both affects and is impacted by various human activities such as building, excavating, tunneling, storing or accidentally releasing hazardous materials. Many of the planet’s mineral, groundwater, and cultural resources are located in the uppermost subsurface layers. Each student is responsible for assigning reading (e.g. two or more journal articles) and preparing a general lecture on one of the following suggested methods. The presentation should include a historical perspective of the method, the operating principles and theoretical justification of the method, its range of utility in addressing engineering and environmental problems, at least one illustrative case study, and some speculation about its future growth. Each student is also responsible to read all assigned materials before each class and to actively participate in the class discussion.

Suggested techniques:
1. Magnetic resonance sounding
2. Landmine detection using EMI/GPR sensor fusion
3. Seismolectric imaging
4. Airborne tensor gravity gradiometry
5. Self-potential wavelet analysis
6. GPR interferometry
7. Microseismic array studies
8. other topics TBA in accordance with class size

Grading Scheme:
presentation 40%
class participation 60%
(includes attendance, participation with comments and questions, reading assigned materials)
total 100%
A=90-100 B=80—89 C=70-79 D=60-69 F=0-49%

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Academic Integrity Statement: Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code. You are expected to know and to follow the Honor Code. Please think about what the Honor Code means, and let it shape and guide your behavior. You are referred to the Aggie Honor System Office for more information. It is the mission of the Aggie Honor System Office to serve as a centralized system established to respond fairly to academic violations of the honor code at Texas A&M University.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Landscape Architecture and Urban Planning

2. Course prefix, number and complete title of course: LAND 632 Design for Active Living

3. Catalog course description (not to exceed 50 words):
Understanding the forms and characteristics of the built environment and the influence on human behaviors, lifestyles and health; theoretical and empirical insights into the issues of physical activity, obesity, and automobile dependency; focus on how changes in the built environment help address these issues.

4. Prerequisite(s): Graduate classification or approval of instructor

Cross-listed with: PLAN 632

Stacked 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 this course be repeated within the same semester? □ Yes ☑ No

7. This course will be:
   a. required for students enrolled in the following degree programs(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)

   Available to any major (including those from Texas A&M Health Science Center)

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

9. Prefix Course # Title (excluding punctuation):

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Approval recommended by: Forsler

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Date

Submit 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 – 5/10
LAND 632: DESIGN FOR ACTIVE LIVING
3 Credit Hours, Spring Semester 2011

Course Syllabus

Class Time: MW 10:10-11:25am
(TR 3:55-5:10, ADMN 007, for occasional guest lecturers, optional)
Classroom: Langford Architecture A323
Instructor: Chanam Lee
Office: 014D Williams Administration Building
Office Hours: By Appointment
E-mail: chanam@tamu.edu
Telephone: 845-7056
http://faculty.arch.tamu.edu/lee

Description: This class addresses how the forms and characteristics of the built environment influence human behaviors, lifestyles and health. It offers theoretical and empirical insights into the issues of physical inactivity, obesity, and automobile dependency. It focuses on how changes in the built environment help handle these issues.

Prerequisite: Graduate classification or approval of instructor

COURSE DESCRIPTION AND OBJECTIVES

This class provides the theoretical frameworks and knowledge bases necessary to understand the interactions that the forms and characteristics of the built environment have with the human behaviors and health. It offers theoretical and empirical insights into the issues of physical inactivity, obesity, and automobile dependency. It focuses on how changes in the built environment can help address these issues.

This class is intended to be a multi-disciplinary class, bringing students from different disciplinary backgrounds together to address the common goal of promoting active living.

The objectives of this class include:

1. To understand major trends, issues, and literature in urban design/planning, landscape architecture, transportation planning, and public health, dealing with the relationship between built environment and physical activity (and walking in particular).
2. To understand relevant theories from various disciplines as useful frameworks for active living research and design applications.
3. To explore tools and methods that can be used to study the built environment-active living relationships (and walkability in particular).
4. To introduce specific examples of current research projects, design applications, and policy efforts related to active living.
TEACHING METHODS

This interdisciplinary seminar class involves various interactive, hands-on learning activities such as group discussions, sketch problems, exercises, peer teaching and critiques, reflective essays, etc.

Monday classes are usually devoted to lectures, and Wednesday classes are for the above hands-on activities. Guest speakers from other disciplines/universities will be invited to present diverse and collaborative applications of active living research.

CLASS ACTIVITIES AND EVALUATION POLICY

The following criteria will be used for evaluation.

- Peer Teaching (15%)
- Photovoice and Environmental Audit Exercise (10%)
- Pedometer and Travel Diary Exercise (10%)
- Case Study: Health Impact Assessment (10%)
- Final Paper and Presentation (40%)
- Instructor Evaluation (reflective essays, class preparations/assignments, attendance, participation, attitude, etc.) (15%)

Students are expected to come prepared for each class to discuss the assigned reading/topic, and to engage in class discussions and activities.

Peer Teaching is an important exercise in this class. Each student will pick a topic of his/her own interests but relevant to the broad issues of active living, and co-teach a class. Based on the topic submitted by individual students, 2-3 students will be teamed up to teach a class. Formats and methods of teaching are up to the team, and may include lectures, facilitated discussions, group activities, hands-on exercises, etc.

Photovoice & Environmental Audit exercise (e.g., walkability audit) is to conduct a field observation using a pre-developed audit instrument to systematically and critically assess a street segment related to walking (or bicycling). Students will also develop a short log of photographs with descriptive captions and narrative proposals for improvements.

Pedometer and Travel Diary exercise is to provide students with a hands-on experience of collecting behavioral data, using both commonly used tools to capture the data objectively and subjectively, and of exploring ways to use/analyze those data to answer potential research questions.

Case Study involves a concise, systematic review of multiple cases/applications related to a common topic (Health Impact Assessment, tentative). Individual students will find an appropriate case for the common topic, leading to comparable and cumulative documentation of application examples of a topic that is of significant importance and interest to the class.

Final Project can be a literature review, case study, policy brief, design guidelines/proposals, pilot/feasibility study, small experiment, or research proposal that involves serious and original research efforts. Students can choose a topic within the scope of active living research that can include policies and practices. The project proposal will be reviewed by a classmate and the instructor for feedback.
Detailed description of and requirements expected for each of the above class activities will be issued later during the class.

Instructor Evaluation will be based on the student's overall participation and learning attitude/progress.

Late or incomplete work will not be accepted. The only exception to this will be a University Excused Absence. Please refer to the current Texas A&M University Student Rules for a list of Excused Absences.

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Final grade will be based on the sum of above items, where A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F=0-59%. Final Letter Grade Criteria are:

A=The work is excellent. It represents the highest level of academic performance, mastery of the subject material, accuracy in execution, communication and completeness for the level of complexity undertaken at the level of preparation the student has achieved.

B=The work is good. It represents good work, or above average standard of academic performance regarding technical accuracy, communication and completeness for the level of complexity undertaken at the level of preparation the student possesses.

C=The work is average. It represents average performance for the level of complexity it addresses at the student’s level of advancement in the program, consistent with performance rated as an unqualified passing grade.

D=The work is below average. It represents below average performance relative to the level required or expected for advancement in the program. It is representative of performance consistent with a qualified passing grade but demonstrates a lack of basic understanding and mastery.

F=The work is below the minimum passing standard. It is a level of performance demonstrating no mastery of the subject and below that required for a passing grade.

TEXTBOOKS AND READING ASSIGNMENTS

Required:


Additional reading assignments are shown in the SCHEDULE below. It is the students' responsibility to allocate sufficient time to finish all the required reading assignments before each class. Most assigned reading materials will be made available from the eLearning website: http://elearning.tamu.edu/. Lists of additional references and resources will be provided by the instructor throughout the semester.

Reading assignments include "core" readings (the same reading for everyone) and "individual" readings (every student develops his/her own reading list on a topic selected for the final paper). The individual reading list must be pre-approved by the instructor.
ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation 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.

Aggie Honor Code: Academic Integrity Statement

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

Acknowledgements

The instructor thanks Dr. Mary Northridge from Columbia University and Drs. Rich Killingsworth and Phil Bore from the University of North Carolina for sharing their class syllabi.

TENTATIVE SCHEDULE

Updated schedule will be available from the eLearning website. Please check frequently to be informed of any updates/changes to the schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Built Environment and Active Living: Background and Trends</td>
</tr>
<tr>
<td>W (Jan. 19)</td>
<td>Background &amp; trends in development patterns &amp; urban sprawl</td>
</tr>
<tr>
<td></td>
<td>Trends of physical activity &amp; obesity</td>
</tr>
<tr>
<td></td>
<td>• Introduction &amp; syllabus review</td>
</tr>
<tr>
<td></td>
<td>• Issue newspaper article assignment</td>
</tr>
<tr>
<td>Week 2</td>
<td>Built Environment and Active Living: Overview of Key Issues</td>
</tr>
<tr>
<td>M (Jan. 24)</td>
<td>Link between the built environment &amp; physical activity</td>
</tr>
<tr>
<td></td>
<td>• Issues in current development &amp; active living status: environmental concerns, human health concerns, social equity issues, access to food &amp; physical activity resources</td>
</tr>
<tr>
<td></td>
<td>• Issue Peer Teaching assignment</td>
</tr>
<tr>
<td></td>
<td>☺ Newspaper article presentation (3-min oral, any format, link/ref to the selected article; bring 12 hard copies to the class)</td>
</tr>
<tr>
<td>W (Jan. 26)</td>
<td>Guest speaker: Dr Andrew T. Kaczynski, Kinesiology, Kansas State University, &quot;Parks and Physical Activity&quot;</td>
</tr>
<tr>
<td></td>
<td>☻ Frank Ch.4-5; Loukaitou-Sideris and Sideris, 2010 (PDF)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Urban Design &amp; Planning: Literature</td>
</tr>
<tr>
<td>M (Jan. 31)</td>
<td>Urban Design, Urban Form, &amp; Land Use determinants of active living</td>
</tr>
<tr>
<td></td>
<td>Urban design, landscape &amp; behavior connections</td>
</tr>
<tr>
<td></td>
<td>• Newspaper article presentation (continued)</td>
</tr>
<tr>
<td></td>
<td>☺ Peer Teaching topic (1 page: title, purpose/scope, references, etc.)</td>
</tr>
<tr>
<td></td>
<td>☻ Frank Ch.6 &amp; Ch.9</td>
</tr>
</tbody>
</table>
| Week 4 | M (Feb. 7) | Transportation: Literature  
- Land use and transportation connections  
Frank Ch.7 & Ch.8 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W (Feb. 9)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Web resources on streets for social life  
Reflective Essay  
Own reading to prepare for Peer Teaching |
| Week 5 | M (Feb. 14) |  
- Photovoice & Environmental Audit Exercise Due & presentation  
- Issue Pedometer & Activity Diary Exercise assignment |
| W (Feb. 16) | Guest speaker: Dr. Eric Dumbaugh, Landscape Architecture and Urban Planning, "Safety and Urban Form"  
Eric Dumbaugh and Robert Rae, 2009 (PDF) |
| Week 6 | M (Feb. 21) | Public Health: Literature  
- Health benefits & determinants of physical activity  
- Issue Final Paper assignment  
Lee and Moudon 2004 |
| W (Feb. 23) | No class (ALR conference) |
| Week 7 | M (Feb. 28) | Tools & Methods: Measuring physical activity & travel behaviors  
Survey, accelerometers, pedometers, etc.  
Measuring travel behaviors (Travel diary, survey, etc.)  
Measurement issues, existing data sources and availability  
Own reading |
| W (Mar. 2) |  
Pedometer & Travel Diary Exercise Due & Presentation (e-submit PPT by 10am, 5-min oral) |
| Week 8 | M (Mar. 7) | Peer Teaching Sessions  
Peer Teaching No.1  
Final Paper Proposal & Reading List Due (e-submit PPT by 10am)  
To be assigned by the instructors of the day |
| T (Mar. 8)-opt. | Guest speaker: David Green CEO of the Evergreen Retirement Community (3:55-5:10, ADMN 007) |
| W (Mar. 9) |  
Peer Teaching No.2  
Issue Case Study assignment  
To be assigned by the instructors of the day |
| Week 9 | Mar 14-18 | Spring Break |
| Week 10 | M (Mar. 21) |  
Peer Teaching No.3  
To be assigned by the instructor of the day |
| W (Mar. 23) | Theories & Interventions: Urban Planning  
Neighborhood, city planning, visual quality, environmental psychology, etc.  
Moudon et al. 2006; Lynch, Perry, etc. (opt.) |
| Week 11 | M (Mar. 28) | Theories & Interventions: Public Health  
Solution-based paradigm (opt.); McLeroy (1988) Ecological perspectives (opt.) |
<table>
<thead>
<tr>
<th>Week 12</th>
<th>M (Apr. 4)</th>
<th>Individual Student Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>W (Apr. 6)</td>
<td>Applications: Active Living for Older Adults</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aging friendly communities; Access to Nature by Rodiek (DVD)</td>
</tr>
<tr>
<td></td>
<td>W (Apr. 11)</td>
<td>Applications: Active Living for Children</td>
</tr>
<tr>
<td></td>
<td>M (Apr. 13)</td>
<td>Applications: School-Community Relationships</td>
</tr>
<tr>
<td></td>
<td>W (Apr. 20)</td>
<td>Applications: Active Living in Rural Communities and Equity</td>
</tr>
</tbody>
</table>

- **Applications:** Geospatial methods for Active Living Research
  Guest speaker: Dr. Daikwon Han, Epidemiology & Biostatistics
  - To be assigned

- **Individual Student Meetings:**
  9am to 11:30 am in my office (W014D)

- **Applications:** Active Living for Older Adults
  - Aging friendly communities; Access to Nature by Rodiek (DVD)
  - Wang & Lee 2010; Rodiek & Lee 2010

- **Applications:** Active Living for Children
  - Safe Routes to School
  - Zhu et al. 2011

- **Applications:** School-Community Relationships
  Guest speaker: Hyung Jin Kim, PhC in URSC, "School-community relationships in promoting active living among children and families"

  - Final Paper Draft Due (e-submit and send to your partner by 10am)

- **Applications:** Active Living in Rural Communities and Equity
  - To be assigned & own reading
  - Guest speaker: Dr. Michael Edwards, Recreation, Park and Tourism Sciences, "Deprivation amplification and rural environments for active living"
  - Yousefian et al. 2009

- **Applications:** Active Living in Rural Communities and Equity
  - To be assigned & own reading
  - Guest speaker: Dr. Michael Edwards, Recreation, Park and Tourism Sciences, "Deprivation amplification and rural environments for active living"
  - Yousefian et al. 2009

- **Applications:** Active Living in Rural Communities and Equity
  - To be assigned & own reading
  - Guest speaker: Dr. Michael Edwards, Recreation, Park and Tourism Sciences, "Deprivation amplification and rural environments for active living"
  - Yousefian et al. 2009

  - Final Paper Peer Review Due (e-submit your review given to your partner): Meet with your partner to give and further discuss your written review

---

**Important due dates for submissions that are graded**

- **Due dates for submissions that are considered as part of participation grade**
  - Reading assignments due before the assigned class; additional readings may be assigned
  - Peer Teaching
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Landscape Architecture and Urban Planning

2. Course prefix, number and complete title of course: LDEV 669 Income Property Land Development

3. Catalog course description (not to exceed 50 words):
Exploration of the characteristics of real estate as an investment, venture and capital structures, the development process, site and financial feasibility, and project funding; strategies, methods and technologies for investment property development utilizing current developments.

4. Prerequisite(s):

Cross-listed with: Stacked 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
Will this course be repeated within the same semester? [ ] Yes [ ] No If yes, this course may be taken _________ times.

7. 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)

Master of Science in Land Development

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

9. Prefix Course # Title (excluding punctuation)

| L | D | E | V | 6 | 6 | 9 | I | N | C | O | M | E | P | R | O | P | L | A | N | D | D | E | V | O | L | P | E | R |
| Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
| 0 | 3 | 0 | 0 | 0 | 3 | 5 | 2 | 1 | 5 | 0 | 1 | 0 | 0 | 1 | 6 | 1 | 6 | 9 | 4 | 1 | 2 | - | 1 | 3 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by:

[Signature]

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

[Signature]

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

Submitted to Coordinating Board by:

[Signature]

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Course Title: Income Property Land Development  
Instructor: S. Kent Anderson, Ph.D.  
Texas A&M University, College of Architecture  
Email: skadevelopment@aol.com, kanderson@archmail.tamu.edu  
Phone: Office (979) 845-3923, cell (214) 499-7907

Class Schedule: TT 12:45 pm – 2:00 am, Location: ARCA 323  
Dr. Anderson’s Office: 335 Langford Architecture Building  
Dr. Anderson’s Office Hours: By appointment or two hours before class  
Dr. Anderson’s Class Hours: 11:10 - 12:25 a.m. TT  
12:45 p.m. – 2:00 p.m. TT  
3:55 p.m. – 5:10 p.m. TT

COURSE DESCRIPTION:

Commercial land development program identification, implementation and completion strategies utilized to produce socially acceptable, environmentally sustainable and financially feasible properties. Emphasis is placed on site evaluation, site and product design and financial feasibility analysis.

DETAILED COURSE DESCRIPTION:

This course explores the development of commercial real estate properties. Students will be exposed to the strategies, methods and techniques for "Investment Property" development utilizing several case studies; a garden apartment, distribution warehouse, and a senior housing project. Topics involve: understanding the unique characteristics of real estate as an investment, venture and capital structures, the commercial land development process, site and financial feasibility, and project financing. Three central themes will be pursued: (1) the requirements and expectations of investors, lenders, and of the developer in feasibility analysis, (2) the documents and studies required to acquire property, attract investors, obtain a loan commitment, and close the loan, and (3) the techniques used by successful entrepreneurs to add value to real estate. Special attention will be given to real property economics and real estate investment analysis utilizing discounted cash flow techniques.

The course is organized to provide the student with an understanding of:

- The developer’s role in managing the development process and the role of various consultants, lenders, investors, the public sector and financial markets.
- Property and capital cycles and specific real estate characteristics that affect investment and value.
- Underwriting basics, including financial ratios, basic return measures, and income capitalization calculations.
- **Financial analysis and discounted cash-flow modeling using Excel spreadsheets.**
- Structuring ventures and obtaining financing.
Letters of Intent, loan commitments, closing documents, conveyance, security agreements and credit enhancement techniques.

- Investor and lender packages.
- Strategies used by developers to minimize risk.
- Professional ethics.

* A primary objective of this class is that each student be able to construct static and multi-year discounted cash-flow models using Excel. If you have no experience in financial analysis or with Excel please see Dr. Anderson to discuss how this can be accomplished.

REQUIRED READING:


RECOMMENDED TEXT:


METHODS OF INSTRUCTION:

This class is designed around a lecture format combined with class discussions, based on the attached tentative schedule. Regular class attendance is required. A seating chart will be circulated, and will be used to keep track of attendance.

Reading assignments, lectures and assignments will be provided in FOLDERS which will be emailed to you periodically. These FOLDERS organize the course content by subject matter. It is imperative that each of you receive this information in a timely manner. In order to facilitate this procedure (immediately following the first class meeting if you have not already done so) you
should forward to your instructor an email address (neo.tamu.edu, or tamu.edu) that can be used for this purpose. My Address is: skadevelopment@aol.com.

A combination of lectures and case studies will be used to explain and gradually explore income property development practices. Weekly readings will be assigned from the required reading and supplemental materials with assignments (in the form of definitions, spreadsheets and/or a one to two page summary of the readings) being due at the beginning of each class.

Written reviews and summaries of current articles found in the National Real Estate Investor and Sustainable Land Development Today magazines and other reading assignments will be also required.

**PERFORMANCE EVALUATION:**

Grading will be weighed as follows:

- Two Major Exams: 40%
- Attendance: 10%
- Memos/Summaries/Homework: 20%
- Final Exam: 30%

Grades will be determined as follows:

- A: 90% to 100%
- B: 80 to 89%
- C: 70 to 79%
- D: 60 to 69%
- F: Below 60%

**COURSE POLICIES:**

**Make-up Tests:**

Because exams are announced at the first class meeting, your instructor will give make-up exams only in the case of a University approved absence. For additional information, visit [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/). If possible, the student must notify the instructor before exam time, and must agree to take the test at a mutually agreed upon time. That exam will usually be given in advance of the regularly scheduled exam and will be a different exam from that prepared for the regularly scheduled exam.

**Late Work:**

Except in the case of a University approved absence, late work will be marked down. The amount of mark down will correlate with the amount of time the assignment is late. Those failing to submit assignments will not be reminded at the end of the semester that the assignments were not turned in, and no credit will be given for them. A late assignment will be any assignment not submitted at the beginning of the class meeting during which it is due.
Attendance Policy:
Students who miss more than four classes, for any reason, will find it difficult to earn a grade higher than a "C". To be considered present for the entire class period, students should be in their seats at the beginning of class and remain until the class ends. Attendance will be taken at each class meeting. If you do not arrive on time, you are solely responsible for any material that is missed.

The following two statements are required by Texas A&M University:
1. ADA Syllabus Statement: The American 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 that you have a disability requiring accommodation, please contact Disability Services, in Cain hall, Room B118, or call 845-7637. For additional information visit http://disability.tamu.edu.
2. Academic Integrity Syllabus Statement: “An Aggie does not lie, cheat, or steal or tolerate those who do.” The definition of academic misconduct pertaining to cheating, fabrication, falsification, multiple submission, plagiarism, and complicity are part of the Aggie Honor Code. Check the following website if you have any questions: http://www.tamu.edu/aggiehonor/faq.html. Please, please, please do not violate the Aggie Honor Code! I am required to turn you in if you do!

TENTATIVE COURSE OUTLINE:

<table>
<thead>
<tr>
<th>CLASS WEEK OF</th>
<th>SUBJECT</th>
<th>RESOURCES &amp; ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td>Introductions and Course Overview</td>
<td></td>
</tr>
<tr>
<td>September 7</td>
<td>Characteristics and Complexities of Real Estate</td>
<td>Folder 1</td>
</tr>
<tr>
<td></td>
<td>Collier, Characteristics of Real Estate</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Etter, Investment by Design</td>
<td>Chapters 1-3</td>
</tr>
<tr>
<td>September 14</td>
<td>Income Property Types: Status of the Industry</td>
<td>Folder 2</td>
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<tr>
<td></td>
<td>Bergsman, Where We Were and Where We Are</td>
<td>Chapters 1-4</td>
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<tr>
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<td>Etter, Investment by Design</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>September 21</td>
<td>The Commercial Development Process</td>
<td>Folder 3</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Pages/References</td>
</tr>
<tr>
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<tr>
<td>September 28</td>
<td><strong>Real Estate Economics and Market Research</strong></td>
<td>Folder 4</td>
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<td></td>
<td>Etter, Investment by Design</td>
<td>Chapters 4-5</td>
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<tr>
<td></td>
<td>Case Study: “The Bluffs”</td>
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<tr>
<td></td>
<td>Case Study: “Wilma and the FTZ”</td>
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<tr>
<td>October 5</td>
<td><strong>Site Evaluation and Selection</strong></td>
<td>Folder 5</td>
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<tr>
<td>October 7</td>
<td><strong>MAJOR (IN-CLASS) EXAM #1</strong></td>
<td></td>
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<tr>
<td>October 14</td>
<td><strong>Financial Feasibility Analysis</strong></td>
<td>Folder 6</td>
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<tr>
<td></td>
<td>Etter, Investment by Design</td>
<td>Chapter 6</td>
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<tr>
<td></td>
<td>Collier, Construction Funding</td>
<td>Chapter 6</td>
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<tr>
<td>October 16-28</td>
<td><strong>Conducting a Multi-Year Analysis</strong></td>
<td>Folder 7</td>
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<tr>
<td></td>
<td>Pieser, Professional Real Estate Development</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>November 2</td>
<td><strong>Evaluating the Data</strong></td>
<td>Folder 7</td>
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<tr>
<td></td>
<td>Etter, Investment by Design</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>November 5</td>
<td><em>Last day to drop class without penalty</em></td>
<td></td>
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<tr>
<td>November 9</td>
<td><strong>Analyzing Risk and the Use of Debt</strong></td>
<td>Folder 8</td>
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<tr>
<td></td>
<td>Etter, Investment by Design</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>November 16</td>
<td><strong>Commercial loans</strong></td>
<td>Folder 9</td>
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<tr>
<td></td>
<td>Collier, Construction Funding</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Folder or Chapter</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td>November 18</td>
<td>MAJOR (IN-CLASS) EXAM #2</td>
<td></td>
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<tr>
<td>November 23</td>
<td>Capital Structures and Investor Returns</td>
<td>Folder 10</td>
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<tr>
<td></td>
<td>Collier, Construction Funding</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>November 25</td>
<td>Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>November 30</td>
<td>Asset management</td>
<td>Folder 11</td>
</tr>
<tr>
<td></td>
<td>Etter, Investment by Design</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>December 2</td>
<td>Course Review</td>
<td></td>
</tr>
<tr>
<td>December 7</td>
<td>Redefined Day</td>
<td></td>
</tr>
<tr>
<td>December 9</td>
<td>Reading Day</td>
<td></td>
</tr>
<tr>
<td>December 15</td>
<td>FINAL EXAM (8-10 a.m.)</td>
<td></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.

1. Request submitted by (Department or Program Name): Department of Marine Biology

2. Course prefix, number and complete title of course: MARD 640 Ecosystem Functions in Marine Environments

3. Catalog course description (not to exceed 50 words): Advanced study of ecological processes in marine environments, with an emphasis on the investigation of the interactions between organisms and physical processes that regulate marine ecosystem functions.

4. Prerequisite(s): Graduate standing

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

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

7. This course will be:
   a. required for students enrolled in the following degree programs(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)
      any master's or doctoral level program

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

9. Prefix Course # Title (excluding punctuation)
   MAR B 640 E CO SY ST FU NCT M AR EN V
   Lect. Lab SCI CIP and Fund Code Admin. Unit Acad. Year HIC Code
   0 3 0 0 0 3 2 6 1 3 0 2 0 0 0 2 1 8 0 5 1 2 - 1 3 0 1 0 2 9 8
   Approval recommended by:
   John Schwarz
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Date
   Chair, GC or UGC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Texas A&M University at Galveston
Marine Biology Interdisciplinary Program

MARB 640 – Course Syllabus
Ecosystem Functions in Marine Environments

INSTRUCTOR: Dr. Anna Armitage (TAMUG; lead, coordinator)
Drs. Antonietta Quigg, Jay Rooker (TAMUG; co-leads)

CLASS MEETING: Spring 2012, Wednesday 1:00 – 3:50pm; Room TBA

TEXTBOOKS: Class References (not required):

I. COURSE DESCRIPTION
Advanced study of ecological processes in marine environments, with an emphasis on the investigation of the interactions between organisms and physical processes that regulate marine ecosystem functions.

II. COURSE AUDIENCE
Graduate students in the Marine Biology IDP program and other related programs. Students may reside on TAMU – College Station, TAMU – Galveston, or TAMU – Corpus Christi campuses.

III. LEARNING OUTCOMES
At the conclusion of this course students should be able to:
1. Identify and categorize various marine ecosystem components.
2. Analyze principles of marine ecosystem processes and functions.
3. Evaluate physical processes that regulate productivity and biogeochemical cycling in the marine environment.
4. Synthesize the current issues, e.g., climate change and nutrient additions, as they relate to ecosystem processes in coastal zones and world oceans.

IV. COURSE TOPICS
We will study how interactions between the biotic and abiotic components of marine systems influence ecosystem processes in coastal zones and oceans. The organization of marine systems from biological, chemical, geological, and physical perspectives will be investigated. A range of marine ecosystems will be covered, including coastal, nearshore, and offshore environments, with particular focus on the habitats and biogeochemical processes in the Gulf of Mexico.

V. INSTRUCTIONAL METHODS AND ACTIVITIES
Traditional lectures via power point presentations, classroom discussions, student homework and reading. A mid-term and final exam will cover classroom material.

Each student will be required to perform a detailed literature review. The review should be based on a classic study and current literature in the same topic area. A draft will be peer-reviewed mid-semester with the final version due at the end of semester.
VI. EVALUATION AND GRADE ASSIGNMENT

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Overall Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams:</td>
<td>60%</td>
</tr>
<tr>
<td>Literature review</td>
<td></td>
</tr>
<tr>
<td>Draft – due mid term</td>
<td>15%</td>
</tr>
<tr>
<td>Final – due at the end of semester</td>
<td>25%</td>
</tr>
<tr>
<td>Total:</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

VII. ATTENDANCE AND OTHER COURSE POLICIES

Students are required to attend all class meetings. Participation is essential to do well in the class. Discussions and student input are considered an important part of the class. Class exams cannot be retaken other than for a university excused absence that are limited to medical emergencies that can be certified in writing by a physician, participation in a TAMU-sanctioned event or other similar circumstances justified in writing. Exams and literature review are expected on time unless prior arrangements are made. Such prior arrangements will be granted only in exceptional circumstances as well. Submitting an assignment late without prior arrangement may lead to a grade of 0 and at least to a substantial penalty. Information concerning absences can be found in the University Student Rules handbook (http://student-rules.tamu.edu/).

The Honor Code, based on the long-standing affirmation that "An Aggie does not lie, cheat, or steal, or tolerate those who do," is fundamental to the value of the A&M experience. As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggies’ Code of Honor and the Scholastic Dishonesty section in the TAMU University Rules (http://aggiehonor.tamu.edu) will be the standard upon which scholastic integrity is maintained in this course. Academic dishonesty infractions will result in failure of this course as a minimum sanction.

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

VIII. SPECIAL NEEDS

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Counseling and discuss your disability with your instructors on the first day of class. For additional information, visit http://disability.tamu.edu. Information about the Office of Student Counseling on the TAMUG campus can be found at http://www.tamug.edu/counsel/services/dssprocedures.htm; students on other campuses should consult with the primary instructor but can also seek assistance at their local campus student counseling office.
## TENTATIVE COURSE PROGRESSION

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture topic</th>
<th>Lecture presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary Producers in Marine Environments - Processes, the C cycle, regional versus global issues</td>
<td>Quigg</td>
</tr>
<tr>
<td>2</td>
<td>Nutrient cycles and ecosystem stoichiometry</td>
<td>Quigg</td>
</tr>
<tr>
<td>3</td>
<td>The microbial loop - bacteria, viruses, etc.</td>
<td>Brinkmeyer</td>
</tr>
<tr>
<td>4</td>
<td>Environmental Context Influences Predatory Interactions: Effects of Hydrodynamics on Chemical Signaling and Geography on Anti-Predator Responses.</td>
<td>Lee</td>
</tr>
<tr>
<td>5</td>
<td>The biota and bioenergetics of deep sea sediments &amp; hydrothermal vent communities</td>
<td>Rowe</td>
</tr>
<tr>
<td>6</td>
<td>Biogeography, biomes and proviene of pelagic communities and habitats</td>
<td>Schulze</td>
</tr>
<tr>
<td>7</td>
<td>Fisheries oceanography</td>
<td>Rooker</td>
</tr>
<tr>
<td>8</td>
<td><strong>Peer review on first draft of literature review</strong></td>
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</tr>
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<td></td>
<td><strong>Mid-term</strong></td>
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<tr>
<td></td>
<td><strong>Spring break</strong></td>
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<td>10</td>
<td>Population connectivity</td>
<td>Rooker</td>
</tr>
<tr>
<td>11</td>
<td>Ecophysiology and the legacy of F.E.J. Fry</td>
<td>Neil</td>
</tr>
<tr>
<td>12</td>
<td>Components and controls in water column food webs; numerical models</td>
<td>Rowe</td>
</tr>
<tr>
<td>13</td>
<td>Development of structure in marine communities</td>
<td>Armitage</td>
</tr>
<tr>
<td>14</td>
<td>Long term and large scale changes in ecosystems; ocean ecology and climate change</td>
<td>Armitage</td>
</tr>
</tbody>
</table>

**Final**

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**Important Academic Dates for Spring 2012:**

- **16-Jan**  
  Martin Luther King, Jr. Day. Faculty and staff holiday.
- **17-Jan**  
  First day of spring semester classes.
- **5-Mar**  
  Mid-semester grades due in Enrollment Services, 10 a.m.
- **March 11-16**  
  Spring break.
- **6-Apr**  
  Reading day, no classes.
- **1-May**  
  Last day of spring semester classes.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Performance Studies

2. Course prefix, number and complete title of course: PERF682: American Theatre: Gender on the US Stage

3. Catalog course description (not to exceed 50 words): Focuses on 18th-21st century texts and performers in order to account for transformations in representations as well as lived experiences of gender.

4. Prerequisite(s): Enrollment in the Performance Studies MA or permission of instructor

Cross-listed with: 

Stacked with: THAR482: American Theatre: Gender on the US Stage

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

7. 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)

   MA in Performance Studies

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

9. Prefix: PERF 682 Title (excluding punctuation): GENDER ON THE US STAGE

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>EICE Code</th>
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<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC 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 – 3/10
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Performance Studies

2. Course prefix, number and complete title of course: PERF682: American Theatre: Gender on the US Stage

3. Catalog course description (not to exceed 50 words): Focuses on 18th-21st C texts and performers in order to account for transformations in representations as well as lived experiences of gender.

4. Prerequisite(s): Enrollment in the Performance Studies MA or permission of instructor

   Cross-listed with: ________________

   Stacked with: THAR482: American Theatre: Gender on the US Stage

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

7. 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)

   MA in Performance Studies

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

   Attach approval letters.

9. Prefix: PER Course #: 682 Title (excluding punctuation): Gender on the US Stage

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 3 5 0 1 0 1 0 3 2 1 9 6 1 1 2 - 1 3 0 3 6 3 2

   Approval recommended by:

   Judith Hamara Date 9/27/11
   Department Head or Program Chair (Type Name & Sign)
   Date 9/27/11
   Department Head or Program Chair (Type Name & Sign)

   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 – 3/10
US theatre artists have always explicitly and implicitly participated in projects of gender construction. Often preoccupied with nation-building, playwrights, critics, producers, audiences, and performers eagerly engaged arguments about sexual identity and gender roles alongside questions of race, class, regionalism, ethnicity, immigration, and the body in all forms of theatrical entertainment. From Colonel Manly in 1787 through Prunes and Prisms in 1994, the protagonists of “canonical” US theatre are templates for everyday men and women. We’ll focus on particularly influential texts and performers in order to account for transformations in representations as well as lived experiences of gender. Placing these texts and performers within a social, aesthetic, economic, and cultural context, we’ll read, write, and perform gender on our (American) stage.

At the end of the course, you will all be familiar with several “canonical” US plays and performers; be fluent in conventions of feminist and queer historiography and analysis, understand how and why to use performance as research, and be able to develop an independent and original argument on a representation(s) of gender on the US stage. You will also be prepared to develop lessons plans and writing assignments for incorporating performance texts with particular issues in feminist and queer historiography and analysis.

**Required Texts:** All course readings are available on WebCT. I expect you to download these texts and bring them to class. You are also required to see the Department of Performance Studies productions of *Prelude to a Kiss* and the Student New Works Festival.

**Course Requirements**

**Discussion Leader (100):** Each of you will lead discussion on the text of your choice. You might develop small group activities, plan a workshop, discuss a past production (with relevant supporting materials), or engage the class through another challenging, analytic, rigorous method. We will select discussion sessions on the second day of class. You will turn in a lesson plan a week in advance during a meeting with me, and a reflection paper one week after your class session. You will be graded on the clarity of your plan, your fluency with the text and theories under discussion, your ability to stimulate rigorous discussion, and the cogency of your reflection paper.

**Reading Summaries and Response (100):** All readings are available as pdf files on WebCT. Graduate students have supplemental reading for each week; that reading is listed in **bold** on the Course Schedule below. Because we are not able to discuss these readings in class, we will discuss them online. These summaries also provide an opportunity to synthesize the material for your future teaching and research. Each of you will summarize three of these readings for your classmates and post them on WebCT. We will select essays to summarize on the second day of class. Summaries should encapsulate the various arguments presented, identify a “through-line” for the analyses, and juxtapose the readings with each other and other readings we’ve completed. When you summarize the readings, you will also pose a question on the WebCT discussion board that relates to these readings and the other assigned texts. Each of you will also respond to seven questions on the discussion board that demonstrates your mastery of the concept and the depth of your critical response.
Participation (50): Class works when we’re all engaged. I expect you to attend every class, to have completed all the readings, and to participate in all discussions, small group work, performance workshops, and other activities. You should come to class with at least one thoughtful, engaged question prepared that addresses that day’s texts, and you should be ready to make at least one critically informed comment on the material as presented and discussed.

Gender Performance (100): Working in groups of no more than 5 with one graduate student per group, you will perform a short (no more than 15-minute) selection from one of the plays we’re studying. Using what you’ve learned about gender theory and feminist methodology, you will make a critical intervention into your text. Your staging may alter the script as you see fit, either revising the scene to include your focus or totally deconstructing the aims of that script. Interpreting a script from your chosen theoretical and methodological perspective, does the result illuminate something about the script/form itself, or does it highlight something about our own, present-day assumptions about gender? You’ll make strong, historically informed, critical choices about your text and about gender (in our time, in other times) and then perform those choices. Obviously, there is a research component to these performances.

Performance Abstract (50): After the in-class performance (and due one week later), each group member will write a short, unique 1000-word paper and a project plan on their gender performance project. The performance abstract should include your artistic aims, your research goals, your intended and actual outcomes, your technical and geographic constraints, your artistic and theoretical contexts. The project plan will include a timetable, rehearsal schedule, identification and allocation of tasks, and other relevant information.

Research Paper (350): You will write a research paper that addresses a specific question of gender on the American stage. These 4500-6000-word papers will develop a thesis that allows you to take a particular position about theatrical representations of gender. Your research will incorporate a specific theoretical and methodological approach and situate your own opinions and analysis within a broader critical framework. Your essays will be graded on the sophistication of the argument and the sufficiency of the support, the originality of the topic, the level of analysis, incorporation of relevant detail, the clarity of the argument, and the creativity of the approach. The Research Paper has 4 components: a proposal (25), an annotated bibliography (50), leadership of a writing group and a draft workshop (75), and a final essay (200). You may not submit a final essay unless you have completed the three previous research assignments. Much more information to follow.

Final Exam (250): We’ll take an exam as scheduled by the registrar’s office. It will cover readings, in-class screenings, discussions, residencies, performances, and activities from the entire course.

You are responsible for all in-class viewings, workshops, lectures, and guest-artist residencies. You are expected to bring all of the readings to class every single day. All readings are due on the date indicated. Papers and performances are due at the beginning of class on the date indicated. All work submitted must be typed. No work accepted via email without prior arrangement. Failure to complete or earn a passing grade on the Gender Performance, Performance Abstract, Discussion Leading, Research Paper, or Final Exam results in failure of the course as a whole. No late assignments, no extra credit, no exceptions.
**Grade Distribution:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
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<tbody>
<tr>
<td>Discussion Leader</td>
<td>100</td>
</tr>
<tr>
<td>Reading Summaries</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Gender Performance</td>
<td>100</td>
</tr>
<tr>
<td>Performance Abstract</td>
<td>50</td>
</tr>
<tr>
<td>Research Paper</td>
<td>350</td>
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<tr>
<td>Final Exam</td>
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**Grade Equivalency:**

<table>
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<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>799.5-700</td>
<td>C</td>
</tr>
<tr>
<td>699.5-600</td>
<td>D</td>
</tr>
<tr>
<td>599.5</td>
<td>F</td>
</tr>
</tbody>
</table>

**Grading:**

A= Exceptional ability to conceptualize and present ideas; effort beyond meeting basic criteria; you have sought out new ideas and information; your work is thorough and original; your work shows initiative and imagination; there are few to no errors in your written work; overall your work shows a trajectory of development and growth. You have exceeded expectations for research, writing, or speaking at the graduate level in a Research I university.

B=Solid work; meets basic requirements; evident language competency; few errors; you are able to engage but generally do not go beyond information and ideas readily accessible through class, readings, and discussions. Your research, writing, and speaking are commensurate with graduate standing in a Research I university.

C=Marginal work; writing assignments and discussions demonstrate limited ability or effort to engage ideas and information; written assignments have many errors (sentence structure, spelling, grammar, etc.) and/or are underprepared. Your research, writing, and speaking are slightly below expectations for students with graduate standing in a Research I university and should be improved with additional effort.

D=Quantity and quality of work falls far below the expectations of graduate students in a Research I university. You are either not expending enough effort or you need help to accomplish the work required.

F=Needs no explanation.

**Students With Disabilities**

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

**Course Materials/Copyright Statements:** The handouts used in this course are copyrighted (all materials generated for this class, including syllabi, quizzes, exams, essay questions, in-class materials, review sheets). Because these are copyrighted, you do not have the right to copy the handouts without permission.

**Plagiarism:** As commonly defined, plagiarism consists of passing off as one's own the 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 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."

For your reference: A&M policy on excused absences:

The University views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (see 7.5)

7.1.1 Participation in an activity on the university authorized activity list
7.1.2 Death or major illness in a student's immediate family.
7.1.3 Illness of a dependent family member.
7.1.4 Participation in legal proceedings or administrative procedures that require a student's presence.
7.1.5 Religious holy day. (See Appendix IV.)
7.1.6 Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off-campus physician).
7.1.7 Required participation in military duties.
7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.2 If the student is found to be too ill to attend class by a Health Center physician, the director of the Health Center or his/her representative will, on request of the student, confirm this fact.

7.3 If an off-campus physician provides evidence of a student's illness, the excuse documentation must contain the date and time of the illness and doctor's opinion that the student was too ill to attend class. If a physician determines that the student is not ill, he or she will not receive an excuse. If no evidence is available, the instructor will decide whether makeup work will be allowed.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>19 Jan</td>
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<td>24 Jan</td>
<td>Richards, Jeffrey. &quot;Introduction&quot; <em>Early American Drama</em>. ix-xxxix.</td>
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<td>26 Jan</td>
<td>Tyler, Royall. <em>The Contrast</em>.</td>
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<td>31 Jan</td>
<td>Boucicault, Dion. <em>The Octoroon</em>.</td>
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<td>Fletcher, Winona L. &quot;Who Put the ‘Tragic’ in the Tragic Mulatto?&quot;</td>
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<td>Boucicault, Dion. <em>The Octoroon</em>.</td>
<td>Performance</td>
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<td>7 Feb</td>
<td>Stone, John Augustus. <em>Metamora, or the Last of the Wampanoags</em>.</td>
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<td>9 Feb</td>
<td>Stone, John Augustus. <em>Metamora, or the Last of the Wampanoags</em>.</td>
<td><em>Octoroon Paper Due</em></td>
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<td>Pullen, Kirsten. <em>Actresses and Whores</em>.</td>
<td>Performance</td>
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<td>Merrill, Lisa. <em>When Romeo was a Woman: Charlotte Cushman and her Circle of Female Spectators</em>.</td>
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<tr>
<td>Date</td>
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<td>8 Mar</td>
<td>Fornes, Maria Irene. <em>Fefu and her Friends.</em></td>
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<td>Murray, Piper. &quot;They Are Well Together. Women Are Not':</td>
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<tr>
<td></td>
<td>Productive Ambivalence and Female Hom(m)osociality in <em>Fefu and her Friends.</em>. <em>Modern Drama</em> 44.4 (Winter 2001): 398-415.</td>
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<td>20 Mar</td>
<td>Fornes, Maria Irene. <em>Fefu and her Friends.</em></td>
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<td>22 Mar</td>
<td>Wilson, August. <em>Ma Rainey’s Black Bottom.</em></td>
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<td>Hanlon, John J. &quot;N** Got a Right to Be Dissatisfied&quot;:</td>
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<td>Postmodernism, Race, and Class in <em>Ma Rainey’s Black Bottom.</em>&quot;</td>
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<td>27 Mar</td>
<td>Wilson, August. <em>Ma Rainey’s Black Bottom.</em></td>
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<td>Ludlam, Charles. <em>The Mystery of Irma Vep.</em></td>
<td><em>Fefu Paper Due</em></td>
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<td>Dolan, Jill. &quot;Feminist Performance Criticism and the Popular:</td>
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<tr>
<td>5 Apr</td>
<td>Wasserstein, Wendy. <em>The Heidi Chronicles.</em></td>
<td>Performance</td>
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<td><em>Ma Rainey Paper Due</em></td>
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<tr>
<td>Date</td>
<td>Reading</td>
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<tr>
<td>12 Apr</td>
<td>Parks, Suzan-Lori. <em>Death of the Last Black Man in the Whole Entire World</em>.</td>
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</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. Request submitted by (Department or Program Name): Landscape Architecture and Urban Planning

2. Course prefix, number and complete title of course: PLAN 632 Design for Active Living

3. Catalog course description (not to exceed 50 words):
Understanding the forms and characteristics of the built environment and the influence on human behaviors, lifestyles and health; theoretical and empirical insights into the issues of physical activity, obesity, and automobile dependency; focus on how changes in the built environment help address these issues

4. Prerequisite(s): Graduate classification or approval of instructor

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 this course be repeated within the same semester? □ Yes □ No

7. 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)

   Available to any major (including those from Texas A&M Health Science Center)

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

9. Prefix | Course # | Title (excluding punctuation)
PLAN 632 | DESIGN FOR ACTIVE LIVING

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<td>1 6 9 4 1 2</td>
<td>1 3 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Mark J. Zoran Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
PLAN 632: DESIGN FOR ACTIVE LIVING
3 Credit Hours, Spring Semester 2011

Course Syllabus

Class Time: MW 10:10-11:25am
(TR 3:55-5:10, ADMN 007, for occasional guest lecturers, optional)
Classroom: Langford Architecture A323
Instructor: Chanam Lee
Office: 014D Williams Administration Building
Office Hours: By Appointment
E-mail: chanam@tamu.edu
Telephone: 845-7056
http://faculty.arch.tamu.edu/cee

Description: This class addresses how the forms and characteristics of the built environment influence human behaviors, lifestyles and health. It offers theoretical and empirical insights into the issues of physical inactivity, obesity, and automobile dependency. It focuses on how changes in the built environment help handle these issues.

Prerequisite: Graduate classification or approval of instructor

COURSE DESCRIPTION AND OBJECTIVES

This class provides the theoretical frameworks and knowledge bases necessary to understand the interactions that the forms and characteristics of the built environment have with the human behaviors and health. It offers theoretical and empirical insights into the issues of physical inactivity, obesity, and automobile dependency. It focuses on how changes in the built environment can help address these issues.

This class is intended to be a multi-disciplinary class, bringing students from different disciplinary backgrounds together to address the common goal of promoting active living.

The objectives of this class include:

1. To understand major trends, issues, and literature in urban design/planning, landscape architecture, transportation planning, and public health, dealing with the relationship between built environment and physical activity (and walking in particular).

2. To understand relevant theories from various disciplines as useful frameworks for active living research and design applications.

3. To explore tools and methods that can be used to study the built environment-active living relationships (and walkability in particular).

4. To introduce specific examples of current research projects, design applications, and policy efforts related to active living.
TEACHING METHODS

This interdisciplinary seminar class involves various interactive, hands-on learning activities such as group discussions, sketch problems, exercises, peer teaching and critiques, reflective essays, etc.

Monday classes are usually devoted to lectures, and Wednesday classes are for the above hands-on activities. Guest speakers from other disciplines/universities will be invited to present diverse and collaborative applications of active living research.

CLASS ACTIVITIES AND EVALUATION POLICY

The following criteria will be used for evaluation.

- Peer Teaching (15%)
- Photovoice and Environmental Audit Exercise (10%)
- Pedometer and Travel Diary Exercise (10%)
- Case Study: Health Impact Assessment (10%)
- Final Paper and Presentation (40%)
- Instructor Evaluation (reflective essays, class preparations/assignments, attendance, participation, attitude, etc.) (15%)

Students are expected to come prepared for each class to discuss the assigned reading/topic, and to engage in class discussions and activities.

Peer Teaching is an important exercise in this class. Each student will pick a topic of his/her own interests but relevant to the broad issues of active living, and co-teach a class. Based on the topic submitted by individual students, 2-3 students will be teamed up to teach a class. Formats and methods of teaching are up to the team, and may include lectures, facilitated discussions, group activities, hands-on exercises, etc.

Photovoice & Environmental Audit exercise (e.g., walkability audit) is to conduct a field observation using a pre-developed audit instrument to systematically and critically assess a street segment related to walking (or bicycling). Students will also develop a short log of photographs with descriptive captions and narrative proposals for improvements.

Pedometer and Travel Diary exercise is to provide students with a hands-on experience of collecting behavioral data, using both commonly used tools to capture the data objectively and subjectively, and of exploring ways to use/analyze those data to answer potential research questions.

Case Study involves a concise, systematic review of multiple cases/applications related to a common topic (Health Impact Assessment, tentative). Individual students will find an appropriate case for the common topic, leading to comparable and cumulative documentation of application examples of a topic that is of significant importance and interest to the class.

Final Project can be a literature review, case study, policy brief, design guidelines/proposals, pilot/feasibility study, small experiment, or research proposal that involves serious and original research efforts. Students can choose a topic within the scope of active living research that can include policies and practices. The project proposal will be reviewed by a classmate and the instructor for feedback.
Detailed description of and requirements expected for each of the above class activities will be issued later during the class.

**Instructor Evaluation** will be based on the student's overall participation and learning attitude/progress.

Late or incomplete work will not be accepted. The only exception to this will be a University Excused Absence. Please refer to the current Texas A&M University Student Rules for a list of Excused Absences.

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Final grade will be based on the sum of above items, where A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F=0-59%. Final Letter Grade Criteria are:

- **A**=The work is excellent. It represents the highest level of academic performance, mastery of the subject material, accuracy in execution, communication and completeness for the level of complexity undertaken at the level of preparation the student has achieved.

- **B**=The work is good. It represents good work, or above average standard of academic performance regarding technical accuracy, communication and completeness for the level of complexity undertaken at the level of preparation the student possesses.

- **C**=The work is average. It represents average performance for the level of complexity it addresses at the student's level of advancement in the program, consistent with performance rated as an unqualified passing grade.

- **D**=The work is below average. It represents below average performance relative to the level required or expected for advancement in the program. It is representative of performance consistent with a qualified passing grade but demonstrates a lack of basic understanding and mastery.

- **F**=The work is below the minimum passing standard. It is a level of performance demonstrating no mastery of the subject and below that required for a passing grade.

**TEXTBOOKS AND READING ASSIGNMENTS**

**Required:**


Additional reading assignments are shown in the SCHEDULE below. It is the students’ responsibility to allocate sufficient time to finish all the required reading assignments before each class. Most assigned reading materials will be made available from the eLearning website: [http://elearning.tamu.edu/](http://elearning.tamu.edu/). Lists of additional references and resources will be provided by the instructor throughout the semester.

Reading assignments include "core" readings (the same reading for everyone) and "individual" readings (every student develops his/her own reading list on a topic selected for the final paper). The individual reading list must be pre-approved by the instructor.
ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation 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.

Aggie Honor Code: Academic Integrity Statement

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

Acknowledgements

The instructor thanks Dr. Mary Northridge from Columbia University and Drs. Rich Killingsworth and Phil Bore from the University of North Carolina for sharing their class syllabi.

TENTATIVE SCHEDULE

Updated schedule will be available from the eLearning website. Please check frequently to be informed of any updates/changes to the schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Built Environment and Active Living: Background and Trends</strong>&lt;br&gt;Background &amp; trends in development patterns &amp; urban sprawl&lt;br&gt;Trends of physical activity &amp; obesity&lt;br&gt;• Introduction &amp; syllabus review&lt;br&gt;• Issue newspaper article assignment</td>
</tr>
<tr>
<td>W (Jan. 19)</td>
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<tr>
<td>Week 2</td>
<td><strong>Built Environment and Active Living: Overview of Key Issues</strong>&lt;br&gt;Link between the built environment &amp; physical activity&lt;br&gt;• Issues in current development &amp; active living status: environmental concerns, human health concerns, social equity issues, access to food &amp; physical activity resources&lt;br&gt;• Issue Peer Teaching assignment&lt;br&gt;◊ Newspaper article presentation (3-min oral, any format, link/ref to the selected article; bring 12 hard copies to the class)</td>
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<td>M (Jan. 24)</td>
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<tr>
<td>W (Jan. 26)</td>
<td><strong>Guest speaker: Dr Andrew T. Kaczynski, Kinesiology, Kansas State University, “Parks and Physical Activity”</strong></td>
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<td></td>
<td>Frank Ch.4-5; Loukaitou-Sideris and Sideris, 2010 (PDF)</td>
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<tr>
<td>Week 3</td>
<td><strong>Urban Design &amp; Planning: Literature</strong>&lt;br&gt;Urban Design, Urban Form, &amp; Land Use determinants of active living&lt;br&gt;Urban design/landscape &amp; behavior connections&lt;br&gt;• Newspaper article presentation (continued)&lt;br&gt;◊ Peer Teaching topic (1 page: title, purpose/scope, references, etc.)</td>
</tr>
<tr>
<td>M (Jan. 31)</td>
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<tr>
<td></td>
<td>Frank Ch.6 &amp; Ch.9</td>
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<td>Week</td>
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| W    | Feb. 2     | **Tools & Methods: Measuring the built environment**                                   | Environmental audit, Survey, GIS  
Measurement issues, existing data sources and availability  
- Discuss Peer Teaching topics and scheduling  
- Issue PhotoVoice & Environmental Audit exercise assignment & audit training |
|      |            |                                                                                        | Moudon and Lee 2003                                                                                                                         |
| Week 4 | M (Feb. 7) | **Transportation: Literature**                                                          | - Land use and transportation connections  
Frank Ch.7 & Ch.8  
Reflective Essay  
Own reading to prepare for Peer Teaching |
| W    | Feb. 9     |                                                                                        | Web resources on streets for social life  
Reflective Essay  
Own reading to prepare for Peer Teaching |
| Week 5 | M (Feb. 14)| **PhotoVoice & Environmental Audit Exercise Due & presentation**                       | - Issue Pedometer & Activity Diary Exercise assignment |
| W    | Feb. 16    |                                                                                        | Guest speaker: Dr. Eric Dumbaugh, Landscape Architecture and Urban Planning, "Safety and Urban Form"  
Eric Dumbaugh and Robert Rae, 2009 (PDF) |
| Week 6 | M (Feb. 21)| **Public Health: Literature**                                                           | Health benefits & determinants of physical activity  
- Issue Final Paper assignment  
Lee and Moudon 2004 |
| W    | Feb. 23    |                                                                                        | No class (ALR conference)                                                                                                                 |
| Week 7 | M (Feb. 28)| **Tools & Methods: Measuring physical activity & travel behaviors**                   | Survey, accelerometers, pedometers, etc.  
Measuring travel behaviors (Travel diary, survey, etc.)  
Measurement issues, existing data sources and availability  
Own reading |
| W    | Mar. 2     |                                                                                        | Pedometer & Travel Diary Exercise Due & Presentation (e-submit PPT by 10am, 5-min oral)                                                     |
| Week 8 | M (Mar. 7) | **Peer Teaching Sessions**                                                              | - Peer Teaching No.1  
Final Paper Proposal & Reading List Due (e-submit PPT by 10am)  
To be assigned by the instructors of the day |
| T    | Mar. 8     |                                                                                        | Guest speaker: David Green CEO of the Evergreen Retirement Community  
(3:55-5:10, ADMN 007) |
| W    | Mar. 9     |                                                                                        | Peer Teaching No.2  
Issue Case Study assignment  
To be assigned by the instructors of the day |
| Week 9 | Mar 14-18  |                                                                                        | Spring Break                                                                                                                             |
| Week 10 | M(Mar. 21)| **Theories & Interventions: Urban Planning**                                            | Neighborhood, city planning, visual quality, environmental psychology, etc.  
Moudon et al. 2006; Lynch, Perry, etc. (opt.) |
| W    | Mar. 23    |                                                                                        | Theories & Interventions: Public Health  
Solution-based paradigm (opt.); McIveroy (1988) Ecological perspectives (opt.) |
<p>| Week 11 | M (Mar. 28)|                                                                                        |                                                                                                                                         |</p>
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Mar. 30</td>
<td><strong>Applications</strong>: Geospatial methods for Active Living Research</td>
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<tr>
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<td><em>Guest speaker: Dr. Daikwon Han, Epidemiology &amp; Biostatistics</em></td>
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<td>To be assigned</td>
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<tr>
<td>Week 12</td>
<td><strong>Individual Student Meetings</strong></td>
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<tr>
<td>M (Apr. 4)</td>
<td>9am to 11:30 am in my office (W014D)</td>
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<td>W (Apr. 6)</td>
<td><strong>Applications</strong>: Active Living for Older Adults</td>
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<td></td>
<td>Aging friendly communities; Access to Nature by Rodiek (DVD)</td>
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<td></td>
<td>Wang &amp; Lee 2010; Rodiek &amp; Lee 2010</td>
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<tr>
<td>Week 13</td>
<td><strong>Applications</strong>: Active Living for Children</td>
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<tr>
<td>M (Apr. 11)</td>
<td>• Safe Routes to School</td>
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<tr>
<td></td>
<td>Zhu et al. 2011</td>
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<tr>
<td>W (Apr. 13)</td>
<td><strong>Applications</strong>: School-Community Relationships</td>
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<tr>
<td></td>
<td><em>Guest speaker: Hyung Jin Kim, PhD in URSC, &quot;School-community relationships in promoting active living among children and families&quot;</em></td>
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<td><em>Final Paper Draft Due (e-submit and send to your partner by 10am)</em></td>
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<tr>
<td>Week 14</td>
<td><strong>Applications</strong>: Active Living in Rural Communities and Equity</td>
</tr>
<tr>
<td>M (Apr. 18)</td>
<td>To be assigned &amp; own reading</td>
</tr>
<tr>
<td></td>
<td><em>Guest speaker: Dr. Michael Edwards, Recreation, Park and Tourism Sciences, &quot;Deprivation amplification and rural environments for active living&quot;</em></td>
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<tr>
<td></td>
<td>Yousefian et al. 2009</td>
</tr>
<tr>
<td>W (Apr. 20)</td>
<td><strong>Applications</strong>: No class (reading day): work on final paper &amp; presentation</td>
</tr>
<tr>
<td></td>
<td><em>Final Paper Peer Review Due (e-submit your review given to your partner): Meet with your partner to give and further discuss your written review</em></td>
</tr>
</tbody>
</table>

- Important due dates for submissions that are graded
- Due dates for submissions that are considered as part of participation grade
- Reading assignments due before the assigned class; additional readings may be assigned
- Peer Teaching
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Landscape Architecture and Urban Planning

2. Course prefix, number and complete title of course: PLAN 642 Planning for Coastal Sustainability and Resiliency

3. Catalog course description (not to exceed 50 words):
Principles of resiliency and sustainability in coastal areas; examination of issues from ecological, social, economic, organizational, planning and built-environment perspectives; application of principles to realistic problems, settings and solutions.

4. Prerequisite(s):

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<tr>
<th>Cross-listed with:</th>
<th>Stacked with:</th>
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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 this course be repeated within the same semester? □ Yes □ No

7. 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)
      All LAUP graduate programs (MLA, MUP, MLPD, URSC)

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>PLAN 642</th>
<th>PLAN COAST SUSTAIN RESIL</th>
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Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year PICE Code
0 3 0 0 0 1 0 0 0 6 1 9 4 1 2 - 1 3 0 0 3 6 3 2

Approval recommended by:

Dr. Forster Nduadde
Department Head or Program Chair (Type Name & Sign) Date

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

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 – 3/10
PLAN 642: PLANNING FOR COASTAL SUSTAINABILITY AND RESILIENCY

Spring, 2011
Prerequisites: Graduate standing
Mon./Weds. 4:10 p.m.- 5:25 p.m.
Langford A217/OCSB

Course Description

This course will cover a broad range of topics related to resiliency and sustainability in coastal areas. Readings and classroom discussions will examine a range of issues associated with understanding resiliency/sustainability from ecological, social, economic, organizational, planning, and built-environment perspectives. Specific topics will include: ecological disturbance, adaptive learning, sustainable enterprise, social vulnerability, natural hazards, climate change, development management, and ecological footprint analysis. The approach of the course will be problem-based, where students will have the opportunity to apply the principles of sustainability and resiliency to realistic problems, settings, and solutions. The content of the course will prepare students to address the interdisciplinary, complex problems associated with coastal sustainability and resiliency in their work and everyday lives.

Course Objectives

- To understand the principles of resiliency and sustainable development in coastal areas at and between a variety of scales and settings;
- To critically examine the challenges and opportunities to build, plan for, and direct sustainable/resilient communities;
- To apply the principles of resiliency and sustainable development to real-world problem domains;
- To develop individual student expertise on a topic related to sustainability/resiliency that will in turn enhance professional development and increase effectiveness in the workplace after graduation.

Course Requirements

The format for the course will be reading intensive and discussion based. Students will be expected to apply their own knowledge and specializations to solving specific sustainable planning and development problems from a variety of perspectives. Several problem papers will be assigned that ask students to apply the concepts presented throughout the course to actual planning and development situations. A final project will require students to identify, write about, and present to the class a sustainability/resiliency problem of their choice.
Specific course requirements are as follows:

1. Class participation: students will be expected to attend class regularly and contribute to class discussions that critically evaluate readings and case studies. Students will be expected to bring to discussions knowledge and expertise gained throughout their graduate program or work experience. **Grading 20%.**

2. Problem papers: two take-home problem papers will be assigned which require students to critically evaluate and solve problems associated with sustainable planning and development. **Grading 40%.**

3. Final project: students will be required to select a resiliency/sustainability problem within their area of interest and draft a final paper/plan/site plan/architectural design based on specific parameters. The project will be presented in class as well as submitted as a written document or drawing. Students may work individually or in groups. **Grading 40%.**

**Late papers will be downgraded 10% for each day they are turned in past due unless you have an university excused absence.**

Papers turned in after the assignment has been graded and returned to students will not receive credit.

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Grading Scale:**
A=90 and above, B=80 – 89, C=70-79, D=60-69, F=below 60

**Readings**

**Required Texts**


**Recommended Texts**


Additional Resources


http://www.resalliance.org/1.php

*Readings not contained in required texts will be available online at epsru.tamu.edu – courses – LDEV671 – Syllabus. You can access the readings as a pdf within the course syllabus document.*
INTRODUCTION AND OVERVIEW OF SUSTAINABILITY AND RESILIENCY

January 19

Introduction to course

January 24 – Definitions


January 26 – Sustainability and Resiliency Linkages


CASE STUDY – THE EVERGLADES ECOSYSTEM, FLORIDA

January 31


ECOLOGICAL RESILIENCE

February 2


*Guest Speaker: Bob Harris, Houston Advanced Research Center

Recommended


February 7 – Panarchy


February 9 – Panarchy (Cont.)


Recommended


CASE STUDY – CORAL REEFS

February 14


Recommended


February 16 – Human Systems


ORGANIZATIONS AND ADAPTIVE CAPACITY

February 21- Adaptive Management


URL:http://www.ecologyandsociety.org/vol11/iss1/art19/.

February 23


URL:http://www.ecologyandsociety.org/vol11/iss1/art18/.

February 28– Sustainable Enterprise


Hawken, P. 1993. The Ecology of Commerce. Ch1, pgs. 1-17; Ch. 4, pgs. 57-73.


March 2 – Sustainable Enterprise (Cont.)


**SOCIAL DIMENSIONS OF RESILIENCY**

**March 7 - Social Vulnerability**


**Recommended**


**Guest Speaker: Walter Peacock, Director of the Hazard Reduction and Recovery Center**

**March 9 – Social Capital and Improving Equity**


**March 14 and 16 – Spring Break**

**March 21 – Measuring Resiliency and Sustainability**

Texas Sustainable Indicators Project, 2006, *Skim*.

Emmer et al. 2008. Coastal Resiliency Index: A Community Self-Assessment

NOAA CSC project Report (to be distributed)

**NATURAL HAZARDS AND RESILIENCY**

**March 23 – Natural Hazards Introduction**


**Recommended**


**March 28 – Acute Hazards**


*Guest speaker: Lori Swartz, Galveston Planning Dept.*

**March 30- Chronic Hazards**


Recommended


April 4 – Chronic Hazards II- Climate Change


Recommended


COMMUNITY PLANNING AND DEVELOPMENT

April 6 – Planning for the worst


City of Galveston Draft Hazard Mitigation Plan: http://www.cityofgalveston.org/administration/emergency/hazard_mitigation.cfm

April 11 – Planning Tools and Techniques


**April 13 - Urban Form**


**BUILDING, CONSTRUCTION, & GREEN ARCHITECTURE**

**April 18 – Site Analysis**


Bijan Khazai, Jane C. Ingram, David S. Saah. 2007. The Protective Role of Natural and Engineered Defence Systems in Coastal Hazards. Pgs. 3-5; 7-8; skim rest as interested.


*Guest speaker: Bill Merrell, TAMU-Galveston*

**April 20 – Buildings and Architecture**


*Recommended*


**HOUSEHOLD/INDIVIDUAL PREPAREDNESS**

April 25

- Calculate footprint on: www.myfootprint.org


HCFCID Family Flood Plan.


Recommended


April 27

**Flood Disaster Development Game**: http://www.stopdisastersgame.org/en/home.html

**COURSE SUMMARY/CONCLUSION**

May 2


**Final Paper Due: On day of scheduled final exam.**
• **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).

• **Academic Integrity Statement and Policy**

"*An Aggie does not lie, cheat or steal, or tolerate those who do.*" For additional information, please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Form Instructions

1. Request submitted by (Department or Program Name): Department of Wildlife and Fisheries Sciences

2. Course prefix, number and complete title of course: WFSC 641 Sustainable Military Land Management

3. Catalog course description (not to exceed 50 words): Overview of Department of Defense (DoD) lands within a temporal, geographic, and environmental context and perspective; major policies/laws impacting military land use and areas critical to mission sustainment; management strategies important to sustaining installations and ranges.

4. Prerequisite(s): Graduate classification or approval of instructor.

Cross-listed with: n/a Stacked with: n/a

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 this course be repeated within the same semester? □ Yes □ No

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

   Graduate Certificate in Military Sustainability

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

   MNRD, MS, Ph.D. in ESSM and WFSC.

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

9. Prefix Course # Title (excluding punctuation)

| WFSC | 641 | Sustainable Military Land Management |

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<thead>
<tr>
<th>Lab</th>
<th>SCH</th>
<th>CIP Code</th>
<th>Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HICE Code</th>
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Approval recommended by:

John Carey, WFSC
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Mark Zoran
Chair, GC or UCC Date

Frank Altmann
Associate Director, Curricular Services Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.

Curricular Services – 3/10
WFSC 641 Sustainable Military Land Management (3 hrs) (Fall)

Instructor
Dr. Roel R. Lopez, 210-222-8896 (office), 979-324-9636 (cell), roel@tamu.edu.
College Station office – 1500 Research Parkway, Suite 110, College Station, TX 77843
San Antonio office – 2632 Broadway Suite 301 South, San Antonio, Texas 78215
Class Meeting (teleconference) – Wednesdays, 6:00-9:00 pm (Central Time)

Course Description
Course provides an overview of Department of Defense (DoD) lands within a temporal,
geographic, and environmental context and perspective. A review of major policies/laws
impacting military land use and areas critical to mission sustainment, as well as management
strategies important to sustaining installations and ranges will be presented. Course also will
provide an introduction to land acquisition history/past management practices, and ecological
benefits to military mission. Students will acquire a basic understanding of natural resource
management and military land sustainability through the review of (1) military land uses and
training/test requirements, (2) major policies/laws impacting training/testing activities on DoD
lands, (3) planning approaches to military sustainability, and (4) sample case studies.

Delivery and Prerequisites.—Course is web-based and part of a series of graduate courses
supporting the Certificate in Military Sustainability (http://military.tamu.edu/). Short video
lectures from instructor and guest speakers (e.g., key leaders within DoD environmental
programs), assigned readings, and group discussions will shape the course curriculum. Class
assignments will consist of comprehensive exams and case study evaluations (i.e., short
report/presentation) of military land use and policy issues. A personal computer, access to a
high-speed Internet connection, Windows XP OS or higher, Microsoft’s PowerPoint (version
Office 2007 or newer), and recording microphone is recommended. Course enrollment requires
graduate classification or instructor approval (3 credit hours).

Reading List
Select readings available on course website and listed below:

American Farmland Trust (AFT). 2007. Working to preserve farm, forest and ranch lands: a
Benton, N., J.D. Ripley, and F. Powledge. 2008. Conserving biodiversity on military lands: A
Durant, Robert. 2007. The greening of the US Military: Environmental policies, national
security, and organizational change. Georgetown University Press, Washington, D.C.
International City/County Management Association (ICMA). 2007a. Collaborative land use
planning: a guide for military installations and local governments. ICMA/DoD
Sustainable Ranges, Arlington, Virginia.
International City/County Management Association (ICMA). 2007b. Working with local
governments: a practical guide for installations. ICMA/DoD Sustainable Ranges,
Arlington, Virginia.
and land trusts. LTA/DoD Sustainable Ranges, Arlington, Virginia.

**Participation and Grading**

Student participation with online lectures, readings, and group discussions is imperative for successfully completing the course but ultimately the responsibility of the student. An outline of the course grade distribution is provided (Table 1). Three exams will be given during the semester comprised of 30-40 questions (i.e., short answer, short essay, multiple choice) from assigned readings, lectures, and group discussions. Exams will be comprehensive and administered through the eLearning website (http://eLearning.tamu.edu). Student participation in weekly lectures and web blogs will be graded based on attendance and professionalism demonstrated in discussion with fellow classmates and guest speakers. The final project for the course will consist of a case study of a policy impacting military lands and solutions implemented or proposed to resolve the issue. Students will research and prepare a 15 minute PowerPoint presentation. Student narration will be recorded and show posted to the course website (http://military.tamu.edu/). In addition, students will prepare a short summary of the case study to post along with presentation. **Case study topics must be approved by instructor prior to project initiation.** Specific assignment instructions are available on the course website.

**Attendance policy**

Students will be expected to participate in all weekly activities unless excused by a verified university excused absence (Student Rule #7). If absence is excused a completion date of the required assignment will be assigned by the course instructor.

**Academic dishonesty**

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work done and/or may be penalized in accordance with published University Rules. Plagiarism software is used in class to ensure academic integrity.  

http://aggiehonor.tamu.edu

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### Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Military Land Use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Course overview and introductions. Military perspective (invited). Competing interests/scare resources.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Historic, current, and future use of military lands (to include air, water, frequency) and military geographies</td>
<td>Woodward (Ch. 1-2, 4-5)</td>
</tr>
<tr>
<td>3</td>
<td>Mission requirements and types of land use, stewardship responsibilities, Base Realignment and Closure, installation organization/administration.</td>
<td>Durant (Ch. 1-3, 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rubenson (Ch. 1-4; Appx B)</td>
</tr>
<tr>
<td><strong>Land Use Policy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Biodiversity and conservation on military lands</td>
<td>Benton (Ch. 1-4)</td>
</tr>
<tr>
<td>5</td>
<td>Migratory Bird and Treaty Act Endangered Species Act Marine Mammal Protection Act</td>
<td>Benton (Ch. 6)</td>
</tr>
<tr>
<td>6</td>
<td>Invasive Species Clean Air and Water Acts Archaeological Resources Protection Act</td>
<td>Benton (Ch. 7)</td>
</tr>
<tr>
<td>7</td>
<td>Energy and Emerging Issues, climate change/adaptation</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Natural Resource Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sikes Act Improvement Act Integrated Natural Resource Planning (INRMP)</td>
<td>Rubenson (Ch. 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benten (Ch. 11)</td>
</tr>
<tr>
<td>9</td>
<td>Integrated Training Assessment Management (ITAM) program Overview of Encroachment/Compatible Land Use</td>
<td>LTA and AFT primers</td>
</tr>
<tr>
<td>10</td>
<td>Approaches to compatible land use and encroachment: Conservation easements and buffer programs</td>
<td>ICMA, NACo, NCSL primers</td>
</tr>
<tr>
<td>11</td>
<td>— Community engagement and outreach, regional partnering</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>— Landowner incentive programs, ecosystem services, regulatory banking.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Private lands management, difference in public and private lands management.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Case study reviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class project submission</td>
<td></td>
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</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. Request submitted by (Department or Program Name): Department of Wildlife and Fisheries Sciences
2. Course prefix, number and complete title of course: WFSC 642 Field Military Land Management
3. Catalog course description (not to exceed 50 words): Review of land management practices and challenges on military and adjacent private lands through field visits of select military installations. Field trips required during Spring Semester.

4. Prerequisite(s): Graduate classification or approval of instructor. Previous or concurrent registration in WFSC 656 is strongly encouraged.

Cross-listed with: Stacked with:

4. 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 this course be repeated within the same semester? □ Yes □ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in History) Certificate of Military Sustainability
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography) MNRED, M.S. in ESSM and WFSC

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

9. Prefix | Course # | Title (excluding punctuation)
WFSC 642 FIELD MILITARY LAND MGMT

<table>
<thead>
<tr>
<th>Text.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0002010302060005295112-13003632</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Approval recommended by: John Carey, WFSC
Department Head or Program Chair (Type Name & Sign) Date
Chair, College/Department Committee
Date

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

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 – 3/10
Field Military Land Management (WFSC 642, 1 hr) (Spring)

Instructor
Dr. Roel R. Lopez, 210-222-8896 (office), 979-324-9636 (cell), roel@tamu.edu.
College Station office – 1500 Research Parkway, Suite 110, College Station, TX 77843
San Antonio office – 2632 Broadway, Suite 301 South, San Antonio, Texas 78215
Class Meeting (field trip) – March 13-19, 2011 (during Spring Break session)

Course Description
Graduate-level course Field Military Land Management (WFSC 642, 1hr) will be stacked with
the existing Field Wildlife Habitat Management (WFSC 407) to review habitat management
practices on military and adjacent private lands. The course will provide an overview of current
land management practices and challenges through field visits of select military installations.
During the week-long field trip (March 13-19, 2012), students will interact with natural resource
professionals regarding habitat management practices and serve to reinforce concepts reviewed
in WFSC 406/636. The course will have two sections one that will enable students to take the
course as distance education and a separate section beginning at Texas A&M College Station
main campus. Upon course completion students shall understand:
1. General concepts of military and land management relationships as they pertain to military
   training missions and conservation biology.
2. Ecological measurements useful in the manipulation and management of flora and fauna in
disturbed habitats typical of military lands.
3. Modifications to military training useful in the manipulation of succession on the landscape
   and in restoration of degraded landscapes.
4. Analysis, interpretation, and presentation of results in the form of in-field discussions and a
   final in-field presentation.

Delivery and Prerequisites
Course is a field-trip and part of a series of graduate courses supporting the Certificate in
Military Sustainability (http://military.tamu.edu/). Course will consist of field visits to various
military installations with presentations from DoD environmental professionals and follow-up
group discussions. Course enrollment is open to both undergraduate and graduate students (1
credit hour). Lab fee will cover housing, food, and travel costs. Graduate classification for
course enrollment is required and co-enrollment in WFSC 636 is strongly suggested.

Participation and Grading
Student participation is imperative for successfully completing the course but ultimately the responsibility of the student.
Student participation in field trips is 40% of course grade. Four short written reports will
be completed in the field after each visit, and collectively will be worth 40% of course grade.

Table 1. Course grade distribution (points and %).

<table>
<thead>
<tr>
<th>Item and maximum points available</th>
<th>Grade (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>40</td>
</tr>
<tr>
<td>- Group discussion – 20 points</td>
<td>40</td>
</tr>
<tr>
<td>- Site visits – 20 points</td>
<td></td>
</tr>
<tr>
<td>Written Reports (four)</td>
<td>40</td>
</tr>
<tr>
<td>- Short report – 10 points each</td>
<td>20</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
</tr>
</tbody>
</table>

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

Additional Requirements of Graduate Students
For graduate students there will be a final presentation applying researched literature to military land management which will count for 20% of the course (see Table 1).

**Attendance Policy**

All students are expected to attend every day of class, because this is only a 7 day course. Students may be excused due to a university excused absence (Student Rule #7), but will be expected to complete an outside of class assignment to complete report requirements.

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<table>
<thead>
<tr>
<th>Tentative Schedule</th>
<th>First Day of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Day</strong></td>
<td></td>
</tr>
<tr>
<td>0730-0800</td>
<td>Meet at TWCC, TAMU Campus</td>
</tr>
<tr>
<td>0800-1000</td>
<td>Travel to Fort Hood</td>
</tr>
<tr>
<td>1000-1100</td>
<td>Class Introduction Rancher’s Steakhouse</td>
</tr>
<tr>
<td>1100-1200</td>
<td>Lunch Rancher’s Steakhouse</td>
</tr>
<tr>
<td>1200-1400</td>
<td>Tour Fort Hood</td>
</tr>
<tr>
<td>1430-1800</td>
<td>Travel to Hunt, TX</td>
</tr>
<tr>
<td>1630</td>
<td>Dinner at Burnet Feed Store BBQ or Whataburger</td>
</tr>
<tr>
<td>1800</td>
<td>Hotel Check-in at Kerr WMA and MO-Ranch</td>
</tr>
<tr>
<td>1830</td>
<td>Deer Research Project (Bring waterproof footwear)</td>
</tr>
</tbody>
</table>

Daily Course Expectation: Students will be introduced to military land management techniques and unique problems military land managers face related to endangered species protection with rigorous training missions.
<table>
<thead>
<tr>
<th>Second Class Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0700-0800</td>
<td>Breakfast at the MO-Ranch and Hotel Check-out</td>
</tr>
<tr>
<td></td>
<td>0800-1100</td>
<td>Tour Kerr Wildlife Management Area</td>
</tr>
<tr>
<td></td>
<td>1130-1230</td>
<td>Lunch at Maggie’s</td>
</tr>
<tr>
<td></td>
<td>1230-1500</td>
<td>Travel to San Antonio, TX</td>
</tr>
<tr>
<td></td>
<td>1500-1700</td>
<td>Tour Fort Sam Houston</td>
</tr>
<tr>
<td></td>
<td>1800</td>
<td>Dinner at Picante Grill</td>
</tr>
</tbody>
</table>

Daily Course Expectations: Students will learn about habitat management in the Edwards Plateau and concerns related to military training missions.

<table>
<thead>
<tr>
<th>Third Class Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Day</td>
<td>0700-0800</td>
<td>Breakfast at Holiday Inn-El Tropicano Riverwalk Hotel</td>
</tr>
<tr>
<td></td>
<td>0800-0845</td>
<td>Travel to Camp Bullis</td>
</tr>
<tr>
<td></td>
<td>0845-1200</td>
<td>Tour Camp Bullis</td>
</tr>
<tr>
<td></td>
<td>1200-1300</td>
<td>Lunch (out in the field)</td>
</tr>
<tr>
<td></td>
<td>1300-1630</td>
<td>Continue with Camp Bullis Tour</td>
</tr>
<tr>
<td></td>
<td>1730</td>
<td>Dinner at Hung Fong Chinese Restaurant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate students prepare research presentation</td>
</tr>
</tbody>
</table>

Daily Course Expectations: Students will continue to learn about habitat management for endangered species with overpopulated deer populations at a case study at Camp Bullis

<table>
<thead>
<tr>
<th>Forth Class Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Day</td>
<td>0700-0800</td>
<td>Hotel Check-in at Holiday Inn-El Tropicano Riverwalk Hotel</td>
</tr>
<tr>
<td></td>
<td>0800-0830</td>
<td>Travel to Lackland AFB</td>
</tr>
<tr>
<td></td>
<td>0830-1130</td>
<td>Tour Lackland AFB</td>
</tr>
<tr>
<td></td>
<td>1200-1300</td>
<td>Lunch at Subway</td>
</tr>
<tr>
<td></td>
<td>1300-1600</td>
<td>Travel to Welder Wildlife Foundation-Sinton, TX</td>
</tr>
<tr>
<td></td>
<td>1600-1830</td>
<td>Tour Welder Wildlife Foundation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dinner at Welder Wildlife Foundation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate Students prepare research presentation</td>
</tr>
</tbody>
</table>

Daily Course Expectations: The case study at Lackland AFB will demonstrate atypical habitat management for migratory birds and endangered bird populations within an active training base with multiple training airfields needing special precautions to protect aircraft from wildlife populations.

<table>
<thead>
<tr>
<th>Fifth Class Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth Day</td>
<td>0700-0800</td>
<td>Breakfast at the Welder Wildlife Foundation &amp; Dorm check-out</td>
</tr>
<tr>
<td></td>
<td>0800-1000</td>
<td>Travel to Daughtrey WMA</td>
</tr>
<tr>
<td></td>
<td>1000-1200</td>
<td>Tour James E. Daughtrey WMA</td>
</tr>
<tr>
<td></td>
<td>1200-1300</td>
<td>Lunch (in the field)</td>
</tr>
<tr>
<td></td>
<td>1300-1400</td>
<td>Continue with James E. Daughtrey WMA tour</td>
</tr>
<tr>
<td></td>
<td>1400-1430</td>
<td>Wrap-up, Graduate students present research presentation</td>
</tr>
<tr>
<td></td>
<td>1430-1600</td>
<td>Travel to San Antonio</td>
</tr>
<tr>
<td></td>
<td>1430-1800</td>
<td>Travel to College Station</td>
</tr>
</tbody>
</table>

Daily Course Expectations: Students will learn land management concerns related to changing ecosystems at the James Daughtrey WMA case study. This case study will show how woody encroachment has changed wildlife populations and the implications that has on the landscape level.