New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

**Form Instructions**
1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DO, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Animal Science
3. Course prefix, number and complete title of course: ANSC 651 Current Issues in Animal Agriculture

4. Catalog course description (not to exceed 50 words):
Prepare students to project a professional image and use communication skills to describe animal agriculture; converse about the strengths and weaknesses of animal agriculture.

5. Prerequisite(s):

<table>
<thead>
<tr>
<th>Graduate classification</th>
<th>Stacked with: ANSC 351</th>
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<tr>
<td>Cross-listed with:</td>
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6. Is this a variable credit course? [ ] Yes [ ] No
If yes, from ___________ to ___________

7. Is this a repeatable course? [ ] Yes [ ] No
If yes, this course may be taken ___________ times.

8. Will this course be repeated within the same semester? [ ] Yes [ ] No

9. Will this course be submitted to the Core Curriculum Council? [ ] Yes [ ] No

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

11. 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)

   College of Agriculture and Life Sciences

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

13. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-export-controlex-basics-for-distance-education).

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**Texas A&M University**
Department of Animal Science

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Submitted to Coordinating Board by:
Chair, GC or UCC
Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Animal Science
3. Course prefix, number and complete title of course:
   ANSC 651 Current Issues in Animal Agriculture
4. Catalog course description (not to exceed 50 words):
   Prepare students to project a professional image and use communication skills to describe animal agriculture; converse about the strengths and weaknesses of animal agriculture.

5. Prerequisite(s):
   Graduate classification
   Cross-listed with: ________________________
   Stacked with: ANSC 351
   Cross-listed courses require the signature of both department heads.

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

7. Is this a repeatable course? [ ] Yes [ ] No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? [ ] Yes [ ] No

8. Will this course be submitted to the Core Curriculum Council? [ ] Yes [ ] No
   Required for students enrolled in the following degree programs(s) (e.g., B.A. in history, College of Agriculture and Life Sciences)
   an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

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

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

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13. Prefix | Course # | Title (excluding punctuation)
   ANSC | 651 | Current Issues in Animal Ag

   Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
   3.00 | 0.00 | 0.00 | 3.00 | 010901005 | 0270 | 16 | 17 | 0 | 0 | 3 | 6 | 3 | 2 |

   Approval recommended by:
   H. Russell Cross
   Department Head or Program Chair (Type Name & Sign) Date
   David Reed
   Chair, College Review Committee Date
   Mark Hussey
   Dean of College Date

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

   Submitted to Coordinating Board by:
   Chair, GC or UCC Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
ANSC 651
CURRENT ISSUES IN ANIMAL AGRICULTURE
Spring 20XX

Professors:  Gary C. Smith  gary.smith@ag.tamu.edu  210-913-8939
             Chris Kerth   c-kerth@tamu.edu      979-224-1707
             Dan Hale      dhale@tamu.edu         979-587-9245
             Ashley Arnold a.arnold@tamu.edu      979-862-3643

Meeting Time:  Tue/Thurs  9:35-10:50 AM, KLCT 400

Course Format: 3 hours of lecture, 3 credits, stacked with ANSC 351
Prerequisites: Graduate Student classification

Course Description: College graduates entering the workforce for the first time are expected to be knowledgeable of the technical subject-matter in their field. In addition, they should exhibit awareness and understanding of the concerns of some in the general public about specific elements of their profession. The field of animal agriculture has, of late, been a lightning rod for skeptics and critics with both real and inaccurately perceived criticisms of what, how and why certain things are done. This course is intended to prepare graduates to project a professional image while using their communication skills to describe animal agriculture and to discuss its strengths and weaknesses with others.

Learning Outcomes: (1) Upon completion of this course students will be able to create and deliver referential and persuasive discussions of topics and issues currently relevant to animal agriculture. (2) Students will demonstrate: (a) analytical reading ability, critical thinking and library research skills, and (b) communication skills in written and spoken discourse.

Conduction of Class: (1) The first class period will consist of introductory information (i.e., course objectives, the Synopsis, Source Citations, Oral Presentations, honesty, plagiarism, regular and final examinations, final grades, differences in expectations for ANSC 651 vs. ANSC 351 students, etc.). (2) Beginning with the second class period, a single “Current Issue” will be discussed each week (two class periods) or—occasionally—at a single class period. (3) At the beginning of the second and each subsequent regular class meeting, each student will submit to the professor a handwritten (in cursive) Synopsis comprised of three (ANSC 351 students) or five (ANSC 651) sentences. (4) The Synopsis will consist of a first sentence in which the student describes her/his position regarding the “Current Issue.” Students can take a positive, negative or neutral position on an individual “Current Issue” without jeopardizing their grade in the course. As an example, the first sentence might say, “The Current Issue is that some people believe that grazing animals should never be tethered to constrain their movements, but I believe there are circumstances in which tethering is appropriate.” (5) The second
and third (ANSC 351) and the second, third, fourth and fifth (ANSC 651) sentences of the Synopsis will consist of the best statements of fact that the student can construct—based on her/his research—to support her/his position regarding that “Current Issue.” Each of the statements must have a Source Citation. As an example, a supporting statement might be “John Doe (Ruminant Science, Volume 72, page 341, 2012) supports the use of tethering for producers on small-scale sheep operations that cannot afford to construct fences.” or “Jane Doe (Proceedings of the International Livestock Congress, page 27, January 8, 2013) believes tethers—properly constructed and deployed—are humane and do not create undue animal stress or pain.” Students may use as Source Citations: (a) Statements by scientists generally regarded as experts on the subject from Internet, newspaper, magazine, textbook, White Paper, or personal interview sources, and; (b) Results of studies from a scientific journal article, a Proceedings paper, or a review commissioned by a nonprofit organization (e.g., NCBA, USDA, ASI, NPPC, NTF, PETA, PEW, NCC, HSUS, etc.) (6) During each regular class period, as many as possible of the students in the class will make an Oral Presentation of his/her Synopsis—without use of any notes or visual aids. Other students and the professor will constructively critique the substance of the Synopsis and the delivery of the Oral Presentation.

Specific readings (i.e. book chapters) are not assigned for this course. However, a number of resources (scientific articles, magazine excerpts, and other references) are available to students via eCampus prior to each associated class period. Students are not required to use the provided resources, but are encouraged to utilize them, in addition to references found on their own, in constructing their arguments.

Attendance and Makeup Policies: Regular class attendance is expected. Excused absences must be confirmed and include: (1) Participation in authorized University activity. (2) Confinement due to illness (statement signed by a physician is required). (3) Death in immediate family. (4) Participation in legal proceedings that require the student’s presence. (5) For additional information about the attendance and makeup policies, please refer to Student Rule 7 at http://student-rules.tamu.edu/rule07. If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor.

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

Academic Integrity Statement and Policy: "An Aggie does not lie, cheat, or steal; or tolerate those who do."—Aggie Honor Code http://www.aggiehonor.tamu.edu

Honesty: According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit. You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. If I should determine that you have failed to properly credit sources or have used all or parts of a Synopsis written by someone else, I will turn in your work to the Aggie Honor System Office for adjudication.

Grading Procedure: Each student’s Synopsis, if submitted on time, will be evaluated by the professor and assigned a score of 10 points if “Satisfactory” or 5 points if “Unsatisfactory”; no points will be given if the Synopsis is not submitted on time. The maximum possible sum of Synopsis scores will be 25 times 10 or 250 points but a perfect total score will be considered to be 200 points.

There will be three examinations (A, B, and Final); each will be worth 100 points.

Final Grades will be based on percentages of 500 total points (200 for Synopsis plus 300 for exams):

90% (450 or higher) = A
80% (400-449) = B
70% (350-399) = C
60% (300-349) = D
59% (299 or lower) = F.

Additional Expectations—ANSC 651 vs. ANSC 351: (a) Graduate Students (GS) will, as described above, be expected to provide twice as many Source Citations in each Synopsis. (b) GS will be called upon to give oral presentations more frequently than will Undergraduate Students (UGS). (c) GS enrolled for ANSC 651 credit will serve as advisors and tutors for UGS enrolled for ANSC 351 credit with regard to searching the scientific literature and delivering oral presentations. At the first class meeting, GS will provide their phone number or email address so UGS can seek assistance if, and as, needed.

Postscripts:
• A Fleishman-Hillard and The Motherhood.com survey (2013) revealed that “The primary sources for consumers obtaining information about food” (e.g., GMOs, pesticides, food safety, etc.) were: 39%, from trusted food and mom blogs; 31%, information from peers off-line; 24%, from the government, and; 17%, from physicians.
- "A university's obligation is not to teach students *what to think* but to teach students *how to think*... If students graduate with ears and minds closed, the university has failed both the student and society."
  (Source: Michael Bloomberg, Reader's Digest, October 2014)

Course topics, calendar of activities, major assignments, test dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction; Labeling Gluten-Free Food</td>
</tr>
<tr>
<td>2</td>
<td>Importance of Beef, Pork, or Lamb (Tues) and Poultry or Dairy Products (Thurs) in the Human Diet—choose one for each class period</td>
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<tr>
<td>3</td>
<td>Vegetarianism/Veganism; Food Security (USA and Globally)</td>
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<tr>
<td>4</td>
<td>Food Defense (relative to Bioterrorism); Food Waste In the USA</td>
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<tr>
<td>5</td>
<td>Sustainability of Livestock Production in the USA; Major Examination A</td>
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<tr>
<td>6</td>
<td>Microbiological Safety of US Food; Microbiological Safety of Imported Food</td>
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<tr>
<td>7</td>
<td>Chemical Safety of US Food; Chemical Safety of Imported Food</td>
</tr>
<tr>
<td>8</td>
<td>Comparative Food Safety of Conventional vs. Local or Natural (Tues) and vs. Organic or Grass-Fed (Thurs) Beef</td>
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<tr>
<td>9</td>
<td>Animal Well-Being in Production Settings (Tues) and in Loading/Hauling/Harvesting (Thurs)</td>
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<tr>
<td>10</td>
<td>Country-Of-Origin Labeling of Beef; Major Examination B</td>
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<tr>
<td>11</td>
<td>Is Global Warming a Result of Human Activity?; How Much of GHG Production Is a Result of Animal Production?</td>
</tr>
<tr>
<td>12</td>
<td>GMOs—GE In Animal/Plant Foods; GMOs—Cloning in Animal/Plant Foods</td>
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<tr>
<td>13</td>
<td>Antibiotics for Growth Promotion in Meat Animals; Causes of Antimicrobial Resistance in Human Pathogens</td>
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<tr>
<td>14</td>
<td>Use of Hormonal (Tues) or B-agonistic (Thurs) Growth Promotants in Meat Animals</td>
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<tr>
<td>15</td>
<td>Final Examination</td>
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</tbody>
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Test Dates:  
- Major Examination A  Week 5  
- Major Examination B  Week 10  
- Final Examination  Week 15
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   □ Undergraduate  □ Graduate  □ First Professional (e.g. MD, DDS, DVM)
2. Request submitted by (Department or Program Name):
   Department of Anthropology

3. Course prefix, number and complete title of course:
   ANTH 686: The Neanderthals

4. Catalog course description (not to exceed 50 words):
   A detailed look at the origin and evolution of Neanderthals.

5. Prerequisite(s):
   Graduate Standing

   Cross-listed with:

   Stacked with:

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

7. Is this a repeatable course? □ Yes  □ No
   If yes, this course may be taken _______ times.

8. Will this course be repeated within the same semester? □ Yes  □ No
   If yes, this course may be taken _______ times.

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

10. How will this course be graded:
    □ Grade  □ S/U  □ P/F (CLAD)

   This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
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11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

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

13. Grades
   Course: ANTH 686 The Neanderthals

   Credit: 3.00  Lab: 0.00  Other: 0.00  Total: 3.00
   S/U: 45,0201,0001  Grade: 0280  Term: 17 - 18  Year: 00-03  Type: 3-3-2

   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign): [Signature]
   Date: [Date]
   Chair: College Review Committee
   Date: [Date]

   Department Head or Program Chair (Type Name & Sign): [Signature]
   Date: [Date]
   (if cross-listed course)
   Dean of College
   Date: [Date]

   Submitted to Coordinating Board by:
   Chair, GC or UCC
   Date: [Date]
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate  ✔ Graduate  □ First Professional (DDS, MD, DVM, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Anthropology
3. Course prefix, number and complete title of course: ANTH 666: The Neanderthals
4. Catalog course description (not to exceed 50 words):
A detailed look at the origin and evolution of Neanderthals.

5. Prerequisite(s):

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6. Is this a variable credit course?  □ Yes  ✔ No  If yes, from _______ to _______
7. Is this a repeatable course?  □ Yes  ✔ No  If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester?  □ Yes  ✔ No
8. Will this course be submitted to the Core Curriculum Council?  □ Yes  ✔ No
9. How will this course be graded?  ✔ Grade  □ S/U  □ P/F (CLMD)

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      MA, PhD in Anthropology

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ✔ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation)
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<td>The Neanderthals</td>
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Approval recommended by: [Signature]
Department Head or Program Chair (Type Name & Sign) Date 4/18/16
Chair College Review Committee Date 4/15/16
Dean of College Date 4-12-16

Submitted to Coordinating Board by: [Signature]
Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
ANTHROPOLOGY 666  
THE NEANDERTHALS  
Fall 2016

Course Information: Monday/Wednesday 4:10-5:25 Room: ANTH 300B

Instructor: Dr. Sheela Athreya  
Office hours: W 10-12  
Email: athreya@tamu.edu

Office: Anthropology 316E  
Phone: 845-4785

Prerequisite:  
Graduate Standing

Course Description:  
The goal of this course is to provide students with a detailed understanding of the origin and evolution of Neanderthals. While stories in the popular scientific media tend to focus on Neanderthals and their relationship to early modern humans (did they go extinct, get killed off, or are they still with us?), there are many other interesting questions about their biology, adaptations to their environment, social structure, and behavior that we can answer. Students will gain a deeper understanding of Neanderthals in all respects. As a writing-intensive class, the course will focus on achieving these goals through weekly reading and writing assignments, as well as a detailed final paper.

Learning Outcomes:  
By the end of the semester, students will
1) have a detailed understanding of the anatomy, biology and behavioral abilities of Neanderthals
2) be well-versed in debates about the evolutionary origins and fate of Neanderthals
3) be able to critically evaluate studies on Neanderthals and their relationship to early humans.

Required Readings:  
Course readings consist of selected journal articles and book chapters that will be made available to you via the course’s eCampus website. A detailed list of readings is below with the weekly class schedule. The course readings will be the basis of the following graded elements of the class:

I. Weekly Writing Assignments: Each week you will submit a 4-5 page response to the week’s readings incorporating your questions and application to your own research interests. Demonstrate that you are able to link, compare, and contrast ideas in the readings to each other. The goal is to assist you in developing critical thinking skills. Each week’s response sheet is worth 4 points for a total of 48 points, which will contribute to your final grade. They are due on Monday at the beginning of class. If you have a documented university approved absence, you are required to submit the response sheet to me upon your return. Failure to do so will result in the deduction of 4 points from your overall 48-point total.

I. Leading class discussion—Each of you will be responsible for leading the class discussion one time this semester. You will meet with me beforehand and we will go over the relevance and application of the readings as well as guidelines on how to lead a productive class discussion in order to help you prepare for your role as discussion leader. Your response sheet will be used as a jumping off point to tie the readings in to each other and the lecture topic and prepare questions for your classmates to stimulate discussion.
II. **Participation**—Each week in class you will be expected to show that you are 1) DOING ALL THE READINGS; 2) thinking critically about the topic and the positions presented in the readings; 3) evaluating competing views of the relevant issues and formulating your own understanding of these topics, and 4) considering the literature in the context of other questions that are relevant to your particular research interests.

**Exams:**
There will be two written exams that will integrate material from both the lectures and the readings. The first exam will cover the material from the first half of the course, and the second exam will cover the second half of the course. Format will be short answer and short essay. *Note: your exams will be graded not just on their content, but also on the writing. You will be expected to construct logical arguments in essay form with introductions, supporting evidence, and conclusions.*

**Final Paper:**
The final paper will be a 15-20 page research paper that is hypothesis-driven, includes the analysis of data and a detailed discussion of how your results fit into the current literature on Neandertal anatomy, biology or evolution. I can provide you with data if you cannot find published data on the topic of interest to you.

You will be expected to frame your paper in light of the historical and biological background information that is provided in the Stringer and Gamble, and the Trinkaus and Shipman books. More detailed information on the final paper will be forthcoming during the semester.

**Grading Policies:**
Your final grade will be determined by the following:

- Attendance/Participation/Discussion Leader: 10%
- Weekly Response Papers: 20%
- Midterm Exam: 20%
- Final Exam: 20%
- Final Paper: 30%

*Note that class participation IS a critical part of your grade and can make the difference in your grade. Points will be deducted each week for unexcused absences and/or failure to do the readings.*

**Grading Scale:**

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

**Makeup Exam Policy**
If you must be absent for an exam, you must notify me in advance of the exam date unless the absence is due to a religious holiday, or no more than 48 hours later (if it was a last minute medical emergency only). You will not be allowed to make up the grade unless you can document your reason for being absent. Legitimate reasons for missing an exam, as defined in the TAMU Regulations are detailed in Student Rule 7 [http://student-rules.tamu.edu/rule07]:

1) participation in an activity on the Authorized Activity List,
2) death or major illness in the student's immediate family,
3) illness of a dependent family member,
4) participation in legal proceedings that require a student's presence,
5) religious holy day (defined in Texas Tax Code Section 11.20)
6) confinement because of illness
No other excuses will be considered. Students who miss an exam and cannot document a legitimate reason will receive a score of zero for that exam. If you have a legitimate reason you will be permitted to take the exam as long as it is within five days of the midterm. Otherwise, your final exam will be counted as both your midterm and final exam grade.

**Americans with Disabilities Act**
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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Copyright & Plagiarism**
All materials generated for use in this class are copyrighted. These include syllabi, exams, review sheets and other materials. Because these materials are copyrighted you do not have the right to copy them, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

**Academic Honesty and Integrity**
The Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web. Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (to be done in order listed)</th>
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<td><strong>No response sheet due</strong></td>
</tr>
<tr>
<td>W 8/31</td>
<td>History of discovery and research: not our ancestors?</td>
<td>Trinkaus and Shipman prologue and Ch. 1&lt;br&gt;Stringer and Gamble Ch. 1&lt;br&gt;King W. 1864. The reputed fossil man of the Neanderthal. <em>Quarterly Journal of Science</em> 1:88-97.</td>
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<tr>
<td>M 9/5</td>
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<td><strong>Response sheet 1 due: covering today’s readings only</strong> (Trinkaus/Stringer Ch 1/King)</td>
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<tr>
<td>W 9/14</td>
<td>Craniofacial Biology: Heads and Teeth</td>
<td><strong>Response sheet 2 due</strong></td>
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<td><strong>Response sheet 3 due</strong></td>
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*Readings and response sheets are due the following Monday, unless otherwise indicated*
<table>
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<th>Topic</th>
<th>References</th>
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Response sheet 4 due |
Response sheet 5 due |
| W 10/5  | Lecture and Workshop            | Writing a scientific research paper                                                                                                   |
| M 10/10 | MIDTERM EXAM                    | Up to and including Postcrania I: Upper Limbs                                                                                           |
Response sheet 6 due |
Response sheet 7 due |
<table>
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Trinkaus E. 2003. Neandertal faces were not long; modern human faces are short. *Proc Natl Acad Sci USA* 100(14):8142-8145. |
| M 11/21 | Lecture and workshop, Scientific resources for research and writing   | FIRST DRAFT OF FINAL PAPER DUE                                                                                                     |
| W 11/23 | THANKSGIVING                                                        |                                                                                                                                      |
Trinkaus E, 2011. Late Neandertals and Early Modern Humans in Europe, Population Dynamics and Paleobiology. In: *Continuity and Discontinuity in the Peopling of Europe*, |


**Recommended Books:** *Both of these will be on reserve at the library*

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

Form Instructions

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

2. Request submitted by (Department or Program Name):  Department of Biological and Agricultural Engineering

3. Course prefix, number and complete title of course:  BAEN 623: Nanotechnology in Food Processing

4. Catalog course description (not to exceed 50 words):  This course will discuss fundamental and applied knowledge related to nanoscale systems and technologies utilized in processing of foods; topics include nanoscale physico-chemical properties of foods, applications, manufacture, and analysis of nanotechnologies for food processing and preservation, and relevant industrial and regulatory food nanotechnology-associated aspects

5. Prerequisite(s):  FSTC 312, 313, or 315 or AGSM 315 or equivalent coursework(s) or by approval of instructor

Cross-listed with:  FSTC 623

Stacked with:

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

7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken _______ times.

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

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

9. How will this course be graded?  □ Grade  □ S/U  □ P/F (CLMD)

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

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

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

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

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<td>623</td>
<td>Nanotechnology in Food Processing</td>
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Approval recommended by:

Stephen W. Searcy  7/25/16
Department Head or Program Chair (Type Name & Sign)  Date

Boon Chew  2/26/16
Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

Date  Effective Date

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

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

2. Request submitted by (Department or Program Name):  
   Department of Biological and Agricultural Engineering

3. Course prefix, number and complete title of course:  
   BAEN 623: Nanotechnology in Food Processing

4. Catalog course description (not to exceed 50 words):  
   This course will discuss fundamental and applied knowledge related to nanoscale systems and technologies utilized in processing of foods; topics include nanoscale physico-chemical properties of foods, applications, manufacture, and analysis of nanotechnologies for food processing and preservation, and relevant industrial and regulatory food nanotechnology-associated aspects.

5. Prerequisite(s):  
   - FSTC 312, 313, or 315 or AGSM 315 (or equivalent coursework); or by approval of instructor
   - Cross-listed with: FSTC 623
   - Stacked with:  

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

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

7. Is this a repeatable course?  
   - Yes  
   - No  
   - If yes, this course may be taken _____ times.
   - Will this course be repeated within the same semester?  
     - Yes  
     - No

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

9. How will this course be graded?  
   - Grade  
   - S/U  
   - P/F (CLMD)

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

    MS AGSM, MS BAEN, MEn BAEN, PhD BAEN

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

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

13. Prefix | Course # | Title (excluding punctuation)  
-------------|---------|---------------------------
BAEN | 623 | Nanotech in Food Proc

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<th>Admin. Unit</th>
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<td>0433</td>
<td>17</td>
<td>18</td>
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Approval recommended by:

Stephen W. Searcy  
Department Head or Program Chair (Type Name & Sign)  
Date  
2/25/16

Boon Chew  
Department Head or Program Chair (Type Name & Sign)  
Date  
2/26/16

Chair, College Review Committee  
Date  
2/25/16

Dean of College  
Date  
2/25/16

Submitted to Coordinating Board by:

Chair, GC or UCC  
Date  
2/25/16

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
BAEN/FSTC 689
Nanotechnology in Food Processing
(3 credit hours)
Fall 2016

Instructors: Carmen Gomes, Ph.D.
Assistant Professor, Department of Biological & Agricultural Engineering
303B Scoates Hall
845.2455
carmen@tamu.edu

Matthew Taylor, Ph.D.
Assistant Professor, Department of Animal Science
310-C Kleberg Center
862.7678
matt_taylor@tamu.edu

Office Hours: By appointment.

Course Description & Prerequisites:

This course will discuss fundamental and applied knowledge related to nanoscale systems and technologies utilized in processing of foods. Covered topics include: (1) nanoscale physico-chemical properties of foods; (2) applications, manufacture, and analysis of nanotechnologies for food processing and preservation, and; (3) relevant industrial and regulatory food nanotechnology-associated aspects.

Prerequisites: FSTC 312, 313 (or equivalencies), AGSM/FSTC 315 (or equivalency), or by approval of instructor.

Class Times and Location:
TR 9:35 – 10:50 a.m. RICH 1009

Course Web Site
http://ecampus.tamu.edu/

Course Objectives:

1. Provide sound fundamental and applied understanding of the development, use, and analysis of nanotechnologies for application in food processing.
2. Introduce students to regulatory, industrial, and economic aspects surrounding the use of nanotechnology in food systems.
3. Explore and discuss current and future developments of nanotechnology for use in food processing.
4. Prepare students for exposure to engineered nanotechnologies for use in food processing and preservation.
5. Introduce students to cutting edge research and expertise in food nanotechnology via: (i) assigned readings from the pertinent scientific literature; (ii) guest lectures by subject matter experts, and (iii) site visits to industrial and research facilities engaged in ongoing development of nanotechnology for application in food systems.

Course Learning Outcomes:

At the completion of the course, students should be able to:

1. Identify and describe significant physico-chemical properties of engineered food nanotechnologies, incorporating understanding of appropriate methods of analysis and impact of manipulation of these properties on stability and functionality.
2. Identify the significant regulatory limitations and mechanisms employed in the evaluation of nanotechnologies for application in foods, being able to describe processes by which nanotechnologies are developed and submitted for approval for use in food products.
3. Compare and contrast differing engineered nanotechnologies within an application grouping (e.g., food antimicrobial encapsulation technologies) with regards to strengths and weaknesses, identifying key strengths/weaknesses as related to food industry concerns relevant to that grouping.
4. Discuss the relevant and appropriate industrial processes by which differing nanotechnologies are formulated, analyzed, and manufactured for large-scale use in food processing.
5. Synthesize knowledge gained through the course in order to develop a novel food nanoscale technology, employing learning to describe its design, function, appropriate characterization, and essential testing/analysis for submission for approval for use.

Assignment and Composition of Course Grade:

Grade Composition:

<table>
<thead>
<tr>
<th>Component</th>
<th>Course Weight/Percentage</th>
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<tbody>
<tr>
<td>Semester Exams (2 @ 21.5 % each)</td>
<td>43 %</td>
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<tr>
<td>Research Proposal &amp; Oral Presentation</td>
<td>30 %</td>
</tr>
<tr>
<td>Homework Assignments (5 @ 5 % each)</td>
<td>25 %</td>
</tr>
<tr>
<td>Short assignments (2 @ 1% each)</td>
<td>2 %</td>
</tr>
</tbody>
</table>

Grade Assignment:

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

There is no required textbook for the class. Instructors will hand out learning materials as needed, and students are responsible for gathering additional information and material as necessary to complete course assignments, exams, etc.

Format:

This course will include traditional lectures, discussion, problem-solving activities, and site visits to industrial and research facilities. It is essential to prepare for class by reading assigned materials, to work on homework and short assignments, to attend daily, and to participate in class discussions and activities to do well in the course.

Exams:

There will be two in-class exams (75 minutes) during the semester. Each will contain material covered in lecture, reading assignments, and homework. These may include both problems to solve and short answer/multiple choice questions. Exams will be based on individual work and will be closed book and closed notes.

Make-up exams will be given only for those having a university excused absence. See student rule 7. http://student-rules.tamu.edu/rule07
Make-up exams will be scheduled in consultation with the instructor.

Research proposal & oral presentation:

Students will be expected to design a novel nano-engineered material for a food application. More details will be provided later. Students will prepare a research proposal on the project topic they select. Research proposal will be graded based on technical content, paper format based to scientific journal guidelines, references used, and written quality.

Students will give an oral Power Point presentation of their work during the last week of classes. Presentations should last from 10-15 minutes. Presentations will be graded by the class instructor and peers based on quality of the slides, technical content, and delivery. Peers will provide constructive criticism by filling out a survey after the presentations.

Homework and short assignments:

Homework will be assigned periodically and must be completed by the start of the class period’s due date. Restate the problem, then work the problem in a neat, logical manner and box final answers (include units). Cite references following scientific journal format. Staple multiple pages and include your name and date at the top of the first page. Short assignments will consist of short questionnaires on topics covered in class and one-page reports on site visits and guest lectures. Short assignments must be completed by the start of the following class period.

No make-up homework and short assignments will be given. For any assignment missed due to a university excused absence, that assignment will not be included in calculating the final assignment grade. No late homework and short assignments will be accepted. See student rule 7. http://student-rules.tamu.edu/rule07
Absences
You must notify the instructor in advance if possible of any absence by sending an email stating the date and reason for the absence. If you are absent for up to two class periods because of illness or injury, an email message stating the reason for absence will be sufficient. If you are absent from more classes because of illness or injury, verification of a visit to a health care professional may be required. See Student Rule 7, http://student-rules.tamu.edu/rule07 regarding excused absences.

Course Policies:

- Consistent and punctual attendance is expected of all students in order to help ensure maximal learning for enrolled students. Phones should be silenced so as to prevent possible distraction for other students and instructors.

- Exams will be completed both during class session and via take-home formats. Instructor expectations will be discussed prior to exam dissemination, but all material discussed or assigned will be considered for development of exam questions.

- Throughout the semester, instructors will work to arrange guest lectures by experts from academia and industry, either in person or by phone/video conference. Students are to attend these sessions and record notes from the meeting, as these persons will contribute to the learning of enrolled students.

- Instructors will work to arrange at least one off-campus trip to meet and tour facilities of a firm actively engaged in nanotechnology development and fabrication. This tour will likely require a full day and students will be responsible for arranging their schedules in order to attend the trip. Students concerned about attending the trip due to teaching or research responsibilities must inform instructors at least one week prior to departure so that an alternative assignment may be arranged for the student to complete.

Americans with Disabilities Act Policy

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Academic Integrity Statement

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www.tamu.edu/aggiehonor
Lecture Modules

I. Physico-Chemical Nanoscale Properties of Foods
   a. Food nanotechnology: definitions, significance of field, brief historical perspectives/review
   b. Processes impacting foods at nano-scale
   c. Seeing and analyzing foods at the nano-scale
   d. Impacts of nano-structure and processes on food quality, processing, safety, and sensory properties

II. Development, application, and analysis of nano-engineered technologies for food
    a. Overview of nanotechnology applied in food systems/industry
    b. Processing and quality applications (emulsion stabilization, delivery of colors, nutrients, bioactives, volatile flavors/odors)
    c. Preservation of safety (chemical/toxicological, microbiological) of foods (antimicrobial delivery systems, biosensor, nanocomposites/active packaging)
    d. Analysis of nanotechnology: perspectives and methods.
       i. Thermodynamic (Calorimetric)
       ii. Chemical (Atomic, FTIR, UV/Vis Spec, Chromatography, X-ray diffraction)
       iii. Physical/Rheological (Microscopy, Size, Flow/Viscosity, Surface tension/Contact angle)
       iv. Electrophoretic (Surface charge/zeta-potential)
    e. Specific food nanotechnology applications and systems
       i. Nanocomposites and active packaging
       ii. Encapsulation systems (Liposomes, micelles, polymeric, microemulsions)
       iii. Nano-scaled biosensors

III. Industrial and regulatory aspects
    a. Manufacturing and scaling of industrial nano-fabrication, quality assurance
    b. Biocompatibility with food, allergenicity of nano-materials, biodegradation
    c. Regulatory concerns:
       i. Micro vs. nanoscale components and novel toxicity concerns
       ii. Submission of innovated nanotechnology to federal agency for use in food (FDA, EPA, USDA)
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<th>Week</th>
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<th>Subject</th>
<th>Read Assignments/Homework</th>
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| 1    | Sept. 1 - 5| Sept. 2 - Food nanotechnology definitions, significance of field - Dr. Gomes  
Sept. 4 - Food nanotechnology brief historical perspectives/review - Dr. Gomes | Small assignment HW# 1                        |
| 2    | Sept. 8 - 12| Sept. 9 - Fundamentals - Dr. Gomes  
Sept. 11 - Detecting and analyzing foods at the nanoscale - Dr. Gomes |                                               |
| 3    | Sept. 15 - 19| Sept. 16 - Processes impacting foods at nano-scale - Dr. Gomes  
Sept. 18 - Processes impacting foods at nano-scale - Dr. Gomes | HW# 2                                         |
| 4    | Sept. 22 - 26| Sept. 23 - Impacts of nano-structure and processes on food quality, processing, safety, and sensory properties - Dr. Gomes  
Sept. 26 - Dr. Eric McLamore Seminar |                                               |
| 5    | Sept. 29 - Oct. 3 | Sept. 30 - Controlled release - Dr. Gomes  
Oct. 2 - Controlled release - Dr. Gomes | HW#3                                          |
| 6    | Oct. 6 - 10 | Oct. 7 - nanocomposites and active packaging - Dr. Gomes  
Oct. 9 Analysis of nanotechnology - thermodynamic and chemical - Dr. Gomes | White paper/brief presentation on research project |
| 7    | Oct. 13 - 17| Oct. 14 - Analysis of nanotechnology - physical/theological characterization - Dr. Gomes  
Oct. 16 - EXAM 1 |                                               |
| 8    | Oct. 20 - 24| Oct. 21 - Overview of nanotechnology applied in food systems/industries - Dr. Taylor  
Oct. 23 - Preservation of safety of foods - Dr. Taylor |                                               |
| 9    | Oct. 27 - 31| Oct. 28 - processing and quality applications - Dr. Taylor  
Oct. 30 - processing and quality applications - Dr. Taylor | HW#4                                          |
| 10   | Nov. 3 - Nov. 7 | Oct. 30 - SRI tour - Dr. Taylor  
Nov. 5 - Dr. Cristina Sabliov seminar |                                               |
| 11   | Nov. 10 - 14| Nov. 11 - nano-scaled biosensors - Dr. Taylor  
Nov. 13 - EXAM 2 |                                               |
| 12   | Nov. 17-21 | Nov. 18 - Industrial and regulatory aspects - nanotethics, toxicology and allergy - Dr. Taylor  
Nov. 20 - Industrial and regulatory aspects - regulatory concerns - Dr. Taylor | HW#5                                          |
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<td>Nov. 24 - 28</td>
<td>Nov. 25 – Robert Brummet visit – patent office</td>
<td>Nov. 28 - THANKSGIVING</td>
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<td>No. 28 - Oral presentation (research proposal)</td>
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<td>14</td>
<td>Dec. 1 - 5</td>
<td>Dec. 12 – Oral presentation (research proposal)</td>
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<td>Final 12:30-2:30 p.m. RICH 1009</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate  ☑ Graduate  □ First Professional (DDS, MD, JD, PharmD, DPM)
2. Request submitted by (Department or Program Name): Women's & Gender Studies Program
   FILM 694  Gender & Genre
3. Course prefix, number and complete title of course:
   Exploration and analysis of the ways in which a single literary and/or film genre resonates with gendered perspectives and sexual subjectivity.

5. Prerequisite(s): Graduate Student Standing
   Cross-listed with: WGST 694
   Stacked with:

6. Is this a variable credit course? □ Yes  ☑ No  If yes, from ______ to ______
7. Is this a repeatable course?  ☑ Yes  □ No  If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? □ Yes  ☑ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes  ☑ No
9. How will this course be graded:  ☑ Grade  □ S/U  ☑ P/F (CLM)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Women's & Gender Studies Program graduate certificate and Film Studies Program graduate certificate

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

FILM 694  Gender & Genre

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Approval recommended by:
[Signature]
3/1/16
Department Head or Program Chair (Type Name & Sign) Date

[Signature]
3/3/16
Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:
[Signature]
[Date]
Chair, GC or OCE

Associate Director, Curricular Services
[Signature]
[Date]

Questions regarding this form should be directed to Sandra Williams at 845-6201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate □ Graduate □ Professional
Submit original form and attach a course syllabus.

1. Course request type:
   □ Undergraduate □ Graduate □ First Professional (DO, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Women's & Gender Studies Program
   FILM 694 Gender & Genre

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Exploration and analysis of the ways in which a single literary and/or film genre resonates with gendered perspectives and sexual subjectivity.

5. Prerequisite(s):
   Graduate Student Standing
   Cross-listed with: WGST 694
   Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes □ No If yes, from _______ to _______.
7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? □ Yes □ No
   Will this course be submitted to the Core Curriculum Council? □ Yes □ No

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

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
    Women's & Gender Studies Program graduate certificate and Film Studies Program graduate certificate

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/exports-controls-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation)
   FILM | 694 | Gender & Genre

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Level 6

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date 3/1/16

Chair, College Review Committee Date 4/8/16

Dean of College Date 4/11/16

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 – 07/14
Gender and Genre (FILM 694-600/ WGST 694-600)
Tue/Thurs __________
Required Film Screening: Thurs 7PM

Fall Semester 2017
Dr. Dan Humphrey
danhumphrey@tamu.edu
305C Bolton Hall
Office Hours: Tuesday, 10:30 a.m. – 12:30 p.m.

Course description: Have you ever noticed how certain genres are associated with certain sexes or with people of certain sexual orientations? Why would it be that straight men are associated with action movies, gay men with Hollywood musicals, straight women with melodrama or romances, lesbians, perhaps more obscurely with gothic romance? The reasons may seem simple... at first. However, the more one looks at them, the more complex (and contestable) these associations can be.

This course will explore and analyze the ways in which a single literary and/or film genre resonates with gendered perspectives and sexual subjectivity. Topics, or specific genres, vary semester to semester. This semester we will focus on the horror film as it has been used to allegorize struggles related to male/female subjectivity and hetero/homosexual desire, asking ourselves if horror allows people, at a pop-cultural level, to address the deepest and most profound fears and fantasies associated with gender and sexuality. Prerequisite: graduate student standing.

Required Texts (Available at the bookstore and Course Reserves at the Evans Annex):

1. *The Monstrous-Feminine: Film, Feminine: Film, Feminism, Psychoanalysis*, Barbara Creed (Routledge, 1993). Listed as MF on this syllabus
5. Assigned readings are available on electronic reserve through the TAMU Libraries website under “Course Reserves.” These are listed on this syllabus as Online.

Recommended: *A Short Guide to Writing about Film*, Timothy Corrigan (Longman, 2011.)

Please bring a copy of the day’s assigned reading to class.

Course Requirements:

1. In-Class Presentation 30 pts.
   Graduate students will offer a full 50 minute in-class presentation on a broad topic of concern to the class (such as psychoanalysis and horror, affect theory and horror, queer theory and horror), chosen in consultation with the instructor. Details on this are forthcoming in a handout. A grading rubric is available on eCampus.

2. Term Paper 40 pts.
   Paper topic should be chosen in consultation with the instructor. Minimum 6,000 words. Details on this are forthcoming in a handout. A grading rubric is available on eCampus.

Humphrey Research Paper Rubric
3. Participation
   20 pts.
   This portion of the grade includes offering an introduction (5-10 minutes) of two of the evening film
   screening, for the benefit of the undergraduates. Details on this are forthcoming in a handout. A grading
   rubric is available on eCampus.

4. Attendance
   10 pts
   Regular class attendance, along with attendance at film screenings is crucial to successful completion of this
   course. If a student has more than three unexcused absences, their final grade will be dropped by five per-
   centage points. It is also the student’s responsibility to provide proper documentation for an absence to count
   as an excused absence. Go to http://student-rules.tamu.edu/rule07 for more information about what counts as
   an excused absence.

Grade Breakdown:  A 100–91  B 81–90  C 71–80  D 60–70  E Below 60

Attendance Policy: 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.

Americans with Disabilities Act: 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, currently located in the Disability
Services building at the Student Services at White Creek complex on west campus or call (979) 845-1637.
For additional information, visit http://disability.tamu.edu.

Aggie Honor Code
～An Aggie does not lie, cheat, or steal or tolerate those who do～

For more information on the Aggie Honor Code and Texas A & M University’s detailed policies on
academic honesty and dishonesty, visit http://aggiehonor.tamu.edu.

Students are expected to act professionally. Being a full-time undergraduate Aggie is, in effect, equivalent
to having a career. When in doubt on any issue, a student should ask him or herself how he or she would be
expected to act as a professional in the workforce and act accordingly. For instance, students must:
- Turn in all work on time. Late work will be marked down one letter grade per-day for
  unexcused absences, see http://student-rules.tamu.edu/rule07 for further explanation of
  unexcused absence.
- Submit written assignments as word-processed documents, while retaining a backup.
- Respect the opinions and emotions of each member of the class.
- Students can likewise expect the instructor to act professionally.

Course schedule

Week 1
   Tuesday: Introduction
   Thursday: What are Genres?
   - Reading Due: Online: Andrew Tudor, “Genre” and Thomas Sobchack, “Genre Film: A
     Classical Experience.”
   - 7 PM Screening: The Mummy’s Ghost (Reginald Le Borg, US 1944, 61 min.)

Week 2
   Humphrey Research Paper Rubric
Tuesday: Is Horror Political? If So, is it Conservative or Progressive?
- **Reading Due:** *Online:* Bruce Kawin, "The Mummy’s Pool" and Robin Wood, "The American Nightmare: Horror in the 70s."

Thursday: Genre and Gender: Demon Mother
- **Reading Due:** *Online:* Robin Wood, "Horror in the 80s" and Linda Williams, "Film Bodies: Gender, Genre, and Excess."
- **7 PM Screening:** *Carrie* (Brian De Palma, US 1976, 98 min.)

Week 3
Tuesday: Theories of Horror: Psychoanalysis
- **Reading Due:** *DoD*: 1-58.

Thursday: Theories of Horror: Psychoanalysis, cont’d.
- **Reading Due:** *DoD*: 59-83.
- **7 PM Screening:** *Alien* (Ridley Scott, US/UK 1979, 116 min.)

Week 4
Tuesday: The Genre of Sado-Masochism? Horror and Displeasure
- **Reading Due:** *DoD*: 87-138

Thursday:
- **Reading Due:** *DoD*: 139-166.
- **7 PM Screening:** *Psycho* (Alfred Hitchcock, US 1960, 109 min.)

Week 5
Tuesday: The Monster Known as Man
- **Reading Due:** Clover, Introduction and Chapter 1: “Her Body, Himself.”

Thursday: Phallic Horror
- **Reading Due:** Chapter 2: “Opening Up.”
- **7 PM Screening:** *The Texas Chain Saw Massacre* (Tobe Hooper, US 1974, 88 min.)

Week 6:
Tuesday: The Survivor Known as Woman: The “Final Girl Phenomenon”
- **Reading Due:** Clover, Chapter 3: “Getting Even.”

Thursday:
- **Reading Due:** Clover, Chapter 4: “The Eye of Horror” and Afterword.
- **7 PM Screening:** *White of the Eye* (Donald Cammell, US 1987, 110 min.)

Week 7
Tuesday:
- **Reading Due:** *PP*: Introduction and “Film, Horror and the Primal Uncanny.”

Thursday:
- **Reading Due:** *PP*: “Film and the Uncanny Gaze.”
- **7 PM Screening:** *The Shining* (Stanley Kubrick, US/UK 1980, 142 min.)

Week 8
Tuesday:
- **Reading Due:** *PP*: “Man as Womb Monster: Frankenstein, Couvade and the Post-human.”

Thursday:
- **Reading Due:** *PP*: “Man as Menstrual Monster: Dracula and His Uncanny Brides.”
- **7 PM Screening:** *Bram Stoker’s Dracula* (Francis Ford Coppola, US 1992, 128 min.)

Humphrey Research Paper Rubric
Enjoy Your Spring Break

Week 9
Tuesday: Midterm
Thursday:
- **Reading Due:** *PP*: “Freud’s Wolf Man, or the Tale of Granny’s Furry Phallus.”
- 7 PM Screening: *The Wolf Man* (George Wagner, US 1941, 70 min.)

Week 10
Tuesday:
- **Reading Due:** *PP*: “Fear of Fur: Bestiality and the Uncanny Skin Monster.”
Thursday:
- **Reading Due:** *PP*: “Freddy’s Fingernails: Child Abuse, Ghosts and the Uncanny.”
- 7 PM Screening: *A Nightmare on Elm Street* (Wes Craven, US 1984, 91 min.)

Week 11
Tuesday:
- **Reading Due:** *PP*: “Jack the Ripper: Modernity and the Uncanny Male Monster.”
Thursday:
- **Reading Due:** Benshoff, “Introduction: The Monster and the Homosexual” and Chapter 1: “Defining the Monster Queer in the Classical Hollywood Horror Film.”
- 7 PM Screening: *The Old Dark House* (James Whale, US 1932, 72 min.)

Week 12
Tuesday:
- **Reading Due:** Benshoff, Chapter 2: Shock Treatment: Curing the Monster Queer During World War II” and Chapter 3: Pods, Pederasts, and Perverts.”
Thursday:
- **Reading Due:** Benshoff, Chapter 4, “Exposing the Monster Queer to the Sunlight, Circa the 1969 Stonewall Rebellion.”
- 7 PM Screening: *Theatre of Blood* (Douglas Hickox, UK 1973, 104 min.)

Week 13
Tuesday:
- **Reading Due:** *Online*: H. Benshoff, “Vincent Price and Me: Imagining the Queer Male Diva” and Benshoff, Chapter 5: “Satan Span and Out and Proud: Monster Queers in the Postmodern Era.”
Thursday:
- **Reading Due:** Benshoff, Epilogue.
- 7 PM Screening: *Nightbreed* (Clive Barker, US 1990, 102 min.)

Week 14
Tuesday: Research paper due via elearning by 11AM.
- **Reading Due:** None. Concentrate on your paper.
Thursday:
- **Reading Due:** *Online*: “Judith Halberstam, “Skinflick: Posthuman Gender in Jonathan Demme’s The Silence of the Lambs.”

Week 15
Tuesday: Summing Up and Review

Final Exam:
Humphrey Research Paper Rubric
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DVM, MD, JD, PA-C, PhD)
2. Request submitted by (Department or Program Name): TX A&M Institute for Neuroscience (TAMIN)-Neuroscience PhD Program (NRSC)
   NRSC 690-691, Theory of Research
3. Course prefix, number and complete title of course:

4. Course description (not to exceed 50 words):
Theory and design of research related to current biomedical problems especially those involving study of animal models of disease. Course topics will include discussions of (1) philosophical perspectives underlying historical advances in biological research, especially pertaining to the study, prevention and treatment of disease, (2) society: science interface; compliance, scientific fraud and misconduct; public perceptions, (3) issues in intellectual property and conflicts of interest, and (4) Grantmanship. Preparation of a submission-ready research proposal is a required activity.

5. Prerequisite(s):
   Graduate classification
   Cross-listed with: VIBS 690-691, Theory of Research
   Stacked with:
   [Concurrent courses require the signatures of both department heads.]

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

7. Is this a repeatable course? □ Yes □ No
   If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester? □ Yes □ No
   Will this course be submitted to the Core Curriculum Council? □ Yes □ No
   How will this course be graded? □ Grade □ S/U □ Pass/No Pass

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

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

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

13. Prefix □ Course Title (excluding punctuation)
    NRSC 690 Theory of Research

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Approval recommended by:
Jane Walsh
Department Head or Program Chair (Type Name & Sign) Date 2-3-16
Evelyn Tillany-Heilig
Department Head or Program Chair (Type Name & Sign) Date 2-3-2016

Submitted to Coordinating Board by:
Associate Director, Curricular Services Date 05/19/16

Questions regarding this form should be directed to Sandra Williamson at 845-4201 or sandra.williamson@jmu.edu.
Curricular Services - 07/14
VIBS 690-601. THEORY OF RESEARCH.
COURSE SYLLABUS
SPRING SEMESTER 2016

Course Description.

Location: VRB room 208.

This course is designed to familiarize graduate students with the historical and philosophical
foundations of contemporary biomedical research and provide practical solutions to issues arising
in the conduct of research, especially as relates to studies involving humans or animals. Course
topics will include discussions of (1) historical and philosophical perspectives underlying
advances in biological research, especially pertaining to the study, prevention and treatment of
disease, (2) society: science interface: bioethics, compliance, scientific fraud and misconduct,
public perceptions of science and scientists, (3) Issues and resolution of personality conflicts
among colleagues, and (4) Grantsmanship and publication of scientific studies. During the
semester each student will prepare a grant proposal (NIH format) suitable for submission. Grades
will be determined by two exams (25% each) and a written research proposal (50%).
Grade scale: A =90-100; B = 80-89; C = 70-79; D = 60-69; F = < 60.
Prerequisite: Graduate classification.

Attendance and Make-up Policies
Class attendance is expected. Your arrival to the class on-time will be appreciated. Should you
arrive late, please enter the classroom as quietly as possible. "The university views class
attendance as an individual student responsibility. Students are expected to attend class and to
complete all assignments," according to student rule 7 http://studentrules.tamu.edu/rule07. If the
student is seeking an excused absence. "the student must notify his or her instructor in writing
(acknowledged e-mail message is acceptable) prior to the date of absence if such notification is
feasible." If prior notification is not possible (e.g., emergency), "the student must provide
notification by the end of the second working day after the absence." Please refer to University
Rules http://student.rules.tamu.edu for further explanation.

Make-up examinations will only be given for excused absences. The format for make-up
examinations will not necessarily be the same as for scheduled examinations; the format will be at
the instructor's discretion (e.g. short answer, essay, oral, etc.). The instructor will designate the
date and time of makeup examinations.

Learning outcomes. By the end of the course, the student will have a firm conceptual grasp of
the philosophical history that is foundational to scientific inquiry and the professional/societal
expectations of ethical biomedical research. Students will be familiar with compliance
requirements regarding use of human and animal models in research, recombinant DNA,
biohazards and intellectual property and will be experienced in composing an NIH-format grant
proposal (RO1format) suitable for submission.
Textbook: Materials will be selected from original literature and online resources. No text required.

Topics to be covered (not necessarily in order).

I. History of scientific research from Aristotle until now. (two lectures)
II. Philosophical foundations of scientific research (two lectures). Inductive and deductive reasoning in the Scientific Method. Hume’s Fork, Occam’s Razor, Popper’s demarcation criterion, big data and Bonferroni.
III. Responsible Conduct of Research (four lectures).
IV. Bioethics in research.
   a. Animal/human subjects (two lectures).
   b. Intellectual property and conflicts of interest (one week).
   c. Scientific mistakes vs misconduct (two lectures)
V. Society and Science (three lectures). Communicating with colleagues and the public. Cheat sheet for clarity in scientific writing.
VI. Grantsmanship and scientific writing (12 lectures).
   a. ORCHID registration; Community of Scholars; Community of Science
   b. Sources of funding; PIVOT, ORCID (one lecture).
   c. Proposal preparation NIH format (all semester).
   d. NIH Proposal review process (one lecture).
   e. Post-award responsibilities.

**VIBS 690 LECTURE SCHEDULE SPRING SEMESTER, 2016**

Week 1. Introduction to course and History of Science. Why do you want to be a research scientist?

Week 2. Major periods in development of scientific research; how to develop a research hypothesis and identify appropriate funding sources.

Week 3 February 2. Inductive and deductive reasoning and the Scientific Method; How to write an NIH “Specific Aims” section.

Week 4 February 9. Popper’s Demarcation criterion and the problems with big data; How to write NIH “Significance” and “Innovation” sections.

Week 5 February 16. Discussion of selected examples of scientific misconduct. Evaluation of “Specific Aims” compositions.

February 18. Is there a difference between “irresponsible” research, and “fraud and misconduct”? Evaluation of NIH “Significance” and “Innovation” compositions.

Week 7 March 1 The scientist:public interface: How to communicate with non-scientists. Case studies.

Week 8 March 8. How to write the NIH “Senior/Key person Profiles”, “Biographical sketches” and “Leadership Plan” components. Examination 1.

March 14-18 Spring Break

Week 9 March 22. Guest lecturer from the Texas A&M University Office of Sponsored Research Services (SRS). Compliance issues in biomedical research. How to develop an NIH “PHS 398 Modular Budget” and “Justification”.

Week 10 March 29. Compliance issues in biomedical research. How to write the NIH “Project/Performance Site Locations”, “Facilities and Other Resources” and “Equipment” sections.


Week 12 April 12. Principles and applications of Good Laboratory Practices. Evaluation of the NIH “PHS 398 Modular Budget” and “Justification” compositions.

Week 13 April 19 Discussion topic: why are some scientific results unrepeatable? How to write the NIH SF424 and PHS 398 cover page components.

Week 14 April 26. CLIA certification. Evaluation of “Project/Performance Site Locations”, “Facilities and Other Resources” and “Equipment” sections. Post Award responsibilities.

Week 15 May 3 Proposals due. Final Exam (examination 2).

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**Days of religious observance:** By state law, if a student misses class due to an obligation of his or her religion, the absence is excused. (http://policies.tamus.edu/31-04-01.pdf)

**Americans with Disabilities Act (ADA) Policy Statement** (Jan 2016)
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, currently located in the Disability Services building at the Student Services At White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

**Academic Misconduct**

Plagiarism, as commonly defined, consists of claiming the ideas, words, writings etc of another person as your own work. This means that you are committing plagiarism if you copy work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is on 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 section “Scholastic Dishonesty”. You are responsible for the information on plagiarism available at on the web athttp://library.tamu.edu/services/library_tutorials/academic_integrity/index.html

**Academic Integrity Statement**

Aggie Honor Code “An Aggie does not lie, cheat, or steal or tolerate those who do.”
For more information check the Honor Council Rules and Procedures on the web http://aggiehonor.tamu.edu/

**University Statement on Harassment and Discrimination**

Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple mission as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement, are encouraged to contact the appropriate offices within their respective units. Students should contact the Office of the Dean of Student Life at 845-3113.

**Title IX**

Harassment and discrimination, including sexual harassment and violence, are illegal under federal and state statutes, including but not limited to, Title IX of the Educational Amendment of 1972, and is prohibited by Texas A&M University. Title IX affects all areas of Texas A&M University and applies to everyone regardless of sexual orientation or gender identity or expression. More information: https://urc.tamu.edu/complaints/SitePages/Title%20IX.aspx/
Texas A&M University

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

Form Instructions

1. Course request type: ☐ Undergraduate ✔ Graduate ☐ First Professional (DIN, MA, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Harold Vance Department of Petroleum Engineering

3. Course prefix, number and complete title of course: PETE 647-Petroleum Thermodynamics

4. Catalog course description (not to exceed 50 words):
Understanding the principles of bulk equilibrium, bulk non-equilibrium, interfacial, and thin-film thermodynamics in relation to hydrocarbon reservoirs; application in shale gas, shale light oil, heavy oil production, CO2 injection in light and heavy oils, and phase-splitting calculations; complex diffusion processes and species distribution in hydrocarbon reservoirs from irreversible thermodynamics.

5. Prerequisite(s):

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

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

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

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

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

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

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

   graduate students in petroleum engineering

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

13. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

A. D. Hill

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

Chair, College Review Committee Date

Chair, College Review Committee Date

Dean of College Date

Chair, GE or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number: PETE 647: Petroleum Thermodynamics
Term (e.g., Fall 200X): Fall 2016
Meeting times and location: TR 9:35-10:50, RICH 308

Course Description:
Understanding the principles of bulk equilibrium, bulk non-equilibrium, interfacial, and thin-film thermodynamics in relation to hydrocarbon reservoirs; Applications in shale gas, shale light oil, heavy oil production, CO₂ injection in light and heavy oils, and phase-splitting calculations; Complex diffusion processes and species distribution in hydrocarbon reservoirs from irreversible thermodynamics.

Prerequisites: graduate classification or instructor approval.

Learning Outcomes or Course Objectives:
The objective of the class is to teach thermodynamic principles in relation to hydrocarbon reservoirs and production that will enable the student to achieve differentiating performance as a petroleum engineer.

Instructor Information:
Name: Hadi Nasrabadi, Assistant Professor
Telephone number: 979-862-6483
Email address: hadi.nasrabadi@tamu.edu
Office hours: TR 11:00-11:50 am
Office location: 401Q Richardson Building

Textbook and/or Resource Material:
The main source of material for the course will be presentation slides and other reference material posted on a shared class site.

Grading Policies:

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

Course Topics, Calendar of Activities, Major Assignment Dates:

| Week 1 | Introduction and syllabus. Basic Concepts and Equations |
| Week 2 | Basic Concepts and Equations |
| Week 3 | Conservation of Mass, Energy, Entropy |
| Week 4 | Theory of Phase Equilibria in Hydrocarbon Reservoirs |
| Week 5 | Complex Diffusion Processes from Irreversible Thermodynamics |
|  | o Molecular Diffusion |
|  | o Pressure Diffusion |
|  | o Thermal Diffusion |
| Week 6 | Natural Convection and Diffusion in Porous Media |
| Week 7 | Two- and Three-Phase Isothermal Compressibility, Two- and Three-Phase Partial Molar Volume |
| Week 8 | Phase Stability Analysis |
|  | o Tangent Plane Distance Analysis |
|  | o Gibbs Free Energy Surface Analysis |
| Week 9 | Two- and Three-Phase Flash Calculations |
| Week 10 | Direct Minimization of Gibbs Free Energy in Multiphase Flash |
| Week 11 | Thermodynamics of Asphaltene Precipitation |
| Week 12 | Cubic-Plus-Association Equation of State |
| Week 13 | PC-SAFT Equation of State |
| Week 14 | Gibbs Free Energy of Asphaltene Micellization |

Project due date: Wednesday November 30, 2016

Policies and Procedures:
- **Attendance**: Attendance in class is expected. Work missed due to absences will be excused for only University-approved reasons in accordance with Texas A&M University Student Rules (see http://studentrules.tamu.edu/rule07). Specific arrangements for make-up work in such instances will be handled on a case-by-case basis.
- **Homeworks**: Homeworks will be assigned to give opportunity to practice and master concepts and calculations needed for the course. Doing them will help you to do well in quizzes and project.
- **Grading**: Neat, legible, systematic and complete presentation is required in homework assignments, quizzes and project for full credit. Units (for example, Newton-meters) must be included wherever appropriate for numeric quantities. Work which, while possibly correct, cannot be followed, will be considered incorrect. Occasionally, problems will be given out that
earns you extra credit for the class.

- **Getting Help**: Every effort will be made to help you master the course material. The instructor is available during the office hours. If you are unable to meet with him during these hours, please contact him by email to find an alternative time. Also note that the instructor does not provide assistance with homework problems, etc. over the telephone.

- **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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

- **Coursework Copyright Statement (Texas A&M University Policy Statement)**: The handouts used in this course are copyrighted. By "handouts," this means all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy them, unless you are expressly granted permission.

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

If you have any questions about plagiarism and/or copying, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty".

- **Academic Integrity**: "An Aggie does not lie, cheat, or steal, or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: [] Undergraduate [✓] Graduate [✓] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): School of Public Health-Health Policy and Department PHPM
   PHPM 681, Architecture and Health Seminar Series

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Discussion and review of current practice in architecture and environmental design and the role of the built
   environment in the production of health

5. Prerequisite(s):
   Graduate Classification or instructor approval
   Cross-listed with: ARCH 681
   Stacked with:

   [Cross-listed course requires the signature of both department heads]

6. Is this a variable credit course? [✓] Yes [✓] No If yes, from _______ to _______

7. Is this a repeatable course? [✓] Yes [✓] No If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? [✓] No

8. Will this course be submitted to the Core Curriculum Council? [✓] Yes [✓] No

9. How will this course be graded? [✓] Grade [✓] S/U [✓] P/F (CL.MD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       Masters of Public Health, Masters of Architecture, PhD. Health Services Research, PhD Architecture

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

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

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>PHPM</th>
<th>681</th>
<th>Architecture and Health Sem</th>
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<tr>
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Approval recommended by:

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

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

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
November 10, 2015

Sarah Porter | Program Coordinator
Health Policy and Management, School of Public Health
Texas A&M Health Science Center
MS 1266 | 369 Administration Building
College Station, TX 77843-1266

Dear Ms. Porter:

I believe cross-listing courses is important and useful in a curriculum that emphasizes interdisciplinary study. Cross-listing courses is appropriate when the course is truly interdisciplinary and there is a genuine relationship between departmental listings of the course and the actual content of the course.

Because of this belief, I agree to cross-listing the Architecture for Health lecture series, ARCH 681 and PHPM 689, School of Public Health, Health Science Center, Texas A&M University.

Regards,

Jorge Vanegas, Ph.D.
Professor and Dean
College of Architecture
Instructor Information

Architecture and Health
Seminar PHPM 681
Term Fall 2016 and Spring 2017
Fridays 11:30 am – 12:20 pm
C 105 Langford
Architecture Center

Bita Kash, Ph.D., MBA,
FACHE

979-436-9462
bakash@sph.tamhsc.edu
Wednesdays 10 am - noon
Rm 442 Bldg “A”,
Langford Architecture Center

Course Description

Reports and discussions of topics of current interest in the discipline, specifically the role of architecture and built environment in planning and development of health services organizations and the production of health.

Prerequisites

Graduate classification or approval of instructor.

Course Competencies and Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>Learn about the relationship of the built environment and health outcomes at the facility/hospital level</td>
<td>To expose the student to the link of health to the environment and design.</td>
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<tr>
<td>Understand the association between the built environment and healthy behaviors</td>
<td>To be exposed to weekly visiting experts in the field of environmental health and architecture for health.</td>
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<td>Understand the importance of evidence-based design and facility planning to achieve worker safety and patient safety standards</td>
<td>To interest the student in possibly pursuing a career in environmental health planning, architecture for health, and/or public health.</td>
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<td>Learn from real world examples of health system design focused on production of health worldwide</td>
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## Textbook and/or Resource Material

- Architecture
- Business Week
- Design & Health
- Journal of Healthcare Management
- Healthcare Design
- Medical Design & Construction
- Journal of the American Public Health Association
- MCD Medical Construction & Design
- The Economist
- Time
- New York Times
- Wall Street

## Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Guest Lecturer: D. Kirk Hamilton, FAIA, FACHA, EDAC. Interim Director, Center for Health Systems &amp; Design Professor, Department of Architecture Lecturer Topic: Welcome and Introductory Lecture Student Discussion to follow</td>
<td>No required reading</td>
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<tr>
<td>2</td>
<td>Guest Lecturer: Ward V. Wells Professor &amp; Head, Department of Architecture Texas A&amp;M University Lecturer Topic: Practicing Globally, Designing Locally Student Discussion to follow</td>
<td>No required reading</td>
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<td>3</td>
<td>Guest Lecturer Jay E. Maddock, PhD, FAAHB Dean, School of Public Health Professor, Department of Environmental and Occupational Health Adjunct Professor, Bush School of Government and Public Service Lecturer Topic: The Role of the Built Environment in Public Health Student Discussion to follow</td>
<td>No required reading</td>
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<td>4</td>
<td>Instructor: Bitia A. Kashi, PhD, MBA, FACHE.</td>
<td>No required reading</td>
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<td>5</td>
<td>Jeffrey C. Stouffer, AIA ACHA Executive Vice President &amp; Health Group Director HKS Architects Dallas, Texas</td>
<td>Topic Title to be confirmed Student Discussion to follow</td>
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<td>6</td>
<td>Tim Adams, FASHE CHFM, CHC Director of Leadership Development, American Society for Healthcare Engineering (ASHE) Chicago, Illinois</td>
<td>Topic Title to be confirmed Student Discussion to follow</td>
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<td>7</td>
<td>Gary Owens, FAIA, ACHA Senior Principal, FKP Architects Houston, Texas</td>
<td>A Matter of the Heart: An In-Depth Look at Heart Institutes Student Discussion to follow</td>
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<td>Kurt Neubek, FAIA, LEED AP, EDAC Principal, Page Austin, Texas</td>
<td>Topic Title to be confirmed Student Discussion to follow</td>
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<td>9</td>
<td>Wynn Huey-Wen Yien, MD, PhD, EMBA Secretary General, Taiwan Society of Critical Care Medicine CEO, Yonglin Healthcare Foundation Director, Yonglin X Lab Taipei, Taiwan</td>
<td>An ICU Doctor's Nine-Year Journey: Design and Construction of the National Taiwan University Cancer Hospital, Taipei</td>
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<td>Week</td>
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<td>10</td>
<td>Guest Lecturer</td>
<td>John A. Becker, MHA, FACHE, FHF</td>
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<td>11</td>
<td>Chris Grossnicklaus, AIA</td>
<td>No required reading</td>
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<td>Associate, CallisonRTKL Associates</td>
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<td>Dallas, Texas</td>
<td>Lecturer Topic: Elevating the Treatment Experience: A Look at CallisonRTKL’s Specialty Care Facilities</td>
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<td>12</td>
<td>Good Friday- No Lecture</td>
<td>No required reading</td>
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<td>13</td>
<td>Guest Lecturer</td>
<td>No required reading</td>
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<td>Rowlett Lecture</td>
<td>Lecturer Topic: Topic title to be confirmed</td>
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<td>Guest Lecturer</td>
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<td>Sam Burnette, AIA, EDAC</td>
<td>Lecturer Topic: Safe Room 101: Elevating Your Patient Safety Vocabulary</td>
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<td>Attendance</td>
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<td>Weekly Typed Notes</td>
<td>Submit a total of 10 typed notes for 10 lectures to earn total possible 10 points. Each typed lecture note needs to be between 100 to 250 words.</td>
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<td>Participation and exchange</td>
<td>Earn one point for each question asked or comment exchanged with speaker.</td>
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Student attendance and participation grades will be tracked using a sign-in sheet at every class session. Students will have to sign in when they enter the lecture hall in order to receive credit for attendance and participation.

**Attendance and Make-up Policies**

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).

**eCampus (Blackboard)**

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to [http://ecampus.tamu.edu](http://ecampus.tamu.edu). Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website), or contact John C. Lingsweiler in the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 436-9409 or at lingsweiler@sph.tamhsc.edu. For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. **Your eCampus login is the same as your Howdy login (NetID).**

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our “SPH Computer Requirements for Online Courses” web page, located at [http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html](http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html) where distance-education/technical-specifications.html

All computing problems or other technical issues not related to eCampus, please contact:
- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic
dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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

Copyright Statement

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

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change. These changes will be discussed in class and subsequently communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence)
or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a New Course
Undergraduate * Graduate * Professional
* Submit original form and attach a course syllabus.*

Form Instructions
1. Course request type:  
   - Undergraduate  
   - Graduate  
   - First Professional (e.g., DDS, MD, etc.)

2. Request submitted by (Department or Program Name):  
   Department of Psychology

3. Course prefix, number and complete title of course:  
   PSYC 675 Clinical Psychology and the Legal System

4. Catalog course description (not to exceed 50 words):  
   Survey of theoretical and applied topics relevant to clinical psychology in the legal system; includes assessment of adjudicative competence, criminal responsibility, and risk assessment; as well as correctional psychology and offender rehabilitation.

5. Prerequisite(s):  
   Cross-listed with: None  
   Stacked with: NA

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

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

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

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

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

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

12. 

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   Approval recommended by: Heather Lench  
   Department Head or Program Chair (Type Name & Sign)  
   Date: 4/15/16

   Chair, College Review Committee  
   Date: 4/12/16

   Department Head or Program Chair (Type Name & Sign)  
   (if cross-listed course)  
   Date: 5/16/16

   Dean of College  
   Date: 5/16/16

   Submitted to Coordinating Board by: Chair, GC or UCC  
   Date: 5/16/16

   Effective Date: 5/16/16

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

   Curricular Services – 04/14
Clinical Psychology and the Legal System (PSYC 675)
Spring 2017

Instructor: Dr. John Edens
Office: Psychology Building, Rm. 207
Phone: 979-845-6097
E-Mail: johnedens@tamu.edu
Office Hours: TBA
Classroom: TBA
Class Time: TBA

Course Description and Prerequisites
This course will provide an overview of the complex intersection between the science and practice of clinical psychology and the legal system. It will introduce students to the methods by which clinical psychologists attempt to answer the various types of questions posed to them by the legal system.

Prerequisite: Approval of instructor

Course Objectives
Specifically, students will:
1. Gain an understanding of how the fields of psychology (particularly clinical psychology) and law intersect in individual and public policy domains.
2. Become familiar with how the courts and the legal system influence the science and practice of psychology at both the individual and systemic level.
3. Gain an understanding of how the fields of psychology and mental health influence the legal system at both the individual and public policy level.
4. Become familiar with important legislation and case law that have helped shape the relationship between the mental health field and the legal system.
5. Gain an appreciation of the applications of psychological research, methods, and practices to various civil and criminal justice and public policy issues (e.g., the relationship between psychopathology and legal incompetence & insanity, personality factors and their relevance to violence risk assessment).

Resource Materials

All assigned readings are available on E-Campus and/or will be provided as pdf files.

Grading Policies
A mid-term and non-comprehensive final examination will be given at the times specified below. Each examination will account for 50% of your total grade. The examinations will be open-book essay questions. Grade ranges for this course are:

A = 90-100%
B = 80-89.9%
C = 70-79.9%
D = 60-69.9%
F = 0-59.9%
Attendance Policy
The University and I expect students to attend all classes and complete all assignments on time. To be provided an opportunity to make up missed work, you must provide written documentation of a University-approved absence, and you must do so in a timely manner. Besides personal illness, a few other acceptable excuses are allowed with appropriate documentation (e.g., student athletes). For additional information please see Student Rules regarding Academics at http://student-rules.tamu.edu/rule07.

Please Note the Following University Policies

Academic Integrity Statement

Aggie Honor Code

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

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

If you are caught cheating or plagiarizing any portion of your assignments you will receive a zero for that assignment (in case of a group assignment all the group will receive zero) and will be reported for scholastic dishonesty.

As commonly defined plagiarism consists of claiming the ideas, words, writings etc. of another person as your own work. This means you are committing plagiarism if you copy another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic sins. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section: Scholastic Dishonesty”.

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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.
TENTATIVE CLASS SCHEDULE

Week 1  Orientation to Psychology and the Legal System


Week 2  Roles of Psychologists in the Legal System


Week 3  Roles of Psychologists in the Legal System (cont’d)

Grisso et al. chapter 1


Week 4  Roles of Psychologists in the Legal System (cont’d)

Grisso et al. chapter 2


Week 5  Ethics and Professional Issues/Conduct


**Week 6** Ethics and Professional Issues/Conduct (cont’d)


Heilbrun chapter 1

**Week 7** ***Midterm Examination***

**Week 8** Spring Break

**Week 9** Criminal Competence / Criminal Responsibility (Insanity)

Grisso et al. chapters 3, 4, & 6


**Week 10** Civil Commitment and Involuntary Treatment

Grisso et al. chapter 9


**Week 11** Forensic Psychopathology


*The Prevalence of Co-Occurring Mental Illness and Substance Use Disorders in Jails (2002).* GAINS Center Fact Sheet.

Week 12  Psychology of Crime and Violence / Risk Assessment


Week 13  Psychology of Crime and Violence / Risk Assessment (cont’d)


Week 14  Malingering


Week 15  Police Psychology


Week 16  ***Final Examination***
Texas A&M University

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

Form Instructions
1. Course request type:
   ■ Undergraduate    ■ Graduate    ■ First Professional (D.D.S., M.D., Ph.D, D.V.M., D.P.M.)
2. Request submitted by (Department or Program Name):
   Women's & Gender Studies Program
   WGST 694 Gender & Genre

3. Course prefix, number and complete title of course

4. Catalog course description (not to exceed 50 words):
   Exploration and analysis of the ways in which a single literary and/or film genre resonates with gendered perspectives and sexual subjectivity.

5. Prerequisite(s):
   Graduate Student Standing

   Cross-listed with:
   FILM 694

   Stack with:

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

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

7. Is this a repeatable course?
   ■ Yes    ■ No
   If yes, this course may be taken __ times.
   Will this course be repeated within the same semester?
   ■ Yes    ■ No

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

9. How will this course be graded?
   ■ Grade    ■ S/U    ■ PF (CLMSC)

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

   Women's & Gender Studies Program Graduate Certificate and Film Studies Program Graduate Certificate

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

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

13. Grade

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Approval recommended by:

Jana Elden 3/3/2016
Chair, College Review Committee 4/8/16

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

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

Submitted to Coordinating Board by:

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate ✦ Graduate ✦ Professional
* Submit original form and attach a course syllabus. *

Form Instructions
1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [ ] First Professional (DSS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Women's & Gender Studies Program

3. Course prefix, number and complete title of course:
   WGST 694 Gender & Genre

4. Catalog course description (not to exceed 50 words):
   Exploration and analysis of the ways in which a single literary and/or film genre resonates with gendered perspectives and sexual subjectivity.

5. Prerequisite(s):
   Graduate student standing

   Cross-listed with:
   FILM 694

   Stacked with:

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

6. Is this a variable credit course?
   - [ ] Yes
   - [ ] No
   If yes, from ___ to ___

7. Is this a repeatable course?
   - [ ] Yes
   - [ ] No
   If yes, this course may be taken ___ times.

   Will this course be repeated within the same semester?
   - [ ] Yes
   - [ ] No

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

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

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

   Women's & Gender Studies Program Graduate Certificate and Film Studies Program Graduate Certificate

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

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

13. Prefix | Course # | Title (excluding punctuation) |
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WGST    | 694 | Gender & Genre              |

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Approval recommended by:

[Signature]

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

[Signature]

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Gender and Genre (WGST 694-600/ FILM 694-600)
Tue/Thurs ________
Required Film Screening: Thurs 7PM

Fall Semester 2017
Dr. Dan Humphrey
danhumphrey@tamu.edu
305C Bolton Hall
Office Hours: Tuesday, 10:30 a.m. – 12:30 p.m.

Course description: Have you ever noticed how certain genres are associated with certain sexes or with people of certain sexual orientations? Why would it be that straight men are associated with action movies, gay men with Hollywood musicals, straight women with melodrama or romances, lesbians, perhaps more obscurely with gothic romance? The reasons may seem simple... at first. However, the more one looks at them, the more complex (and contestable) these associations can be.

This course will explore and analyze the ways in which a single literary and/or film genre resonates with gendered perspectives and sexual subjectivity. Topics, or specific genres, vary semester to semester. This semester we will focus on the horror film as it has been used to allegorize struggles related to male/female subjectivity and hetero/homosexual desire, asking ourselves if horror allows people, at a pop-cultural level, to address the deepest and most profound fears and fantasies associated with gender and sexuality. Prerequisite: graduate student standing.

Required Texts (Available at the bookstore and Course Reserves at the Evans Annex):
1. The Monstrous-Feminine: Film, Feminine: Film, Feminism, Psychoanalysis, Barbara Creed (Routledge, 1993). Listed as MF on this syllabus
5. Assigned readings are available on electronic reserve through the TAMU Libraries website under “Course Reserves.” These are listed on this syllabus as Online.

Recommended: A Short Guide to Writing about Film, Timothy Corrigan (Longman, 2011.)

Please bring a copy of the day’s assigned reading to class.

Course Requirements:

1. In-Class Presentation 30 pts.
   Graduate students will offer a full 50 minute in-class presentation on a broad topic of concern to the class (such as psychoanalysis and horror, affect theory and horror, queer theory and horror), chosen in consultation with the instructor. Details on this are forthcoming in a handout. A grading rubric is available on eCampus.

2. Term Paper 40 pts.
   Paper topic should be chosen in consultation with the instructor. Minimum 6,000 words. Details on this are forthcoming in a handout. A grading rubric is available on eCampus.

Humphrey Research Paper Rubric
3. Participation 20 pts.
This portion of the grade includes offering an introduction (5-10 minutes) of two of the evening film screening, for the benefit of the undergraduates. Details on this are forthcoming in a handout. A grading rubric is available on eCampus.

4. Attendance 10 pts
Regular class attendance, along with attendance at film screenings is crucial to successful completion of this course. If a student has more than three unexcused absences, their final grade will be dropped by five percentage points. It is also the student’s responsibility to provide proper documentation for an absence to count as an excused absence. Go to http://student-rules.tamu.edu/rule07 for more information about what counts as an excused absence.

Grade Breakdown:  
- A 100–91  
- B 81–90  
- C 71–80  
- D 60–70  
- E Below 60

Attendance Policy: 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.

Americans with Disabilities Act: 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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call (979) 845-1637. For additional information, visit http://disability.tamu.edu.

Aggie Honor Code

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

For more information on the Aggie Honor Code and Texas A & M University’s detailed policies on academic honesty and dishonesty, visit http://aggiehonor.tamu.edu.

Students are expected to act professionally. Being a full-time undergraduate Aggie is, in effect, equivalent to having a career. When in doubt on any issue, a student should ask him or herself how he or she would be expected to act as a professional in the workforce and act accordingly. For instance, students must:

- Turn in all work on time. Late work will be marked down one letter grade per-day for unexcused absences, see http://student-rules.tamu.edu/rule07 for further explanation of unexcused absence.
- Submit written assignments as word-processed documents, while retaining a backup.
- Respect the opinions and emotions of each member of the class.
- Students can likewise expect the instructor to act professionally.

Course schedule

Week 1
- Tuesday: Introduction
- Thursday: What are Genres?
  - Reading Due: Online: Andrew Tudor, “Genre” and Thomas Sobchack, “Genre Film: A Classical Experience.”
  - 7 PM Screening: The Mummy’s Ghost (Reginald Le Borg, US 1944, 61 min.)
Tuesday: Is Horror Political? If So, is it Conservative or Progressive?

Thursday: Genre and Gender: Demon Mother
- Reading Due: Online: Robin Wood, “Horror in the 80s” and Linda Williams, “Film Bodies: Gender, Genre, and Excess.”
- 7 PM Screening: Carrie (Brian De Palma, US 1976, 98 min.)

Week 3
Tuesday: Theories of Horror: Psychoanalysis
- Reading Due: DoD: 1-58.
Thursday: Theories of Horror: Psychoanalysis, cont’d.
- Reading Due: DoD: 59-83.
- 7 PM Screening: Alien (Ridley Scott, US/UK 1979, 116 min.)

Week 4
Tuesday: The Genre of Sado-Masochism? Horror and Displeasure
- Reading Due: DoD: 87-138
Thursday:
- Reading Due: DoD: 139-166.
- 7 PM Screening: Psycho (Alfred Hitchcock, US 1960, 109 min.)

Week 5
Tuesday: The Monster Known as Man
- Reading Due: Clover, Introduction and Chapter 1: “Her Body, Himself.”
Thursday: Phallic Horror
- Reading Due: Chapter 2: “Opening Up.”
- 7 PM Screening: The Texas Chain Saw Massacre (Tobe Hooper, US 1974, 88 min.)

Week 6:
Tuesday: The Survivor Known as Woman: The “Final Girl Phenomenon”
- Reading Due: Clover, Chapter 3: “Getting Even.”
Thursday:
- Reading Due: Clover, Chapter 4: “The Eye of Horror” and Afterword.
- 7 PM Screening: White of the Eye (Donald Cammell, US 1987, 110 min.)

Week 7
Tuesday:
- Reading Due: PP: Introduction and “Film, Horror and the Primal Uncanny.”
Thursday:
- Reading Due: PP: “Film and the Uncanny Gaze.”
- 7 PM Screening: The Shining (Stanley Kubrick, US/UK 1980, 142 min.)

Week 8
Tuesday:
- Reading Due: PP: “Man as Womb Monster: Frankenstein, Couvade and the Post-human.”
Thursday:
- Reading Due: PP: “Man as Menstrual Monster: Dracula and His Uncanny Brides.”
- 7 PM Screening: Bram Stoker’s Dracula (Francis Ford Coppola, US 1992, 128 min.)

Humphrey Research Paper Rubric
Enjoy Your Spring Break

Week 9
Tuesday: Midterm
Thursday:
- **Reading Due:** *PP*: “Freud’s Wolf Man, or the Tale of Granny’s Furry Phallus.”
- **7 PM Screening:** *The Wolf Man* (George Waggner, US 1941, 70 min.)

Week 10
Tuesday:
- **Reading Due:** *PP*: “Fear of Fur: Bestiality and the Uncanny Skin Monster.”
Thursday:
- **Reading Due:** *PP*: “Freddy’s Fingernails: Child Abuse, Ghosts and the Uncanny.”
- **7 PM Screening:** *A Nightmare on Elm Street* (Wes Craven, US 1984, 91 min.)

Week 11
Tuesday:
- **Reading Due:** *PP*: “Jack the Ripper: Modernity and the Uncanny Male Monster.”
Thursday:
- **Reading Due:** Benshoff, “Introduction: The Monster and the Homosexual” and Chapter 1: “Defining the Monster Queer in the Classical Hollywood Horror Film.”
- **7 PM Screening:** *The Old Dark House* (James Whale, US 1932, 72 min.)

Week 12
Tuesday:
- **Reading Due:** Benshoff, Chapter 2: Shock Treatment: Curing the Monster Queer During World War II” and Chapter 3: Pods, Pederasts, and Perverts.”
Thursday:
- **Reading Due:** Benshoff, Chapter 4, “Exposing the Monster Queer to the Sunlight, Circa the 1969 Stonewall Rebellion.”
- **7 PM Screening:** *Theatre of Blood* (Douglas Hickox, UK 1973, 104 min.)

Week 13
Tuesday:
- **Reading Due:** *Online*: H. Benshoff, “Vincent Price and Me: Imagining the Queer Male Diva” and Benshoff, Chapter 5: “Satan Span and Out and Proud: Monster Queers in the Postmodern Era.”
Thursday:
- **Reading Due:** Benshoff, Epilogue.
- **7 PM Screening:** *Nightbreed* (Clive Barker, US 1990, 102 min.)

Week 14
Tuesday: Research paper due via elearning by 11AM.
- **Reading Due:** None. Concentrate on your paper.
Thursday:
- **Reading Due:** *Online*: “Judith Halberstam, “Skinflick: Posthuman Gender in Jonathan Demme’s *The Silence of the Lambs.*”
- **7 PM Screening:** *The Silence of the Lambs* (Jonathan Demme, US 1991, 118 min.)

Week 15
Tuesday: Summing Up and Review

Final Exam:
Humphrey Research Paper Rubric