

Course Changes

Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attachments •

Form Instructions

1. Course request type: Undergraduate Graduate First Professional (DDS, MD, JD, PharmD, DVM)
 2. Request submitted by (Department or Program Name): Physics and Astronomy
 3. Course prefix, number and complete title of course: PHYS 614: Introduction to Methods of Mathematical Physics

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested
- a. Prerequisite(s): From: _____ To: _____
- b. Withdrawal (reason): No intention to teach in the future.
- c. Cross-list with: _____
- Cross-listed courses require the signature of both department heads.
- d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
- e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. **Attach a course syllabus.**
5. Is this an existing core curriculum course? Yes No
6. If grade type is changing for existing course, indicate the new grade type: Grade S/U P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: _____
- 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>).
9. Complete current course title and current catalog course description:

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

Prefix	Course #	Title (excluding punctuation)										
Lect.	Lab	Other	SCH	CIP and Fund Code	Admin. Unit	FICE Code						Level
						0	0	3	6	3	2	

- b. Change to:

Prefix	Course #	Title (excluding punctuation)											
Lect.	Lab	Other	SCH	CIP and Fund Code	Admin. Unit	Acad. Year	FICE Code						Level
						-	0	0	3	6	3	2	

Approval recommended by:

George R Welch George R Welch 9/24/2014
 Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

[Signature] 9-22-14
 Chair, College Review Committee Date

[Signature] 9-22-14
 Dean of College Date

[Signature] 10/20/14
 Chair, GC or UCC Date

Date _____ Effective Date _____



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Departmental Request for a Change in Course
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Form Instructions

1. Course request type: Undergraduate Graduate First Professional (DDS, MD, JD, PharmD, DVM)
 2. Request submitted by (Department or Program Name): Physics and Astronomy
 3. Course prefix, number and complete title of course: PHYS 650: Kinetics of Electronic Processes

Attach a brief supporting statement for changes made to items 3a thru 4d, and 10 below.

4. Change requested
 a. Prerequisite(s): From: _____ To: _____
 b. Withdrawal (reason): Instructor (Keldysh) retired, and course is so specialized that no one else will be able to teach it.
 c. Cross-list with: _____

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

- d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
 e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. **Attach a course syllabus.**

5. Is this an existing core curriculum course? Yes No
 6. If grade type is changing for existing course, indicate the new grade type: Grade S/U P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course: _____

- 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>).

9. Complete current course title and current catalog course description: _____

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): _____

11. a. As currently in course inventory:

Prefix	Course #	Title (excluding punctuation)					FICE Code						Level
Lect.	Lab	Other	SCH	CIP and Fund Code	Admin. Unit	0	0	3	6	3	2		
							0	0	3	6	3	2	

- b. Change to:

Prefix	Course #	Title (excluding punctuation)					FICE Code						Level
Lect.	Lab	Other	SCH	CIP and Fund Code	Admin. Unit	Acad. Year	0	0	3	6	3	2	
							-	0	0	3	6	3	2

Approval recommended by:
 George R Welch George R Welch 9/22/2014
 Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:

 Associate Director, Curricular Services

[Signature] 9-22-14
 Chair, College Review Committee Date
[Signature] 9-22-14
 Dean of College Date
[Signature] 10/20/14
 Chair, GC or UCC Date

 Date Effective Date



Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional

RECEIVED

SEP 17 2014

• Submit original form and attachments •

Form Instructions

1. Course request type: Undergraduate Graduate First Professional (ex., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Wildlife and Fisheries Sciences
3. Course prefix, number and complete title of course: WFSC 654 Amazon Field School

Attach a brief supporting statement for changes made to items 4a thru 4d, and 6 below

4. Change requested
- a. Prerequisite(s): From: graduate classification To: _____
- b. Withdrawal (reason): _____
- c. Cross-list with: VTMI 604 and RPTS 654

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

- d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
- e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. **Attach a course syllabus.**
5. Is this an existing core curriculum course? Yes No
6. If this course will be stacked, please indicate the course number of the stacked course: VTPB 404, RPTS 454, + WFSC 45
7. 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>).

8. Complete current course title and current catalog course description:
 Introduction to social and ecological complexities of biodiversity conservation in tropical ecosystems. Field methods from biological and social science approaches to evaluate causes, consequences, and solutions to biodiversity loss through lenses of ecology, culture, and governance.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
 Investigation of social and ecological complexities of biodiversity conservation in tropical ecosystems; biological and social science approaches to evaluate causes, consequences, and solutions to biodiversity loss through ecology, culture, and governance.

10. a. As currently in course inventory:

Prefix		Course #	Title (excluding punctuation)																							
WFSC		654	AMAZON FIELD SCHOOL																							
Lect.	Lab	SCH	CIP and Fund Code							Admin. Unit				FICE Code				Level								
0	4	0	0	0	3	0	3	0	3	0	1	0	0	0	5	2	9	5	1	0	0	3	6	3	2	G

- b. Change to:

Prefix		Course #	Title (excluding punctuation)																												
WFSC		654	AMAZON FIELD SCHOOL																												
Lect.	Lab	SCH	CIP and Fund Code							Admin. Unit				Acad. Year				FICE Code				Level									
0	4	0	0	0	4	0	3	0	3	0	1	0	0	0	5	2	9	5	1	1	5	-	1	6	0	0	3	6	3	2	G

Approved/recommended by:

<p><u>Linda L. Logan</u> <u>July 3 2014</u> Department Head or Program Chair (Type Name & Sign) Date</p> <p><u>Gary D. Ellis</u> <u>7/22/14</u> Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)</p> <p>Submitted to Coordinating Board by: _____ Associate Director, Curricular Services</p>	<p><u>Whard W. Reed</u> <u>8/27/14</u> Chair, College Review Committee Date</p> <p><u>Whard W. Reed</u> <u>8/27/14</u> Dean of College Date</p> <p><u>[Signature]</u> <u>10/20/14</u> Chair, GC or UCC Date</p> <p>_____ Date</p> <p>_____ Effective Date</p>
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July 1, 2014

MEMORANDUM

TO: Dr. Mark A. Hussey, Interim President
Texas A&M University

THROUGH: Dr. Walter C. Daugherty, Speaker
Faculty Senate

THROUGH: Dr. Robert Knight, Chair
Graduate Programs Council, College of Agriculture and Life Sciences
University Curriculum Committee, College of Agriculture and Life
Sciences Representative

THROUGH: Dr. David Reed, Associate Dean for Graduate Programs and
Faculty Development
College of Agriculture and Life Sciences

THROUGH: Dr. Michael Masser, Professor and Department Head
Department of Wildlife & Fisheries Sciences

FROM: Amanda R. Schwede, Senior Academic Advisor I
Department of Wildlife & Fisheries Sciences

SUBJECT: WFSC 654 Amazon Field School
Change in Course for 2015-2016 Catalog

WFSC 654 Amazon Field School is a new approved study abroad course for the Fall 2014 catalog. However, due to suggested changes in the course description and course hours, a Change in Course form to update the description and hours is needed for the Fall 2015 catalog.

This memo is to provide justification for these two changes. Please contact me at arschwede@tamu.edu or 979-845-5704 if you have questions. Thank you.

Syllabus
Applied Biodiversity Science NSF-IGERT Program
AMAZON FIELD SCHOOL
Summer I 2014
RPTS 654/WFSC 654/VTPB 604
11 May – 29 May 2014
Tambopata, Peru

Instructors:

Donald Brightsmith
Veterinary Pathobiology
dbrightsmith@cvm.tamu.edu
(979) 458-0563

Leslie Ruyle
Conflict and Development
ruyle@tamu.edu
(979) 458-9397

Lee Fitzgerald
Wildlife Fisheries Sciences
lfitzgerald@tamu.edu
(979) 862-7480

Amanda Stronza
Recreation, Parks and Tourism Sciences
astronza@tamu.edu
(979) 845-8931

Local Counterparts:

Rainforest Expeditions
Native Community of Infierno

Description: This course is designed to investigate the social and ecological complexities of biodiversity conservation in tropical ecosystems. We will use a variety of field methods from the biological and social sciences to evaluate the causes, consequences, and solutions to biodiversity loss through the lenses of ecology, culture, and governance.

Prerequisites: Instructor approval to participate in this course. There are no other prerequisites for participation in the course.

Textbook: There is no required textbook for this course. We will provide PDFs of selected journal articles.

Field Site: The course will take place in the Tambopata National Reserve and Bahuaja Sonene National Park in the Department of Madre de Dios, Peru. The region has some of the highest recorded levels of biodiversity in the world, but it is vulnerable to many new threats, including extensive agriculture, gold mining, illegal logging, and land speculation associated with the Inter-Oceanic Highway.

Activities: We will explore a variety of terrestrial and freshwater habitats in various settings, including two ecotourism lodges, a frontier town, a national park, and a local community. Interdisciplinary teams will examine all sides of complex issues surrounding the region's conservation challenges, talking with conservation practitioners and scientists.

Guiding Questions:

- 1) What are the threats to biodiversity and human livelihoods in Tambopata? What are the responses from local institutions and actors?
- 2) What is the role of scientific inquiry in addressing threats to biodiversity and human livelihoods?
- 3) How can social scientists and natural scientists collaborate in the field?
- 4) In "cultural landscapes," how do we see nature? In "natural landscapes," how do we see culture?

Learning Activities

- Collaborate in teams to gather ecological, cultural, and economic information on the following Conservation Case Studies:
 - a) WILDLIFE USE AND CONSERVATION: Ecological Challenges of Balancing Consumptive and Non-consumptive Uses
 - b) COMMUNITIES AND WATER: Governing Fish, Otters, Miners, and Tourists
 - c) FORESTS AND CHOICES: Managing for Charcoal, Palm Fruits, Macaws, and Brazil Nuts
- Keep a journal of field notes and observations
- Present findings on Conservation Case Studies

Learning outcomes

- Students will demonstrate the ability to record relevant notes and observations in a field notebook.
- Students will employ effective communication and collaboration skills with colleagues in the biological and social sciences.
- Students will be able to explain the role of scientific inquiry in addressing threats to biodiversity and human livelihoods.
- Students will appraise the social and biological context in which issues of tropical biodiversity conservation are played out.
- Students will apply both data and perspectives from the biological and social sciences to inform decisions when addressing threats to biodiversity and human livelihoods.

Course Grades

Graduate students:

Level of participation	
Discussions	200
Field trips	150
Field research	150
Compliance with rules	100
Presentations	
Group presentation	200
Presentation on proposed thesis research	100
Research skill presentation	100

	1000

Grading Scale: 1000 – 900 = A, 899 – 800 = B, 799 – 700 = C, 699 – 650 = D, and 649 – 0 = F

Graduate students will be required to complete a presentation of a research skill in the field to the remainder of the class. They will be graded on their ability to clearly communicate the reasons to use this technique and demonstrate its use. They will also be required to make a short (10 – 15 min) formal presentation of their proposed thesis research in the format of a presentation for a scientific meeting. The graduate students will also be graded on their leadership roles within their research groups. Leadership responsibilities during specific research activities will be rotated among graduate students and this will be evaluated by the accompanying faculty.

If an assignment is completed after the due date, the grade will be reduced at a rate of up to 10% per day. Exceptions for this rule may be made for illness, TAMU-approved excused absence or instructor permission. All students will obtain full participation for each activity if they attend the activity and listen to the presentations given by the instructors. Students who must be reprimanded for talking or otherwise interrupting course activities or not remaining with the group for the duration of the activity will receive reduced grades (reprimanded once – 5% of total activity points, reprimanded twice – 10%, and then 15% reduction for each additional reprimand).

Attendance and make-up policies:

Students are required to attend all activities unless they are prohibited from doing so by TAMU approved excused absence, illness, logistical problems (transportation, etc.) which are outside of their control or instructor permission. Failure to participate in required activities in the absence of illness, logistical problems or other extenuating circumstances will be penalized by the loss of up to 50 points per activity missed.

Make-up Policy:

There will be no makeups for regularly scheduled activities. However, students forced to miss trips, discussions or activities can request to be briefed on them by the instructors. If students are unable to give their group presentations at the appointed time, instructors will find an alternative time for the presentation if timing and logistics allow. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (<http://studentrules.tamu.edu/rule07>). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

- 1) Participation in an activity that is required for a class and appears on the university authorized activity list at: <https://studentactivities.tamu.edu/app/sponsauth/index>
- 2) Death or major illness in a student's immediate family.
- 3) Illness of a dependent family member.
- 4) Participation in legal proceedings or administrative procedures that require a student's presence.
- 5) Religious holy day. NOTE: Prior notification is NOT required.
- 6) Injury or illness that is too severe or contagious for the student to attend class.
 - a) Injury or illness of three or more class days:
Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
 - b) Injury or illness of less than three class days:
Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
 - (i.) Texas A&M University Explanatory Statement for Absence from Class form available at: <http://attendance.tamu.edu>
 - or (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
- 7) Required participation in military duties.
- 8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Study Abroad Course Itinerary – (see attachment for proposed itinerary)

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

Scholastic misconduct is defined broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student.

The Aggie Honor Code

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at: <http://student-rules.tamu.edu>. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System: <http://aggiehonor.tamu.edu>.

Types of Academic Misconduct

There are several types of academic misconduct. The six most common ones that you should be aware of are:

1. **Cheating** - Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
2. **Fabrication** - Making up data or results, and recording or reporting them; submitting fabricated documents.
3. **Falsification** - Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
4. **Multiple Submissions** - Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.
5. **Plagiarism** - The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
6. **Complicity** - Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.

Conservation Symposium in Puerto Maldonado (17 May).

Time	Presenter	Organization	Topic
9:00 am	Donald Brightsmith	Texas A&M, Applied Biodiversity Sciences Program	Welcome and opening of symposium
9:10 am	Juan Carlos Flores	Grupo de Trabajo de la Sociedad Civil para la Interoceánica Sur – Perú	Posición de la sociedad civil respecto a la construcción de la carretera Interoceánica Sur.
9.55 am	Juan Loja	ISUR	Proyectos de desarrollo y conservación a realizarse en el ámbito de la Interoceánica Sur
10.40 am	Coffee Break		
11.00 am	Carlos Sanchez and Deyvis Huaman	AIDER	Contrato de administración parcial Reserva Nacional Tambopata y el Parque Nacional Bahuaja Sonene
11.45 am	Leslie Ruyle	TAMU	TBA
12.30 pm	Lunch		
2.30 pm	Ramón Rivero	Sociedad Peruana de Derecho Ambiental	Mecanismos de conservación privada desarrollándose en Madre de Dios
3.15 pm	Cesar Ascorra	CARITAS	Impacto social y ambiental de la minería en Madre de Dios
4.00 pm	Break		
4.15	Chantelle Murtagh		Indigenous peoples of Madre de Dios - Politics and indigenous movements
5:00	John Janovec	Botanical Research Institute of Texas	Tropical botany and aguajales

Detailed schedule

- 11 May Fly to Peru spend the night in Lima
- 12 May Fly to Puerto Maldonado and take the boat up to Posada Amazonas
Move in to rooms
Brief guided walk in forest (depending on arrival time)
Dinner
Introduction to the course and Conservation Case Studies
Overnight: Posada Amazonas
- 13 May Overnight Posada Amazonas
Breakfast
Communities and water activity: Visit to Oxbow Lake
Lunch
Basic introduction to the ecology of Conservation Case Studies: Forest walk Focus on the forest and do NOT go to the canopy tower (wildlife, Brazil nuts, *Dipteryx* trees, inland water bodies, wildlife)
Field notes lecture
Dinner
Discussion: Local maps and satellite imagery: connecting ecology, culture and governance
Students choose their case study teams
- 14 May Overnight Centro Ñape
Wildlife techniques: Bird and Mammal Identification (all go to canopy tower)
Breakfast
Leave after breakfast (move out of rooms take an overnight bag leave large luggage)
Tour of Centro Ñape and Don Honorato presentation about medicinal plants
Lunch at Nape
Participatory mapping activity
Hunting and forest types walk (from late afternoon in to early evening return after dark)
Late Dinner
Brief discussion of transect methodology and estimating animal abundances
- 15 May Overnight Posada Amazonas
Early AM bird and primate transect methodology activity
Breakfast
Return to Posada after Breakfast
Forests and Choices discussion and field lecture (walk down to harvested Brazil nut tree on way to big Kapok. Go to big Kapok, sit there and talk about the ecology of hardwoods versus softwoods, human park interactions, use of hardwoods and softwoods.)
Lunch
Tour of Posada Amazonas (with lodge manager, talk about Rainforest Alliance Certification, Green innovations, the importance of the lodge to the community etc.)
Talk by Stronza on Tourism in Infierno
Dinner
Discussion of time at Centro Ñape
- 16 May Overnight Puerto Maldonado

- Early AM fishing activity (go super early 4 AM?) to make sure that we are early enough to be able to clearly see the transition from NIGHT fish to Day fish
 Travel to Puerto Maldonado,
 Visit to Mining site 2 hour drive to Quebrada Guacamayo
 Lunch in car
 Move in to Peru Amazonico
 Lecture: Brief intro to the town and safety briefing
 Dinner (students on their own)
- 17 May Overnight Puerto Maldonado
 9:00 AM – 5 PM Conservation Symposium (see schedule above)
 Quick discussion on plans for visiting the market
 Dinner (on your own)
 Free Time
- 18 May Overnight Puerto Maldonado
 6 AM Visit to the local market
 Students will be given instructions to search for information regarding a variety of local and regional products (wildlife, hardwood charcoal, Brazil nuts, Aguaje palm, edible palm larvae, fish, and gold). Breakfast on your own.
 Lunch in PEM
 2 PM Tour of farm with Victor Zambrano
 Discussion of Market and or Victo Zambrano
 Dinner on own
- 19 May Overnight Infierno
 8 AM pickup
 Brief tour of the center of the community
 Visit with community hunters
 Meet with member of the Control Committee of the Native Community of Infierno
 Box lunch provided by RFE
 Transfer to homestays (split among Duran, Mishaja and one or two other sites)
- 20 May Overnight Infierno
 Breakfast
 Ethnographic and biological field notes, participant observation, and informal conversations with local families
 Lunch and Dinner with families
- 21 May Overnight Infierno
 Breakfast
 Separate time in three households
 Ethnographic and biological field notes, participant observation, and informal conversations with local families
 Lunch and Dinner with families
- 22 May Overnight Tambopata Research Center
 11 AM Infierno to Tambopata Research Center (4 hours on river)
 Move in to rooms

- Dinner
Discussion about time in Infierno
- 23 May Overnight Tambopata Research Center
Early AM Wildlife: Visit to parrot clay lick
Breakfast
Forest walk (wildlife observation, macaw nest sites natural and artificial in *Dipteryx*, wildlife identification, visit small water bodies in trail system)
Lunch
Free time
Dinner
Faculty Research Lecture: Brightsmith (Wildlife: Parrot community nesting)
- 24 May Overnight Tambopata Research Center
Breakfast 7:30
Wildlife research activity
Lunch
Forests research activity
Dinner
Wildlife techniques: Bat mist netting
- 25 May Overnight Tambopata Research Center
Optional Early AM Visit to parrot clay lick or other activity
Breakfast
Aquatics activity: Trip to a stream for net fishing
Lunch
Team work on Conservation Case Studies
Dinner
Free time or night hike
- 26 May Overnight Tambopata Research Center
Free time work on Conservation Case Studies
Lunch
Presentation of Conservation Case Studies findings
Dinner
- 27 May Overnight El Gato
Early departure to travel from TRC to El Gato
Lunch on boat or at El Gato
Free time for swim or forest exploration
Final dinner at El Gato
- 28 May Travel from El Gato to Puerto Maldonado
11:35 AM Flight to Lima
Afternoon in Lima (shopping and museums)
Overnight flight back to the USA
- 29 May Return to TAMU