Social and Behavioral Sciences (UPPER)
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Department of Agricultural Economics

2. Course prefix and number: AGEC 350

3. Texas Common Course Number: Environmental and Natural Resource Economics

4. Complete course title: 

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - CURRENT CORE: YES

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? every fall and spring semester

9. Number of class sections per semester: 2 or 3 sections are offered each semester

10. Number of students per semester: Approximately 70

11. Historic annual enrollment for the last three years: 2010-2011 110 2011-2012 130 2012-2013 110

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature]
    Course Instructor
    Date: 5-9-2013

14. Department Head
    [Signature]
    Date: 6-12-13

15. College Dean/Designee
    [Signature]
    Date: 5-13-13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
*AGEC 350 is offered in both the spring and fall semester. The course is only offered at one time period, but the one course is divided into several sections allowing for the registration of honor, major and non-major students into different sections. Please see enrollment information below.

<table>
<thead>
<tr>
<th></th>
<th>Honors - 200</th>
<th>Major - 501</th>
<th>Non-major - 502</th>
<th>Total</th>
</tr>
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<tr>
<td>Fall 10</td>
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<td>Spring 11</td>
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<td>44</td>
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<tr>
<td>Fall 11</td>
<td>2</td>
<td>29</td>
<td>24</td>
<td>55</td>
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<td>Spring 12</td>
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<td>47</td>
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<tr>
<td>Fall 12</td>
<td>12</td>
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<td></td>
<td>42</td>
</tr>
<tr>
<td>Spring 13</td>
<td>22</td>
<td>46</td>
<td></td>
<td>68</td>
</tr>
</tbody>
</table>
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

How does the proposed course specifically address the Foundational Component Area definition above?

Environmental and Resource Economics is a study of society’s use of the environment and natural resources. The course looks at the economically optimal use of the environment and how the incentives that individuals and firms face do not always lead to the socially optimal outcome. Virtually every element of the course addresses the goals of the Social and Behavioral Sciences’ Foundational Component Area. The first part of the course develops an economic framework to understand the value to the society of the environment. The course then looks at how individuals and groups behave and interact, leading sometimes to environmental problems, other time to environmental solutions. The course focuses on how society can alter those incentives to address environmental problems. Finally, the course considers the challenging problem of the use of renewable and nonrenewable natural resources on which our economy depends.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information): Students develop a number of critical learning skills in the class. Graphical analysis of concepts and data is used on a daily basis. Students will utilize the analytical frameworks and paradigms that economists use to solve problems including using graphs, mathematical tools, and economic models to analyze data. Students learn how to frame real-world problems in terms of the theoretical models developed in the class, synthesizing the critical elements of the problems to understand the economic dimensions of each problem.

Learning Outcomes:
Students will develop the ability to creatively apply the conceptual tools of environmental economics to evaluate real-world environmental and resource management problems.
Students will learn how to conduct out-of-class research on environmental problems and use critical thinking skills developed in class to determine the critical elements of the problem and will be able to state their understanding of these complex problems.

Assessment
Students’ critical thinking abilities will be evaluated on midterm and final examinations and short writing assignments. They will be challenged to explain and defend their analysis in small-group and full class discussions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication): Students enrolled in AGEC 350 will communicate their critical thinking skills through short written assignments and group discussion. Because of the often controversial nature of the topics covered in the course, discussion in both small and large groups is an integral part of the class.

Learning Outcomes:
Students will learn to communicate concepts related to environmental and resource economics through in-class discussions, group work to develop the problem, written assignments and short-answers to questions on quizzes and exams. Students must interpret and create their own graphical analysis of economic concepts. Both written and verbal communication skills are developed in AGEC 350. For example:
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- Students will learn how to look at an environmental amenity and explain why this is of economic value to individuals and society;
- Students will learn how to read a newspaper article, distill the key elements and present the problem in terms of a graphical model that explains why an economically efficient outcome is or is not achieved.

Assessment
Writing assignments are graded in part on the basis of the students' ability to effectively communicate their ideas. These are graded by the instructor and the TA based on a carefully designed grading rubric that evaluates whether the student is demonstrating a grasp of the economic concepts at hand and demonstrates the ability to communicate those ideas to a variety of different audiences. For example, an exam question may ask that they write a short note to an aunt or uncle explaining why some level of environmental regulations are necessary to achieve a socially efficient outcome.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):
Students will learn to carry out rudimentary analysis of data to measure the economic value of environmental amenities and carry out cost-benefit analysis.

Learning Outcomes:
Student will develop basic mathematical skills including data analysis including the conversion of data for graphical analysis. Students will learn how to use discounting in order to evaluate benefits and costs that occur at different times.

Assessment:
Students knowledge of these skills will be assessed using in-class individual and group assignments and on examinations. Since this skill can be readily adapted to test the same skills year after year without repeating the exact same question, test questions that evaluate this skill will be reviewed from one semester to the next to provide a particularly meaningful indicator of the course’s success.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
The nature of the material covered in AGEC 350 is directly related to social responsibility. First, the economic framework that is used in AGEC 350 focuses specifically on social efficiency. Situations are identified when privately efficient outcomes do and do not lead to socially efficient outcomes. Second, the topics covered in the class, from population to climate change, are directly related to important problems facing society today and students are required to develop factual and scientifically based knowledge to understand these issues.

Learning Objectives:
Students should learn how to identify and synthesize quality sources of information used to inform their opinions on policy questions related to the environment.
Students should understand the differences between social and private benefits and costs and why optimal private actions do not always result in a socially efficient outcome.

Assessment:
The students’ ability to understand the issues related to social responsibility are assessed using writing assignments, group work, and examination questions.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Environmental and Resource Economics (AGEC 350)

Spring 2013

Contact Information

Instructor: Dr. Richard Woodward
210M AGLS Building
979-845-5864
Office hours: Open door policy but scheduled appointments are more reliable
r-woodward@tamu.edu

Dr. Woodward's administrative assistant: Michele Zima
210M AGLS Building
979-845-2333

TA: Randi Hughes-Fraire
AGLS 393
randihughes@tamu.edu
Office hours: TBA

Textbook: Tom Tietenberg and Lynne Lewis, Environmental and Natural Resource Economics, 9th edition, 2012. Addison Wesley. Earlier editions of this text may be used, though it will be the student's responsibility to ensure that equivalent material is covered.

Supplementary readings and other materials will be required for many classes. These will be made available via the Internet at the class home page:
http://agecon2.tamu.edu/people/faculty/woodward-richard/350/

Prerequisites: Junior classification or approval of the instructor required. Prior exposure to microeconomics is helpful, but not required.

Office hours and contacting Professor Woodward: I can be reached by e-mail throughout the day. If you want to visit in person you can stop by, but it is best to send me an e-mail message, give me a call or talk to me after class to set up an appointment. If you have an urgent question, you can call me at home, 979-703-6470, but please, no later than 9:00 p.m.

Electronic communication and the Internet: It is the students' responsibility to follow the course's progress via e-mail and the Internet. I will assume that any announcements made electronically will be received within 24 hours.

Overview of the course

The purpose of American education is to create knowledgeable citizens of American democracy who can contribute to their own and the common good
- David Goodstein

What is environmental and resource economics? Virtually anything that we do involves the use of natural resources. Every time we take a breath, take a bite, or turn on a light we use the environment and natural resources. Decisions that we make individually and as a society can directly or indirectly affect the quality and quantity of the resources upon which we all depend. Environmental economics uses economics to study help us understand why problems of environmental degradation and overuse of natural resources arise, how we might address these problems.

The primary learning objectives of AGEC 350 is to give you the knowledge, skills and tools to allow students to use an economic lens to consider a problem related to the environment and natural resources. To use this lens you will need (1) an understanding of the basic economic framework and analytical tools that economists use; (2) the ability to find and use factual information about the physical processes behind these problems and about how humans affect and are affected by those processes; (3) knowledge of the institutions - the norms, laws and organizations - that affect the environment in Texas, the nation and internationally. AGEC 350, if successful, will fulfill those needs.
By the end of the class, what do I want you to be able to do?
- Talk knowledgeably about how and why economics should be taken into account when considering issues related to the environment and natural resources.
- Read a newspaper article about an environmental problem with an economic lens
- Carry out a preliminary benefit-cost analysis of a program or policy that has environmental consequences.
- Recommend an efficient policy to address an environmental problem or manage a natural resource.

Topics to be covered:
This list is not complete or final, but we will cover most of the following topics:
- Pollution
- The population problem
- Oil shortages
- Water as an economic resource
- Fisheries management
- Acid rain, air pollution and global warming
- Water pollution
- Economic efficiency and the environment
- Cost-benefit analysis
- Property rights

How the class will work

The Team-Based Learning (TBL) approach will be used in this course. TBL advocates self-directed learning of course content and will facilitate your application of new knowledge within small collaborative teams and full classroom discussions. TBL requires you to be prepared for and attend all classes. Your participation will provide you with the opportunity to learn from your peers as well as work and negotiate within your team.

We live in an age of abundant information. We have nearly immediate access to information in a wide array of forms, from books and magazines, to videos and podcasts. The lecture is yet another way to deliver information. While a good lecture can be very effective, what makes the classroom unique is that it brings students and instructors together where they can learn from each other. TBL capitalizes on this feature. In a TBL class, lectures are very limited and are used almost exclusively to clarify questions that arise rather than simply imparting information. In a TBL class, students work in small groups that last the entire semester. Members of the team learn together and from each other, meaning that coming to class prepared is essential to your success and that of your team.

The course will be divided into five modules. Each module will start with a Readiness Assessment Test (RAT). This will be based on readings and short videos that must be completed before the start of the module. Each RAT is completed twice: first individually (the iRAT), then as a team (the tRAT). This will be the primary activity during the first class period of each module. During the remaining class periods in each module, teams will work through activities, usually requiring some preparation, that allow you to refine your understanding of material and improve your ability to use the economic lens.

What TBL is not:
- It is not normal group work—there will be no group work required outside of the classroom.
- It will not be a drag on your grade—a tRAT score cannot reduce your grade relative to your iRAT score.
- It is not an excuse to slack off—Team rules for participation and peer evaluation will affect your grade. Each team will write a contract and teammates must hold each other accountable.
**Evaluation and grading**

The final percentage allocation for each component of the class will be determined in class.

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Number</th>
<th>% of grade</th>
<th>% of grade (final)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Readiness Assessment Tests</td>
<td>5</td>
<td>10-20</td>
<td></td>
</tr>
<tr>
<td>Team Readiness Assessment Tests (tRATs)</td>
<td>5</td>
<td>10-20</td>
<td></td>
</tr>
<tr>
<td>tRAT bonus points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest Score: 1 percentage point final grade.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Highest Score: % percentage point final grade.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer evaluation of team members</td>
<td>2</td>
<td>10-20</td>
<td></td>
</tr>
<tr>
<td>Team in-class assignments and short homeworks</td>
<td>lots</td>
<td>10-20</td>
<td></td>
</tr>
<tr>
<td>Midterm examination</td>
<td>1</td>
<td>20-30</td>
<td></td>
</tr>
<tr>
<td>Final examination</td>
<td>1</td>
<td>30-40</td>
<td></td>
</tr>
</tbody>
</table>

Final Grades (may be curved upward at instructor’s discretion)
A 90% above  B 80-89.9%  C 70-79.9  D 60-69.9%  F less than 60%

**Readiness Assessment Tests (RATs)**
Each RAT will consist of two parts, both of which are worth 20 points.

**Exams**
- The midterm and final exams will be completed individually.
- The exams are cumulative, though more recent material is emphasized.
- The final exam will be given on the University scheduled date and time.
- Guidance on the types of questions that will be on the exams and a list of review questions will be provided at least one week prior to each exam. Old exams will be made available via the Internet.

**Peer review of teammates**
Prior to the midterm exam and at the end of the semester, each student is required to anonymously evaluate each other member of his or her group. On the forms, students will give qualitative feedback to each member and award points to the other members of his or her team. The grade points will then be determined as a percentage of the total number of participation points awarded and scaled so that if everyone on the team were ranked equally, then everyone would receive an 89 on the peer evaluation part of their grade.

**The culture of the classroom:**
We’re all in this together. As instructor of AGEC 350 I will strive to
- Be prepared
- Give fair exams and grade in a fair and consistent manner
- Be accessible to students outside of class
- Be understanding and helpful when students are uncertain of the material
- Be open to questions
- Convey a sense of priority, i.e., identify important material
- Give ample time to complete assignments and remind students of due dates.
In return, I ask that the students to
- Be a cooperative and engaged member of your team
- Constructively participate in all classroom activities
- Arrive on time.
- Turn off (not just silence) phones and other devices.
- Refrain from text-messaging, reading a newspaper, surfing the Internet, passing notes, or chatting in a way that distracts others in your team or in other teams.
- Inform me before class if you need to leave class early or if you need to be prepared for emergency communication.
- Communicate in a professional and responsible fashion, informing me and your teammates in the event of absences.

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>(subject to change with prior notification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #1:</td>
<td></td>
</tr>
<tr>
<td>1/22 RAT #1</td>
<td>Value, Valuation and Efficiency</td>
</tr>
<tr>
<td>Module #2:</td>
<td></td>
</tr>
<tr>
<td>2/5</td>
<td>Property Rights, Efficiency, Externalities, &amp; Public Goods and Policies</td>
</tr>
<tr>
<td>2/26</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Module #3:</td>
<td></td>
</tr>
<tr>
<td>3/5</td>
<td>Pollution Problems and Policies</td>
</tr>
<tr>
<td>3/26</td>
<td>Renewable and Non-Renewable: Static and Dynamic Efficiency</td>
</tr>
<tr>
<td>4/9</td>
<td>RAT #5</td>
</tr>
<tr>
<td>5/6</td>
<td>Final Exam (1-3 p.m.)</td>
</tr>
</tbody>
</table>

Scholastic Honesty

"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.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 843-1637.
1. This request is submitted by (department name): Architecture

2. Course prefix and number: ARCH 458

3. Texas Common Course Number: 0

4. Complete course title: Global Ethics, Culture and Practice

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences
   - [x] Current Core: No
   - [ ] Current ICD: Yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No

8. How frequently will the class be offered? Fall and Spring Semesters

9. Number of class sections per semester: Fall: 2, Spring: 2

10. Number of students per semester: Spring 2013: 140 Fall 2013: 150


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   - [Signature]
   - [Date] June 5, 2013

14. Department Head
   - [Signature]
   - [Date] 6/10/13

15. College Dean/Designee
   - [Signature]
   - [Date] 6/11/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Associate Provost
for Undergraduate Studies

JUN 1 2 2013
Texas A&M University
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

ARCH 458 – Global Ethics, Culture and Practice. In this course students will be introduced to the fragile nature of cultural and natural heritage and some of the legal and ethical issues involved in sustainable global practice around the world as an individual or in corporate cultures in multinational organizations. The students are exposed to the U.S. Foreign Corrupt Practices Act and ethical perceptions and practices in various parts of the world. Students learn how to conduct themselves in entertainment and business negotiations, while maintaining an ethical focus. Globalization is creating more universal standards of business conduct, and these are becoming more rigorous. Multinationals are establishing companywide core values and relevant policies in tune with the rest of the world’s ethics and compliance environment.

Student learning for this and other Core Objectives will be evaluated formally through a comprehensive individual journal and several group projects. Students will be asked to demonstrate their knowledge of specific issues related to the ethical, cultural and business practices of significance in specific cultures. In-class activities and group discussions will also provide an informal assessment of student learning and encourage students to formulate and explain personal responses.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

ARCH 458 addresses the Core Critical Thinking Objective through the critical examination of cultural differences in personal space, body language, and cultural rituals. Creativity is examined across cultures and the understanding that perceiving through another cultures eyes increases problem-solving skills.

The following critical thinking skills will be assessed by assigning projects, in-class writing activities and in class discussions.

Students will learn how to analyze, evaluate, create and support the milieu and environments that respect the culture in which they wish to operate.

Students will research customs and rituals to analyze, evaluate and synthesize information to adapt their companies operating in a particular culture.
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Students will research gender differences to understand preferable interactions in particular cultural settings.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

ARCH 458 addresses the Core Communication Objective by each student keeping a journal of the semester that includes all guest and student presentations, outside research and clippings from relevant journals and government blogs on different cultures and countries.

Students interview international students on campus to learn their perception of differences in culture. The students learn how different cultures perceive the U.S. culture and how they might change their behavior to respect and operate within another culture.

Students make presentations of their assigned projects to the rest of the class in video, power point, and verbal communication.

Students create an APP that benefits businesses working globally or as an education tool for cultural awareness to k-12 students.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students in Arch 458 will learn theories and knowledge from social and behavioral science to give them relevant parameters in which to operate on six continents and a variety of cultures. They will use behavioral observation and research to study the ethical and cultural components of a culture and be aware of the differences to be able to adjust to the subtitles of operating in another culture. Speakers elaborate on their personal experiences both negative and positive to alert the students on how to respect and navigate within global cultures.

The students are presented with and research the personal space requirements for different cultures, hand gestures, food biases, color and numerical preferences, rituals, and specific taboos throughout the semester. They learn the preferred business practices of each culture and when consultants must be brought in to observe a particular mindset such as Fung Shui. Students must research, analyze, and demonstrate their understanding of social and behavioral factors in several given cultures in their journals and in class presentations.

The students create apps to teach k-12 and companies about cultures and videos showing the do’s and don’ts when interacting with another culture. They must research differences to be able to take a product across different cultures and identify the subtitle changes needed for the product, system or service to succeed in each culture.

Besides knowing the new policies in global ethics, culture and practice, the students are exposed to future theory of how the world and cultural practices might change in light of population, energy, food, water and climate change.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

ARCH 458 addresses the Core Social Responsibility Objective by considering the origin of social and behavioral cultural factors and how they have meaning in today’s world. The course teaches students to appreciate, understand, and respect the diverse cultures and belief systems that form the foundations of the modern world.
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The following aspects of the Social Responsibility skills will be assessed by students’ journals and through in-class student presentations and discussions.

Students will demonstrate intercultural competence by class assignments, which include international social entrepreneur competitions.

Students will demonstrate their understanding of intercultural communication by videoing different interactions with various cultures and demonstrating the respect due that particular culture.

Students will learn etiquette differences and skills around the world by attending an etiquette dinner with a speaker that covers business etiquette in various cultural settings.

Students mock up a dinner presentation on power point to entertain businesses from three different cultures and show how they would differ in setting, food and ritual.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal)

ARCH 458 will address the Core Teamwork Objective through in-class and online activities, including group presentations, and brainstorming. Two brainstorming sessions are conducted in class with the groups in constant interaction to facilitate group cohesiveness in divergent and convergent thinking.

The following aspects of teamwork skills will be assessed through in-class activities: Students are placed in small groups by selecting six members with six different majors. The group is also selected to have an equal gender mix. Every group has at least one international student so that the overall mix allows for the richest possible solutions.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Architecture

ARCH 458 – Global Ethics, Culture and Practice

Request for International and Cultural Diversity (ICD) Designation

Arch 458 examines the global ethics and cultural factors in today’s global environment. It examines differences and perceptions of professional business practices across cultures by taking into account social factors. Business leaders from all disciplines will discuss conducting their practices on every continent and the resulting difficulties and successes. Besides looking at present practices, the course will also focus on future opportunities and global directions in a runaway world. The students will learn how to anticipate and respect other cultures through presentations, projects and exercises. An etiquette dinner is a required part of the course where we emphasize differences in etiquette practices around the world.
Architecture 458: Cultural & Ethical Considerations for Global Practice
Credit 3 (3-0)
Fall 2013


INSTRUCTOR INFORMATION

President Professor Rodney Hill
979-845-7058
Email: rhill@arch.tamu.edu
Office Hours: 10:00 – 11:00 T/R & 11:00-12:00 M/W – Room 103 Langford A 979-845-7058

Teaching Assistant Renee LaCroix
Email: ReneetheTA@gmail.com
Office Hours: 1:00 – 2:00 T/R and by appointment – 4th floor Langford A, SW corner - Graduate Student

SYLLABUS

"Globalization is the intensification of world-wide social relationships which link distant localities in such a way that local happenings are shaped by distant events and, in turn, distant events are shaped by local happenings. It is a process which has led to the reduction of geographical, spatial, and temporal factors as constraints to the development of society”
Anthony Giddens (Sociologist)

"Basically we followed Wal-Mart into Canada, Puerto Rico, and Mexico. With Mexico the work was extensive enough to warrant an office. Wal-Mart was moving into those regions, and we were doing work for them”
Thomas F Keeter (Vice President, BSW International, Tulsa, Oklahoma) in Perkins 2008: 8

“If you are buying, you can get away with operating in your own mother tongue. If you’re selling, it certainly helps to speak the customer’s language”
George Bain (Principal, London Business School) in Perkins 2008:12

A. COURSE DESCRIPTION: Issues and relationships within the cultural, business, legal and political environments of global practice; differences in the construction contracts, bidding and various forms of construction.

Prerequisites: Junior or senior classification

Johannesburg, South Africa
B. LEARNING OUTCOMES
The course will introduce you to the contextual peculiarities of different cultures and places. Architecture, as a place-making activity, is a process requiring an understanding of the significance of space and time. This significance is the result of cultural practices. By cultural practices are meant social activities that reproduce social systems, and that provide meaning in everyday life. In this sense understanding each cultures’ social and behavioral rituals and systems are seen as the means for, and outcome of, social activities.

In addition to reinforcing the concepts of basic inquiry, research and problem solving, the course will encourage you to think critically about the social and cultural consequences of practicing in a global environment. An emphasis will be placed on navigating cultural differences, body language, personal space, rituals and taboos in the design in the interaction with other cultures in a global context.

Global cultures and practices apply to every discipline. A businessperson cannot do business globally without understanding, appreciating, and respecting the culture with which they plan to practice. A businessperson must adapt and filter their interpersonal behavior to complement each particular culture. By the end of the semester, a student will understand differences between and have the ability to operate in different cultures as an informed citizen of the world. A student will be able to demonstrate his/her sensitivity to navigating and operating in other cultures through assigned projects. Students will have the ability to research any culture for optimal interpersonal communications.

C. COURSE OBJECTIVES
This course will explore fundamental cultural and ethical factors in the global designed environment. It will examine differences and perceptions of professional business practices across cultures by taking into account social factors. Because social actions occur in spatial settings, buildings and cities will be seen as socio-spatial artifacts that take on specific meaning depending on their cultural contexts. Case studies from around the world, highlighting several cultural milieus and covering most continents, will be presented and discussed.

Issues and relationships within the cultural, business, legal and political environments of global practice, as well as differences in the formulation of interpersonal communication, problem solving, and social distances in a dynamic and changing new world order will be demonstrated. Ethical practices in different cultures will be highlighted as the basis for best practice as well as the Foreign Corrupt Practices Act.

The course is designed to expose you to the rigors, challenges and opportunities of global business in a runaway world. Seeing the world through the eyes of another culture increases the possibilities of richer solutions that incorporate cognitive perception elements of each culture. Students will be able to recognize cultural differences through lectures, research and projects that require specific knowledge of each culture. Students will understand and respect global etiquette practices, dress and behavior from lectures and a formal etiquette dinner. Students will value and understand the cultural differences in menus and the behavior required to respect various cultures during the entertaining ritual.

D. SUGGESTED READING-all readings are available in the library or through the Internet
Financial Times
Wall Street Journal
Bloomberg
Morison T (1994) Kiss, bow or shake hands: how to do business in sixty countries, Adams: Massachusetts
The Europe World Year Book (On Library reserve)
www.cia.gov (See various world fact areas)
www.culturegrams.com (Online from library)

Personal Journal cost: $5.00
D. GRADING POLICY

The grades are determined using a point scale:

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

POINTS DISTRIBUTION
- Journal = 15 points
- Etiquette Dinner Notes = 10 points
- Final Examination = 15 points
- Research Assignments = 60 points (15 points per assignment. N=4 assignments)

Without a university-approved absence, late work will result in a letter grade drop for each day it is late. See Student Rules regarding Academics and Attendance at http://student-rules.tamu.edu

Honors section students will elaborate on a developing country, their rituals and culture in their journal.

Note: If found guilty of cheating you will earn an 'F' for the semester. See TAMU Rules and Regulations for specific details.

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/rule47

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

- Attendance and late policies must not contradict the University student rules and regulations. Statements such as “no late work will be accepted” cannot be used in the syllabus as provisions must be made for students with University excused absences.

E. COURSE SCHEDULE

The following schedule outlines the course lecture topics and assignments. Any assignment turned in late, after the end of the class period, up to one week from due date, will be docked a letter grade. Documentation will be required for medical extensions and University Excused Absences. No credit will be given for projects turned in over one week late.

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>LECTURE TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td>Tu</td>
<td>Introduction</td>
</tr>
<tr>
<td>Aug. 29</td>
<td>Thu</td>
<td>Blake Godkin - group creativity</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Tu</td>
<td>Blake Godkin - brainstorming</td>
</tr>
<tr>
<td>Sept. 5</td>
<td>Thu</td>
<td>Personal Space</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>M</td>
<td>Post- Dell Social Innovation Challenge due by Midnight</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Tu</td>
<td>Assignment 2 - Dell Social Innovation Challenge</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Thu</td>
<td>Assignment 2 - Dell Social Innovation Challenge</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Tu</td>
<td>Harold Adams - Former CEO RTKL (Korea, Japan, China, and Taiwan)</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Thu</td>
<td>Harold Adams - Former CEO RTKL (Korea, Japan, China, and Taiwan)</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Tu</td>
<td>The Middle East and Russia</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Thu</td>
<td>Doing business in the Middle East</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>M</td>
<td>Video on Personal Space due by Midnight</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>Tu</td>
<td>Assignment 3 - Video on personal space and three different cultures</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>Thu</td>
<td>Joe Nilles Middle East</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Tu</td>
<td>Bonny McLoud and Alan Colyer-Gensler world wide perspective</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Thu</td>
<td>Franz Erhardt - global cultures and sustainable competitive advantage</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Tu</td>
<td>Assignment 3 – Video on personal space and three different cultures</td>
</tr>
<tr>
<td>Oct. 17</td>
<td>Thu</td>
<td>Elizabeth Fleming-Shell-Game Changers-global</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Tu</td>
<td>The Perfect Storm-population, energy, food, climate change and water</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>Thu</td>
<td>Meg Lassarat-CFO-UniversalPegasus-Africa, Singapore and Norway</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Tu</td>
<td>Central and South American Business Cultures</td>
</tr>
<tr>
<td>Oct. 31</td>
<td>W</td>
<td>Post Ideas Challenge Competition due by midnight</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>Tu</td>
<td>Assignment 4 – Ideas Challenge Competition Presentations</td>
</tr>
<tr>
<td>Nov. 7</td>
<td>Thu</td>
<td>Jorge Bermudez - former CEO Citigroup, Inc.-South America and Europe</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Tu</td>
<td>African ethics and business cultures</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Thu</td>
<td>Etiquette dinner</td>
</tr>
<tr>
<td>Nov. 19</td>
<td>Tu</td>
<td>Indian ethics and business cultures</td>
</tr>
<tr>
<td>Nov. 21</td>
<td>Thu</td>
<td>David Mebane-Northern Europe business</td>
</tr>
<tr>
<td>Nov. 25</td>
<td>M</td>
<td>Assignment 5 due by Midnight</td>
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<tr>
<td>Nov. 26</td>
<td>Tu</td>
<td>Assignment 5</td>
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<tr>
<td>Thanks Giving Break Nov. 28-29</td>
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<tr>
<td>Dec. 3</td>
<td>Thu</td>
<td>Assignment 5</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>W</td>
<td>1-3 Final – Culture &amp; Banquet. PowerPoint Presentation due at midnight, Dec. 10</td>
</tr>
</tbody>
</table>
G. ASSIGNMENTS
All your assignments are evidence-based design. This means that the correct answer is not in the back of the book, or that there is even a correct answer. You may be introducing to the world a unique way of perceiving and designing the environment that has never existed until you created it. You will have to exercise your imagination, intuition, creativity, and innovation to produce results similar to what the future, culture & ethics will demand for your success.

Assignments will be presented in class. You may utilize PowerPoint, PhotoShop, AutoCAD, animations, videos, MediaPlayer and so on, to convey your ideas. DVD and audio facilities are in the auditorium. You may incorporate performance art or any other means of communication. **You must be able to communicate.** Production of written work with a computer is encouraged except where your style of writing is integral to your assignment's presentation. If your printing or handwriting is less than stellar, use the computer, paste and copy. Use spellchecker and proofread all texts. Use freehand sketches/computer images to supplement your writings.

**BREAK OUT OF YOUR OLD "PRESENTATION STYLE" PARADIGM...GET CREATIVE AND EXPERIMENT**
If you hand in your assignment on cd-rom/video/webpage then...

| Make certain that electronic files will open on a campus computer. Computers are on the 1st floor in bldg. 'A'. |
| Note 1: Any assignment not completed in a scholarly manner will be returned ungraded. |
| Note 2: When making class presentations, remember the auditorium only supports cd, dvd, and flash drives-you will be turning in your assignment digitally on elearning. |

**H. ASSIGNMENT DETAILS...**

**Individual Project...**

1. **DAILY JOURNAL** which is YOUR TEXTBOOK. A record of observations, insights and ideas
   Record your observations, about built space, social activities, and culture, and how these impact global practice. Architects, artists, scientists, engineers, business people and inventors, the core of the global economy's "creative class", keep journals and refer to them often. They keep journals because they are records, or memory banks, of ideas, solutions and prompts to originality. Journals are personal accounts. So, make notes and marks in your journal, not only during every presentation, but also during your observations of day-by-day experiences. Observations should be noted using words, diagrams and sketches. Create design solutions to support the observed culture. Compare cultures using spatial scenarios. Make sketch plans and create spatial concepts in relation to social ideas and cultural practices. Keep journal notes for future use in business interviews, North and South America, Europe, etc...Record anything you see, read or hear about on various cultures. Outside observations should account for 20% of the journal. Just having all the entries isn't enough for an A, it should be visually appealing, easy to read, and creative to get full credit.

Utilize your readings and observations to prepare questions for the guest speakers. Be as insightful and critical as possible. **Highlight in your journal the answers to questions given by the presenters and Highlight in your journal the questions you ask the presenter.** The presenters offer a wealth of knowledge and you should explore their expertise. Ask questions about culture and practice, as well as ethics and socially responsible designs. Discuss and engage these ideas with your peers. You should have questions of the speakers about the cultures in which they work and their experiences.

By the end of the semester, you should have socio-spatial observations that cover most cultures of the world. Your journals, when combined, should provide an excellent overview of cultural behavior in most cultures. The guest speakers could be also sent copies of your journals.

Hint: Contact the MSC and meet with students from the countries in which we have just had presentations, and record these meetings in your journal.

**The Daily Journal is being substituted in place of the required textbook which costs around $85 which allows you to attend the Etiquette dinner which will only cost $25+gratuity. I will pay for the professional speaker for the etiquette dinner.**
Group projects...

2. Dell Social Innovation Challenge- Group Project (15 points)
http://www.dellchallenge.org/about/about-dsic

Be sensitive to the cultures you have investigated and create an innovation (service, product or system) for one or more cultures that would fill a need in that culture(s). Check the web site and look at previous entries. It can be a system, process, business or product that will help a developing country to prosper. Google search for patents.
You will be graded on insight into cultures and design innovation. Group members will decide the grade assigned to their peers.

3. CREATE A YOUTUBE VIDEO to present in class 3-5 minutes in length illustrating the differences in personal distances and interactions in at least three different cultures. (15 points) You can utilize and bring into your video students from the cultures you choose showing proper communication and then violating those cultures distances and norms. Ask students from other cultures around campus how our culture may offend them in ways which we never thought. What we perceive as “business as usual in the U.S.” could be offensive and the elimination of a possible business venture. You are encouraged to interact with students in other cultures to validate your video. There is a student club for every nationality.
Group members will decide the grade assigned to their peers.
http://studentactivities.tamu.edu/online/search/index?search=category&q=Cultural/international

Post on YouTube as “TAMU-personal space 13C-group#” and submit the hyperlink via eLearning by 11:59pm Sept. 30.

4. IDEAS CHALLENGE COMPETITION – Group Project (15 points)
Go to http://cnve.tamu.edu and click on Ideas Challenge under Programs. Your group will develop two business plans, services, products or processes that could be global in nature. Your group will present both of them for class presentation and the best one (or both) will be submitted to the Ideas Challenge. There are three meetings that at least one member of your group must attend one of the meetings; they are listed in the schedule in this syllabus. There will be 60 top businesspersons that will evaluate your proposal. There is a $3,000 first prize, a $2,000 second prize, and three $1,000 third prizes.
<table>
<thead>
<tr>
<th>Idea Title: (Provide a brief, descriptive title for your idea.)</th>
<th>Idea Title Brief &amp; Descriptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Minute Drill: (Persuasively describe your idea very briefly and succinctly)</td>
<td>Idea Description Persuasively describe your idea briefly &amp; succinctly</td>
</tr>
<tr>
<td>The Idea: (Spell out the details of the idea. What is the product or service, and how will it be used?)</td>
<td>Target Market Who will use your product/service? How will they benefit? What's the value?</td>
</tr>
<tr>
<td>Customers (Who will use your product or service? Who makes the purchase decision? What customer needs does your product or service satisfy?)</td>
<td>Competitive Advantage What makes your idea unique? Advantage of your product or service vs. alternatives in the marketplace</td>
</tr>
<tr>
<td>Competitors: (Who are you: competitors? Why is your idea better than what they offer? How will they react? What will keep them from squashing your business like a grape?)</td>
<td>Competition List 2-3 Competitors. How will they influence your idea?</td>
</tr>
</tbody>
</table>

5: Find any global entrepreneur competition and enter. (15 points)
http://www.refresheverything.com/
http://www.chargemakers.com/competitions
http://www.ideaconnection.com/contests/contest/

OR create an App that will be beneficial to businesses working globally or as an education tool for cultural awareness to K-12 students. Group members will decide the grade assigned to their peers.

Presentation materials must be submitted on elearning by 11:59, Nov. 25.

6: FINAL: CULTURE AND BANQUET. Group Assignment: Create a 5-minute PowerPoint presentation that demonstrates cultural differences in relation to entertaining for business in three different cultural contexts. Investigate, explore and research the optimum social and spatial practices for entertaining for business success. You could be entertaining clients in the US or the clients' country. Bring one dish from one of the three different cultures you are presenting. You could invite your cultural contacts from previous videos. Group members will decide the grade assigned to their peers. Presentation materials must be submitted on elearning by 11:59, Dec. 10.

I. Students With Special Needs
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 such accommodation, please contact the Office of Support Services for Students with Disabilities in Room B118 of Cain Hall. The phone number is 845-1637.
Academic Integrity Statement and Policy:

**AGGIE HONOR CODE**

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

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

[http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

**Academic Calendar**
[http://admissions.tamu.edu/registrar/general/calendar.aspx](http://admissions.tamu.edu/registrar/general/calendar.aspx)

**Final Exam Schedule**
[http://admissions.tamu.edu/registrar/general/finalschedule.aspx](http://admissions.tamu.edu/registrar/general/finalschedule.aspx)

**On-Line Catalog**
[http://www.tamu.edu/admissions/catalogs/](http://www.tamu.edu/admissions/catalogs/)

**Student Rules**
[http://student-rules.tamu.edu/](http://student-rules.tamu.edu/)

**Religious Observances**
[http://dof.tamu.edu/faculty/policies/religiousobservance.php](http://dof.tamu.edu/faculty/policies/religiousobservance.php)
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Horticultural Sciences

2. Course prefix and number: HORT335

3. Texas Common Course Number: 

4. Complete course title: Sociohorticulture

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [x] Social and Behavioral Sciences
   [ ] Yes  [x] No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: 1

10. Number of students per semester: 200

11. Historic annual enrollment for the last three years: 300 360

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. 

13. Submitted by:
   
   [Signature]
   Course Instructor
   Date 10/11/2013

14. Department Head
   
   [Signature]
   Date June 11, 2013

15. College Dean/Designee
   
   [Signature]
   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014.

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

In this course students will be able to evaluate the importance of plants in peoples every day life, through reading and interpreting current data presented in scientific literature. This will include the benefits plants provide people not only functionally, but aesthetically and socially by improving both physical and mental health, quality of life, social well-being, community and neighborhood growth, improvement and health in both an active and passive role. These benefits will be evaluated in many types of urban settings including school gardens, public and estate gardens, assisted living homes, rehabilitation programs, prison programs, and community gardens. This course also focuses on the many different populations that plants benefit including children, adults, the elderly, prison inmates, and the disabled

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will develop critical thinking skills by incorporation of “definition – interaction – integration – evaluation” relationships. Students will be able to: 1) define the role plants play in urban landscapes, 2) describe how people interact with plants in urban landscapes and green spaces, 3) evaluate the effectiveness of horticulture programs that are integrated into urban settings. Students will be able to recognize the importance of horticulture (gardening) and personal connections with nature in our modern culture.

Students will compare and evaluate garden characteristics and attributes related to various garden environments including children's gardens (school gardens) and their importance in fostering the interaction between children and nature, community gardens and their importance in relationship to social problems such as neighborhood restorations, poverty, hunger and homelessness, prison gardens and their importance in rehabilitation, re-entrance to society, and job placement opportunities for inmates, and public and estate gardens and their role in the restorative value of nature and educational programs offered to local residents.

Strategies

Each lecture will begin with the definition of a specific urban program followed by the possible impacts and benefits this program might have on the urban population that it is targeted towards. An example would be the urban garden program targeted towards prison inmates. The lecture would begin with the definition of a prison horticulture program, the demographics of prison populations (definition of the audience the program is targeted towards), followed by the possible benefits of this program on the targeted audience including the gaining of horticulture skills. This is important in two aspects. Gardening is the number one hobby in the United States. Having knowledge in this area may help released inmates to integrate back into their community because
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

It gives them a starting place for conversations and meaningful interactions. Secondly, it may benefit released inmates in possible job placement opportunities in the horticulture field. This is just one example of the numerous benefits and impacts this program might have that are discussed in detail during the lecture. To promote critical thinking, students will be assigned outside readings to propose “food for thought” questions from articles and textbooks on this topic and will be quizzed on these readings as to additional benefits of prison programs, their concept of the pros and cons of different prison programs, their evaluation of these programs, and the what they formulate as to the impact prison programs may have in the future.

How Evaluated
Quizzes and exams on each program area will have questions formulated to answer “food for thought” questions from those presented in class; additional readings assigned

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

How Addressed
Active learning is used in almost all lectures, which includes extensive question and answer dialogue with students during the class. Students will be given “food for thought” questions at the end of most lectures and the class will verbalize answers/solutions during this time.

Strategies
Students will be given “food for thought” questions at the end of most lectures, and will spend the last portion of lecture verbally discussing the class answers. Or, questions will be raised during the lecture. Questions about gardening programs, including future impact of these programs in the changing urban environment will be used to stimulate self-reflections then dialogue. The majority of these questions will come from outside readings including current articles of the program of discussion. This is an effective approach to allow all students to express themselves and participate in classroom discussions. All students will have past experiences with nature and gardening in some form, many passionate about the impact of particular gardening programs, which will allow them to express themselves. These programs deal with real world problems and similar benefits to all participants that will help students apply their education various real world urban environments.

How Evaluated
To make sure the student can independently express ideas, quizzes and exams will be used to test the student’s ability to express concepts interpretations and personal views in writing. The grade may not be based on whether or not the answer is right or wrong, but rather was the answer to the point, clear and succinct.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

How Addressed
In almost all lectures, students will be given facts from outside readings, including current scientific articles, which will allow the student to formulate opinions on factual data that will lead them to informed conclusions about the benefits and impacts horticulture and gardening programs can have and current and future urban populations.

Strategies
Students will develop qualitative and quantitative skills in the area of social science by being able to interpret data presented to them during lecture and through the outside classroom readings from articles and textbooks. An example of a current and future issue is the program including the “local food” movement and the rural/urban interface, whether these methods result in “healthier” foods, and how these programs have potential to help in world problems such as obesity and Type II Diabetes. Confusion and controversy currently surround these issues. Students will be given scientifically-proven data that will allow them to form their own
Texas A&M University  

Core Curriculum  

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

conclusions by interpreting these data resulting in informed conclusions that are based on fact rather than fiction.

How Evaluated
Quiz and exam questions will be formulated to test the student’s ability to propose solutions to current social problems and correctly interpret current social issues by interpreting data on different horticulture and gardening programs. This will include cause and effect of these programs on the current and future urban “people/plant” environments.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

How Addressed
This course examines the importance of community involvement through horticulture and gardening programs on community development and sustainability. Students will be given information on the importance of community involvement, through volunteerism, with various populations (including special populations such as “at-risk” children, different minorities, people with disabilities, and the elderly).

Strategies
During the duration of the course students will complete two volunteer experiences by participating in horticulture, gardening, or other types of programs that accomplish their mission and goals with the help of volunteers. Students will be responsible for identifying programs that are of interest to them and contacting these programs to apply for volunteer positions. Students will have to volunteer for at least three hours for each volunteer experience. One of the volunteer experiences will be for course credit, the other for extra credit and is optional. An example of a volunteer experience in sociohorticulture would include volunteering for the organization “Brazos Beautiful”. The student would have to go to their website and find out what volunteer opportunities are currently available. The student would then have to fill out an application and be accepted for the volunteer opportunity that they have chosen. One of the favorite volunteer opportunities in the organization is the illegal dump clean-up. Students are responsible for showing up on time and spending at least three hours of their time involved with this organization.

How Evaluated
A volunteer experience form will be placed on the HORT 335 website that the student takes with them to their volunteer experience. On the form the student has to fill out the name of the organization, what they did during the three hours that were spent volunteering for this organization, and how this experience relates to sociohorticulture. The form has to be signed by the supervisor of the volunteer experience and turned in before the final day of class. Students will get credit for completed volunteer forms.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
SOCIOHORTICULTURE – HORT 335
Fall 2013 Syllabus
https://www-horticulture.tamu.edu/courses/

INSTRUCTOR:
Dr. Jayne Zajicek
HFSB 422
jzajicek@ag.tamu.edu
Office Hours by appointment

REQUIRED TEXT: Green Nature/Human Nature (Charles A. Lewis)

OBJECTIVES:
1. Students will be able to evaluate the role plants play in urban landscapes and how green space affects human well-being.
   a. Define sociohorticulture and its role in urban horticulture.
   b. Recognize the importance of gardening and personal connections with nature in our modern culture.
2. Students will be able to compare and evaluate garden characteristics and attributes related to various garden environments including:
   a. School gardens and their importance in fostering the interaction between children and nature.
   b. Community gardens and their importance in relationship to social problems such as neighborhood restoration, poverty, hunger and homelessness.
   c. Prison gardens and their importance in rehabilitation and job placement opportunity for inmates.
   d. Public and estate gardens and their role in the restorative value of nature and educational programs offered to local residents.
   e. Gardens for special populations and the mental and physical benefits of these gardens.
3. Students will be able to explain the importance of volunteerism and community involvement from both a management and participant perspective.
4. Students will be able to explain the importance of urban horticulture in commercial and local production systems including the modern local food movement and rural/urban interface in obtaining “healthier” food.
5. Students will be able to discuss the benefits of sociohorticulture to the horticulture industry as a whole.

COURSE GRADE:
Each student’s grade will be based on a total of 495 points for the semester. A standard grading scale will be utilized. However, the instructor reserves the right to curve individual exam or course grades upward if an individual or the class performance warrants such action. In no case will the curving of grades result in a worse grade than was earned using the standard scale enumerated herein. Do not count on a curved grading scale for the course. Extra credit may not be assigned, so put your efforts into assigned work.

Exams, Quizzes, and Assignments:
<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 1, 2, 3, &amp; 4</td>
<td>400 pts</td>
</tr>
<tr>
<td>Reading Quizzes 1-8</td>
<td>80 pts</td>
</tr>
<tr>
<td>Volunteer Experience</td>
<td>15 pts</td>
</tr>
<tr>
<td>Total Points</td>
<td>495 pts</td>
</tr>
</tbody>
</table>
Final Grade:
A = 445-495 pts
B = 396-444 pts
C = 346-395 pts
D = 297-345 pts
F = 296 and below

LECTURE:
No electronic devices (laptop computers, cell phones, headphones, etc.) may be used during any lectures, exams, or quizzes unless specifically requested in advance by student services on the student’s behalf or approved by the instructor. Cell phones should be off during lecture periods. If your cell phone rings, you are expected to turn it off immediately or leave.

Assignments and Absences:
All assignments are to be done individually unless you are directed otherwise by the instructor; any collaboration on said assignments unless you are directed to do so by the instructor will constitute plagiarism.
All assignments have a due date. Late papers will not be accepted.
A medical excuse, as defined in the university handbook, or a university approved absence is required to avoid zero points on missed assignments. Excused absences must be on the official university list, not just a note from another instructor. Unexcused absences during exams, quizzes or assignments will result in a score of zero points for that exam, quiz or assignment.
If another instructor wishes to request consideration for excusing students from lecture to attend field trips or other activities for another class, approval must be requested in writing and approved by the HORT 335 instructor prior to the activity. Until the activity is approved by the HORT 335 instructor, the excuse will not be considered valid.

Attendance:
Due to the nature of the material it is strongly encouraged that students attend lectures.

Makeup Policy:
Makeup examinations, quizzes or assignments will be granted only for excused absences (prior approval of the instructor, excuse from the student health center, or verifiable medical doctor’s excuse). Any lecture exam that is excused in advance by the instructor for a valid conflict must be made up prior to the regularly scheduled examination.
Makeups for lecture exams missed due to illness or other unforeseen circumstance deemed acceptable as an excuse by the instructor must be scheduled within twenty four hours of the originally scheduled exam time. Failure to contact the instructor (Dr. Zajicek) within this twenty four hour period with a valid medical excuse will result in a zero for that examination.

AGGIE HORTICULTURE ONLINE:
Aggie Horticulture is available online from any computer having Internet client software (e.g., Internet Explorer, Firefox). Aggie Horticulture is a tool for accessing electronic databases of horticultural information. Some lectures may be posted on the HORT 335 website, as well as other important information needed for reading assignments and assignment completion. You are responsible for checking the website regularly and obtaining all posted information.

TENTATIVE LECTURE SCHEDULE

Course Outline, Syllabus and Expectations, Use of the Web
Overview of Sociohorticulture
Reading Quiz #1 Due
Reading: Green Nature/Human Nature (Charles Lewis).
Ch. 1 Introduction - PG. 1-9, Conclusion - PG. 129-134.
Reading: Human issues in Horticulture (Labr and Relf). ONLINE.

Areas in Sociohorticulture
Bring diagram for Quiz #2 to be completed in class
Reading Quiz #2 Due
Introduction to Gardening
阅读: 《Green Nature/Human Nature》(Charles Lewis)。
章 4 《Gardening》 - 页 49-54.
Reading Quiz #3 Due
历史园艺, 第 1 部分
历史园艺, 第 2 部分
民族园艺
儿童园
阅读: 《Last Child in the Woods》(Richard Law), ONLINE

Review
EXAM 1

园艺志愿

社区花园
阅读: 《Green Nature/Human Nature》(Charles Lewis)。
章 4 《Gardening》 - 页 54-65
阅读: 《Garden Works: Benefits of Community Gardening》, ONLINE
Reading Quiz #4 Due
公共及庄园花园
阅读: 《Green Nature/Human Nature》(Charles Lewis)。
监狱花园
阅读: 《Green Nature/Human Nature》(Charles Lewis)。
章 5 《Correctional Institutions》 - 页 99-103.
Reading Quiz #5 Due
动物园, 水族馆, 植物园, 和游乐园
阅读: 《Disney World: The Magic Behind the Plants》, ONLINE.

保持美国美丽
保持布拉索斯美丽

教育项目

Review
EXAM 2

城市林业
阅读: 《Green Nature/Human Nature》(Charles Lewis)。
章 4 《Urban and Community Forestry》 - 页 65-73.

城市生态
Reading Quiz #6 Due
园艺产业和本地食物过渡
本地食物社区
阅读: 《Excerpts from Farm City》(Novella Carpenter) ONLINE
Reading Quiz #7 Due

Review

EXAM 5

Overview of Horticultural Therapy
Reading: Green Nature/Human Nature (Charles Lewis).
Ch. 5 Intro - PG. 74-80, Ch. 5 "Qualities of Plants" - PG. 103-105.

Horticultural Therapy & Developmental Disabilities
Reading: Green Nature/Human Nature (Charles Lewis).
Ch. 5 "Physical Rehabilitation Centers" and "Developmental Disabilities" - PG. 80-87.

Horticultural Therapy Programs & Mental Illness
Reading Quiz #8 Due

Horticultural Therapy & Older Adults
Reading: Green Nature/Human Nature (Charles Lewis).
Ch. 5 "Geriatric Centers" and "Psychiatric Centers" - PG. 88-98
Reading: Eden Alternative Fact Sheet - ONLINE

Review

EXAM 6 - Last Class Day

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 979-845-1637. For additional information visit http://disability.tamu.edu.

AGGIE CODE OF HONOR
Cheating and Plagiarism:
"An Aggie Does Not Lie, Cheat or Steal or Tolerate Those Who Do." Cheating in any form during quizzes, take-home assignments, or exams, will result in a zero for that examination and possible other disciplinary actions per current TAMU Student Rules. Students observed giving or receiving answers during a quiz, exam, or assignment will receive a zero on that examination instrument. In the event of a repeat offense, an F will be assigned for the course. Copying or plagiarism (including failure to cite sources) on the assignments will result in a zero for the assignment. Cheating and plagiarism defraud the instructor and fellow students, is a violation of the TAMU honor code, and will not be tolerated. All infractions will be reported via the Aggie Honor Code system (http://www.tamu.edu/aggiehonor/) and may result in more severe disciplinary actions than outlined above. Resources for students to clarify what is cheating plagiarism, and academic dishonesty can be accessed on the web at http://www.tamu.edu/aggiehonor/Student%20Resources/studentresources.html.

Suggested Inclusions from Speaker of the TAMU Faculty Senate:
Copyright / plagiarism statement
"The handouts used in this course are copyrighted. By "handouts", I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, websites, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty" http://www.tamu.edu/aggiehonor/acadmisconduct.htm."