RESUBMISSIONS
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): Communication

2. Course prefix and number: COMM 205

3. Texas Common Course Number: none

4. Complete course title: Communication for Technical Professions

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 6 sections per long term

10. Number of students per semester: 150

11. Historic annual enrollment for the last three years: 2011-12: 300 2010-2011: 272 2009-2010: 280

   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: Nancy Street

   Date: 3-18-13

   Approvals:

   Date: 3-12-13

   Department Head:

   Date: 3-20-13

   College Dean/Designee:

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

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

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?

COMM 205-Communication for the Technical Professions requires that students frame technical topics and compose spoken and written messages for others in the technical arena as well as for lay people. These messages are framed by individuals and yet, in preparation for working in the technical world, are also the product of teams. Therefore, a command of the subject matter is necessary along with selection of audience adapted supporting material, construction of appropriate visual aids, selection and evaluation of excellent research materials, composition of technical communication documents, design of visual displays in powerpoint, wikis and similar, evaluation of technical messages produced by others, are each significant features of COMM 205. Students plan and produce two individual speeches and students plan and produce two groups speeches. In support of these assignments, students create full-sentence outlines with source citations and bibliographies, team constructed wikis with documented articles, embedded videos, links to relevant sources and the like, and an FAQ document for a topic in their field of study. Each student listens to and critiques 6 other team presentations and 48 other individual presentations. Each student listens to and critiques his or her own speeches, too.

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):

Learning Outcome 3. Work with a team to develop and deliver technical presentations.

Students are introduced to the format for and principles of group presentations through lecture and readings. Each team works with its members to accomplish all Learning Outcomes detailed in this document. Teams work through the critical thinking process of joint decision making for topic selection, research, audience adaptation, visual aids selection and construction, language choices, delivery coaching, etc. Each member of the team receives the same grade based on National Communication Association standards and departmental rubric with up to a letter grade earned based on individual performance of appropriate transitions. Therefore, an element of accountability and additional motivation for maximizing synergy is present. Additionally, students construct a group wiki containing discussion of their topic, articles of interest, linked video as well as explanations of facts.

Learning Outcome 4. Select appropriate topic and organizational pattern to meet given assignment

Students receive four distinct speaking assignments (at least one informative, at least one persuasive, at least two group presentations.) Students must analyze the requirements of the assignment and choose and appropriately adjusted topic and organizational pattern to achieve the assignment goals. Students work through a variety of methods (narrowing, brainstorming, mind-mapping) to select a topic. Creativity, originality and Innovation are encouraged while working within the constraints introduced by the assignment. A grading rubric base on National Communication Association standards is sued to assess the extent to which the topic is sufficiently focused as well as whether the most optimum organizational pattern is employed.
Learning Outcome 5. Research the topic and select information that best supports the purpose of the speech. Students receive instruction on source credibility, question interrogation, evaluation of information and use of information to prove and to explain claims made in the speech. Students are instructed in the "COMMLab" computer room on the use and evaluation of pertinent, scientific databases, technical ejournals, and other quality secondary resources. Students are encouraged to pursue primary sources as possible and to avoid tertiary sources. Students receive reading assignments and lectures on providing appropriate datasets and evidence to support claims. A grading rubric based on National Communication Association standards is used to assess the extent to which the supporting material is well researched, appropriately selected, well developed and audience adjusted.

Learning Outcome 8. Respond to questions from the audience. Students receive instruction on listening and responding to questions, and also to response strategies to complex questions. At least two of the speeches require a Q&A portion. Departmental rubric on responding to questions from the audience is used to assess this outcome.

Learning Outcome 9. Produce and integrate visual and graphic materials sensory aids to support the message and with respect and sensitivity for the audience. Students receive instruction on the appropriate use of PowerPoint, and are required to display data in charts and/or graphs, photos, embedded video, as appropriate for supporting material. Instruction in slide composition is provided (color, font, textual density, etc.) with respect to effectiveness and audience adaptation. Smooth integration of the PowerPoint including appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric based on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual aids) are displayed and integrated into the support material.

Learning Outcome 10. Critique his/her speeches and those speeches of others with respect to invention, arrangement, language, style, critical thinking and delivery. Students produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of reading, lectures and outline templates, students are introduced to the principles of balance and subordination to produce an outline that is both a planning and invention document that is diagnostic in nature. The outline establishes also a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body of the outline using APA style and include a complete bibliography. Students participate in peer evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. These evaluations include criticism of delivery, too. Outlines, peer evaluations and self-evaluations are evaluated by standard Departmental criteria.

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

Learning Outcome 1. Deliver technical speeches for specified audiences. Students receive instruction on audience adaptation through readings and lectures. Students view technical speeches adapted for technical and nontechnical audiences. Language choices, complexity of visual support, cultural awareness and rhetorical sensitivity are discussed. A grading rubric based on National Communication Association standards is used to assess audience adaptation.

Learning Outcome 2. Write technical information for specified audiences. Students receive instruction on writing full-sentence outlines and bibliographies, wikis and FAQ documents. Students produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of reading, lectures and outline templates, students are lead through the principles of balance and subordination to produce an outline that is both a planning and invention document that is diagnostic in nature. Each team produces a wiki relevant to their final group speech. Additionally, each individual produces an FAQ document relevant to his or her field of study. Outlines, wikis and FAQ documents are evaluated using a departmental rubric.

Learning Outcome 6. Cite scholarly sources in oral and written communication. Students are referred to source citation guides posted on the library.tamu.edu website and on the Purdue University OWL for standard forms of source citation. Students are provided a minimum number of sources they must cite per speech. Source citation is evaluated by applying the citation guideline criteria to evaluation of the outlines and bibliography and a tally of sources cited is made.

Learning Outcome 7. Deliver extemporaneous speeches within time constraints. Students view example speeches of extemporaneous delivery. Additionally, models of converting a full-sentence outline to a limited set of notes are provided in class and in the textbook for the course. Practice is encouraged and a practice room is provided in the COMMLab in Bolton Hall. Students are required to complete the speech within 2 minutes of the target time for the speech. Finally, justification and explanations are offered through lecture and reading for the reasons that extemporaneous, timed delivery is important. Extemporaneous speaking and timely delivery are evaluated through direct...
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observation of the ‘limited set of notes’ and through the use of a stopwatch. Additionally, each speech is recorded digitally and time can be double checked from that source, too.

Learning Outcome 8. Respond to questions from the audience
Students receive instruction on listening and responding to questions, and also to response strategies to complex questions. At least two of the speeches require Q&A portion. Departmental rubric on responding to questions from the audience is used to assess this outcome.

Learning Outcome 9. Produce and integrate visual and graphic materials sensory aids to support the message and with respect and sensitivity for the audience.
Students receive instruction on the appropriate use of PowerPoint, and are required to display data in charts and/or graphs, photos, and embedded video, as appropriate for supporting material. Instruction in slide composition is provided (color, font, textual density, etc.) with respect to effectiveness and audience adaptation. Smooth integration of the PowerPoint including appropriate display times, orientation to the display and explanation of the display are taught, too. A grading rubric based on National Communication Association standards is used to assess the extent to which sensory aids (mostly visual aids) are displayed and integrated into the support material.

Learning Outcome 10. Critique his/her speeches and those speeches of others with respect to invention, arrangement, language, style, critical thinking and delivery
Students produce formal, full-sentence outlines for each of the four major, graded speeches. Through the use of reading, lectures and outline templates, students are lead through the principles of balance and subordination to produce an outline that is both a planning and invention document that is diagnostic in nature. The outline establishes also a common vocabulary to use in criticism of invention, arrangement, language, style and critical thinking. Students cite sources in the body of the outline using APA style and include a complete bibliography. Students participate in peer evaluation of speeches. Each student must complete a self-evaluation of each of his or her own speeches. Those evaluations include criticism of delivery, too. Outlines, peer-evaluations and self-evaluations are evaluated by standard Departmental criteria.

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

Learning Outcome 3. Work with a team to develop and deliver technical presentations.
Students are introduced to the format for and principles of group presentations through lecture and readings. Each team works with its members to accomplish all Learning Outcomes detailed in this document. Teams work through the process of joint decision making for topic selection, research, audience adaptation, visual aids selection and construction, language choices, delivery coaching, etc. Each member of the team receives the same grade based on National Communication Association standards and departmental rubric with up to a letter grade earned based on individual performance of appropriate transitions. Therefore, as element of accountability and additional motivation for maximizing synergy is present. Additionally, students construct a group wiki containing discussion of their topic, articles of interest, linked video as well as explanations of facts.

Additionally, each of the Learning Outcomes contained in and detailed in this document are applied in a group context as well.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Learning Outcome 1: Deliver technical speeches for specified audiences
Students are introduced to the concept of the “speech act” or “rhetorical act.” Students are held accountable for these individual actions that in a speaking environment regard word choice, intent, effect, and possible unintended consequences due to audience interpretation and evaluation. The National Communication Association code of ethics is introduced as a guiding principle for individual ethical decision-making in a speaking situation. Mastery of use of speech acts and ethical decision-making regarding the interpretation of the elements of the rhetorical situation are assessed through speech critique and application of a standard departmental rubric.

Learning Outcome 6. Cite scholarly sources in oral and written communication
Students are referred to source citation guides posted on the library.tamu.edu website and on the Purdue University OWL for standard forms of source citation. Students are provided a minimum number of sources they must cite per speech. Extensive discussion of the reasons behind plagiarism standards, data integrity and a scientist’s personal integrity in upholding these standards is woven throughout the course. Source citation is evaluated by applying the citation guideline criteria to evaluation of the outlines and bibliography; a tally of sources cited is made.
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Learning Outcome 7. Deliver extemporaneous speeches within time constraints
   Students view example speeches of extemporaneous delivery. Additionally, models of converting a full-sentence outline to a limited set of notes are provided in class and in the textbook for the course. Practice is encouraged and a practice room is provided in the COMMLab in Bolton Hall. Students are required to complete the speech within 2 minutes of the target time for the speech. Justification and explanations are offered through lecture and reading for the reasons that extemporaneous, timed delivery is important. Extemporaneous speaking and timely delivery are evaluated through direct observation of the 'limited set of notes' and through the use of a stopwatch. Additionally, each speech is recorded digitally and time can be double checked from that source, too.

Learning Outcome 8. Respond to questions from the audience
   Students receive instruction on listening and responding to questions, and also to response strategies to complex questions. At least two of the speeches require a Q&A portion. Departmental rubric on responding to questions from the audience is used to assess this outcome.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Syllabus: Communication for Technical Professions

Nancy Street
Office hours TR 8-10
Phone: instructors do not have telephones

Course Director: Inst. Prof. Nancy Street
Phone: 979-862-6968

Course Description
Design and presentation of oral reports for technical professions; incorporation of visual and graphic materials into presentation required; written reports required.

Learning Outcomes
The successful student will:
1. Deliver technical speeches for specified audiences.
2. Write technical information for specified audiences.
3. Work with a team to develop and deliver technical presentations.
4. Select appropriate topic and organizational pattern to meet given assignment.
5. Research the topic and select information that best supports the purpose of the speech.
6. Cite scholarly sources in oral and written communication.
7. Deliver extemporaneous speeches within time constraints.
8. Respond to questions from the audience.
9. Produce and integrate visual and graphic materials sensory aids to support the message and with respect and sensitivity for the audience.
10. Critique his/her speeches and those speeches of others with respect to invention, arrangement, language, style, critical thinking and delivery.

*Please see additional information about Core Curriculum Components of this course on page 5 of the syllabus.

Required Texts and Materials
Disanza and Legge AND Thill and Bovee Communication for the Technical Professions ebook
available with code through local bookstores or available directly from pearson.com
www.pearsoncustom.com/tx/tamu_comm205

N. Street Packet for COMM 205, Spring 2013 posted on elearning.
Print this packet single-sided and bring to class each day throughout the semester.
All materials posted on elearning
USB stick

Grading
The course grade will be calculated from these assignments with these weights.

- Project One 10%: Speech One/Outline & Bibliography
- Project Two 25%: Speech Two/Outline & Bibliography 15% and FAQ paper 10%
- Project Three 20%: Speech Three/Outline & Bibliography
- Project Four 25%: Speech Four/Outline & Bibliography 15% and Group Wiki 10%
- Homework 10%: 4 self-evals @ 15 pts. & 2 group pres. planning sheets @ 20 pts.
- Quizzes 10%: 4 @ 25 pts. 10%

The final course grade will be assigned like this:
A= 89.5-100+ B= 79.5-89.4 C=69.5-79.4 D=59.5-69.4 F=0-59.4

Students may rest assured that this scale will be applied uniformly. Please do not request that the scale be applied to your grade in a different manner.

Extra credit is never offered on an individual basis. If extra credit is offered, it will be offered to the entire course and only by the Course Director.
Attendance

Class is going to be so great that we think that you'll want to attend every session, however, Attendance is required at each meeting of COMM 205. Students shall arrive on time and stay for the entire class period. Attendance is documented by the student’s full signature on the daily sign-in sheet. Students may have three (3) unexcused absences however no make-up work is available for unexcused absences. Therefore, the student shall not have an unexcused absence on days the student is to deliver a speech, turn in homework or take an exam or quiz.

Make-up work is available for students with excused absences in accordance with Student Rules. Please see Student Rule http://student-rules.tamu.edu/rule07. To document an excused absence: We do NOT accept the Texas A&M University Explanatory Statement for Absence from Class. With the exception of religious observances, students must provide written documentation of an excused absence, from a healthcare provider for illnesses or injuries too severe or contagious for a student to attend class, or from the appropriate official able to document other University excused absences http://student-rules.tamu.edu/rule07.

Please note that job interviews are NOT excused absences. Student shall use their three unexcused absences for job interviews and schedule such interviews at times that do not conflict with class.

Assignments

PROJECT ONE: Speech One-Career Aspirations (worth 10% of course grade)
Deliver an informative presentation about a career or job within an industry associated with your present major. You have chosen your major for a reason and this presentation will give you the opportunity to articulate one possible career option. Not only will it help you think about what you want to do after college, it will help you learn how connect your expertise to serving society. In this speech you should:
- Describe the tasks of career/job and why it is important for society
- Describe knowledge & expertise required for the job
- Describe why you have personal interest in this job

Speaker: Individual
Audience: Public/society
Purpose: Informative
Presentation minimal requirements:
- Extemporaneous presentation
- Full sentence outline & key word (speaking) outline
- 3 sources required (oral citations, written outline citations, bibliography)
- 4 minutes long (3-5 minutes allowed)

PROJECT TWO: Speech Two-What's it all About Symposium (worth 15% of course grade) and FAQ paper (worth 10% of course grade)
Deliver: An informative symposium about recent technical developments related to your field of study.
Group presentation in symposium format

Speaker: Individual speaker as part of a team
Audience: Public/society
Purpose: Informative
Presentation minimum requirements:
- 5 minutes per speaker
- 4 sources per speaker (oral citations, written outline citations, bibliography)
- 2-3 main points per speaker
- Full sentence outline per speaker
- Powerpoint presentation by each speaker incorporating visual and graphic material
- 15% of course grade (90% of the grade is derived from individual performance. 10% based on meeting group coordination. See elearning for rubric.)

Write: an FAQ document about technical aspects of your field of study related to Speech Two.
Individual paper—do NOT collaborate in any way
5 substantive and distinct questions related to the technical development featured in Speech Two. Each answer shall be supported by at least one source of information (scholarly paper, technical documentation, interview with expert) Sources may or may not be duplicative of sources for speech two.
- Typed, double spaced
- Bibliography formatted to APA
PROJECT THREE: Speech Three—Here’s What You Need (worth 20% of course grade)
Professionals in technical fields frequently sell products or services and/or propose projects. For this assignment, you will work as an individual to prepare either a sales presentation for a product or service OR to propose a project. Details of the assignment are posted on eLearning.
Speaker: Individual
Audience: Well educated funding agents and/or executives who are not necessarily experts in your field.
Purpose: Persuasive
Presentation minimum requirements:
- Extemporaneous presentation
- Individual speech 7 minutes plus 2 minute Q&A
- Full sentence outline & key word (speaking) outline
- 5 sources required (oral citations, written outline citations, bibliography)
- PowerPoint slides as visual support by each speaker incorporating visual and graphic material

PROJECT FOUR: Speech Four—We Can Fix That (15% of course grade) and Group Wiki (10% of course grade)

Create: Group wiki (worth 10% of course grade): Collaborative social media tools are especially common to the technical professions, which is why we are creating wiki pages in this class. Our wiki project is in alignment with Speech #4, “We Can Fix That.” For that project, each student will be assigned to a group. The group will select a controversial issue representing risk or crisis and relevant to her/his chosen field(s) and give a persuasive speech representing each side (see more on eLearning). For the wiki, the five partners are to create a wiki page in order to research a problem (crisis or risk) that needs a solution within your chosen industry. The topic should be timely, or, should address a current problem. Each group’s wiki, when completed, will be between 2500-3000 words (the equivalent 8-10 double-spaced, Times New Roman printed pages.) While there are stringent academic guidelines to this project, you are encouraged to utilize the interactive features of the wiki. Feel free to post videos from YouTube or elsewhere, create a hyperlinked section for further reading, post pictures, graphs, FAQs, etc. The Wiki will include an Executive Summary (concise; bullets are acceptable) Have fun. This assignment is a challenge but isn’t nearly as complex or time-consuming as it may seem at first. The Wiki site I’ve chosen is simple to use (it’s designed for K-12...that’s right...K) and I’ll be prompt in answering questions. (Adapted with permission from “Wikis for Commies”, unpublished by Lucas Logan, MA)

Deliver: Speech Four: “DON’T WORRY—WE CAN FIX THAT” (worth 15% of course grade) In groups (5 members) you will research a problem that needs a solution within your chosen industry. This problem may represent a risk or it may represent a crisis. The topic should be timely, or, should address a current problem. Students will work in teams assigned by the instructor.

The organizational structure of the speech will be specified in documents posted on eLearning.
The assignment will be supported by the team’s wiki.
You will be trying to persuade a well educated but general audience of policy makers to adopt your policy/plan that will fix the problem identified.
You will conduct library research but you will also be required to interview an expert to gain a better understanding of this problem and feasible solutions.
Group members will be evaluated individually on their presentation of their aspect of the problem and/or solution, and the group will be graded as a whole on the Wiki.
You will conduct library research, but you will also be required to interview an expert to gain a better understanding of this problem and feasible solutions.

Purpose: Persuasive
Presentation minimum requirements:
- Extemporaneous presentation
- Each member should speak for 5 minutes.
- Full sentence outline & key word (speaking) outline
- 4 sources required/per speaker (oral citations, written outline citations, bibliography, 1 mandatory interview with expert (professor or industry)
- PowerPoint slides as visual support by each speaker incorporating visual and graphic material

Submitted as requested by instructor (may be hard copy or may be uploaded to eLearning as per instructor’s instructions)
15% of course grade (90% of the grade is derived from individual performance. 10% based on meeting group coordination. See elearning for rubric.)

**Homework:** Students will complete a self-evaluation assignment following each speech. Forms provided in Packet for COMM 205 on elearning. Students will complete Group Presentation planning sheet prior to each of the two group presentations. Forms provided in Packet for COMM 205 on elearning.

**Quizzes:** Four quizzes over the readings for the course will be given online through elearning on the day specified in the calendar. Quizzes will be multiple choice, matching, fill in the blank and/or brief essay.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Tues, Jan 15</td>
<td>Intro to course and speech warm-up</td>
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<tr>
<td>Thurs, Jan 17</td>
<td>Topic selection and audience</td>
<td>EBC Chap 11</td>
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<td>Tues, Jan 22</td>
<td>Organization and outlining</td>
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<td>Thurs, Jan 24</td>
<td>Introduction and conclusions</td>
<td>EBC Chap 12</td>
<td>Quiz I</td>
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<td>Tues, Jan 29</td>
<td>Speech I (speakers 1-6) Ethics</td>
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<td>Thurs, Jan 31</td>
<td>Speech I (speakers 7-12) Listening</td>
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<td>Tues, Feb 5</td>
<td>Speech I (speakers 13-18) Language</td>
<td>EBC Chap 13</td>
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<td>Tues, Feb 7</td>
<td>Speech I (speakers 19-25) Summary</td>
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<td>Tues, Feb 12</td>
<td>COMMLab Day</td>
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<td>Quiz II</td>
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<td>Library Resources</td>
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<td>Evaluating Sources</td>
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<td>Thurs, Feb 14</td>
<td>Speaking in Teams and Groups</td>
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<td>Groups assigned</td>
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<td>Team Wiki assigned</td>
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<td>Tues, Feb 19</td>
<td>Writing FAQ's for a lay audience</td>
<td>BPC Chap 9</td>
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<td>Thurs, Feb 21</td>
<td>Visual Aids, graphs, graphics, charts,</td>
<td>BPC 10 and 11</td>
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<tr>
<td>Tues, Feb 26</td>
<td>Proposal Presentations</td>
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<td>Thurs, Feb 28</td>
<td>Speech II (Groups I and II)</td>
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<td>Tues, Mar 5</td>
<td>Speech II (Groups III and IV)</td>
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<td>Thurs, Mar 7</td>
<td>Speech II (Group V)</td>
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<td><strong>Spring Break!!</strong></td>
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<td>Tues, Mar 19</td>
<td>Persuasion: Assign Projects III and IV.</td>
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<td>Thurs, Mar 21</td>
<td>Persuasion</td>
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<td>Quiz III</td>
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<td>Tues, Mar 26</td>
<td>Persuasion</td>
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<td>Thurs, Mar 28</td>
<td>Speech III (speakers 1-6)</td>
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<td>Tues, Apr 2</td>
<td>Speech III (speakers 7-12)</td>
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<td>Thurs, Apr 4</td>
<td>Speech III (speakers 13-18)</td>
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<td>Tues, Apr 9</td>
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<td>Thurs, Apr 11</td>
<td>Risk Communication</td>
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<td>Tues, Apr 16</td>
<td>Crisis Communication</td>
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<td>Thurs, Apr 18</td>
<td>Speech IV (Groups III and IV)</td>
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<td>Tues, Apr 23</td>
<td>Speech IV (Groups V and I)</td>
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<tr>
<td>Thurs, Apr 25</td>
<td>Speech IV (Group II) and course wrap-up.</td>
<td>Bring laptop, smart phones, etc. to class today.</td>
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**Americans with Disabilities Act (ADA) Policy Statement**

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

**Academic Integrity Statement and Policy**

Do not cheat in this course. Do not commit scholastic dishonesty of any kind. **Students who commit scholastic dishonesty will earn an F** on the transcript for this course. See the Aggie Honor System website for additional information on Scholastic Dishonesty and the Honor Council Rules and Procedures [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu/)

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

*This course addresses the core curriculum at Texas A&M for Communication through these foundational components:

**Critical Thinking** which includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. While the course works together as a whole to nurture critical thinking, Learning Outcomes 3,4,5,8,9 and 10, support especially the tenets of critical thinking.

**Communication** which includes effective development, interpretation and expression of ideas through written, oral, aural and visual communication. While the course works together as a whole to develop communication, Learning Outcomes 1,2,6,7,8,9 and 10, support especially the tenets of communication.

**Teamwork** which includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Learning Outcome 3 supports especially the tenets of teamwork, however, each of the other Learning Outcomes is addressed in the context of team presentations.

**Personal Responsibility** which includes the ability to connect choices, actions and consequences to ethical decision making. While the course works together as a whole to nurture personal responsibility, Learning Outcomes 6,7 and 8 support especially the tenets of personal responsibility.
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): Film

2. Course prefix and number: FILM/ENG 251

3. Texas Common Course Number: COMM 2366

4. Complete course title: Introduction to Film Analysis

5. Semester credit hours: 03

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

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

8. How frequently will the class be offered? Once per year

9. Number of class sections per semester: 1

10. Number of students per semester: 110-120

11. Historic annual enrollment for the last three years: 110 73 102

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:
   - Course Instructor
   - Approvals:

14. Department Head

15. College Dean/Designee

See form instructions for submission/approval process.

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014
In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

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?

**FILM /ENGL 251: Film** is not only entertainment, it is an art form which has developed for over 100 years and which has dramatically impacted society. Like the film medium itself, the study of motion pictures has a long and diverse tradition, and this course will introduce students to the methods of film analysis. The focus of the class will be to gain an understanding of the various ways movies as artistic visual products create meaning and are embedded within a social context. Students will examine the elements of film form, including narrative structure, camera techniques, editing, sound, lighting, mis-en-scène, and acting; students will investigate how these elements come together to create film aesthetics and the production of meaning. Students will explore the social contexts of film production, including film’s relation to other artistic movements and the importance of industrial systems and national cinemas in the creation of certain kinds of movies. The class will also pay close attention to the concept of genre and the evolution of genre within social contexts. While the focus will be narrative fiction films, the class will also dip into documentary and experimental cinema, since these are also significant art forms.

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**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):**

The course will enhance critical thinking skills through the formal analysis of cinematic texts and the reading of texts relating to film aesthetics. The evaluation of critical thinking skills will be based on written work, a midterm exam and class participation. Written work and the midterm exam will be essay-based and will require students to evaluate and synthesize key ideas from the course reading and from film clips.

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

The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to film analysis and appreciation. Communication skills will be evaluated through written, oral, and audio-visual creative work. Each form of communication will carry criteria particular to its nature.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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

The course will enhance students’ ability to consider different points of view and to integrate the ideas of others into a cohesive work product. The course will enhance students’ ability to consider different points of view and to work collaboratively with others to create a team project. Each student in a team will have a particular role and students will be required to document individual contributions to the team project. The project will consist of a short narrative film demonstrating elements of film form.

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

The course enhances social responsibility by helping students to make a connection between film as an artistic medium and film as a medium of social and cultural change, film as a documenter of history, and film an active participant in social transformation. The evaluation of social responsibility will be based upon a final essay in which students conduct an extended analysis of a film. In addition to a formal analysis, students will be required to assess the social, cultural, and historical significance of the film text in question.

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

FILM 251---Introduction to Film Analysis

Request for International and Cultural Diversity (ICD) Designation:

Throughout the course, students will explore the social contexts of film production. These social contexts include the depiction for race and ethnicity in the cinema, from the silent Westerns to contemporary films by different racial and ethnic groups. Students will also be introduced to the emergence of genres and their influence on and commentary upon cultural and social diversity. Finally, FILM 251 will explore the contributions of one or more national cinema traditions (examples include Japanese cinema, Indian Cinema, and Latin American cinema).
Description, Policies and Requirements

Dr. Juan J. Alonzo, Associate Professor
Bolton Hall 303, 845-2786
LAAH 540, 845-8302
jjalonzo@tamu.edu
Office Hours: T, Th 3:30-5:00

Catalogue Description: Fundamental aspects of film analysis and criticism. Cross-listed with ENGL 251.

Fall 2012 Description: Like the film medium itself, the study of motion pictures has a long and diverse tradition, and this course will introduce you to the methods of film analysis. Our focus will be to gain an understanding of the various ways movies as artistic visual products create meaning and are embedded within a social context. We will examine the elements of film form, including narrative structure, camera techniques, editing, sound, lighting, mis-en-scène, and acting; we will investigate how these elements come together to create film aesthetics and the production of meaning. We will explore the social contexts of film production, including film’s relation to other artistic movements and the importance of industrial systems and national cinemas in the creation of certain kinds of movies. We will pay close attention to the concept of genre and the evolution of genre within social contexts. While our focus will be narrative fiction films, we will also dip into documentary and experimental cinema.

The ultimate goal of the class is to help you understand that movies are not merely entertainment to be passively consumed. Film is an art form that produces meaning and is worthy of aesthetic analysis.

Learning Outcomes. At the end of the course, students will be able to:
1. Identify the discrete formal elements that define film as an art from in short and long essays, quizzes, and the midterm exam.
2. Apply an understanding of the elements of film form to critical analysis of movies.
3. Demonstrate the connection between individual works and their social, cultural, and historical contexts in the midterm exam and in an extended critical essay.
4. Make distinctions among the variety of film genres and the particular aesthetic principles that define these genres and produce meaning.
5. Apply critical reading skills to the writing of analytical essays.

Core Curriculum Objectives:
Critical Thinking Skills (CTS): The course will enhance critical thinking skills through the formal analysis of cinematic texts and the reading of texts relating to film aesthetics.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to film analysis and appreciation.
Teamwork (TW): The course will enhance students’ ability to consider different points of view and to integrate the ideas of others into a cohesive work product.

Social Responsibility (SR): The course enhances social responsibility by helping students to make a connection between film as an artistic medium and film as a medium of social and cultural change, film as a documenter of history, and film an active participant in social transformation.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on written work, a midterm exam and class participation. Written work and the midterm exam will be essay-based and will require students to evaluate and synthesize key ideas from the course reading and from film clips.

CS: Communication skills will be evaluated through written, oral, and audio-visual creative work. Each form of communication will carry criteria particular to its nature.

TW: The course will enhance students’ ability to consider different points of view and to work collaboratively with others to create a team project. Each student in a team will have a particular role and students will be required to document individual contributions to the team project. The project will consist of a short narrative film demonstrating elements of film form.

SR: The evaluation of social responsibility will be based upon a final essay in which students conduct an extended analysis of a film. In addition to a formal analysis, students will be required to assess the social, cultural, and historical significance of the film text in question.

Required Texts
Barsam and Monahan, Looking at Movies: An Introduction to Film (3rd Ed., includes DVDs)
Nichols, Engaging Cinema: An Introduction to Film Studies
(Additional Readings made available via Moodle or web links)

Course Work

Attendance and Moodle Participation 10%
Quizzes (5-7 unannounced quizzes) 10%
Mid-Term Exam 20%
Four 300-word Short Analyses (4 x 5%) 20%
3-5 minute narrative film (collaborative) 20%
5-page Film Analysis Essay 20%

Film Screenings: This course requires your attendance at regularly scheduled film screenings throughout the semester. While many (though not all) of the films can be rented or streamed, the best way to see these movies is on the big screen with your peers. Attendance at film screenings will count toward your overall attendance grade.

Class Attendance: Students are expected to attend every class and to arrive promptly. Because your understanding of the concepts of the course depend on diligent participation and group collaboration, more than three unexcused absences will result in a grade penalty. Excessive unexcused absences (more than seven in a T/Th class) will result in failure from the course.
Refer to http://student-rules.tamu.edu/rule07 for regulations on excused/unexcused absences due to illness, observation of religious holidays, and for the list of university-authorized activities.

**Moodle:** Moodle is a Virtual Learning Environment that will extend your learning outside the classroom and provide you opportunities for informal writing and discussion. You are required to enroll and participate in the ENGL 251 / FILM 251 Moodle class page. Login information is forthcoming via email. **Moodle assignments will be emailed for maximum flexibility (they are not on the syllabus).**

**Collaboration:** Consistent with the art of filmmaking, which is a strongly collaborative process, you will be required to work in teams of 4 students to create a short narrative film (3-5 minutes). Each student will have a significant role: screenwriter, director, cinematographer, and editor.

**Computers:** You may bring a computer to class only if you are to take notes on it; however, you must disable the wireless network, refrain from sending email, opening web pages, playing games, or doing things that will distract your classmates.

**Cell Phones** and other electronic devices: Please turn off your cell phones and other devices before the beginning of class and keep them off your desk.

**Email Communication:** Check your mail every day for announcements, assignments, and other updates to the class syllabus. Maintaining informed and in communication via e-mail is a university requirement, per Rule 61, which “establishes e-mail as an official means of communication (equivalent to the U.S. Postal Service) at Texas A&M University. It also establishes student responsibilities for use of official TAMU e-mail accounts and official e-mail correspondence.” Please refer to http://student-rules.tamu.edu/rule61, particularly sections 61.2.3 and 61.2.4.

**Scholastic Honesty:** “An Aggie does not lie, cheat or steal, or tolerate those who do.” Turning in work that is not your own or any other form of scholastic dishonesty will result in a major course penalty, including failure. Visit http://aggiehonor.tamu.edu/ for a full discussion of scholastic dishonesty, as well as student rights and responsibilities, procedures, and disciplinary consequences.

**Students with Disabilities:** The Americans with Disabilities Act (ADA) 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, Cain Hall, rm. B118, phone number 845-1637. For additional information visit http://disability.tamu.edu.

**Grading Scale/Rubric for the Short Paper and Essays**

**A** This essay contains few, if any, errors in sentence structure and coherence; it develops an interesting, insightful, tightly focused argument. The argument is complex and fully developed, and the essay provides the reader with clear, well-researched support; argumentation fully justifies the author’s conclusions. The style of the paper is eloquent and sophisticated.
B This essay contains few errors in sentence structure, and develops a clear, coherent argument. Support and explanation of that argument, however, are either insufficient to convince the reader completely or do not make clear how the author reaches his or her conclusions.

C This essay is fundamentally sound at the level of sentence structure and diction, but its arguments rely too heavily on assertion, not research. Specific support is either unclear or missing, and the focus of the essay may stray from its stated argument to make a more general or unrelated point. There may also be problems of coherence, complexity, or in the overall development of the argument.

D This essay contains serious problems at the level of sentence structure and diction. It is marred by repeated mechanical errors and/or awkward constructions that obscure meaning. The argument relies almost completely on assertion, with no clear support, development, or analysis.

**Grading Rubric for Quizzes, Exams, and Final Grades**

95-100 A+
90-94 A
85-89 B+
80-84 B
75-79 C+
70-74 C
65-69 D+
60-64 D
0-59 F
NOTES: Looking at Movies appears as LM; Engaging Cinema appears as EC. Some readings and films are to be announced (TBA) or subject to change. Changes or substitutions to the syllabus will be emailed. All readings are due by the date assigned.

Part I: The Formal Elements; Types of Movies; Narrative Structure

T 8/28  Introduction to the course, policies and assignments

Th 8  "Introduction: Some Basic Issues and Concepts," EC 3-25
      "Film as Language" EC 29-69
      "Writing and Speaking" EC 435-39
      Screening: Modern Times (Charles Chaplin, 1936, USA) 7:15 p.m. HECC 209

T 9/4  "Principles of Film Form," LM 27-57

Th 9/6  "Types of Movies," LM 59-111
      Screening: Citizen Kane (Orson Welles, 1941, USA) 7:15 p.m. HECC 209

T 9/11  "Forms of Cinematic Engagement and the Avant-Garde," EC 70-98
       "Documentary," EC 99-135
       Short Analysis #1 Due (online via turnitin.com)

Th 9/13  "Narrative and Fiction," EC 136-72
       Screening: documentaries and experimental films, 7:15 p.m. HECC 209

T 9/18  "Elements of Narrative," LM 113-54

Th 9/20  "Mis-en-Scène," LM 155-206
       Screening: Searching for Sonny (Andrew Disney, 2011, USA) 7:15 p.m. HECC 209 [Special guest: Andrew Disney]

T 9/25  "Cinematography," LM 207-68
       Short Analysis #2 Due (online via turnitin.com)

Th 9/27  "Acting," LM 269-318
       Screening: Touch of Evil (Orson Welles, 1958, USA) 7:15 p.m. HECC 209

T 10/2  "Editing," LM 319-66

Th 10/4  "Sound," LM 367-409
       Screening: Yojimbo (Akira Kurosawa, 1961, Japan) 7:15 p.m. HECC 209

T 10/9  Class Canceled. Prepare for Midterm Exam
       Short Analysis #3 Due (online via turnitin.com)
Th 10/11   MIDTERM EXAM

Part II: Approaches to and Styles of Film; Exploring Genres; The Social Context

T 10/16   “Three Fundamental Styles: Realism, Modernism, Postmodernism,” EC 175-208

Th 10/18   “Genre Films,” EC 248-86
Screening: Sironia (Brandon Dickerson, 2011, USA) 7:15 p.m. HECC 209
[Special guest: Wes Cunningham, actor]

T 10/23   “Ideology and the Cinema,” EC 287-324

Th 10/25   Reading TBA
Screening: Blade Runner (Ridley Scott, 1982, USA) 7:15 p.m. HECC 209

T 10/30   “Race and Ethnicity,” EC 325-58
Short Analysis #4 Due (online via turnitin.com)

Th 11/1   Reading TBA
Screening: Do the Right Thing (Spike Lee, 1989, USA)

T 11/6   “Gender and Masculinity,” EC 359-394

Th 11/8   “Feminism and Film,” 395-431
Screening: The Virgin Suicides (Sophia Coppola, 1999, USA) 7:15 p.m. HECC 209

T 11/13   “Filmmaking Technologies…,” LM 459-93

Th 11/15   “Writing and Speaking,” EC 441-76
Screening: Man on a Mission: Richard Garriott’s Road to the Stars (Mike Woolf, 2010, USA) 7:15 p.m. HECC 209 [Special guest: Mike Woolf]

“Film History,” LM 411-57
Short Narrative Film Due (Collaborative Project)

Th 11/22   Thanksgiving Holiday

T 11/27   Readings TBA

Th 11/29   Readings TBA
Screening: Gomorrah (Matteo Garone, 2008, Italy)

T 12/4   Last Day of class
Final Essay Due
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): General Academics (Texas A&M at Galveston)

2. Course prefix and number: ENGL 253
   Texas Common Course Number: N/A

3. Complete course title: Introduction to Cultural Studies & Popular Culture

4. Semester credit hours: 3

5. 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

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

7. How frequently will the class be offered? Typically every other Spring

8. Number of class sections per semester: 1

9. Number of students per semester: 20

10. Historic annual enrollment for the last three years: 13 10 11

11. 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. Date

13. Submitted by:

14. Department Head

15. College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2011/

See form instructions for submission/approval process.
Chantrey J. Murphy

From: Donna Lang <langd@tamug.edu>
Sent: Wednesday, June 26, 2013 3:25 PM
To: Chantrey J. Murphy
Subject: RE: Regarding ENGL 253

We have every expectation with the reduction of courses in the new core curriculum that this course will meet the minimum student enrollment.

Dr. Donna Callenius Lang
Vice President
Texas A&M University at Galveston
409.740.4419

From: Chantrey J. Murphy [mailto:cmurph38@exchange.tamu.edu]
Sent: Wednesday, June 26, 2013 3:23 PM
To: Donna Lang
Subject: RE: Regarding ENGL 253

Great. We only ask that you provide a short statement indicating your expectation that the course will reach the 15 minimum student enrollment. It will be included with the proposal so the Council has full disclosure on why it is being resubmitted. If we get your statement by Friday, July 26th, it will make the deadline for the August 5th meeting.

CJ

Chantrey J. Murphy
Graduate Assistant, Doctoral Student
Office of the Associate Provost for Undergraduate Studies
Texas A&M University | Commons Basement
@: cmurph38@exchange.tamu.edu
#: 979.845.3210

From: Donna Lang <langd@tamug.edu>
Sent: Wednesday, June 26, 2013 3:16 PM
To: Chantrey J. Murphy
Subject: RE: Regarding ENGL 253

Yes please. We would very much like to include this course.
Good afternoon Dr. Lang,

The attached proposal was submitted to the CCC on May 6th and tabled due to low enrollment. This was prior to the ruling on May 29th that Galveston and Qatar minimum enrollment be set at 15 as opposed to the 30 at College Station. Do you expect the enrollment for this course to increase; and with that, would you want the course to be resubmitted for the Council to consider it for the Core?

CJ

Chantrey J. Murphy
Graduate Assistant, Doctoral Student
Office of the Associate Provost for Undergraduate Studies
Texas A&M University | Commons Basement
@: cmurph38@exchange.tamu.edu
#: 979.845.3210
Texas A&M University

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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?

ENGL 253 surveys the history, theories, and methods of contemporary cultural studies, with particular emphasis on the encoded messages in mass entertainment to teach students about the social uses and political implications of popular culture. The impact and affect of popular culture on the beliefs and ideologies which inform societies, nations, and groups around the globe is undeniable if only because its reach is so broad and deep in all our lives. Thus, it is imperative that students be trained in cultural theory—and understand it as a practice with its own history and concepts—so as to examine the meanings that are produced and circulated through the processes, products and practices of everyday life.

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):

Critical thinking is the primary objective of this course because students are actively engaged in the critical analysis and interpretation of texts drawn from popular culture. They must not only consider the potential "message" of a text but how it is created and disseminated to an audience. Moreover, they must take into consideration its "cultural function" as an object informed by ideology. The students learn to construct the right questions that enable one to reach answers that can be defended--such is the basic process of inquiry.

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

This objective is achieved through two medium-sized essays, several short essays and an oral presentation made by each student to the class over their final essay topic. There is dialogue after the presentation between the presenter and the class as they ask questions and push the student to defend the critical position taken in the essay. The short essays allow me to monitor their development as writers and communicators which will be evaluated in the longer essays.

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

The students will be exposed to a spectrum of philosophies and theories concerned with society, culture and the interaction between the two. There are political and ideological foundations to these concepts which necessitate the
Texas A&M University

Core Curriculum

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

Students make constant assessments about their own moral positions throughout the semester. Since no one theory is given absolute dominance the students are free to develop their thoughts about their beliefs and notions of social duty as we progress through different theories and the varied texts used as examples. There is an emphasis on diversity in terms of both the mediums we can consider and the context of the texts with regards to history, region, racial and ethnic communities, etc. The students study the topics of transnationalism and internationalism in popular culture via separate class days devoted to charting the half century long history and global uses of the Caribbean pop music called ska as well as specific examples drawn from Japanese cultural production (anime, manga and noise rock bands) that have entered the global marketplace of culture. In thinking about how different groups at different times have used these productions they learn about their own (possibly) unconscious integration into an international community composed of pop markets. This also accounts for why ENGL 253 should be granted the International and Cultural Diversity (ICD) designation.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Students cannot help but learn about social responsibility because all the theories studied in ENGL 253 have roots in politically charged consequences. The main lesson of the class is that even the most innocent seeming "entertainment" has political reverberations for which it is our duty as citizens to be cognizant. Likewise, if we are to be cognizant we have to understand our own potential complicity with the ideas of a text. Students do not get to hide behind the statement, "It is just a movie," or "It is just a pop song." Ethical decision-making requires an ethics, ENGL 253 does not prescribe a singular morality to its students but it does teach them how we must all be held accountable for the one we support, even if unconsciously, through our pop text choices.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Request for International Cultural Diversity (ICD) Designation for ENGL 253: Introduction to Cultural Studies and Popular Culture

ENGL 253 is a course that in its very purpose emphasizes diversity. There is plurality in terms of the theories under study, the varied artistic mediums used to consider these theories as praxis, as well as the context of the texts with regards to history, region, racial and ethnic communities.

Non-western examples are used throughout the semester; however, there is a more deeply concentrated focus once the class arrives at the sections on transnationalism and internationalism in popular culture. Alongside students reading pieces drawn from recent postcolonial theorists -- Edward Said (orientalism), Gayatri Spivak (the subaltern) and Homi Bhabha (hybridity and cosmopolitanism) -- on separate days the course will turn to two different cultural locales from opposite sides of the world. We first chart the half-century history of the postwar Caribbean pop music called ska. In examining the form's evolution from 1959 to the present, as it is taken up by new generations of kids all around the world. Second, we turn to contemporary Japanese cultural production through the anime animation films, manga graphic novels and the avant-garde populism of noise rock bands like The Boredoms. We find a cosmopolitan attitude toward cultural sharing that embraces the international aspect of culture within a global marketplace. In thinking about how different groups at different times have used these productions they learn about their own (possibly) unconscious integration into an international community composed of pop markets.
ENGLISH 253: INTRODUCTION TO CULTURAL STUDIES AND POPULAR CULTURE

Instructor: Dr. Daniel Traber
Office: CLB 108A
Phone: 741-4382
E-Mail: traberd@tamug.edu

COURSE DESCRIPTION
An introduction to the history, theories and methods of contemporary cultural studies. The course will explore key concepts in cultural theory to examine specific aspects of popular culture as well as cultural sites and practices so as to expand upon the analytical and critical thinking skills learned in ENGL 104 and 203. Prerequisite: ENGL 104.

COURSE OBJECTIVES
The course is structured to develop your critical ability concerning the social uses and political implications of texts drawn from popular culture (film, music, television, clothing, etc.). In honing the analytical and theoretical tools necessary for a critical perspective, the ultimate goal is to help you interrogate the textual material that saturates your lives in a critical, self-conscious manner, and to then express your ideas in written form. A larger goal, then, is working toward un understanding of how the knowledge, values, and ideals used to define a culture, thus our notions of personal selfhood, are instilled and debated via a forum that transmits its messages to millions of people.

REQUIRED TEXTS
(IG) An Introductory Guide to Cultural Theory and Popular Culture, John Storey
(R) Cultural Theory and Popular Culture: A Reader, John Storey, ed.
(CC) Common Culture: Reading and Writing about American Popular Culture, Petracca & Sorapure
(SUB) Subculture: The Meaning of Style, Dick Hebdige
(H) Handouts

CLASS POLICIES
Attendance: Since participation in class discussion and workshops is crucial to your success in this class, you must attend regularly and be prepared to participate. Excessive absences will negatively affect your grade. You are allowed 3 unexcused absences. Information concerning absences are contained in the University Student Rules Section 7 <http://www.tamug.edu/student%20rules/Rule7.htm>. The university views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures, deadlines, and student grievance procedures (Part III, Section 45).

Paper Deadlines: In order to pass this course, you must complete and submit all work. Grades on late papers will drop one letter grade (e.g. A to A-, B+ to B) each DAY (including the weekend) after the due date.

Essay preparation: All drafts (including revisions) must be typed using a standard typeface (e.g., 12 point Courier or 12 Times). Type the draft on white letter size (8 1/2" x 11") paper, using one side per page. Use 1" margins on all four sides (not 1.25", the Microsoft Word default setting) and double space to allow for comments. If you use a word processor, be sure to save your essay on a disk (do not expect your files to be safe if left on TAMUG public-use computers).
Academic Integrity: For many years Aggies have followed a Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." Upon accepting admission to Texas A&M University at Galveston, 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 TAMUG community from the requirements or the processes of the TAMUG Honor System. For additional information: <http://www.tamug.edu/honorsystem/>.

It is the responsibility of students and faculty members to help maintain academic integrity at the University by refusing to participate in or tolerate scholastic dishonesty (including plagiarism, broadly defined as passing off somebody else's work as your own, so make sure to cite all sources whose words or ideas you use in your own work [this includes web pages]). The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which academic integrity is maintained in this course. Academic dishonesty infractions could result in failure of this course. On all course work, assignments, or examinations, the following Honor Pledge shall be pre-printed and signed by the student "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Americans with Disabilities Act of 1990: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Counseling Office, N01then Student Center, or call (409)740-4587.

Family Educational and Rights to Privacy Act (FERPA): FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student's social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

ASSIGNMENTS AND GRADE DISTRIBUTION

• 20% Essay 1
  A 5-7 page paper that discusses and analyzes the cultural function of a pop text. You'll need to make sense of the text (what it may intend to achieve/say), how a consumer/fan may use it and how it is positioned in the culture, consciously or unconsciously. Let me know what you have chosen before starting the essay.

• 30% Essay 2
  A 7-10 page analytical research paper of a pop text. Basically, it is the same as Essay 1; however, this time you must use at least five (5) scholarly secondary sources (either studies of your chosen text or theoretical works related to the topic). Non-academic sources taken from the Internet, while allowed, will not count as one of the five sources. At this stage, your analysis should be informed by the theories we will study during the semester. You may have to order the sources through interlibrary loan so don't put off doing the research until the last moment.

• 20% Pop Reports (PR)
  A 2 page critical reflection on a pop culture text (broadly defined). This is not a personal reading journal, you are not writing about whether you like/dislike the object under study. I want to see a brief argument presenting a mixture of formal analysis and critical evaluation; it should also show a growing theoretical acumen as the
semester progresses. Try examining different mediums (e.g., film, music, TV, etc.) in each PR to avoid repeating yourself. The report will be graded with a check (✓) or check minus (✓-). Each one is worth 10 points (a total of 100); the lower grade (5 pts.) will be given to poorly developed or less substantive work, especially those that simply explain, summarize or catalog details at the expense of analysis.

• 10% Final Paper Presentations
A five minute presentation on your final paper topic discussing the subject or object you will examine and the argument you will make about it. You will also turn in a 250-word abstract for the final paper. The presentations will be organized alphabetically. The grade is a score out of 100.

• 20% Participation
This is defined as attendance, taking part in class discussion and any in-class collaborative assignments. Low attendance will negatively affect this grade.

GRADING:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>0-59</td>
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SCHEDULE

WEEK 1: Defining the Popular
IG: "What is Popular Culture?" (pp. 1-19)
Handouts:
Alison Schneider, "At Chicago Meeting, Defenders of Traditional Curriculum Assume Embattled Air"
Michael Berube, "The 'Elvis Costello Problem' in Teaching Popular Culture"
Rita Felski, "Those Who Disdain Cultural Studies Don't Know What They're Talking About"
R: "Introduction: The Study of Popular Culture and Cultural Studies" (x-xvii); CC: "Why Study Popular Culture?" (1-6)

WEEK 2: On Reading and Writing
CC: "Active Reading" (6-27)
CC: "The Writing Process" (27-46)
PRP/PR #1

WEEK 3: "Culture and Civilization" Tradition
IG: Matthew Arnold & F.R. Leavis (21-35); R: Arnold, "Culture and Anarchy" & Leavis, "Mass Civilisation and Minority Culture" (7-21)
IG: "Mass Culture in America" (35-44); R: Dwight Macdonald, "A Theory of Mass Culture" (22-36)

WEEK 4: Television
CC: "The Cultural Influences of Television" (156-83)
CC: "Interpreting Television" (217-43)
PRP/PR #2

WEEK 5: Culturalism
IG: "Culturalism"(45-63); R: Raymond Williams, "The Analysis of Culture" (48-56)
IG: "CCCS and the Birmingham School" (63-71); R: Stuart Hall, "Notes on Deconstructing the Popular" (442-53)
R: Michael Shudson, "The New Validation of Popular Culture" (495-503); Lawrence Grossberg, "Cultural Studies vs. Political Economy" (613-24)

WEEK 6: Popular Music
CC: Simon Frith, "Rock and Sensuality" & David Samuels, "The Rap on Rap" (265-88)
CC: Alan Wells, "Popular Music: Emotional Use and Management" & John Lewis, "Punks in LA" (296-328)
PRP/PR #5
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): Landscape Architecture and Urban Planning

2. Course prefix and number: **LAND 240**

3. Texas Common Course Number: [Enter Text]

4. Complete course title: **History of Landscape Architecture**

5. Semester credit hours: **3**

6. This request is for consideration in the following Foundational Component Area:

   - [ ] Communication  
   - [ ] Mathematics 
   - [ ] Life and Physical Sciences  
   - [x] Language, Philosophy and Culture  
   - [ ] Creative Arts  
   - [ ] American History  
   - [ ] Government/Political Science  
   - [ ] Social and Behavioral Sciences

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? **Once a year**

9. Number of class sections per semester: **1**

10. Number of students per semester: **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]  
   Course Instructor  
   Date: **3/21/13**

   Approvals: [Signature]  
   Date: **3/21/13**

14. Department Head  
   [Signature]  
   Date: **3/26/13**

15. College Dean/Designee  
   [Signature]  
   Date: **3/26/13**

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at:  
www.thec.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: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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?

LAND 240 - History of Landscape Architecture I meets the Foundational Component Area description for Language, Philosophy, and Culture by specifically focusing on how the ideas, values, beliefs, and philosophical positions of a particular set of historical people are reflected in the visible landscape. It takes the assumption that as humans interact with nature they write their unwitting autobiography. The tastes, styles, behaviors, and philosophies of particular persons within a given time period, within a given region are then directly reflected through the design of the built and natural environments.

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):

The ability to engage in reflective and independent thinking is a key component to LAND 240. Learning objectives for the course which help achieve this are (see syllabus for complete list):

L.O.3. Be able to distinguish the distinctive, stylistic, and functional periods of landscape design
L.O.4. Recognize and explain the significance of outstanding historical works of landscape architecture and how they fit into a particular design period
L.O.5. Differentiate the philosophies of each primary era of landscape design and describe how they have impacted the layout of different countries, cities, and gardens.

Strategies used to create/assess an atmosphere of critical thinking are:

1. In class questioning and answering within lectures
2. Pre-lecture outline knowledge exposure/Post-lecture knowledge obtainment discussions

Procedural learning questioning (assessing the “how” something was applied rather than the “what”) embedded within quizzes and tests

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

Being able to communicate clearly and effectively—orally, visually and in writing—underpins much of the lecture material, the cinematic material, and the extra credit option for the course. Learning objectives within the syllabus which seek to enhance student communication skills are:

L.O.6. Identify renowned landscapes, the work of renowned designers, and the key philosophers of
Texas A&M University

Core Curriculum

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

L.O.7. Know key facts and interpretations regarding significant historical works of landscape architecture

Strategies used to create/assess an atmosphere of communication skill enhancement are:
1. Key lecture materials are outlined at the end of each slide show. Students are questioned on this material and are asked to stand up and state their answers to the entire class.
2. The extra credit assignment affords students the opportunity to draw a plan view of a landscape design covered in class and describe the style, philosophies, and importance of the design creatively.
3. “Team” questioning is utilized to answer questions from quizzes which were missed by large portions of the course.
4. Quizzes and tests include many visual images as questions which must be recognized according to the designer (in some cases), location, and site.

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

The contribution of the people to the welfare of their communities is covered through many facets of the course, primarily in lecture form. While direct application to College Station is not necessarily made, the classes of people of each period of time covered and the contributions of these persons, there struggles and/or prestige are embedded within the layout description and philosophical debates of the design itself. Learning objectives within the syllabus which aid in exposing the social responsibility of people to their communities are:

L.O.1. Develop and better understand the nature and depth of the discipline of landscape architecture
L.O.8. Become well versed in historical multicultural nomenclature used by historical designers and the meanings of this terminology

Strategies used to create/assess an atmosphere of social responsibility are:
1. Emphasizing and quizzing/testing students on the role landscape architects can play in designing spaces for public good and the promotion of social justice.
2. Showing cinematic screening of movies which expose historical injustices during historical times and testing on the materials covered in these screenings.

Utilizing design nomenclature which has roots in different countries and classes and explain the meaning/significance/origins of these terms.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Students are exposed to issues of personal responsibility related to the course’s focus on aspects of the interaction of nature and culture and how this interaction impacts the human experience. Diverse religious concepts, concepts of sustainability such as hydrological sensitivity, natural resource conservation, and energy responsive behavior, and periodic campus field trips to areas displaying aspects of particular historic design styles all help to provide students a better vista as to life lived in each epoch of history covered. Other typical responsibilities in class such as strict deadlines, no make-up examinations, attendance policies, and reflections on the impacts humans have had on the environment promote personal responsibility within LAND240. The learning objective within the syllabus which aids in promoting personal responsibility is:

L.O.2. Understand the impact that human alteration has had on natural systems through time

Strategies used to create/assess an atmosphere of personal responsibility are:

1. Class meetings at buildings on campus which display characteristics of historic design styles in lieu of typical
Texas A&M University

Core Curriculum

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

lecture meeting rooms

2. The exposure of students to concepts of environmental ethics, cultural diversity, and sensitivity to different life outlooks

3. Concepts covered are also covered in relation to the consequences and outcomes resulting from particular historic actions in an effort to help make students better decision makers.

4. Discussions on the loss of ecological habitat in lieu of built form

5. Strict deadlines and no late/missed work accepted without a doctor’s note

6. Credit for attendance given and zeroes given for missed quizzes and examinations

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Statement on International and Cultural Diversity

LAND 240 – History of Landscape Architecture I – examines the design of natural and built environments in a diverse range of cultural, philosophical, and religious contexts from the prehistory to the 19th century. In this culture-historical approach to landscape architectural history, students develop an awareness of the cultural and stylistic differences in design in European, Asian, African, and American contexts through time. Design of the landscape is considered a direct reflection of human values and preferences of each era and philosophical (e.g. humanism, transcendentalism, etc...) and religious (e.g. Christianity, Hinduism, Islam) ideals are discussed in the context of design. An understanding of how cultural identity is expressed and revealed through the arrangement of the built and natural environments stresses and these expressions are utilized as evidence for the transmission of design and technology across cultures and over time. Information covering lost and surviving historic landscapes from prehistoric times to the early 19th century provides an opportunity to discuss issues of social memory, identity, adaptive reuse, and historic preservation, environmentalism, and the exploration of the wealth of disciplines embedded within the field of landscape architecture. By learning how to appreciate, understand, and respect the natural and built environments of different cultures, students will gain insights into how the world we build has always reflected who we are and gain insight as to the ideals and historic customs of non-American countries thereby increasing an atmosphere of multiculturalism.
LAND 240 Spring 2012 - Syllabus
DEPT of LAUP: History of Landscape Architecture I

Class: LAND 240/630 History of Landscape Architecture I
Class Hours: M-W-F - 9:10am-10:00am
Location: Langford Architecture Center B101
Course Credits: 3

Professor: Galen Newman, PhD, ASLA, APA
Office: Langford Architectural Center A334
Email: gnewman@arch.tamu.edu
Office Hours: MW 10:00am-12:00pm

COURSE DESCRIPTION:

Introduction: LAND 240 examines (primarily) the quality of human landscape use in Asia, African, and Europe from prehistory to contemporary times. Our examination of the past is concerned with three major issues: the comprehension of specific landscape contexts (that is the environment), the quality of human response to these landscapes (their cultural attitudes and practices for that landscape), and their design response to both cultural and environmental factors.

Preface: History of Landscape Architecture is a general introduction to the history of human settlement, land use and landscape architecture, primarily outside of North America. The content of the course is focused on interpreting the role of culture in landscape formation, the role of technology in the evolution of landscape alteration, symbolic use of the landscape, landscape as an aesthetic expression, and the influences of natural and cultural systems on one another.

The format for the class includes in-class lectures, in class cinematic screenings, pop quizzes, and four exams (at the beginning of class on the days listed in the schedule). Lectures will be accompanied by a series of slide images that help to illustrate the lecture content and are an integral part of the course. All of the class presentations are aimed at building a comprehension of the role of environmental context and human values in landscape use. Specifically we will look at context and values at three scales: urban planning and design, municipal and civic, and small site design.

Objectives: Upon completion of the course the student should be able to:
- Develop better understanding of the nature and depth of the discipline of landscape architecture
- Recognize how key themes of landscape use have been applied in specific landscapes, cultures and eras
- Recognize and appreciate different cultural traditions of landscape use
- Recognize distinctive stylistic and functional periods of landscape use
- Identify renowned landscapes and the work of renowned designers
- Recognize and explain the significance of outstanding works of landscape architecture

Texas A&M University • Galen Newman, PhD • Department of Landscape Architecture and Urban Planning
Landscapes in History: Design and Planning in the Eastern and Western Traditions, Phillip Pregill and Nancy Volkman, 2nd Edition. This text is also used in the History of Landscape Architecture II Course - $120.00 new, $70.00 Used on Amazon

Equipment: You are responsible for the project costs associated with providing the materials and services listed below and any other costs associated with completion of the course:
- 15 Scantrons (8.5 x 11 with 150 answers) - #101607

ASSESSMENT Evaluation: Final course grades are based upon the average of four exams and the average of your quiz grades. The exams will cover the material, including the text readings, all lectures up to the date of the exam, and the movies watched in class.

Principles for Success:
1. Attend class regularly
2. Read the text well and with understanding—take notes, relate readings to lectures, etc
3. Take notes both in class and from the text and on the movies watched
4. Develop methods of reinforcing information—make up your own quizzes, develop thought questions, etc
5. Study in groups

Evaluation Criteria: The following standards will be used in grading project work:
- A (89.50 - 100) Distinction: Work that is truly superior and demonstrates original insights, extraordinary depth of research, professional quality, or a highly creative and convincing design resolution.
- B (79.50 - 89.49) Above Average: Work that is above the norm and goes beyond the stated requirements, but lacks extraordinary insights or has aspects which are not fully resolved.
DEPT of LAUP: History of Landscape Architecture

POLICIES

Class Policy:

Respect must be maintained at all class times. Thus:

- No cell phone conversations/ no ring tones/ no texting
- Be ready on time (prepare before)
- Inter-student learning is highly encouraged
- Be prepared with necessary materials for each class (NO TIME FOR FORGOTTEN SCANTRONS WILL BE PERMITTED DURING TEST OR QUIZ TIMES; ALWAYS HAVE ONE ON YOU!!)
- No Facebooking or other social media during class
- Your participation, in the form of thoughtful comments and questions, is always encouraged and welcomed. Your education is dependent on your taking part in the class. And your interest helps me do a better job.
- If you spill it, clean it up; if you bring it with you, take it out.

Attendance:

Your presence is required and expected in class at all designated times. We will cover an extensive amount of material at a very fast pace. Punctual and regular attendance is necessary and mandatory.

Only University approved absences, as stated in the Student Handbook http://student-rules.tamu.edu/search/rule7.htm Rule 7.1, will be accepted as excused absences on days that exams are given. If you will be unable to attend an exam and have a university excused absence you must let me know via email prior to the exam time or you may not be able to do a makeup exam. Class performance is typically directly related to being in attendance, paying attention and taking thorough notes.

Prerequisites:

Sophomore status or above, as stated in the University catalog and on the registration website
Disability Access: The Americans with Disabilities Act 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 have a disability which requires special accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637. For additional information please visit http://disability.tamu.edu.

Academic Integrity: "An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://aggiehonor.tamu.edu. Failure to honor this code will result in a failure of the class and immediate dismissal.

University policies on originality of student work: "As commonly defined plagiarism consists of passing off as one's own the ideas, words, writing, 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 or source. 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 questions regarding plagiarism, please consult the latest of the Texas A&M University Student Rules, under the section 'Scholastic Dishonesty.'

Syllabus Changes: Both the syllabus and the attached course calendar are tentative. The instructor reserves the right to make changes in the syllabus or schedule throughout the course as it may become necessary.

Readings Schedule: REQUIRED readings NOT within the required book will be provided on eLearning. Supplemental readings are not necessarily required but due to copyright laws cannot be placed on eLearning but are available in the library. Required Supplemental

Prehistory: Cultural Alterations of the Land


The Neolithic + Ancient Settlement Landscape


**Early City Form: Aegean, Greek + Roman**


**The Middle Ages + Medieval Towns**


**Symbolic Landscapes + Islamic Gardens**


Landscapes of the Renaissance


Humanism in France + Italy


The Grand Manner and Baroque Urbanism


Europe’s Expanding Ideals: Great Britain + Beyond


Enlightenment and Romanticism


Chinese and Japanese Landscapes

Texas A&M University • Galen Newman, PhD • Department of Landscape Architecture and Urban Planning


**Democratic + North American Landscapes**


**Modernism + City Planning**


**Ecological Planning**


**Course Schedule:** See Attached
# LAND 240 - History of Landscape Architecture I

**MWF: 9:10am - 10:00am**

**Professor Galen Newman, PhD, ASLA, APA**

* gnewman@arch.tamu.edu - Office: A334 Langford

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>WEDNESDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td><strong>AUG.</strong></td>
<td><strong>AUG 29 - Prehistory: Cultural Alterations of the Land</strong></td>
<td><strong>AUG 31 - Cinema: IRAQ - CRADLE OF CIVILIZATION</strong></td>
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<td><strong>Prehistory AUG 27 - Syllabus Overview / Introduction</strong></td>
<td><strong>SEPT 5 - The Neolithic + Ancient Settlement Landscape</strong></td>
<td><strong>SEPT 7 - Cinema: ANCIENT GREECE</strong></td>
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<td><strong>Prehistory SEPT 3 - The Neolithic + Ancient Settlement Landscape</strong></td>
<td><strong>SEPT 5 - Early City Form: Aegean, Greek + Roman</strong></td>
<td><strong>SEPT 7 - Cinema: MIDDLE AGES</strong></td>
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<td><strong>SEPT 10 - Early City Form: Aegean, Greek + Roman</strong></td>
<td><strong>SEPT 12 - Early City Form: Aegean, Greek + Roman</strong></td>
<td><strong>SEPT 21 - FIRST EXAMINATION</strong></td>
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<td><strong>SEPT 17 - European Middle Ages + Medieval Towns</strong></td>
<td><strong>SEPT 19 - European Middle Ages + Medieval Towns</strong></td>
<td><strong>SEPT 28 - Cinema: THE MOORISH SOUTH</strong></td>
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<td><strong>15th - 16th Century</strong></td>
<td><strong>SEPT 26 - Symbolic Landscapes + Islamic Gardens</strong></td>
<td><strong>OCT 3 - Landscapes of the Renaissance</strong></td>
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<td><strong>SEPT 24 - Symbolic Landscapes + Islamic Gardens</strong></td>
<td><strong>OCT 3 - Landscapes of the Renaissance</strong></td>
<td><strong>OCT 5 - Cinema: ITALIAN CITIES</strong></td>
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<td><strong>OCT 1 - Landscapes of the Renaissance</strong></td>
<td><strong>OCT 10 - Humanism in France + Italy</strong></td>
<td><strong>OCT 12 - MID TERM EXAMINATION</strong></td>
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<td><strong>16th - 18th Century</strong></td>
<td><strong>OCT 17 - The Grand Manner + Baroque Urbanism</strong></td>
<td><strong>OCT 19 - Cinema: MATHEMATICS OF ARCHITECTURE</strong></td>
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<td><strong>OCT 8 - Humanism in France + Italy</strong></td>
<td><strong>OCT 24 - Europe's Expanding Ideals: Great Britain + Beyond</strong></td>
<td><strong>OCT 25 - Cinema: LONDON - CITY OF MAJESTY</strong></td>
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<td><strong>17th Century</strong></td>
<td><strong>OCT 29 - Enlightenment + Romanticism</strong></td>
<td><strong>OCT 31 - Enlightenment + Romanticism</strong></td>
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<td><strong>OCT 15 - The Grand Manner + Baroque Urbanism</strong></td>
<td><strong>NOV 5 - Chinese + Japanese Landscapes</strong></td>
<td><strong>NOV 2 - THIRD EXAMINATION</strong></td>
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<td><strong>18th Century</strong></td>
<td><strong>NOV 7 - Chinese + Japanese Landscapes</strong></td>
<td><strong>NOV 9 - Cinema: THE FORBIDDEN CITY</strong></td>
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<td><strong>OCT 22 - Europe's Expanding Ideals: Great Britain + Beyond</strong></td>
<td><strong>NOV 14 - Democratic + North American Landscapes</strong></td>
<td><strong>NOV 16 - Cinema: THE CITY</strong></td>
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<td><strong>OCT 29 - Enlightenment + Romanticism</strong></td>
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<td><strong>19th Century</strong></td>
<td><strong>NOV 28 - Ecological Planning</strong></td>
<td><strong>NOV 30 - FINAL EXAMINATION</strong></td>
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<td><strong>DEC.</strong></td>
<td><strong>DEC 10 - Finals</strong></td>
<td><strong>DEC 7 - Finals</strong></td>
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<td><strong>DEC 3 - XHOLIDAY</strong></td>
<td><strong>DEC 12 - Finals</strong></td>
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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]: Performance Studies

2. Course prefix and number: MUSC 201

3. Texas Common Course Number: MUSI1306

4. Complete course title: Music & The Human Experience

5. Semester credit hours: 3 SCH

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

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, Spring

9. Number of class sections per semester: 8

10. Number of students per semester: 1000

11. Historic annual enrollment for the last three years: 1267 1369 2004

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. Submitted by:
   - [Name]
   - [Date]

13. Approved by:
   - [Name]
   - [Date]

14. Department Head
   - [Signature]
   - [Date]

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.
In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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?

MUSC 201: Music is considered within its cultural context, exploring both parallel and conflicting movements in the visual and literary arts, the composer’s own situation, political movements, technological changes, and other events which have an affect on the creation, performance and reception of the particular compositions selected for study in a given semester. The interchange of ideas and styles from other cultures has been a staple of European culture from the days of the crusades (the Arabic oud becomes the ubiquitous Renaissance lute; shawms as predecessor of oboes and bassoons), and these influences are noted throughout the course.

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):

Critical Thinking is addressed through group projects and concert reports. The group project/presentation consists of researching a topic of the group’s choice and presenting it to the class (p. 2). Concert reports (p. 7) require the student to observe, analyze and comment upon such factors as the surroundings in which the concert take place, audience makeup and reaction, performer/audience interaction, analysis of the music itself, and synthesis of the experience as a whole. Students unable to participate in a group project may complete other projects (p. 8), including essays, creative writing, analysis of music in a movie, etc.

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

Communication is of vital importance in a successful group project (p. 2), as each group member is to speak to the class as part of the presentation, in addition to the communication necessary to conduct the research as a group. Effective use of visual aids and video clips is addressed encouraged. Concert reports (p. 7) are to be written in prose form, covering the aspects mentioned under Critical Thinking. Several of the alternate projects (p. 8) require personal interaction and communication (interviews, surveys).

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

Attendance at several concerts is a requirement of the course. These may include “classical” concerts, music of other cultures, popular styles and staged musical works. Students are expected to behave respectfully at the concert and
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observe the conventions of the particular genre. Although it is not the focus of Music 201, some musics of other world cultures are studied, and part of the discussion is the social context of performances within that culture, the regard in which creators and practitioners are held, and various customs/taboos (such as removing one’s shoes and not stepping over the instruments in an Indonesian gamelan).

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Assigned readings, class discussions, projects, and exams address ethical decision-making in the lives of musicians. This includes:

- Personal dilemmas facing composers and musicians throughout history in the face of political events, for example the appropriation of music and musicians for political reasons (Wagner’s music in Nazi Germany); satisfying the needs of patrons and employers despite one’s own proclivities and preferences (Catholic William Byrd finding it necessary to write Protestant church music); Soviet composers’ “Drawer Music” — music written for their own emotional or intellectual expression that was not in styles approved by Soviet authorities, and hence had to be hidden away from public view.
- Evolving issues surrounding intellectual property that reach back to the 18th century and greatly impact modern musicians, including the advent of recording technology and the internet, copyright laws, theft of intellectual property and royalties, the founding of royalty-collecting organizations like ASCAP, BMI, etc.

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 Performance Studies

MUSC 201 Music and the Human Experience

Request for International and Cultural Diversity (ICD) Designation

Music is considered within its cultural context, exploring both parallel and conflicting movements in the visual and literary arts, the composer’s own situation, political movements, technological changes, and other events which have an affect on the creation, performance and reception of the particular compositions selected for study in a given semester. The interchange of ideas and styles from other cultures has been a staple of European culture from the days of the crusades (the Arabic oud becomes the ubiquitous Renaissance lute; shawms as predecessor of oboes and bassoons), and these influences are noted throughout the course.

MUSC 201 covers a wide range of vernacular and art music including those of different cultures, within the West and around the world. Additionally, the study of Western European concert repertoire enables students to contextualize music from past eras that regularly surfaces in contemporary media and popular culture -- movies, ringtones, television, video games, and advertisements.

The world music unit in this course consists of modern representations of other cultures, the jazz unit on jazz (an amalgamation of African and European traditions used to define and challenge cultural identities within the United States) is primarily focused on the last 50 years, and student projects are all focused on contemporary issues, totaling 5 out of 14 weeks in the course schedule, over 30% of content addressing the last 50 years.
MUSIC 201 MUSIC AND HUMAN EXPERIENCE FALL 2012
Instructor: Laurine Elkins-Marlow, Ph.D.

MUSC 201.501 meeting Tuesdays & Thursdays 8:00 – 9:15 a.m. in HECC 100
MUSC 201.502 meeting Tuesdays & Thursdays 9:35 – 10:50 a.m. in HECC 100
MUSC 201.505 meeting Tuesdays & Thursdays 12:45 – 2 p.m. in HECC 100

Office: Academic Building 406B, telephone 845-8697 email l-marlow@tamu.edu
Office hours 2 – 3:30 p.m. Tuesdays & Thursdays, and by appointment

COURSE DESCRIPTION
An introduction to music and related issues; designed to enhance the student's knowledge and perception of music; selected works in various styles within historical, psychological and aesthetic contexts.

PREREQUISITES: None

OBJECTIVES OF THIS COURSE:
1) To demonstrate an understanding of the creation and performance of music in cultural context.
2) To develop and apply listening skills and a working knowledge of basic music terminology.
3) To apply these skills in live listening experiences and to evaluate the concert or event in a written report.
4) To demonstrate an understanding of music of other cultures and "popular" musics (jazz, musical theatre, etc.)
5) To demonstrate knowledge of composers, specific compositions, instruments and forms associated with the various style periods in the history of the "Western art music" tradition.
6) To communicate with the class your research on a musical topic of special interest, working with a group of fellow students.

TEXT: Mark Evan Bonds, Listen to This, Second Edition, Prentice Hall, 2011. You will need both the text and the CDs or downloads. Bonds offers the class materials in a variety of formats, both printed and electronic. You may choose which is most convenient for you. Listening selections on the exams will come from musical selections in Bonds.

It is highly recommended that you also acquire access to Bonds' MyMusicLab, which offers valuable learning experience through animated listening guides, chapter highlights and quizzes, and many supplemental learning activities.

Bonds' Listen to This is structured with emphasis on "classical" music of the Western European art music tradition, presented in 6 historical periods, and within these also covers some American popular music, jazz, and musics of other cultures. This text will provide the basic framework for the course to fulfill the objectives given above, and will be supplemented with videos, handouts and additional readings.

Attending a live music performance offers a range of experience and insight not possible when listening to a recording. Students will attend two concerts of "classical" or other music studied in class which are available on campus and in the community and submit reports on their observations. A list of such concerts is included in the class schedule.

DETAILED GUIDELINES FOR WRITING CONCERT REPORTS ARE FOUND AT THE END OF THE SYLLABUS, ALSO AVAILABLE PRINTED AS "THE PINK SHEET."
COURSE REQUIREMENTS:
3 Examinations @ 100 pts each ................. 300
2 concert reports from list in Schedule @ 25 pts each .... 50
Student Group Project / Presentation @ 55 pts .......... 55
Regular class attendance ......................... 45
TOTAL POINTS ...... 450

GRADING SCALE: 
A~ 450-405  B = 404-360  C = 359-315  D = 314-270  F = 269 and below

YOUR NAME AND YOUR MUSIC 201 SECTION NUMBER MUST BE ON ALL PAPERS. YOU MUST INITIAL AND RETURN GRADED PAPERS. THESE MUST BE IN YOUR FILE AT THE END OF THE SEMESTER TO RECEIVE CREDIT

EXAMINATIONS
are multiple-choice, to be taken on the 150-question grey Scantron form #80-01607. They will contain both factual information and listening selections from the text and CDs and additional material covered in class lectures and videos. One week before the exam, you will receive a review sheet outlining the material to be covered on the exam, and the listening selections for which you are responsible.

STUDENT GROUP PROJECT / PRESENTATION
Groups of 5 - 10 students will research musical styles of particular interest which may not be covered in detail in our textbook. Each group will present its findings to the class as a group, using Power Point, live performance, video clips, etc. as appropriate to the topic and agreed upon by the group. The class is expected to regard these reports as part of the course content and may expect examination questions on the basic content of the reports. (Students who are unable to participate in this activity due to excessive course load and work commitments may complete two individual projects instead, with the permission of the instructor.)

To receive credit for the group project / presentation
1) the group as a whole must submit an outline or a copy of their Power Point slides, including the names of all group members
AND
2) each student must submit a brief explanation of his/her part in the project and an evaluation of the experience, specifying beneficial of detrimental aspects, problems and solutions, etc.

CLASS ATTENDANCE
Regular class attendance is expected. Students are expected to sign in each class on the attendance sheet which will be passed around during class. If for some reason the sheet does not get to you, it is your responsibility to see that your name is on a sheet of paper (which you can leave on the instructor's desk as you are leaving). It is expected that you will sign in with your own handwriting, not to have a kind friend sign in for you. One unexcused absence is permitted. Each additional unauthorized absence will result in a 5 point deduction from your point total for the class. YOU MUST SUBMIT WRITTEN DOCUMENTATION FOR ABSENCES as per http://student-rules.tamu.edu/rule07
DUE DATES FOR CONCERT REPORTS AND PROJECTS
Concert reports and projects may be completed and submitted at any time during the semester. In most cases these will be graded and returned to you within two weeks. INITIAL AND RETURN the graded reports to go in your file.

If you are not pleased with your grade on a concert report, you may correct it, or attend another concert and correct the shortcomings of the first report in the subsequent report.

ONE concert report is DUE BY THURSDAY, OCTOBER 11, before Midsemester grades must be submitted.
ALL REPORTS AND PROJECTS ARE TO BE TURNED IN BY THE LAST WEEK OF CLASS, LAST CLASS DAY DECEMBER 4, with the exception of concerts occurring at the very end of the semester.
In most cases these will be graded and returned at your final exam so you can see your grade.

I WILL ACCEPT PAPERS AND PROJECTS AT THE FINAL EXAM BUT THESE WILL BE GRADED AND GO DIRECTLY INTO YOUR FILE.

NOTE WELL ----- YOU CANNOT CORRECT OR CHANGE ANY MISTAKES OR OMISSIONS, OR CONTEST A GRADE RECEIVED ON A PAPER OR PROJECT SUBMITTED ON THE LAST CLASS DAY OR AT THE FINAL EXAM.

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
"An Aggie does not lie, cheat, or steal, or tolerate those who do." Please consult the Honor council Rules and Procedures on the web at http://aggiehonor.tamu.edu In Music 201 this refers not only to cheating on exams, but copying or unduly collaborating on concert reports or downloading materials from the web for other reports. If any two papers are too similar, neither will receive credit. DO YOUR OWN WORK!!

PUT YOUR NAME AND SECTION NUMBER ON EVERY PAPER YOU TURN IN.
INITIAL AND RETURN GRADED PAPERS TO GO IN YOUR FILE.
IF PAPERS ARE NOT FOUND IN YOUR FILE AT SEMESTER'S END, YOU MAY NOT RECEIVE CREDIT FOR THEM.
SCHEDULE OF CLASS TOPICS AND CONCERTS
as of August 2012. Subject to Change due to Guest Lecturers, Residencies, and Concerts which have not been scheduled this early in the semester.

More details on concerts will be available on flyers distributed later in the semester and on the websites of sponsoring organizations. Expect to have more possibilities added to this list. Most concerts offer reduced ticket prices for students, and many are free.

Be sure to Doublecheck the times and locations on organization websites before you go! Times and venues have been known to change!!!

Abbreviations of Sponsoring Organizations:
AGO American Guild of Organists
BVC Brazos Valley Chorale
BVSF Brazos Valley Symphony Orchestra
CCC/FCM Community Chamber Concerts
CCC/FPC Concerts on Carter Creek, First Presbyterian Church
OPAS – TAMU MSC Opera and Performing Arts Society
TAMU PERF TAMU Department of Performance Studies
TC BCS Theatre Company of Bryan/College Station

**Counts for “Classical” concert credit –
one of the two required concerts must be one of these
* May be used for the second required concert, or you may have have two ** concerts

WEEK 1 Aug 28, 30 Introduction, Overview, ELEMENTS OF MUSIC (Bonds pp 4-15)

WEEK 2 Sept 4, 6 MORE ELEMENTS, MIDDLE AGES Bonds PT 1
9 Sep Sun at 6 PM *Vocalist Karen Chavez, St. Thomas Episcopal Church, CS

WEEK 3 Sept 11, 13 MIDDLE AGES/RENAISSANCE PT 2

WEEK 4 Sep 18, 20 INSTRUMENTS OF THE ORCHESTRA, BAROQUE PT 3
20 Sep Thur at 7:30 PM *OPAS “The Midtown Men,” Rudder Aud $
21 Sep Fri at 7:30 PM *OPAS “The Midtown Men,” Rudder Aud $
21 Sept Fri at 7 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
22 Sep Sat at 2 PM and 7 PM *Theatre Company musical “The Music Man,” Tejas Center
23 Sep Sun at 2 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
23 Sep Sun at 3 PM **Concerts Carter Creek, organist Niko Tchoelker, First Presbyterian Church, Bryan, free
24 Sep Mon at 7:30 PM **Friends of Chamber Music: A Far Cry, First Presbyterian Church, free

WEEK 5 Sept 25, 27 BAROQUE PT 3
25 Sep Tues at 7:30 PM **TAMU Perf Music Faculty Recital, Rudder Theatre
28 Sep Fri at 7 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
29 Sep Sat at 2 PM and 7 PM *Theatre Company musical “The Music Man,” Tejas Center
30 Sep Sun at 2 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
30 Sep Sun at 3 PM **TAMU Bands Wind Symphony and Symphonic Winds, Rudder Theatre
30 Sep Sun at 6 PM * Concerts on Carter Creek: David Stevens, First Presbyterian Church, free
30 Sep Sun at 6 PM **TAMU Bands Symphonic Band and Concert Band, Rudder Theatre
WEEK 6 Oct 2, 4  EXAM #1 on TUESDAY, CLASSICAL ERA PT 4 Thursday

5 Oct Fri at 7 pm  *Theatre Company  musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
6 Oct Sat at 2 PM and 7 PM  *Theatre Company  musical “The Music Man,” Tejas Center $
7 Oct Sun at 2 pm  *Theatre Company  musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
7 Oct Sun at 5 PM  **Brazos Valley Symphony Orchestra, Rossini, Saint-Saens Piano concerto, Brahms  
Symphony No. 4, Rudder Theatre $

WEEK 7 Oct 9, 11  MORE CLASSICAL ERA

11 Oct Thurs at 8 PM  *TAMU Perf  James Luna, Rudder Theatre  
11 Oct Thurs at 7:30 PM  *OPAS IG  Ray Benson, Rudder Theatre $
12 Oct Fri  *Century Singers Showcase, A&M United Methodist Church. Variety show & dessert $ 
13 Oct Sat at 11:55 CST  **Met in HD  Donizetti’s L’Elisir d’Amore, Cinemark Theatre, $
13 Oct Sat  at 3 PM  **TAMU Bands University Jazz Ensembles, Rudder High School  
13 Oct Sat  at 6 PM  **TAMU Bands University String Orchestra, Rudder High School  
Oct 15 Midsemester grades due

WEEK 8 Oct 16, 18  THE NINETEENTH CENTURY PT 5

WEEK 9 Oct 23, 25  MORE 19th C, OPERA PT 5

23 Oct Tues at 7:30 PM  *OPAS Martha Graham Dance Company, Rudder Aud $ 
24 Oct Wed at 7:30 PM  **TAMU Perf  Texas Guitar Quartet concert, Texas A&M International Guitar Festival 
and Symposium, Rudder Theatre  
25 Oct Thurs at 7:30 PM  **TAMU Perf + Friends of Chamber Music- Los Angeles Guitar Quartet  
Concert, Texas A&M International Guitar Festival and Symposium, Rudder Theatre  
26 Oct Fri at 7:30 PM  **TAMU Perf  Grisha Goryachev Concert, Texas A&M International Guitar Festival and 
Symposium, Rudder Theatre  
26 Oct Fri at 8 pm  *Theatre Company  **The Rocky Horror Show,” Tejas Center (Texas Ave & Villa Maria) $ 
27 Oct Sat at 8 PM and 11:45 PM  Theatre Company  **The Rocky Horror Show,” Tejas Center (Texas Ave & 
Villa Maria) $ 
27 Oct Sat at 11:55 AM  **Met in HD  Verdi's Othello, Cinemark Theatre, $  
29 Oct Mon at 7:30 PM  *OPAS musical Catch Me if You Can, Rudder Aud $ 

WEEK 10 Oct 30 Nov 1  WORLD MUSIC (selections from Bonds, handouts, videos)

30 Oct Thurs  at 7:30 PM  *OPAS musical Catch Me if You Can, Rudder Aud $  
1 Nov Thurs at 7:30 PM  fyi  TAMU Perf Music No Exit, Rudder Theatre  
1 Nov Thurs at 7:30 PM  fyi  OPAS IG  LA Theatre Works Pride and Prejudice, Rudder Theatre $  
FYI = For your information, Not for concert credit!!!  
2 Nov Fri at 7 PM  ExCr  AGO Presentation on Beethoven’s 9th Symphony, Our Saviour’s Lutheran Church, CS  
4 Nov Sun at 5 PM  **BVSO BVC TAMU Century Singers – Beethoven’s Symphony No. 9, Mozart Eine Kleine 
Nachtmusik, Rudder Auditorium $
WEEK 11  Nov 6, 8  EXAM #2 ON TUESDAY.  20th Century PT 6 Thursday

7 Nov Wed at 6:30 PM **Met in HD Donizetti's opera L'Elisir d'Amore, Cinemark Theatre, $
7 Nov at 7:30 PM **TAMU Perf Pablo Salcedo, Andean flutes, Rudder Theatre
10 Nov Sat at 11:55 AM **Met in HD Ade's opera The Tempest, Met Premiere, Cinemark Theatre, $
11 Nov Sun at 6 PM ** Texas Early Music Project: Hildegard of Bingen Concert, St. Thomas Episcopal Church

WEEK 12  Nov 13, 15  MORE 20th CENTURY, JAZZ  PT 6

13 Nov Tues at 7:30 PM OPAS Laughter and Reflection with Carol Burnett, Rudder Aud $  FYI not for concert credit!!!!
14 Nov Wed at 6:30 PM *Met in HD Verdi's Othello, Cinemark Theatre, $
15 Nov Thur at 7:30 PM ** Friends of Chamber Music: Canadian Brass, Christ United Methodist, free
18 Nov Sun at 3 PM **Concerts on Carter Creek: The Marian Anderson String Quartet, First Presbyterian, free

WEEK 13  Nov 20  STUDENT PRESENTATIONS  (November 22 Thanksgiving holiday)

WEEK 14  Nov 27, 29  STUDENT PRESENTATIONS

28 Nov Wed at 6:30 PM **Met in HD Ade's opera The Tempest, Met Premiere, Cinemark Theatre, $
29 Nov Thurs at 7:30 PM **Trombonanza, trombone choirs concert, Our Saviour's Lutheran Church, free
30 Nov Fri at 7 pm *Theatre Company musical "A Christmas Carol," Tejas Center $
1 Dec Sat at 2 PM and 7 PM *Theatre Company musical "A Christmas Carol," Tejas Center $
1 Dec Sat at 11:55 AM Met in HD **Mozart's opera La Clemenza di Tito, Cinemark Theatre, $
2 Dec Sun at 2 pm *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria) $
2 Dec Sun at 2 PM **TAMU Bands Symphonic Winds and Orchestra, Rudder Theatre
2 Dec Sun at 4 PM **TAMU Choral Organizations "Holiday Spirit of Aggieland" concert, Rudder Aud
2 Dec Sun at 6:30 PM **TAMU Bands Symphonic Band and Concert Band, Rudder Theatre

LAST CLASS DAY  Dec 4  STUDENT PRESENTATIONS

4 Dec Tues at 7 PM **TAMU Perf Guitar Studio Recital, St. Thomas Episcopal Church
5 Dec Wed at 7 PM **TAMU Perf Piano Studio Recital, St. Mary Catholic Church
5 Dec Wed at 7 PM **TAMU Perf Voice Studio Recital, St. Mary Catholic Church
6 Dec Thur at 12:30 PM **AGO Advent Recital, St. Thomas Episcopal Church, free
7 Dec Fri at 7 pm *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria) $
8 Dec Sat at 2 PM and 7 PM *Theatre Company musical "A Christmas Carol," Tejas Center $
9 Dec Sun at 2 pm *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria) $
8 Dec Sat at 7:30 pm **BVC "Christmas Cheer," First Presbyterian Church, $
8 Dec Sat at 11:55 AM **Met in HD Verdi's opera Un Ballo in Maschera, Cinemark Theatre $
9 Dec Sun at 5 PM **BVSO Holiday Brass and Organ Spectacular, with choirs, Christ United Methodist  $
EXAM SCHEDULE (as set by the university)

8 am TR class (501)  10 DEC MONDAY at 1 PM
9:35 TR class (502)  7 DEC FRIDAY at 12:30 PM
12:45 TR class (505)  12 DEC WEDNESDAY at 8 AM

After the Semester is over, FYI (most Cinemarks carry the Met in HD series)
12 Dec Wed at 7:30 PM  **OPAS LG The Romeros and Concerto Malaga, classical guitar, Rudder Theatre $
13 Dec Thur at 12:30 PM  **AGO Advent Recital, St. Thomas Episcopal Church, free
14 Dec Fri at 7 pm  *Theatre Company musical "A Christmas Carol," Tejas Center $
15 Dec Sat at 2 PM and 7 PM  *Theatre Company musical "A Christmas Carol," Tejas Center $
15 Dec Sat at 11:55 AM  **Met in HD Verdi's opera Aida, Cinemark Theatre $
16 Dec Sun at 2 pm  *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria)
16 Dec Sun at 7:30 PM  **St. Cecilia Consort early music Christmas Cantare, St. Thomas Episcopal Church, free
19 Dec Wed at 6:30 PM  Met in HD Mozart's opera La Clemenza di Tito, Cinemark Theatre, $
20 Dec Thur at 12:30 PM  AGO Advent Recital, St. Thomas Episcopal Church, free

******To keep up with Performance Studies events, please join the Texas A&M Department of Performance Studies' Facebook group.

****** Students are encouraged to listen to KAMU-FM (90.9 FM) which offers a wide variety of programming in "classical," jazz, and various other styles we study in this class. Other sources of noncommercial music are local KEOS (89.1 FM) and A&M student radio KANM (1690 AM), Houston KUHF (91.7 FM) and Austin KMFA (89.5 FM)

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PUT YOUR NAME AND SECTION NUMBER ON EVERY PAPER YOU TURN IN
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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): Mathematics

2. Course prefix and number: Math 152
3. Texas Common Course Number: 2414

4. Complete course title: Engineering Mathematics II
5. Semester credit hours: 4

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [X] Mathematics
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

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

8. How frequently will the class be offered? Fall, Spring & Summer

9. Number of class sections per semester:
   - Fall average= 31
   - Spring average= 45
   - Summer average= 4

10. Number of students per semester:
    - Fall average= 695
    - Spring average= 1329
    - Summer average= 89

11. Historic annual enrollment for the last three years:
    - 2190
    - 2092
    - 2056

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:
    Jennifer L. Toursy
    Date 3/27/2013
    Course Instructor

    Approvals:
    Date 3/29/13

14. Department Head
    Date 4/1/13

15. College Dean/Designee

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.
Foundational Component Area: Mathematics

In the box below, describe how this course meets the Foundational Component Area description for Mathematics. Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts, and the application of appropriate quantitative tools to everyday experience.

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?

This course is focused on quantitative literacy in mathematics as applied to Engineering and Physics. Upon successful completion of this course, students will be able to:

1. Use the concepts of definite integrals to solve problems involving area, volume, work, and other physical applications.

2. Use substitution, integration by parts, trigonometric substitution, and partial fractions to evaluate definite and indefinite integrals.

3. Apply the concepts of limits, convergence, and divergence to evaluate different types of improper integrals.

4. Determine convergence or divergence of sequences and series.

5. Use Taylor and Maclaurin series to represent functions.

6. Use Taylor or Maclaurin series to integrate functions not integrable by conventional methods.

7. Understand and apply vector operations such as dot and cross product in three dimensions.

8. Use Computer Algebra Systems such as Matlab to solve non-routine problems.

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):
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The following critical thinking skills will be assessed on quizzes, homework, and exams:

- Students will synthesize data from graphs and visual skills to formulate and evaluate definite integrals to calculate areas, volumes, work, and surface areas of revolution.
- Students will analyze definite and indefinite integrals to determine and apply appropriate methods of evaluation of these integrals.
- Students will inquiry to determine the convergence or divergence of improper integrals and evaluate convergent improper integrals where appropriate.
- Students will apply creative thinking and logical reasoning to determine the convergence or divergence of sequences and series and evaluate convergent sequences and series where appropriate.
- Students will use Taylor and Maclaurin series to represent functions which cannot be integrated conventionally.
- Students will apply appropriate error estimates to determine the accuracy of integration using Taylor and Maclaurin series.

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

The following communication skills will be assessed in class, on quizzes, homework, and exams:

- Students will visually examine graphs of areas and volumes and be able to write definite integrals which represent said areas and volumes.
- Students will clearly develop problem-solving strategies and analysis used to answer questions concerning topics discussed in class.
- Students will use appropriate theorems to present clear written arguments in support of the convergence or divergence of improper integrals, sequences, and series.
- Students will be required to communicate orally with other group members when working on Computer Algebra system projects or other group activities.
- Students will communicate orally in group discussion in required weekly recitation sessions.

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

The following empirical and quantitative skills will be assessed on quizzes, homework, and exams:

- Students will interpret a given integral as the area of an appropriate 2-dimensional region or volume of an appropriate solid.
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• Students will use appropriate calculations to analyze the convergence or divergence of series.

• Students will use graphical and numerical data to assess appropriate error formulas used in measuring the accuracy of the partial sum of a series.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Syllabus for Math 152

Spring 2013

**Instructor** Jennifer Lewis

**Office** Blocker 630A

**office hours**: MWF 11-1, Tues 10-1 Thurs 12-3

**e-mail** jlewis@math.tamu.edu

**My website**: www.math.tamu.edu/~jlewis

At my website you will find my course materials at my Math 152 page.

The departmental Math 152 Course Home Page *URL address* is http://calclab.math.tamu.edu/docs/math152/

Here you will find the times and location for the common exams.

**Course Description**: Credit 4. Integration techniques and their applications (area, volumes, work), improper integrals, analytic geometry, vectors, infinite series, power series, Taylor series, computer algebra (Matlab). Prerequisite: Math 151 or equivalent. credit will not be given for more than one of Math 148, 152, 172.


**My 152 classes**: All lectures are MWF. If you miss one, you may attend another.

Sections 513-515  1:50-2:40  Held 111
537-539  8:00-8:50  Held 111
801-804  9:10-10:00  Held 109

**Online Homework**: Online homework is required in all math 152 classes. These online homework assignments can be accessed anytime day or night, from any computer with a connection to the internet and a Web browser. All information:
regarding online homework can be found at
http://www.math.tamu.edu/courses/eHomework . Practice assignments are not
for a grade and are not really due. You should also do the suggested problems in
the text book listed on my website. The webassign homework is not enough
practice.

Quizzes: You will have a quiz in recitation each week. The quiz problems will be
similar to suggested problems in the text book problems and / or problems done
in class. There will also be occasional quizzes in lecture.

Grading: Your grade will be determined by three exams, a cumulative final exam,
a laboratory grade , a homework grade and a quiz grade. The points of each of
these out of 600 total are as follows:

<table>
<thead>
<tr>
<th>Exam I</th>
<th>Exam II</th>
<th>Exam III</th>
<th>Final</th>
<th>Matlab</th>
<th>Webassign</th>
<th>Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td>150</td>
<td>60</td>
<td>30</td>
<td>60</td>
</tr>
</tbody>
</table>

90-100% = 540-600 points = A, 80-89%=480-539 points = B,
70-79%=420-479 points=C, 60-69%=360-419 points = D
0-59% = Below 360 = F

Exams I, II and III are common exams (the same exam is given for all sections of
Math 152) and are administered in the evenings from 7:30-9:30pm. Copies of old
exams are available on the web. The final is comprehensive and is given in your
lecture room according to the final exam schedule. The final is not a common
exam and is written by me. The format will be discussed later in the course. (See
weekly schedule below)

Make-ups for exams and quizzes will only be given with documented University-
approved excuses (see University Regulations).

Where to get Help: My office hours are for you . You do not need an
appointment to come to office hours. If you cannot come during those hours,
please let me know, other times can be arranged.

Week in Review: The week in review is a 2-hour review of the week just
completed. You are highly encouraged to attend. WIR is taught by Amy Austin;
time and place will be announced in class. Before you go to WIR, print the problems from the WIR website which will be posted on my webpage soon.

**Streaming Videos:** Streaming videos by Amy Austin are available at [http://www.math.tamu.edu/~amy.austin/wirmath152.html](http://www.math.tamu.edu/~amy.austin/wirmath152.html)

**Help Sessions:** Help sessions are question and answer sessions on a drop in basis. This schedule will be announced in class and can be found at [http://www.math.tamu.edu/teaching/helpsession/](http://www.math.tamu.edu/teaching/helpsession/)

**Academic Integrity Statement:** "An Aggie does not lie, cheat or steal or tolerate those who do." Please see the Honor Council Rules and Procedures on the web at [http://www.tamu.edu/aggiehonor.](http://www.tamu.edu/aggiehonor.)

**Students with Disabilities:** The American with disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637.

**Copyright Information** Please note that all written and web materials for this course have an implied copyright. In particular, you can Xerox (or download) for your own use, but you may not reproduce them for others.

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**Tentative Weekly Schedule**

- **Week 1** Jan 14-Jan 18
  - Sections 6.4–6.5, 7.1
  - Review of the Fundamental Theorem of Calculus, integration by substitution, area

- **Week 2** Jan 21-Jan 25
  - Sections 7.1–7.2
  - Area, volumes by slicing, disks, washers

- **Week 3** Jan 28-Feb 1
Sections 7.3–7.4
Volume by cylindrical shells, work

Week 4 Feb 4-Feb 8

Sections 7.5, 8.1–8.2
Average value, integration by parts, trigonometric integrals

Week 5 Feb 11-Feb 15

8.3, 8.4
Trigonometric substitution, partial fractions

Review and Exam 1 (Covers through Section 8.2 or 8.3 to be announced)

Week 6 Feb 18-Feb 22

Sections 8.9, 9.3, 9.4
Improper integrals, arc length, surface area of revolution
(Section 8.8 on Numerical integration will be done in lab)

Week 7 Feb 25-Mar 1

Sections 10.1–10.2
Sequences, Series

Week 8 Mar 4-Mar 8

Sections 10.2, 10.3
Series, convergence tests

Spring Break March 11-March 15

Week 9 Mar 18-Mar 22

Review and Exam 2 (Covers through Section 10.2 or 10.3 to be announced)

Week 10 Mar 25-Mar 28 Friday Mar 29 is Good Friday and is a reading day, no classes

Sections 10.4, 10.5, 10.6
Series, convergence tests. Power series, representing functions as power series

Week 11 Apr 1-Apr 5 Sections 10.7, 10.9
Taylor and Maclaurin series, applications of Taylor series

Week 12 Apr 8 - Apr 12

Sections 10.7, 10.9
Taylor and Maclaurin series, applications of Taylor series

Week 13 Apr 15-Apr 19

Section 11.1–11.3
3D coordinates, vectors, dot product, cross product.

Week 14 Apr 22-Apr 26

Review and Exam 3 (covers through 11.2 or 11.3 to be announced)

Week 15 Apr 29 and Tues Apr 30
Tuesday, Apr 30 is redefined as a Friday, attend all Friday classes.
Section 13.4
Polar coordinates

Final Exam Schedule Sections 513-515 Tues, May 7 3:30-5:30 pm
537-539 Fri, May 3 10:00 am- noon
801-804 Mon, May 6 8:00 - 10:00 am
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): Mathematics

2. Course prefix and number: Math 172

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Calculus

5. Semester credit hours: 4

6. This request is for consideration in the following Foundational Component Area:

- [ ] Communication
- [X] Mathematics
- [ ] Life and Physical Sciences
- [ ] Language, Philosophy and Culture
- [ ] Creative Arts
- [ ] American History
- [ ] Government/Political Science
- [ ] Social and Behavioral Sciences

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

[ ] Yes
[X] No

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

9. Number of class sections per semester:
   - Fall = 2
   - Spring = 5

10. Number of students per semester:
    - Fall average = 80
    - Spring = 153
    
    | Year          | Fall | Spring |
    |---------------|------|--------|
    | 2011-2012     | 224  | 226    |
    | 2010-2011     | 251  |        |
    | 2009-2010     |      |        |

11. Historic annual enrollment for the last three years: 224 226 251

   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. Submitted by:
    
    [Signature]
    Course Instructor
    [Signature]
    Department Head
    [Signature]
    College Dean/Designee
    
    Date: 29 March 2013
    Date: 04/01/13
    Date: 4/1/13

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

Foundational Component Area: Mathematics

In the box below, describe how this course meets the Foundational Component Area description for Mathematics. Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts, and the application of appropriate quantitative tools to everyday experience.

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?

This course is focused on quantitative literacy in mathematics as applied to math and science. Upon successful completion of this course, students will be able to:

1. Understand and explain the relationship between Riemann Sums and definite integrals.
2. Use the concepts of definite integrals to solve problems involving area, volume, work, and other physical applications.
3. Use substitution, integration by parts, trigonometric substitution, and partial fractions to evaluate definite and indefinite integrals.
4. Apply the concepts of limits, convergence, and divergence to evaluate different types of improper integrals.
5. Use first-order differential equations to model real-world situations, and be able to solve these equations using appropriate techniques.
6. Determine convergence or divergence of sequences and series.
7. Use Taylor and MacLaurin series to represent functions.
8. Use Taylor or MacLaurin series to integrate functions not integrable by conventional methods.

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):
Texas A&M University
Core Curriculum

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

The following critical thinking skills will be assessed on quizzes, homework, and exams:

- Students will synthesize data from graphs and visual skills to formulate and evaluate definite integrals to calculate areas, volumes, work, and arclength.
- Students will analyze definite and indefinite integrals to determine and apply appropriate methods of evaluation of these integrals.
- Students will inquiry to determine the convergence or divergence of improper integrals and evaluate convergent improper integrals where appropriate.
- Students will apply creative thinking and logical reasoning to determine the convergence or divergence of sequences and series and evaluate convergent sequences and series where appropriate.
- Students will use Taylor and Maclaurin series to represent functions which cannot be integrated conventionally.
- Students will apply appropriate error estimates to determine the accuracy of integration using Taylor and Maclaurin series.

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

The following communication skills will be assessed in class, on quizzes, homework, and exams:

- Students will clearly explain the relationship between Riemann sums and definite integrals.
- Students will visually examine graphs of areas and volumes and be able to write definite integrals which represent said areas and volumes.
- Students will clearly develop problem-solving strategies and analysis used to answer questions concerning topics discussed in class.
- Students will use appropriate theorems to present clear written arguments in support of the convergence or divergence of improper integrals, sequences, and series.
- Students will be able to explain (prove) various formulas and theorems used in the course.
- Students will communicate orally in group discussion in required weekly recitation sessions.

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

The following empirical and quantitative skills will be assessed on quizzes, homework, and exams:
Texas A&M University
Core Curriculum

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

- Students will interpret a given integral as the area of an appropriate 2-dimensional region or volume of an appropriate solid.

- Students will convert a practical situation into an appropriate first-order differential equation.

- Students will use appropriate calculations to analyze the convergence or divergence of series.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
MATH 172: Calculus

Learning Outcomes
This course is focused on quantitative literacy in mathematics as applied to math and science. Upon successful completion of this course, students will be able to:

1. Understand and explain the relationship between Riemann Sums and definite integrals.

2. Use the concepts of definite integrals to solve problems involving area, volume, work, and other physical applications.

3. Use substitution, integration by parts, trigonometric substitution, and partial fractions to evaluate definite and indefinite integrals.

4. Apply the concepts of limits, convergence, and divergence to evaluate different types of improper integrals.

5. Use first-order differential equations to model real-world situations, and be able to solve these equations using appropriate techniques.

6. Determine convergence or divergence of sequences and series.

7. Use Taylor and MacLaurin series to represent functions.

8. Use Taylor or MacLaurin series to integrate functions not integrable by conventional methods.

Course Objectives

Critical Thinking: The following critical thinking skills will be assessed on in-class quizzes and exams:

- Students will use graphs and visual skills to formulate and evaluate definite integrals to calculate areas, volumes, work, and arclength.
- Students will analyze definite and indefinite integrals to determine and apply appropriate methods of evaluation of these integrals.
- Students will apply logical reasoning to determine the convergence or divergence of improper integrals and evaluate convergent improper integrals where appropriate.
- Students will apply logical reasoning to determine the convergence or divergence of sequences and series and evaluate convergent sequences and series where appropriate.
- Students will use Taylor and Maclaurin series to represent functions which cannot be integrated conventionally.
- Students will apply appropriate error estimates to determine the accuracy of integration using Taylor and Maclaurin series.
**Problem Solving:** The following problem solving skills will be assessed on in-class quizzes and exams:

- Students will formulate and evaluate definite integrals to solve practical problems involving work, average value of a function, and hydrostatic force.
- Students will formulate and solve first-order differential equations for practical problems.
- Students will use geometric series to model and solve numerical and practical problems.
- Students will apply operations of vectors in three dimensions to applications such as work and torque.

**Communication:** The following written communication skills will be assessed on in-class quizzes and exams:

- Students will clearly explain the relationship between Riemann sums and definite integrals.
- Students will clearly explain problem-solving strategies and analysis used to answer questions concerning topics discussed in class.
- Students will use appropriate theorems to present clear written arguments in support of the convergence or divergence of improper integrals, sequences, and series.
- Students will be able to explain (prove) various formulas and theorems used in the course.
Math 172 Course Syllabus

Instructor: David J. Manuel  
Office Hours: MW 9-10am, TR 10am-12pm or by appointment  
Contact Points: Office: Blocker 637 (862-4481), e-mail: dmanuel@math.tamu.edu  
Web Page: http://www.math.tamu.edu/~dmanuel

Course Name: Calculus  
Learning Outcomes: Math 172 is the second of a three semester beginning calculus sequence, which is taken, for the most part, by math, chemistry, and physics majors. The department expects that students passing Math 172 will be able to set up an appropriate definite integral to solve the applied problems (areas, volumes, arc length, work, and force) discussed in the course. Students must understand the relationship between definite integrals and Riemann sums, and be able to clearly state (write) this relationship. Regarding infinite series: students are expected to know what an infinite series is, how to use the convergence tests, be able to clearly state them, and explain (prove) why they work. Students are expected to know the alternating series test, including the error estimate for this test and the error estimate from the integral test for positive term series. 

Text: Stewart, Calculus-Early Vectors, Preliminary Edition

Calculator Policy: Calculators are not allowed on assignments unless otherwise specified.

Grading Policy:  
<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 exams</td>
<td>500</td>
<td>A = 900-1000</td>
</tr>
<tr>
<td>Homework</td>
<td>100</td>
<td>B = 800-899</td>
</tr>
<tr>
<td>Quizzes</td>
<td>150</td>
<td>C = 700-799</td>
</tr>
<tr>
<td>Final Exam</td>
<td>250</td>
<td>D = 600-699</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

Make-up Policy: If you miss a quiz or an exam you must contact me by the end of the next working day after the exam and provide appropriate documentation of the university-approved excuse within one week after the exam. Exams must be made up within 30 days of the date of the exam. Homework Assignments may be turned in up to 30 calendar days late (no penalty) with a documented University excused absence or up to 2 days late for any reason for a 30% penalty.

An Aggie does not lie, cheat, or steal or tolerate those who do. Please refer the student to the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor for more specific information regarding Scholastic Dishonesty.

Copyright Statement: Please note that all written and web materials for this course are protected by copyright laws. You can Xerox (or download) one copy for your own use, but multiple copies are forbidden unless written permission is obtained by your instructor.

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For more information, visit http://disability.tamu.edu.
Expectations: I expect you to have read the material and stepped through the examples before class, and I expect you to treat me with respect. You can expect me to be prompt and fair in grading and treat you with respect.

Course Outline (tentative):
Week 1: 6.2-6.3, 6.4-6.5, 6.6
Week 2: 7.1, 7.2, 7.3
Week 3: 7.3, 7.4, 7.5
Week 4: 8.1, 8.2, 8.3, 8.4
Week 5: 8.4, Review, Exam I (6.2-8.4), 8.9
Week 6: 8.9, 8.8, 9.1
Week 7: 9.2, 9.3, 9.6
Week 8: 10.1, Review, Exam II (8.8-9.3, 9.6)
Week 9: 10.1, 10.2
Week 10: 10.2, 10.3
Week 11: 10.3, 10.4
Week 12: 10.5, 10.6
Week 13: 10.7, 10.9
Week 14: 10.9, Review, Exam III (10.1-10.7, 10.9)
Week 15: Review for Final

Homework/Practice Problems: Suggested Practice Problems are listed at www.math.tamu.edu/courses/math172/currenthw.html. Do as many of these as you deem necessary to be able to master the concepts of the section on a quiz or an exam. Some of these problems will be turned in as part of homework grades (the rest of the homework problems will come from various sources, including www.math.tamu.edu/courses/eHomework/). I will distribute homework assignments at least a week in advance throughout the semester. Typically, homework will cover the week’s (MWF) lecture and will be due the following Wednesday. Homework will account for 100 points, and I will drop the lowest homework grade.

Recitation Quizzes: Every Thursday (except exam weeks), students will attend recitation. During this time, students will have an opportunity to ask questions over the homework. At the end of recitation, a quiz will be administered. Quizzes will account for 150 points, and I will drop the lowest quiz grade.

Course Emphasis:
The priorities of this course are:
1. Ability to correctly solve problems and write the solutions in a coherent fashion.
2. Conceptual understanding of material
3. Ability to state and apply definitions and theorems and provide simple proofs

Because of this, each exam will consist of computational problems, applications, concept questions, statement of definitions and theorems, and simple proofs using definitions and theorems. On all assignments, emphasis will be placed on how a problem is solved and how a solution is written up. Bottom line: “getting the right answer” is not nearly as important as providing a clear detailed explanation of the reasoning behind your answer.
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): Teaching, Learning and Culture

2. Course prefix and number: INST 222

3. Texas Common Course Number: 

4. Complete course title: Multicultural Society

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

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

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

9. Number of class sections per semester: 7 or 8

10. Number of students per semester: 250 (As 322)


   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.

12. Submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   - [Signature]
   - Date: 3/12/13

   Course Instructor

14. Department Head
   - [Signature]
   - Date: 3/21/13

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
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?

This course is designed to examine the socio-cultural forces which influence the American education system, from an historical, philosophical, political, and social perspective. The course will have students analyze differences in race, class, culture, ethnicity, gender, and political power in addition to analyzing issues, problems, and solutions as they relate to providing all children with an equitable and quality education.

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):

The students will demonstrate their critical thinking through their readings by discussing and sharing their ideas concerning historical, ethical, cultural, environmental, or circumstantial settings and present their findings to the class. These projects will be assessed using the AAC&U Value Rubric for Critical Thinking.

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

The students will communicate both orally and written about another cultural activity that is new to them and they participated in this semester. They will demonstrate their knowledge of research through the use of correctly formatted citations from peer reviewed journal articles through writing research papers and oral presentations. These projects will be assessed using the AAC&U Value Rubrics for Civic Engagement, Oral and Written Communication. Student presentations will require the use of visual communication and students will be tested on their mastery of quantitative data by being asked to interpret graphs and charts.

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

The students will analyze numerical data in journal articles and during class discussions on the topics that are covered in this course and make informed decisions about how this information impacts multicultural education. They will also be tested on graphs and charts using statistical data studied in the course. They will be assessed using the Quantitative Literacy Value Rubric from AAC&U.
Texas A&M University

Core Curriculum

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

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

The students will be engaged in a civic activity by visiting and studying the Holocaust Museum in Houston; finding research on the importance of the preservation of information about an important cultural historical event, and writing a reflective paper on their findings. They will also do a cultural plunge into another culture and write and present about their experience to their peers and professor. This reflective paper will be assessed using the value rubric on social responsibility. These projects will be assessed using the AAC&U Value Rubrics for Civic Engagement, Oral and Written Communication. As a part of the assessment the visual communication requirement of using charts and images to explain your cultural statistics will also be required.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University
College of Education & Human Development
Teaching, Learning & Culture Department
INST 222:501
Foundations of Education in a Multicultural Society

Course Syllabus: SPRING 2014

Instructor: Dr. Cindy Boettcher, Clinical Professor
E-mail: Please use e-learning to send all e-mails throughout the course
Home phone and cell phone numbers for Dr. Boettcher are posted on e-learning
Office: 358 EDCT Tuesday and Thursday from 11 - 3 or by appointment

Course meets on Tuesday and Thursday from 9:35 – 10:50 in EDCT 215.

Textbook:

There will also be additional assigned journal article readings.
There will also be movies uploaded on media matrix to view for class participation, assignments, and discussion groups.
The class will also go to the Holocaust Museum in Houston for a field-trip.

Course Description:
- This course is designed to examine socio-cultural forces that influence the American educational system.
- The content will be presented from the historical, philosophical, political, and social perspectives.
- The class will consider how differences in race, class, culture, ethnicity, gender, and power influences the educational system in the United States.
- In addition, the class will examine and analyze issues, problems, and solutions as they relate to providing all children with an equitable and quality education.
- Finally, culturally relevant and responsive curriculum and instruction will be examined in our efforts to create and maintain an ever-changing pluralistic educational system and society.
Course Objectives and Learning Outcomes:

- The student will understand the concept and realities of culture and recognize how it is manifested in thought, language, behavior, art and daily life of peoples whose roots are in other nations from around the world and unique populations in the U.S.
- The student will be able to articulate through an in-class presentation using visual and graphical tools their own culture and how it impacts his/her values and interactions with others.
- The student will be able to analyze the purpose and function of schools and the historical and philosophical development of education in the United States as they relate to teaching/working effectively in a culturally pluralistic society.
- The student will be able to analyze educational and social issues relative to the impact of cultural groups on education in the 21st century.
- The students will be able to present scholarly communication both orally and written about another cultural through participation in an activity that is new to them. They will demonstrate their knowledge of research through the use of correctly formatted citations from peer reviewed journal articles through papers and oral presentations that will be assessed using the Association of American College and Universities Rubrics for Oral and Written Communication.
- The students will be engaged in a civic activity by visiting and studying the Holocaust Museum in Houston; finding research on the importance of preservation of information about an important cultural historical event, and writing a reflective paper on their findings. They will be assessed using the Association of American College and Universities Rubric for Civic Engagement.
- Through various groupings during in-class meetings, students will demonstrate their critical thinking through their readings by discussing and sharing their ideas concerning historical, ethical, cultural, environmental, or circumstantial settings and present their findings to the class. The groups will be assessed using the Association of American College and Universities Rubric for Critical Thinking.

Texas A&M University Rules and Regulations:

Each student has the responsibility to be fully acquainted with and to comply with the Texas A&M University Student Rules.

Please access [http://student-rules.tamu.edu](http://student-rules.tamu.edu)

- Part I: Academic Rules (Rules 1 - 22 & 61)
- Part II: Student Life Rules (Rules 23 - 44)
- Part III: Student Grievance Procedures (Rules 45 - 60)
- Appendixes
**Aggie Code of Honor**

For many years Aggies have followed a Code of Honor, which is stated in this very simple text:

*An Aggie does not lie, cheat, or steal, 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.

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**American with Disabilities Act (ADA) Policy Statement**

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**Statement on Plagiarism**

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, 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.”

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**Teaching, Learning and Culture (TLAC) Statement**

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

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**Course Evaluation**

The course evaluation information will be e-mailed to your neo account during the last month of classes. Please participate in the evaluation process so I can improve the course. The address for submitting evaluation is https://pica.tamu.edu.
GRADES for INST 222:501

http://ecampus.tamu.edu

I do not curve or give extra points at the end of the semester. Grades will be awarded for your participation in this course based on a grading scale of 500 points.

Late work is not accepted without a university excused absence; and technology is not an excuse to be considered for late submission. Please e-mail me via e-learning in advance if a problem arises.

Grades:

450 – 500 points = A
400 – 449 points = B
350 – 399 points = C
300 – 349 points = D
299 – 0 points = F

Your grade in this course will be based on your participation and submission of timely, provocative, thoughtful, responsive, and appropriate assignments, presentations, discussions, group activities, and essay examinations.

Assignment: (A 1/21/14). Quiz in class on movie: A Class Divided. 25 points

Assignment (A 1/28/14) due 11:55PM on Tuesday, 1/28/2014 25 points

Discussion: (D 2/4/14) due by 11:44 PM on Wednesday 2/5/2014 10 points

Quiz on Article at beginning of class. (Q 2/11/14) 15 points

Midterm: (Q 2/18/2014) Thursday, February 20, 2014. 50 points

Discussion: (D 2/27/14). Due 11:55 PM on 3/3/2014 25 points

Assignment: Textbook: Public Schools (A 3/4/14) 25 points

Quiz on Movie: Paper Clips. (3/18/14) 25 points

Assignment: Due, Tuesday, April 1, 2014 50 points
1000 word paper on The Holocaust Museum. Discuss the important civic importance of this museum and what you learned. The Association of American Colleges and Universities Rubric for Civic Engagement will be used to assess this project. It will be on the home page of ecampus.

Second Midterm Exam: Thursday, April 3, 2014 ) 50 points.

Cultural Plunge Activity: Due April 8 – 15, 2014 100 points
Assignment: (A CP) in grade book.
In groups of 2 – 3, you will visit or participate in activity that is different from your own culture, race, or religion (please clear your selection with me by Thursday, January 23, 2014). Once you have determined your activity, please have your group set up a short meeting with me about your cultural plunge. There are many activities and opportunities at A&M. I will send list to you by second week of semester.
Participate in the cultural plunge activity between January 24 – March 27, 2014. Your group will make a short presentation in class and share with the other students about your learning. Your group will also be required to submit a 4 page paper with your information on the date of your presentation at the beginning of class. Paper to be typed in Times New Roman 12 points font, double spaced, black ink, and APA Format. The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project; You will also be required to use charts and images and explain some of the statistics of your cultural group. They will be posted on the home page of ecampus.

Quiz on Journal Article, Tuesday, April 22. (Q 4/24/14) 20 points

(Final Exam) (Q FE) Friday, May 2, 2014 12:30 – 2:30 pm 80 points

EXPANDED SCHEDULE

Tuesday, January 14, 2014
Introduction and Class Logistics
Discussion of Cultural Plunge Activity

Thursday, January 16, 2014
Class will meet at the Evans Library where you will learn how to research and see how the University Writing Center can assist you with your work. Room will be announced in class on Tuesday and posted on e-learning.
Tuesday, January 21, 2014
Read Chapter 1 of Banks and Banks prior to class.
Lecture: Multicultural Education: Characteristics and Goals
Class Activity: Reflecting in groups on your own culture and beliefs and how those of other cultures are different. I will provide all materials for activity.
Assignment (A 1/21/14) to be submitted on e-learning: Due Tuesday, January 28, 2014 at 11:55 PM – write a 500 word reflection on new information you have learned from the first chapter in the textbook and the class activity. 25 points. The Association of American Colleges and Universities Rubric for Critical Thinking will be used to assess this project. It will be posted on the home page of ecampus.

Thursday, January 23, 2014
A Class Divided Movie and Class Quiz
Go to http://mediamatrix.com and watch the movie.
Quiz and discussion in class.

Tuesday, January 28, 2014
Today we will work in your groups in class on the cultural plunge activities. I will have some things for you to do to get you started on your research and questions.

Thursday, January 30, 2014
Read Chapter 2 of Banks and Banks prior to class.
Lecture: Culture in Society and in Educational Practices
Class Activity: You will work in one of 7 groups to discuss and explore the seven conceptions of culture as discussed the authors of the book. You will discuss how the conceptions of culture and both alike and different. Each group will make a short presentation by explaining the definition of your conception and give pertinent modern examples. The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.

Tuesday, February 4, 2014
Read Chapter 3 of Banks and Banks prior to class.
Lecture: Race, Class, Gender, and Disability in the Classroom
Activity: Working in groups, we will explore and discuss the relationship to classroom life for students as it applies to race, ethnicity, language, class, gender, and disability.
Discussion: (D 2/4/14). On ecampus, there will be a discussion post in which you will write your reflections on the class activity. Please respond to one other person in the course.
**Thursday, February 6, 2014**

**Class Activity:** We will begin class by looking and discussing some of the ecampus posts on the discussion tab from Tuesday’s discussion.

*Read Chapter 4 of Banks and Banks prior to class.*

**Lecture and Discussion:** Social Class and Educational Equality

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**Tuesday, February 11, 2014**

*Read Chapter 5 of Banks and Banks prior to class.*

*Read article posted on e-learning about the separation of church and state.*

*Quiz on Article at beginning of class.* (Q 2/11/14)

**Lecture and Discussion:** Religion in American Life and Schooling

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**Thursday, February 13, 2014**

*Read Chapter 6 of Banks and Banks prior to class.*

*Please bring a current issue of a magazine that you read to class today so we can use it for our activity in class.*

**Lecture:** Gender Bias in Today’s Classrooms

**Class Activity:** We will be doing an activity based on the research of Sadker and Zittleman concerning gender.

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**Tuesday, February 18, 2014**

*Read the journal article posted on e-learning about Social Networking and Cyberbullying prior to class.*

*Short Lecture:* Laws in Texas concerning schools and cyberbullying.

**Class Discussion:** You will be divided into groups and given case studies of social networking and bullying. Based on the research in the journal articles, your group will analyze your case study and then present the information to class.

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**Thursday, February 20, 2014**

Midterm Exam. This will be a short essay exam given in class on material from January 14, 2014 – February 18, 2014. (Q 2/20/14) in grade book. 50 points.

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**Tuesday, February 25, 2014**

Hand back Midterm Exams.

*Read Chapter 7 of Banks and Banks prior to class.*

**Lecture:** Rethinking Curriculum and Pedagogy
Thursday, February 27, 2014
Read Chapter 8 of Banks and Banks prior to class
Lecture: Transforming the Curriculum
Class Discussion: The authors list nine heresies, or assumptions, about reality that differ fundamentally from dominant modes of thought and values. The class will engage in a discussion about these issues.
Discussion: (D 2/27/14). On ecampus, write your reflections about the chapter and class discussions and your beliefs about these issues. Respond to one other person in the course.

Mid-Semester Grades are due on Monday, March 3, 2014

Tuesday, March 4, 2014
Prior to class, visit the Curriculum Collection on the 4th floor of Evans Library Annex, and bring in one teacher edition textbook which is currently being used in the state of Texas public schools.

Class Activity: During class, you will analyze the textbook for issues related to race, class, gender, ethnicity, based on the nine heresies that we studied on Thursday, October 10. I will provide an analysis sheet for you to use to do the activity.
Class Discussion: During the last part of the class we will discuss some of your findings.
Assignment: (A 3/4/14) 25 points. The Association of American Colleges and Universities Rubric for Critical Thinking will be used to assess this project. It will be posted on the home page of ecampus.

Thursday, March 6, 2014
Prior to class bring a journal article on the civic responsibility of representing different voices.
Class Activity: Discussion of civic responsibility and your journal article.

Spring Break of March 10 – 14 – No Classes

Tuesday, March 18, 2014
Media Matrix: Watch the movie Paper Clips.
Quiz on movie at beginning of class. (Q 3/18/14) 25 points.
Discussion on Holocaust and preparation for trip on Thursday.
Thursday, March 20, 2014
Mandatory field-trip to Holocaust Museum in Houston. We will go on a chartered bus, with money provided by the college to pay for transportation. There will be a university excused absence provided for this field trip and we will leave at **12 noon and return approximately 7:00 p.m.** You will need to pack your own food for the field-trip. **Please discuss and/or submit to your other professors any work due on March 20, 2014 prior to class, and make arrangements for any make-ups for the missed class.** More detailed information will be provided on ecampus. Paper on the Holocaust Museum due on Tuesday, April 1, 2014 at the beginning of class. 50 points. (A HM 4/1/14)

Tuesday, March 25, 2014
*Read Chapter 9 in Banks and Banks prior to class*
*Lecture: Culturally Responsive Teaching: Theory and Practice*

Thursday, March 27, 2014
*Read Chapter 10 in Banks and Banks prior to class*
*Lecture: Approaches to Multicultural Curriculum and Reform*
*Class Activity: In groups, discuss what problems a teacher might encounter when trying to implement the transformation and social action approaches. How might these problems be overcome? Present your work to the class.*

Tuesday, April 1, 2014
*Read Chapter 11 in Banks and Banks prior to class.*
*Lecture: The Colorblind Perspective in Schools: Causes and Consequences*
*Class Discussion: In what ways does the colorblind perspective contribute to racial discrimination and institutionalized racism in schools? Be prepared to discuss specific examples.*

Thursday, April 3, 2014
Midterm Exam # 2: This will be a short essay exam given in class on material from February 25, 2014 - April 1, 2014. You will also analyze statistical data that we have discussed in class. (Q 4/3/14) 50 points. The Association of American Colleges and Universities Rubric for Written Communication and Quantitative Analysis will be used to assess this exam.

Tuesday, April 8, 2014
Cultural Plunge Presentations and Paper due
The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.
Thursday, April 10, 2014
Cultural Plunge Presentations and Paper due
The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.

Monday, April 14, 2014 – LAST DAY TO Q-DROP COURSES

Tuesday, April 15, 2014
Cultural Plunge Presentations and Paper due
The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.

Thursday, April 17, 2014
Read chapter 12 of Banks and Banks prior to class
Lecture: Language Diversity and Schooling
Video Clip in Class on Language Diversity followed by a short discussion

Tuesday, April 22, 2014
Read the journal article posted on e-learning about Texas schools and language diversity prior to class.
Quiz on journal article at beginning of class
Q (4/22/14) 20 points

Class Activity: Divide the class by school districts they represent and discuss the issues of the journal article and how it relates to their school districts concerning language diversity. What and how was their district addressing concerning language diverse students? Present to the rest of the class. The Association of American Colleges and Universities Rubric for Critical Thinking and Quantitative Literacy will be used to assess this project. They will be posted on the home page of ecampus.

Thursday, April 24, 2014
Hand back cultural plunge papers and presentations grades. Wrap up class activities and discuss final exam.

Tuesday, April 29, 2014
No class for this course. This is a redefined day and you will attend your Friday classes per Texas A&M University schedule.
**Final Exam at University Scheduled Time**

This will be a comprehensive exam combining a qualitative and quantitative design methods of looking and analyzing the various topics that we discussed this semester as it relates to multicultural education. You may use your textbook and journal articles to write the final two short essays for your final which will include analyzing charts and graphs of statistical data that we have learned this semester.

Q (FE). 80 points.

**Final Exam is scheduled in EDCT 215 on Friday, May 2, 2014 from 12:30 – 2:30 p.m.**
Texas A & M University
Teaching, Learning, and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name_________________________ UIN: ___________ Date: ___________

Address________________________ Street City Zip

Telephone: Home (__________) Major: ___________________________

Work (__________) Email: ____________________________

Classification: Freshman, Sophomore, Junior, Senior

Course: INST 222: Foundations of Education in a Multicultural Society

Projected Graduation Semester ____________ Year ____________

Explain Opportunity/Concern/Acknowledgment (Please be specific with your narrative.)

If this is a concern, what are possible solutions?

a. 

b. 

Professor/Advisor/Mentor/Administrator Recommendation

__________________________________________ Date ____________

Advisor/Professor/Facilitator

Department Head Recommendation yepingli@tamu.edu

Department Head/Designee __________________________ Date ____________________

Yeping Li, Department Head

Action/Follow-up:
Disposition Checklist: Required by TLAC Department

Texas A & M University

Student's Name ___________________ 

Teaching, Learning, and Culture

Instructor's Name _____________

Date _____________

Disposition Checklist 11/15/03; Revised 4/25/05

The National Council for Accreditation of Teacher Education (NCATE) Standard I requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. Students: Sign and date after seeing the completed form. Instructors: Provide supporting evidence. Add comments on the back or attach a separate sheet(s).

A. Attendance and punctuality
   1. Unacceptable absenteeism
   2. Frequently tardy or leaves early
   3. Rarely absent or tardy
   4. Perfect attendance

B. Initiative
   1. Passive, depends on others
   2. Has good ideas, works with limited supervision
   3. Creative and resourceful
   4. Demonstrates self-initiative and independence

C. Work habits
   1. Usually fails to complete assigned tasks
   2. Completed assignments turned in late
   3. Sometimes needs to be reminded of assignments
   4. Responsible, attends to syllabus, makes no excuses except under dire distress

D. Oral communication skills
   1. Makes frequent speaking errors
   2. Inarticulate, hesitates to express self
   3. Uses acceptable grammar
   4. Articulate, uses standard English grammar

E. Written communication skills
   1. Written work demonstrates frequent grammatical errors
   2. Writing is often unclear and unorganized
   3. Organizes and clearly expresses ideas
   4. Frequently and effectively communicates with others

F. Critical thinking skills
   1. Cannot analyze
   2. Struggles with initial analysis
   3. Poses thoughtful questions
   4. Distinguishes between relevant and irrelevant material

G. Quality of work
   1. Consistently hands in poor work
   2. Asks for help, then does nothing
   3. Completes the minimum required
   4. Reaches beyond the minimum and turns in excellent work

H. Appropriate attributes for morals, ethics, and values for teaching
   1. Exhibits behavior contrary to attributes
   2. Makes verbal comments contrary to professional attributes

I. Collegiality
   1. Prefers to work alone
   2. Reluctant to work with others
   3. Works well on a team
   4. Freely shares ideas and materials

J. Respect (in action and speech) in and out of the classroom
   1. Creating classroom disruptions (such as cell phones ringing or rattling paper)
   2. Discusses inappropriate or personal topics
   3. Inappropriate remarks or actions
   4. Diplomatic, sensitive to others' needs

K. Interactions with professors, field work personnel, and children (if applicable)
   1. Apathetic during field placement
   2. Often distracted during field placement
   3. Indifferent when talking with students or teachers
   4. Collaborates willingly with cooperating teacher during field placement

L. Professional dress during fieldwork – if applicable
   1. Always dresses appropriately
   2. Sometimes dresses appropriately
   3. Usually dresses professionally
   4. Always dresses professionally

M. Attitude toward learners
   1. Lacks interest in subject content and/or learners
   2. Makes negative comments regarding subject content and/or some students
   3. Seeks help from cooperating teacher or instructor to increase understanding of content and/or to improve effectiveness of teaching
   4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help learners attain higher order learning skills

N. Commitment to excellence in teaching – if applicable
   1. No attempt to implement suggestions for improvement, defensive
   2. Interested in teaching but displays little enthusiasm for improving one's one skills
   3. Applies suggestions from supervisors immediately
   4. Appears committed to teaching
3. Responds to improvement to use positive attributes
5. Exemplary evidence of attributes in behavior

Additional comments

The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

☐ Positive attributes the student possesses related to teaching
☐ Impediments to the student’s progress related to teaching:
☐ Has this student self-disclosed any disability that affects his or her disposition? If so, explain the disability and the specific needs of the student.
☐ Extenuating circumstances expressed by the student and relative to the student’s coursework:
☐ Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
☐ Recommendations to the Director of Field Placement regarding this student:
☐ Follow-up Recommendations Attached.

Student acknowledges and understands comments

Student Signature

Person Completing this form Date
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): ARCHITECTURE

2. Course prefix and number: ARCH 345

3. Texas Common Course Number:

4. Complete course title: HISTORY OF BUILDING TECHNOLOGY

5. Semester credit hours:

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

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

8. How frequently will the class be offered? Spring: 1

9. Number of class sections per semester:
   - Spring: 1
   - Fall: 100 New instructor took over class in spring 2013 — enrollment kept low for one semester for course development. Expect to increase spring 2014

10. Number of students per semester:

11. Historic annual enrollment for the last three years:
   - Spring 2013: 47
   - Spring 2011: 110
   - Fall 2009: 119

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

12. Submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   - [Signature]
   - [Date: 6-9-2013]
   - Course Instructor

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

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

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at:

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: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

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 345, History of Building Technology is a chronological development of civilization and building technology from prehistoric cultures to present; classic and modern materials, structural devices past and present, machine-produced products, prefabrication, construction methodology and servicing. Upon successful completion of this course, students will be able to:

- To understand the evolution of building technology as a manifestation of culture in the United States.
- Become aware of different ways old and new building materials, systems, and construction techniques can be accepted or rejected by mainstream practice.
- To demonstrate awareness of the scope and variety of works in architecture and humanities within international, historical and social context.
- Build a chronological framework for understanding the development of construction/engineering techniques.
- To develop and communicate an appreciation for the history, aesthetics and technological principles that guide or govern the humanities and architecture in the US and in the world.
- Apply critical thinking to theories in the history of building technology

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 345 addresses the Core Critical Thinking Objectives through the critical examination of factual data and theories related to the development of the human-designed and built environment, the origins and the evolution of ideas related to building technology, and important innovations in building form, material and technique.

The following critical thinking skills will be assessed on exams, a class project with class presentation and through in class activities and discussions:

- Students will analyze building technology through illustrations and discussions and make inferences concerning the essential elements, relationships, and organizing principles in the history of the design and development of technology.
- Students will analyze and evaluate data concerning building technology precedents and concepts that have impacted the form of the built environment from antiquity to the present day in the United States.
- Students will investigate and interpret evidence for the transmission of innovations across time and
Texas A&M University

Core Curriculum

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

cultures and evaluate the strengths and weaknesses of different theories concerning cultural diffusion and/or parallel developments in building technology

- Students will synthesize information from diverse historical/cultural precedents, and formulate innovative sets of relationships or guidelines that could be applied to other contexts.
- Students will develop critical thinking with their research with one another, and sharing ideas with their project team members where they will inquire, research, synthesize and develop a critical written and demonstrative response to particular topics related to the course subject.

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

ARCH 345 addresses the Core Communication Objective by teaching students how to analyze and interpret (through readings and lecture – both through verbal and visual images) building technology and how to describe defining characteristics using accurate and technical vocabulary.

The following aspects of communication skills will be assessed on exams, a class project with class presentation, and through in class activities and discussions

- Students will learn methods of visual communication, analysis and interpretation through work with illustrations (plans, elevations, sections, details), photographs, and other visual media.
- Students will, as a small group, thoroughly investigate a building technology. They will present this building technology through a class demonstration of this technology and through a turned in written and graphic report.
- Students will access relevant multi-media resources and explain in class what they have learned as the most important history technology concepts reflected in the built structure.
- Students will engage in oral communication through class discussions and formulate accurate and appropriate responses and questions during lectures.

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

ARCH 345 addresses the Core Social Responsibility Objective by considering the cultural parallel and divergent traditions of building technologies of materials, construction methodology and building structures from around the United States and the world. It teaches students to appreciate, understand and respect the built environment of the diverse cultures and belief systems that form the foundations of the modern world.

The following aspects of social responsibility skills will be assessed on exams, a class project with class presentation, and through in class activities and discussions

- Students will demonstrate intercultural competence by explaining how the human-designed and built environment can be understood as expressions of culture at local, regional, national, and global scales, and how the culturally encoded meanings of building technology can change over time.
- Students will compare the societal roles and responsibilities of building technology in their own and other cultures.
- Students will demonstrate the built environment designers' social responsibility in fostering sustainability of the environment and health and well-being of the people living in the environment.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):
Texas A&M University

Core Curriculum

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

ARCH 345 addresses the Core Personal Responsibility Objective by requiring students to identify and articulate how individual or group behavior throughout building technology history have contributed to social, economic and ethical choices.

The following aspects of personal responsibility will be assessed on exams, a class project with class presentation, and through in class activities and discussions:

- Students will compare individual behavior and lifestyle choices to the affects upon resource use and availability.
- Students will be exposed to concepts of built environmental ethics, responsibility and sensitivity.
- Students will understand different approaches at varying scales, contexts, cultures and broader global applications of building technology.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number       ARCH 345
Term                      Spring 2013
Meeting times and location   T-Th 8-9:15 AM ARCC 207

Course Description and Prerequisites

345. History of Building Technology. (3-0). Credit 3. Chronological development of civilization and building technology from prehistoric cultures to present; classic and modern materials, structural devices past and present, machine-produced products, prefabrication, construction methodology and servicing.
Prerequisites: Junior or Senior Classification

Learning Outcomes or Course Objectives

- To understand the evolution of building technology as a manifestation of culture in the United States.
- Become aware of different ways old and new building materials, systems, and construction techniques can be accepted or rejected by mainstream practice.
- To demonstrate awareness of the scope and variety of works in architecture and humanities within international, historical and social context.
- Build a chronological framework for understanding the development of construction/engineering techniques.
- To develop and communicate an appreciation for the history, aesthetics and technological principles that guide or govern the humanities and architecture in the US and in the world.
- Apply critical thinking to theories in the history of building technology

Instructor Information

Name                 Shelley D. Holliday
Telephone number          979.845.7385 Office    979.255.4495 Cell
Email address        sholliday@tamu.edu
Office hours       T-Th 11-12 M-W-F 1-2 Open Door Polity – by Appointment
Office location     Langford Architecture Building ARCA 326

Textbook and/or Resource Material

Required

Recommended

Notes:
Copyright 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, assignments, links to web-sites, in class materials such as PowerPoint presentations, and additional problem sets. Because these are copyrighted, you do not have the right to print/copy the handouts, unless I expressly grant permission.
Grading Policies
Specifically, your letter grade for the course will be determined based on homework assignments, projects, attendance and participation, and exams. Late submissions will not be accepted without university excused absence documentation. See University Rules and Regulations: [http://student-rules.tamu.edu](http://student-rules.tamu.edu).

<table>
<thead>
<tr>
<th>Project</th>
<th>25%</th>
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<tbody>
<tr>
<td>Homework (and in class experiments)</td>
<td>25%</td>
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<tr>
<td>Examinations (2 at 20%)</td>
<td>40%</td>
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<tr>
<td>Attendance, Participation (must be in attendance to participate) and professional evaluation</td>
<td>10%</td>
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</tbody>
</table>

Grades:
- A > 90%
- 90% > B > 80%
- 80% > C > 70%
- 70% > D > 60%
- F < 60%

Course Topics, Calendar of Activities, Major Assignment Dates
**This schedule is subject to change at any time throughout the semester.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Reference</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>15 January 2013</td>
<td>Syllabus Review/Overview/Introduction What Makes a Structure Great?</td>
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<td></td>
<td>17 January 2013</td>
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<tr>
<td>Week 2</td>
<td>22 January 2013</td>
<td>Favorite American Historical Structure Science of American Structure</td>
<td>Ch 5-7</td>
<td>#1 - Favorite Historical Structure</td>
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<td></td>
<td>24 January 2013</td>
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<td>Week 3</td>
<td>29 January 2013</td>
<td>Science of Structure/Material Properties Columns and Buckling — Going Up</td>
<td>Ch 5-7</td>
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<td>31 January 2013</td>
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<td>Week 4</td>
<td>5 February 2013</td>
<td>Beams and Bending – Going Across Triangles! Power of the Truss!</td>
<td>Ch 4</td>
<td>#2 - Top Column/Tension Members</td>
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<td></td>
<td>7 February 2013</td>
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<td>#3 - Top Beams</td>
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<td>Week 5</td>
<td>12 February 2013</td>
<td>Cables and Arches – Parabola/Catenary John Roebling – American Civil Engineer Structural Systems</td>
<td>Ch 4</td>
<td>#4 - Top Trusses</td>
</tr>
<tr>
<td></td>
<td>14 February 2013</td>
<td></td>
<td></td>
<td>#5 - Top Cables/Arches</td>
</tr>
<tr>
<td>Week 6</td>
<td>19 February 2013</td>
<td>What we learned: Egypt/Greece influence on America Technology Rome's influence on America Technology</td>
<td>Ch 1</td>
<td>Group chosen for project</td>
</tr>
<tr>
<td></td>
<td>21 February 2013</td>
<td></td>
<td></td>
<td>Ch 1</td>
</tr>
<tr>
<td>Week 7</td>
<td>26 February 2013</td>
<td>American Cathedrals Domes (Astrodome before and after)</td>
<td>Ch 1</td>
<td>Project Determined</td>
</tr>
<tr>
<td></td>
<td>28 February 2013</td>
<td></td>
<td></td>
<td>Ch 2</td>
</tr>
<tr>
<td>Week 8</td>
<td>5 March 2013</td>
<td>Industrial Revolution</td>
<td>Ch 2</td>
<td>Outline/Demonstration/Goals Project</td>
</tr>
<tr>
<td></td>
<td>7 March 2013</td>
<td>Industrial Revolution</td>
<td>Ch 1-3</td>
<td></td>
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<tr>
<td></td>
<td>11-15 March 2013</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>19 March 2013</td>
<td>Arch Bridges in Iron (first in US)/ Review</td>
<td>Ch 5-7</td>
<td>Exam 1</td>
</tr>
<tr>
<td></td>
<td>21 March 2013</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>26 March 2013</td>
<td>US Suspension Bridges · Cables US Suspension Bridges – Wind George Washington/Golden Gate/Brooklyn Bridges</td>
<td></td>
<td>#6 - Top Bridges</td>
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<td></td>
<td>28 March 2013</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>2 April 2013</td>
<td>US Cantilever Bridges Iron and Steel in the United States</td>
<td>Ch 5-7</td>
<td>Project Due</td>
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<tr>
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<td>4 April 2013</td>
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<tr>
<td>Week 12</td>
<td>9 April 2013</td>
<td>UPWARDS – Skyscraper Race From Chicago to New York Concrete Beauty (from Ingalls Building-Cincinnati OH, worlds 1st reinforced concrete skyscraper till today)</td>
<td>Ch 8-9</td>
<td>#7 - Top Skyscrapers</td>
</tr>
<tr>
<td></td>
<td>11 April 2013</td>
<td></td>
<td>Ch 6-8</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>16 April 2013</td>
<td>Thin Shell Concrete Anton Tedesko – Father of Thin-Shell Concrete in America Long Span Roof Structure (Astrodome)</td>
<td>Ch 4,8,9</td>
<td>#8 - Top Concrete</td>
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<td></td>
<td>18 April 2013</td>
<td></td>
<td>Ch 6,7,9</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>23 April 2013</td>
<td>Tension Structure Strategies for: On Your Own</td>
<td>Ch 9</td>
<td>#9 Top Tension</td>
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<td></td>
<td>25 April 2013</td>
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<td>Ch 8</td>
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<tr>
<td>Monday, 6 May 2013</td>
<td>Final Exam (Per University Schedule)</td>
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</table>
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1537. For additional information visit http://disability.tamu.edu

Student Conduct

Academic Integrity

Academic Integrity will follow the Aggie Honor Code.

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

Upon admission to the 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 excuse any member of the TAMU from the requirements or the processes of the Honor System. For additional information Refer to the Honor Council Rules and Procedures at http://agghonor.tamu.edu

Each student will be asked to sign this statement for exams, homework and projects in this course:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

It is the mission of the Aggie Honor System Office to serve as a centralized system established to respond fairly to academic violation of the honor code at Texas A&M University.

The Texas A&M University Student Rules provide the official definition of scholastic dishonesty and acts that are characterized as scholastically dishonest at: http://student-rules.tamu.edu/

Attendance:

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 online at http://student-rules.tamu.edu//rule07

It is expected that the student will attend all classes and complete all assignments. Attendance will be taken periodically. No phantom assignments will be accepted from those not in attendances without prior consent from the professor. Excessive unexcused absences will result in a lowering of the final grade. Project due dates will be provided in the project statements.

Excused Absences: Except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (accident or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the is excused, the instructor must either provide the student with 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.

Unexcused Absences: There will be no opportunity for the students to make up work missed because of an unexcused absence.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for an absence. Students are advised to consult the University regulations for a list of authorized absences. Excused Absences for Religious Holy Days: Texas House Bill 256 (effective 9/1/03) states "An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable amount of time after the absence."
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 Architecture

2. Course prefix and number: ARCH 350

3. Texas Common Course Number: 

4. Complete course title: Contempemorary Architecture

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

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☑ 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: Fall: 140, Spring: 100


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:
   Course Instructor: [Signature]

   Approvals:
   Department Head: [Signature]

   College Dean/Designee: [Signature]

   Date 06/07/13

   Date 6/16/13

   Date 4/4/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at

Associate Provost for Undergraduate Studies

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

Core Curriculum: ARCH 350

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

Foundational Component Area: Creative Arts

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

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

ARCH 350 examines the development of modern and contemporary architecture in the 20th and 21st century. This includes ideas (theories), movements, architects and monuments, and also modern materials, structural systems, social, political, and economic developments. This course aims to encourage the formulation of well-grounded opinions upon built environment by referring the concepts, the visual and social consequences, the technology employed, and the cultural and historical context of their creation. Upon successful completion of this course, students will be able to:

- Visually recognize architectural illustrations (plans, elevations, sections) and identify main characteristics of modern architecture, recognizing influences and major concepts - identify buildings, ideas, and architects that portray Modern and Contemporary Architecture.
- Describe, using formal and technical vocabulary, the defining characteristics of Modern and Contemporary buildings.
- Distinguish significant developments in construction and design: concepts, architects and movements that shaped architecture into what it is today and how their ideas affect current design.
- Interpret motivation and societal forces behind the design, and the process of creating relevant forms.
- Build a chronological framework for understanding the development of construction techniques.
- Apply critical thinking to theories in the history of architecture.

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):

ARCH 350 addresses the Core Critical Thinking Objective through the critical examination of factual data and theories related to the development of the built environment, the origins and the evolution of ideas related to creativity in art and architecture, and important innovations in architectural form, material and technique from the early 20th century to the present.
The following critical thinking skills will be assessed on exams and through in-class writing activities and discussions.

- Students will analyze architectural illustrations and make inferences concerning the essential elements, relationships, and organizing principles of design.
- Students will analyze and evaluate data concerning architectural precedents and concepts that have impacted the form of the built environment in the 20\textsuperscript{th} and 21\textsuperscript{st} century.
- Students will investigate and interpret evidence for the transmission of modern style and innovations across time and cultures and evaluate the strengths and weaknesses of different theories concerning cultural diffusion and/or parallel developments in architecture.
- Students will think creatively about symbolic communication in art and architecture, synthesize information from diverse historical/cultural precedents, and formulate innovative sets of relationships or guidelines that could be applied to other contexts.

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

ARCH 350 addresses the Core Communication Objective by teaching students how to examine and interpret architecture and architectural illustrations (formal visual analysis) and how to describe defining characteristics using accurate and technical vocabulary.

The following aspects of communication skills will be assessed on exams and through in-class writing activities and discussions.

- Students will learn methods of visual communication, analysis and interpretation through work with architectural illustrations (plans, elevations, sections), photographs, and other visual media. [Visual communication]
- Students will present analytical reports and/or build analytical models of modern and contemporary buildings with selections of contemporary writings to interpret architectural design and its relationship to culture, context, climate, philosophical traditions, and political and social circumstances. The reports should consider concept and connections to style; how it came to be designed and/or built in a certain way; Architect’s philosophy regarding design or architecture. [Written, oral, and visual communication]
- Students will summarize in approximately 200 words the main points of lecture, video, and reading assignments and discuss what they found particularly interesting and what they were in disagreement with. [Written and oral communication]
- Students will access relevant multi-media resources and explain in class what they have learned as the most important architectural concepts reflected in a building’s design. [Oral communication]
- Students will engage in class discussions to formulate accurate and appropriate responses and questions during lectures. [Oral communication]
- Students will share individual and small group responses orally with the larger class, receiving feedback and commentary both from other students and the instructor. [Oral communication]
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

ARCH 350 addresses the Core Social Responsibility Objective by considering the parallel and divergent canons and traditions of architecture from around the world. It teaches students to appreciate, understand, and respect the built environment of the diverse cultures and belief systems that form the foundations of the modern world.

The following aspects of the social responsibility skills will be assessed on exams and through in-class activities and discussions.

- Students will demonstrate intercultural competence by explaining how the human-designed and built environment can be understood as expressions of culture at local, regional, national and global scales, and how the culturally encoded meanings of art and architecture can change over time.
- Students will summarize and explain the roles and responsibilities of individuals, societies, local governments, and international organizations concerning our built environment.
- Students will compare the societal roles and responsibilities of architects and patrons in their own and other cultures.
- Students will learn about the history and theory of sustainable architecture, the most recent architectural theories related to adaptive reuse, industrial heritage, and sustainable principles.

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 350 will address the Core Teamwork Objective through in-class and online activities, including minute papers, discussion in small groups, and analytical exercises. These activities will provide models for students to share individual perspectives with each other and develop more effective answers to questions that may appear on formal examinations.

The following learning objectives will be developed using teamwork skills:

1. Describe the defining characteristics of modern and contemporary buildings using formal and technical vocabulary
2. Discuss different observations and points of view about the character of modern and contemporary architecture.
3. Analyze and interpret the motivation and societal forces behind the design, and the process of creating relevant forms.

Statement on International and Cultural Diversity

ARCH 350 surveys important aspects of the 20th and 21st century architecture in both Western and Non-Western traditions. In this culture-historical approach to architectural history and theory, students develop an awareness of the modern and contemporary architecture in different contexts and the transmission of design principles and technology across cultures and over time, and an understanding of how cultural identity is expressed in the visual arts and urban settings. The examination of current design theories, urban planning and sustainability principles provides an opportunity to discuss issues of social memory, identity, globalization, adaptive
reuse, and historic preservation. By learning how to appreciate, understand, and respect the built environment of different cultures and circumstances, students are able to develop an understanding of how the architecture of diverse contemporary cultures reflects identity and cultural values.
ARCH 350 surveys important aspects of the 20th and 21st century architecture in both Western and Non-Western traditions; materials, structure, social and economic changes as well as architectural theory. This course aims to encourage the formulation of well-grounded opinions upon built environment by referring the concepts, the visual and social consequences, the technology employed, and the cultural and historical context of their creation. In this culture-historical approach to architectural history and theory, students develop an awareness of the modern and contemporary architecture in different contexts and the transmission of design principles and technology across cultures and over time, and an understanding of how cultural identity is expressed in the visual arts and urban settings. The examination of current design theories, most recent history of architecture, urban design and sustainable design principles provides an opportunity to discuss issues of social memory, identity, globalization, sustainability, adaptive reuse, and historic preservation. By learning how to appreciate, understand, and respect the built environment of different cultures and circumstances, students will gain insights into how the world we build has always reflected who we are.
"To be modern is not a fashion, it is a state. It is necessary to understand history, and he who understands history knows how to find continuity between that which was, that which is, and that which will be" — Le Corbusier

Course Description
History and Theory of Modern and Contemporary Architecture (3-0). Credit 3. Development of modern and contemporary architecture in the 20th and 21st centuries; materials, structure, social and economic changes as well as architectural theory. Prerequisites: Junior or senior classification or approval of degree coordinator or instructor.

Objectives and Learning Outcomes
This course surveys important aspects of the 20th and 21st century architecture. This includes ideas (theories), movements, architects and monuments, and also modern materials, structural systems, social, political, and economic developments. Students from outside the Department of Architecture are welcome in this class. This course aims to encourage the formulation of well-grounded opinions upon built environment by referring the concepts, the visual and social consequences, the technology employed, and the cultural and historical context of their creation. This course is designed to:

- Provide students with a sort of "cultural literacy" in modern and contemporary architecture and urban design.
- Foster the analytical and critical potential of the student on the built environment.
- Promote interdisciplinary approaches.

Every student will have the opportunity to develop an understanding of architecture through analysis of form, function, and context. By exploring the built environment, students will develop a critical approach to understanding elements of design, construction, and theory. Students who successfully complete this course will be able to:

- Visually recognize architectural illustrations (plans, elevations, sections) and identify main characteristics of modern architecture, recognizing influences and major concepts - identify buildings, ideas, and architects that portray Modern and Contemporary Architecture. (Knowledge).
- Describe, using formal and technical vocabulary, the defining characteristics of Modern and Contemporary buildings. (Knowledge).
- Respond, verbally and in writing, to questions regarding architectural history, design, and significance (Communication).
- Distinguish significant developments in construction and design: concepts, architects and movements that shaped architecture into what it is today and how their ideas affect current design. (Comprehension).
- Interpret motivation and societal forces behind the design, and the process of creating new relevant forms. (Application).
- Build a chronological framework for understanding the development of construction techniques (Application).
- Apply critical thinking to theories in the history of architecture (Evaluation).

Reading and Resources
It is very important that you complete reading assignments prior to coming to class so that you will be prepared to ask questions and participate in class discussions.

Textbook – available at the bookstore and on reserve in the library

Recommended Reading

- Loos, Adolf. Ornaments and Ormis. 1908.


**ARCH 350 WebCT**

Study images, outlines, syllabus, review, grades, etc: [https://elearning.tamu.edu](https://elearning.tamu.edu)

Videos: [https://mediamatrix.tamu.edu](https://mediamatrix.tamu.edu)

**Performance Evaluation**

Grades will be based on four required exams and optional extra-credit communication assignments (writing, graphically/visual, and oral).

**Exams:** There will be four scantron-based exams during the semester (4 X 25%= 100%). The questions on each exam will consist of slide identification and objective questions of different types (multiple-choice, true/false, fill in the blank). Each exam will cover approximately three to four weeks of material presented in class, assigned reading, and in-class discussions. You must bring a full-page (8.5" x 11") scantron sheet and two #2 pencils to each exam. Grades will be posted on elearning (WebCT) after each exam.

The grading breakdown is as follows:

Exam 1 = 25%. Exam 2 = 25%. Exam 3 = 25%. Exam 4 = 25%.

**Important:** I ask you to read pertinent sections of the texts prior to coming to class. It is very important that you do this reading so that you will be prepared to ask questions and to work on in-class problems with your peers. I also ask to complete pertinent readings and videos assignments associated with discussion topics. Questions related to in-class activities may appear in the exams.

**Bonus Points:** Video reading/communication assignments, announced quizzes, class participation, and extra-credit questions on the exams may count as extra-credit towards the grade. Maximum bonus point: 5% total.

**Extra-credit assignments:** There will be seven extra-credit/homework optional assignments during the semester (3% extra-credit total). See attached for instruction.

Honors students: see Assignment 8 attached.

**Grading Policy**

Percentage grades, given for each examination, are self-explanatory. By University standards, a letter grade of A requires an average of at least 90%, a B at least 80%, a C at least 70%, a D at least 60%. Honors students: see attachments.

Your grade in this class is earned, not awarded. I will consider rounding up, percentages of 9.5 and higher. ONLY IF there is a consistent trend of improvement, attendance, and class participation throughout the course.

**Bonus Points:** Unannounced quizzes, homework assignments, attendance, class participation, and extra-credit questions on the exams may count as extra-credit towards the final grade. Maximum bonus point: 5% total.

**In-Class Assessment:**

ARCH 350 will develop teamwork skills through in-class activities, including minute papers, discussion in small groups and analytical exercises. These activities will provide models for students to share individual perspectives with each other and to develop more effective answers to questions that may appear on formal examinations.

**Attendance**

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://studentrules.tamu.edu/rule07](http://studentrules.tamu.edu/rule07). The University's approval of this course is contingent on covering the subjects outlined in the syllabus. You must be in class to receive the information. Borrowing notes or meeting with the instructor during office hours is not equivalent to being in class. Excessive absences may result in failing the class. Roll may be taken periodically; credit may be given for attendance, and attendance may be influential in determining borderline grades.

**Makeup Policy**

Makeup exams will be given without question for excused absences as defined by University regulations. If a student is unable to provide the documentation required for an excused absence, the instructor is under no obligation to provide a makeup exam. However, the instructor may offer a makeup exam but this may have a different format from that given in class and there will be a 5% penalty. The makeup exam must be taken within one week of the originally scheduled exam (barring extenuating circumstances). After the one-week limit, grades will be lowered five points for each regular ARCH 350 lecture day that passes without the student having taken the examination.
Late Work Policy: Late assignments will be accepted without question for excused absences as defined by University regulations. Any late assignments without an excused absence will be accepted for a period of three days after the due date and will be assessed a 10% penalty.

Academic Integrity—Aggie Honor Code
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The Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact Disabilities Services, in Cain Hall, Room B118, or call 845-1637. (Please let me know as soon as possible if this applies to you.)

Decorum
In order to foster an environment in which all students can succeed, please observe the following guidelines:
• Please arrive a few minutes before each lecture session begins. Please leave aisle seats open for late arrivals. If you arrive after the class has begun, please move into the first available seat as quietly as possible.
• Please remain seated until the instructor signals that the class has ended. If you know beforehand that you must leave early, please sit in an aisle seat and depart as quietly as possible.
• Please silence and stow all cell phones before the lecture begins. Please do not make or receive calls or send or receive text messages and e-mails during class. Laptops only for notes and research.
• Please turn off and stow all other electronic devices (iPods, MP3 players, PDAs, portable gaming devices, etc.) before the session begins and keep them stowed until the instructor ends the session. Please remove and stow all headsets, headsets and earbuds before the lecture session begins and keep them stowed until the instructor ends the class.
• Please refrain from any and all behavior that distracts fellow students or otherwise disrupts the class.
• Each student should feel free to ask questions, respond to instructor questions and to engage in discussion. Toward that goal, please limit comments to ideas expressed. In addition to these instructor guidelines, Texas A&M University has enacted and enforces official policies regarding classroom conduct.
<table>
<thead>
<tr>
<th>Class</th>
<th>Week 1</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>08.26 M</td>
<td>The idea of the modern architecture</td>
<td>Frampton: pp. 8-19</td>
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<tr>
<td>08.28 W</td>
<td>Technical transformations</td>
<td>Frampton: pp. 20-40</td>
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<td>08.30 F</td>
<td>Chicago School: Adler and Sullivan</td>
<td>Frampton: pp. 42-56</td>
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<tr>
<td>Week 2</td>
<td>09.02 M</td>
<td>Frank Lloyd Wright</td>
<td>Frampton: pp. 57-63</td>
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<tr>
<td>09.04 W</td>
<td>Viollet-le-Duc’s Structural Rationalism: Gaudi &amp; Art Nouveau</td>
<td>Frampton: pp. 64-68; 96-99</td>
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<tr>
<td>09.06 F</td>
<td>Gaudi &amp; Art Nouveau continued</td>
<td>Frampton: pp. 64-68</td>
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<tr>
<td>Week 3</td>
<td>09.09 M</td>
<td>Arts and Crafts, Mackintosh and Glasgow School</td>
<td>Frampton: pp. 42-50; 74-77</td>
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<tr>
<td>09.11 W</td>
<td>Vienna, Adolf Loos’ Ornament and Crime</td>
<td>Frampton: pp. 78-95</td>
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<tr>
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<td>Assignment 1 due</td>
<td>Adolf Loos’ Ornament and Crime</td>
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<tr>
<td>09.13 F</td>
<td>Futurism, Tony Garnier and Auguste Perret</td>
<td>Frampton: pp. 100-108</td>
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<tr>
<td>Week 4</td>
<td>09.16 M</td>
<td>Exam One</td>
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<tr>
<td>09.18 W</td>
<td>Early Modernism: The Deutsche Werkbund and Expressionism</td>
<td>Frampton: pp. 109-115</td>
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<tr>
<td>09.20 F</td>
<td>Early Modernism: Bauhaus</td>
<td>Frampton: pp. 116-129</td>
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<td>Assignment 2 due</td>
<td>Tom Wolfe: From Bauhaus...</td>
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<tr>
<td>Week 5</td>
<td>09.23 M</td>
<td>Early Modernism: New Objectivity and De Stijl</td>
<td>Frampton: pp. 130-148</td>
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<td>Assignment 3 due</td>
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<tr>
<td>09.25 W</td>
<td>Le Corbusier and the Esprit Nouveau</td>
<td>Frampton: pp. 149-160</td>
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<tr>
<td>09.27 F</td>
<td>Le Corbusier continued</td>
<td>Frampton: pp. 178-185; 224-230</td>
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<td>Assignment 4 due</td>
<td>Corbusier: Towards a new architecture</td>
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<td>Week 6</td>
<td>09.30 M</td>
<td>Mies van der Rohe</td>
<td>Frampton: pp. 161-166</td>
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<tr>
<td>10.04 W</td>
<td>Soviet Union; Le Corbusier Ville Radieuse</td>
<td>Frampton: pp. 167-185</td>
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<tr>
<td>10.04 F</td>
<td>Frank Lloyd Wright</td>
<td>Frampton: pp. 186-191</td>
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<td>Week 7</td>
<td>10.07 M</td>
<td>Alvar Aalto and the Nordic tradition</td>
<td>Frampton: pp. 192-202</td>
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<td>10.09 W</td>
<td>Le Corbusier 1930-60</td>
<td>Frampton: pp. 224-230</td>
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<td>10.11 F</td>
<td>Mies van der Rohe 1933-67</td>
<td>Frampton: pp. 231-237</td>
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<td>Week 8</td>
<td>10.14 M</td>
<td>Exam Two</td>
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<td>10.16 W</td>
<td>Eclipse of the New deal: Buckminster Fuller, Philip Johnson and Louis Kahn</td>
<td>Frampton: pp. 238-246</td>
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<td>Assignment 5 due</td>
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<td>10.18 F</td>
<td>The International Style</td>
<td>Frampton: pp. 248-261</td>
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<td>Week 9</td>
<td>10.21 M</td>
<td>College of Architecture Research Symposium (no class)</td>
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<td>10.23 W</td>
<td>Modernism in Brazil</td>
<td>Frampton: pp. 254-261</td>
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<tr>
<td>10.25 F</td>
<td>Oscar Niemeyer and the construction of Brasilia, Brazil</td>
<td>Frampton: pp. 254-261</td>
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<tr>
<td>Week 10</td>
<td>10.28 M</td>
<td>Urban visions; collective housing, CIAMs</td>
<td>Frampton: pp. 262-279</td>
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<tr>
<td>10.30 W</td>
<td>Megastructures, Metabolist</td>
<td>Frampton: pp. 280-290</td>
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<tr>
<td>11.01 F</td>
<td>Post-Modernism</td>
<td>Frampton: pp. 290-313</td>
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<td>Week 11</td>
<td>11.04 M</td>
<td>Exam Three</td>
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<td>11.06 W</td>
<td>Critical Regionalism: Barragan and Uno Bo Bardi</td>
<td>Frampton: pp. 313-327</td>
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<td>11.08 F</td>
<td>Critical Regionalism</td>
<td>See elearning folder</td>
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<td>Week 12</td>
<td>11.11 M</td>
<td>Deconstructivism and beyond</td>
<td>Puglisi: pp. 09-27</td>
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<td>11.15 F</td>
<td>1990s Architecture continued - Piano and Koolhaas</td>
<td>See elearning folder</td>
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<td>Week 13</td>
<td>11.18 M</td>
<td>1990s Pluralism</td>
<td>See elearning folder</td>
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<td>11.20 W</td>
<td>World Architecture and Reflective Practice</td>
<td>Frampton: pp. 328-343</td>
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<td>11.22 F</td>
<td>Globalization and beyond</td>
<td>Frampton: pp. 344-361</td>
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<td>Assignment 6 due (in class presentation)</td>
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Week 14
11.25  M  Sustainability, Materiality, Habitat, Civic Form  Frampton: pp. 361-369
11.27  W  Sustainability, Materiality, Habitat, Civic Form continued  Frampton: pp. 361-369
11.29  F  Thanksgiving Break

Week 15
12.02  M  Industrial Wasteland and Adaptive Reuse  See elearning folder

Assignment 7 due

Week 16
12.09  M  Exam Four (Final) as scheduled by Registrar (10:30am-12:30pm) - Bring scantron

Arch 350 Extra-credit Assignments Guidelines (12 points - 3% total)

Assignment 1 (1 point - 0.25%): Critical Summary: Adolf Loos, Ornament and Crime
Write a critical summary of Adolf Loos’s article Ornament and Crime (pdf is available on Elearning).
Present the main idea, followed by the supporting points. The remainder of your summary should focus on how the author supports, defines, and/or illustrates that main idea (synthesize major ideas, present his premises/arguments, discuss his references).
• In your own words, briefly explain what ornament means according to Adolf Loos.
• Quote and comment at least one statement (or paragraph) showing interesting aspects of Loos’ idea/philosophy
• The goal of writing a summary of an article, a chapter, or a book is to offer as accurately as possible the full sense of the original, but in a more condensed form. A summary restates the author’s main point, purpose, intent, and supporting details in your own words

Assignment 2 (1 point - 0.25%): Tom Wolfe, From Bauhaus to our House
Read Tom Wolfe’s Chapter 1-4: From Bauhaus to our House and answer the questions
1. Who was Silver Prince? Who invented this name?
2. What were the hallmarks of the Bauhaus style?
3. What determined purity among the various art compounds?
4. How did the art compounds battle the bourgeoisie?
5. What term did the artists and architects become enamored of?
6. According to the author, why was it not okay for the architect to declare his independence from the bourgeoisie?
7. Why did Corbusier dress the way he did?
8. Who were the patrons of the art compound architects?
9. What did the workers think of the worker housing? And what did the architects think of workers?
10. Why did the concept of ‘worker housing’ not apply to America?
11. Who were the American architects influenced by the Bauhaus?
12. What do you think of the author’s opinion of modern architecture?

Assignment 3 (1 point - 0.25%): Short essay - Abstraction
Research and briefly explain (in no more than one page double space) Abstraction/abstract as concept in art and architecture (Abstract Art). You may debrief a short case study (one to three paragraphs) that applies this concept (art or architecture). You may try to answer: What is the definition(s)? What is the theoretical reference(s)? How was the concept translated/interpreted into Art/Architecture?

Assignment 4 (2 points - 0.5%): Critical Summary of Le Corbusier’s Towards a new architecture
Write a critical summary of Le Corbusier’s book Towards a new architecture. Present the main idea, followed by the supporting points. The remainder of your summary should focus on how the author supports, defines, and/or illustrates that main idea (synthesize major ideas, present his premises/arguments, discuss his references).
• In your own words, briefly explain what a new architecture means according to Le Corbusier.
• Quote and comment at least one statement (or paragraph) showing interesting aspects of Le Corbusier’s idea/philosophy.
• The goal of writing a summary of an article, a chapter, or a book is to offer as accurately as possible the full sense of the original, but in a more condensed form. A summary restates the author’s main point, purpose, intent, and supporting details in your own words.
Assignment 5 (1 point - 0.25%): Video questions: Louis Kahn "My Architect: A Son's Journey" (DVD)
Watch the video entitled "My Architect: A Son's Journey" online at mediamatrix.tamu.edu. Fill out the question sheet pertaining to the documentary.
The question sheet will be given IN CLASS on FRIDAY October 11. The question sheet will be due on Wednesday October 16, 2013, IN CLASS. This assignment is worth 2 points.

Assignment 6 (4 points - 1%): Critical analysis (Model, video, poster, or Ppt presentation)
- Select a project or theme of your interest from the given list.
- Choose a media (model, video, power point/pdf) to present in class.
- This semester we will be focusing on adaptive reuse and sustainable projects.
- Team presentation of 2 to 3 students per team. Teams should be defined during the first week of class.
- Presentation should last between 2 to 3 minutes. Include exterior/interior views; plans; historic photos; rendering, etc...
- Important: Presentation coherent with the theme. The student's works -- in part -- will be evaluated for how completely the visual and oral presentation demonstrates the analysis.

A. For Architecture/Environmental Design majors:

Model and critical analysis:
At the beginning of the class period, each group (2-3 students) will hand in a model and present the analysis of a work of architecture.
- Prepare an analytical model, in adequate scale;
- Prepare one page containing (Arial font): Architect's name; title of the building; local, and date/s of construction; scale of the model; and description in no more than 150 words.
- You should consider the following:
  - Short History (the "story" of the building). Concept and connections to style; how it came to be designed and/or built in a certain way; Architect's philosophy regarding design or architecture;
  - Site: what was important about the site that may have led to the design process and solution.
  - Organization: how is the building arranged? Unique considerations: light, color, material, and symbolism.
  - The Importance of the building in the whole of the architect's production.

B. For non-Arch/Environmental Design major and/or Grad students:

Analytical/Critical presentation of an architectural project:
- Prepare an analysis that succinctly and critically describes the chosen design project. Please include inspiration, problems, theoretical perspectives and objectives; explain the part; what it is and how it resolves programmatic and structural requirements. Include diagrams of images (interior and exterior views), plans and sections, as appropriate.
- Presentation should last between 2 to 3 minutes. Include exterior/interior views; plans; historic photos; rendering, etc...

Assignment 7 (2 points - 0.5%): Beyond Modernism - "Architectures" DVD series summary
Watch the documentaries about emblematic architectural projects from the "Architectures" DVD series (available on mediamatrix.tamu.edu). Pick two projects. You are asked to briefly summarize the main points of the projects and discuss what you found particularly interesting and what you were in disagreement with; highlight significant ideas that influenced the projects, as well as any other relevant information. Each summary should be approximately 200 words (1 summary per project).

The architecture projects that are options for this assignment are:
- The George Pompidou Center
- Municipal Center Sooyctpolo
- The Jewish Museum Berlin
- The Convert of La Tourette
- The Johnson Wax Building (mediamatrix.tamu.edu)
- Satoras - TGV (mediamatrix.tamu.edu)
- Stone Thermal Baths (mediamatrix.tamu.edu)
- Koolhaas's Villa Dall'Ava
- Gehry's Guggenheim Museum in Bilbao

This assignment is due on Monday December 02. Submittals can be done on elearning. The assignment is worth 2 points.
Assignment 8 (ARCH 350 – 200 Honor students only): Research Project Guidelines
Credit: 10% of final course grade
Written Proposal Due Date: Friday, 27 September 2013 (3%)
Complete Project Final Submissions Monday, 02 December 2013 at noon – electronically (7%)

Select a topic, theme, image, object, structure, medium, period, method, technique, practice, reign or narrative that most interests you. Prepare an analysis of your chosen topic to present in a format that is most relevant and/or useful to your own field of study. You might select one of the following topics related to modern and contemporary architecture: An Architect, a City; Living and Dead Industrial Landscapes; Adaptive Reuse: Preservation and Sustainability; Adaptive Reuse of Industrial Buildings: A Case Study; Regeneration Through Heritage; Reuse of Industrial Environments."

Grading will be based on the following criteria, ranked on a scale of 0 (not attempted) to 5 (superior):

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<th>Criteria</th>
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<td>Relevance of the topic to the student’s chosen field</td>
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Guidelines for Written Proposal

- Submit a one-paragraph description of your project that includes the following information:
  - Specific topic, theme, image, object, structure, medium, period, practice, technique, reign or narrative
  - Statement of relevance of the topic to the course material
  - Statement of relevance of the topic to the student’s chosen field of study or professional practice
  - Form or medium of presentation
  - Statement of objective(s) to be achieved by completion and submission of project
  - List of references (scholarly works)

Guidelines for Completed Research Paper (Analytical or Argumentative) – if you decide to write a paper

- A machine-printed, double-spaced paper of 1,000 to 1,500 words (approximately 4 to 6 pages). Times New Roman font size 11, presented in this order:
  - Creative title;
  - Abstract at the beginning of the paper, in no more than 150 words, it should summarize the argument and define the methodological approach of the article. The abstract should be written in the third person.
  - Text and accompanying endnotes,
  - Bibliography
  - Chicago Style Citation: http://www.chicagomanualofstyle.org/tools_citationguide.html

Note: ANALYTICAL (uses evidence to analyze facets of an issue) or ARGUMENTATIVE (uses evidence to attempt to convince the reader of your particular stance on a debatable topic). For more information see:
http://writingcenter.tamu.edu/how-to/academic/ and http://owl.english.purdue.edu/owl/resource/545/01/

Important: Be clear, concise and specific! Grade is based on quality and not quantity! A bibliography must be included; you must use at least two scholarly references; avoid "*.com" references; include web site if used; include the title of the paper!

- Do not download text information directly on your report. Plagiarism is non-professional. Images, plans, photos are acceptable.
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): ARCHITECTURE

2. Course prefix and number: CARC 311

3. Texas Common Course Number: NA

4. Complete course title: Field Studies in Design Communication

5. Semester credit hours: 3-0

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

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

☒ Yes
☐ No

8. How frequently will the class be offered? Fall Semester, Spring Semester, Summer Terms.

9. Number of class sections per semester: Fall, Spring and Summer: 3-4

10. Number of students per semester:

   Fall: 55-70
   Spring: 55-70
   Summer: 48-50

11. Historic annual enrollment for the last three years:

   2012-2013: 196
   2011-2012: 150
   2010-2011: 143

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] 8/7/13

   Course Instructor

   Approvals:

   [Signature] 8/22/13

   Department Head

   [Signature] 8/22/13

   College Dean/Designee

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: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

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?

CARC 311--Field Studies in Design Communication is open to majors throughout the University. The College of Architecture offers the course in locations abroad—primarily Italy, Spain and Germany. Bachelor of Environmental Design students in the College of Architecture take the class during their required study away semester. The CARC 311 course introduces design communication in international environments away from the Texas A&M campus. The making of art and the communication of artistic ideas requires the ability to synthesize and interpret one’s own artistic expression and the artistic expression of others. Historic and present works of art/architecture and conditions in the local environment serve as inspiration, providing a vehicle through which students gain the ability to communicate their ideas and understanding of artistic works and the built environment. Students learn to interpret and communicate a multitude of scales and perspectives.

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):

The making of and communication of ideas requires a sensitivity to appropriate tools and methods. Students will gain the ability to translate ideas into physical realities. This ability requires creative thinking and innovation about how to best represent and communicate ideas through form and materials.

Students will learn by practice. Students will be exposed to a wide variety of tools and processes. Regardless of media, all artistic endeavors require the ability to represent. Students will practice graphic skills with sketches. Sketches will be encouraged as a communication tool through which individuals (instructors, peers, and invited reviewers) can critically analyze and evaluate in-progress and final works of art.

Students will learn by observation. In-class and on-site demonstrations will be given. Examples of master works will be presented through in-class lectures and on-site visits. The information observed will be discussed by the class as a whole so that students can better develop their own projects.

Students will learn by reflection. Each project assignment will be reviewed by the class as a whole. Students will learn to provide constructive criticism to others. This constructive criticism provides new insights, heightening inquiry and analysis.

Students are required to select, analyze and evaluate the appropriateness of processes and materials. Students will
Texas A&M University

Core Curriculum

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

understand that materials must be evaluated given perspectives beyond the aesthetic (the physical constraints of the materials, cultural implications of the work, etc)

Students develop critical thinking skills through consideration and reflection of the lecture material, in-class discussions and interactions with guest lecturers.

Information gained on the site visits is discussed in class. Creative thinking and innovation are encouraged as the information presented is discussed as being pertinent to student projects.

Guest speakers who are practicing artists and/or architects in the local community present insights related to the material presented in class. The guest speakers provide opportunities for students to interact and discuss perspectives unique to their own.

Throughout the semester students are required to discuss and formulate ideas in order to discover processes which lead to coherent works of art.

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

Students are required to keep a journal presenting personal interpretations. The journals enable students to express themselves through written text and drawings.

The nature of the design studio demands an open expression of ideas. Students will understand the importance of self-reflection and reflexive judgment with respect to the development one's own work and the work of others. They will gain the ability to apply critical thinking to the creation of artistic works, while being open and responsive to the suggestions of others.

Students will practice and learn to effectively present their work and comment on the work of others in a multitude of settings and to various groups. Desk critiques are conducted periodically throughout the class. The desk critiques are reviews conducted between the instructor and the student or small groups of students.

Three major reviews of student work are also conducted. During the major reviews, students present their work to the instructor, peers and invited reviewers.

The final end of the semester exhibit requires each student to provide written intent statements for each piece of work exhibited.

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

The CARC 311 class is a studio based class. Teamwork is an integral part of this type of classroom setting. Reviews of student work in the form of desk critiques are conducted periodically throughout the class. Preliminary class reviews and final class reviews major reviews of student work are also conducted. Students constantly present their work to the instructor and peers in both formal and informal settings.

Desk Critiques and Small Group Critiques

Throughout the semester critiques will take place either between an individual student and instructor or between small groups of students (2-3) and the instructor. These are opportunities to collectively discuss design ideas. This consistent feedback loop allows projects to develop to their fullest potential over time.
Preliminary Class Reviews of Student Work
Preliminary reviews of student projects allow comments and critiques to be expressed and articulated so that students can incorporate appropriate feedback into their designs. All students are expected to comment on the projects as presented during preliminary class reviews. During preliminary reviews, students are assigned one of their peers’ projects to verbally review. Students are expected to constructively critique and lead a class discussion about the project as it was presented.

Final Class Reviews of Student Work
All students are expected to comment on the projects as presented during final reviews. During final reviews, one student will be assigned as a “note taker” for a student presenting. These notes will provide a record of comments and suggestions that may have been missed or misinterpreted by those presenting.

Final Exhibition
The final exhibit is a team project. Everyone in class is expected to participate. The exhibit is to show a comprehensive, all inclusive presentation of class efforts. An exhibition statement, proposed floor plans of the exhibit, a flyer or booklet for the exhibit, a written press release, and individual intent statements for each piece exhibited are required.

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

Students will be exposed to and will learn the significant impacts art plays in our lives and the lives of others. Students will come to understand that these impacts are driven by the surrounding social, cultural, and economic forces.

The students will demonstrate intercultural competence by working and interacting with artists and architects who are engaged in defining and contributing to the enrichment of their communities.

Students will learn that people react to art, and because of this reaction, the creation of art carries responsibilities at multiple levels (regionally, nationally and globally). This notion of art extends the definition from one of being simply a reflection of personal values. Students will be able to understand art as a conduit for culture. The students understanding is maximized by knowing that art makes significant contributions to transmitting ideas, values, attitudes, power, etc.

Students are exposed to aspects of European art and art movements that are markedly different from their U.S. counterparts. Issues impacting art are not universal, and there are important lessons to be learned from each culture and each context.

Adjunct professors local to the area and select lecturers who live and practice in the area give students insights into the local perspective, allowing them to better engage in the community in which they will be temporarily living.

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

CARC 311. Field Studies in Design Communication (2-4) Credit 3

Request for International and Cultural Diversity (ICD) Designation

CARC 311 offers an introduction to methods and techniques for design communication. When the course is in an approved international setting it provides significant cultural immersion through directed experience in contexts outside of the United States. This course is most often taken during the student’s study away semester in Italy or Spain, and enables students to develop an understanding of global influences and specific traditions in that context. The course combines a series of lectures and accompanied site visits encouraging exercises in communication: observing, analysing, recording, mapping and analysing. The course is most often taught by adjunct faculty who work and practice in the specific international context.

TAMU Undergraduate Catalog 135, 2012-2013

Courses taken abroad, which are conducted in another country by a Texas A&M University faculty member, completed as reciprocal education exchange programs (REEP), or completed in another country through direct enrollment in another institution, can be used to satisfy the Core Curriculum requirement for International and Cultural Diversity. Note that currently credits earned through 285, 291, 485, 464 and 491 courses conducted abroad for which grades are determined by a Texas A&M University faculty member.
Texas A&M University  
Department of Architecture


CATALOG DESCRIPTION

Design communication in international and domestic environments away from the Texas A&M University campus; emphasis on the tools, methods and techniques for design communication. May be taken up to two times in the same semester. Prerequisite: For environmental design majors: ENDS 116; For landscape architecture majors: LAND 318, 319, 39, 330.

PREREQUISITES

For environmental design majors: ENDS 116; For landscape architecture majors: LAND 318, 319, 39, 330.

INSTRUCTOR INFORMATION

Professor: Supervising Professor Elton Abbott (various studio instructors)
Information contact – Santa Chiara office
Office Number: 055-657470
Email: stachiara@gmail  eabbott@tamu.edu

CORE OBJECTIVES AND LEARNING OUTCOMES

Students will be exposed to techniques, processes and theories that shape artistic works in specific contexts. They will be able to identify key artists, works of art and movements within the local context. Students will investigate and understand the role of art and the artist in the expression of human experiences and the human condition. Each media holds similarities, differences and relationships to one another and students will learn the visual language of art as related to the various media. This language is critical to the articulation of ideas as related to the final products.

Students will develop an appreciation of art as craft. Traditional and contemporary techniques of expression will be explored so that students can draw of precedent to examine creative and appropriate solutions to design problems. Site visits will enable relationships between form and context to be explored.

Students will understand the importance of self-reflection and reflexive judgment with respect to the development one’s own work and the work of others. They will gain the ability to apply critical thinking to the creation of artistic works while being open and responsive to the suggestions of others. Students will appreciate that artistic works contribute to the enrichment of community. This notion of art extends its bounds beyond being a reflection of only personal values. Students will be able to understand art as conduits for culture. The students understanding is maximized with an understanding that art makes significant contributions to transmitting ideas, values, attitudes, power, etc.
TOPICS

Week 1  Course introduction; the creative process
Week 2  Slide lecture
Week 3  Desk critiques
Week 4  Project presentations
Week 5  Desk critiques; journal submitted for review
Week 6  Slide Lecture; Guest lecture
Week 7  Desk critiques
Week 8  Project presentations
Week 9  Desk critiques
Week 10 Slide lecture; Guest lecture
Week 11 Desk critiques; journal submitted for review
Week 12 Slide lecture
Week 13 All final projects due; Project presentations
Week 14 Work on final exhibit

Note: Field trips will be announced and listed on the course calendar.

Final Exhibition – Date to be announced

Note: The final exhibit is a class project. Everyone is expected to participate. An exhibition statement, proposed floor plans of the exhibit, a flyer or booklet for the exhibit, a written press release, and individual intent statements for each piece exhibited are required

GRADING

Final grades will be calculated using the following criteria:

- Productive in-class studio work – 40%
- Team presentation – 10%
- Successful completion of projects assigned – 45%
- Organization of the final exhibit – 5%

100%-90% = A; 89%-80% = B; 79%-70% = C; 69%-60% = D; 59% & below = F

ASSIGNMENTS

Depending on the media selected, final projects include:

For Black and White Photography - a portfolio of the ten best photos
For Mixed Media – a portfolio of three best prints or collage
For Stone Carving – a portfolio of proposal sketches and one stone relief carving
For Jewelry - three small pieces or one large bronze piece
For Watercolor – a portfolio of the ten best compositions

TEXTBOOK

Select readings will be provided in digital format.

AMERICANS WITH DISABILITY ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637 or the International Programs Office on campus coordinating the Study in Italy Program.

SCHOLASTIC DISHONESTY
As commonly defined, plagiarism consists of passing off as one's own the ideas, work, 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 questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

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

CARE OF FACILITIES
The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.

STUDIO CULTURE POLICY
All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio
reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as a place for open communication and movement, while respecting the needs of others, and of the facilities.
Department of Architecture
Texas A&M University

CARC 311 – Field Studies in Design Communication

Changes to prerequisites approved by UCC July 12, 2013

Attached
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): Anthropology

2. Course prefix and number: ANTH 316
3. Texas Common Course Number: N/A

4. Complete course title: Nautical Archaeology
5. Semester credit hours: 3

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

9. Number of class sections per semester: 1

10. Number of students per semester: 65-80

11. Historic annual enrollment for the last three years: 2012 - 61 2011 - 60 2010 - 89

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. Submitted by:
   
   Course Instructor

   Approvals:

   Department Head

   College Dean/Designee

   Date

13. Date

14. Date

15. 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: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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?

ANTH 316, Introduction to Nautical Anthropology, is an existing course being proposed for inclusion in the Language, Philosophy and Culture area of the TAMU Core Curriculum. This course will give students a broad overview of how maritime cultures, seafaring history, ancient civilizations, laws, language and trade networks have shaped modern society.

This course will look at the history of ideas and how they develop, expand and in some cases, diminish over time. As economic pressures encourage expansion towards regional and long-distance trade networks, we will use archaeological data to see local adaptation of maritime resources and ship designs to accommodate an ever-growing global systems of values and beliefs in maritime trade. We will examine the role of vessels in commerce, war and long-distance trade. Through a broad range of topics including ships excavated in the Egyptian desert, horses walking on water and aspects of Viking-age expansion we will see how local necessities grow to become global in nature.

The course covers empirical and scientific methods where applicable. We will look at the relationship between seafaring and its affect on development of vessel types, local trade and eventual global expansion. We will see that symbolism used in early Egyptian society are still in use today. ANTH 316 gives students an opportunity to study the complex matrix of behaviors and interactions amongst individuals, groups, institutions and events, and further examines how these behaviors and interactions have impacted individuals, society, and culture. Lectures, presentations, readings and assignments are directly targeted at expanding our knowledge base of maritime history and topics and problems faced by anthropologists today.

Lectures, readings and special illustrations will be available through the TAMU Electronic Course Reserves.

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):

While ANTH 316 is a lecture course, archaeological data is rich in visual images. Students are required to study the ideas expressed as icons and ship designs painted in tombs and rock art as compared to archaeologically excavated watercraft. Each lecture outlines social and spiritual pressures that shape societies and the
Understandings and needs of social groups. Every class will focus on interesting and often overlooked needs of social groups.

We will use empirical archaeological data to investigate changes in vessel types and adaptation of construction methods over time to better understand the mindset of ancient traders. Beyond thinking critically, students will have an opportunity to express ideas through a series of one page reaction papers. The intent of these papers is to encourage expressing different points of view and encourage critical evaluation of archaeological evidence.

Readings and reports assigned to specific classes will challenge students to look at the big picture of maritime history. Students will investigate the strengths and weaknesses of journal articles and make their own conclusions on topics ranging from Plato and the story of Atlantis and modern day piracy on the high seas.

Through assigned reports, readings and PowerPoint lectures, students will learn to effectively interpret, describe and express anthropological information using technical vocabulary appropriate to the topic. In-class quizzes, examinations and class discussions will be used to evaluate communication skills.

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

Long before the formalized use of language in many cultures, mankind used iconography and graffiti to illustrate his lifeways. From the earliest maps drawn on clay tablets to funerary and effigy figures buried in Egyptian tombs, the archaeological record is rich with materials that are important to study. Through lectures, PowerPoint presentations, special-topic videos, lectures and occasional hand-out materials, students will examine how the visually-oriented archaeological data has supported diversity in seafaring technologies over the past 4,500 years. This in turn as supported rich diversity of global cultural traditions that exist today. The intent of classroom materials is to instill a sense of intercultural competency and sensitivity to other ways life including maritime trade networks and more recently, multinational corporate structures. The ancient port of Rome, known as Portus, was home to multinational trade groups throughout most of modern history.

Through class discussions, one-page reaction papers and in-class pop quizzes and scheduled examinations, students learn how societies use anthropological ideas to create a sense of ethnic identity and nationalism. In this course, students will appreciate cultural sensitivity issues within other peoples and cultures.

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

From a ‘hindsight is 20/20’ perspective, students in ANTH 316 will have the opportunity to evaluate and better understand how cultural beliefs in a specific society change in scope over time, adapt to external influences such as supply and demand from long-distance trade partners, and even negative commercial pressures from other trade networks. These are real social pressures that affect the nature of maritime activities and designs of watercraft.

Students will study the historical underpinnings of European trade and expansion and learn from a case study of the Swedish Flagship Vasa, the consequence of competition in regional and global markets. In making

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

The study of maritime history offers students an opportunity to correlate cause-and-effect situations in maritime cultures. A comparison between rich and powerful maritime traditions of in thirteenth-century Europe for instance, illustrates how exploitation of natural resources alone affected economic growth and social well being.

From examining the archaeological material culture of coastal ships, we will see that diversity in trade goods and the means to measure and quantify commodities was a key factor that some maritime traditions were prepared to embrace. Others were not. Examination of the archaeological record makes it possible to connecting choices and ethics actions.

In the late 1900’s, fishing practices around the world evolved in response to local needs and long-distance trade demands. The current economic state of many countries is the result of choices, actions and consequences set in motion long ago. Students in ANTH 316 will develop and broad understanding of societal difference and how these differences affect the development of watercraft. They also learn the need to develop decision-making skills and strong ethical foundations, from a business and personal perspective.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ANTH316 – Introduction to Nautical Archaeology – Spring Semester, 2013
Instructor: Dr. C. Wayne Smith
Classes: Tuesdays & Thursdays – 12:45 – 2:00 pm
Location: Bldg: _______ - Room: _______
Office Hours: Bolton Hall, room 209 - Tuesdays, 9:00am – 11:00 am or by appointment (979) 845-6692. If alternate office hour visits are necessary, please contact me by e-mail to make arrangements.
E-mail contact: silicone@tamu.edu

NOTE: Notes distributes for class use are intended to outline what I consider to be important (date to enter) supplemental readings. Do not skip classes thinking you can pass tests using only supplemental readings.

There are no prerequisites for this class. This course will look at the history and theoretical underpinnings of nautical archaeology. We will study the history of seafaring and examine the role of vessels in commerce, war and long-distance trade. We will discuss ships in the Egyptian desert, horses walking on water and aspects of Viking-age expansion. The best way to enjoy this class is to simply attend classes regularly and take notes – good class attendance is essential.

Course Objectives and Description
This course will give you a broad overview of how maritime cultures, the history of seafaring, ancient civilizations, laws, language and trade networks have shaped modern society. There are no prerequisites for this class. This course will look at the history and theoretical underpinnings of nautical archaeology. We will study the history of seafaring and examine the role of vessels in commerce, war and long-distance trade. We will discuss ships in the Egyptian desert, horses walking on water and aspects of Viking-age expansion. The best way to enjoy this class and possibly maintain a good grade point average throughout the semester is to simply attend classes regularly and take notes – regular class attendance is essential.

The course includes in-class discussions and quizzes, as well as lectures. There is no prerequisite for this course.

Learning Outcomes
Upon completion of ANTH316, students will:
• Define, understand and describe a range of underwater archaeological excavations competently, be proficient in examining the diverse connections between American social infrastructure, maritime trade, development of ship types and global entrepreneurialism.
• Comprehend and appreciate the historical underpinnings of international trade, the basis of our laws and language and our social responsibilities.
• Demonstrate and utilize critical thinking skills as part of the archaeological process. Students will be able to data analysis and synthesis of information are critical components of the course materials.
• Evaluate and analyze data empirically and quantitative as part of archaeological site analysis.
By the end of this course, students should be able to:

(1) Demonstrate social and cultural competence
   a. Define, understand, and use concepts and terms relevant to the study of state and local government in the United States;
   b. Comprehend origins and evolution of state political systems with a special emphasis on Texas including a study of political institutions, constitutions, and federalism;
   c. Understand the opportunities for citizens to participate in government at the state and local level by understanding differences in mechanisms and patterns of participation thus making them more responsible citizens.

(2) Demonstrate critical thinking
   a. Appreciate that political actors and analysts do not share a common vocabulary and sometimes use unique definitions;
   b. Identify biased or incomplete use of empirical information.

Text Book
There are a number of text books that present topics covered in this course. The assigned book for this class is:


Occasional handouts and assigned report (on the web) may also be assigned.

Examinations & Grading
The class will be taught in lecture / seminar format using PowerPoint presentations. Three tests will be given. The first and second exams will be completed during regularly scheduled class time. The final exam date is set in the university final exam schedule. Two hours are allotted for completion of this exam. For each examination, you are required to bring a full-page scantron (8.5 inches X 11 inches). Students are required to hand in the question sheet and scantron upon completion of the exam.

Each examination consists of fifty (50) questions. Each examination counts for thirty percent (30%) of your grade. The final ten percent (10%) of your total grade will be assigned from two (2) pop quizzes, each worth 5%.

Rescheduling exams is time-consuming and complicated – unless you have a university sanctioned activity or medical slip, please do not ask to have an alternate test schedule.

Grading  90-100% - A, 80-89% - B, 70-79% - C, 60-69% - D, 59% and below – F

Missing Exams, Assignments and Classes
Anyone missing a scheduled examination or pop quiz due to a sanctioned university activity, may complete the missed examination or quiz within 30 calendar days from the last day of the absence. Absence from classes and labs will be accepted for students who have legitimate excuses as defined in the TAMUS Student Rules, specifically Rule 7 (http://student-rules.tamu.edu/rule07).

Exam Schedule: use an 8.5X11 scantron for all exams
First Examination – (date to enter) regular class time (8.5 X 11)
Second Examination – (date to enter) regular class time (8.5 X 11)
Third and Final Examination – (date to enter) (2 hour) (bring full page scantron (8.5 X 11)
Reminder – do not skip classes
Lecture Schedule – Changes are Inevitable to include pertinent global developments

Class 1
Class – please take notes
Nautical Archaeology: The Discipline, Techniques and Technologies
Survey, excavations, mapping techniques, conservation reconstruction, and analysis of artifacts and sites
Intent - to outline basic areas of the discipline

Class 2
Ships and Seafaring in the Bronze Age Mediterranean
Iconography – Predynastic Egyptian ships and seafaring
Intent - look at drawings as texts we can read and compare them to a real vessel

Class 3
Kufu and the Great Pyramid
Intent - look at drawings as texts we can read and compare them to a real vessel

Class 4
Dashur Boats - We will discuss ‘the ship” as icon, the role of ships in religious ceremonies and why we find ships in terrestrial settings.
Intent – compare working funerary craft to that of a deity

Class 5
Ship Burials – Cheops, (KUFU)
This life and the next... archaeology and mythology.
Intent - Icons, mythology and sources of information. Can a clay pot tell a story?

Class 6
Late Bronze Age Shipwrecks at Cape Gelidonia, Cape of what you say?
Intent - This class will look at the humble beginnings of underwater excavations.

Class 7
Uluburun Shipwreck
Today we run the gamut of ideas including ox hide ingots and computer technologies.
Intent – Cape Gelidonia started the ball rolling – Uluburun expands the idea of early trade

Class 8
Greek Merchantmen – expansionism and the driving pressures of growing populations
Intent – the expand the picture of Western Mediterranean trade

Class 9
Ships and Seafaring during the Archaic and Classical Period

Class 10
Kyrenia Shipwreck – Film – Take notes because this material will be on the exam.
Intent - In this class, we will discuss archaeological processes and some of the important considerations that made these excavations so successful.
NOTE: this movie is an information-packed review for your first examination.

Class 11- **FIRST EXAMINATION** - bring a full page scantron (8.5 X 11)

Class 12
**Roman Ships and Seafaring**
Intent - rise of urban centers and the rise of citizen needs

Class 13
**Early Mediterranean warships**
Intent - All roads lead to Rome, at least in this class. We will look at a great ship that had libraries, gymnasiums, and many important design ideas.

Class 14
**Anchors and Roman Harbors**
Intent - ideas last a long time. Today’s class will look a moving goods and people and how the need to transport materials continues to affect the designs of watercraft.

Class 15
**Yassiada 7th century shipwreck - Early Medieval Ships and Seafaring in the Mediterranean**
Intent - Today we look at the ‘story power’ of an assemblage of artifacts.

Class 16
**Late Medieval Ships and Seafaring in the Mediterranean - Serce Limani Shipwreck**
Intent – Glass, glass and more glass – ships, people and ideas of commerce

(is applicable) **SPRING BREAK – NO CLASSES**

Class 17 - **SECOND EXAMINATION** - bring a full page scantron (8.5 X 11)

Class 18
**Early Viking Ships – Cowboys and Vikings..... Really?**
A film on Lief Eriksson will be shown. This is a fun film. You will be amazed by the Icelandic Sagas, the beginnings of our legal system and lapstrake vessel construction.
Take notes....

Class 19
**Scandinavian and Early Medieval Ships and Seafaring in Northern Europe Iconography and study of Nordic Traditions**
Intent - From burial sites on land to a castle moat, we will look at several vessels and their unique assemblages of artifacts.
Class 20
**Skuldelev Ships**
This is a big lecture and may be divided into a film class and a lecture class.
*Intent* - Amazing technologies that Texans have adopted for excavations off the coast of Texas.

Class 21
**Hulks, Cogs and Carracks**
Time permitting; we will spend a lot of time looking at these vessels.
*Intent* - a brief look at the diversity of water craft designed to expand trade and travels

Class 22
**The Great Ship Vasa - movie**
The story of the Vasa is one of majesty and tragedy. The design of this vessel affirms why we should all be kings and queens. Take many notes.
*Intent* - lots to be learned about integrity, the blame game and who should not build ships

Class 23
**The Mary Rose**
How one of England’s top archaeologists excavated and recovered a magnificent floating fortress.
*Intent* - women in archaeology, the role of technology and much more

Class 24
**Excavations at Seventeenth Century Port Royal, Jamaica**
This class is about ten years of excavations by TAMU professors and field school students. This English settlement was known as the ‘wickedest city in Christendom.’

Class 25
**When Horses Walked on Water - Burlington, Vermont Horse Ferry, the work of Dr. Kevin Crisman, Texas A&M University**
*Intent* - archaeology does not just cover catastrophes

Class 26
**H.L. Hunley and the Silent Service - submarine**
*Intent* - aspects of the Civil War life-ways you may not have considered

Class 27
**USS Monitor and the Monitor National Marine**
*Intent* - New vessels and new naval strategies

Class 28 **FINAL EXAM REVIEW and Mystery Talk**
This is a special day because I will answer any questions you have to prepare for the final exam. After the class is dismissed, many students stay for my ‘mystery talk.’ This is optional and has no bearing whatsoever on class content or exams. In the past, students have found this talk to be inspirational.
REDEFINED DAY (Friday classes)

EXAM (EXAM 3) 2 hours allotted - (bring full page scantron)

The Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit:

TAMU Plagiarism Policy
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, 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 deemed, 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:
http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#plagiarism

Academic Integrity - Aggie Code of Honor
‘An Aggie does not lie, cheat, or steal 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. Foremost, 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.
http://compliance.tamu.edu/CodeConduct.aspx and
http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx

Each year, students wait until late in the semester to come and discuss problems that they are having in their studies. The end of the semester is usually too late to help someone improve his or her grade potential. Come early in the semester and we will try to assist you. Note, I do not give extra assignments to help students improve their grades. This is not fair to other students in the class. Pop quizzes are given at the end of class. If you come and report that you missed a quiz, this means you also missed the lecture. Get notes from someone in class and if you have a doctor’s note or official university activity absence slip, you must make up the missed exam / quiz within 30 calendar days from the last day of the absence.(student rules 7)
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): Anthropology

2. Course prefix and number: ANTH 317

3. Texas Common Course Number: N/A

4. Complete course title: Introduction to Biblical Archaeology

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 2

10. Number of students per semester: 50-60 expected

11. Historic annual enrollment for the last three years: SP 2013 = 50  SP 2012 = 61  SP 2011 = 60

   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. Submitted by: [Signature]
    Date 03 Jun 13

13. Approvals:
    Date June 6, 2013

14. Department Head
    [Signature]
    Date 6/18/13

15. College Dean/Designee
    [Signature]

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.
In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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?

**ANTH 317, Introduction to Biblical Archaeology, which has been taught almost annually since 1991, is proposed for inclusion in the Language, Philosophy and Culture Foundational Component Area of Texas A&M University's (TAMU) Core Curriculum. This course instills in the student an appreciation for the complexity and diversity of the cultures that peopled the Levant in biblical times. Students discover the rich tapestry of ethnic groups that form the milieu of the Bible and inform its narrative. The course begins with an in-depth introduction to the methodologies and the tools employed in archaeological research in general, and more specifically in the archaeology of biblical lands (i.e. tells/tells, which are mounds of settlements, one atop the other). This begins with the basics, thus placing all students—irrespective of their backgrounds—on common ground. Following this, the course takes the student on a guided tour of the peoples and lands that form the Biblical matrix, beginning with the Neolithic agricultural revolution down to the first century AD. In each of these units the students learn about the ethnic groups as seen through their unique material cultures, while exploring how this evidence reflects the complexity of the various populations. When applicable both Biblical and extra-Biblical texts sources, as well as contemporaneous iconography are also considered. During the semester the student is introduced to a panoply of peoples: Sumerians, Canaanites, Mycenaean (Bronze Age) Greeks, Israelites, Philistines, Assyrians, Babylonians, Persians, Romans and others. In each case the students learn about the imprint and significance of these ethnic groups.**

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**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):**

Although ANTH 317 is essentially a lecture course, each unit requires the student to grapple with interpreting evidence. Thus, by its nature, the course is a critical inquiry into the relevant source materials. While the course focuses on the archaeological evidence, it is also informed by textual evidence as well as iconography: Each of these sources must be analyzed: The course fully emphasizes the complexity of issues, and presents alternate views and interpretations. One example—of many—is the discussion regarding to when to assign the period of the Patriarchs as described in Genesis. This analysis requires the student to address issues such as the price of slaves and the comparison of treaties and covenants as they appear in the Bible versus those appearing in contemporaneous extra-Biblical economic documents. Throughout the semester the student is repeatedly required to investigate, evaluate and synthesize these data, as well as critically assessing theories and
interpretations based on the presented materials.

One assignment and three tests measure the student's progress. The assignment requires the creation of a tel (ancient mound) and a section through it. To do this the student must think creatively, as the tel can be a real one, or one that s/he must create of their choosing (“Tel Aggie” is a perennial favorite) and discuss within this scenario stratigraphic problems that might confuse the site's levels during an excavation. The 200-level Honors version of the course also requires that the student write a critical term paper.

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

ANTH 317 Introduction to Biblical Archaeology is a lecture class. As archaeology is a visual discipline, the course is based primarily on slide lectures given in Keynote®, the Apple version of Powerpoint. These lectures develop the student's visual communication and comprehension skills. The slides are short on text and long on visual prompts that challenge the student to see and, more importantly, to understand topics at a deeper level. The student is introduced both during the lectures, as well as in course readings, to artifacts, maps, chronologies and charts that synthesize archaeological or historical data.

The lectures are posted online in the Electronic Course Reserves: at the beginning of the semester the students are instructed to download and print out the lectures, or to mark them up on their digital devices, so that they have a visual record as an aid to learning the materials covered in class and to preparing for tests.

Sessions are dedicated to two instructional programs: “Archaeology from the Ground Down,” a Biblical Archaeology Society production, which summarizes methodologies and issues of Biblical Archaeology, and the award-winning NOVA Program, “Voyage to Antiquity,” which tells the story of the discovery, excavation and research on the 3,300-year-old Uluburun shipwreck, the oldest known coherent shipwreck in the Mediterranean Sea. There is also one visiting lecture, dealing with the impact of the Neolithic agriculture revolution and how this effects our eating habits and health today.

Class participation accustoms the student to understanding and evaluating images and data sets critically. During the semester these different types of information—archaeology, texts and iconography—are compared to facilitate comprehensive understanding of lecture topics. For example, the study of repose decoration on a small silver chalice, the ~ 4,000-year-old Ayn Samya Goblet discovered north of Jerusalem, reveals that it represents part of the Mesopotamian creation myth (the enuma elish). Interpreting this single artifact requires A) combining two forms of evidence and B) a realization of the flow and ebb of cultural connectivity in the ancient Near East.

Obviously, the ability to engage the student in oral communication is largely inversely proportional to the size of the class. Nevertheless the course, irrespective of class enrollment, is carried out in an interactive environment in which the student is constantly encouraged to take part in discussions and questions framed by the curriculum.

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

The materials covered in this course aims to strengthen the student in each of these three aspects of social interaction. As the course is grounded in the land and period of the Bible, by definition it supplies each student with a basic background to the milieu that led to the actual foundations of the Judeo-Christian ethic, which serves as a prime base for all Western civilization. The student's growing awareness of this setting contributes to her/his knowledge of civic responsibility in times past and promotes engagement on local, national and international levels. Awareness of the great variety of ancient cultures covered in the course nurtures greater cultural sensitivity: A byproduct of this is a better understanding of local ethnic diversity.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Discussions on problems related to antiquity theft lead to civic issues of site and artifact protection as a civic
duty on a personal, national and global scales. Questions regarding the private versus the communal ownership
of artifacts, the movement of artifacts between countries and issues of repatriation raise awareness to the
complexities of archaeological patrimony. During the course the student addresses issues that speak to cultural
traditions, thus aiding them to see their own place within the local and global society.

Social responsibility may be difficult to evaluate in the classroom. Despite this, tests can evaluate the student’s
widening awareness to the rich fabric of past human diversity, as one of the main foci of the course is the
interplay among ancient Near Eastern cultures.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The deep association of this course with the roots of biblical society, which is at the very heart of modern ethics
as understood in Western Culture, gives the student a solid grounding in its background. From Patriarchs to
prophets, the student is introduced to the actual world in which these ideas were first manifest.

Additionally, from the first meeting this course treats the student as an adult. The primary rule of adulthood
states that a person must take responsibility for her/his own actions. The course stresses the responsibility of the
individual student, beginning with class attendance, focus during class and culminating with preparation for
tests.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the
future course recertification process.
INTRODUCTION TO BIBLICAL ARCHAEOLOGY

ANTH/RELS 317 (200) (Honors)

SYLLABUS

SPRING 2013 (Tuesdays and Thursdays 2:20-3:35 PM)

Psychology Building, Room 337

Shelley Wachsmann, Ph.D.
Meadows Professor of Biblical Archaeology
Nautical Archaeology Program, Department of Anthropology, Texas A&M University

Office hours: Wednesdays 3:00-5:00 PM, or by appointment at the Nautical Archaeology Program, Anthropology Department, Room 121
Telephone (979) 847-9257; E-mail: swachsmann@tamu.edu

This course is designed to introduce the student to the archaeology and material culture of the Land of the Bible. The course has the following objectives: A) To acquaint students with the rich matrix of material culture related to the peoples of biblical times in that region, B) To integrate these physical remains into an overall humanistic understanding of the biblical world, C) To supply the student with the tools to evaluate archaeological discoveries in relation to the biblical narrative, D) To familiarize the student to the interrelationship of various sources—texts, artifacts, iconography, etc.—for interpreting and understanding the past. There are no prerequisites to taking this course.

We will cover the period from the Epi-Paleolithic period (ca. 10,000-8,500 B.C.) till the 1st-century A.D. Classes will be devoted primarily to Keynote lectures. We will also see video presentations. The final grade will be based on the total grades earned by the student from one assignment (5 points), three tests (two mid-term examinations and a final examination, each worth 25 points) and a term paper (20 points) due the last day of class (Thursday, April 25). The assignment will be given on our third meeting (Tuesday, January 30th) and will be due on our fifth meeting (Tuesday, February 29th). Late submissions will not be accepted.

As term paper topic selection can be a difficult process, and lead to procrastination, I encourage you to look over the material that we will cover and select a topic for your term paper early in the semester. Please see me to discuss your topic ideas. You will be expected to submit a 250-word (1-page double spaced) abstract together with a preliminary bibliography no later than our tenth meeting (February 14th). Remember, deadlines are our friends.

The second mid-term, and the final test, will include only material covered since the previous test. The class session prior to each test will be spent in reviewing and discussing the material covered in the test. Letter grades assigned will follow the standard TAMU scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F. Sometimes students do not do well on a midterm. Should this happen the student will have the option to take a final exam covering all the material of the entire semester. This test will count for the final and will replace the lower of the two mid-term test grades (50 point value). Anyone wishing to take this option must register to do so no
later than our last meeting (Thursday, April 25th). Note that this possibility should be viewed as an opportunity of last resort.

As a textbook for the first part of the course we will be using Amihai Mazar’s *Archaeology of the Land of the Bible: 10,000-586 B.C.E.* (The Anchor Bible Reference Library.) New York, Yale University Press (2009). Additional readings will be found at Evans E-reserve. The majority of additional readings for this course are found in a journal entitled *Biblical Archaeology Review.* This resource is available online at Libcat. To access these internet resources you must either use a university computer, or, if you are off campus, you may be required to sign into your university account.

**CLASS LECTURES ON LINE**

Class lectures are available on-line as downloadable pdf files on the Electronic Course Reserves. Students should download these files and print them out (multiple slides per printed page) as a convenient aid in taking notes. *These lecture files do not replace class attendance.*

**CLASS ID NUMBERS**

For reasons of identity security neither Social Security numbers nor UIN numbers will be used when posting grades. For this purpose each student will receive a unique class ID number.

**THE AMERICANS WITH DISABILITIES ACT (ADA)**

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

**STATEMENT ON DIVERSITY**

Respect for cultural and human biological diversity is a core concept of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (Seehttp://diversity.tamu.edu/).

**ACADEMIC INTEGRITY**

*An Aggie does not lie, cheat or steal, or tolerate those who do.* For more information regarding academic integrity, please visit the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu).
SCHEDULE SPRING 2013

WEEK 1
(1) Tuesday, January 15th  >  Introduction to Biblical Archaeology I
(2) Thursday, January 17th   >  Introduction to Biblical Archaeology II

WEEK 2
(3) Tuesday, January 22nd   >  Introduction to Biblical Archaeology III (Assignment given)
(4) Thursday, January 24th   >  Introduction to Biblical Archaeology IV (Video presentation: Archaeology From the Ground Down)

WEEK 3
(5) Tuesday, January 29th   >  Introduction to Biblical Archaeology V (Assignment returned, 5 points)
(6) Thursday, January 31st   >  Introduction to Biblical Archaeology VI & The First Agriculturists: The Epi-Paleolithic and Neolithic Periods

WEEK 4
(7) Tuesday, February 5th   >  The First Agriculturists: The Epi-Paleolithic and Neolithic Periods (Contd.)
(8) Thursday, February 7th   >  Review

WEEK 5
(9) Tuesday, February 12th   >  Mid-term examination #1 (30 points)
(10) Thursday, February 14th  >  On Writing Reports and Term Papers (250-word term paper abstracts due)

NB Students are invited to Professor Vaughn Bryant's lecture to ANTH/RELS 317 (500), The Paleolithic Health Club: Where Have We Gone Wrong? (3:55 PM, Harrington Educational Center)

WEEK 6
(11) Tuesday, February 19th  >  Innovative Communities of the Fourth Millennium: The Chalcolithic Period
(12) Thursday, February 21st  >  The Emergence of Cities: The Early Bronze Age

WEEK 7
(13) Tuesday, February 26th  >  Early Bronze Age (Contd.)
(14) Thursday, February 28th  >  An Interlude: The Early Bronze IV/Middle Bronze Age I

WEEK 8
(15) Tuesday, March 5th    >  Mighty Canaanite City-States: The Middle Bronze Age II
(16) Thursday, March 7th   >  Middle Bronze Age II (Contd.) & In the Shadow of Egyptian Domination: The Late Bronze Age
WEEK 9

**Spring Break. No classes.**

WEEK 10
(17) Thursday, March 19<sup>th</sup> ➔ Late Bronze Age (Contd.)
(18) Thursday, March 21<sup>st</sup> ➔ Review

WEEK 11
(19) Tuesday, March 26<sup>th</sup> ➔ Mid-term examination #2 (30 points)
(20) Thursday, March 28<sup>th</sup> ➔ Seafaring in the Late Bronze Age: The Uluburun Shipwreck

WEEK 12
(21) Tuesday, April 2<sup>nd</sup> ➔ A Voyage to Antiquity: (Video presentation)
(22) Thursday, April 4<sup>th</sup> ➔ The Days of the Judges: Iron Age I

WEEK 13
(23) Tuesday, April 9<sup>th</sup> ➔ The Sea Peoples and the Philistines: The Iron Age I
(24) Thursday, April 11<sup>th</sup> ➔ The United Monarchy: The Reigns of Saul, David and Solomon: Iron Age IIA, ca. 1000-925 B.C.

WEEK 14
(25) Tuesday, April 16<sup>th</sup> ➔ The Divided Monarchy: Iron Age IIB-C
(26) Thursday, April 18<sup>th</sup> ➔ Historical Overview: From the Persian to the Early Roman Periods & A Tour of the Second Holy Temple in Jerusalem in the Time of Jesus

WEEK 15
(27) Tuesday, April 23<sup>rd</sup> ➔ The Backdrop to the Ministry of Jesus: Seafaring on the Sea of Galilee
(28) Thursday, April 25<sup>th</sup> ➔ Review

Final examination: Wednesday, May 8<sup>th</sup>, 1:00-3:00 PM (35 points)
READINGS

INTRODUCTION TO BIBLICAL ARCHAEOLOGY

Mazar, A., Archaeology of the Land of the Bible, pp. 1-34 (Ch. 1).

NEOLITHIC PERIOD


THE CHALCOLITHIC PERIOD


EARLY BRONZE AGE


EARLY BRONZE IV/MIDDLE BRONZE AGE I


MIDDLE BRONZE AGE II

LATE BRONZE AGE

THE ULUBURLU SHIPWRECK

IRON AGE I: THE ISRAELITE CONQUEST AND SETTLEMENT
IRON AGE I: THE PHILISTINES & THE SEA PEOPLES

IRON II: THE UNITED & DIVIDED MONARCHY
FROM THE PERSIAN TO THE EARLY ROMAN PERIODS


A TOUR OF THE SECOND TEMPLE IN JERUSALEM


THE SEA OF GALILEE BOAT


And for your general interest…

A) THE ANCIENT WORLD ON TELEVISION
AWOTV on the www:
http://www.atrium-media.com/rogueclassicism/categories/awotv/
To subscribe, send a blank message to:
mailto:awotv-subscribe@yahoogroups.com
To unsubscribe, send a blank message to:
mailto:awotv-unsubscribe@yahoogroups.com

B) EXPLORATOR: ARCHAEOLOGICAL NEWS ON THE WEB
Read the latest Explorator on the web at:
http://www.atrium-media.com/rogueclassicism/categories/explorator
Past issues of Explorator are available on the web at:
http://groups.yahoo.com/group/Explorator/messages
To subscribe to Explorator, send a blank email message to:
mailto:Explorator-subscribe@yahoogroups.com
To unsubscribe, send a blank email message to:
mailto:Explorator-unsubscribe@yahoogroups.com
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): **College of Engineering and Department of Philosophy (cross listed)**

2. Course prefix and number: **ENGR 482 and PHIL 482**

3. Texas Common Course Number: **Click here to enter text.**

4. Complete course title: **Ethics and Engineering**

5. Semester credit hours: **3**

6. This request is for consideration in the following Foundational Component Area:

- [ ] Communication
- [ ] Mathematics
- [ ] Life and Physical Sciences
- [x] Language, Philosophy and Culture
- [ ] Creative Arts
- [ ] American History
- [ ] Government/Political Science
- [ ] Social and Behavioral Sciences

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

- [ ] Yes
- [x] No

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

9. Number of class sections per semester: **24 sections of ENGR 482; 24 Sections of PHIL 482**

10. Number of students per semester: **300 in ENGR 482; 300 in PHIL 482 (numbers below reflect both)**

11. Historic annual enrollment for the last three years: **1285 1276 1279**

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]

14. Department Head
- [Signature]

15. College Dean/Designee
- [Signature]

Date: **16 May 2013**  **17 May 2013**  **21 May 2013**

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at [www.thecb.state.tx.us/corecurriculum2014](http://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: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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?

We consider rights as they are understood in different cultures, the Western concept of individualism and whether it can be accepted by cultures in the Far East. We consider the concept of well-being and how it relates to technology in various cultures. We explore techniques for ethical analysis and how they can be used in looking at the ethical ideas in various cultures. We examine the "capabilities approach" to economic development and how technology can provide the foundation for well-being, however it is defined. We consider rule-based ethics and how it relates to virtue-based ethics, which is more widely accepted in some cultures. We look at the question whether there can be a universal professional ethics or whether such a concept can be different in different cultures. We look at bribery, gifts, extortion, nepotism and other issues as they are understood in non-western cultures.

We ask the students to write a paper on the relationship of their personal ethics to professional ethics and common morality.

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):

We challenge the student to develop and demonstrate critical thinking in several ways. For example, one of the tools we teach for the analysis and resolution of ethical conflicts is the classification of ethical conflicts as moral, conceptual, application, or factual issues. When an ethical conflict is identified as one of these types of issues, identifying the most promising resolutions is made clearer. Classifying a given ethical conflict into one of these categories proves to require critical thinking and careful analysis, and the students are drilled on this skill.

The students are taught to identify the audience of the ethical conflict (any party that might be affected or impacted) and to identify aspects of the obvious resolutions (to do X or not to do X) that impact these parties. They are taught to assess and analyze these impacts based on two moral theories (utilitarianism and respect for persons) and to evaluate the choice between the two obvious resolutions. When neither of the obvious resolutions is ethically tenable, we introduce the idea of a Creative Middle Way solution—synthesizing an alternative resolution that satisfies all the ethical constraints of the conflict. Engineers are good at identifying solutions to engineering design challenges (solutions that satisfy various constraints), so it is not surprising that the students are often good at synthesizing Creative Middle Way solutions.

We discuss innovation, and the value of innovative solutions, but we particularly focus on how innovation in engineering design can increase risk and can require more detailed and thorough engineering analysis to answer questions that are not raised by proven engineering designs. Examples of innovative design that are included in our
Texas A&M University

Core Curriculum

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

discussions include the von Korman vortex shedding of the Tacoma Narrows bridge (a design very similar to the Golden Gate bridge) and the unforeseen effects of design wind loadings on the innovative structural framing of the Citicorp tower. The objective is to have the student recognize when his proposed design reaches outside the envelope of accepted practice, and to know that he/she may then have an ethical obligation to look for design issues that are not raised by accepted practice.

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

ENCEPHIL 482 is a certified "W-" (Writing Intensive) course, and is only offered as 900-level sections. The course is certified until January 2016, and has been certified since the university’s adoption of the requirements for "W-" courses in each curriculum; it may have been the first W-certified course in the College of Engineering. Students enrolled in this writing-intensive course each write a minimum of 5500 words each semester, and recitation sections are kept small (26 students) to allow close interaction during writing review and feedback. Students do not receive a passing grade in the course without at least a 60% average on the writing components. While the emphasis is on written communication skills, the small section recitation meeting format promotes frequent (and often enthusiastic) discussions facilitating honing of oral communication skills. The course enhances communications skills through small and large group discussion, writing and visual representations of engineering topics, issues and data central to course reading. Material from this course will include written texts and such visual representations as photographs, illustrations, videos, or graphical representations of data. Student teams are required to make presentations to their recitation section on assigned topics of discussion, including both visual and oral elements.

With our focus on engineering communications, we emphasize the importance of concise and unambiguous writing. Ambiguous communications allow the reader to come away with a different interpretation than intended by the writer, which can literally be a fatal flaw in engineering communications.

At least one lecture focuses entirely on engineering communications, with detailed examples of flawed communications and the problems caused by those examples. Various forms of communications are discussed, including oral communications, e-mail, memoranda, and formal engineering reports. In other lectures throughout the course, the importance of effective engineering communications is also emphasized, but detailed writing instruction and feedback occurs in the weekly recitation sections.

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

We identify and highlight two different aspects of professional ethics; preventive ethics and aspirational ethics. Typically professional ethics, particularly as adopted in the practice of engineering, has been characterized as preventative ethics—codes of ethics include detailed prohibitions against unethical practices such as conflicts of interest, performing unnecessary work, overbilling, violations of law, etc., but as engineering codes of ethics have evolved the emphasis has shifted. In the early years of engineering practice (19th century) the engineer's primary responsibility was considered to be loyalty to his/her employer or client. Today most codes, like the NSPE model code, charge the engineer with "holding paramount" the public health, safety, and welfare, even when those values might conflict with the interests of employer or client. Furthermore, the codes are increasingly emphasizing the engineer's responsibility to the environment. While the language in most instances is not strong (the engineer "should" examine the environmental impact of his/her designs), the profession is clearly moving in the direction of acknowledging an increasing commitment and responsibility to sustainability and reduction of environment impact by engineered works and products. We typically have four or five lectures on environmental issues.

We discuss at some length social issues like exploitation and paternalism. Engineers working on projects in developing countries are often faced with difficult decisions related to these issues, and we discuss several cases to help these students understand these issues and develop an objective method of analysis so that they can formulate, defend, and be comfortable with, their own decisions when faced with challenging social issues.
Texas A&M University

Core Curriculum

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

like these. These lectures and subsequent discussions also highlight cultural differences as well as international differences in the practice of engineering.

We discuss privacy, intellectual property, and other social issues raised by technology; we hope engineers of the future will better understand how technology is socially embedded and how it changes our social norms (examples: microwave cooking, cell phones, Facebook, ...). We typically include two or more lectures on risk management, emphasizing the differences in the way engineers quantify risk and the way laymen think about risk, which sometimes complicates public acceptance of engineering design decisions.

Personal Responsibility (to include the ability to connect choices, actions, and consequences to ethical decision-making):

We contrast professional ethics with personal ethics, pointing out that some areas overlap and some areas do not. We discuss the consequences of violations of various codes of ethics, indicating that the code of ethics in the Engineering Practices Act carries the weight of law for licensed professional engineers in Texas, while adherence to codes of ethics for various professional societies is voluntary in nature and required only of members in those organizations. We spend much time on topics like gifts, conflicts of interest, and the appearance of conflicts of interest, emphasizing that the reputation of the individual engineer is critically important for his or her success in a profession where ethical behavior is a prerequisite to individual success. Students are given analytical tools and exercises to help them determine whether a gift or trip offered by a client or vendor might be problematic.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGR/PHIL 482 Ethics and Engineering

Fall 2013
Mondays and Wednesdays, 10:20-11:10am/1:50-2:40pm, Zachry 102

Dr. Ed Harris
YMCA 411
e-harris@philosophy.tamu.edu
979-845-5697
Office hrs: By appointment, please e-mail

Dr. Ray W. James, P.E.
CE/TTI 201
t-james@tamu.edu
979-845-1353
Office hrs: By appointment, please e-mail

COURSE DESCRIPTION

Development of techniques of moral analysis and their application to ethical problems encountered by engineers, such as professional employee rights and whistle blowing; environmental issues; ethical aspects of safety, risk and liability; conflicts of interest; emphasis on developing the capacity for independent ethical analysis of real and hypothetical cases.

LEARNING OUTCOMES AND MAJOR OBJECTIVES

As a result of meeting the requirements in this course, students will be able to:

- Know some common methods for analyzing and resolving ethical problems
- Develop the capacity to think analytically, critically, and creatively about ethical issues in engineering
- Know some of the classic cases in engineering ethics and some of the typical ethical and professional issues which arise in engineering
- Know the NSPE code, the code of their own professional society, and the major professional societies and organizations in engineering
- Improve skills in effective communication, both oral and written

To achieve these outcomes and objectives, students will be given the opportunity and encouraged to participate actively in class discussions. The methods of critical technical writing will be introduced, and students will be required to do a substantial amount of writing in response to the material presented in the course.

PREREQUISITES: Junior classification

REQUIRED TEXTS


Additional readings are available on the course website.
ACCESS TO CLASS MATERIALS

Access class materials through eLearning at http://elearning.tamu.edu
To login, select the top box labeled “TAMU (Net ID)” and login with your NetID and password. You will be presented with a screen with a list of courses associated with your name. Select the Ethics and Engineering course.

ATTENDANCE AND PARTICIPATION

Student attendance is expected. Attendance will not be recorded and graded in the Monday/Wednesday lectures. It will be recorded and graded in the Friday recitation sections. Students should arrive for class on time. Students should stay until class is dismissed. Abbreviated lecture notes will be made available on eLearning.

ASSIGNMENTS

Reading Quizzes on E-learning

Assigned readings for a given date should be completed before class begins. There will be an assigned weekly quiz on eLearning before most Friday Recitation Sessions. The reading quizzes will cover the textbook and selected readings relevant to the lectures and recitation discussion. Students will have thirty minutes to complete the quiz, and may use their book. Quizzes must be completed before midnight on Thursday. These reading quizzes will be multiple choice.

In-Class Quizzes

There will be frequent unannounced in-class Monday/Wednesday quizzes to encourage attendance and to ensure that students are thinking reflectively about the course material. These quizzes may be given at any time and will be short answer or fill in the blank format. For the sake of the best use of class time, there will be a strict time limit for finishing quizzes. Students who arrive late to class will not receive any extra time to complete a quiz administered at the beginning of class. Students who arrive after the time limit for the quiz, will receive a zero for that quiz. TAs will grade, return, and review quizzes in recitation.

Students will not be permitted to make up quizzes. If a student has a University-excused absence on a quiz day, then the quiz grade will be left blank, which will neither help nor hurt the student’s final average.

Writing Assignments

In-Class Writing Assignments

In-class writing assignments will be written during many Friday recitations and will be included in the student’s participation grade for that Friday session. Barring a legitimate excuse, failure to complete the in-class writing assignment will result in a participation grade of zero (0) for that particular recitation session, even if the student was otherwise in attendance that day. If a student misses a recitation session but has a University Excused Absence, then he/she is excused from completing that day’s in-class writing assignment.
Out-Of-Class Writing Assignments

Students will complete several out-of-class writing assignments, to be described below. These writing assignments must be typed in 12-point Times New Roman font with 1-inch margins. Citations should be done in accordance with the IEEE citation manual (http://www.ieee.org/documents/icecetationref.pdf). If a student prefers to use another citation manual, he/she must first get permission from his/her TA.

Papers will be graded by the student’s TA, and all papers submitted to the TA must also be submitted to turnitin.com. A link to turnitin.com can be found on eLearning. Each of the writing assignments has a minimum page length, as specified below. Many of these writing assignments have one or more mandatory peer review sessions. If a student misses a peer review session and has no University Excused Absence, ten (10) points per peer review session missed will be deducted from the student’s final grade on that assignment. If a student misses a peer review but has a University Excused Absence, then he/she is required to attend a help session at the University Writing Center and must show proof of this to his/her TA in order to avoid the ten point penalty. Failure to meet the length requirements on an assignment will result in a maximum grade of a sixty (60) on the assignment. Tables of contents, works cited, figures, and blank spaces used for formatting purposes will not count towards the essay length.

Personal and Professional Ethical Statement

This assignment has two components: Students will first discuss the foundation of and provide specific examples of their personal ethics. Second, students will discuss their professional aspirations (as an engineer, lawyer, physician, clergy member, etc.) and how these aspirations are connected to their personal commitments. Students must make specific reference to their intended discipline’s professional code of ethics. This assignment must be at least two (2) full pages. Peer review for this assignment will be held on Friday, February 1st. This assignment is due Monday, February 4th.

Ethical Arguments Assignment

This assignment consists of a series of arguments concerning the ethicality of the legal concept of eminent domain. First, students must write a brief introduction explaining what eminent domain is and how it is typically applied. Then, students must make six ethical arguments concerning eminent domain: 1) An argument in favor of eminent domain using the rule utilitarian perspective. 2) An argument in favor of a specific instance of eminent domain using the act utilitarian perspective. 3) An argument in favor of eminent domain using the cost-benefit analysis. 4) An argument opposed to eminent domain using the golden rule perspective. 5) An argument opposed to eminent domain using the self-defeating perspective. 6) An argument opposed to eminent domain using the rights perspective. There is no need for this assignment as a whole to be written in essay format (i.e., there does not need to be an overall thesis, conclusion, etc.). Instead, the introduction and the six ethical arguments are independent sections that do not necessarily need to refer to one another. The purpose of this assignment is to help students practice applying these ethical tests in written form before the midterm exam and final project reports. This assignment must be at least two (2) full pages. This assignment is due Friday, February 15th.

Professional Email

Students will select an engineering project about which to write; this project must have at least one ethical dimension. Then students will e-mail a Professional Project Proposal to their TA. This e-mail will explain the project topic and its ethical dimensions, the student’s interest in the project, and why the project matters to society in general. Finally, the email will have a tentative thesis that the student will hope to defend in the final report. The Professional Project Proposal e-mail is due to the students’ TA before midnight on Monday, March 4th. It will count as one quiz grade.

Project Report Draft
Students will complete a Project Report Draft. This draft, which must be at least six (6) pages, will receive substantive comments by the TA. Drafts shorter than six pages will not be accepted. Students who fail to complete the Project Report Draft will receive a zero on the Project Report Final Version. Students who turn in the Project Report Draft late will have five (5) points removed from their Final Report grade for each day the Draft is late. If a student puts in an unacceptable effort on the Draft, points will be removed from the Project Report Final Version at the TA’s discretion. Bottom Line: We take the Draft seriously and hope that students will as well. A peer review will be held in recitation on Friday, March 22nd; the Draft is due on Wednesday, March 27th.

*Project Report Final Version*

Students will revise and resubmit their project report. A peer review will be held in recitation on Friday, April 19th. The Project Report Final Version is due before midnight on Monday, April 22nd. This assignment must be at least six (6) pages in length.

To improve technical writing skills, please visit the Undergraduate University Writing Center, located in the Evans Library.

**Exams**

There will be one mid-term and one final exam. The mid-term will include both short-answer essay and multiple choice questions. Essay questions will involve real or hypothetical cases. Students will be asked to identify the moral questions raised in a case and then provide analysis of how to answer these questions using specified ethical frameworks. The final exam will be multiple choice.

**Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Attendance in Recitation Sessions</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
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</tr>
<tr>
<td>Personal and Professional Ethical Statement</td>
<td>10%</td>
</tr>
<tr>
<td>Ethical Analysis Paper</td>
<td>5%</td>
</tr>
<tr>
<td>Project Report Final Version</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
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</table>

**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% - &lt;90%</td>
</tr>
<tr>
<td>C</td>
<td>70% - &lt;80%</td>
</tr>
<tr>
<td>D</td>
<td>60% - &lt;70%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

This is a Writing Intensive course. According to guidelines, failure to earn an average of at least a D on the writing assignments (Personal and Professional Ethical Statement and the Project Report Final Version) will result in a grade of F in the course, regardless of other grades.
GRADE COMPLAINTS

We will be more than happy to discuss and possibly change grades. First, you must wait at least 24 hours after you get the assignment back. Take this time to carefully review all the comments given by instructors. Second, you must come with a written statement about why they think there is a discrepancy between the quality of the work and the grade it received. Third, you must present the written statement within one week of the date the assignment is returned.

AGGIE HONOR CODE & ACADEMIC INTEGRITY

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

The Honor Code and the Honor Council Rules and Procedures can be found at http://aggiehonor.tamu.edu/

University rules concerning scholastic dishonesty will be rigorously enforced in this class. Plagiarism is defined in the TAMU Student Rules as the “appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.” You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. Moreover, you may not submit your own work from another course. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. A single incident of cheating may lead to an F* in the class.

Submitting an assignment late is far better than plagiarizing. Late assignments will be penalized 5% for each day late.

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
<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting Date</th>
<th>Topic for this meeting</th>
<th>Responsible Instructor</th>
<th>Assigned Reading</th>
<th>Assignment(s) Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon 26-Aug-13</td>
<td>Introduction</td>
<td>PHIL</td>
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<tr>
<td></td>
<td>Wed 28-Aug-13</td>
<td>Common Morality, Personal &amp; Professional Ethics</td>
<td>PHIL</td>
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<tr>
<td></td>
<td>Fri 30-Aug-13</td>
<td>Reading: Introductory, Assign Personal and Professional Ethical Statement, Writing exercises, Introduction to cases</td>
<td>TA</td>
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<td></td>
<td>Mon 5-Sep-13</td>
<td>Moral problems: Analyzing list into components, creative middle way, week</td>
<td>PHIL</td>
<td></td>
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<tr>
<td></td>
<td>Wed 7-Sep-13</td>
<td>Three phases of Western ethics</td>
<td>PHIL</td>
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<tr>
<td></td>
<td>Fri 9-Sep-13</td>
<td>Reading: Case study: outlining pages</td>
<td>TA</td>
<td></td>
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<tr>
<td>2</td>
<td>Mon 9-Sep-13</td>
<td>Utilization and Impact for Persons</td>
<td>PHIL</td>
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<tr>
<td></td>
<td>Wed 11-Sep-13</td>
<td>Engineering communication materials to protect the public health, safety, and welfare (and for your professional success)</td>
<td>ENGR</td>
<td></td>
<td>Personal and Professional Ethical Statement due</td>
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<tr>
<td></td>
<td>Fri 13-Sep-13</td>
<td>Reading: Peer review for Personal and Professional Ethical Statement using citations wrappers, assign and discuss ethical analysis paper</td>
<td>TA</td>
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<tr>
<td></td>
<td>Mon 16-Sep-13</td>
<td>Professional codes and professional societies</td>
<td>ENGR</td>
<td></td>
<td>Ch. 3</td>
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<tr>
<td></td>
<td>Wed 18-Sep-13</td>
<td>Professional responsibilities: Challenger and Columbia</td>
<td>ENGR</td>
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<td></td>
<td>Fri 20-Sep-13</td>
<td>Reading: Case study: writing instruction</td>
<td>TA</td>
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<td>Mon 23-Sep-13</td>
<td>Professional responsibilities: The Mesothelioma and the loss of the Despairwite Hospital</td>
<td>ENGR</td>
<td>Case 45</td>
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<td>Wed 25-Sep-13</td>
<td>&quot;Henry's Daughters&quot; (Novel)</td>
<td>ENGR</td>
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<td></td>
<td>Fri 27-Sep-13</td>
<td>Reading: Assess and discuss Project Report: Reverse outline exercise</td>
<td>TA</td>
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<td>Ethical Analysis paper due</td>
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<tr>
<td>3</td>
<td>Mon 30-Sep-13</td>
<td>Risk Management: The Engineering viewpoint</td>
<td>ENGR</td>
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<td>Ch. 6</td>
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<td></td>
<td>Wed 2-Oct-13</td>
<td>Risk Management: Key public and governmental regulator viewpoint</td>
<td>ENGR</td>
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<td>Fri 4-Oct-13</td>
<td>Midterm-Midterm exam review</td>
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<td>Mon 7-Oct-13</td>
<td>Conflicts of interest</td>
<td>ENGR</td>
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<td>Ch. 5</td>
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<td>Wed 9-Oct-13</td>
<td>Midterm Exams</td>
<td>TA</td>
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<tr>
<td>4</td>
<td>Mon 14-Oct-13</td>
<td>Technology and society</td>
<td>ENGR</td>
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<td>Ch. 4</td>
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<tr>
<td></td>
<td>Wed 16-Oct-13</td>
<td>Technology and society</td>
<td>TA</td>
<td></td>
<td>Professional email due to TA by</td>
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<tr>
<td></td>
<td>Fri 18-Oct-13</td>
<td>Reading: Peer review for Project Report Draft, discussion of case studies</td>
<td>TA</td>
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<tr>
<td></td>
<td>Mon 21-Oct-13</td>
<td>Privacy and computing</td>
<td>TA</td>
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<tr>
<td></td>
<td>Wed 23-Oct-13</td>
<td>Technology and ownership - Intellectual property issues</td>
<td>Dr. Ricardo Betti, Dept. of Comp. Sci and Eng</td>
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<td></td>
<td>Fri 25-Oct-13</td>
<td>Reading:</td>
<td>TA</td>
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<tr>
<td></td>
<td>Mon 28-Oct-13</td>
<td>Engineers as employees</td>
<td>PHIL</td>
<td></td>
<td>Ch. 7</td>
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<tr>
<td></td>
<td>Wed 30-Oct-13</td>
<td>BOWEN LECTURE</td>
<td>TA</td>
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<tr>
<td>5</td>
<td>Fri 3-Nov-13</td>
<td>Reading: Case study, discussion</td>
<td>TA</td>
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<tr>
<td></td>
<td>Mon 4-Nov-13</td>
<td>Current Issues in Environmental Ethics</td>
<td>Dr. Mark Bollman, P.E., Dept. of Chemical Eng</td>
<td>Ch. 8</td>
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<td></td>
<td>Wed 6-Nov-13</td>
<td>Current Issues in Environmental Ethics</td>
<td>Dr. Mark Bollman, P.E., Dept. of Chemical Eng</td>
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<td></td>
<td>Fri 8-Nov-13</td>
<td>Reading:</td>
<td>TA</td>
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<td></td>
<td>Mon 11-Nov-13</td>
<td>Sustainable engineering</td>
<td>Dr. Robin Autenrieth, P.E., Dept. of Civil Eng</td>
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<td></td>
<td>Wed 13-Nov-13</td>
<td>Sustainable engineering</td>
<td>Dr. Robin Autenrieth, P.E., Dept. of Civil Eng</td>
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<tr>
<td></td>
<td>Fri 15-Nov-13</td>
<td>Reading: Case study</td>
<td>TA</td>
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<tr>
<td></td>
<td>Mon 18-Nov-13</td>
<td>International Engineering</td>
<td>PHIL</td>
<td>Ch. 9</td>
<td></td>
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<tr>
<td></td>
<td>Wed 20-Nov-13</td>
<td>&quot;Incidental Morality&quot; (novel)</td>
<td>ENGR</td>
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<tr>
<td></td>
<td>Fri 22-Nov-13</td>
<td>Reading: Case studies; Peer reviews for Project Report</td>
<td>TA</td>
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<tr>
<td></td>
<td>Mon 25-Nov-13</td>
<td>Reading: Professional ethics</td>
<td>PHIL</td>
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<tr>
<td></td>
<td>Wed 27-Nov-13</td>
<td>Service learning and experiential ethics: Reports from students involved in service learning projects</td>
<td>TA</td>
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<td></td>
<td>Fri 29-Nov-13</td>
<td>Thanksgiving Holiday - no class</td>
<td>TA</td>
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<tr>
<td>6</td>
<td>Mon 2-Dec-13</td>
<td>Reading: Case studies, discussion</td>
<td>TA</td>
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<td></td>
<td></td>
<td>Final Exam</td>
<td>TA</td>
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</tbody>
</table>
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): NFSC

2. Course prefix and number: FSTC 300

3. Texas Common Course Number: NUTR 300

4. Complete course title: Religious and Ethnic Foods

5. Semester credit hours: 3

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

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

   Approval 7.1.13

7. How frequently will the class be offered? Fall

8. Number of class sections per semester: one

9. Number of students per semester: 42 in classroom in Fall term

10. Historic annual enrollment for the last three years:

    | Year 1 | Year 2 | Year 3 |
    |--------|--------|--------|
    | 42     | 42     | 42     |

11. 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. Submitted by:
   
   Course Instructor
   
   Date 5/29/2013

   Approvals:
   
   Date 5/29/2013

   Department Head
   
   Date 6/3/2013

   College Dean/Designee

   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: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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?

The course (FSTC 300) provides principles and concepts that govern different religious and cultural foods. A focus will be factors associated with development of food preferences and requirements for foods for various religion and cultures. These include attitudes, beliefs, traditions, geographic area, etc. We will investigate the availability of religious and cultural foods in the market. During this course we will identify status or approval of food ingredients for specific cultural or religious groups. This course will explain the cultural and religious background of specific foods, process of certification for food products, according to requirements of specific religions and cultural groups. This course aims to encourage the understanding of production of foods for specific religious/cultural groups. Assignments are designed to let students demonstrate their knowledge and application of key concept of religious and ethnic food to prepare their involvements in this important subject in their communities, personal and social lives.

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 will be assigned a group project which consists of researching and developing a specific food product that meets all restrictions and requirements of the religion or culture as assigned. This exercise requires the students to think, observe, analyze, and comment on differences and similarities of different religious and ethnic foods. This course also will address the development of critical thinking skills by requiring students to work on an assignment for the market potential of religious and ethnic foods and its demand all over the world. Student’s understanding will be evaluated through class discussion, the midterm and final exams. Students will be given information, written and verbal to understand and critically think about the differences between culture, a religion and a way of life.

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

This course will provide an opportunity to every student to improve their verbal, written and visual communication skill by participating in a group project. Students will be assigned a project where they must communicate with other students, industry people, religious and ethnic groups to find appropriate information for their project. Then each group must present their project to the class and explain the details about their project by using effective visual aids. Team presentations will include PowerPoint slides with photos or other graphics of food availability, food restrictions (cultural or religious), examples of meals, etc. The new food product created in compliance with assigned religious and/or cultural requirements will be included. This exercise will improve their verbal, written, and visual communication as well as presentation skill. Students also will write a report for the International market and demands for the religious and ethnic food as well as report on one international activity. They are encouraged to participate in a question/answer session with guest speakers to grasp a better (first-hand) understanding of a culture or religion.
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

By understanding different cultures, religions and tradition, people feel much more comfortable to interact and engage with each other in their local, regional, national and international communities. This course will address social responsibility by requiring students to understand the requirements of different religious and ethnic foods through class discussion, lectures and reading materials. How different cultures and foods interact with those of different traditions and world religions will be addressed. The course enhances students' intercultural competence through learning of different religious and ethnic foods, tradition and cultural differences between different societies. Students thereby gain an understanding and respect of different religions and their dietary requirements. Understanding of different religious and ethnic foods prepares students to more effectively engage the regional, national and global communities. This will be evaluated by questions in exams and religious and cultural food projects.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will teach personal responsibility by enhancing students' understanding about different religions' requirements for food and respect their obligations regarding some of the dietary and cultural restrictions. Students will be required to identify the requirements for making religious foods as they adjust to surroundings of different cultures and religion. The knowledge and understanding about food relations and cultures will help them be effective with peoples from many other cultures and relations. The evaluation of personal responsibility will be based upon assignments and projects in which students will be expected to develop either a religious or cultural food.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
International and Cultural Diversity (ICD)

FSTC 300 Religious and Ethnic Foods

Food is the focus of many aspects of life in perhaps all cultures and many religions of the world. This course addresses foods consumed and the basis for those choices in the primary religions of the world many of which encompass food traditions and/or regulations that impact dietary composition to a significant degree. Background in the development of food selection by specific country or region of the world is addressed during the second part of the course. Throughout the course, discussion centers on contemporary populations and their foods. Because of the importance of food in people’s lives, students will gain insight into the respective cultures to help them appreciate and relate to people from other cultures.
Course Description:
Understanding religious and ethnic foods with application to product development, production, and nutritional practices; emphasis on different cultures, food rules and priorities with attention given to different religious and ethnic groups within the US and around the world.

Prerequisites:
Junior or senior classification or approval of instructor; basic knowledge of food science and nutrition helpful. Cross-listed with NUTR 300.

Class Time and Location
MW 9:10 AM to 10:00 AM, Room 127, Kleberg

Instructor
Dr. Mian N. Riaz
Director, Food Protein R&D Center
Office hours: By appointment
Office location: Room 101, Cater-Mattil Hall. Phone: 979-845-2774
E-mail: mnriaz@tamu.edu
Web: http://foodprotein.tamu.edu

Reference Books:
Halal Food Production. Mian N. Riaz, CRC Press 2004
Food and Culture. Pamela G. Kittler, Thomson Wadsworth, 2007
Class material also will be available at E-learning
Course Objectives and Learning Outcomes

Upon completion of this course, the student will be able to:

- Describe factors associated with development of food preferences and requirements for foods for various religion and cultures. These include attitudes, beliefs, traditions geographic area, etc.

- Characterize principles and concepts that govern different religious and cultural foods.

- Discover availability of religious and cultural foods in the market.

- Identify status or approval of food ingredients for specific cultural or religious groups.

- Explain the process of certification of food products, according to requirements of specific religions and cultural groups.

- Describe the manner in which production of foods for specific religious/cultural groups can be done in the food industry.

- Apply knowledge of requirements for foods for specific religious and cultural groups to food preparation in food services, such as health care institutions, airlines, schools and colleges.

Grading:

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Percentage</th>
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<tr>
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<td>Final Exam</td>
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<tr>
<td>Religious and Cultural Food Project -</td>
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<tr>
<td>Presentation and Paper</td>
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<tr>
<td>Pop Quizzes</td>
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<tr>
<td>International Activity (one page report)</td>
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<tr>
<td>Market Study for religious and Ethnic Food (3-4 page report)</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Grading Scale: A=100–90%, B=89.9–80%, C=79.9–70%, D=69.9–60%, F=59.9% & below.
Assignments:

1. International Activity (one page report). Such as to attend a religious or cultural activity and submit a report.

2. Written Assignment (Market Study for religious and Ethnic Food)

3. Religious and Cultural Food Project- Presentation and Paper

Students will be assigned to team (n=4/team) and each team will be assigned one religious or ethnic food topic. Each team will be assigned a food product that is designed /appropriate for a specific religion or culture. They will analyze the food, according to the criteria provided and develop a presentation with Power Point Slides for the class. Each student will write on his or her food item. Rubrics for grading of the presentation and paper will be provided.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Lecture topics</th>
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</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td>M</td>
<td>General introduction</td>
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<tr>
<td>Aug. 29</td>
<td>W</td>
<td>Religious and Ethnic diversity</td>
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<tr>
<td>Sep. 03</td>
<td>M</td>
<td>Muslim Dietary Requirements and Principle of Halal Food Products based on religious and cultural practices</td>
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<td>Sep. 05</td>
<td>W</td>
<td>Halal Requirements for Meat, Poultry and Seafood based on religious and cultural practices</td>
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<td>Sep. 10</td>
<td>M</td>
<td>Halal Requirements for Dairy, gelatin, alcohol and Enzymes, based on religious and cultural practices</td>
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<td>Sep. 12</td>
<td>W</td>
<td>Halal requirements for ingredients, labeling, and packaging, based on religious and cultural practices</td>
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<td>Sep. 17</td>
<td>M</td>
<td>Halal Certification</td>
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<td>Sep. 19</td>
<td>W</td>
<td>Basic concepts in Kosher food, kosher law and meat and poultry requirements, based on religious and cultural practices</td>
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<td>Sep. 24</td>
<td>M</td>
<td>Kosher requirements for seafood. Insects, dairy, flavors, etc</td>
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<tr>
<td>Sep. 26</td>
<td>W</td>
<td>Kosher requirements for fruits and vegetables, kosher baking, separation of meat and dairy, and Passover food, based on religious and cultural practices</td>
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<tr>
<td>Oct. 01</td>
<td>M</td>
<td>Group making and assignment assigning</td>
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<tr>
<td>Oct. 03</td>
<td>W</td>
<td>Kosher certification and identification of labels</td>
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<tr>
<td>Oct. 08</td>
<td>M</td>
<td>Mid Exam</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>W</td>
<td>Basic concepts of Vegetarian food, Vegetarian foods for Chinese Buddhists</td>
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<tr>
<td>Oct. 15</td>
<td>M</td>
<td>Food in Christianity (Catholic and Jehovah’s Witness dietary requirements)</td>
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<tr>
<td>Oct. 17</td>
<td>W</td>
<td>Food in Christianity (The Church of Jesus Christ of Latter-day saints:</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Lecture</td>
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<td>Oct. 22</td>
<td>M</td>
<td>Food in Christianity (Seventh-day Adventist: Dietary standards and concern)</td>
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<td>Oct. 24</td>
<td>W</td>
<td>Miscellaneous Religion (Taoism, Sikhism, Scientology, American Indian and Eskimos, Baha’i Faith)</td>
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<td>Oct. 29</td>
<td>M</td>
<td>Ethnic food (Societal and cultural factors in development of African food patterns)</td>
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<td>Oct. 31</td>
<td>W</td>
<td>Ethnic food (Societal and cultural factors in development of Chinese food patterns)</td>
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<td>Nov. 05</td>
<td>M</td>
<td>Ethnic food (Societal and cultural factors in development of Mexican food patterns)</td>
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<td>Ethnic food (Societal and cultural factors in development of Middle Eastern food patterns)</td>
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<td>Dec. 10</td>
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<td>Final Exam review</td>
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<td>Final Exam</td>
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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 Name]

2. Course prefix and number: NUTR 300

3. Texas Common Course Number: [Enter Text]

4. Complete course title: Religious and Ethnic Foods

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 [ ]

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

   - Yes [ ]
   - No [ ]

8. How frequently will the class be offered? [Fall]

9. Number of class sections per semester: [One]

10. Number of students per semester: 43 in classroom in Fall term

11. Historic annual enrollment for the last three years: 43 43 43

   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. Submitted by:
    [Signature]
    [Name]
    Course Instructor
    Date: 5/29/13

13. Approvals:
    [Signature]
    [Name]
    Date: 5/29/13

14. Department Head
    [Signature]
    [Name]
    Date: 6/13/13

15. College Dean/Designee
    [Signature]
    [Name]
    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: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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?

The course (NUTR 300) provides principles and concepts that govern different religious and cultural foods. A focus will be factors associated with development of food preferences and requirements for foods for various religions and cultures. These include attitudes, beliefs, traditions, geographic area, etc. We will investigate the availability of religious and cultural foods in the market. During this course we will identify status or approval of food ingredients for specific cultural or religious groups. This course will explain the cultural and religious background of specific foods, process of certification for food products, according to requirements of specific religions and cultural groups. This course aims to encourage the understanding of production of foods for specific religious/cultural groups. Assignments are designed to let students demonstrate their knowledge and application of key concept of religious and ethnic food to prepare their involvements in this important subject in their communities, personal and social lives.

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 will be assigned a group project which consists of researching and developing a specific food product that meets all restrictions and requirements of the religion or culture as assigned. This exercise requires the students to think, observe, analyze, and comment on differences and similarities of different religious and ethnic foods. This course also will address the development of critical thinking skills by requiring students to work on an assignment for the market potential of religious and ethnic foods and its demand all over the world. Student's understanding will be evaluated through class discussion, the midterm and final exams. Students will be given information, written and verbal to understand and critically think about the differences between culture, a religion and a way of life.

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

This course will provide an opportunity to every student to improve their verbal, written and visual communication skill by participating in a group project. Students will be assigned a project where they must communicate with other students, industry people, religious and ethnic groups to find appropriate information for their project. Then each group must present their project to the class and explain the details about their project by using effective visual aids. Team presentations will include PowerPoint slides with photos or other graphics of food availability, food restrictions (cultural or religious), examples of meals, etc. The new food product created in compliance with assigned religious and/or cultural requirements will be included. This exercise will improve their verbal, written, and visual communication as well as presentation skill. Students also will write a report for the international market and demands for the religious and ethnic food as well as report on one international activity. They are encouraged to participate in a question/answer session with guest speakers to grasp a better (first-hand) understanding of a culture or religion.
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

By understanding different cultures, religions and tradition, people feel much more comfortable to interact and engage with each other in their local, regional, national and international communities. This course will address social responsibility by requiring students to understand the requirements of different religious and ethnic foods through class discussion, lectures and reading materials. How different cultures and foods interact with those of different traditions and world religions will be addressed. The course enhances students' intercultural competence through learning of different religious and ethnic foods, tradition and cultural differences between different societies. Students thereby gain an understanding and respect of different religions and their dietary requirements. Understanding of different religious and ethnic foods prepares students to more effectively engage the regional, national and global communities. This will be evaluated by question in exams and religious and cultural food projects.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will teach personal responsibility by enhancing students’ understanding about different religions’ requirements for food and respect their obligations regarding some of the dietary and cultural restrictions. Students will be required to identify the requirements for making religious foods as they adjust to surroundings of different cultures and religion. The knowledge and understanding about food relations and cultures will help them be effective with peoples from many other cultures and relations. The evaluation of personal responsibility will be based upon assignments and projects in which students will be expected to develop either a religious or cultural food.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
International and Cultural Diversity (ICD)

NUTR 300 Religious and Ethnic Foods

Food is the focus of many aspects of life in perhaps all cultures and many religions of the world. This course addresses foods consumed and the basis for those choices in the primary religions of the world many of which encompass food traditions and/or regulations that impact dietary composition to a significant degree. Background in the development of food selection by specific country or region of the world is addressed during the second part of the course. Throughout the course, discussion centers on contemporary populations and their foods. Because of the importance of food in people’s lives, students will gain insight into the respective cultures to help them appreciate and relate to people from other cultures.
**Course Description:**
Understanding religious and ethnic foods with application to product development, production, and nutritional practices; emphasis on different cultures, food rules and priorities with attention given to different religious and ethnic groups within the US and around the world.

**Prerequisites:**
Junior or senior classification or approval of instructor; basic knowledge of food science and nutrition helpful. Cross-listed with FSTC 300.

**Class Time and Location**
MW 9:10 AM to 10:00 AM, Room 127, Kleberg

**Instructor**
Dr. Mian N. Riaz
Director, Food Protein R&D Center
Office hours: By appointment
Office location: Room 101, Cater-Mattil Hall. Phone: 979-845-2774
E-mail: mnriaz@tamu.edu
Web: http://foodprotein.tamu.edu

**Reference Books:**
Halal Food Production. Mian N. Riaz, CRC Press 2004
Food and Culture. Pamela G. Kittler, Thomson Wadsworth, 2007
Class material also will be available at E-learning
Course Objectives and Learning Outcomes

Upon completion of this course, the student will be able to:

- Describe factors associated with development of food preferences and requirements for foods for various religion and cultures. These include attitudes, beliefs, traditions geographic area, etc.

- Characterize principles and concepts that govern different religious and cultural foods.

- Discover availability of religious and cultural foods in the market.

- Identify status or approval of food ingredients for specific cultural or religious groups.

- Explain the process of certification of food products, according to requirements of specific religions and cultural groups.

- Describe the manner in which production of foods for specific religious/cultural groups can be done in the food industry.

- Apply knowledge of requirements for foods for specific religious and cultural groups to food preparation in food services, such as health care institutions, airlines, schools and colleges.

Grading:

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<td>Mid Exam</td>
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<td>Final Exam</td>
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<td>Religious and Cultural Food</td>
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Grading Scale: A=100–90%, B=89.9–80%, C=79.9–70%, D=69.9–60%, F=59.9% & below.
Assignments:

1. International Activity (one page report). Such as to attend a religious or cultural activity and submit a report.

2. Written Assignment (Market Study for religious and Ethnic Food)

3. Religious and Cultural Food Project- Presentation and Paper

Students will be assigned to team (n=4/team) and each team will be assigned one religious or ethnic food topic. Each team will be assigned a food product that is designed /appropriate for a specific religion or culture. They will analyze the food, according to the criteria provided and develop a presentation with Power Point Slides for the class. Each student will write on his or her food item. Rubrics for grading of the presentation and paper will be provided.
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<th>Date</th>
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<th>Lecture topics</th>
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<td>Aug. 27</td>
<td>M</td>
<td>General introduction</td>
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<td>Aug. 29</td>
<td>W</td>
<td>Religious and Ethnic diversity</td>
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<td>Sep. 03</td>
<td>M</td>
<td>Muslim Dietary Requirements and Principle of Halal Food Products, based on religious and cultural practices</td>
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<td>Sep. 05</td>
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<td>Halal Requirements for Meat, Poultry and Seafood, based on religious and cultural practices</td>
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<td>Sep. 10</td>
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<td>Halal Requirements for Dairy, gelatin, alcohol, and Enzymes, based on religious and cultural practices</td>
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<td>Sep. 12</td>
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<td>Halal requirements for ingredients, labeling, and packaging, based on religious and cultural practices</td>
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<td>Sep. 17</td>
<td>M</td>
<td>Halal Certification</td>
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<td>Sep. 19</td>
<td>W</td>
<td>Basic concepts in Kosher food, kosher law, and meat and poultry requirements, based on religious and cultural practices</td>
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<td>Sep. 24</td>
<td>M</td>
<td>Kosher requirements for seafood, Insects, dairy, flavors, etc</td>
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<td>Sep. 26</td>
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<td>Kosher requirements for fruits and vegetables, kosher baking, separation of meat and dairy, and Passover food, based on religious and cultural practices</td>
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<td>Oct. 01</td>
<td>M</td>
<td>Group making and assignment assigning</td>
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<td>Oct. 03</td>
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<td>Kosher certification and identification of labels</td>
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<td>Oct. 08</td>
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<td>Mid Exam</td>
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<td>Oct. 10</td>
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<td>Basic concepts of Vegetarian food, Vegetarian foods for Chinese Buddhists</td>
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<td>Oct. 15</td>
<td>M</td>
<td>Food in Christianity (Catholic and Jehovah's Witness dietary requirements)</td>
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<td>Oct. 17</td>
<td>W</td>
<td>Food in Christianity (The Church of Jesus Christ of Latter-day saints:</td>
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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): College of Engineering and Department of Philosophy (cross-listed)

2. Course prefix and number: ENGR 482 and PHIL 482

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Ethics and Engineering

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

9. Number of class sections per semester: 24 sections of ENGR 482; 24 Sections of PHIL 482

10. Number of students per semester: 300 in ENGR 482; 300 in PHIL 482 (numbers below reflect both)

11. Historic annual enrollment for the last three years:
    - 2012: 1285
    - 2013: 1276
    - 2014: 1279

12. 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:
   - Course Instructor
   - Date: 16 May 2013

14. Approvals:
   - Department Head
   - Date: 17 May 2013
   - College Dean/Designee
   - Date: 21 May 2013

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: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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?

We consider rights as they are understood in different cultures, the Western concept of individualism and whether it can be accepted by cultures in the Far East. We consider the concept of well-being and how it relates to technology in various cultures. We explore techniques for ethical analysis and how they can be used in looking at the ethical ideas in various cultures. We examine the "capabilities approach" to economic development and how technology can provide the foundation for well-being, however it is defined. We consider rule-based ethics and how it relates to virtue-based ethics, which is more widely accepted in some cultures. We look at the question whether there can be a universal professional ethics or whether such a concept can be different in different cultures. We look at bribery, gifts, extortion, nepotism and other issues as they are understood in non-western cultures.

We ask the students to write a paper on the relationship of their personal ethics to professional ethics and common morality.

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):

We challenge the student to develop and demonstrate critical thinking in several ways. For example, one of the tools we teach for the analysis and resolution of ethical conflicts is the classification of ethical conflicts as moral, conceptual, application, or factual issues. When an ethical conflict is identified as one of these types of issues, identifying the most promising resolutions is made clearer. Classifying a given ethical conflict into one these categories proves to require critical thinking and careful analysis, and the students are drilled on this skill.

The students are taught to identify the audience of the ethical conflict (any party that might be affected or impacted) and to identify aspects of the obvious resolutions (to do X or not to do X) that impact these parties. They are taught to assess and analyze these impacts based on two moral theories (utilitarianism and respect for persons) and to evaluate the choice between the two obvious resolutions. When neither of the obvious resolutions is ethically tenable, we introduce the idea of a Creative Middle Way solution—synthesizing an alternative resolution that satisfies all the ethical constraints of the conflict. Engineers are good at identifying solutions to engineering design challenges (solutions that satisfy various constraints), so it is not surprising that the students are often good at synthesizing Creative Middle Way solutions.

We discuss innovation, and the value of innovative solutions, but we particularly focus on how innovation in engineering design can increase risk and can require more detailed and thorough engineering analysis to answer questions that are not raised by proven engineering designs. Examples of innovative design that are included in our
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

ENGR/PHIL 482 is a certified “W-” (Writing Intensive) course, and is only offered as 900-level sections. The course is certified until January 2016, and has been certified since the university’s adoption of the requirements for “W-” courses in each curriculum; it may have been the first W-certified course in the College of Engineering. Students enrolled in this writing-intensive course each write a minimum of 5500 words each semester, and recitation sections are kept small (20 students) to allow close interaction during writing review and feedback. Students do not receive a passing grade in the course without at least a 60% average on the writing components. While the emphasis is on written communication skills, the small section recitation meeting format promotes frequent (and often enthusiastic) discussions facilitating honing of oral communication skills. The course enhances communication skills through small and large group discussion, writing and visual representations of engineering topics, issues and data central to course reading. Material from this course will include written texts and such visual representations as photographs, illustrations, videos, or graphical representations of data. Student teams are required to make presentations to their recitation section on assigned topics of discussion, including both visual and oral elements.

With our focus on engineering communications, we emphasize the importance of concise and unambiguous writing. Ambiguous communications allow the reader to come away with a different interpretation than intended by the writer, which can literally be a fatal flaw in engineering communications.

At least one lecture focuses entirely on engineering communications, with detailed examples of flawed communications and the problems caused by those examples. Various forms of communications are discussed, including oral communications, e-mail, memoranda, and formal engineering reports. In other lectures throughout the course, the importance of effective engineering communications is also emphasized, but detailed writing instruction and feedback occurs in the weekly recitation sections.

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

We identify and highlight two different aspects of professional ethics: preventive ethics and aspirational ethics. Typically professional ethics, particularly as adopted in the practice of engineering, has been characterized as preventative ethics—codes of ethics include detailed prohibitions against unethical practices such as conflicts of interest, performing unnecessary work, overbilling, violations of law, etc., but as engineering codes of ethics have evolved the emphasis has shifted. In the early years of engineering practice (19th century) the engineer’s primary responsibility was considered to be loyalty to his/her employer or client. Today most codes, like the NSPE model code, charge the engineer with “holding paramount” the public health, safety, and welfare, even when those values might conflict with the interests of employer or client. Furthermore, the codes are increasingly emphasizing the engineer’s responsibility to the environment. While the language in most instances is not strong (the engineer “should” examine the environmental impact of his/her designs), the profession is clearly moving in the direction of acknowledging an increasing commitment and responsibility to sustainability and reduction of environmental impact by engineered works and products. We typically have four or five lectures on environmental issues.

We discuss at some length social issues like exploitation and paternalism. Engineers working on projects in developing countries are often faced with difficult decisions related to these issues, and we discuss several cases to help these students understand these issues and develop an objective method of analysis so that they can formulate, defend, and be comfortable with, their own decisions when faced with challenging social issues.
Texas A&M University

Core Curriculum

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

like these. These lectures and subsequent discussions also highlight cultural differences as well as international differences in the practice of engineering.

We discuss privacy, intellectual property, and other social issues raised by technology; we hope engineers of the future will better understand how technology is socially embedded and how it changes our social norms (examples: microwave cooking, cell phones, Facebook, ...). We typically include two or more lectures on risk management, emphasizing the differences in the way engineers quantify risk and the way laymen think about risk, which sometimes complicates public acceptance of engineering design decisions.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

We contrast professional ethics with personal ethics, pointing out that some areas overlap and some areas do not. We discuss the consequences of violations of various codes of ethics, indicating that the code of ethics in the Engineering Practices Act carries the weight of law for licensed professional engineers in Texas, while adherence to codes of ethics for various professional societies is voluntary in nature and required only of members in those organizations. We spend much time on topics like gifts, conflicts of interest, and the appearance of conflicts of interest, emphasizing that the reputation of the individual engineer is critically important for his or her success in a profession where ethical behavior is a prerequisite to individual success. Students are given analytical tools and exercises to help them determine whether a gift or trip offered by a client or vendor might be problematic.

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

Development of techniques of moral analysis and their application to ethical problems encountered by engineers, such as professional employee rights and whistle blowing; environmental issues; ethical aspects of safety, risk and liability; conflicts of interest; emphasis on developing the capacity for independent ethical analysis of real and hypothetical cases.

LEARNING OUTCOMES AND MAJOR OBJECTIVES

As a result of meeting the requirements in this course, students will be able to:

- Know some common methods for analyzing and resolving ethical problems
- Develop the capacity to think analytically, critically, and creatively about ethical issues in engineering
- Know some of the classic cases in engineering ethics and some of the typical ethical and professional issues which arise in engineering
- Know the NSPE code, the code of their own professional society, and the major professional societies and organizations in engineering
- Improve skills in effective communication, both oral and written

To achieve these outcomes and objectives, students will be given the opportunity and encouraged to participate actively in class discussions. The methods of critical technical writing will be introduced, and students will be required to do a substantial amount of writing in response to the material presented in the course.

PREREQUISITES: Junior classification

REQUIRED TEXTS


Additional readings are available on the course website.
ACCESS TO CLASS MATERIALS

Access class materials through eLearning at http://elearning.tamu.edu. To log in, select the top box labeled “TAMU (Net ID)” and login with your NetID and password. You will be presented with a screen with a list of courses associated with your name. Select the Ethics and Engineering course.

ATTENDANCE AND PARTICIPATION

Student attendance is expected. Attendance will not be recorded and graded in the Monday/Wednesday lectures. It will be recorded and graded in the Friday recitation sections. Students should arrive for class on time. Students should stay until class is dismissed. Abbreviated lecture notes will be made available on eLearning.

ASSIGNMENTS

Reading Quizzes on E-learning

Assigned readings for a given date should be completed before class begins. There will be an assigned weekly quiz on eLearning before most Friday Recitation Sessions. The reading quizzes will cover the textbook and selected readings relevant to the lectures and recitation discussion. Students will have thirty minutes to complete the quiz, and may use their book. Quizzes must be completed before midnight on Thursday. These reading quizzes will be multiple choice.

In-Class Quizzes

There will be frequent unannounced in-class Monday/Wednesday quizzes to encourage attendance and to ensure that students are thinking reflectively about the course material. These quizzes may be given at any time and will be short answer or fill in the blank format. For the sake of the best use of class time, there will be a strict time limit for finishing quizzes. Students who arrive late to class will not receive any extra time to complete a quiz administered at the beginning of class. Students who arrive after the time limit for the quiz, will receive a zero for that quiz. TAs will grade, return, and review quizzes in recitation.

Students will not be permitted to make up quizzes. If a student has a University-excused absence on a quiz day, then the quiz grade will be left blank, which will neither help nor hurt the student’s final average.

Writing Assignments

In-Class Writing Assignments

In-class writing assignments will be written during many Friday recitations and will be included in the student’s participation grade for that Friday session. Barring a legitimate excuse, failure to complete the in-class writing assignment will result in a participation grade of zero (0) for that particular recitation session, even if the student was otherwise in attendance that day. If a student misses a recitation session but has a University Excused Absence, then he/she is excused from completing that day’s in-class writing assignment.
Out-Of-Class Writing Assignments

Students will complete several out-of-class writing assignments, to be described below. These writing assignments must be typed in 12-point Times New Roman font with 1-inch margins. Citations should be done in accordance with the IEEE citation manual (http://www.ieee.org/documents/iceccitationref.pdf). If a student prefers to use another citation manual, he/she must first get permission from his/her TA.

Papers will be graded by the student's TA, and all papers submitted to the TA must also be submitted to turnitin.com. A link to turnitin.com can be found on eLearning. Each of the writing assignments has a minimum page length, as specified below. Many of these writing assignments have one or more mandatory peer review sessions. If a student misses a peer review session and has no University Excused Absence, ten (10) points per peer review session missed will be deducted from the student's final grade on that assignment. If a student misses a peer review but has a University Excused Absence, then he/she is required to attend a help session at the University Writing Center and must show proof of this to his/her TA in order to avoid the ten point penalty. Failure to meet the length requirements on an assignment will result in a maximum grade of a sixty (60) on the assignment. Tables of contents, works cited, figures, and blank spaces used for formatting purposes will not count towards the essay length.

Personal and Professional Ethical Statement

This assignment has two components: Students will first discuss the foundation of and provide specific examples of their personal ethics. Second, students will discuss their professional aspirations (as an engineer, lawyer, physician, clergy member, etc.) and how these aspirations are connected to their personal commitments. Students must make specific reference to their intended discipline's professional code of ethics. This assignment must be at least two (2) full pages. Peer review for this assignment will be held on Friday, February 1st. This assignment is due Monday, February 4th.

Ethical Arguments Assignment

This assignment consists of a series of arguments concerning the ethicality of the legal concept of eminent domain. First, students must write a brief introduction explaining what eminent domain is and how it is typically applied. Then, students must make six ethical arguments concerning eminent domain: 1) An argument in favor of eminent domain using the rule utilitarian perspective. 2) An argument in favor of a specific instance of eminent domain using the act utilitarian perspective. 3) An argument in favor of eminent domain using the cost-benefit analysis. 4) An argument opposed to eminent domain using the golden rule perspective. 5) An argument opposed to eminent domain using the self-defeating perspective. 6) An argument opposed to eminent domain using the rights perspective. There is no need for this assignment as a whole to be written in essay format (i.e., there does not need to be an overall thesis, conclusion, etc.). Instead, the introduction and the six ethical arguments are independent sections that do not necessarily need to refer to one another. The purpose of this assignment is to help students practice applying these ethical tests in written form before the midterm exam and final project reports. This assignment must be at least two (2) full pages. This assignment is due Friday, February 15th.

Professional Email

Students will select an engineering project about which to write; this project must have at least one ethical dimension. Then students will e-mail a Professional Project Proposal to their TA. This e-mail will explain the project topic and its ethical dimensions, the student's interest in the project, and why the project matters to society in general. Finally, the email will have a tentative thesis that the student will hope to defend in the final report. The Professional Project Proposal e-mail is due to the students' TA before midnight on Monday, March 4th. It will count as one quiz grade.

Project Report Draft
Students will complete a Project Report Draft. This draft, which must be at least six (6) pages, will receive substantive comments by the TA. Drafts shorter than six pages will not be accepted. Students who fail to complete the Project Report Draft will receive a zero on the Project Report Final Version. Students who turn in the Project Report Draft late will have five (5) points removed from their Final Report grade for each day the Draft is late. If a student puts in an unacceptable effort on the Draft, points will be removed from the Project Report Final Version at the TA’s discretion. Bottom Line: We take the Draft seriously and hope that students will as well. A peer review will be held in recitation on Friday, March 22nd; the Draft is due on Wednesday, March 27th.

Project Report Final Version
Students will revise and resubmit their project report. A peer review will be held in recitation on Friday, April 19th. The Project Report Final Version is due before midnight on Monday, April 22nd. This assignment must be at least six (6) pages in length.

To improve technical writing skills, please visit the Undergraduate University Writing Center, located in the Evans Library.

Exams
There will be one mid-term and one final exam. The mid-term will include both short-answer essay and multiple choice questions. Essay questions will involve real or hypothetical cases. Students will be asked to identify the moral questions raised in a case and then provide analysis of how to answer these questions using specified ethical frameworks. The final exam will be multiple choice.

EVALUATION

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<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Participation and Attendance in Recitation Sessions</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Personal and Professional Ethical Statement</td>
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<tr>
<td>Ethical Analysis Paper</td>
<td>5%</td>
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<tr>
<td>Project Report Final Version</td>
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GRADING

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<td>B</td>
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<td>D</td>
<td>60% - &lt;70%</td>
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<td>F</td>
<td>&lt;60%</td>
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This is a Writing Intensive course. According to guidelines, failure to earn an average of at least a D on the writing assignments (Personal and Professional Ethical Statement and the Project Report Final Version) will result in a grade of F in the course, regardless of other grades.
GRADE COMPLAINTS

We will be more than happy to discuss and possibly change grades. First, you must wait at least 24 hours after you get the assignment back. Take this time to carefully review all the comments give by instructors. Second, you must come with a written statement about why they think there is a discrepancy between the quality of the work and the grade it received. Third, you must present the written statement within one week of the date the assignment is returned.

AGGIE HONOR CODE & ACADEMIC INTEGRITY

“An Aggie does not lie, cheat, or steal or tolerate those who do.”
The Honor Code and the Honor Council Rules and Procedures can be found at [http://aggichonor.tamu.edu/](http://aggichonor.tamu.edu/)

University rules concerning scholastic dishonesty will be rigorously enforced in this class. Plagiarism is defined in the TAMU Student Rules as the “appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.” You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. Moreover, you may not submit your own work from another course. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. A single incident of cheating may lead to an F* in the class.

Submitting an assignment late is far better than plagiarizing. Late assignments will be penalized 5% for each day late.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)
<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting Date</th>
<th>Topic for this meeting</th>
<th>Responsible Instructor</th>
<th>Assigned Reading</th>
<th>Assignment(s) Due</th>
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<tr>
<td>1</td>
<td>Mon 26-Aug-19</td>
<td>Introduction</td>
<td>Phil</td>
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<td></td>
<td>Wed 28-Aug-19</td>
<td>Core Moral: Personal</td>
<td>Phil</td>
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<td>Fri 30-Aug-19</td>
<td>Personal &amp; Professional Ethics</td>
<td>TA</td>
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<td>2</td>
<td>Mon 2-Sep-19</td>
<td>Moral problems: Analyzing</td>
<td>Phil</td>
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<td>Wed 4-Sep-19</td>
<td>Three phases of Western ethics</td>
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<td>Fri 6-Sep-19</td>
<td>Reading: Case studies</td>
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<td></td>
<td>Mon 9-Sep-19</td>
<td>Utilization and Support for Persons</td>
<td>Phil</td>
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<td>Wed 11-Sep-19</td>
<td>Engineering environmental protection</td>
<td>ENGR</td>
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<td>Fri 13-Sep-19</td>
<td>Reading: Personal &amp; Professional Ethics</td>
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<td>Professional code and professional responsibility</td>
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<td>Wed 18-Sep-19</td>
<td>Professional responsibilities: Challenger and Colleague</td>
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<td>Fri 20-Sep-19</td>
<td>Revision: Case studies, writing instruction</td>
<td>TA</td>
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<td>Mon 23-Sep-19</td>
<td>Professional responsibilities: The Macau's blowout and the loss of the Deepwater Horizon</td>
<td>ENGR</td>
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<td>Wed 25-Sep-19</td>
<td>Reading: &quot;Heaven's daughters&quot; (editor)</td>
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<td>Fri 27-Sep-19</td>
<td>Reading: Assess and discuss Project Report; Reverse outline exercise</td>
<td>TA</td>
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<td>Mon 30-Sep-19</td>
<td>Risk Management: The Engineering viewpoint</td>
<td>ENGR</td>
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<td>Wed 2-Oct-19</td>
<td>Risk Management: Lay public and governmental regulator viewpoint</td>
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<td>Fri 4-Oct-19</td>
<td>Revision: All Storm Exam review</td>
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<td>Mon 7-Oct-19</td>
<td>Conflict of Interest</td>
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<td>Wed 9-Oct-19</td>
<td>Midterm Exam</td>
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<td>Mon 14-Oct-19</td>
<td>Technology and society</td>
<td>ENGR</td>
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<td>Wed 16-Oct-19</td>
<td>Technology and society</td>
<td>ENGR</td>
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<td>Fri 18-Oct-19</td>
<td>Revision: Peer review for Project Report; discussion of case studies</td>
<td>TA</td>
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<td>Mon 21-Oct-19</td>
<td>Privacy and computing</td>
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<td>Wed 23-Oct-19</td>
<td>Technology and ownership: Intellectual property issues</td>
<td>Dr. Ricardo Belfield, Dept. of Comp Sci and Eng</td>
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<td>Mon 28-Oct-19</td>
<td>Reading:</td>
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<td></td>
<td>Wed 30-Oct-19</td>
<td>Engineers as employees</td>
<td>Phil</td>
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<td>Fri 1-Nov-19</td>
<td>RECIPIENCY LECTURE</td>
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<td>7</td>
<td>Mon 4-Nov-19</td>
<td>Reading: Case studies: discussions</td>
<td>TAs</td>
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<td>Wed 6-Nov-19</td>
<td>Current Issues in Environmental Ethics</td>
<td>Dr. Mark Holtzapfel, PE, Dept. of Chemical Engineering</td>
<td>Ch. 8</td>
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<td>Fri 8-Nov-19</td>
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<td>Mon 11-Nov-19</td>
<td>Sustainable Engineering</td>
<td>Dr. Robin Autenrieth, P.E., Dept of Civil Engineering</td>
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<td>Wed 13-Nov-19</td>
<td>Sustainable engineering</td>
<td>Dr. Robin Autenrieth, P.E., Dept of Civil Engineering</td>
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<td>Fri 15-Nov-19</td>
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<td>Mon 18-Nov-19</td>
<td>International Engineering</td>
<td>Phil</td>
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<td></td>
<td>Wed 20-Nov-19</td>
<td>&quot;Incident at Morrocco&quot; (video)</td>
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<td>Revision: Case studies; Peer review for Project Report</td>
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<td>Mon 25-Nov-19</td>
<td>Aspirational ethics</td>
<td>Phil</td>
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<td>Wed 27-Nov-19</td>
<td>Service learning and professional ethics: requests from students involved in service learning projects</td>
<td>ENGR</td>
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<td>Fri 29-Nov-19</td>
<td>Thanksgiving Holiday Class</td>
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<td>Mon 2-Dec-19</td>
<td>Reading: Case studies: discussions</td>
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<td>Fri 6-Dec-19</td>
<td>TAs</td>
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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): Religious Studies Program

2. Course prefix and number: RELS 317 / ANTH 317

3. Texas Common Course Number: N/A

4. Complete course title: Introduction to Biblical Archaeology

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Creative Arts
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - 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 spring

9. Number of class sections per semester: 2

10. Number of students per semester: 50-60 expected

11. Historic annual enrollment for the last three years:
    - SP 2013 = 50
    - SP 2012 = 61
    - SP 2011 = 60

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:
    Course Instructor: Shelley Wood
    Date: 03 MAY 13

14. Department Head:
    Date: June 19, 2013

15. College Dean/Designee:
    Date: 6/19/13

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.
Texas A&M University
Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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?

RELS 317, Introduction to Biblical Archaeology, which has been taught almost annually since 1998, is proposed for inclusion in the Language, Philosophy and Culture Foundational Component Area of Texas A&M University's (TAMU) Core Curriculum. This course instills in the student an appreciation for the complexity and diversity of the cultures that populated the Levant in biblical times. Students discover the rich tapestry of ethnic groups that form the milieu of the Bible and inform its narrative. The course begins with an in-depth introduction to the methodologies and the tools employed in archaeological research in general, and more specifically in the archaeology of biblical lands (i.e. tells/tells, which are mounds of settlements, one atop the other). This begins with the basics, thus placing all students—irrespective of their backgrounds—on common ground. Following this, the course takes the student on a guided tour of the peoples and lands that form the Biblical matrix, beginning with the Neolithic agricultural revolution down to the first century AD. In each of these units the students learn about the ethnic groups as seen through their unique material cultures, while exploring how this evidence reflects the complexity of the various populations. When applicable both Biblical and extra-Biblical texts sources, as well as contemporaneous iconography are also considered. During the semester the student is introduced to a panoply of peoples: Sumerians, Canaanites, Mycenaean (Bronze Age) Greeks, Israelites, Philistines, Assyrians, Babylonians, Persians, Romans and others. In each case the students learn about the imprint and significance of these ethnic groups.

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):

Although RELS 317 is essentially a lecture course, each unit requires the student to grapple with interpreting evidence. Thus, by its nature, the course is a critical inquiry into the relevant source materials. While the course focuses on the archaeological evidence, it is also informed by textual evidence as well as iconography: Each of these sources must be analyzed: The course fully emphasizes the complexity of issues, and presents alternate views and interpretations. One example—of many—is the discussion regarding to when to assign the period of the Patriarchs as described in Genesis. This analysis requires the student to address issues such as the price of slaves and the comparison of treaties and covenants as they appear in the Bible versus those appearing in contemporaneous extra-biblical economic documents. Throughout the semester the student is repeatedly required to investigate, evaluate and synthesize these data, as well as critically assessing theories and
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

interpretations based on the presented materials.

One assignment and three tests measure the student’s progress. The assignment requires the creation of a tel (ancient mound) and a section through it. To do this the student must think creatively, as the tel can be a real one, or one that s/he must create of their choosing (“Tel Aggie” is a perennial favorite) and discuss within this scenario stratigraphic problems that might confuse the site’s levels during an excavation. The 200-level Honors version of the course also requires that the student write a critical term paper.

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

RELS 317 Introduction to Biblical Archaeology is a lecture class. As archaeology is a visual discipline, the course is based primarily on slide lectures given in Keynote®, the Apple version of Powerpoint. These lectures develop the student’s visual communication and comprehension skills. The slides are short on text and long on visual prompts that challenge the student to see and, more importantly, to understand topics at a deeper level. The student is introduced both during the lectures, as well as in course readings, to artifacts, maps, chronologies and charts that synthesize archaeological or historical data.

The lectures are posted online in the Electronic Course Reserves: at the beginning of the semester the students are instructed to download and print out the lectures, or to mark them up on their digital devices, so that they have a visual record as an aid to learning the materials covered in class and to preparing for tests.

Sessions are dedicated to two instructional programs: “Archaeology from the Ground Down,” a Biblical Archaeology Society production, which summarizes methodologies and issues of Biblical Archaeology, and the award-winning NOVA Program, “Voyage to Antiquity,” which tells the story of the discovery, excavation and research on the 3,300-year-old Uluburun shipwreck, the oldest known coherent shipwreck in the Mediterranean Sea. There is also one visiting lecture, dealing with the impact of the Neolithic agriculture revolution and how this effects our eating habits and health today.

Class participation accustoms the student to understanding and evaluating images and data sets critically. During the semester these different types of information—archaeology, texts and iconography—are compared to facilitate comprehensive understanding of lecture topics. For example, the study of repose decoration on a small silver chalice, the ~4,000-year-old Ayn Samya Goblet discovered north of Jerusalem, reveals that it represents part of the Mesopotamian creation myth (the enuma elish). Interpreting this single artifact requires A) combining two forms of evidence and B) a realization of the flow and ebb of cultural connectivity in the ancient Near East.

Obviously, the ability to engage the student in oral communication is largely inversely proportional to the size of the class. Nevertheless the course, irrespective of class enrollment, is carried out in an interactive environment in which the student is constantly encouraged to take part in discussions and questions framed by the curriculum.

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

The materials covered in this course aims to strengthen the student in each of these three aspects of social interaction. As the course is grounded in the land and period of the Bible, by definition it supplies each student with a basic background to the milieu that led to the actual foundations of the Judeo-Christian ethic, which serves as a prime base for all Western civilization. The student’s growing awareness of this setting contributes to her/his knowledge of civic responsibility in times past and promotes engagement on local, national and international levels. Awareness of the great variety of ancient cultures covered in the course nurtures greater cultural sensitivity: A byproduct of this is a better understanding of local ethnic diversity.
Texas A&M University

Core Curriculum

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

Discussions on problems related to antiquity theft lead to civic issues of site and artifact protection as a civic duty on a personal, national and global scales. Questions regarding the private versus the communal ownership of artifacts, the movement of artifacts between countries and issues of repatriation raise awareness to the complexities of archaeological patrimony. During the course the student addresses issues that speak to cultural traditions, thus aiding them to see their own place within the local and global society.

Social responsibility may be difficult to evaluate in the classroom. Despite this, tests can evaluate the student's widening awareness to the rich fabric of past human diversity, as one of the main foci of the course is the interplay among ancient Near Eastern cultures.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The deep association of this course with the roots of biblical society, which is at the very heart of modern ethics as understood in Western Culture, gives the student a solid grounding in its background. From Patriarchs to prophets, the student is introduced to the actual world in which these ideas were first manifest.

Additionally, from the first meeting this course treats the student as an adult. The primary rule of adulthood states that a person must take responsibility for her/his own actions. The course stresses the responsibility of the individual student, beginning with class attendance, focus during class and culminating with preparation for tests.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
This course is designed to introduce the student to the archaeology and material culture of the Land of the Bible. The course has the following objectives: A) To acquaint students with the rich matrix of material culture related to the peoples of biblical times in that region, B) To integrate these physical remains into an overall humanistic understanding of the biblical world, C) To supply the student with the tools to evaluate archaeological discoveries in relation to the biblical narrative, D) To familiarize the student to the interrelationship of various sources—texts, artifacts, iconography, etc.—for interpreting and understanding the past. There are no prerequisites to taking this course.

We will cover the period from the Epi-Paleolithic period (ca. 10,000-8,500 B.C.) till the 1st-century A.D. Classes will be devoted primarily to Keynote™ lectures. We will also see video presentations. The final grade will be based on the total grades earned by the student from one assignment (5 points), three tests (two mid-term examinations and a final examination, each worth 25 points) and a term paper (20 points) due the last day of class (Thursday, April 25). The assignment will be given on our third meeting (Tuesday, January 22th) and will be due on our fifth meeting (Tuesday, February 29th). Late submissions will not be accepted.

As term paper topic selection can be a difficult process, and lead to procrastination, I encourage you to look over the material that we will cover and select a topic for your term paper early in the semester. Please see me to discuss your topic ideas. You will be expected to submit a 250-word (1-page double spaced) abstract together with a preliminary bibliography no later than our tenth meeting (February 14th). Remember, deadlines are our friends.

The second mid-term, and the final test, will include only material covered since the previous test. The class session prior to each test will be spent in reviewing and discussing the material covered in the test. Letter grades assigned will follow the standard TAMU scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F. Sometimes students do not do well on a midterm. Should this happen the student will have the option to take a final exam covering all the material of the entire semester. This test will count for the final and will replace the lower of the two mid-term test grades (50 point value). Anyone wishing to take this option must register to do so no
later than our last meeting (Thursday, April 25th). \textit{Note that this possibility should be viewed as an opportunity of last resort.}

As a textbook for the first part of the course we will be using Amihai Mazar's \textit{Archaeology of the Land of the Bible: 10,000-586 B.C.E. (The Anchor Bible Reference Library.)} New York, Yale University Press (2009). Additional readings will be found at Evans E-reserve. The majority of additional readings for this course are found in a journal entitled \textit{Biblical Archaeology Review}. This resource is available online at Libcat. To access these internet resources you must either use a university computer, or, if you are off campus, you may be required to sign into your university account.

\textbf{CLASS LECTURES ON LINE}

Class lectures are available on-line as downloadable pdf files on the Electronic Course Reserves. Students should download these files and print them out (multiple slides per printed page) as a convenient aid in taking notes. \textit{These lecture files do not replace class attendance.}

\textbf{CLASS ID NUMBERS}

For reasons of identity security neither Social Security numbers nor UIN numbers will be used when posting grades. For this purpose each student will receive a unique class ID number.

\textbf{THE AMERICANS WITH DISABILITIES ACT (ADA)}

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

\textbf{STATEMENT ON DIVERSITY}

Respect for cultural and human biological diversity is a core concept of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (Seehttp://diversity.tamu.edu/).

\textbf{ACADEMIC INTEGRITY}

An Aggie does not lie, cheat or steal, or tolerate those who do. For more information regarding academic integrity, please visit the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu).
ANTH/RELS 317 (200) Intro to Biblical Archaeology Honors

SCHEDULE SPRING 2013

**WEEK 1**
1. Tuesday, January 15th ➔ Introduction to Biblical Archaeology I
2. Thursday, January 17th ➔ Introduction to Biblical Archaeology II

**WEEK 2**
3. Tuesday, January 22nd ➔ Introduction to Biblical Archaeology III (Assignment given)
4. Thursday, January 24th ➔ Introduction to Biblical Archaeology IV (Video presentation: Archaeology From the Ground Down)

**WEEK 3**
5. Tuesday, January 29th ➔ Introduction to Biblical Archaeology V (Assignment returned, 5 points)
6. Thursday, January 31st ➔ Introduction to Biblical Archaeology VI & The First Agriculturists: The Epi-Paleolithic and Neolithic Periods

**WEEK 4**
7. Tuesday, February 5th ➔ The First Agriculturists: The Epi-Paleolithic and Neolithic Periods (Contd.)
8. Thursday, February 7th ➔ Review

**WEEK 5**
9. Tuesday, February 12th ➔ Mid-term examination #1 (30 points)
10. Thursday, February 14th ➔ On Writing Reports and Term Papers (250-word term paper abstracts due)

NB Students are invited to Professor Vaughn Bryant's lecture to ANTH/RELS 317 (500), The Paleolithic Health Club: Where Have We Gone Wrong? (3:55 PM, Harrington Educational Center)

**WEEK 6**
11. Tuesday, February 19th ➔ Innovative Communities of the Fourth Millennium: The Chalcolithic Period
12. Thursday, February 21st ➔ The Emergence of Cities: The Early Bronze Age

**WEEK 7**
13. Tuesday, February 26th ➔ Early Bronze Age (Contd.)
14. Thursday, February 28th ➔ An Interlude: The Early Bronze IV/Middle Bronze Age I

**WEEK 8**
15. Tuesday, March 5th ➔ Mighty Canaanite City-States: The Middle Bronze Age II
16. Thursday, March 7th ➔ Middle Bronze Age II (Contd.) & In the Shadow of Egyptian Domination: The Late Bronze Age
WEEK 9

SPRING BREAK. NO CLASSES.

WEEK 10
(17) Thursday, March 19th ➤ Late Bronze Age (Contd.)
(18) Thursday, March 21st ➤ Review

WEEK 11
(19) Tuesday, March 26th ➤ Mid-term examination #2 (30 points)
(20) Thursday, March 28th ➤ Seafaring in the Late Bronze Age: The Uluburun Shipwreck

WEEK 12
(21) Tuesday, April 2nd ➤ A Voyage to Antiquity: (Video presentation)
(22) Thursday, April 4th ➤ The Days of the Judges: Iron Age I

WEEK 13
(23) Tuesday, April 9th ➤ The Sea Peoples and the Philistines: The Iron Age I
(24) Thursday, April 11th ➤ The United Monarchy: The Reigns of Saul, David and Solomon: Iron Age II A, ca. 1000-925 B.C.

WEEK 14
(25) Tuesday, April 16th ➤ The Divided Monarchy: Iron Age II B-C
(26) Thursday, April 18th ➤ Historical Overview: From the Persian to the Early Roman Periods & A Tour of the Second Holy Temple in Jerusalem in the Time of Jesus

WEEK 15
(27) Tuesday, April 23rd ➤ The Backdrop to the Ministry of Jesus: Seafaring on the Sea of Galilee
(28) Thursday, April 25th ➤ Review

Final examination: Wednesday, May 8th, 1:00-3:00 PM (35 points)
READINGS

INTRODUCTION TO BIBLICAL ARCHAEOLOGY
Mazar, A., Archaeology of the Land of the Bible, pp. 1-34 (Ch. 1).

NEOLITHIC PERIOD

THE CHALCOLITHIC PERIOD

EARLY BRONZE AGE

EARLY BRONZE IV/MIDDLE BRONZE AGE I

MIDDLE BRONZE AGE II
LATE BRONZE AGE


THE ULUBURUN SHIPWRECK


IRON AGE I: THE ISRAELITE CONQUEST AND SETTLEMENT


IRON AGE I: THE PHILISTINES & THE SEA PEOPLES


IRON II: THE UNITED & DIVIDED MONARCHIES


FROM THE PERSIAN TO THE EARLY ROMAN PERIODS


A TOUR OF THE SECOND TEMPLE IN JERUSALEM


THE SEA OF GALILEE BOAT


And for your general interest...

A) THE ANCIENT WORLD ON TELEVISION

AWOTV on the www:
http://www.atrium-media.com/rogueclassicism/categories/awotv/
To subscribe, send a blank message to:
mailto:awotv-subscribe@yahoogroups.com
To unsubscribe, send a blank message to:
mailto:awotv-unsubscribe@yahoogroups.com

B) EXPLORATOR: ARCHAEOLOGICAL NEWS ON THE WEB

Read the latest Explorator on the web at:
http://www.atrium-media.com/rogueclassicism/categories/explorer
Past issues of Explorator are available on the web at:
http://groups.yahoo.com/group/Explorator/messages
To subscribe to Explorator, send a blank email message to:
mailto:Explorator-subscribe@yahoogroups.com
To unsubscribe, send a blank email message to:
mailto:Explorator-unsubscribe@yahoogroups.com
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:

4. Complete course title: Environmental and Natural Resource Economics

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication  ☐ Creative Arts
☐ Mathematics    ☐ American History
☐ Life and Physical Sciences ☐ Government/Political Science
☐ Language, Philosophy and Culture ☐ Social and Behavioral Sciences

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  (see following page)

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.

12. Submitted by:

Course Instructor  5-9-2013

Approvals:

Department Head  6-12-13

College Dean/Designee  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>
</thead>
<tbody>
<tr>
<td>Fall 10</td>
<td>12</td>
<td>24</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Spring 11</td>
<td>1</td>
<td>44</td>
<td>29</td>
<td>74</td>
</tr>
<tr>
<td>Fall 11</td>
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<td>29</td>
<td>24</td>
<td>55</td>
</tr>
<tr>
<td>Spring 12</td>
<td>1</td>
<td>47</td>
<td>27</td>
<td>75</td>
</tr>
<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. Throughout the class, students work in small groups to discuss concepts and answer questions following the Team-Based Learning approach.

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. Analysis using mathematical and graphical skills is at the center of these discussions; students learn to frame real-world issues using graphical and mathematical tools in order to critically analyze each situation. 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.
Texas A&M University
Core Curriculum

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

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:

- 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. The students' verbal communication skills are assessed when they make presentations to the class and to their teams. A student's ability to verbally communicate will play an important role in the peer evaluations that all team members complete twice during each semester and are given weight in the calculation of the final grade.

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.
Texas A&M University

Core Curriculum

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

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
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 Zia
Michele Zia
211 AGLS Building
979-845-2333

Office hours: TBA

TA
Randi Hughes-Fraile
AGLS 393
randihuahes@tamu.edu

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:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pollution</td>
<td>Acid rain, air pollution and global warming</td>
</tr>
<tr>
<td>The population problem</td>
<td>Water pollution</td>
</tr>
<tr>
<td>Oil shortages</td>
<td>Economic efficiency and the environment</td>
</tr>
<tr>
<td>Water as an economic resource</td>
<td>Cost-benefit analysis</td>
</tr>
<tr>
<td>Fisheries management</td>
<td>Property rights</td>
</tr>
</tbody>
</table>

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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Highest Score: ¼ 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>
</tr>
</thead>
<tbody>
<tr>
<td>(subject to change with prior notification)</td>
</tr>
<tr>
<td>Module #1: Value, Valuation and Efficiency</td>
</tr>
<tr>
<td>1/22 RAT #1</td>
</tr>
<tr>
<td>Module #2: Property Rights, Efficiency, Externalities, &amp; Public Goods and Policies</td>
</tr>
<tr>
<td>2/5 RAT #2</td>
</tr>
<tr>
<td>2/26 Midterm Exam</td>
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<tr>
<td>Module #3: Pollution Problems and Policies</td>
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<tr>
<td>3/5 RAT #3</td>
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<tr>
<td>Module #4: Renewable and Non-Renewable: Static and Dynamic Efficiency</td>
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<td>3/26 RAT #4</td>
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<td>Module #5: Energy, Recycling and Fisheries</td>
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<td>4/9 RAT #5</td>
</tr>
<tr>
<td>5/6 Final Exam (1-3 p.m.)</td>
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</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 845-1637.
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): 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
   - [X] Social and Behavioral Sciences
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Creative Arts
   - [ ] Communication

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 submitter should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

13. Course Instructor

14. Department Head

15. College Dean/Designee

Date: June 5, 2013

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

ARCH 458-Global Ethics, Culture and Practice

Empirical and Quantitative Skills Competency: Students will exhibit ability to apply, analyze and draw conclusions based on scientific and mathematical concepts. Empirical and Quantitative includes identification, Assimilation, Analysis and Conclusion.

Students in Global Ethics, Culture and Practice will examine the social and behavioral factors in creating culturally sensitive environments and settings and how to identify, analyze, and respond to evidence based personal space requirements and rituals to be a participant in a global context through critical thinking, discussions, and case studies.

Students in Arch 458 will research and learn theories and knowledge from social and behavioral science to give them relevant parameters in which to operate on six continents in a variety of complex cultures. They will utilize evidence from surveys, digital media, behavioral observation and archives to research to study the ethical and cultural components of a culture and be aware of the differences to be able to adjust to the subtleties of operating in another culture. Speakers that have practiced on every continent will 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 are required to research the personal space requirements for different cultures, hand gestures, food biases, color and numerical preferences, rituals, and specific taboos throughout the semester. Students must also research and analyze personal space as it changes and adjusts to various age groups within each particular culture.

Students research the preferred business practices and rituals based on the social factors of each culture and to analyze 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 written journal entries and in class presentations. Every class lecture, presentation and outside research is documented within their journals.

Besides knowing the present 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.
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.

Critical Thinking (To include critical and 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 creates rich and diverse 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. They will learn how to collect numerical data on their own and use that data to better understand environment-behavior relationships. Their ability to collect, understand and analyze numerical data will be evaluated in their journals and presentations.

Students will research customs and rituals to analyze, evaluate and synthesize information to adapt their companies operating in a particular culture.

Students will research and document personal space preferences and differences in cultural proximities including age and 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 complete written and graphic 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 and compare how different cultures
perceive the U.S. culture. They include their findings in their journals and compare the empirical evidence with their previous research.

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.

**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.

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 multicultural class assignments.

Students will demonstrate their understanding of intercultural communication by videoing different interactions with various cultures and demonstrating the respect and sensitivity due that particular culture. Students also will research and include commercial blogs and videos that demonstrate cultural differences.

Students will learn etiquette differences and skills around the world by attending an etiquette dinner with a speaker that covers social and behavioral etiquette in various cultural settings. The etiquette dinner must be documented in their journal.

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

**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.

**Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):**
In ARCH 458, 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.
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 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 Kester (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
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

<table>
<thead>
<tr>
<th>Journal</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Etiquette Dinner Notes</td>
<td>10 points</td>
</tr>
<tr>
<td>Final Examination</td>
<td>15 points</td>
</tr>
<tr>
<td>Research Assignments</td>
<td>60 points (15 points per assignment, N=4 assignments)</td>
</tr>
</tbody>
</table>

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/rule07

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.

- 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>
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<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>
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<tr>
<td>Sept. 9</td>
<td>M</td>
<td>Post- Dell Social Innovation Challenge due by Midnight</td>
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<tr>
<td>Sept. 10</td>
<td>Tu</td>
<td>Assignment 2 - Dell Social Innovation Challenge</td>
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<tr>
<td>Sept. 12</td>
<td>Thu</td>
<td>Assignment 2 - Dell Social Innovation Challenge</td>
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<tr>
<td>Sept. 17</td>
<td>Tu</td>
<td>Harold Adams – Former CEO RTKL (Korea, Japan, China, and Taiwan)</td>
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<tr>
<td>Sept. 19</td>
<td>Thu</td>
<td>Harold Adams – Former CEO RTKL (Korea, Japan, China, and Taiwan)</td>
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<tr>
<td>Sept. 24</td>
<td>Tu</td>
<td>The Middle East and Russia</td>
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<tr>
<td>Sept. 26</td>
<td>Thu</td>
<td>Doing business in the Middle East</td>
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<tr>
<td>Sept. 30</td>
<td>M</td>
<td>Video on Personal Space due by Midnight</td>
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<tr>
<td>Oct. 1</td>
<td>Tu</td>
<td>Assignment 3 – Video on personal space and three different cultures</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
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<tr>
<td>Oct. 3</td>
<td>Thu</td>
<td>Joe Nillies Middle East</td>
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<tr>
<td>Oct. 8</td>
<td>Tu</td>
<td>Bonny McCloud 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>
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<tr>
<td>Oct. 15</td>
<td>Tu</td>
<td>Assignment 3 – Video on personal space and three different cultures</td>
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<tr>
<td>Oct. 17</td>
<td>Thu</td>
<td>Elizabeth Fleming-Shell-Game Changers-global</td>
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<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 Lasserat-CFO-UniversalPegasus-Africa, Singapore and Norway</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Tu</td>
<td>Central and South American Business Cultures</td>
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<tr>
<td>Oct. 30</td>
<td>W</td>
<td>Post Ideas Challenge Competition due by midnight</td>
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<tr>
<td>Oct. 31</td>
<td>Thu</td>
<td>Assignment 4 – Ideas Challenge Competition Presentations</td>
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<tr>
<td>Nov. 5</td>
<td>Tu</td>
<td>Assignment 4 – Ideas Challenge Competition Presentations</td>
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<tr>
<td>Nov. 7</td>
<td>Thu</td>
<td>Jorge Bermudez - former CEO Citigroup, Inc.-South America and Europe</td>
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<tr>
<td>Nov. 12</td>
<td>Tu</td>
<td>African ethics and business cultures</td>
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<tr>
<td>Nov. 14</td>
<td>Thu</td>
<td>Etiquette dinner</td>
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<tr>
<td>Nov. 19</td>
<td>Tu</td>
<td>Indian ethics and business cultures</td>
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<tr>
<td>Nov. 21</td>
<td>Thu</td>
<td>David Mebane-Northern Europe business</td>
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<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>
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<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...

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**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.

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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.
### Idea Title:
(Provide a brief, descriptive title for your idea.)

### Target Market
Who will use your product/service? How will they benefit? What's the value?

### Idea Description
Persuasively describe your idea briefly & succinctly

### 2-Minute Drill:
(Persuasively describe your idea very briefly and succinctly)

### Competitive Advantage
What makes your idea unique? Advantage of your product or service vs. alternatives in the marketplace

### The Idea:
(Spell out the details of the idea. What is the product or service, and how will it be used?)

### Customers
(Who will use your product or service? Who makes the purchase decision? What customer needs does your product or service satisfy?)

### Competitors:
(Who are your 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?)

### Competition
List 2-3 Competitors. How will they influence your idea?

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### 5: Find any global entrepreneur competition and enter. (15 points)
http://www.refresheverything.com/
http://www.changemakers.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.

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### 1. 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

Academic Calendar http://admissions.tamu.edu/Registrar/general/calendar.aspx
Final Exam Schedule http://admissions.tamu.edu/Registrar/general/finalschedule.aspx
On-Line Catalog http://www.tamu.edu/admissions/catalogs/
Student Rules http://student-rules.tamu.edu/
Religious Observances 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
   - Social and Behavioral Sciences

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 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.

13. Submitted by:
   - Jayne M. Zygier
   - Course Instructor
   - 6/11/2013

14. Department Head
   - Kim Dooley
   - 6/11/2013

15. College Dean/Designee
   - 
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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.
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**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’ everyday life, through reading and interpreting current data presented in scientific literature. Students will use the scientific method to interpret current research data that emphasizes the significance of the benefits plants provide people not only functionally, but aesthetically and socially. Information in the course, both in lecture, and outside readings, will allow students to objectively analyze data that indicates that plants benefit humans 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.

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**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
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targeted towards), followed by the possible benefits of this program on the targeted audience including the

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 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 text books 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. Students will complete a visual diagram on the different areas of sociohorticulture.

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. Students will also have a serious of quizzes (reflection papers) that will include questions and written reflections on outside readings and in class 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. The visual diagram will be discussed in class and evaluated as part of a quiz.

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. During classroom discussion, numerical data will be presented, and scenarios given of alternate types of situations where the numerical data may differ, allowing students to analyze and come up with
conclusions to future types of people/plant interactions as urban populations evolve and change.

Strategies
Students will develop qualitative and quantitative skills in the area of social science by being able to interpret numerical 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 conclusions by interpreting these data resulting in informed conclusions that are based on fact rather than fiction. Students will also be presented scenarios of future numerical data that reflects more accurately a changing population, allowing them to come up with individual and creative interpretations and solutions to people/plant interactions.

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 service learning 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 service learning 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.
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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/
Enrollment Key: __________________________

INSTRUCTOR:
Dr. Jayne Zajicek
HFSB 422
jzajicek@ag.tamu.edu

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:
Exams 1, 2, 3, & 4 @ 100 pts each 400 pts
Reading Quizzes 1 - 8 @ 10 pts each 80 pts
Service Learning Project @ 15 pts 15 pts
(Service Learning Project @ 15 Bonus Points)
Final Grade:
A = 445-495 pts
B = 396-444 pts
C = 346-395 pts
D = 297-345 pts
F = 296 and below

Total Points 495 pts

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.

Attendance:
Students are expected to attend all classes, complete assignments on time, and participate fully in class discussions. Absences may be excused and missed assignments completed in accordance with the TAMU student rules on attendance (http://student-rules.tamu.edu/rules7.htm)

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

Session 1  Course Outline, Syllabus and Expectations, Use of the Web
Session 2  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 (Lahr and Reff). ONLINE.

Session 3  Areas in Sociohorticulture
Bring diagram for Quiz #2 to be completed in class
Reading Quiz #2 Due

Session 4  Introduction to Gardening
Reading: Green Nature/Human Nature (Charles Lewis).
Ch. 4 on Gardening - PG. 49-54.
Reading Quiz #3 Due

Session 5  History of Gardening, Part 1
Session 6  History of Gardening, Part 2
Ethnic Gardening

Session 7  Children's Garden
Reading: Excerpt from Last Child in the Woods (Richard Louv). ONLINE

Session 8  Review
Session 10   Volunteerism

Session 11   Community Gardens
Readings: Green Nature/Human Nature (Charles Lewis).
Ch. 4 on Gardening - PG. 54-65
Reading: Garden Works -- Benefits of Community Gardening, ONLINE
Reading Quiz #4 Due

Session 12   Public & Estate Gardens
Readings: Green Nature/Human Nature (Charles Lewis).
Ch. 3 Green Nature Observed - PG. 25-48.

Session 13   Prison Gardens
Readings: Green Nature/Human Nature (Charles Lewis).
Ch. 5 "Correctional Institutions" - PG. 99-103.
Reading Quiz #5 Due

Session 14   Zoos, Aquariums, Conservatories, and Amusement Parks
Readings: Disney World: The Magic Behind the Plants, ONLINE.

Session 15   Keep America Beautiful

Session 16   Keep Brazos Beautiful

Session 17   Educational Programs

Session 18   Review

Session 19   EXAM 2

Session 20   Urban Forestry
Readings: Green Nature/Human Nature (Charles Lewis).
Ch. 4 "Urban and Community Forestry" - PG. 65-73.

Session 21   Urban Ecology
Reading Quiz #6 Due

Session 22   Horticulture Industry and the Local Food Transition

Session 23   Local Food Communities
Readings: Excerpt from Farm City (Novella Carpenter) ONLINE
Reading Quiz #7 Due

Session 24   Review

Session 25   EXAM 3

Session 26   Overview of Horticultural Therapy
Readings: Green Nature/Human Nature (Charles Lewis).
Ch. 5 Intro - PG. 74-80, Ch. 5 “Qualities of Plants” - PG. 103-105.

Session 27
Horticultural Therapy & Developmental Disabilities
Reading: Green Nature/Human Nature (Charles Lewis).
Ch. 5 “Physical Rehabilitation Centers” and “Developmental Disabilities” - PG. 80-87.

Reading Quiz #8 Due

Session 28
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

Session 29
EXAM 4 – Last Class Day

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Issues of Adacemic Integrity
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