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): Animal Science Department

2. Course prefix and number: ANSC 107

3. Texas Common Course Number: AGRI 1319

4. Complete course title: General Animal Science

5. Semester credit hours: 

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: No

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

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

9. Number of class sections per semester: 2 - 4

10. Number of students per semester: 300 (Spring) 50 (Summer) 650 (Fall)

11. Historic annual enrollment for the last three years: 954 894 1035 992

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: 6/24/13

13. Approvals:

   Department Head

   Date: 5/6/13

   College Dean/Designee

   Date: 6/3/13

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

Foundational Component Area: Life and Physical Sciences

In the box below, describe how this course meets the Foundational Component Area description for Life and Physical Sciences. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

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?

ANSC 107 General Animal Science explores the basic biological principles of each livestock species by furthering the student’s understanding of topics such as anatomy, growth, genetic selection, environmental and human impacts on the production of livestock and food, meat science, animal health, reproductive physiology, and digestive physiology. Utilizing the scientific method, the fundamental science of each topic is developed within each species (beef cattle, dairy cattle, horses, poultry, swine, sheep and goats) in context with marketing and production forces. Gaining a thorough understanding of the animal sciences will help students analyze the livestock industry challenges and formulate responses. In response to these problem solving events, practical application and technological implementation is developed.

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):

How Addressed

Students will develop critical thinking skills through synthesis of the information in relation to 1) the causes and effects of animal diseases, 2) reproductive difficulties, 3) nutritional requirements and 4) animal breeding (genetic selection).

Strategies

Each topic will begin with scientific background, followed by how this relates to environmental and/or biological effects, then practical applications. Examples would be:

Lectures on animal breeding would begin with the general facts about each of the physiological and behavioral characteristics about breeds. Sample topics would include maternal proclivity, rate of growth, degree of heat tolerance and immune resistance. Subsequent discussions and examinations would then utilize this information as a basis for analyzing which breed of animal would be best suited for a specific region with known conditions considering the given attributes of that breed. Further, the class would use the application of this foundational knowledge to innovate outline breedings and management strategies in order to generate hybrid vigor and optimize animal performance. Another example lecture would be the presentation of basic endocrinological principles. As example, students will be instructed on the basal mechanisms of hormone action as they relate to reproductive biology. The class would then be engaged in thought provoking scenarios that pose queries challenging the students to interpret scientific data (such as circulating hormone levels) for use in real world scenarios. An example, would be the question: "Progesterone is present at a high level in the blood of a doe on day 31 post ovulation. Is she pregnant?" Students would then have to utilize the given information in the appropriate context in order to come to a scientifically
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supported conclusion. Moreover, translational application of the course materials will also be integrated as the class will explore current reproductive technologies and develop strategies for potential manipulation of hormone cycles in livestock species. Students will be requested to provide innovative responses to the challenges and inquiries animal agriculture will face in the future. Another pillar of the course materials is a focus on nutritional biology. Specifically the nutritional value and purpose of a feedstuff will be presented, along with disorders and disfunctions associated with toxicities and deficiencies involved with each major nutritional requirement. Symptoms of abnormal activity would be revealed to the class, and the students would be expected to provide solutions to the problem after analyzing the animal’s diet. Students will also be given information regarding an animal’s stage of production and be prompted to provide the nutritional components of a diet, which would be most suitable during that phase. Additionally, the class would also analyze the physiological and environmental factors which influence, promote and inhibit animal growth and development. A general understanding of the interaction of breed physiology and behavior as influenced by genetotype, endocrinology, and nutrition will provide the class a basis of knowledge of the collective influences on animal production and performance.

How Evaluated

Scenarios will be presented on exams in order to test the extent to which each student understands and is able to apply the material presented in lecture, and subsequently generate an appropriate solution for the query given. Scenarios presented will vary from production oriented to occupation specific (i.e. veterinarian, A.I. specialist, feedlot manager, etc.) to encompass the breadth of information disseminated in the lectures.

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 asked critical thinking type questions throughout each lecture and will be expected to formulate a response (including both written and oral) to best describe how and why they would address the questions provided in their respective individual manners.

Strategies

Students are always prompted to ask questions and provide solutions to the questions asked during class. Students will be asked thought provoking, situation-type questions throughout each lecture in order to stimulate dialogue with the instructor during class. The class will also be asked random questions throughout lecture which will provide feedback on the level of understanding for the majority of the class while maintaining student interaction and classroom engagement. Another strategy that will be utilized to achieve communication in the class is “ask your neighbor time.” A question, statement or mechanistic principle will be provided to the class, and students will be allowed to converse with their neighbor in order to either dispute or agree on an answer or explanation. Individuals throughout the room will then be expected to provide their conclusion and be open for discussion based upon it. This strategy will be implemented to keep the class engaged throughout the lecture and will also provide the students an opportunity to demonstrate their mastery of the subject matter by teaching one another. In addition to “ask your neighbor time,” whole brain teaching methods will be applied. This strategy will enhance the visual communication amongst the class. For example, by connecting a specific term to a gesture, the class will be actively engaged in order to make the gesture each time the term is stated. To encourage further scientific knowledge and aptitude, students will be asked to do supplemental readings which will promote professional development as animal scientists. Students will utilize the American Journal of Animal Science’s free membership offer for undergraduate students where they will be able to access journal articles, symposia archives, and public policy documents (www.asas.org). Reports and group projects will be geared to the style and format of professional documents and presentations at ASAS venues. Students will also be required to complete journal or blog entries on the eCampus forum section in order to monitor the individual progress students are making with the material as well as each one’s advancement in communicative skills.
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How Evaluated

Many of the conclusions reached in class will appear on an exam type material, and the student will be expected to provide the answer which was generated by classroom at the end of the discussion time. Students will also be evaluated on the professional content and format accuracy of each report. Students will also be asked to turn in a sheet of paper with their response before and after the discussion in order to record progressive changes in thought and level of envelopment in the discussion. In addition, students will be required to complete journal or blog entries on the eCampus forum section in order to monitor the individual progress students are making with the material as well as each one’s advancement in communicating the material. Moreover, undergraduates will be evaluated based on their oral responses and written responses submitted on pop quizzes, tests or via eCampus.

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

How Addressed

Each day professionals such as livestock managers, food processors, nutritionists, and veterinarians make decisions based upon numerical (censusi, financial, or physiological data; therefore, students must achieve the knowledge and level of understanding to make profitable and ethical decisions when they enter the professional workforce. Students will acquire the skills necessary to effectively analyze data and further develop an accurate conclusion based upon facts such as breeding evaluation data via utilization of EPDs, market classifications and grades as well as diagnostic assessment of hormone levels and nutrient content of a particular feedstuff.

Strategies

Lectures will include the analysis of numerical data sets which are in support of the understanding of a specific topic. Sample lectures would include:

Evaluation of Expected Progeny Differences (EPD’s) will allow for interpretation of the data for specific heritable traits as well as predictions of the best sire to use in a given scenario. Carcass data traits will be examined and conclusions will be drawn in relation to the current market trends. Marbling score in conjunction with yield grade are traits upon which the market commonly emphasizes. Value determining traits, such as these, will also be discussed along with the impact of changes to the product in these specific quantitative areas. Students will also be expected to describe the correlation of differing numerical traits and the price margins. Another lecture will cover the topic of nutrient requirements in livestock and analysis of feedstuffs. Students must process statistical information and come to an informed decision or solution as to what to feed in order to maximize profits. For example, the digestibility and passage rate of a particular feedstuff alludes to the quality of a feedstuff and affects the rate of growth or efficiency of the individual to which it was fed. The class will also decipher hormone levels in accordance with the established profiles of certain stages of development, leading to the control of physiological phenomena in livestock species. The class will also be expected to utilize such information in order to predict the effectiveness and method of hormonal manipulations for breeding purposes.

How Evaluated

Numerical data will be given on exams and quizzes along with a scenario or situation. The students will be evaluated based upon the correct interpretation of the data and rationale for the answer/solution provided.

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

How Addressed

The majority of the team work employed in this class is attributed to hands-on models, group interpretations, and peer explanation of a specific lecture topic.

Strategies
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Lectures will present challenges to students' full understanding of various topics in Animal Science and are designed in order to provoke thoughtful responses after peer collaboration. Examples include:

Formulating a report with viable solutions constituted by valid research and citations in response to “hot topics” facing animal agriculture. Creating a hormone flow chart that specifies the endocrine gland or cell where specific hormones are produced, upon what tissue targets the hormone acts, and the mechanism of regulation. Students are encouraged to make their own study materials and have them revised by peers. This ensures optimal achievement of comprehension for each student during their learning experience. Also, during the lecture over meiotic division and independent assortment, volunteers from the class are expected to pose as model pieces to the overall concept by acting as chromosomes and groups of cells. The same approach is used to further develop the understanding of hormone signals and regulation. Student volunteers act as a model of the female reproductive tract and communication system as they are assigned structures and specific hormones. Next, they are instructed to “send the appropriate signals” to achieve the desired event (ovulation, formation of a corpus luteum (CL), luteinization of the CL, etc.).

How Evaluated

For some projects, the class will be evaluated as a whole based upon participation in class discussion. Other smaller and more deliberate projects, group members will submit a paragraph along with the project describing the contribution level of each of the other members, giving them an overall teamwork grade. In smaller class sections, the students will also be evaluated on the quality of the team’s flow charts in relevance to the grading rubric.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Fall 2013 Course Syllabus
General Animal Science – ANSC 107-502
T/R 9:35-10:50 – Kleberg Building – Room 115

Professor:  Dr. Shawn Ramsey
Associate Professor
Office: 109 Kleberg
Phone: 979-845-7616
Email: sramsey@tamu.edu

Required Text: ANSC '07 Class Notes, MSC only
Optional Text: Scientific Farm Animal Production, Taylor, (any edition)

Course Description:
Introductory Animal Science will provide students with a general understanding of all aspects of the livestock industry. The class will start with basic agriculture nomenclature of breeds, species and types of livestock then progress to cover reproduction, nutrition, genetics, food safety, growth and development of beef cattle, sheep, horses, swine, dairy cattle and poultry. The class will also cover a brief description of the companion animal industry.

Grading Policy
Grades will be based upon the following:

- Posted Quizzes-4 (25 pts. each) 100 points
- Surveys of Knowledge – 4 400 points
- Without final total 500 points
- Comprehensive Final (optional based on absences) 100 points
- With final total 600 points

The standard grading procedure percentage scale will be used:
(90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, and below = F)

No Final  With Final
450-500-A  540-600-A
400-449-B  480-539-B
350-399-C  420-479-C
300-349-D  360-419-D
299-000-F  359-000-F

Attendance Policy:
The FINAL SURVEY OF KNOWLEDGE is optional for those students who have PERFECT attendance. Students with more than 6 unexcused absences will lose 2 percentage points off their final average for each additional unexcused absence. University Policy-Make ups. If you require a make-up exam, this will only be possible if your reason for missing class is due to a properly documented and reported university excused absence in accordance with Texas A&M University Student Rule 7. To be excused the student must notify his or her instructor in writing (acknowledged email is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (i.e., 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 and written documentation of why notice could not be sent prior to the class. I will need to keep a copy of your documentation. In this and all other areas, we follow university policy. Make-up quizzes will be given, but you are only eligible if the absence is University excused. Make-up quizzes will be fill in the blank, and short answer format. Please see www.student-rules.tamu.edu for more information on attendance policy.

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

"Aggies do not lie, cheat or steal, nor do they tolerate those who do."
# Lecture Outline
## ANSC 107-502
### Fall 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 27</td>
<td>International Agriculture</td>
</tr>
<tr>
<td>Thursday, August 29</td>
<td>Breeds of Livestock and General Terminology</td>
</tr>
<tr>
<td>Tuesday, September 3</td>
<td>Consumer Driven Product</td>
</tr>
<tr>
<td>Thursday, September 5</td>
<td>Livestock Production Systems – Vertical Integration</td>
</tr>
<tr>
<td>Tuesday, September 10 *</td>
<td>Livestock Production Systems – Beef and Dairy Cattle</td>
</tr>
<tr>
<td>Thursday, September 12</td>
<td>Livestock Production Systems – Sheep and Goats</td>
</tr>
</tbody>
</table>

**Tuesday, September 17**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>Thursday, September 19</td>
<td>Classification Standards and Grades for Market Animals</td>
</tr>
<tr>
<td>Tuesday, September 24</td>
<td>Basic Meat Science</td>
</tr>
<tr>
<td>Thursday, September 26</td>
<td>Microorganism Contamination of Food</td>
</tr>
<tr>
<td>Tuesday, October 1</td>
<td>Animal Health and Welfare Practices</td>
</tr>
<tr>
<td>Thursday, October 3 *</td>
<td>Evaluation of Breeding Animals</td>
</tr>
<tr>
<td>Tuesday, October 8</td>
<td>Basic Genetics of Livestock</td>
</tr>
</tbody>
</table>

**Thursday, October 10**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, October 15</td>
<td>Male and Female Reproductive Anatomy</td>
</tr>
<tr>
<td>Thursday, October 17</td>
<td>Hormone Mechanisms and Physiology</td>
</tr>
<tr>
<td>Tuesday, October 22</td>
<td>Artificial Insemination/Estrus Synchronization</td>
</tr>
<tr>
<td>Thursday, October 24</td>
<td>Embryo Transfer and Advanced Technologies</td>
</tr>
<tr>
<td>Tuesday, October 29 *</td>
<td>Management for Reproductive Efficiency</td>
</tr>
<tr>
<td>Thursday, October 31</td>
<td>Environmental Physiology and Thermoregulation</td>
</tr>
</tbody>
</table>

**Tuesday, November 5**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Thursday, November 7</td>
<td>Ruminant and Monogastric Anatomy</td>
</tr>
<tr>
<td>Tuesday, November 12</td>
<td>Physiology of Digestion</td>
</tr>
<tr>
<td>Thursday, November 14</td>
<td>Evaluation of Nutrients and Feedstuffs</td>
</tr>
<tr>
<td>Tuesday, November 19 *</td>
<td>Balanced Livestock Diet</td>
</tr>
<tr>
<td>Thursday, November 21</td>
<td>Companion Animal Science</td>
</tr>
<tr>
<td>Tuesday, November 26</td>
<td>Companion Animal Science</td>
</tr>
<tr>
<td>Thursday, November 22</td>
<td>Thanksgiving Break</td>
</tr>
</tbody>
</table>

**Thursday, November 29**

**Tuesday, December 4**

**Friday, December 6**

12:30-2:30

**FINAL SURVEY OF KNOWLEDGE**

(*) denotes dates when quizzes will be given
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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): Construction Science

2. Course prefix and number: COSC-284

3. Texas Common Course Number: N/A

4. Introduction to Applied Workplace Ethics,

5. Complete course title: Etiquette and Communications

6. Semester credit hours: 3

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

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

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 Summer-10 Week Session

9. Number of class sections per semester: Five (5)

10. Number of students per semester: 300

11. Historic annual enrollment for the last three years: N/A  N/A  N/A

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: 8/30/13

13. Approvals:

Date: 8-30-13

14. Department Head

Date

15. 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?

COSC 284 – Introduction to Applied Workplace Ethics, Etiquette and Communications addresses the interpersonal relationships and behaviors common to a professional working environment on the individual and group levels that reflect ideas, values and beliefs. Critical thinking skills are required to effectively apply one’s understanding of the diversity of opinions, and that form the basis for accepted professional ethics, etiquette and communication in an experiential learning setting as a member of a work group. Verbal communications skills are refined through interaction with subordinates, peers, and superiors in an organization to achieve common goals through team efforts. Oral and visual communication skills are enhanced with the creation of a narrated presentation requiring the creative design of text, symbols, photos, diagrams and charts. Critical thinking skills are developed by gaining a knowledge of acceptable workplace ethics, etiquette and communications principles from reading assignments, applying this knowledge within a diverse group of people, and evaluating in written reports the effectiveness of these principles. Students are required to assess the work culture unique to their experiential learning setting, and determine how one must adapt to that culture. Working as member of a team, students learn to consider different points of view and work with others to achieve a shared goal. The dynamics present in an experiential learning setting requires students to make ethical choices and learn the consequences of those choices, as well as observe the ethical decision-making of others. Students will develop the three components of a good work ethic to include interpersonal relationship skills, dependability, and initiative.

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 student acquires knowledge of the principles of work ethics, etiquette and communications through reading assignments that discuss these principles. The student must apply creative thinking to determine how and when these principles can be effectively applied in an experiential learning setting. Verbal and non-verbal feedback from their associates must be evaluated, and work behaviors adjusted in order to adapt to the cultural diversity of people common to the work setting.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
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As a functional member of a working group, a student must learn and apply effective verbal and written communications as an essential element of developing effective interpersonal relationship skills. Communications external to the working group by telephone and electronic mail must be professional, in order to convey information in a clear, concise and grammatically correct manner. The quality of written reports as required by the course is evaluated as to the depth of understanding, content and clarity of the written report. Observing, participating and reflecting on conflict resolutions enhances the student’s ability to reach a common understanding with those of opposing views. Oral and visual communication skills are enhanced with the preparation of a narrated visual presentation requiring the creative design of text, symbols, photos, diagrams and charts that evaluates the overall effectiveness of the student’s experiential learning with recommendations on course improvements.

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

Observing the manner in which others in a work environment conduct themselves, and evaluating the conduct of others against a standard will allow a student to reach their own conclusions as to what is acceptable and effective in a variety of situations. Preparation of reflective writing assignments will demonstrate the student’s ability to accurately articulate the various factors of human behaviors.

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

Working as member of a team, students learn to consider different points of view and work with others to achieve a shared goal. The dynamics present in an experiential learning setting requires students to take personal responsibility for making ethical choices and learning the consequences of those choices, as well as observing the ethical decision-making of others. Students will also enhance their level of personal responsibility by developing their three components of a good work ethic to include interpersonal relationship skills, dependability, and initiative. The student will be in a community of people in an experiential learning setting where a consciousness of cultural diversity will be required in order to function as a responsible member of the group. The importance of participating in and contributing to the community support activities of their group will be reinforced by observing and participating in the community actions of their work group. The student will gain a knowledge of the wide variety of societal and community activities that are available for their participation.

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: COSC 284: Introduction to Applied Workplace Ethics, Etiquette and Communications
Term: Summer 2015
Instructional Type and Method: Experiential Learning; Distance, Internet

DESCRIPTION AND PREREQUISITES
For students in an experiential learning environment; required reading assignments on topics concerning workplace ethics, etiquette and communications; apply and discuss in reflective writing assignments in order to prepare to meet the professional expectations of employers upon graduation.

This is a distance education course with non-resident status. Local night classes or on-line classes may be taken subject to the prior approval of experiential learning provider and on a not to interfere basis with your primary employee participation and responsibility.

This course follows the university calendar for start and finish dates only.

Prerequisites: Student must be participating in an internship, co-op or other experiential learning opportunity.

REQUIRED TEXT

LEARNING OUTCOMES

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
2. Acquiring skills in working with others as a member of a team
3. Developing skills in expressing oneself orally or in writing.

OBJECTIVES

1. Learn and apply soft skills desired by prospective employers upon graduation
2. Become familiar with the company practices and procedures in a practical work environment over a range of duties;
3. Translate curriculum content into practical application;
4. Effectively communicate orally, visually, and in writing
5. Develop time management skills
6. Apply the three components of a good work ethic: Interpersonal Relationship Skills, Dependability and Initiative
**INSTRUCTOR INFORMATION**

Name: George Eustace  
Phone Number: Office: 979.458.0156  
E-mail Address: All electronic correspondence will be through Course Messages within eCampus  
Office Hours: MTWRF: 9:00AM to 4:30PM  
Office Location: Room 321, Langford Building A

**GENERAL INFORMATION/POLICIES**

This course of instruction will be graded on the basis of the student's ability to read, analyze and apply critical thinking skills in an experiential learning setting.

All assignments must be submitted electronically through eCampus a computer-based learning system. The site is available at http://ecampus.tamu.edu

Each assignment has a required submission due date and time as shown under Course Assignments, Grading and Due Dates.

Each student must verify they have internet access and the ability to connect to eCampus prior to the first day of class. Assignments may be submitted starting at 5:00 P.M. (CST) on the prior Friday and ending at 08:00 A.M. on the following Monday.

**READING ASSIGNMENTS**

June 1 – June 7  
No Reading Assignment

June 8 – June 14  
Preface, Introduction, and Chapter 9 (pages 121 and 122)

June 15 – June 21  
Chapter 1 – Ready, Set, Work , and Chapter 2 – When Reality Hits

June 22 – June 28  
Chapter 3 – It's All Up to You, and Chapter 4 – The Core Counts

June 29 – July 5  
Chapter 5 – Like It or Not, This Stuff Matters,  
and Chapter 6 – Avoiding a Communications Crisis

July 6 – July 12  
Chapter 7 – Spinning Out of Control, and Chapter 8 – Bosses: The Good, Bad and the Ugly

July 13 – July 19  
Chapter 9 – Relationships to Have and to Hold,  
Chapter 10 – Never Pass Up a Lemonade Stand, and Chapter 11 – Random Words of Wisdom

July 20 – July 26  
Review Entire Book

July 27 – August 2  
No Reading Assignment

August 3 – August 10  
No Reading Assignment

**COURSE ASSIGNMENTS, DUE DATES AND ASSIGNED POINTS**

Weekly Assignments  
Due NLT: 08:00 A.M. (CST) on Monday of the following weeks: 800 (100 points each)

Weekly Assignment 1 – June 8, 2015  
Weekly Assignment 2 – June 15, 2015  
Weekly Assignment 3 – June 22, 2015  
Weekly Assignment 4 – June 29, 2015  
Weekly Assignment 5 – July 6, 2015  
Weekly Assignment 6 – July 13, 2015  
Weekly Assignment 7 – July 20, 2015  
Weekly Assignment 8 – July 27, 2015  
Weekly Assignment 9 – August 3, 2015

Eight (8) weekly assignments will be required based upon the assigned course textbook.
Within eCampus, a MS Word template will be provided in the Assignments tab for each weekly assignment that must be submitted. The MS Word template for an upcoming week should be downloaded each Friday and reviewed since the questions change each week.

File naming format to be used:  \texttt{LastName FirstName_WA#.doc}

**PowerPoint Presentation w/ Narration**  
300 points

**Due NLT: 05:30 P.M. (CST) on Monday, August 3, 2015**

This report will be in the form of a 10 slide (minimum) and 15 slide (maximum) MS PowerPoint presentation that addresses the information documented in the various weekly reports with a summary of key lessons learned from the experiential learning environment with recommendations for course improvements.

Each slide in the presentation will include a written narrative (100 words minimum) using the “Notes Page” feature within MS PowerPoint.

An audio recorded narration of the presentation will be required. The narration must be in conversational form and should amplify and explain the content of each slide in the presentation. The narration must complement and explain, and not merely restate the information contained on the presentation slides.

The slide content should demonstrate the student’s ability to design an interesting and informative presentation with creative use of text, symbols, photos, diagrams, and charts.

Guidelines for the content of the various slides are available within the eCampus “Assignments” tab.

The following statements are required as the final slide at the end of the presentation:

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

"The internship provider has reviewed this presentation and approved its public release."

**Completion Letter**  
100 points

**Due: Envelope must be postmarked on or before August 3, 2015**

The Completion Letter must be prepared as a business letter on company letterhead. An example of the required format and content will be provided within the eCampus assignment.

The letter must be typed and addressed to the instructor and certify the completion of the experiential learning engagement and all course requirements.

The completion letter is to be prepared and signed by the student and signed by the supervisor. There must be a "Reviewed by:" block and comment space for the supervisor. Comments by the supervisor are welcome, but not required.

The mailing address for the Internship Completion Letter is:

George N. Eustace, P.E.  
Senior Lecturer  
3137 TAMU, 321 Langford A  
College Station, Texas 77843-3137
GRADING POLICY

The final letter grade for this course will be based upon the total points earned based upon the following breakdown.
Letter Grade Points-> A: 1000-900 B: 899-800 C: 799-700; D: 699-600; F: <600

All responses must be in the form of a complete sentence that is clear, concise, informative and devoid of vague relative and slang terms. One (1) point will be deducted for each grammatical error using a writing guide. A writing guide is provided in the Reference Materials tab within the eCampus section. A ten (10) point deduction will be made for each misspelled word.

The responses must fully address the issues or questions within the report template. Five (5) points will be deducted from the graded score at the discretion of the instructor for incomplete responses.

Attendance: Students are required to work a minimum of 20 hours per week. All excused absences will be as allowed by University Student Rule: 7 “Attendance” per http://student-rules.tamu.edu/rule07. Students with an excused absence will be allowed to turn in a scheduled assignment on a date as agreed upon by the student and instructor.

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

SPECIAL REQUIREMENTS

Academic Integrity: Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. For additional information please visit: http://aggiehonor.tamu.edu/

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

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

1. Department of Hispanic Studies
2. **HISP 206**
3. TCCNS: N/A
4. HISP 206 Food in the Hispanic World
5. 3 SCH
6. Foundational Component Area: Language, Philosophy and Culture
7. To be considered for International and Cultural Diversity
8. Course to be taught once per academic year
9. One section to be taught per academic year
10. HISP 206 will enroll 75 students each time it is taught
11. Previous enrollments have been: New Course; 2010-2011: as 489, 12 students
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
   Dr. Richard K. Curry, Director of Undergraduate Programs

[Signature]

14. Signature of Department Head: ______________________
   Dr. Steven Oberhelman

15. Signature of College of Liberal Arts Dean or Designee: ______________________

[Signature]

Submitted Feb, 2013
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?

HISP 206 is the study of food, food preparation and consumption in the Hispanic/Spanish-speaking world. Through the study of this aspect of culture, students learn to understand it in its relationship to the culture, time and place. As students study of food, food preparation and consumption, they synthesize and critique through explicit and implicit comparisons and contrasts among various Hispanic contexts and with their own food customs. Given the variety of contexts studied, this course involves different aesthetic, geographical, historical, social and intellectual perspectives on a concern central to the human condition.

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 study food, food preparation and consumption in multiple Hispanic contexts, and they are presented with explanations of geographical, social, historical and psychological perspectives on food in the Hispanic world. Synthesis and analysis of multiple practices offer opportunities for critical thinking because they require evaluation of customs and contexts. Inquiry into the context surrounding food offers opportunities for critical thinking because it implies understanding the relationships among the many Hispanic contexts as well a comparison and contrast with the student’s own cultural experiences.

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

The study of the style and content of the foods considered provides exposure to and insights into many different ways in which food communicates geographical, historical, social aspects of a culture. Course learning outcomes involve an understanding and appreciation of various forms in which food speaks about a culture. Other course objectives target students’ effective communication. Students write expositions of specific regional cuisines, and they orally report expository information about Hispanic diets. These outcomes are further targeted by ongoing interpretation of practices related to food and the oral and written expression of ideas about them throughout the course.
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):

This course promotes intercultural competence because students learn to understand, appreciate and evaluate, and to understand food in Hispanic culture(s). The perspectives adopted for the study of food contribute to geographical, historical, and social intercultural competence. The achievement of objectives of cultural/intercultural competence prepares students to more effectively engage glocal society. Glocal -- > “global” in the sense of various world cultures, and “local” in the sense that their own local communities in Texas are increasingly Hispanic.

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

Some of the social and cultural texts studied provide insights into and opportunities for discussion of personal responsibility as it relates to choices about food consumption. At a time when diet is an important topic related to issues of quality of life and personal health, the content of the course relates directly to personal responsibility objectives.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HISP 206: Food in the Hispanic World

Course description: A study of food, food preparation and consumption in the Hispanic world from historical, geographical, artistic, social, and psychological perspectives.

Learning Outcomes:

- To develop an appreciation of food as an object of academic inquiry and as a means for understanding the Hispanic world.
- To broaden our tastes for food from Hispanic countries.
- To raise our awareness of, and sensitivity to, food restrictions in other cultures.
- To historicize modern-day food consumption problems such as dieting.

Prerequisite: The prerequisite for this course is ENGL 104.

Textbook/resource materials for this course are those listed above in the weekly plan. The plan indicates the class day for which readings are to have been done.

Policies:

Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty. Please review the Student Rules at http://student-rules.tamu.edu for more information regarding these policies.

American With Disabilities Act (ADA)

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

Grading Scale: Final course grades will be assigned according to the following scale of percentages:

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

Grading and student responsibilities: The student’s final course grade will be determined by performance in the following areas and according to the following weighted values:
10%  Class participation (answering questions in class and raising your hand to make comments) and quizzes
10%  Workshop participation (for cooking class, potluck banquet and community service project)
15%  2 Reports on different Hispanic cuisines (first due in week 5 and second due in week 9)
20%  Map exercise
20%  Oral reports on Hispanic celebrity diets
25%  Short research paper (10 pages) on the cultural study of food. DUE ON THE LAST DAY OF CLASS.

Other pertinent information:

Student Research Week: typically held the last week in March. I will be offering 10 bonus points to be added to the final grade for the class to any student who finishes the final project (or at least a draft of it) early enough to present it publicly during Student Research Week, either through a poster session or an oral presentation. Interested students should plan for this early, though, since the registration deadline is the second week of February. See rules and requirements at http://srw.tamu.edu/

Aggie Honor Code

Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code ("An Aggie does not lie, cheat or steal, or tolerate those who do"). The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at http://www.tamu.edu/aggiehonor/.

In order to participate, a student must be present. For that reason, excessive unexcused absence (more than three) will negatively affect the final grade in the form of a 5% of the participation portions of the final course grade for each absence beyond three. The instructor will require written documentation for those absences which the student wishes to be excused. See the University’s official policy in this regard at http://student-rules.tamu.edu/rule7.htm.

1  “Participation” itself is a combination of evaluations. It is a balance between the quality of a student’s contribution to class discussions and the quality of her/his analyses, along with the frequency of those contributions. For example, a student always attends class and never contributes, though her/his gestures and non-verbal communication show involvement, can only aspire to “C”-level participation (70-79). On the other hand, a student who always attends class, frequently asks good questions, and frequently answers questions well, can expect “A”-level participation (90-100). “B”-level participation (80-89) falls somewhere in between these two descriptions, while “D” (60-69) and “F” participation shows little or no verbal or non-verbal involvement and a lack of engagement.
Course outline:

Week 1       Introduction to the Cultural Study of Sustenance

    T: Food and Eating in Art

    Paintings to be discussed include:

    Diego Velázquez, *Still Life* (1602), Museo del Prado, Madrid

    Pieter Claesz, *Still Life with Peacock Pie, Roasted Fowl, and Fruit* (1627)

    Francisco Goya, *Saturn Devouring His Son* (1819-23), Museo del Prado, Madrid

    Th: Food and Eating in Film

    Film Screening: *Como agua para chocolate*

Week 2       Food and Its History


    Th: 5-minute reports on different Hispanic cuisines

Week 3       Preparation of Food

    T: Chamorro Fernández, M.I. *Gastronomía del siglo de oro español*. Barcelona: Herder,
    2002.

    Th: Ferrán Adria, *A Day at El Bulli* (excerpts)

    + Mexican cooking class

Week 4       Consumption of Food


    Th: Lisa Miller, “The Dinner Divide: How Our Foodie Obsession is Driving
    Americans Apart,” *Newsweek*, November 29, 2010
Week 5  Social Class Connotations of Food


Additional Bibliography for Consultation:


Week 6  Food Shortage and Scarcity


Th: Anonymous, *Lazarillo de Tormes,* Tratado 2

Class service project: volunteer at a food kitchen, deliver Meals on Wheels, or stock the community food pantry

Week 7  Food and Geography


Th: Map exercise

Week 8  Food and Ethnicity


Th: Hear presentations of invited student groups from various countries
Week 9  The Gastronomic Legacy of Empire


+ virtual class visit from Troy Bickham, author of *Eating the Empire* (TTVN from Qatar)

Week 10  Some Like It Hot, or the Original Spice Girls (and Boys)


Week 11  Sweet Escapes


Week 12  Historical Contexts for Dieting


Th: Alfredo Alvar-Ezquerre in ‘Comer y “ser” en la corte del Rey Católico,’ in *Materia*

Week 13  Cannibalism and Other Unconventional Food Choices

T: Cannibalism and the Colonial World, ed. Francis Barker, Peter Hulme, and Margaret Iversen (excerpts)

Th: Tomasik, T.J. and J.M. Vitullo, eds. At the Table: Metaphorical and Material Cultures of Food in Medieval and Early Modern Europe. Turnhout: Brepols, 2007 (excerpts).

Week 14  The Eucharist and Spiritual Sustenance

T: Calderón de la Barca, El verdadero Dios Pan (1717), auto sacramental

Th: Calderón de la Barca, Los alimentos del hombre (1717), auto sacramental

+ visit from Catholic chaplain to explain Eucharistic theology
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): Health & Kinesiology
   SMPM (formerly KINE) 304
   Cross listed with PSYC 304
   Current core = YES (as KINE 304)
  Prefy & appr. 2/30/13
   Crosslist removed ACC 9/13

2. Course prefix and number: Psychology of Sport
   Crosslisted with PSYC 304
   Texas Common Course Number: N/A

4. Complete course title: Psychology of Sport
   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 or 2

10. Historic annual enrollment for the last three years: 552 628 683

11. Number of students per semester: +/- 300 average

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:
   Francique Akilah Carter
   Course Instructor
   Date 3/28/13

   Approvals:
   Date 3/29/13

14. Department Head
   Date 4/12/13

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.
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 examines the relationship of psychology to sport and exercise performance of people and groups. The topics include the history, application of learning principles, social psychology, personality variable, psychological assessments, youth sport, and diversity issues in sport and exercise.

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 will be addressed by requiring students to read the required text and listen to interviews from industry professionals. In turn, students will write reaction papers to the articulating their integrated knowledge gained from the texts and interviews. Students will have to critically reflect upon the foundations of sport and exercise psychology, examine relationships between sport and exercise participation, understand the environmental influences, and discuss the major issues associated with physical activity interventions.

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

Communication will be addressed in the form of written reaction papers (e.g., sport industry interviews). This paper requires students to integrate course knowledge and industry knowledge to understand the key issues and how they are applicable to individuals and organizations in the sport industry. A rubric will be used to evaluate students’ knowledge, interpretation, grammar, and use of APA format.

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

Empirical and Quantitative skills will be addressed by requiring students to read the course texts, listening to interviews by sport industry professionals, and possibly complete a course project (i.e., implement a survey, conduct interviews, and/or observations).
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility will be addressed primarily by having students read about the environmental influences on exercise and sport participation, discussing the major issues associate with physical activity interventions, and acknowledging challenges as conveyed through the interviews provided by the professionals. Students will be evaluated on these aspects through course exams (i.e., multiple choice, true/false).

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
KINE 304: PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY
TEXAS A&M UNIVERSITY
SUMMER 2011

CONTACT INFORMATION
Name: Akilah R. Carter-Francique, PhD
Office: Blocker 349
Phone: 979-458-3941
Email: arfrancique@hlkn.tamu.edu
Office Hours: M, T, R 11:00-12:00, T 1:00-2:00

TEACHING ASSISTANT
Chanho Kang (chanrokkang@hlkn.tamu.edu)
Woojun Lee (woojun0901@hlkn.tamu.edu)

COURSE ORIENTATION: The course orientation can be found on the course website (http://elearning.tamu.edu). Students should watch the orientation video before proceeding with the course.

COURSE MATERIALS
There are two products for the class:
- Course Lectures: All lectures are available at http://elearning.tamu.edu.

  - A CD ROM that contains interviews with sport industry professionals and is required to complete the writing assignments; available at the MSC Bookstore.

  - A required text. The course lectures and exam questions will predominantly come from the materials in this text.

Students can access other materials through webct (http://elearning.tamu.edu).

PREREQUISITIES
Junior or senior classification.

COURSE SCOPE AND RATIONALE
This course examines the relationship of psychology to sport and exercise. Topics include history, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, and diversity issues in sport and exercise.

COURSE OBJECTIVES
After successfully completing this course, students should be able to:
1. Discuss the foundations of sport and exercise psychology including:
   a. Physical activity epidemiology and the associated research in that area
   b. Theory and exercise psychology; and
   c. The primary models and theories of exercise behavior.
2. Outline the relationships between sport and exercise participation and individual factors, including:
   a. Personality;
   b. Self-concept and self-esteem;
   c. Stress and anxiety;
   d. Depression;
   e. Emotional well-being;
   f. Health-related quality of life;
   g. Body image; and
   h. Rehabilitation psychology.

3. Highlight the environmental influences on exercise and sport participation, including:
   a. Physical activity groups;
   b. Social influences on exercise;
   c. Environmental correlates.

4. Discuss the major issues associated with physical activity interventions:
   a. Informational, behavioral, social, and policy-related interventions

NATURE OF THE COURSE
KINE 304: Psychology of Sport and Physical Activity is a web-enhanced course. Students are expected to read the material provided in the course schedule and then listen to the lectures accessed online at http://elearning.tamu.edu. In addition, students are encouraged to print the PowerPoint slides associated with the lecture. Printing the slides in “handout view” will enable the student to take notes to the lecture. Students can listen to the anywhere they have Internet access (e.g., campus, home, etc.).

Correspondence related to the course is sent to your TAMU email account. Consistent with Student Rule 61.2.3 (http://student-rules.tamu.edu/rule61) students are expected to regularly check their TAMU email account for course-related communications.

COURSE POLICIES AND EXPECTATIONS
Attendance. The attendance policy for this class will be administered in accordance with Student Rule #7: http://student-rules.tamu.edu/rule07.

Plagiarism statement. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, or plagiarists destroy 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, http://student-rules.tamu.edu, 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 Texas A&M University community from the requirements or the processes of the
Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

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

Email Professionalism. Consistent with Student Rule 61, email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it. You can also find additional information about writing emails at the University Writing Center website: http://writingcenter.tamu.edu/2010/how-to/business/emails/.

Americans with Disabilities Act (ADA) policy statement. The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637. Additional information is available at http://disability.tamu.edu.

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Papers (5 x 20)</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td>Total Points</td>
<td>400</td>
<td>1.00</td>
</tr>
</tbody>
</table>

GRADING STRUCTURE:
90-100% A
80-89% B
70-79% C
60-69% D
≤ 59% F

ASSIGNMENTS:
Reaction Papers: The Exercise Psychology Interview Series (EP IS) represents a collection of interviews with leading scholars and professionals in the sport industry concerning various sport and exercise psychology topics. This edition of the EP IS contains interviews pertaining to five topics. Students are expected to listen to the interviews and then write a reaction paper for each topic. The paper should focus on: (a) key points taken away from the interviews (30%), (b) reactions to the interviews (30%), and (c) application of what the interviewees discussed—that is, how can what they discussed be applied to the management of sport organizations (30%). Grammar accounts for the remaining ten percent (10%) of the paper’s score. Each paper should be approximately 400 words. Each paper is worth 20 points. Papers should be submitted through the course website (http://elearning.tamu.edu). See the Course Schedule for a list of the specific interviews for which the students are responsible and when each paper is due. Please keep each receipt turn-it-in.com provides when you submit your paper.

Exams: Three exams will be held throughout the semester. Exam questions will be in a true-false and multiple choice format. Students can use their notes and books during the exam. Students should consult the course outline to determine the material covered on each exam. All exams are delivered through the course website (http://elearning.tamu.edu). Students will have 60 minutes to complete the exam, after which time responses will not be accepted. Each exam is due by 11:59 pm on the date designated on the Course Schedule. The course website does not allow exams after that time.
COURSE SCHEDULE

Chapter 1: Introduction to exercise psychology
Chapter 2: Physical activity epidemiology
Chapter 3: Theories and models of exercise behavior I
Chapter 4: Theories and models of exercise behavior II
Chapter 5: Social influences of exercise

Exam 1 Due: Thursday, January 5, 2012, 11:59 pm
Reaction Papers Due: January 5, 2012, 11:59 pm
  Steve Reichman

Chapter 6: Physical activity interventions
Chapter 7: Personality and Exercise
Chapter 8: Self-concept, self-esteem, and exercise
Chapter 9: Body image and exercise
Chapter 10: Stress, stress reactivity, and exercise

Exam 2 Due: January 9, 2012, 11:59 pm
Reaction Papers Due: January 9, 2012, 11:59 pm
  Tim Lightfoot
  Trevor Carney

Chapter 11: Anxiety and exercise
Chapter 12: Depression and exercise
Chapter 13: Emotional well-being and exercise
Chapter 14: Cognitive function and exercise
Chapter 15: Health-related quality of life and exercise

Exam 3 Due: January 13, 2012, 11:59 pm
Reaction Papers Due: January 13, 2012, 11:59 pm
  Kristi Clemens
  Marlene Wong
Application for CEHD Undergraduate Curriculum Committee Action Items

In addition to this application and requisite forms from Curricular Services, a memorandum and any supporting documents with appropriate signatures should be submitted. Curricular issues require formal approval (i.e. the UCC, Faculty Senate, Provost, and President). Please indicate the type of curricular issue you are submitting for consideration:

☐ New course
☐ Deletion of a course
☐ Course credit change
☐ Contact hour change (lab and lecture)
☐ Course title change
☐ Course description change
☐ Course number change
☐ Course prefix change
☐ Curriculum charges which increase credit
   hours required to complete a degree

☐ New degree programs
☐ Prerequisite changes
☐ Non-substantive requests such as name changes for a program or Department or degree
☐ Catalog revisions
☐ Admission Requirements for transfer and
   upper-division including GPA and/or course completion

☐ Other: Core Curriculum Reart

Faculty will be invited to attend the CUCC meeting to provide further justification and/or clarification as necessary.

Date: 03/29/13 Submitted by: Paul Batista

Department: Health and Kinesiology Division: Sport Management

Justification for Request (Attach supporting or additional documents as necessary):

__________________________________________

Core recertification - SPMT 304
__________________________________________

__________________________________________

__________________________________________

Department Head: Richard Kreider Signature: ____________________________

To be completed by CUCC:

Date Considered: 4/12/13

Approved: ____________________

Not Approved: ____________________
The Undergraduate Curriculum Committee recommends approval of the following:

1. New Courses

ASTR 320. Astrophysical Research Methods. (2-0). Credit 2. Background and tools used by astronomical researchers in performing analyses; topics include reduction of photometric and spectroscopic data, bivariate and multivariate statistical methods and chi-squared minimization. Prerequisites: MATH 171 and MATH 172.

ASTR 401. Stars and Extrasolar Planets. (3-0). Credit 3. How stars are born, how internal structure changes, nuclear fuel burned and ultimate fate; extrasolar planets: detection, formation, properties and habitability. Prerequisite: ASTR 314.

ASTR 403. Extragalactic Astronomy and Cosmology. (3-0). Credit 3. Physical makeup of individual galaxies and large scale structure in the universe; origin and eventual fate of the universe; interpretation of observational data as it relates to baryonic matter, Dark Matter and cosmological models with Dark Energy. Prerequisite: ASTR 314.

COSC 284. Introduction to Applied Workplace Ethics, Etiquette and Communications. (3-0). Credit 3. For students in an experiential learning environment; required reading assignments on topics concerning workplace ethics, etiquette and communications; apply and discuss reflective writing assignments in order to prepare to meet the professional expectations of employers upon graduation. Prerequisite: Engaged in an internship, co-op or other experiential learning opportunity working a minimum of 20 hours per week.

2. Change in Courses

SCSC 301. Soil Science.

Course description and prerequisites

From: An introduction to the nature and properties of soils. Application of science and technology to the use of this natural resource and the roles in the environment. Prerequisite: CHEM 101 or equivalent.

To: Evaluation of the nature and properties of soils; explanation of the various soils, their components and roles in the environment using the scientific methods and technology. Prerequisite: Junior or senior classification, or approval of instructor.

SCSC 405. Soil and Water Microbiology.

Course prerequisites

From: SCSC 301, junior or senior classification, or approval of instructor.

To: Junior or senior classification, or approval of instructor.

SPMT 304. Psychology of Sport and Physical Activity.

Course title

From: Psychology of Sport and Physical Activity.

To: Sport Psychology Management and Practice.
Course description

From: The relationship of psychology to sport; topics include history, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, women in sport, the psychology of coaching, sports law and ethics.

To: The relationship of psychology to sport and exercise; topics include history, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, and diversity issues in sport and exercise.

Cross-listing

From: PSYC 304.

To: None.
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): Performance Studies
2. Course prefix and number: MUSC 325
3. Texas Common Course Number: N/A
4. Complete course title: Dance in World Cultures
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
   □ Current Core - No
   □ Current ICD - No

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 - 2
10. Number of students per semester: 200
11. Historic annual enrollment for the last three years: 0 0 0

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
   Date

13. Approvals:
   [Signature]
   Department Head
   Date

14. [Signature]
   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?

MUSC/PREF 325 Dance in World Cultures: Dance embodies a culture's aesthetics, ideals, and values. It is both a fundamental dimension of human experience for dancers and a way to convey information about this experience to audiences. Beliefs and values incarnated in dance include views of gender relationships, questions of beauty, obligations for transmitting cultural heritage and innovation, and attitudes toward globalization and the nation state to name only a few. This course provides students with vocabulary, methods, and representative examples necessary to explore the intellectual and social work of dance.

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 must analyze selected works of dance using class vocabulary and methods. Analyses will be written and students must describe and interpret the visual, textual, and kinesthetic elements of dance in all assignments. Students must synthesize information from multiple case studies to formulate conclusions about dance's cultural work, which will be assessed through the probes and take home final. Assessment criteria are: successful comparison and contrast of dance's function in two cultures, correct application of course vocabulary, and effective analysis of the vocabulary itself as a tool for examining dance's social work.

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

Written assignments require students to interpret the meaning and significance of key dance examples. Students will be assessed on their accurate use of course vocabulary, the ability to describe movement particulars, and their ability to integrate movement particulars and class vocabulary to come to interpretive conclusions. Presentations require students to integrate written, verbal, and visual communication to convey their arguments about dance's cultural work in a given context. Students must demonstrate the ability to convey the visual dimensions of movement particulars using the body or technology, the ability to orally deliver organized analyses, and effectively address questions from the audience.

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

Core Curriculum

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

This course includes discussions about dance as cultural property and ethics of using cultural and intercultural forms. It emphasizes that understanding dance in specific cultural contexts is a dimension of intercultural competence. It explicitly examines the role of dance in maintaining regional, national, and global communities. Probe 1, 2, and 3 and the midterm exam will assess this dimension by requiring students to successfully apply Dance Heritage Coalition criteria for ethics to scenarios involving global and intercultural dance, demonstrating both an understanding of these criteria and the ability to apply them to a range of scenarios.

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

Personal responsibility operates on two levels in this course. It is a content element in examinations of individual artists and choreographers who have used dance to communicate key points of social concern. In numerous readings emphasizing dance as cultural patrimony and intellectual property, it requires students to think about the ethical dimensions and consequences of cultural appropriation. Results of these reflections will be assessed through exam questions that require students to identify specific concerns of choreographers and the ethical issues in dance as cultural patrimony and intellectual property. Group assignments require members to meet their responsibilities for the components to which they are assigned or face the consequences during class presentations. Assessment of group projects will include rubric for students to rate their collaboration in categories including equity of contribution, quality of discussion and planning, and nature of decision-making.

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/PERF 325 Dance in World Cultures

Request for International and Cultural Diversity (ICD) Designation

MUSC/PERF 325 requires readings and viewings of dance from a wide range of nations, regions, and ethnic groups. Some readings detail the history of particular dance forms but all readings and viewing examples are from the past 50 years. Global awareness of concert and vernacular dance forms, and the circulation of those forms, is an explicit topic of the course.
MUSC/PERV 325: Dance in World Cultures

Fall, 2013
Dr. J. Hamara, Professor
Phone: 979-845-7938
Email: jhamara@tamu.edu
TR 9:35 – 10:50 am
Office hours: T 11 am – 12:30 pm, R 12:15 – 1:30 pm, or by appointment
LAAH 211

Catalog description: Credit: 3. Examination of international relationships between
dance, culture, identity, gender, youth and politics; relationships between dancing, gender
and politics in specific cultures and in globalization; variety of dance practices across the
globe. Prerequisite: Junior or senior classification.

Prerequisites: Junior or senior classification

Learning Outcomes:

- Analyze selected dance events as both works of the imagination and as social
  action, using dance studies theories of identity, community, diversity, gender, and
  representation.
- Identify and discuss examples of key individuals’ and companies’ contributions to
  concert and vernacular dances in selected world cultures.
- Discuss international relationships between vernacular dance forms as these
  circulate in the context of globalization.
- Compare and contrast the ways diverse groups of dancers use dance to articulate
  collective and individual identity.

Required Readings


All other required readings and viewings for this course are available through TAMU E-
Learning and Media Matrix, or online at the urls given on the syllabus. Full citations are
included with each reading. Required readings/viewings are listed under the class period
in which they will be discussed; “for discussion” indicates the materials should be
prepared for that particular class day. In addition to the required materials listed, students
are expected to adhere to the style guide of their choice: APA, Chicago Style, or MLA
Assignments and Grading

Note: Assignment descriptions, including objectives and evaluation rubrics, will be distributed during the first week of class.

Class participation 10 points
Presentations - Probe 1 35 points
Midterm Exam 30 points
Presentation - Probe 2 40 points**
Presentations – Probe 3 50 points**
Final Exam 35 points

** group projects

Total: 200 points

200 - 180 points: A. You have consistently gone above and beyond simply meeting the class requirements. You have added both extra effort and originality to all assignments with virtually no problems. Your written and oral presentations have been stylistically and grammatically correct, with detailed analyses and appropriate bibliography that reflects considerable independent research. Your participation has evidenced systematic engagement with the course readings. The class learned something valuable from you.

179 – 159 points: B. While you have exceeded expectations on some assignments, there have been a few significant errors, or a number of smaller or recurring ones. Analyses may have been less detailed; written and oral presentations may not demonstrate the level of polish commensurate with “A” work. Participation may have been inconsistent or not substantial, bibliographies may have demonstrated less than thorough searches, or arguments or examples may have lacked needed nuance. This is solid work that has the potential to improve.

158 – 138 points: C. A “C” is average work. You have done what was expected of a student in this course: no more, no less.

137 - 127: D. You have done less than expected of a student in this course. There may have been multiple errors in multiple assignments, neglect of opportunities to improve, missed assignments, or problems with consistency over the course of the term.

126 - 0: F. You have not completed sufficient work, or work of sufficient quality, to pass this course.

What Does "Class Participation" Mean?

Class participation is respectful of different points of view, is specific, and advances the larger intellectual project of this class. Attendance also affects class participation. It will not be possible to secure full participation credit with more than two unexcused
absences. (This does not mean, by the way, that simply showing up for every class insures full credit.) An excused absence is accompanied by Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu presented immediately upon your return to class, even if the illness or injury results in an absence of less than three days.

Questions about what constitutes an excused absence should be directed to TAMU Student Rule 7: http://student-rules.tamu.edu/rule07

Students are responsible for securing any information missed due to absences or lateness.

Written Assignment Requirements

Grammar and writing style are components of grades for all written assignments, excluding in-class quizzes or exams. Written assignments must include appropriate documentation (APA, Chicago, or MLA) of all sources used. Point deductions will be made for grammar, writing style, and documentation errors in each evaluation category affected. Assignments are due in hard copy at the beginning of the specified class period. No late submissions are allowed except as specified in TAMU Student Rule 7.

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

Academic integrity statement. Academic honesty is of great importance to all students at TAMU. In this and all classes, you must follow the Aggie Honor Code.

Aggie Honor Code

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

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

Unit 1: Vocabulary and Issues in Global Dance Studies

Week 1
August 27   Course Introduction

August 29   What do we mean when we talk about "worlding" dance?
For discussion:

Week 2
September 3   Refining Our Terms – Issues in World Dance
For discussion:

September 5   Dance and/or global circulation: Bharata Natyam
For discussion:

Week 3
September 10  Dance and/or global circulation: Tango
For discussion:
   Marta E. Savigliano, "Exotic Encounters," *Tango and the Political Economy of Passion*. (TAMU e-learning)
   Tango media module (TAMU e-learning)

September 12  For discussion: Youtube and the global circulation of dance
   Miller, Kiri, "Amateur to Amateur," *Playing Along: Digital Games, Youtube, and Virtual Performance*. (TAMU e-learning)
   "Global How-Tos" media module (TAMU e-learning)

Week 4
September 17  Presentations – Probe 1
September 19  Presentations – Probe 1
Unit 2: Gender, Culture, and Politics in Dance – Examples from the Diaspora

**Week 5**

**September 25**  
Case Study 1: Cambodian Classical Dance  
For discussion:  
- Selections from Toni Samantha Phim and Ashley Thompson, *Dance in Cambodia,* TAMU e-learning  
- Cambodian Classical Dance module, TAMU Media Matrix

**September 26**  
Cambodian Classical Dance – Displacements and Continuities  
For discussion:  
- Judith Hamera, "'Saving' Khmer Classical Dance in Long Beach," TAMU e-learning  
- Sophiline Shapiro module, TAMU Media Matrix

**Week 6**

**October 1**  
Case Study 2: African Diaspora Dance  
For discussion:  
- Brenda Dixon Gottschald, "Latitude III," TAMU e-learning  
- "First Premises of an Africanist Aesthetic," TAMU e-learning  
  *From Mambo to Hip Hop,* TAMU Media Matrix

**October 3**  
African Diaspora Dance, continued.  
For discussion:  
- Anthea Kraut, "Choreography and the Folk," TAMU e-learning  
- Bahamian Fire Dance module, TAMU Media Matrix

**Week 7**

**October 8**  
African Diaspora Dance, continued  
For discussion:  
- Brenda Dixon Gottschald, "Barefoot and Hot, Sneakered and Cool," TAMU e-learning

**October 10**  
Midterm Exam

**Week 8**

**October 15**  
Case Study 3: Philippine Dance: Ethnography and Choreography  
For discussion:  
- Sally Ness, "Customers and Performers," TAMU e-learning  
- Tindera Sinulog module in TAMU Media Matrix
October 17  Philippine Dance, Gender Trouble, and Diaspora  
For discussion:
Patrick Alcedo, “Sacred Camp,” TAMU e-learning  
-----  *Ati-Atihan: Mother of Philippine Festivals*, TAMU Media Matrix

Week 9  
October 22  Case Study 4: Butoh, Masculinity, and Global Modernism  
For discussion:
Tatsami Hijikata, “Manifestoes,” TAMU e-learning  
Butoh module, TAMU Media Matrix

October 24  The “Global Alchemy” of Butoh  
For discussion:
Sonja Fraleigh, “Is Butoh a Philosophy?” TAMU e-learning  
Nao yuki Oguri module, TAMU Media Matrix

Week 10  
October 29  Presentation/Probe 2

October 31  Presentation/Probe 2

Unit 3: Dancing Indigeneity, Performing Politics

Week 11  
November 5  Indigeneity as Local/Global “Movement”  
For discussion:
Jacqueline Shea Murphy, “Mobilizing (in) the Archive,” *Worlding Dance*, 32 – 52.  
*Ka`a`wi* module in TAMU Media Matrix  

November 7  Producing Hawai`i-ness in Performance  
For discussion:
2012 Merrie Monarch Festival - Wahine of Halau Hula 'O Hokulani - Hula Auana  
- "Nene'"  
http://www.youtube.com/watch?v=d4H4z1s7zoO  
Halau I Ka Wekiu - Merrie Monarch 2012 (Kane Auana):  
http://www.youtube.com/watch?v=zDq1E2tVlk
Week 12
November 12    Danza Azteca
For discussion:
   Elia Diana Huerta, "Embodied Recuperations: Performance, Indigeneity, and
   Danza Azteca," TAMU e-learning
   Danza Azteca Calpulli Mexihca of San Diego, California
   www.youtube.com/watch?v=1kgT7ZYS390
   Danza Azteca Quetzalcoatl
   www.youtube.com/watch?v=GS72KWSRJ8
   Danza Azteca de Anahuac
   www.youtube.com/watch?v=-1Zcz94sG5E

November 14    Dance and Ethnic Transmigration
For discussion:
   Kimberly DaCosta Holton, "Dancing along the In-Between: Folklore
   Performance and Transmigration in Newark, New Jersey," TAMU e-learning
   Rancho Folklorico module, TAMU Media Matrix

Week 13
November 19    Youth, gender, and national identity in Nordic Dance
For discussion:
   Perni Hoppu, "National Dances and Popular Education - The Formation of the
   Folk Dance Canon in Norden," TAMU e-learning
   Norden module, TAMU Media Matrix

November 21    Presentations – Probe 3

Week 14
November 26    Presentations – Probe 3
November 28    No class today. Campus closed.

Redefined Week
December 3    Course Conclusion; take home final distributed

December 7    12:30 – 2 pm – Final Exam
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): Performance Studies

2. Course prefix and number: MUSC 326 (cross-listed WPERF 326)

3. Texas Common Course Number: N/A

4. Complete course title: Dance and Identity in the United States

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
   - Current core - no
   - Current ICD - no

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 - 2

10. Number of students per semester: 200

11. Historic annual enrollment for the last three years: 0 0 0

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

   4/1/13

   4/4/13

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?

MUSC/PERF 325 Dance and Identity in the United States. Dance embodies a culture’s aesthetics, ideals, and values. It is both a fundamental dimension of human experience for dancers and a way to convey information about this experience to audiences. Beliefs and values incarnated in dance include views of gender relationships, questions of beauty, obligations for transmitting cultural heritage and innovation, and attitudes toward globalization and the nation state to name only a few. This course provides students with vocabulary, methods, and representative examples necessary to explore the intellectual and social work of dance.

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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 must analyze selected works of dance using class vocabulary and methods. Analyses will be written and will include visual, textual, and kinesthetic materials. Students will complete an ethnographic project requiring them to collect, and analyze field data and will be assessed on the ability to integrate data and theoretical perspectives on dance to come to original conclusions.

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

Written assignments require students to interpret the meaning and significance of key dance examples. Students will be assessed on their accurate use of course vocabulary, the ability to describe movement particulars, and their ability to integrate movement particulars and class vocabulary to come to interpretive conclusions. Presentations require students to integrate written, verbal, and visual communication to convey their arguments about dance's cultural work in a given context. Students must demonstrate the ability to convey the visual dimensions of movement particulars using the body or technology, the ability to orally deliver organized analyses, and effectively address questions from the audience.

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

This course explicitly addresses the ways U.S. institutions shape and are shaped by dance, including the ways dance becomes intellectual property, the ethical uses of dance material, the ethics and responsibilities of conducting
Texas A&M University
Core Curriculum

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

fieldwork, and the ways dancers respond to specific civic and historical challenges. Students will be assessed on their
completion of CITI training, their fieldwork methods as indicated in their ethnographies, and on their abilities to
correctly apply Dance Heritage Coalition ethical guidelines for using dance materials.

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

Personal responsibility operates on two levels in this course. It is a content element in examinations of individual
artists and choreographers who have used dance to communicate key points of social concern. The ethnography
component requires that students make, then reflect on, their own positions as researchers. Results of these
reflections will be assessed through exam questions that require students to identify specific concerns of
choreographers and dance ethnographers, and the ethical issues in dance as cultural patrimony and intellectual
property. Group assignments require members to meet their responsibilities for the components to which they are
assigned or face the consequences during class presentations. Assessment of group projects will include rubric for
students to rate their collaboration in categories including equity of contribution, quality of discussion and planning,
and nature of decision-making.

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/PERF 326 Dance and Identity in the United States

Request for International and Cultural Diversity (ICD) Designation

This course explicitly presents the multiple dimensions of diversity in the contemporary U.S. by focusing on dance. Gender, racial, and cultural diversity are the subject matter of the works that serve as case studies. Able-bodiedness is also explicitly examined. All of the course readings were published within the past 50 years and 85% of the cases examined have been performed within this period. Finally, readings and viewings explicitly address how dancing communities contribute to American pluralism by demonstrating a wide range of aesthetics, body types, choreographic narratives, and representations of American history.
MUSC/PREF 326: Dance and Identity in the United States

Fall, 2013
Dr. J. Hamera, Professor
Phone: 979-845-7938
Email: jhamera@tamu.edu
TR 9:35 – 10:50 am
Office hours: T 11 am – 12:30 pm, R 12:15 – 1:30 pm, or by appointment
LAAH 211

Catalog description: Credit 3. Analysis of dance events as complex sites of social action; examines dances performed by diverse groups of people; considers such issues as identity, community, diversity, gender, and representation in the United States.

Prerequisites: Junior or senior classification

Learning Outcomes:

- Students will analyze U.S. dance events as both works of the imagination and as social action, using dance studies theories of identity, community, diversity, gender, and representation.
- Students will be able to identify and discuss examples of key individuals’ and companies’ contributions to dance in the United States.
- Students will successfully complete CITI training to ensure ethical conduct of fieldwork.
- Students will produce an ethnographic account of dance and identity on the TAMU campus or in the surrounding community.
- Students will compare and contrast the ways diverse groups of Americans use dance to articulate collective and individual identity.

Course key questions and presumptions: Materials for this course invite us to examine and productively complicate the seeming self-evidence of the catalog description. What are “dance events” and where do we find them? How do diverse constructions of “dance,” “identity,” and the “United States” cohere or collide on stage, on the page and the screen, in the archive, in everyday routines of practice? When we move, or encounter bodies moving, in any of these locations, what frames and preconceptions also come into view? How does dance “represent” key issues of public life and how do we “represent” dance as it does so? How does dance “work” for those who engage it, and what kinds of work does dance do?

This course presumes an intersectional approach to identity. “Intersectionality” was first used by Kimberle Crenshaw (1989) to address the converging modalities of discrimination and oppression in African American women’s experiences. It demands that we consider multiple overlapping demographic and societal boundaries and hierarchies positioning dancers and spectators in the works we examine. These include,
but are not limited to, age, class, ethnicity, gender, immigrant status, physicality abilities or lack of same, race, and sexuality, as well as spatial and temporal contexts.

Required Readings

All required readings and viewings for this course are available through TAMU E-Learning and Media Matrix, or online at the urls given on the syllabus. These are listed under the class period in which they will be discussed; “for discussion” indicates the materials should be prepared for that particular class day. In addition to the required materials listed, students are expected to adhere to the style guide of their choice: APA, Chicago Style, or MLA.

Assignments and Grading

Note: Assignment descriptions, including objectives and evaluation rubrics, will be distributed during the first week of class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Probe 1: Dance, Identity, Community</td>
<td>35</td>
</tr>
<tr>
<td>Fieldwork Proposal*</td>
<td>20</td>
</tr>
<tr>
<td>*Includes CITI training certificate</td>
<td></td>
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<tr>
<td>Performed Fieldrote</td>
<td>30</td>
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<tr>
<td>Dance Ethnography</td>
<td>50</td>
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<tr>
<td>Probe 2: Dance and/as Critical Conversation**</td>
<td>30</td>
</tr>
<tr>
<td>**group project</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
</tbody>
</table>

Total: 200 points

200 - 180 points: A. You have consistently gone above and beyond simply meeting the class requirements. You have added both extra effort and originality to all assignments with virtually no problems. Your written and oral presentations have been stylistically and grammatically correct, with detailed analyses and appropriate bibliography that reflects considerable independent research. Your participation has evidenced systematic engagement with the course readings. The class learned something valuable from you.

179 – 159 points: B. While you have exceeded expectations on some assignments, there have been a few significant errors, or a number of smaller or recurring ones. Analyses may have been less detailed; written and oral presentations may not demonstrate the level of polish commensurate with “A” work. Participation may have been inconsistent or not substantial, bibliographies may have demonstrated less than thorough searches, or arguments or examples may have lacked needed nuance. This is solid work that has the potential to improve.
158 – 138 points: C. A “C” is average work. You have done what was expected of a student in this course: no more, no less.

137 – 127: D. You have done less than expected of a student in this course. There may have been multiple errors in multiple assignments, neglect of opportunities to improve, missed assignments, or problems with consistency over the course of the term.

126 - 0: F. You have not completed sufficient work to pass this course.

**What Does "Class Participation" Mean?**

Class participation is respectful of different points of view, is specific, and advances the larger intellectual project of this class. Attendance also affects class participation. **It will not be possible to secure full participation credit with more than two unexcused absences.** (This does not mean, by the way, that simply showing up for every class insures full credit.) An excused absence is accompanied by Texas A&M University Explanatory Statement for Absence from Class form available at [http://attendance.tamu.edu](http://attendance.tamu.edu) presented immediately upon your return to class, even if the illness or injury results in an absence of less than three days.

Questions about what constitutes an excused absence should be directed to TAMU Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Students are responsible for securing any information missed due to absences or lateness. **Repeated tardiness is not acceptable and will be considered as the equivalent of absences if they occur regularly (more than twice) or cause the student to miss more than 20 minutes of class.**

**Written Assignment Requirements**

Grammar and writing style are components of grades for all written assignments, excluding in-class quizzes or exams. Written assignments must include appropriate documentation (APA, Chicago, or MLA) of all sources used. Point deductions will be made for grammar, writing style, and documentation errors in each evaluation category affected. Assignments are due in hard copy at the beginning of the specified class period. **No late assignments are accepted without documentation of a clear and compelling emergency.**

**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.** Academic honesty is of great importance to all students at TAMU. In this and all classes, you must follow the Aggie Honor Code.

**Aggie Honor Code**

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

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

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**Schedule of Topics and Major Assignments**

**Unit 1: Complicating the Keywords: Intersections of “Dance,” “Identity,” and “United States”**

**Week 1**  
*August 27*  
Course Introduction

*August 29*  
What do we talk about when we talk about dance?  
For discussion:


**Week 2**  
*September 3*  
Dance, identity, community – How does this work?  
For discussion:


*September 5*  
Dance, identity, community – Technologies of community  
For discussion:


TAMU Media Matrix: Selected Thriller “How to” examples and flash mobs; selected Jackson State U Prancing J-Settes videos; J-Setter competition (Detroit) video

**Week 3**

**September 10**
What do we talk about when we talk about dance and identity?

For discussion:


http://vimeo.com/6936710


**September 12**
What do we talk about when we talk about dance and identity and/as/in the U.S.?

For discussion:


**Week 4**

**September 17**
Presentations - Probe 1

**September 19**
Presentations - Probe 1

**Unit 2: Researching Dance and Identity in the U.S.**

**Week 5**

**September 25**
Who Owns Dance?

For discussion:


**September 26**
Dance Ethnography – How Tos: The Ethics of Research

**Complete CITI Training this weekend.**

**Week 6**  
**October 1**  
Dance Ethnography – How Tos: Research Practices  
For discussion:  
**CITI Training Certificate Due Today.**

**October 3**  
Dance Ethnography and/as Identity: Zora Neale Hurston on Stage and in the Archive  
For discussion:  

**Fieldwork proposal due today.**

**Week 7**  
**October 8**  
Traces of dance in archives: Bella Lewitzky, dance reconstruction, and activist identities  
For discussion:  
Blackboard folder: Selected writings of, and press clippings about, Bella Lewitzky, *Bella Lewitzky Papers, University of Southern California*  
Blackboard folder: Excerpts from Bella Lewitzky’s FBI File  
“Reconstructing the Beloved”: [http://www.youtube.com/watch?v=VlnTyKX-UX4](http://www.youtube.com/watch?v=VlnTyKX-UX4)

**October 10**  
Representing dancing selves and communities  
For discussion:  

**Week 8**  
**October 15**  
Making Writing Move/Moving Writing  
**Studio Session: Class meets in LAAH 110.**
Unit 3: Dance as “American” Identity

**October 17**  Manly Dancing and “Other” Bodies
For discussion:

**Week 9**
**October 22**  Dancing Modernity
For discussion:

Media Matrix: *Appalachian Spring*

“Glimpses of Isadora Duncan”: [http://www.youtube.com/watch?v=9NPbn5pdViE](http://www.youtube.com/watch?v=9NPbn5pdViE)

“The Emperor Jones” [Limon company]:
[http://www.youtube.com/watch?v=xenV3gDM1KI&list=UUoxY4d2cCVG8yxRh31Zl2A&index=1](http://www.youtube.com/watch?v=xenV3gDM1KI&list=UUoxY4d2cCVG8yxRh31Zl2A&index=1)

“Pearl Primus: Anthropologist, Dancer, and Pioneer”:
[http://www.youtube.com/watch?v=PGgQqjLORZ0](http://www.youtube.com/watch?v=PGgQqjLORZ0)

“1948 Eddie Condon Floor Show - Conga Drums”:
[http://www.youtube.com/watch?annotation_id=annotation_96082&feature=iv&src_v_id=PGgQqjLORZ0&v=rxJGugk9IK8](http://www.youtube.com/watch?annotation_id=annotation_96082&feature=iv&src_v_id=PGgQqjLORZ0&v=rxJGugk9IK8)

**October 24**  “Official African American Culture”
For discussion:

Media Matrix: *Revelations and The Lark Ascending*

Artburst, “Interview: Kyle Abraham and His Radio Show”:

KST Moves: “Kyle Abraham’s Radio Show Work in Progress” [excerpted]:
[http://www.youtube.com/watch?v=Lkz2ktzRyWU](http://www.youtube.com/watch?v=Lkz2ktzRyWU)

Abraham in Motion: “The Radio Show” [excerpted]:
[http://www.youtube.com/watch?v=fHHHzxAOc3U](http://www.youtube.com/watch?v=fHHHzxAOc3U)

**Week 10**
**October 29**  Fieldnote Presentations

**October 31**  Fieldnote Presentations
Week 11

November 5  Producing Hawaiia-ness in Performance
For discussion:
2012 Merrie Monarch Festival - Wahine of Halau Hula 'O Hokulani - Hula Auana
"Nene'u": [http://www.youtube.com/watch?v=4dH42J0S2sQ](http://www.youtube.com/watch?v=4dH42J0S2sQ)
Halau I Ka Wekiu - Merrie Monarch 2012 (Kane Auana):
[http://www.youtube.com/watch?v=xDgs1E2T1Vk](http://www.youtube.com/watch?v=xDgs1E2T1Vk)

November 7  Tap and Race
For discussion:
1 – 43.
Media Matrix: *Juba! Masters of Tap & Percussive Dance*
Talking Feet: *Solo Southern Dance: Buck, Flatfoot and Tap*

Dance Ethnography due.

**Unit 4: Course Synthesis: The Work of Dance Front Stage and Back Stage**

Week 12

November 12  The Making of Martha Graham
For discussion:
Blackboard folder: Graham reviews
Media Matrix: *Martha Graham in Performance*

November 14  (Re-)located Traditions – Indian Dance
**Studio Session: Class meets in LAAH 110.**
For discussion:
Week 13

November 19 At Home in Ballet
For discussion:

November 21 Presentations – Probe 2

Week 14

November 26 Presentations – Probe 2

November 28 No class today. Campus closed.

Redefined Week

December 3 Course Conclusion; take home final distributed

December 7 12:30 – 2 pm – (Final Exam Schedule): Final Exam 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): Performance Studies

2. Course prefix and number: PERF 325
   Cross-listed: MUSC 325

3. Texas Common Course Number: N/A

4. Complete course title: Dance in World Cultures

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 - 2

10. Number of students per semester: 200

11. Historic annual enrollment for the last three years: 0 0 0

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

   Approvals:
   Claudia Nelson
   Date 4/1/13

14. Department Head
   Date 4/24/13

15. 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.
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?

MUSC/PERV 325 Dance in World Cultures: Dance embodies a culture’s aesthetics, ideals, and values. It is both a fundamental dimension of human experience for dancers and a way to convey information about this experience to audiences. Beliefs and values incarnated in dance include views of gender relationships, questions of beauty, obligations for transmitting cultural heritage and innovation, and attitudes toward globalization and the nation state to name only a few. This course provides students with vocabulary, methods, and representative examples necessary to explore the intellectual and social work of dance.

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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 must analyze selected works of dance using class vocabulary and methods. Analyses will be written and students must describe and interpret the visual, textual, and kinesthetic elements of dance in all assignments. Students must synthesize information from multiple case studies to formulate conclusions about dance’s cultural work, which will be assessed through the probes and take home final. Assessment criteria are: successful comparison and contrast of dance’s function in two cultures, correct application of course vocabulary, and effective analysis of the vocabulary itself as a tool for examining dance’s social work.

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

Written assignments require students to interpret the meaning and significance of key dance examples. Students will be assessed on their accurate use of course vocabulary, the ability to describe movement particulars, and their ability to integrate movement particulars and class vocabulary to come to interpretive conclusions. Presentations require students to integrate written, verbal, and visual communication to convey their arguments about dance’s cultural work in a given context. Students must demonstrate the ability to convey the visual dimensions of movement particulars using the body or technology, the ability to orally deliver organized analyses, and effectively address questions from the audience.

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

Core Curriculum

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

This course includes discussions about dance as cultural property and ethics of using cultural and intercultural forms. It emphasizes that understanding dance in specific cultural contexts is a dimension of intercultural competence. It explicitly examines the role of dance in maintaining regional, national, and global communities. Probe 1, 2, and 3 and the midterm exam will assess this dimension by requiring students to successfully apply Dance Heritage Coalition criteria for ethics to scenarios involving global and intercultural dance, demonstrating both an understanding of these criteria and the ability to apply them to a range of scenarios.

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

Personal responsibility operates on two levels in this course. It is a content element in examinations of individual artists and choreographers who have used dance to communicate key points of social concern. In numerous readings emphasizing dance as cultural patrimony and intellectual property, it requires students to think about the ethical dimensions and consequences of cultural appropriation. Results of these reflections will be assessed through exam questions that require students to identify specific concerns of choreographers and the ethical issues in dance as cultural patrimony and intellectual property. Group assignments require members to meet their responsibilities for the components to which they are assigned or face the consequences during class presentations. Assessment of group projects will include rubric for students to rate their collaboration in categories including equity of contribution, quality of discussion and planning, and nature of decision-making.

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/PERF 325 Dance in World Cultures

Request for International and Cultural Diversity (ICD) Designation

MUSC/PERF 325 requires readings and viewings of dance from a wide range of nations, regions, and ethnic groups. Some readings detail the history of particular dance forms but all readings and viewing examples are from the past 50 years. Global awareness of concert and vernacular dance forms, and the circulation of those forms, is an explicit topic of the course.
MUSC/PERF 325: Dance in World Cultures

Fall, 2013
Dr. J. Hamera, Professor
Phone: 979-845-7938
Email: jhamera@tamu.edu
TR 9:35 – 10:50 am
Office hours: T 11 am – 12:30 pm, R 12:15 – 1:30 pm, or by appointment
LAAII 211

Catalog description: Credit: 3. Examination of international relationships between
dance, culture, identity, gender, youth and politics; relationships between dancing, gender
and politics in specific cultures and in globalization; variety of dance practices across the
globe. Prerequisite: Junior or senior classification.

Prerequisites: Junior or senior classification

Learning Outcomes:

- Analyze selected dance events as both works of the imagination and as social
  action, using dance studies theories of identity, community, diversity, gender, and
  representation.
- Identify and discuss examples of key individuals’ and companies’ contributions to
  concer: and vernacular dances in selected world cultures.
- Discuss international relationships between vernacular dance forms as these
  circulate in the context of globalization.
- Compare and contrast the ways diverse groups of dancers use dance to articulate
  collective and individual identity.

Required Readings


All other required readings and viewings for this course are available through TAMU E-
Learning and Media Matrix, or online at the urls given on the syllabus. Full citations are
included with each reading. Required readings/viewings are listed under the class period
in which they will be discussed; “for discussion” indicates the materials should be
prepared for that particular class day. In addition to the required materials listed, students
are expected to adhere to the style guide of their choice: APA, Chicago Style, or MLA
Assignments and Grading

Note: Assignment descriptions, including objectives and evaluation rubrics, will be distributed during the first week of class.

Class participation: 10 points
Presentations - Probe 1: 35 points
Midterm Exam: 30 points
Presentation - Probe 2: 40 points**
Presentations - Probe 3: 50 points**
Final Exam: 35 points

** group projects

Total: 200 points

200 - 180 points: A. You have consistently gone above and beyond simply meeting the class requirements. You have added both extra effort and originality to all assignments with virtually no problems. Your written and oral presentations have been stylistically and grammatically correct, with detailed analyses and appropriate bibliography that reflects considerable independent research. Your participation has evidenced systematic engagement with the course readings. The class learned something valuable from you.

179 - 159 points: B. While you have exceeded expectations on some assignments, there have been a few significant errors, or a number of smaller or recurring ones. Analyses may have been less detailed; written and oral presentations may not demonstrate the level of polish commensurate with "A" work. Participation may have been inconsistent or not substantial; bibliographies may have demonstrated less than thorough search, or arguments or examples may have lacked needed nuance. This is solid work that has the potential to improve.

158 – 138 points: C. A “C” is average work. You have done what was expected of a student in this course: no more, no less.

137 - 127: D. You have done less than expected of a student in this course. There may have been multiple errors in multiple assignments, neglect of opportunities to improve, missed assignments, or problems with consistency over the course of the term.

126 - 0: F. You have not completed sufficient work, or work of sufficient quality, to pass this course.

What Does "Class Participation" Mean?

Class participation is respectful of different points of view, is specific, and advances the larger intellectual project of this class. Attendance also affects class participation. It will not be possible to secure full participation credit with more than two unexcused
absences. (This does not mean, by the way, that simply showing up for every class insures full credit.) An excused absence is accompanied by Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu presented immediately upon your return to class, even if the illness or injury results in an absence of less than three days.

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Written Assignment Requirements

Grammar and writing style are components of grades for all written assignments, excluding in-class quizzes or exams. Written assignments must include appropriate documentation (APA, Chicago, or MLA) of all sources used. Point deductions will be made for grammar, writing style, and documentation errors in each evaluation category affected. Assignments are due in hard copy at the beginning of the specified class period. No late submissions are allowed except as specified in TAMU Student Rule 7.

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Academic integrity statement. Academic honesty is of great importance to all students at TAMU. In this and all classes, you must follow the Aggie Honor Code.

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

Unit 1: Vocabulary and Issues in Global Dance Studies

Week 1
August 27  Course Introduction

August 29  What do we mean when we talk about “worlding” dance?
For discussion:
   Joann Kealinoihomoku, “An Anthropologist Looks at Ballet as a Form of Ethnic
   Dance.” (TAMU e-learning)

Week 2
September 3  Refining Our Terms – Issues in World Dance
For discussion:
   Susan Leigh Foster, “Choreographies and Choreographers,” Worlding Dance, 98
   – 118.
   Marta Savigliano, “Worlding Dance and Dancing Out There in the World,”
   Worlding Dance, 163 – 90.

September 5  Dance and/in global circulation: Bharata Natyam
For discussion:
   Worlding Dance, 53 – 75.

Week 3
September 10  Dance and/in global circulation: Tango
For discussion:
   Marta E. Savigliano, “Exotic Encounters,” Tango and the Political Economy of
   Passion. (TAMU e-learning)
   Tango media module (TAMU e-learning)

September 12
For discussion: Youtube and the global circulation of dance
   Miller, Kiri, “Amateur to Amateur,” Playing Along: Digital Games, Youtube, and
   Virtual Performance. (TAMU e-learning)
   “Global How-Tos” media module (TAMU e-learning)

Week 4
September 17  Presentations – Probe 1
September 19  Presentations – Probe 1
Unit 2: Gender, Culture, and Politics in Dance – Examples from the Diaspora

**Week 5**

**September 25**

Case Study 1: Cambodian Classical Dance
For discussion:
- Selections from Toni Samantha Phim and Ashley Thompson, *Dance in Cambodia*, TAMU e-learning
- Cambodian Classical Dance module, TAMU Media Matrix

**September 26**

 Cambodian Classical Dance – Displacements and Continuities
For discussion:
- Judith Hamer, “‘Saving’ Khmer Classical Dance in Long Beach,” TAMU e-learning
- Sophiline Shapiro module, TAMU Media Matrix

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**Week 6**

**October 1**

Case Study 2: African Diaspora Dance
For discussion:
- Brenda Dixon Gottschalk, “Latitude III,” TAMU e-learning
- -, -, - “First Premises of an Africanist Aesthetics,” TAMU e-learning
- *From Mambo to Hip Hop*, TAMU Media Matrix

**October 3**

African Diaspora Dance, continued.
For discussion:
- Anthea Kraut, “Choreography and the Folk,” TAMU e-learning
- Balamanian Fire Dance module, TAMU Media Matrix

**Week 7**

**October 8**

African Diaspora Dance, continued
For discussion:
- Brenda Dixon Gottschalk, “Barefoot and Hot, Sneakered and Cool,” TAMU e-learning

**October 10**

Midterm Exam

**Week 8**

**October 15**

Case Study 3: Philippine Dance: Ethnography and Choreography
For discussion:
- Sally Ness, “Customers and Performers,” TAMU e-learning
- Tindern Sinulog module in TAMU Media Matrix
October 17    Philippine Dance, Gender Trouble, and Diaspora  
For discussion:  
  Patrick Alcedo, “Sacred Camp,” TAMU e-learning  
  ------. *Ati-Atihan: Mother of Philippine Festivals*, TAMU Media Matrix

**Week 9**

October 22    Case Study 4: Butoh, Masculinity, and Global Modernism  
For discussion:  
  Tatsumi Hijikata, “Manifestoes,” TAMU e-learning  
  Butoh module, TAMU Media Matrix

October 24    The “Global Alchemy” of Butoh  
For discussion:  
  Sondra Fraleigh, “Is Butoh a Philosophy?” TAMU e-learning  
  Nacuyuki Oguri module, TAMU Media Matrix

**Week 10**

October 25    Presentation/Probe 2

October 31    Presentation/Probe 2

**Unit 3: Dancing Indigeneity, Performing Politics**

**Week 11**

November 5    Indigeneity as Local/Global “Movement”  
For discussion:  
  Jacqueline Shea Murphy, “Mobilizing (in) the Archive,” *Worlding Dance*, 32 – 52.  
  *Kāla* module in TAMU Media Matrix

November 7    Producing Hawaiia-ness in Performance  
For discussion:  
  2012 Merrie Monarch Festival - Wahine of Halau Hula 'O Hokuani - Hula Auana - "Nene'u"  
  [http://www.youtube.com/watch?v=4dH1kI2fO8Q](http://www.youtube.com/watch?v=4dH1kI2fO8Q)  
  Halau I Ka Wekiu - Merrie Monarch 2012 (Kane Auana):  
  [http://www.youtube.com/watch?v=xdg5aZTv1V](http://www.youtube.com/watch?v=xdg5aZTv1V)
Week 12  
November 12      Danza Azteca
For discussion:
   Elisa Diana Huerta, "Embodied Recuperations: Performance, Indigeneity, and
   Danza Azteca," TAMU e-learning
   Danza Azteca Calpulli MexiCar of San Diego, California
   www.youtube.com/watch?v=IkgT7ZY3J90
   Danza Azteca Quetzalcoatl
   www.youtube.com/watch?v=GS72KWS878
   Danza Azteca de Anahuac
   www.youtube.com/watch?v=-1Zcz94sF4

November 14      Dance and Ethnic Transmigration
For discussion:
   Kimberly DaCosta Holton, "Dancing along the In-Between: Folklore
   Performance and Transmigration in Newark, New Jersey," TAMU e-learning
   Rancho Folklorico module, TAMU Media Matrix

Week 13  
November 19      Youth, gender, and national identity in Nordic Dance
For discussion:
   Petri Hoppu, "National Dances and Popular Education - The Formation of the
   Folk Dance Canon in Norden," TAMU e-learning
   Norden module, TAMU Media Matrix

November 21      Presentations – Probe 3

Week 14  
November 26      Presentations – Probe 3
November 28      No class today. Campus closed.

Redefined Week  
December 3      Course Conclusion; take home final distributed

December 7  12:30 – 2 pm – Final Exam
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): Performance Studies

2. Course prefix and number: PERF 326 (cross-listed with MUSC 3212)
   Texas Common Course Number: N/A

3. Complete course title: Dance and Identity in the United States
   Semester credit hours: 03

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 per year

9. Number of class sections per semester: 1 - 2

10. Number of students per semester: 200

11. Historic annual enrollment for the last three years: 0 0 0

   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:
   Department Head
   College Dean/Designee

   Date
   4/1/13
   4/5/13

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?

MUSC/PERRF 326 Dance and Identity in the United States. Dance embodies a culture's aesthetics, ideals, and values. It is both a fundamental dimension of human experience for dancers and a way to convey information about this experience to audiences. Beliefs and values incarnated in dance include views of gender relationships, questions of beauty, obligations for transmitting cultural heritage and innovation, and attitudes toward globalization and the nation state to name only a few. This course provides students with vocabulary, methods, and representative examples necessary to explore the intellectual and social work of dance.

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 must analyze selected works of dance using class vocabulary and methods. Analyses will be written and will include visual, textual, and kinesthetic materials. Students will complete an ethnographic project requiring them to collect, and analyze field data and will be assessed on the ability to integrate data and theoretical perspectives on dance to come to original conclusions.

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

Written assignments require students to interpret the meaning and significance of key dance examples. Students will be assessed on their accurate use of course vocabulary, the ability to describe movement particulars, and their ability to integrate movement particulars and class vocabulary to come to interpretive conclusions. Presentations require students to integrate written, verbal, and visual communication to convey their arguments about dance's cultural work in a given context. Students must demonstrate the ability to convey the visual dimensions of movement particulars using the body or technology, the ability to orally deliver organized analyses, and effectively address questions from the audience.

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

This course explicitly addresses the ways U.S. institutions shape and are shaped by dance, including the ways dance becomes intellectual property, the ethical uses of dance material, the ethics and responsibilities of conducting
Texas A&M University

Core Curriculum

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

fieldwork, and the ways dancers respond to specific civic and historical challenges. Students will be assessed on their completion of CITI training, their fieldwork methods as indicated in their ethnographies, and on their abilities to correctly apply Dance Heritage Coalition ethical guidelines for using dance materials.

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

Personal responsibility operates on two levels in this course. It is a content element in examinations of individual artists and choreographers who have used dance to communicate key points of social concern. The ethnography component requires that students make, then reflect on, their own positions as researchers. Results of these reflections will be assessed through exam questions that require students to identify specific concerns of choreographers and dance ethnographers, and the ethical issues in dance as cultural patrimony and intellectual property. Group assignments require members to meet their responsibilities for the components to which they are assigned or face the consequences during class presentations. Assessment of group projects will include rubric for students to rate their collaboration in categories including equity of contribution, quality of discussion and planning, and nature of decision-making.

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/PERF 326 Dance and Identity in the United States

Request for International and Cultural Diversity (ICD) Designation

This course explicitly presents the multiple dimensions of diversity in the contemporary U.S. by focusing on dance. Gender, racial, and cultural diversity are the subject matter of the works that serve as case studies. Able-bodiedness is also explicitly examined. All of the course readings were published within the past 50 years and 85% of the cases examined have been performed within this period. Finally, readings and viewings explicitly address how dancing communities contribute to American pluralism by demonstrating a wide range of aesthetics, body types, choreographic narratives, and representations of American history.
MUSC/PERF 326: Dance and Identity in the United States

Fall, 2013
Dr. J. Hamra, Professor
Phone: 979-845-7938
Email: jhamra@tamu.edu
TR 9:35 – 10:50 am
Office hours: T 11 am – 12:30 pm, R 12:15 – 1:30 pm, or by appointment
LAAH 211

Catalog description: Credit 3. Analysis of dance events as complex sites of social action; examines dances performed by diverse groups of people; considers such issues as identity, community, diversity, gender, and representation in the United States.

Prerequisites: Junior or senior classification

Learning Outcomes:

- Students will analyze U.S. dance events as both works of the imagination and as social action, using dance studies theories of identity, community, diversity, gender, and representation.
- Students will be able to identify and discuss examples of key individuals’ and companies’ contributions to dance in the United States.
- Students will successfully complete CITI training to ensure ethical conduct of fieldwork.
- Students will produce an ethnographic account of dance and identity on the TAMU campus or in the surrounding community.
- Students will compare and contrast the ways diverse groups of Americans use dance to articulate collective and individual identity.

Course key questions and presumptions: Materials for this course invite us to examine and productively complicate the seeming self-evidence of the catalog description. What are “dance events” and where do we find them? How do diverse constructions of “dance,” “identity,” and the “United States” cohere or collide on stage, on the page and the screen, in the archive, in everyday routines of practice? When we move, or encounter bodies moving, in any of these locations, what frames and preconceptions also come into view? How does dance “represent” key issues of public life and how do we “represent” dance as it does so? How does dance “work” for those who engage it, and what kinds of work does dance do?

This course presumes an intersectional approach to identity. “Intersectionality” was first used by Kimberle Crenshaw (1989) to address the converging modalities of discrimination and oppression in African American women’s experiences. It demands that we consider multiple overlapping demographic and societal boundaries and hierarchies positioning dancers and spectators in the works we examine. These include,
but are not limited to, age, class, ethnicity, gender, immigrant status, physicality abilities or lack of same, race, and sexuality, as well as spatial and temporal contexts.

Required Readings

All required readings and viewings for this course are available through TAMU E-Learning and Media Matrix, or online at the URLs given on the syllabus. These are listed under the class period in which they will be discussed; “for discussion” indicates the materials should be prepared for that particular class day. In addition to the required materials listed, students are expected to adhere to the style guide of their choice: APA, Chicago Style, or MLA

Assignments and Grading

**Note:** Assignment descriptions, including objectives and evaluation rubrics, will be distributed during the first week of class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
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<tr>
<td>Probe 1: Dance, Identity, Community</td>
<td>35</td>
</tr>
<tr>
<td>Fieldwork Proposal*</td>
<td>20</td>
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<tr>
<td>*Includes CITI training certificate</td>
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<tr>
<td>Performed Fieldnote</td>
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<tr>
<td>Dance Ethnography</td>
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<tr>
<td>Probe 2: Dance and/as Critical Conversation**</td>
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<td>**group project</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
</tbody>
</table>

Total: 200 points

200 - 180 points: A. You have consistently gone above and beyond simply meeting the class requirements. You have added both extra effort and originality to all assignments with virtually no problems. Your written and oral presentations have been stylistically and grammatically correct, with detailed analyses and appropriate bibliography that reflects considerable independent research. Your participation has evidenced systematic engagement with the course readings. The class learned something valuable from you.

179 – 159 points: B. While you have exceeded expectations on some assignments, there have been a few significant errors, or a number of smaller or recurring ones. Analyses may have been less detailed; written and oral presentations may not demonstrate the level of polish commensurate with “A” work. Participation may have been inconsistent or not substantial, bibliographies may have demonstrated less than thorough searches, or arguments or examples may have lacked needed nuance. This is solid work that has the potential to improve.
158 – 138 points: C. A “C” is average work. You have done what was expected of a student in this course: no more, no less.

137 – 127: D. You have done less than expected of a student in this course. There may have been multiple errors in multiple assignments, neglect of opportunities to improve, missed assignments, or problems with consistency over the course of the term.

126 - 0: F. You have not completed sufficient work to pass this course.

What Does "Class Participation" Mean?

Class participation is respectful of different points of view, is specific, and advances the larger intellectual project of this class. Attendance also affects class participation. **It will not be possible to secure full participation credit with more than two unexcused absences.** (This does not mean, by the way, that simply showing up for every class insures full credit.) An excused absence is accompanied by Texas A&M University Explanatory Statement for Absence from Class form available at [http://attendance.tamu.edu](http://attendance.tamu.edu) presented immediately upon your return to class, even if the illness or injury results in an absence of less than three days.

Questions about what constitutes an excused absence should be directed to TAMU Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Students are responsible for securing any information missed due to absences or lateness. **Repeated tardiness is not acceptable and will be considered as the equivalent of absences if they occur regularly (more than twice) or cause the student to miss more than 20 minutes of class.**

Written Assignment Requirements

Grammar and writing style are components of grades for all written assignments, excluding in-class quizzes or exams. Written assignments must include appropriate documentation (APA, Chicago, or MLA) of all sources used. Point deductions will be made for grammar, writing style, and documentation errors in each evaluation category affected. Assignments are due in hard copy at the beginning of the specified class period. **No late assignments are accepted without documentation of a clear and compelling emergency.**

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**Academic integrity statement.** Academic honesty is of great importance to all students at TAMU. In this and all classes, you must follow the Aggie Honor Code.

**Aggie Honor Code**

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

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

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**Schedule of Topics and Major Assignments**

**Unit 1: Complicating the Keywords: Intersections of “Dance,” “Identity,” and “United States”**

**Week 1**

**August 27**  
Course Introduction

**August 29**  
What do we talk about when we talk about dance?  
For discussion:  

**August 29**  
What do we talk about when we talk about dance?  
For discussion:  

**September 3**  
Dance, identity, community – How does this work?  
For discussion:  

**September 5**  
Dance, identity, community – Technologies of community  
For discussion:


TAMU Media Matrix: Selected Thriller “How to” examples and flash mobs; selected Jackson State U Prancing J-Settes videos; J-Setter competition (Detroit) video

Week 3
September 10
What do we talk about when we talk about dance and identity?
For discussion:

September 12
What do we talk about when we talk about dance and identity and/as/in the U.S.?
For discussion:

Week 4
September 17
Presentations - Probe 1

September 19
Presentations - Probe 1

Unit 2: Researching Dance and Identity in the U.S.

Week 5
September 25
Who Owns Dance?
For discussion:

September 26
Dance Ethnography – How Tos: The Ethics of Research
For discussion:

**Complete CITI Training this weekend.**

**Week 6**

**October 1**  
Dance Ethnography – How Tos: Research Practices
For discussion:

**CITI Training Certificate Due Today.**

**October 3**  
Dance Ethnography and/as Identity: Zora Neale Hurston on Stage and in the Archive
For discussion:

**Fieldwork proposal due today.**

**Week 7**

**October 8**  
Traces of dance in archives: Bella Lewitzky, dance reconstruction, and activist identities
For discussion:
- Blackboard folder: Selected writings of, and press clippings about, Bella Lewitzky, *Bella Lewitzky Papers, University of Southern California*.
- Blackboard folder: Excerpts from Bella Lewitzky’s FBI File
- “Bella Lewitzky: Dance – A Motion Space Time Art Form,” http://sma.sciarc.edu/subclip/0381_lewitzky_bella-03-09-88-clip_2354/
- “Reconstructing the Beloved”: http://www.youtube.com/watch?v=V1nTyKX-UX4

**October 10**  
Representing dancing selves and communities
For discussion:

**Week 8**

**October 15**  
Making Writing Move/Moving Writing
**Studio Session:** Class meets in LAAH 110.
Unit 3: Dance as “American” Identity

October 17 Manly Dancing and “Other” Bodies
For discussion:

Week 9
October 22 Dancing Modernity
For discussion:
Media Matrix: Appalachian Spring

“Glimpses of Isadora Duncan”: http://www.youtube.com/watch?v=9NPbn5pdViE

“The Emperor Jones” [Limón company]:
http://www.youtube.com/watch?v=xеMV3gDM1Kl&list=UUozY4d2cCVG8yxRh31Z-12A&index=1

“Pearl Primus: Anthropologist, Dancer, and Pioneer”:
http://www.youtube.com/watch?v=PGgQrlORZ0

“1948 Eddie Condon Floor Show - Conga Drums”:
http://www.youtube.com/watch?annotation_id=annotation_96082&feature=iv&src_v id=PGgQrlORZ0&v=rxJGugk9lK8

October 24 “Official African American Culture”
For discussion:
Media Matrix: Revelations and The Lark Ascending
Artburst, “Interview: Kyle Abraham and His Radio Show”:
http://artburstmiami.com/2012/03/29/interview-kyle-abraham-and-his-radio-show/

KST Moves: “Kyle Abraham’s Radio Show Work in Progress” [excerpted]:
http://www.youtube.com/watch?v=Lkz2ktzRyWU

Abraham in Motion: “The Radio Show” [excerpted]:
http://www.youtube.com/watch?v=ftiHHzxAOc3U

Week 10
October 29 Fieldnote Presentations

October 31 Fieldnote Presentations
Week 11

November 5  Producing Hawaiia-ness in Performance
For discussion:
Imada, Adria L. "‘Hula Queens’ and ‘Cinderellas’: Imagined Intimacy in the Empire,” 

2012 Merrie Monarch Festival - Wahine of Halau Hula 'O Hokulani - Hula Auana
- "Nene'u": http://www.youtube.com/watch?v=4dH42J0S2sQ
- Halau I Ka Wekiu - Merrie Monarch 2012 (Kane Auana):
  http://www.youtube.com/watch?v=xDgs1E2T1Vk

November 7  Tap and Race
For discussion:
Lott, Eric, “‘The Seeming Counterfeit’: Early Blackface Acts, The Body, and
Social Contradiction,” Love and Theft: Blackface Minstrelsy and the American Working
Valis Hill, Constance, “Trickster Gods and Rappareces” and “Buck-And-Wing,”
1 – 43.

Media Matrix: Juba! Masters of Tap & Percussive Dance
Talking Feet: Solo Southern Dance: Buck, Flatfoot and Tap


Dance Ethnography due.

Unit 4: Course Synthesis: The Work of Dance Front Stage and Back Stage

Week 12

November 12  The Making of Martha Graham
For discussion:
Franko, Mark, “The Invention of Martha Graham,” Martha Graham in Love and
Blackboard folder: Graham reviews
Media Matrix: Martha Graham in Performance

November 14  (Re-)located Traditions – Indian Dance
Studio Session: Class meets in LAAB 110.
For discussion:
Indian Dance: New Creative Choreography in India and the Diaspora (Basingstoke:
Week 13
November 19  
At Home in Ballet
For discussion:

November 21  
Presentations – Probe 2

Week 14
November 26  
Presentations – Probe 2

November 28  
No class today. Campus closed.

Redefine Week
December 3  
Course Conclusion; take home final distributed

December 7  12:30 – 2 pm – (Final Exam Schedule): Final Exam 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): Soil & Crop Sciences

2. Course prefix and number: SCSC 301

3. Texas Common Course Number: NA

4. Complete course title: Soil Science

5. Semester credit hours: 4

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [x] 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, summer

9. Number of class sections per semester: 6

10. Number of students per semester: 103

11. Historic annual enrollment for the last three years: 259, 264, 319

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: 8/12/2013

   Course Instructor

13. Approvals:
   - [Signature] Date: 8/15/13

14. Department Head

   [Signature] Date: 8/15/13

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

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: Life and Physical Sciences

In the box below, describe how this course meets the Foundational Component Area description for Life and Physical Sciences. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

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?

Soil Science, SCSC 301, describes and explains the natural phenomena of the nature and properties of soils. It uses these descriptions and explanations to predict soil formation and changes brought about to soils due to man's manipulations and environmental conditions and changes. It is fundamental to Life and Physical Sciences because almost everything that we eat, drink, ware, and construct is either from the soil or on the soil. Soil Science advances the scientific principles of soil properties on the physical world and on human experiences over geologic and modern time. It develops additional language and facts of soils related to soils as a natural body having the combined effects of climate and biological activity, as modified by topography, acting on parent material over time. The learning objectives of this class include:

1. Describe and quantify fundamental soil physical, chemical, biological and mineralogical properties and the explanation of how these properties impact natural and agricultural ecosystems;
2. Describe and predict the formation of soils as they relate to their environment, their description, and their classification;
3. Define and describe the role of soils in infiltration, percolation, and storage of water;
4. Explain the role of macro- and micro-organisms in soil, their function and their requirements; and
5. Identify and describe of the biogeochemical cycles of soil-provided plant essentials nutrients.

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):

Basic concepts of soil science will be presented in lecture and demonstrated in the laboratory exercises. Students will utilize the basic concepts with creative thinking to make interpretations about different scenarios presented in lecture, laboratory, and the soil pit during the field trip. Students will use innovative and up to date technology, such as Web Soil Survey, to analyze, evaluate, and synthesize information to make interpretations about the potential uses of the site they collected their soil sample from that is used in the laboratory and the soil pit. Their critical thinking will be evaluated through exams and daily quizzes in lecture, weekly quizzes in lab, two written reports, one from the analysis and evaluation of the soil pit and one based upon their collected soil sample, and one oral report based upon their final soil sample report.

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


Texas A&M University

Core Curriculum

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

Students will be required to synthesize and interpret concepts presented in lecture and laboratory exercises and write two summary lab reports for grades. Visual evaluations and interpretations will be made on the field trip in the soil pit and surrounding landscape to make predictions of the suitability of the soil and site for structures such as buildings and roads, septic systems, and potential for growing different crops. These evaluations will be documented on a soil judging form and turned in for a grade. Additional visual interpretations will be made through experiments done by the student individually and in teams, and demonstrations in the lab. Knowledge gained from these interpretations will be tested through weekly lab quizzes. The lab report over their soil sample will be developed into an interpretive oral report that will be given during the last laboratory and will constitute their last lab grade.

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

Numerous calculations will be demonstrated and required for the students to make based upon data presented in lecture and in laboratory exercises. Examples of calculations are soil bulk density, particle density, total porosity, volumetric water content, nutrient concentrations in extracts, recommended nutrient rates of application based upon extractable nutrients and crop and yield goal, etc. Graphs are presented in laboratory and students must interpret data based upon the graphs, such as pH vs % Base Saturation. Data is presented and students must develop a graph to answer questions related to volumetric water content and plant available water.

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

There are several laboratory exercises where students will work in pairs to evaluate data. During the field trip, students will work in groups of 3 to 5 to evaluate the soil characteristics observed in the soil pit. This information will then be used to interpret potential uses for the soil. Types of evaluations will be road construction, suitability of the site for a conventional septic system, home construction site with or without a basement, potential for growing different crops and conservation measures that would need to be implemented. This exercise is one of the written reports.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
SCSC 301 Soil Science  
SYLLABUS  
Fall 2014

SCSC 301 – Soil Science. Credits 4 (3 credit hours lecture, 1 credit hour lab). Evaluation of the nature and properties of soils; explanation of the various soils, their components, and their roles in the environment using scientific methods and technology. Prerequisite: Junior or Senior Classification or Approval of Instructor.

LEARNING OBJECTIVES: The student in SCSC 301 will:
1. Describe and quantify fundamental soil physical, chemical, biological and mineralogical properties and explain how properties impact natural and agricultural ecosystems;
2. Describe the formation of soils as they relate to their environment, their description, and their classification;
3. Define and describe the role of soils in infiltration, percolation, and storage of water;
4. Explain the role of macro- and micro-organisms in soil, their function and their requirements; and
5. Identify and describe the biogeochemical cycles of soil-provided plant essentials nutrients.

A. LECTURE: Dr. Sam Feagley, Room 350C, Shepp Center; Office Phone - 845-1460  
E-mail: scfeagley@agtamu.edu; lecture notes on the web at http://samfeagley.tamu.edu/ (additional information will be provided in class).
1. Time: MWF 11:30 - 12:20
2. Place: Room 101 Shepp Center
3. Seating: Assigned on the second day of class
4. Attendance: No penalty for absences other than on days of announced exams and the missed opportunity to take bonus point quizzes. Bonus point opportunities will not be made-up, except in the case of University Excused Absences. Students are encouraged to read the Student Rule covering class attendance and absence at http://student-rules.tamu.edu/rule07. In summary, the student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Excusable absences are: (1) participating in a university authorized activity; (2) death or major illness in the student’s immediate family; (3) illness to a dependent family member; (4) participation in legal proceedings that require the student’s presence; (5) religious holy day; (6) illness too severe or contagious to attend; (7) required participation in military duties; (8) mandatory admission interviews for professional or graduate school which cannot be rescheduled. Students shall inform the instructor of an absence prior to the absence, if feasible; otherwise, the student must notify the instructor within 2 workings days of the first day of absence.
5. Assignments: Given on class schedule and intended to be read prior to lecture on the topic. Before each lecture, students are expected to read instructional objectives for each topic, which are found on pages 108-118 of lab manual.


Technicians for Undergraduate Instruction - Kathy Schmitt and Linda Carpenter.
2. Place: Room 113 Shepp Center
3. Attendance: Required. Make-up quizzes may be taken only by students who inform their instructor, me or my office of the need to miss a lab before, if possible, they miss it or in cases of physical inability to make such notification for excused absences.
4. Grading: Session quizzes (100 points each) and two lab reports (100 points each) (75%) and soil sample report (25%). The two lab reports are both written and one will also be an oral presentation. The lowest two quiz grades will not be included in calculation of quiz averages.

C. GRADING SYSTEM
1. Lecture: Four 1 hour exams = 60% of final grade.
2. Laboratory: 20% of final grade (COMPLETION OF SOIL SAMPLE REPORT IS A COURSE
REQUIREMENT, if not completed, course grade will be reduced by 1 letter grade

3. Final Examination: 20% of final grade. Students having an 89.5 or better average for the four lecture exams and perfect attendance during the last week of classes will be exempted from the final exam. For students exempting the final, lecture exams are 75% of final grade and laboratory is 25% of final grade.

4. Bonus Points: Unannounced one question quizzes will be given during lecture sessions approximately 20 times during the semester. Each quiz, correctly answered, will add 0.2 to the final average for the course.

5. Letter grades for the course will be assigned based on the following scale: 88 and above – A; 78 to 87 – B; 68 to 77 – C; 58 to 67 – D; less than 58 – F.

D. SOIL SAMPLE: A soil sample must be obtained by each student for use in the laboratory. Each student must use a sample obtained independently of other student samples. The sample must be air-dry and ground to less than 2 mm in diameter (no. 10 sieve), except for three to four clods 3 or 4 cm in diameter, which should be saved. Samples should be obtained from arable or rangeland soils using an acceptable sampling method (see http://soiltesting.tamu.edu for soil collection methods using Soil Submittal Form or Urban Soil Submittal Form) as discussed during the first laboratory period. The sample should be ready for use as soon as possible, but no later than the lab of September 3-4.

E. STUDY MATERIALS


F. SOIL SAMPLE REPORT: This report will constitute one-fourth of the laboratory grade (See page 171 in the lab manual). The completed report will be due at the end of your last laboratory period. The location of the sampled soil must be specified - county, nearest town, exact location with respect to roads, etc. All blanks on the report must be completed properly and on time for a maximum grade of 100. Each student must use a different sample and all of the data must be collected independently. Copied or fraudulent data on any single item of the report means that a grade of zero will be given for the report and that disciplinary action for cheating may be initiated. If the soil report is not turned in, the course grade will be one letter grade lower than it otherwise would have been.

G. FIELD TRIPS: One field trip will be taken during a regular lab period and is required. A fee to cover the field trip was billed to you on registration for the class.

USE OF OTHER TEACHING RESOURCES IN SCSC 301 – SOIL SCIENCE

Several resources are available to supplement the standard lecture-lab format in the following ways:

1. A complete set of the power point slides is posted on the web at: http://samfeagley.tamu.edu. Details for accessing the site will be given in class. Also, two old exams will be posted prior to each hour exam. Audio files that review all teaching objectives of Exam 1-4 are available on the website.

2. Slides, models and monoliths – Difficult to teach concepts such as soil development and classification and mineral structures are presented in summary form using visual aids, some of which are suitable for individual study but not for use in a lecture room. These materials are used in conjunction with discussion of instructional objectives. They will be made available as needed throughout the session.

CONCLUSION: The emphasis is on mastery of the course objectives - by whatever means you choose. Course objectives are found in the Laboratory Manual pages 108-118. Several alternative means of acquiring the same knowledge will be provided. Instructional objectives will be treated in two or more of the following ways: a) lecture; b) textbook; c) problem set; d) laboratory exercise; e) slides, models and monoliths; f) coverage of objectives on the web based virtual classroom. All theory objectives are covered in lecture; if the lecturer misses one on a topic, remind him as he completes coverage of the topic and asks for questions. Different students rely on different methods of mastering the objectives. Some rely primarily on lecture notes. Most students who make A's
have very few "cuts;" a most all students who make F's have many "cuts." Enough said! Some make good use of the text. Some rely on a combination of all the methods available. Whatever means you choose, the secret to success is keeping yourself current with coverage of objectives in the course. Master them as we go; ask questions as needed.

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<table>
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<th>DATE</th>
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<td>Course organization and introduction</td>
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<td>Tue. 8/27 - Wed. 8/28 * Soils &amp; soil materials</td>
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<td>Soils as natural bodies</td>
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<td>2:27-32</td>
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</tr>
<tr>
<td>9/2</td>
<td>4</td>
<td>Classification of parent materials</td>
<td>2:32-43</td>
<td>Tue. 9/3 - Wed. 9/4 * Physical characterization of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>soils - Part I *Items 1,2&amp;4 due</td>
</tr>
<tr>
<td>9/4</td>
<td>5</td>
<td>Primary particles in soils</td>
<td>4:96-104</td>
<td></td>
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<tr>
<td>9/6</td>
<td>6</td>
<td>Secondary particles in soils</td>
<td>4:104-123</td>
<td></td>
</tr>
<tr>
<td>9/9</td>
<td>7</td>
<td>Physical measurements in soils</td>
<td>4:123-131</td>
<td>Tue. 9/10 - Wed. 9/11 * Physical characterization of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>soils - Part II *Item 5 due</td>
</tr>
<tr>
<td>9/11</td>
<td>8</td>
<td>Soil air and soil temperature</td>
<td>7:201-234</td>
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<tr>
<td>9/13</td>
<td>9</td>
<td>Soil water concepts</td>
<td>5:132-164</td>
<td></td>
</tr>
<tr>
<td>9/16</td>
<td>10</td>
<td>Soil water energy</td>
<td></td>
<td>Tue. 9/17 - Wed. 9/18 * Soil water</td>
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<tr>
<td>9/18</td>
<td>11</td>
<td>Movement of water in soils</td>
<td></td>
<td>Item 6,7&amp;8 due</td>
</tr>
<tr>
<td>9/20</td>
<td>12</td>
<td>Vapor and liquid losses of soil water</td>
<td>6:165-200</td>
<td></td>
</tr>
<tr>
<td>9/23</td>
<td>13</td>
<td>Soil drainage</td>
<td></td>
<td>Tue. 9/24 - Wed. 9/25 * Fertilizing soils</td>
</tr>
<tr>
<td>9/25</td>
<td>14</td>
<td><strong>EXAM 1 (Lecture Days 1-12)</strong></td>
<td></td>
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<tr>
<td>9/27</td>
<td>15</td>
<td>Soil erosion</td>
<td>14:499-534</td>
<td></td>
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<tr>
<td>9/30</td>
<td>16</td>
<td>Soil formation - variables involved</td>
<td>2:32-57</td>
<td>Tue. 10/1 - Wed. 10/2 * Soil erosion and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>conservation</td>
</tr>
<tr>
<td>10/2</td>
<td>17</td>
<td>Soil development, horiztonation</td>
<td>3:58-87</td>
<td></td>
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<tr>
<td>10/4</td>
<td>18</td>
<td>Soil classification</td>
<td></td>
<td>Tue. 10/8 - Wed. 10/9 * Soil formation,</td>
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<td></td>
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<td>classification &amp; land judging, field</td>
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<tr>
<td>10/7</td>
<td>19</td>
<td>The soil orders, their occurrence</td>
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<tr>
<td>10/9</td>
<td>20</td>
<td>Classification and soil survey</td>
<td>3:88-95</td>
<td>Tue. 10/15 - Wed. 10/16 * Soil survey</td>
</tr>
<tr>
<td>10/11</td>
<td>21</td>
<td>Chemical reactivity in soils</td>
<td>8:235-240</td>
<td>* Items 3due</td>
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<tr>
<td>10/14</td>
<td>22</td>
<td>Expression of cation exchange capacity</td>
<td>8:252-268</td>
<td></td>
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<tr>
<td>10/16</td>
<td>23</td>
<td><strong>EXAM 2 (Lecture Days 13-20)</strong></td>
<td></td>
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<tr>
<td>10/18</td>
<td>24</td>
<td>Structure and genesis of clays</td>
<td>8:240-251</td>
<td></td>
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<tr>
<td>10/21</td>
<td>25</td>
<td>Other colloids and properties</td>
<td></td>
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<td>10/23</td>
<td>26</td>
<td>Life in the soil</td>
<td>10:322-360</td>
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<td>10/25</td>
<td>27</td>
<td>Genesis of organic matter</td>
<td>11:361-395</td>
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<td>Date</td>
<td>Section</td>
<td>Topic</td>
<td>Date/Time</td>
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<tr>
<td>10/28</td>
<td>28</td>
<td>Comp. and distribution of organic matter</td>
<td>Tue, 10/29 - Wed, 10/30</td>
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<td></td>
<td></td>
<td></td>
<td>* Soil organisms and organic matter</td>
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<td></td>
<td>* Item 10 due</td>
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<td>10/30</td>
<td>29</td>
<td>Soil pH, soil acidity</td>
<td>9:269-291</td>
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<tr>
<td>11/1</td>
<td>30</td>
<td>Soil pH changes, buffering</td>
<td>9:291-301</td>
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<tr>
<td>11/4</td>
<td>31</td>
<td>Limestone and soil-plant relationships</td>
<td>9:288-296</td>
<td></td>
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<tr>
<td>11/6</td>
<td>32</td>
<td><strong>EXAM 3 (Lecture Days 21-30)</strong></td>
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<tr>
<td>11/8</td>
<td>33</td>
<td>Saline and sodic soils</td>
<td>9:301-321</td>
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<tr>
<td>11/13</td>
<td>35</td>
<td>N; Chemistry and management of sulfur</td>
<td>12:412-420</td>
<td></td>
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<tr>
<td>11/15</td>
<td>36</td>
<td>Chemistry and management of phosphorus</td>
<td>12:420-432</td>
<td></td>
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<tr>
<td>11/18</td>
<td>37</td>
<td>Chemistry and management of potassium</td>
<td>12:433-438</td>
<td></td>
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<tr>
<td>11/20</td>
<td>38</td>
<td>Chemistry and management of other macronutrients and micronutrients</td>
<td>12:439-454</td>
<td></td>
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<tr>
<td>11/22</td>
<td>39</td>
<td>Review and catch-up</td>
<td></td>
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<td>11/25</td>
<td>40</td>
<td><strong>EXAM 4 (Lecture Days 31-39)</strong></td>
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<td>11/27</td>
<td>41</td>
<td>Nutrient management</td>
<td>13:455-475</td>
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<tr>
<td>11/29</td>
<td>42</td>
<td>THANKSGIVING HOLIDAY</td>
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<tr>
<td>12/2</td>
<td></td>
<td>Soil &amp; environment concerns (Friday classes)</td>
<td>15:535-565</td>
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</tbody>
</table>

**FINAL EXAM:** Wednesday 12/11, 10:30 am - 12:30 pm OTHER TIMES BY ARRANGEMENT ONLY

**SCSC 301 LECTURE EXAM OBJECTIVES**

*(See Lab Manual, p. 108-118)*

**EXAM 1 - (Web days 1-12)**
- Introduction, Weathering and Parent Materials, *(except objective 11)*
- Physical Properties of Mineral Soils, *(except objectives 2 and 3)*
- Soil Air
- Soil Temperature
- Soil Water – *(Objectives 1, 2, 3, 5, 6, 7, 11, 12)*

**EXAM 2 - (Web days 13-20)**
- Soil Water – *(Objectives 4, 8-10, 13-21)*
- Soil Formation
- Soil Classification
- Soil Survey

**EXAM 3 - (Web days 21-30)**
- Chemical Properties
- Mineralogical Properties
- Soil Organisms
Soil Organic Matter
Soil pH - (Objectives 1-10)

EXAM 4 - (Web days 31-39)
Soil pH - (Objectives 11-13)
Adjustment of Soil pH (Liming)
Soil Nitrogen, Sulfur
Soil Phosphorus
Soil Potassium (except objective 3)
Other Macronutrients, Micronutrients, and Nutrient Management
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): Soil and Crop Sciences

2. Course prefix and number: SCSC 405

3. Texas Common Course Number: N/A

4. Complete course title: Soil and Water Microbiology

5. Semester credit hours: 4

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
   - [x] No

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

9. Number of class sections per semester: 4

10. Number of students per semester: 40

11. Historic annual enrollment for the last three years: 82 127 116

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

13. Submitted by:
    
   [Signature]
   [Date] 8/13/13

14. Department Head
    
   [Signature]
   [Date] 8/14/13

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

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: Life and Physical Sciences

In the box below, describe how this course meets the Foundational Component Area description for Life and Physical Sciences. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

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 focuses upon describing, explaining, and predicting the interactions of microorganisms with their physical environment and the resulting impacts of these microorganisms on natural phenomena including: the sustainability and productivity of various ecosystems; nutrient cycling; degradation of pesticides and other xenobiotics; generation of trace gases; and soil and water quality. The laboratory portion of the course will reinforce these concepts and provide hands-on experience with using the scientific method and current analytical techniques to describe, explain, understand, and predict the impacts of soil and water microorganisms on the physical world and human experiences, with an emphasis on the natural phenomena listed above.

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):

How addressed:

The critical thinking objective is largely accomplished through the laboratory portion of the course and discussion of case studies in the lecture. This includes the students conducting inquiry-based laboratory experiments followed by collection, evaluation, and synthesis of the results. In addition, case studies are included in the lecture portion of the course to encourage students to synthesize covered topics and critically evaluate the approaches and results from the case studies and to develop innovative approaches to answer scientific questions.

Strategies:

Students will evaluate and interpret case studies and their laboratory experiments and use this information to predict how these results would translate to other scenarios. For example, students will conduct a laboratory experiment in which they monitor carbon dioxide evolution from soils in response to amendment with plant materials having different carbon/nitrogen ratios. Following the experiment, students will be asked to use their results to predict the impact of different cropping systems on the levels of carbon dioxide released from soils under various scenarios.

How evaluated:

Questions will be included on quizzes, exams, and laboratory data sheets to verify the student’s ability to answer questions requiring critical thinking.
Texas A&M University

Core Curriculum

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

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

How addressed:
Effective written communication is demonstrated using exams, lab datasheets, etc. In addition, written, oral, and visual communication is demonstrated by PowerPoint presentations.

Strategies:
Students will answer discussion questions on exams and lab datasheets which will evaluate their ability to interpret a scenario and express their conclusions in a logical manner. In addition, the students will give PowerPoint presentations for selected laboratory experiments. These presentations will allow the students to demonstrate their ability to effectively develop a presentation, interpret their laboratory results, and express their conclusions. The presentations will include photos and graphical and tabular expressions of their results.

How evaluated:
Discussion questions on exams and lab datasheets along with PowerPoint presentations on their laboratory experiments will be used to verify that the students can develop, interpret, and express their ideas through written (exams & presentations), oral (presentations), and visual (presentations) communication. A rubric will be used to assess the PowerPoint presentations.

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

How addressed:
Students will conduct laboratory experiments and then collect, analyze, and interpret their results.

Strategies:
Students will collect, manipulate, and analyze numerical data and other observable results from their laboratory experiments. For example, students will conduct a microbial respiration experiment in which they will quantify the amount of carbon dioxide released from soil following amendment with different plant materials. Using a titration-based method, students will calculate how much carbon dioxide was produced at each measurement time-point and then graph these results for comparison among treatments and across lab groups. Following the experiment, students will be asked to use their results to predict the impact of different cropping systems on the levels of carbon dioxide released from soils under various scenarios.

How evaluated:
The student’s empirical and quantitative skills will be evaluated via questions and calculations on laboratory datasheets, quizzes, presentations, and a lab practical.

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

How addressed:
Students will work as groups of 2-3 people in the laboratory portion of the course.

Strategies:
Lab exercises are done as groups of 2-3 people. This requires the students to coordinate activities to conduct the experiments, interpret the results, and present them to the class. Additional group activities (e.g., discussion of case studies) occur in both the lecture and lab portions of the course.
Texas A&M University

Core Curriculum

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

How evaluated:
The student’s ability to effectively work as part of a team will be evaluated based upon his/her performance conducting the laboratory exercises and group lab presentations. The instructor will consider peer-evaluation feedback from the student’s other group members in making the evaluation.

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: Soil and Water Microbiology - SCSC 405
Term: Fall 2013
Class times: Lecture - MWF 10:20-11:10 AM; Lab T or W (times listed below)
Class location: Lecture – Heep Center 103; Lab – Heep Center 532

Course Description and Prerequisites
Course Description: In this course, we will discuss the roles of soil and water microorganisms in the sustainability and productivity of various ecosystems with specific emphasis on plant-microbial interactions, nutrient cycling, degradation of pesticides and other xenobiotics, generation of trace gases, and soil and water quality. The laboratory portion of the course will reinforce these concepts and provide hands-on experience with current techniques in soil and water microbiology. Prerequisites include: Junior or Senior classification, or approval of instructor.

Learning Outcomes or Course Objectives
After completing the course, each student will be able to:
1. Describe the types, abundance, diversity, and distribution of microorganisms in soil and water environments.
2. Explain the roles of microorganisms in various soil, water, and plant processes, including the biogeochemical cycling of carbon, nutrients, and other elements.
3. Explain how soil microbial properties and processes are impacted by, and impact upon, soil physical and chemical properties.
4. Discuss how soil microbial properties affect the sustainability and productivity of managed and natural ecosystems, and water quality.
5. Discuss potential beneficial and detrimental effects of microorganisms on environmental quality.

Instructor Information
Name: Terry Gentry
Telephone number: 579-845-5323
Email address: tgentry@ag.tamu.edu
Office hours: MW 11:10 AM – noon; W 3:00 - 3:50 PM; other hours by appointment
Office location: Heep 550A

Textbook and/or Resource Material
Lab manual: Laboratory exercises posted on course website
Class website: https://lms.tamu.edu/webct/login/5366520602011
Optional note-set: Available at Notes-n-Quotes
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 online at http://student-rules.tamu.edu/rule07."

Lecture:
Your regular attendance in class is among my expectations of you in this course! Class starts promptly at 10:20 AM. Please be in your seats by that time and prepared to start the class period. Attending lectures enables you to gain proper context, or “spin”, for the Information, issues, etc., discussed in class. While I will use the SCSC 405 website to post class materials, this is not designed to take the place of the lecture portion of the class.

Laboratory:
Labs will begin during the first week of classes. Attendance in the laboratory is mandatory. Please do your best to not miss a lab period. It might be possible that we can have you attend a different lab section but this should not be a regular occurrence. If you need to attend a different laboratory section for a given week, please contact your laboratory instructor prior to doing so. It is nearly impossible to make up missed labs since most of the materials are only available during the week of that lab. Missing a lab also puts undo strain on your lab partner. We will appreciate knowing in advance, if possible, if you are unable to attend a lab.

General Information
Welcome to SCSC 405 - An Introduction to Soil and Water Microbiology! During the semester you will be introduced to the major microbial groups that live in the soil and you will develop an understanding of the uniqueness of the soil and water as environments for microbes as well as some larger organisms. I will try to instill in you an appreciation for the vast array of processes carried out by microbes and how these processes serve to keep the planet a habitable space for humans and other life forms. You will experience a world that few people ever get to view or are even aware that it exists; unless they experience some unpleasant encounter with an "unfriendly" microbe. You will discover that the overwhelming majority of microbes could care less about us humans and that some are downright beneficial, if not essential, to our well-being as individuals, and as just one species among many sharing the planet with a myriad of other organisms, large and small.

At the conclusion of this course you should be able to put into proper context claims made by various groups regarding the benefits of applications of microbial preparations (inoculants, etc.) for a range of practical applications. You should definitely have expanded your knowledge about the unseen life that lies in, on and around you on a daily basis. I hope you enjoy the mystery microbe tour as it unfolds before you.
Grading Policies

Lecture Evaluation Criteria:
1. Quizzes (20 @ 5 pts each) = 100 points*
2. Exams (3 @ 150 pts each) = 450 points**
3. Final exam = 150 points***

Laboratory Evaluation Criteria:
1. Quizzes (10 @ 10 pts each) = 100 points*
2. Datasheets (15 @ 10 pts each) = 150 points
3. Group lab presentations (2 @ 10 pts each) = 20 points
4. Pre-practical quiz = 30 points
5. Practical = 100 points

Total = 1,100 points

Grading Scale:
- ≥990 points (≥90%) A
- 880-989 points (80 - 89%) B
- 770-879 points (70 - 79%) C
- 660-769 points (60 - 69%) D
- <659 points (<60%) F

* There may be >20 lecture quizzes and >10 laboratory quizzes. Your top 20 lecture quiz grades and top 10 lab quiz grades will be included in your final course grade. In other words, you may be able to drop one (or possibly a few) of your quiz grades.

** Approximately 10% of the questions (points) on Exams 2 & 3 will be questions from previous exams (i.e., Exams 2 & 3 will be comprehensive).

*** The final exam will be comprehensive and is optional. If the final exam is not taken, your final grade for the course will be determined using the % breakdown given for the grading scale above adjusted to a total of 950 points possible.

If you have concerns about your grade at any time during the semester, you should visit with me as soon as possible to see what you might do to improve your performance.
### Lecture Schedule - SCSC 405 - Lecture Schedule - Fall 2013

**Heep Center Room 103**

<table>
<thead>
<tr>
<th>Lecture Period</th>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Chapter/Readings</th>
<th>Title/Subject</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug</td>
<td>26</td>
<td>M</td>
<td>1</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>28</td>
<td>W</td>
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<td>The Soil and Rhizosphere Environment</td>
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<td>3</td>
<td>30</td>
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<td>The Soil and Rhizosphere Environment</td>
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<tr>
<td>4</td>
<td>Sep</td>
<td>2</td>
<td>M</td>
<td>5</td>
<td>Bacteria</td>
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<td>5</td>
<td>4</td>
<td>W</td>
<td>5</td>
<td>Bacteria, Actinomycetes, and Archaea</td>
<td>Bacteria, Actinomycetes, and Archaea</td>
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<td>5</td>
<td>Bacteria, Actinomycetes, and Archaea</td>
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<tr>
<td>7</td>
<td>9</td>
<td>M</td>
<td>6</td>
<td>Fungi</td>
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<tr>
<td>8</td>
<td>11</td>
<td>W</td>
<td>6</td>
<td>Fungi</td>
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<td>F</td>
<td>7</td>
<td>Algae and Cyanobacteria</td>
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<td>16</td>
<td>M</td>
<td>8</td>
<td>Protozoa and Macrofauna</td>
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<td>18</td>
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<td>8,9</td>
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<td>13</td>
<td>23</td>
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<td><em><strong>FIRST HOUR EXAM</strong></em></td>
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<td>14</td>
<td>25</td>
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<td>Section 2 - Microbially Mediated Biogeochemical Transformations in Soil - Carbon</td>
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<td>15</td>
<td>27</td>
<td>F</td>
<td>3, 4</td>
<td>Microbial Metabolism &amp; Soil Enzymes</td>
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<td>3, 4</td>
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<td>4</td>
<td>F</td>
<td>13 &amp; Notes</td>
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<td>19</td>
<td>7</td>
<td>M</td>
<td>13 &amp; Notes</td>
<td>Degradation of Cellulose &amp; Hemicellulose &amp; Other Polymers</td>
<td>Degradation of Cellulose, Hemicellulose &amp; Other Polymers</td>
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<tr>
<td>20</td>
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<td>Degradation of Lignin</td>
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<tr>
<td>21</td>
<td>11</td>
<td>F</td>
<td>13, 23</td>
<td>Soil Organic Matter Formation and Decomposition</td>
<td>Soil Organic Matter Formation and Decomposition</td>
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<tr>
<td>22</td>
<td>14</td>
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<td>13, 23</td>
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<tr>
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<td>Microbial Transformations of Hydrocarbons/Bioremediation</td>
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<td>24</td>
<td>18</td>
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<td>25</td>
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<td><em><strong>SECOND HOUR EXAM</strong></em></td>
<td>Exam 2 Postmortem</td>
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<tr>
<td>26</td>
<td>23</td>
<td>W</td>
<td></td>
<td></td>
<td>Section 3 - Microbially Mediated Biogeochemical Transformations in Soil - Nutrients</td>
</tr>
<tr>
<td>27</td>
<td>25</td>
<td>F</td>
<td>14</td>
<td>Mineralization and Immobilization of Nitrogen</td>
<td>Mineralization and Immobilization of Nitrogen</td>
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<tr>
<td>28</td>
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<td>Mineralization and Immobilization of Nitrogen</td>
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<td>29</td>
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<td>14</td>
<td>Nitrification &amp; Denitrification</td>
<td>Nitrification &amp; Denitrification</td>
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<tr>
<td>30</td>
<td>Nov</td>
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<td>F</td>
<td>14</td>
<td>Nitrification &amp; Denitrification</td>
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<tr>
<td>31</td>
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<td>15</td>
<td>N$_2$-Fixation: Non-Symbiotic</td>
<td>N$_2$-Fixation: Non-Symbiotic &amp; Symbiotic</td>
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<td>6</td>
<td>W</td>
<td>15 &amp; 16</td>
<td>N$_2$-Fixation: Non-Symbiotic &amp; Symbiotic</td>
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<td>33</td>
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<td>16</td>
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<tr>
<td>34</td>
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<td>17</td>
<td>Microbial Transformations of Sulfur, Iron, Arsenic &amp; Other Elements</td>
<td>Microbiological Aspects of Pesticides</td>
</tr>
<tr>
<td>35</td>
<td>13</td>
<td>W</td>
<td>20, Notes, Handouts</td>
<td>Nontraditional Soil Amendments – “Biostimulants” and “Inoculants” a.k.a. “Miracle Products”</td>
<td>Microbiological Aspects of Pesticides</td>
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<tr>
<td>37</td>
<td>18</td>
<td>M</td>
<td>Notes, Handouts</td>
<td>Soil and Water Quality</td>
<td>Soil and Water Quality</td>
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<td>38</td>
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<td>Notes, Handouts</td>
<td>Soil and Water Quality</td>
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<td><em><strong>THIRD HOUR EXAM</strong></em></td>
<td>Exam 3 Postmortem</td>
</tr>
<tr>
<td>40</td>
<td>25</td>
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<td>Section 4 - Other Transformations - Applied &amp; Environmental Topics</td>
</tr>
<tr>
<td>41</td>
<td>27</td>
<td>W</td>
<td></td>
<td><em><strong>LAB PRACTICAL FOR ALL LAB SECTIONS (Heep 103)</strong></em></td>
<td><em><strong>LAB PRACTICAL FOR ALL LAB SECTIONS (Heep 103)</strong></em></td>
</tr>
<tr>
<td>42</td>
<td>29</td>
<td>F</td>
<td>18</td>
<td>No class - Thanksgiving Holiday</td>
<td>No class - Thanksgiving Holiday</td>
</tr>
<tr>
<td>Dec</td>
<td>2</td>
<td>M</td>
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<td>Wrap-up &amp; Review</td>
<td>Wrap-up &amp; Review</td>
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<tr>
<td>Dec</td>
<td>10</td>
<td>T</td>
<td></td>
<td><em><strong>FINAL EXAM - 8:00-10:00 AM</strong></em></td>
<td><em><strong>FINAL EXAM - 8:00-10:00 AM</strong></em></td>
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</tbody>
</table>
### SOIL AND WATER MICROBIOLOGY - SCSC 405 - LAB SCHEDULE - FALL 2013

Heep Center Room 532

<table>
<thead>
<tr>
<th>Sections:</th>
<th>Times</th>
<th>Instructors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sect. 601 - Tuesday</td>
<td>9:30-11:30 AM</td>
<td>Keya Howard (<a href="mailto:khoward@neo.tamu.edu">khoward@neo.tamu.edu</a>)</td>
</tr>
<tr>
<td>Sect. 602 - Tuesday</td>
<td>12:45-2:45 PM</td>
<td>Keya Howard (<a href="mailto:khoward@neo.tamu.edu">khoward@neo.tamu.edu</a>)</td>
</tr>
<tr>
<td>Sect. 603 - Tuesday</td>
<td>3:15 - 5:15 PM</td>
<td>Tina Barrera (<a href="mailto:tinab12@tamu.edu">tinab12@tamu.edu</a>)</td>
</tr>
<tr>
<td>Sect. 604 - Wednesday</td>
<td>1:00 - 3:00 PM</td>
<td>Tina Barrera (<a href="mailto:tinab12@tamu.edu">tinab12@tamu.edu</a>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>EXERCISE</th>
<th>TITLE OR ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 27, 28</td>
<td>Lab Intro</td>
<td>Laboratory safety and proper use of pipettes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Ex.1</td>
<td>The compound microscope - use of the oil immersion technique</td>
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<tr>
<td></td>
<td></td>
<td>Begin Ex. 2</td>
<td>The ubiquity of microbial life and the need for aseptic technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Ex. 3</td>
<td>Observation of unstained bacteria</td>
</tr>
<tr>
<td>2</td>
<td>Sep. 3, 4</td>
<td>Compl. Ex. 2</td>
<td>Observe culture plates from Exercise 2 of the previous week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Ex. 4</td>
<td>The Gram stain technique - an example of a differential staining technique</td>
</tr>
<tr>
<td>3</td>
<td>Sep. 10, 11</td>
<td>Begin Ex. 5</td>
<td>Enumeration of soil bacteria and actinomycetes using spread plate methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Ex. 10</td>
<td>The contact slide: observation of spatial relations of soil microbes in situ</td>
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<tr>
<td></td>
<td></td>
<td>Begin Ex. 12</td>
<td>The Winogradsky column - a demonstration of microbial succession</td>
</tr>
<tr>
<td>4</td>
<td>Sep. 17, 18</td>
<td>Begin Ex. 6</td>
<td>Soil fungi: enumeration on selective media and observation of common fungal genera</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cont. Ex. 10</td>
<td>Remove contact slides for staining</td>
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<tr>
<td></td>
<td></td>
<td>Compl. Ex. 5</td>
<td>Count bacterial colonies from previous week</td>
</tr>
<tr>
<td>5</td>
<td>Sep. 24, 25</td>
<td>Compl. Ex. 6</td>
<td>Count fungal colonies on both media. Observe microscopic details of fresh materials and prepared slides.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Ex. 7</td>
<td>Soil algae and cyanobacteria; enumeration by the most-probable-number technique</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 1, 2</td>
<td>Begin Ex. 8</td>
<td>Nematodes: demonstration of the Baermann funnel and observation of live material and prepared slides</td>
</tr>
<tr>
<td></td>
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<td>Begin Ex. 9</td>
<td>Nematode-trapping fungi - set-up microcosms on corn meal-extract agar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Ex. 11</td>
<td>Soil respiration: measurement of carbon dioxide evolution</td>
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<tr>
<td></td>
<td></td>
<td>Begin Ex. 13</td>
<td>Enumeration and observation of cellulose-decomposing microorganisms</td>
</tr>
<tr>
<td></td>
<td>***</td>
<td>See you tomorrow! Tritrate 1st set of chambers.</td>
<td>Nematodes: demonstration of the Baermann funnel and observation of live material and prepared slides</td>
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<tr>
<td>7</td>
<td>Oct. 8, 9</td>
<td>Begin Ex. 14</td>
<td>Hydrolysis of starch (polysaccharide) and casein (protein) by bacterial isolates (demonstration of extracellular enzymes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Ex. 15</td>
<td>Ammonification (nitrogen mineralization) by bacteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Ex. 17</td>
<td>Denitrification by bacteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compl. Ex. 10</td>
<td>Contact slides: observe and record observations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cont. Ex. 9</td>
<td>Search for nematode trappers</td>
</tr>
</tbody>
</table>

***Experiments marked with asterisks indicate that you will have to return to the lab on the following day to carry out some brief manipulation.

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### The Aggie Honor Code

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 excuse any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

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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>DATES</th>
<th>EXERCISE</th>
<th>TITLE OR ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Oct. 15, 16</td>
<td>Compl. Ex. 11</td>
<td>Titrata remaining flakes in CO2 evolution (soil respiration) study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compl. Ex. 14</td>
<td>Read starch and milk agar plates for zones of hydrolysis around streaks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compl. Ex. 15</td>
<td>Read ammonification tubes; check for ammonium with Nessler's reagent (appendix B)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compl. Ex. 17</td>
<td>Read nitrate broth tubes for denitrification; check for gas production</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compl. Ex. 9</td>
<td>Search for nematode trappers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Ex. 23</td>
<td>Weigh out soil for enzyme assays (use soil from Ex. 11)</td>
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<tr>
<td></td>
<td></td>
<td>Compl. Ex. 9</td>
<td>Search for nematode trappers</td>
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<tr>
<td></td>
<td></td>
<td>Cont. Ex. 23</td>
<td>Conduct soil enzyme assays</td>
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<td>Begin Ex. 20</td>
<td>Oxidation of sulfur in liquid culture by Acidithiobacillus species</td>
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<tr>
<td>10</td>
<td>Oct. 29, 30</td>
<td>Begin Ex. 21</td>
<td>Sulfate-reducing bacteria (Desulfovibrio, Desulfofotomaculum, etc.)</td>
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<tr>
<td></td>
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<td>Compl. Ex. 7</td>
<td>Determine MPN of soil algae and cyanobacteria; observe growth from tubes using simple wet mounts</td>
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<tr>
<td></td>
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<td>Cont. Ex. 19</td>
<td>Observe Y.E.M. plates for Rhizobium-like colonies</td>
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<td>Compl. Ex. 23</td>
<td>Examine soil enzyme assay results</td>
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<tr>
<td>11</td>
<td>Nov. 5, 6</td>
<td>Begin Ex. 22</td>
<td>Enteric bacteria and water quality</td>
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<tr>
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<td>Compl. Ex. 13</td>
<td>Determine MPN of cellulose decomposers. Make stained smears and observe the organisms associated with the cellulose fibers.</td>
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<tr>
<td></td>
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<td>Compl. Ex. 21</td>
<td>Observe sulfate-reducer medium for evidence of H2S production. Make wet mounts from positive tubes and describe some organisms.</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 12, 13</td>
<td>Compl. Ex. 22</td>
<td>Observe membrane filter plates</td>
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<tr>
<td></td>
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<td>Compl. Ex. 19</td>
<td>Observe nodulation of your Siratro plants. Record weights of shoots, roots and nodules.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cont. Ex. 20</td>
<td>Check pH values in sulfur medium</td>
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<tr>
<td>13</td>
<td>Nov. 19, 20</td>
<td>Compl. Ex. 20</td>
<td>Comprehensive &quot;Pre-Practical&quot; Lab Quiz for all lab sections</td>
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<tr>
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<td>Compl. Ex. 20</td>
<td>Take final readings on sulfur medium</td>
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<tr>
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<td>Compl. Ex. 12</td>
<td>Final observation of Winogradsky columns</td>
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<tr>
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<td><strong>Last physical labs</strong></td>
<td>Clean Lab and all drawers. No grade will be given unless this is done</td>
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<tr>
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<td><strong>Check Out</strong></td>
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<tr>
<td>14</td>
<td>Nov. 27th</td>
<td>Wednesday 10:20 AM</td>
<td>Lab Practical Exam</td>
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<tr>
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<td><strong>Please note:</strong> All lab sections will take the practical exam at the same time in Heap Center Room 103.</td>
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</table>

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