Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ARCH 213

3. Texas Common Course Number: N/A

4. Complete course title: Sustainable Architecture

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: Spring semester (1)

10. Number of students per semester: Spring (70) – anticipate 150+ in Spring 2015

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.

13. Submitted by:

   Course Instructor

   Date

   [Signature]

   Approvals:

   Date

   [Signature]

14. Department Head

   Date

   [Signature]

15. College Dean/Designee

   Date

   [Signature]

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

See form instructions for submission/approval process.
Sustainable Architecture
ARCH 213-500 Spring Semester – 3 credits
SCHEDULE Tuesday/Thursday 11:10 am -12:30 pm
ROOM C-105

Professor Dr. Phillip Tabb, Architect
Contact: philltabb@gmail.com or ptabb@arch.mail.edu
Office: Langford Architecture Complex ARCA406
Office Hours: 12:30 – 1:30 pm T/W/Th

SYLLABUS

Catalog Description:
A comprehensive introduction to sustainability concepts, techniques and applications at all levels of the built environment, history of contemporary development of sustainable architecture from 1960 to the present; design strategies, environmental technologies and social factors for reducing building energy needs and carbon foot prints; global applications of sustainable approaches.

Prerequisites: Sophomore classification or instructor approval

Learning Outcomes:
At the semester's end, students will be able to do the following:
- Articulate key concepts, principles and practices of sustainable architecture and urban design
- Identify major contributing authors, architects and urban designers in the field of contemporary sustainable architectural design
- Demonstrate an understanding of the critical causes of un-sustainability and corrective design measures in response to them

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class presentations and discussions of key ideas, sustainable strategies and seminal works in the field, and through analysis and preparation of the research paper.

Communication Skills (CS): The course will enhance communication skills through participation in class discussions, teaming for the research project, and research with critical analysis of the causes, sustainable affects and the architectural responses to particular environmental problems.

Personal Responsibility (PR): The course will address personal responsibility by relating individual behavior and lifestyle choices to the affects upon resource use and availability and sustainable practices.

Social Responsibility (SR): The course will expose students to the social and ethical dimensions of sustainability with an understanding of the different approaches at varying scales, contexts, cultures and broader global applications of sustainable architectural design.
Introduction:

It is the purpose of this survey course to explore sustainability as it developed over the past fifty years and as it has proliferated globally. It is intended to provide an introduction and working vocabulary of concepts, strategies, technologies and architectural works. It is related to a wide range of student interests and addresses global warming, over consumption, alternative technologies and appropriated responses for architectural and urban form. The learning outcomes are intended to give students an understanding of the important contemporary advancements in the field of sustainable architecture from 1960 through the present, to provide them with a working knowledge of the various sustainable measures that occur at varying scales of the built environment, and to give an exposure to the multifarious ways in which sustainability is achieved in diverse places throughout the world.

The course is divided into seven segments with the first six organized around the temporal development of climatic designs, alternative technologies and sustainable architectural and urban forms in increments of a decade. The first segments doubles as an introduction to the course and a review of earlier architectural works that influenced the development of sustainable architecture in the latter half of the Twentieth Century. The next five segments follow sequentially from the 1960s through 2010 showing the influential ideas, literatures, events, technological developments and architectural forms that correspond to these decades. The last segment focuses on the diversity and proliferating developments of green architecture on a global scale and suggests emerging trends in sustainable architecture. This view of sustainable architecture in time and space shows the incremental evolution of this growing field.

Examinations and Grading:

During the semester, there will be two examinations conducted on Scantron. The mid-term examination will be held on March 5, 2014 covering the introduction, early beginnings, environmental awakening, solar architecture, and postmodern sustainability. The final examination will be conducted during the exam week and will cover eco-technology, sustainable pluralism, the global sustainable landscape, and new directions in sustainable planning and design. There will be a required research paper written by teams of two students and is due April 17, 2014. There will be a list of paper topics related to the course subject from which to choose. Papers are to be 2000 words in length using the Chicago Manual of Style 16th Edition with figures and endnotes.

Mid Term Grade = 40% of the final grade
Final Exam = 40% of the final grade
Paper – 20% of the final grade

Performance Evaluation:

A- Extraordinary understanding of the causes, effects, concepts and methods (90-100).
B- Very good grasp of the course material (80-89).
C- Fair performance (79-79).
D- Poor performance with limited understanding of the material (60-69).
F- Failing performance incomplete, (< 60).
I- Incomplete work.
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Texas A&M University

Attendance:

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

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

Disclosures:

THE AMERICANS WITH DISABILITIES ACT

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

COPYRIGHTS

The handouts used in this course are copyrighted. By “handouts,” we mean all materials generated for this class, which include but are not limited to syllabi, 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 the author expressly grants permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have question regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

SCHOLASTIC DISHONESTY

AGGIE HONOR CODE “An Aggie does not lie, cheat, or steal or tolerate those who do.”

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

For additional information please visit: http://www.tamu.edu/aggiehonor
Department of Architecture
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As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have question regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

GRADE APPEALS
Students should be aware that the Department of Architecture has a “Grade Appeal Process” should it be necessary to contest the grade given in this course. Please contact the departmental office for details in the event you want to initiate the process.

Required Reading:

Recommended Reading:
### Schedule of Classes:

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Department of Architecture

ENDS 213 – Sustainable Architecture

Request for Core Curriculum Certification in Language, Philosophy and Culture Component Area.

ARCH 213 Sustainable Architecture focuses on how ideas, beliefs, and other aspects of culture express and affect human experience. The Core Curriculum request form is attached. This course is scheduled to be taught spring 2014 as a large course. The course is one of two required courses on the new minor in Sustainable Architecture and Planning.

Request for International and Cultural Diversity (ICD) Designation

ARCH 213 Sustainable Architecture is intended to cover the contemporary development of sustainable architecture from 1960 to the present. Students will gain knowledge of a broad range of sustainable ideas, principles, concepts, technologies and global applications on many differing scales from cities to building products. Critical events, works of literature, researches and seminal works of architecture and urban design will enable students to understand the interconnected global nature of relationships between environmental thinking and philosophy, and the architecture and urban design responses to evolving cultural needs.

Students will be exposed to intercultural, international and global applications of sustainable architecture and urban design with emphasis upon sensitivity to diversity of needs, means, contexts and architectural expressions. The Brundtland Report (1987), a required text, will be the foundation for focus on affordable applications of sustainable design and the priority given to the world’s poor.

- Intercultural consideration of sustainability will focus on several oppositional sets including urban and rural contexts, individual architectural and community design responses, developing and industrialized national contexts, and global warming and large-scale approaches to sustainability.
- Energy and resource needs vary with social contexts and the course will address these differences. In class discussions and within the research projects students will be encouraged to address these social issues.
- The role of individual buildings within the context of larger communities will be addressed within the course content and research topics.
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?

ARCH 213-Sustainable Architecture is a required course proposed for the Minor in Sustainable Architecture and Planning intended to cover the contemporary development of sustainable architecture from 1960 to the present. Through lectures the students will gain knowledge of a broad range of sustainable ideas, principles, concepts, technologies and global applications on many differing scales from cities to building products. Critical events, works of literature, researches and seminal works of architecture and urban design will be explained with PowerPoint presentations and explored with class discussions. A critical theme for this course is the relationship between environmental thinking and philosophy, and the architecture and urban design responses to evolving cultural needs. Through the writing project, students will develop teaming skills, critical literature search and and research skills, and written, oral and graphic communication skills.

Core Objectives

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

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

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

Students will develop critical thinking through consideration, reflection and cognition of the lecture material, in-class discussions, interactions with project team members, and the preparation of their research papers.

- Students will develop critical thinking through consideration and their personal responses to ideas presented in class. The course has specific content that will instigate critical thinking.
- Students will further their critical thinking through course participation in questions and class discussions. This interactive process offers impromptu critical thinking.
- Examination questions will not only test their reflection and comprehension of the course material, but will also be framed in ways that will require critical thinking and analysis of the material.
- Students will develop critical thinking through inquiry, research, scheming, communication with one another, and sharing ideas with project team members throughout the course of their research projects.
- Students will develop critical thinking with their research where they will inquire, research, synthesize and develop a critical written and graphic response to particular topics related to the course subject.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
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Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Students will develop communications skills through several pedagogical opportunities that include development, interpretation, and expression of ideas through interactive class discussions, participation in team assignments, written and graphic expression through the research project, and with the written portion of examinations.

- Class discussions will be orchestrated throughout the course encouraging students with multiple opportunities to ask questions and to participate in a dialog related to specific topics presented in each class or the overall subject of sustainability covered by the course in general.
- Student teaming inherently requires interaction and oral communication at each stage of the research project from initial analysis and topic inquiry to the organization and synthesis of the final writing assignment.
- The research paper will be an instrument of communication with direct expression and reflection of sustainable ideas, observations and analysis in written and graphic form.
- While the majority of questions on the mid-term and final examinations will be multiple choice, there will a few questions requiring communication in written form.

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

Students will be exposed to intercultural, international and global applications of sustainable architecture and urban design with emphasis upon sensitivity to diversity of needs, means, contexts and architectural expressions. These considerations will be seen in the backdrop of a historic development over a period of five decades beginning with the 1960s. The Brundtland Report (1987), a require text, will be the foundation for focus on affordable applications of sustainable design and the priority given to the world’s poor.

- Intercultural consideration of sustainability will focus on several oppositional sets including urban and rural contexts, individual architectural and community design responses, developing and industrialized national contexts, and global warming and large-scale approaches to sustainability.
- Energy and resource needs vary with social contexts and the course will address these differences. In class discussions and within the research projects students will be encouraged to address these social issues.
- The role of individual buildings within the context of larger communities will be addressed within the course content and research topics.
- Sustainable approaches to affordability and the social responsibility to the under-privileged will be examined and discussed.
- Global applications of sustainable architecture and planning will be the focus of several weeks of the course with particular focus on diversity of contexts and corresponding design responses.

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

Students will be exposed to issues of personal responsibility related directly to the course subject of sustainability. Concepts of efficiency, reduction and management of waste, recycling, energy responsive behavior, and sustainable design interventions will be introduced into the course.

- Students will be exposed to concepts of environmental ethics, responsibility and ethics sensitivity to openness, inclusiveness and difference.
- Sustainability concepts will be related to personal characteristics, actions, impacts and consequences. The concept of "thinking globally, but acting locally," will be related critical environmental issues with personal lifestyle and behavior choices.
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: GEOG 202

3. Texas Common Course Number: 1303

4. Complete course title: Geography of the Global Village

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: 7.2 (mean since Fall 2009)

10. Number of students per semester: 1,333 (Fall and Spring only; Summer excluded)

11. Historic annual enrollment for the last three years: 2,758 (2011-12) 2,756 (2010-11) 2,848 (2009-10)

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

13. Submitted by:
   [Signature]
   Course Instructor

14. Department Head
   [Signature]

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: 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.

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

Geography 202 surveys the inhabitable earth, divided into eleven major regions (North America, Europe, Latin America and Caribbean, Russia, Central Asia, South Asia, East Asia, Southeast Asia, North Africa and Southwest Asia, Sub-Saharan Africa, and Oceania and Australia). The course uses core geographical themes (human impacts on the environment, demographic change, culture forces such as religion and language, economic development, territoriality, and geopolitics) to organize knowledge about these regions. The argument of the course is that global processes (globalization) have had uneven effects on population, culture, economic development, territory, and geopolitics, leading to a more differentiated world, rather than one that is more homogenous. The course aims to encourage the development of “global citizens,” that is, students who are cognizant of how their actions, as voters and consumers, impact distant people and places, and students who are capable of negotiating cultural and economic difference in workplaces.

Core Objectives

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

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

Students will employ concepts of demography, cultural landscape, economic development, territory, and geopolitics to summarize the world’s major regions. Lectures present these concepts to students; the text reinforces these concepts. We will evaluate student learning through multiple-choice questions (including map identification) and using rubrics for short assignments requiring students to identify such appropriate material.

Students will predict outcomes of global processes on economic and cultural differences globally and within major world regions. Lectures will indicate current events that are appropriate for this sort of critical thinking. We will evaluate student learning by using rubrics for assignments that require students to identify appropriate material as articles in news media outlets, and through multiple-choice exams.

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

Text and lectures for GEOG 202 are strongly map-oriented; that is, maps are critical to describing and analyzing the course’s themes for the world’s major regions. This teaching
Geog. 202-502 Geography of the Global Village
Texas A&M University, Fall 2014

Instructor: Dr. Christian Brannstrom
Time: T, Th 2:20 – 3:35 PM
Place: HPCT 101

Office: CSA 202B ("Teague")
Office Hours: M 2-4, T 9-10
Email: cbrannst@tamu.edu, tel. 845-5923

Learning Objectives
-describe major patterns of demography, economy, culture, and internal and external political dynamics of the world's eleven major regions;
-employ concepts of demography, cultural landscape, economic development, territory, and geopolitics to summarize the world's major regions;
-explain differences and similarities regarding the spatial distribution of trends in demography, economy, culture, and internal and external political dynamics among the world's major regions;
-interpret spatial representations (maps) of cultural, economic, and political differences within and among major world regions;
-apply concepts of demography, economy, culture, and internal and external political dynamics to gain deeper understanding of contemporary global affairs, including the role of the individual and the United States in these processes;
-articulate cultural differences globally and within major world regions in terms of language, religion, and ethnicity based on an understanding of underlying reasons and manifestations in terms of the cultural landscape;
-predict outcomes of global processes on economic and cultural differences globally and within major world regions.

Course Policies In addition to normal high standards of courtesy and respect expected in any university classroom, please take note of the following:
Scholastic dishonesty The materials used in this course are copyrighted. These materials include but are not limited to syllabi, exams, in-class materials, and review sheets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section "Scholastic Dishonesty."

Grade disclosure All personal information concerning your performance in this course is covered by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). No grades or status questions will be provided by telephone or email.

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

Absences The University’s policy for excused absences will be followed (see section 7 of student rules, http://student-rules.tamu.edu).

Required Text

Learning Assessment
(1) Three (3) mid-term exams will be worth 20% each, or 60% of final grade. Questions will be based on lectures and text in format of multiple-choice and map questions. Students are required to bring a scantron form to exams.
(2) Eight (8) short assignments will amount to 40% of the total course grade. Assignments will be uploaded to e-learning. See schedule for due dates. Late work will be penalized at 5%/day.

Grading Letter grades will follow approximately the following scheme: A for 10C-90% total points; B 89-80%; C 79-65%; D 64-50%; F below 50%. Grades may be adjusted upward (not downward) to class performance; for example, 79% could earn a grade of "B", but never a grade of "D".
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<th>Lecture Topic</th>
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