Social and
Behavioral Sciences
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):  Department of Agricultural Economics  

2. Course prefix and number:  AGEC 105  
3. Texas Common Course Number:  AGRI 2317  

4. Complete course title:  Introduction to Agricultural Economics  
5. Semester credit hours:  3  

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

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

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

9. Number of class sections per semester:  7 sections in Fall with one being honors and 6 in the Spring  

10. Number of students per semester:  400  

11. Historic annual enrollment for the last three years:  2010-2011 801  
    2011-2012 721  
    2012-2013 827  

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

13. Submitted by:  
   
   [Signature]  
   
   Course Instructor  
   
   Date 2/11/13  

14. Department Head  
   
   [Signature]  
   
   Date 2/11/13  

15. College Dean/Designee  
   
   [Signature]  
   
   Date 2/14/13  

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

3-4-13 - not appr.  
4-1-13 - not appr.  

See form instructions for submission/approval process.
*Students have the opportunity to take AGEC 105 at two different times in both the fall and spring semester. Each time period of AGEC 105 has three sections which allows different classifications and majors to enroll in the course. The sections include a major only section; a freshman only section; and a non-major U2, U3, or U4 section. In the fall semester an honors section of AGEC 105 is also offered.
Texas A&M University

Core Curriculum

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

Foundational Component Area: Social and Behavioral Sciences

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

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

Economics is a social science that studies how people make decisions under conditions of scarcity – i.e., given constraints on their income, time, resources, etc. Microeconomics focuses specifically on the decisions of individuals, households, and firms. Macroeconomics, in contrast, studies aggregate consequences of these decisions as typically measured by the unemployment rate, inflation, economic growth, etc. This course introduces students to the study of micro and macroeconomics as it relates to the nation’s natural resources, food and fiber systems. The course explores the behavior of firms in determining what to produce and how to produce it. The course also examines the behavior of individuals in deciding what to purchase, how much to purchase, and finally how firms and individuals interact in the market. The course examines how government intervention can make markets either more or less efficient.

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):

Learning Outcomes:
Students will investigate analytical frameworks that economists use to solve problems. Students will critically analyze relevant economic questions.
Students will analyze data using graphs, mathematical tools, and economic models to test economic outcomes.
Students will create methods applicable to the natural resources, food, and fiber sectors.
Students will synthesize contemporary economic issues using written and visual communication.

Assessment
Students’ critical thinking will be assessed with written assignments, quizzes, exams, and a comprehensive final exam.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication): Students enrolled in AGEC 105 communicate through assignments, discussions, review sessions, in-class projects, exams, interactions with TAs and the course instructors.

Learning Outcomes:
Students will communicate economic concepts through in-class and online discussions, graphical analysis, review sessions, written assignments, quizzes and exams. Students must interpret and create their own graphical analysis of economic concepts. Economic concepts that students will be able to describe through oral, written and visual communication include:

- Relating the behavior of firms in determining what to produce and how to produce it.
- Recognizing decision-making under conditions of scarcity.
- Recognizing the behavior of individuals under income, time, and resource constraints.
- Recognizing aggregate consequences of decisions on unemployment rates, inflation, and economic growth.
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Assessment
Students participate in discussions on e-learning and assessments developed by instructors. Students participate in review exercises and are evaluated accordingly. Voluntary review sessions are available once a week to further accommodate the large class size. Written assignments, in class quizzes and exams will be used to assess students’ ability to accurately communicate their understanding of economic concepts.

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

Learning Outcomes:
Student will demonstrate basic mathematical skills (data analysis, graphical analysis and basic calculations involving percentage changes) to analyze economic problems.
Students will use data to estimate important economic measures including own-price, cross-price and income elasticities; marginal and total utility, costs, revenues and profits; and optimal input, output, and consumption levels. Students will use economic data to draw, interpret and make forecasts on economic outcomes.

Assessment:
Students’ knowledge of economic theory and quantitative applications will be assessed through assignments, quizzes and exams.
The percentage of students responding correctly to specific questions embedded in exams will be used to assess students’ knowledge and understanding of the quantitative tools used to solve economic problems.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities): Students learn about the global economy starting with individual economic decision makers moving to markets and then macroeconomic issues, which play a central role in national political debates and are also at the center of world politics. The class culminates in a discussion of international trade issues. Such knowledge allows students to be better prepared for working in the global community.

Learning Objectives:
Students will apply economic principles to examine contemporary problems facing the natural resource, food and fiber sectors of our economy. Students will use simple analytical tools to explain contemporary economic policy issues in newspapers and on television news broadcasts. Students will appreciate how an understanding of economic policy issues is an important prerequisite for responsible citizenship.

Assessment:
Quality of individual contribution on topical issues discussed in class will be used to assess students’ performance. Peer review will be used to assess students’ knowledge and understanding of contemporary policy issues.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Agricultural Economics 105
Introduction to Agricultural Economics
Spring 2013

Instructor
Dr. Jim Mjelde
Room 212 C AGLS
845-1492
e-mail j-mjelde@tamu.edu (because of the number of e-mails received to guarantee a response put AGEC 105 in the subject line)

Office Hours
Open Door Policy (usually in the office in the AM) and by Appointment

Class Web Page
http://agecon2.tamu.edu/people/faculty/mjelde-james/AGEC 105/ check this page often for class handouts, notes, etc. The course web page will be used to disseminate class material.
http://e-learning.tamu.edu/ is used for distributing grades only.

Teaching Assistants
Kyle Binder AGLS 391
Office Hours: Wednesday 1 – 4 PM
Email: kyle.binder@neo.tamu.edu
Office Hours: TBA

We expect you to come and see us, so do not hesitate.

Class Times
11:30-12:20 MWF KLCT 115 - Sections 501, 502, and 503

Weekly Help Sessions – Thursday 5:30-7:00 AGLS 115. Help sessions are generally taught by the TAs.

Course Description
Characteristics of our economic system and basic economic concepts; survey of the farm and ranch firm and its organization and management; structure and operation of the marketing system; functional and institutional aspects of agricultural finance; government farm programs.

Class Objectives
Economic and financial problems facing society today are complex. This class is designed to provide information on the characteristics of both our micro and macro economic systems and basic economic concepts with emphasis on the nation’s natural resources, food and fiber systems. The objective of this course is to provide students with an understanding of basic economic principles required to critically examine problems facing the agricultural, natural resource, and
other sectors of our economy and how individuals, households and firms make economic decisions and the impact that government intervention can have on the economy.

Learning Outcomes:
- Understand the analytical framework that economists use to investigate the phenomena of the world around them.
- Students are able to ask and to understand relevant economic questions.
- Use graphical analysis and basic mathematics to vet economic outcomes.
- Develop a method of economic thinking applicable to the natural resources, food, and fiber sectors.
- Relate the behavior of firms in determining what to produce and how to produce it.
- Recognize decision-making under conditions of scarcity
- Recognize the behavior of individuals under income, time, and resource constraints.
- Recognize aggregate consequences of decisions on unemployment rates, inflation, and economic growth. Use basic mathematical skills (graphical analysis and basic calculations involving percentage changes) to analyze economic problems.
- Students are able to use data to estimate important economic measures including own-price, cross-price and income elasticities, marginal, and total utility, costs, revenues, profits, optimal input, output, and consumption levels. Students are able to also use economic data to draw, interpret, and make forecasts on economic outcomes. Use economic principles to examine problems facing the natural resource, food and fiber sectors of our economy. Use simple analytical tools to explain contemporary economic policy issues in newspapers and on television news broadcasts. Appreciate how an understanding of economic policy issues is an important prerequisite for responsible citizenship.

Course Prerequisites

None

Required Textbook

Reading assignments come from the required textbook.


or

Course Structure

The course involves lectures, readings, and homework problems. Tests will cover all material presented in the classroom, readings, and the homeworks. Each test will be comprehensive, but will concentrate on the material since the last test. Three tests will be given during the semester and a regularly scheduled final. Only two of the three tests (final is not included) will count towards your final grade. Generally, if you miss a test, this will be the test that is dropped. If a make-up test is necessary, the test will be an essay exam and the student must notify the instructor within 48 hours of the regularly scheduled test date. The test schedule is posted, as such, plan your semester accordingly. The final will be comprehensive and is required of all students.

Class attendance is not required and class roll will not be taken. As a responsible adult, it is up to you to decide if the marginal benefits of class attendance are greater or less than the marginal costs (economic jargon to be discussed in class). During the semester, however, unannounced homeworks that are due at the end of the class period may be assigned and you will lose clicker points.

e-mail

e-mail is a great way to communicate with a large number of people. Throughout the semester I will send notices to your TAMU e-mail account. It is your responsibility to check your university e-mail account. Further, because e-mail is not secure, it is not appropriate to communicate confidential or sensitive matters including specific grades. We are more than happy to discuss grades but please do it in person. For further information, see university regulations concerning e-mail http://student-rules.tamu.edu/rule61.

Course Grade and Requirements

Grades for the exams and homeworks will be posted on e-learning as soon as possible. Please check this web site http://e-learning.tamu.edu/ for your grades and total points earned in the class to date.

<table>
<thead>
<tr>
<th></th>
<th>Total Possible Points</th>
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<tbody>
<tr>
<td>Two mid-term examinations</td>
<td>200</td>
</tr>
<tr>
<td>Final</td>
<td>150</td>
</tr>
<tr>
<td>Total Test points</td>
<td>350</td>
</tr>
<tr>
<td>Clicker points</td>
<td>75</td>
</tr>
<tr>
<td>Homework</td>
<td>175</td>
</tr>
<tr>
<td>Total Points</td>
<td>600</td>
</tr>
</tbody>
</table>

The total points on the homework will most likely exceed 175 points. Your homework points will be scaled to 175 points based on the percentage of the total points you receive. Final course grade will be determined as follows:
<table>
<thead>
<tr>
<th>Number of Points</th>
<th>Final Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>540 +</td>
<td>A</td>
</tr>
<tr>
<td>480 - 539.9</td>
<td>B</td>
</tr>
<tr>
<td>420 - 479.9</td>
<td>C</td>
</tr>
<tr>
<td>360 - 419.9</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 360</td>
<td>F</td>
</tr>
</tbody>
</table>

The three class sections will be graded as one class. **DO NOT EXPECT A CURVE.**

**iclicker**

Most class periods there will be several questions answered through the iclicker system. Bring your iclicker to class everyday, failure to bring your iclicker will result in a loss of points that day, no exceptions. Also you must register your iclicker at [www.iclicker.com/registration](http://www.iclicker.com/registration). Your iclicker should be registered before class on Friday January 20th, failure to register will result in a loss of points, again no exceptions. If you miss a class because of an excused absence, you will be allowed to make up any clicker points that you missed. To make up the points, you must (1) let us know that you will miss class **before (if possible) the class period (per university regulations)** and (2) answer the clicker questions (hard copy) before class the next class period.

The number of clicker points during the semester will most likely not equal 75. Similar to homework points, clicker points will be scaled to 75 points. However, one difference is the percentage will be based on three points less than the total available points. This allows you to miss a class (without an unexcused absence) without incurring a penalty on clicker points.

**Additional Resources**

The Federal Reserve Bank of St. Louis has seven minute or less podcasts pertaining to topics discussed in this class. They are a good resource if you are having trouble understanding a specific concept, [http://stlouisfed.org/education_resources/podcasts.cfm](http://stlouisfed.org/education_resources/podcasts.cfm). The St. Louis Fed also provides a good overview of the Federal Reserve that you should listen to when we cover macroeconomics, [http://www.stlouisfed.org/inplainenglish/intro.htm](http://www.stlouisfed.org/inplainenglish/intro.htm). You can listen to the video or read the text version.

The History Channel [http://www.history.com/](http://www.history.com/) has a series of shows called Modern Marvels (many different topics including agriculture) and American Eats. These shows provide good background information on the changing face of agriculture. You can check the scheduling listing on the above web site for times for the programs.
Tentative Test Schedule

Dates are fixed, but the subject material may vary depending on coverage in class.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
<th>Topics Tentative</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21 Martin Luther King Day – No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>February 15 - Friday</td>
<td>Chapters 1-3 possibly 4</td>
</tr>
<tr>
<td>Make-up exam -- 7 AM</td>
<td>February 18 AGLS 212</td>
<td></td>
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<tr>
<td>Spring Break March 11-15</td>
<td></td>
<td></td>
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<tr>
<td>Exam 2</td>
<td>March 22 - Friday</td>
<td>Chapters 4-7</td>
</tr>
<tr>
<td>Make-up exam -- 7 AM</td>
<td>March 25 AGLS 212</td>
<td></td>
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<tr>
<td>March 29 Reading day</td>
<td></td>
<td></td>
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<tr>
<td>Exam 3</td>
<td>April 26 - Friday</td>
<td>Chapters 11-14</td>
</tr>
<tr>
<td>Make-up 7 AM October</td>
<td>April 29 AGLS 212</td>
<td></td>
</tr>
<tr>
<td>Final - Comprehensive</td>
<td>Sections 501, 502, and 503 -</td>
<td>Chapters 8, 15 + All</td>
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<tr>
<td></td>
<td>Wednesday May 8 10:30-12:30</td>
<td>previous material</td>
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</tbody>
</table>

Extra Credit

We are providing you an opportunity to earn up to 10 extra credit points. On the media matrix, http://mediamatrix.tamu.edu/ there are two films, supermarkets and lumberyards. To view these films, you will need to login using your netid. Viewing each film is worth up to 5 points to your overall grade. To obtain these points you must obtain from Kari before class an extra credit sheet. There is one sheet for each film, be sure to obtain a sheet for each film you wish to view. To receive credit, the sheet(s) must be correctly completed and return by April 13. We will check the sheet information against media matrix records. Remember the Aggie Code.

NO LATE EXTRA CREDIT SHEETS WILL BE ACCEPTED — extra credit is assigned the first day of class and can be turned in anytime by April 13.

Excused Absences

This class follows the university policy on absences, see http://student-rules.tamu.edu/rule07.

Scholastic Dishonesty

As commonly defined, academic dishonesty / plagiarism consists of presenting as one’s own ideas, words, writings, etc. material that belongs 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 the person. It does not matter from where the material is borrowed - a book, an article, material off the web, another student’s paper, etc. - all constitute plagiarism unless the source of the work is fully identified and credited. Identifying a paper or other material, as one’s own that has actually been written or prepared by someone else is always
a case of academic dishonesty. Quotation or borrowing certain material and including, as a small component of one’s own original work, are appropriate if proper credit is given. It is important when using a phrase, a distinctive idea or concept, or a sentence from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences at Texas A&M University. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. The full consequences of scholastic dishonesty will be pursued consistent with University policy. If you have any questions, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” Be especially careful with your written assignments to make certain that any and all sources are explicitly acknowledged in writing. The instructor will make clear which course assignments are collaborative exercises in which it is appropriate for team-members to work together and share their ideas and writing, but not that of those outside their own team.

The Aggie Code of Honor

"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://aggiehonor.tamu.edu

When you sign or print your name on any homework or examinations for this class and turn it in to the instructor, you are agreeing to the following statement: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Americans with Disability Act (ADA)

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

Copyright Statement

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): **Anthropology**
2. Course prefix and number: **ANTH 201**  
3. Texas Common Course Number: **2346**
4. Complete course title: **Introduction to Anthropology**  
5. Semester credit hours: **3**
6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [X] Social and Behavioral Sciences

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? **Every semester**
9. Number of class sections per semester: **2-4**
10. Number of students per semester: **200-250**
11. Historic annual enrollment for the last three years:
   - **419 (2013-2012)**  
   - **463 (2012-2011)**  
   - **475 (2011-2010)**

   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: **Michael Alvard**  
    Course Instructor  
    Date: **MARCH 26, 2013**

   Approvals:
   - Date: **3-26-2013**
   - **Associate Provost**  
   - Date: **3/27/13**

   15. **College Dean/Designee**  
   Date: **Mar. 28, 2013**

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

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

Core Curriculum

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

Foundational Component Area: Social and Behavioral Sciences

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

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

ANTH 201, Introduction to Anthropology, is an existing course being proposed to be continued in the Social and Behavioral Sciences area of the TAMU Core Curriculum. This course examines anthropology as the holistic study of humankind. It provides students a survey of the four fields of anthropology: biological anthropology, archaeology, cultural anthropology, and linguistic anthropology. Three broad themes cross-cut these fields: evolution, culture, and diversity. While modern humans consist of a single biological species, their culture and biology varies across the globe. Students learn what makes us “human,” the combination of our shared common ancestry as well as the diverse cultural backgrounds that have emerged only within the past 15-10 millennia. The course covers empirical and scientific methods and theories used in the anthropologies as well as theoretical perspectives and knowledge borrowed from other social and behavioral sciences, and it calls upon scientific methods to explore and explain human behaviors (e.g., technologies, subsistence practices, land-use strategies, trade and exchange networks, symbols and belief systems, and gender roles) of the past and today. ANTH 201 gives students an appreciation for the complex web of behaviors and interactions among individuals, groups, institutions and events and further examines how these behaviors and interactions have impacted the individual, society, and culture. After completing this course, students have a well-rounded knowledge of humanity and human cultures both through time and across space. Lectures, readings and assignments are relevant, covering topics and problems faced by anthropologists today.

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):

In ANTH 201 students are required to examine problem-oriented topics in the four fields of anthropology. Every topic raised in readings and lectures is presented as a problem to be solved in which data and multiple interpretations of these data are discussed. Students must grapple with complex questions like “how do we know when humans first emerged,” instead of simply “when did humans first emerge” to “how and why do different cultural groups stigmatize disability” instead of just “when and where has disability been stigmatized among today’s human populations.” “How” and “why” questions typically reflect informed interpretations of evidence so students in class are repeatedly exposed to alternative theories and perspectives, instead of just observations and facts. Through the course students must learn to analyze, evaluate and synthesize new information, as well as critically evaluate interpretations and theories based on that information.
Texas A&M University

Core Curriculum

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

Beyond being challenged to think critically during class lectures and discussions, students’ critical thinking skills are evaluated in two meaningful ways.

1) Written exams have essay questions that require students to defend a thesis by critically evaluating anthropological evidence, and diagram interpretation sections of exams require students to evaluate and synthesize the information provided in the associated chart, table, graph or map.

2) Article reviews challenge students to think outside the normal undergraduate box because students are given the opportunity to provide a “peer-review-style” critique of a professional scientific article. Students have to evaluate the work of others by identifying strengths and weaknesses of each article and the articles’ contributions to the discipline of anthropology and field of student it is more specifically in (e.g. biological anthropology, archaeology, cultural anthropology or linguistic anthropology or combination of these).

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

Through course texts and lectures, students taking ANTH 201 learn to effectively describe and express anthropological information by using accurate and technical vocabulary appropriate to the topic. Students are evaluated on their communication skills on exams, written assignments, and in class discussions.

1) Students learn methods of visual communication, analysis and interpretation by working with various graphic representations of anthropological data, including learning how to assess charts and graphs, tables, maps and other diagrams.

2) Students learn methods of written communication by comparing anthropological data with selections of contemporary publications to interpret human behavior and its relationship to societal and cultural traditions and norms.

3) Students engage in oral communication by formulating accurate and suitable questions and responses during lectures and class discussions. The course lectures are interactive to encourage students to actively participate.

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

In this course students are exposed to specific research samples and case studies in lectures and the textbook. These examples demonstrate to students how manipulation and analysis of anthropological data can help us understand past human behaviors. Various types of anthropological data (e.g., morpho-metric traits, mtDNA haplogroups, stone tools, pottery, kinship, calendars, morphemes, phonemes, cognates etc.) are presented, analyzed, and interpreted showing students how to use these data to characterize various human behaviors such as levels of mobility, organization of technologies, subsistence practices, ancestry, language transmission, etc.

Students are also given opportunities to use these newly learned methods in three ways.

1) On exams students are given the opportunity to analyze and interpret data-rich graphs, tables, diagrams and charts. In essay questions, they are also asked to define and discuss anthropological evidence and critique that evidence.

2) In article reviews, students are expected to comment in meaningful ways on the data presented in scientific articles. Students are also asked to give insightful suggestions on how one could more effectively represent the data under consideration.

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

Social responsibility is an important part of being an anthropologist. Anthropologists have an ethical responsibility of championing intercultural competency, spreading knowledge of civic responsibility, and engaging effectively in regional, national, and global communities. Our goals are to educate people (and our students) about the rich diversity
Texas A&M University

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

of humanity, why difference is not something to fear but something to embrace, and the benefits of living and working in a highly diverse community. Through readings, lectures, and assignments students of ANTH 201 are instilled with these values and expected to come away from this course with a sense of and appreciation for social responsibility. Below are several ways in which students learn about these values and are evaluated on their sense of social responsibility.

1) Course content repeatedly demonstrates humanity’s deep past (>3 million years) and rich diversity of global cultural traditions that exist today, thereby instilling a sense of intercultural competency and sensitivity to other ways of doing, thinking, and being.

2) Through lectures, readings, and assignments, students encounter the potential social and political power of anthropological and archaeological evidence, learning that many human societies use (and have used) anthropology to create a sense of ethnicity and nationalism, or to downplay another society’s claims to lands, resources, and traditions. Students walk away from this course with a sense of cultural sensitivity towards other peoples and cultures.

3) Lectures, readings, and assignments demonstrate how anthropology has evidenced the origins of the world’s major cultural traditions, providing students a means of becoming effective, educated members of a global community. This is especially important since the state and nation in which they live are increasingly becoming more and more diverse. Students leave ANTH 201 with a greater respect for other lifeways.

4) Student performance on exams and exercises is used as a proxy to gage their knowledge of the world’s varied cultural traditions and emerging ability to function in a multi-cultural world.

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

ANTH 201
Introduction to Anthropology presents students with an overview of the discipline of anthropology. In doing so, both present-day and past cultures, on a global scale, are discussed. More than two thirds of the course content covers international cultures and cultural diversity of contemporary peoples, teaching students how to become socially responsible in an increasingly diverse regional, national, and global context.

ANTH 202
Introduction to Archaeology presents students with an overview of this field in anthropology and teaches students about human cultural diversity both past and present. More than fifty percent of this course's content covers the development of the world's contemporary cultural traditions and culture areas. Throughout the semester this course also challenges students to consider ways in which contemporary global society and local cultures interpret perceptions of human past.

ANTH 225
Biological Anthropology presents students with an overview of this field in anthropology. This course teaches students about the biocultural evolution of our species, showing them how the development of human culture has gone hand-in-hand with our biological evolution and giving them a broad appreciation of the biocultural complexity of humanity. Half of this course focuses on the deep ancestry of humans, the other half covers the rich and diverse nature of our species today, dealing with modern-day issues such as human adaptability and variation.
Anthropology 201
Introduction to Anthropology
Section 500
Spring 2013

Instructor: Dr. Michael S. Alvard
Office: Anthropology - Rm. 227
Telephone: Anthropology main office: 845-5242
e-mail: alvard@tamu.edu (email is the best way to contact the instructor)
Office Hours: MWF 1C:00-11:00 am and by appointment

Teaching Assistant: Megan Leigh Greenfelder
Office Number Read 154B
Greenfem@neo.tamu.edu

Class Time: 09:10am -10:00am MWF
Location: SC TS 208

Course Description:
Anthropology is a holistic study of humankind. This course is an introduction to the discipline of anthropology through the examination of its four sub-fields: biological anthropology (paleoanthropology, human variation, human osteology, primatology); archaeology (prehistory and the archaeology of historic societies); cultural anthropology (the study of living peoples and their cultures); and linguistic anthropology (language origins, language description and classification, and sociolinguistics). Three broad themes cross-cut these fields: evolution, culture, and diversity. While modern humans consist of a single biological species, their culture and biology varies across the globe.

Prerequisites: None.

Course Learning Outcomes:
During the semester we will explore human diversity in time and space. We will discuss the evolution of humans from small-brained, bipedal ancestors beginning some 4-6 million years ago. The key developments in human prehistory after bipedalism were the evolution of larger brain sizes, the use of tools, the development of language and culture, and the evolution of culture that allowed the creation of larger, more complex human societies. By the end of the semester, you will understand the key issues in each of these developments and how they relate to contemporary societies and global issues.

Core Curriculum Objectives for Social and Behavioral Sciences
This course meets the Social and Behavioral Sciences core curriculum requirement; therefore, students will learn to think creatively, innovate, and make inquiries and analyze, evaluate and synthesize anthropological information. Students will learn to effectively develop, interpret and express ideas about humanity through written, oral, and visual communication when conveying anthropological information. Students will be expected to analyze anthropological data and observable facts, resulting in formation of informed conclusions about human behaviors both past and present. Students will also be expected to develop intercultural competency, gain knowledge of civic responsibility and effectively engage in regional, national and global communities.
Course Standards, Requirements, and Grading Policies:
This is a 200-level introductory course that meets for 50 minutes, three days each week of the semester. Class meetings will consist primarily of lectures, but time will also be spent discussing current topics in anthropology as well as exams and class assignments (i.e., readings and exercises). Class discussions will instill core objectives: critical thinking, communication, and empirical and quantitative skills as well as an appreciation for human cultural diversity and need for social responsibility. These skills are necessary so students can appreciate and effectively comprehend, evaluate, and synthesize the content of this course.

Three exams
Exams will test students on course content. Exams will also evaluate implementation of student learning outcomes and core objectives. Students will be tested on materials learned in class lecture, discussion, and from readings. The first two exams will consist of a combination of multiple choice, matching, diagram/chart analysis, and short answers and they are not cumulative. The final exam will have the same format as Exams 1 and 2, but it will also include a section that tests students’ comprehensive knowledge gained throughout the semester.

Two Article Reviews
Two article reviews will give students the opportunity to practice what they are learning from lectures and readings: critical thinking, effective communication, empirical and quantitative skills, and social responsibility. Students will write two 2-page article review essays. In each review, students will critically evaluate a scientific article. Article reviews will be submitted in class and are due on the days indicated in the course schedule. These assignments will afford students the opportunity to analyze, evaluate, and synthesize the data, analyses and interpretations of anthropologists publishing in the discipline. They will also provide them a means through which to effectively communicate on the written and visual work of others. For each article review, the scientific article will be uploaded to the course’s e-learning site two weeks prior to the due date of the respective review.

Grading Procedure for the Semester

<table>
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<tr>
<th>Points Possible for Term</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Article Reviews (2 x 50 pts each)</td>
<td>100</td>
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<tr>
<td>Exams 1 and 2 (2 x 100 pts each)</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
<td>150</td>
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Final grades will be based on a traditional scale of grading with an A grade given to students who earn 90-100% (405-450 pts) of the total, B to those earning 80-89% (360-404 pts), C to those earning 70-79% (315-359 pts), D to those earning 60-69% (270-314 pts), and F to those earning less than 60% (<270 pts) of the total points for the course.

Attendance
Following TAMU student rules on attendance, class attendance is viewed as an individual student responsibility. Students, therefore, are expected to come to class and complete all course assignments. Students are responsible for knowing the course schedule outlined in this syllabus, and in the case of an unavoidable absence are also responsible for providing satisfactory evidence of that absence. A list of acceptable excused absences is provided at http://student-rules.tamu.edu/rule07. Students with acceptable excused absences must provide written notification prior to the date of absence, or in cases where advanced notification is not possible (e.g., auto accident, other emergency), written notification must be made within two working days following the absence.
Required Texts:


****Note: Readings are to be completed before class lecture***

Americans with Disabilities Act (ADA) Policy Statement
The 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.

Department of Anthropology and TAMU Statement on Diversity
Respect for cultural and human biological diversity is at the core of study in Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (http://diversity.tamu.edu/).

Academic Integrity Statement and Policy
"An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, please consult the TAMU Honor Council Rules and Procedures at the following web site: http://aggiehonor.tamu.edu.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>01/14</td>
<td>Introduction</td>
<td>EEP- Chapter 1</td>
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<tr>
<td></td>
<td>01/16</td>
<td>What is Anthropology?</td>
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<td>01/18</td>
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<tr>
<td>2</td>
<td>01/21</td>
<td>Martin Luther King, Jr. Day Holiday</td>
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<td></td>
<td>01/23</td>
<td>How We Discover the Past</td>
<td>EEP- Chapter 2, 15</td>
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<td>01/25</td>
<td>Genetics</td>
<td>EEP- Chapter 3</td>
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<td>3</td>
<td>01/28</td>
<td>Evolution; human variation</td>
<td>EEP- Chapter 3, 12</td>
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<td>01/30</td>
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<td>EEP- Chapter 4</td>
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<td>02/01</td>
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<td>4</td>
<td>02/04</td>
<td>Living primates</td>
<td>EEP- Chapter 4, 5</td>
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<td>02/06</td>
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<td>02/08</td>
<td>The First Hominids (Article Review 1 due)</td>
<td>EEP- Chapter 6</td>
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<td>Week</td>
<td>Date(s)</td>
<td>Topic</td>
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<td>Week 5</td>
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<td>02/13</td>
<td>Emergence of Homo</td>
<td>EEP- Chapter 7</td>
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<td>02/15</td>
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<td>Week 6</td>
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<td>02/20</td>
<td>Exam #1</td>
<td>EFE: Chapters 1-12</td>
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<td>02/22</td>
<td>Emergence of <em>Homo sapiens</em></td>
<td>EEP- Chapter 8</td>
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<td>Week 7</td>
<td>02/25</td>
<td>Upper Paleolithic</td>
<td>EEP- Chapter 9</td>
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<td>02/27</td>
<td>Culture</td>
<td>EEP- Chapter 13</td>
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<td>Week 8</td>
<td>03/04</td>
<td>Language</td>
<td>EEP- Chapter 16</td>
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<td>03/06</td>
<td>Origins of food production</td>
<td>EEP- Chapter 10</td>
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<td>03/08</td>
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<td>Week 9</td>
<td>03/11</td>
<td>Spring break</td>
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<td>03/13</td>
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<td>03/15</td>
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<td>Week 10</td>
<td>03/18</td>
<td>Getting food and Economic systems</td>
<td>EEP- Chapter 17, 18</td>
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<td>03/20</td>
<td>Origins of Cities and States</td>
<td>EEP- Chapter 11</td>
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<td>03/22</td>
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<td>Week 11</td>
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<td>Social Stratification</td>
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<tr>
<td>03/29</td>
<td>&quot;Reading day&quot;</td>
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<td>Week 12</td>
<td>04/01</td>
<td>Exam #2</td>
<td>EFE: Chapters 13-24</td>
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<td>04/03</td>
<td>Sex</td>
<td>EEP- Chapter 20</td>
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<td>Week 13</td>
<td>04/08</td>
<td>Marriage and Family</td>
<td>EEP- Chapter 21</td>
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<td>04/12</td>
<td>Kinship</td>
<td>EEP- Chapter 22</td>
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<td>Week 14</td>
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<td>Social organization <em>(Article Review 2 due)</em></td>
<td>EEP- Chapter 23, 24</td>
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<td>Week 15</td>
<td>04/22</td>
<td>Religion</td>
<td>EEP- Chapter 26</td>
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<td>Week 16</td>
<td>04/29</td>
<td>Wrapping it up...</td>
<td>EFE: Chapters 25-36</td>
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**Final Exam:** May 6, Monday, 8-10 a.m.