Core Curriculum Management

New Core Component Proposal

Viewing: PHIL 282-GE : Ethics in a Digital Age

Last edit: 11/08/18 8:48 am
Changes proposed by: lradzik

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Linda Radzik</td>
<td><a href="mailto:lradzik@tamu.edu">lradzik@tamu.edu</a></td>
<td>979-845-5660</td>
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<tr>
<td>Glen Miller</td>
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<td>979-845-5660</td>
</tr>
</tbody>
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Course Prefix          PHIL  
Academic Level         UG  
Complete Course Title  Ethics in a Digital Age  
Abbreviated Course Title ETHICS IN A DIGITAL AGE  
Crosslisted With       
Semester Credit        3  
Hour(s)                
Proposal for: Core Curriculum
How frequently will the class be offered? Every fall and spring semester
Number of class sections per semester 1
Number of students per semester 30

Historic annual enrollment for the last three years
Last year: Previous year: Year before:

Core curriculum

Foundational Component Area: Core Lang, Phil, Culture

Core Objectives:

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

“Ethics in the Digital Age” explores the intersection between ethical and social theories, principles, and values and the interconnected digital world. The course is designed to give students the tools to evaluate digital technologies using ethical theories from various cultural origins. We consider how technology affects different understandings of what it means to live a “good life” or to “do the right thing.” We also ask the political question of “how should we live”? Unlike traditional settings, where political or geographical boundaries often limit political concerns, digital technologies disregard many spatial, temporal, and cultural separations.

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

Students are taught to analyze ethical issues into factual, conceptual, application, and moral components. Students are asked to synthesize material from a variety of sources on a number of different technologies, which themselves are rapidly changing. Students are taught to identify the audience of the ethical conflict (any party that might be affected or impacted) and to identify aspects of the obvious resolutions (to do X or not to do X) that impact these parties. They are taught to assess and analyze these impacts based on moral theories and to evaluate the choice between different resolutions and the adequacy of the theories. Students’ critical thinking skills are developed through regular small group discussion. They are evaluated through two exams, two analysis papers, regular journal entries, and an oral group presentation.

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

Students will write two analysis papers and regular journal entries. Students will be given the opportunity to improve their performance on the analysis papers in response to feedback from the instructor. The two exams will also include essay questions. Students will develop both their oral and visual communication skills by working in groups on a multi-media presentation. Each member of the group is required to orally present material.

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

Communication in cyberspace can span the interpersonal, local, regional, national, and global levels, and the issues associated with it do as well. We spend several weeks investigating the broader social effects of technology and computing and networked products. We study issues of diversity and inclusion, and highlight cultural differences as well as international differences in the design, production, and use of computing devices and platforms. Topics of social responsibility constitute most of the questions on the second examination. Most writing assignments (the two analysis papers and the journal entries) have to do with either social or personal responsibility. Students are given a choice on presentation topics, but all of them deal with issues related to either social or personal responsibility. The course includes the study of professional ethics for computing professionals, including topics such as prohibitions on performing unnecessary work and the obligation to protect public health and safety.

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

We spend several weeks providing a framework that students can use to understand how developed dispositions, actions, and habits can lead to an ethical life. We also emphasize how personal responsibility may be masked, but still exist, when individuals participate in vast sociotechnical systems, where co-workers, collaborators, suppliers, and customers can be located anywhere around the globe. We discuss the agency that citizens, and especially professionals, have in determining the social effects of technology. Theories, concepts, and applications of personally responsible decision-making are tested primarily on the first exam. They also arise in the second exam, where students are asked to connect personal responsibility with social responsibility. Students will investigate ideas related to personal responsibility in many of their journal entries. Presentation topics are assigned, but all of them deal with issues related to either social or personal responsibility. For computing professionals, the importance of personal responsibility is also conveyed through the study of their professional codes of ethics, which involve concerns such as conflicts of interest and the fair treatment of all persons.

Additional Comments

This course was recently created as PHIL 382, and we expect to teach 40 students in the spring semester of 2019. We have revised PHIL 382 as a 200-level course in order to apply for inclusion in the core curriculum. One we attract an audience for the course, we hope to greatly increase the number of sections offered.

Approved for core?

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus

PHIL_282_ver2.docx

Reviewer Comments

Key: 950
PHIL 282 Ethics in a Digital Age

Tuesdays and Thursdays from 8:00-9:15 AM in YMCA 121

Dr. Glen Miller
Department of Philosophy
YMCA 418 | 979-847-6131
glenmiller@tamu.edu
Office Hours: Mon 3-5 pm, and by appt

COURSE DESCRIPTION

Exploration of the intersection between ethical and social theories, principles, and values and the interconnected digital world; examination of the interplay between these domains for topics such as cybercrime, privacy, surveillance, security, intellectual property rights, artificial intelligence, cyber warfare, internet governance, computing professionalism, and cyber policy and law.

LEARNING OUTCOMES AND MAJOR OBJECTIVES

The course provides ample opportunity to improve students’ understanding and skills in the following general areas:

- Critical Thinking: to include creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information
- Communication: to include effective development and interpretation and expression of ideas through written, oral, and visual communication
- Social Responsibility: to include intercultural competence; knowledge of civil responsibility; and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility: to include the ability to connect choices, actions, and consequences to ethical decision-making

These general outcomes are achieved through the specific learning outcomes for this course. By the end of this course, the successful student should be able to:

- Analyze the interplay between (i) practices and moral norms and (ii) the development and use of computing and information technology, in order to study how changes in one domain can affect the other (critical thinking, communication, social responsibility, personal responsibility).
- Explain ethical theories, moral principles, and technical details clearly and concisely (communication).
- Appraise the applicability of traditional social and political ideas, such as power, authority, and bias, to cybertechnologies, and how dialogue can be used to overcome conflict (critical thinking, communication, social responsibility, personal responsibility).
- Explain how ethical theories, principles, and values inform computing practices, laws, and policy, and, for those on the professional track, professional codes of ethics (ACM or IEEE), with an emphasis on how they are influenced by culture (critical thinking, communication, social responsibility, personal responsibility).
- Critically analyze contemporary computer-related ethical and social issues from the perspective of computing professionals, policymakers, and users from different backgrounds (critical thinking, social responsibility, personal responsibility).

To achieve these outcomes and objectives, students are given the opportunity and encouragement to participate actively in classroom discussions. Students will select either the policy or professional track. The latter is intended for computing professionals. Students on the different tracks will sometimes complete different readings before class, and then come to class ready to discuss the material with the whole group.

PREREQUISITES: None
REQUIRED TEXTS

Additional materials are available on the course website, which can be accessed through eCampus at [http://eCampus.tamu.edu](http://eCampus.tamu.edu). Select the PHIL 382 Ethics and Cybertechnology course.

TECHNOLOGY POLICY
Laptops, cell phones, and other media devices should not be used in the class meetings without prior approval from the instructors, which will not be given absent a compelling reason. The use of prohibited devices may result in the student being considered absent for the day.

ATTENDANCE AND PARTICIPATION
Students are expected to attend all classes and to participate in all classroom activities. Classes are limited to 30 students to ensure that everyone is able to meaningfully participate in each class. The best way to master material for this class is to prepare properly, listen attentively, participate in activities, and ask questions when a topic is unclear. *Proper preparation includes bringing a copy of assigned texts to the meeting.* Students are encouraged to be familiar with university rules regarding excused absences, which can be found in Student Rule 7 at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Participation is worth 5% of the course grade.

A NOTE ON E-MAIL COMMUNICATION
As preparation for writing effectively in their careers, students are expected to communicate professionally with instructors using email. Professional style includes an appropriate salutation and closing and reasonable care in the construction of the message. *Emails to instructors should always include the course prefix and number (PHIL 382).*

GRADED COMPONENTS

Exams
There will be two exams. They may include multiple-choice, short answer, and essay questions. Exams are cumulative.

Readiness Quizzes
Unannounced quizzes will be given at the beginning or end of many class sessions. The quizzes will primarily test material assigned for that day, and, for quizzes at the end of the class session, what was covered in the class section. The quizzes will be a combination of true-and-false, multiple choice, and short answer questions. Students will have up to five minutes to complete each quiz. Students who arrive while the quiz is being taken will be able to take the quiz, but they will be given no extra time to complete the quiz. Those who arrive after the quiz has been collected will receive a zero for the quiz. The lowest two quiz grades will be excluded from the calculation of this component of the course grade.

In-class Presentation
Students will work in groups of three or four on an in-class presentation on an Aggie Experience Activity that they have attended that relates to ethical, political, cybersecurity, or cybertechnology concerns. Students will choose an Aggie Experience Activity from a pre-approved list of events taking place on campus or in the community during the semester. Groups will be assigned. Presentations must include visual aids. Students are expected to prepare their presentations outside class. Each student in the group must give part of the presentation in class. More detailed instructions will be provided during the semester.
Writing Assignments

Writing assignments are an opportunity for students to gain fluency with the theories, ideas, issues, and cases presented in the class and to develop their own thoughts on these topics. Students will write two Analysis Papers that should be about 1000 words in length each. Students are expected to identify an ethical or political issue that arises with cybertechnology and explain its importance; to clearly and concisely explain relevant technical details (at a policy level); to use appropriate ethical or political concepts or ideas to analyze the issue; and to justify the use of these concepts and ideas, keeping in mind that the new technological context may cause these concepts or values to be altered or refined or new concepts to be developed.

Students can revise the first Analysis Paper. To earn a better grade, the resubmission should be substantially better than the initial submission and should respond to relevant instructor comments. It will be due a week after the paper has been returned to the student. The maximum score that a revision can earn is 20 points above the grade given the initial submission.

The Cultural Discourse Journal consists of a series of short (but no shorter than a paragraph) reflections that are aligned with specific weeks in the course on the following topics:

- The habits and skills one needs to flourish professionally in a world that is increasingly globally connected (Week 6);
- Identifying one’s personal biases and prejudices and how they affect how one relates with others, especially in cyberinteractions (Week 7);
- When tolerance is appropriate and when it is not (also Week 7);
- Recognizing power and authority, especially in an organizational context, with an awareness of privilege, oppression, and discrimination (Week 8);
- Identifying a situation in which dialogue was used to find common ground among individuals who had previously disagreed (Week 10); and
- Analyzing an issue where there is ethical disagreement from multiple viewpoints (Week 11).

Detailed requirements for the papers will be distributed via eCampus. All papers must be submitted to the appropriate turnitin.com link on eCampus. Failure to submit your essay to turnitin.com will result in a zero (0) for the assignment. Instructors may also request a hard copy (paper copy) of your essay. A standard penalty of five (5) percentage points per day is assessed to papers submitted after the deadline, either electronically to turnitin.com or the hard copy, though the penalty may be modified based on the instructor’s discretion. Students are encouraged to use the supplemental resources posted on eCampus to improve their writing mechanics and the coherence, conciseness, and clarity of their papers.

A Helpful Writing Resource
The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are highly recommended but are not required. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

COMPONENT WEIGHTING FOR COURSE GRADE CALCULATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Readiness Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Analysis Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Cultural Discourse Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>First Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
</tbody>
</table>
GRADING
A  90% - 100%
B  80% - <90%
C  70% - <80%
D  60% - <70%
F  <60%

AGGIE HONOR CODE & ACADEMIC INTEGRITY
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
The Honor Code and the Honor Council Rules and Procedures can be found at http://aggiehonor.tamu.edu/.

University rules concerning scholastic dishonesty will be rigorously enforced in this class. Plagiarism is defined in the TAMU Student Rules as the “appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.” You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. Moreover, you may not submit your own work from another course. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. A single incident of cheating may lead to an F* in the class.

Submitting an assignment late is far better than plagiarizing. The standard penalty for late submission is a 5% deduction (for the paper, not the course) for each day the paper is late.

GRADE COMPLAINTS
We are happy to discuss and possibly change grades provided two conditions are met. First, the student must have waited at least 24 hours after he or she received the graded assignment. Take this time to carefully review all the comments given by instructors. Second, the student must bring a written statement that explains the discrepancy he or she sees between the quality of the work and the grade it received. The appeal must be made within 7 days from the time the student received the graded assignment.

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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

TITLE IX AND STATEMENT ON LIMITS TO CONFIDENTIALITY
Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

• Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/). Students and faculty can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu
**SPRING 2018 AT A GLANCE**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Intro to Cyberspace</th>
<th><em>Cybersecurity and Cyberwar, Introduction and Part 1</em></th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Intro to Cyberethics</td>
<td><em>Cybersecurity and Cyberwar, Part II</em></td>
</tr>
<tr>
<td>Week 3</td>
<td>Intro to Cyberethics</td>
<td><em>Cybersecurity and Cyberwar, Part II</em></td>
</tr>
<tr>
<td>Week 4</td>
<td>Intro to Cyberpolitics</td>
<td><em>Cybersecurity and Cyberwar, Part III</em></td>
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<tr>
<td>Week 5</td>
<td>Ethics: Moral Virtues</td>
<td>Aristotle, <em>Nicomachean Ethics</em>, books i-ii; Bruce Schneier, <em>Liars and Outliers</em></td>
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<tr>
<td>Week 7</td>
<td>Ethics: Friendship and Social Media</td>
<td>Aristotle, <em>Nicomachean Ethics</em>, book viii; Shannon Vallor’s “New Social Media and the Virtues”</td>
</tr>
<tr>
<td>Week 8</td>
<td>Organizational Dynamics and Inclusivity</td>
<td>Tracy Lien’s <em>Why Women Are Leaving the Tech Industry in Droves</em>; van Bavel and West’s “Seven Steps to Reduce Bias in Hiring”</td>
</tr>
</tbody>
</table>

**Spring Break: relax and be safe!**

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Policy and Cyberspace</th>
<th>Bruce Schneier, <em>Regulating the Internet of Things</em>; Selections from <em>Tallinn Manual 2.0 on the International Law Applicable to Cyber Operations</em></th>
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</thead>
<tbody>
<tr>
<td>Week 10</td>
<td>Privacy and Autonomy</td>
<td>Selection from Aristotle’s <em>Politics</em>; Shannon Vallor’s “Surveillance and the Examined Life”</td>
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<tr>
<td>Week 11</td>
<td>Intellectual Property</td>
<td>Hettinger’s “Justifying Intellectual Property”; Chris Sprigman on Intellectual Property; Richard Stallman’s <em>The GNU Manifesto</em></td>
</tr>
<tr>
<td>Week 12</td>
<td><strong>Professional Track:</strong> Professional Ethics in Computing <strong>Policy Track:</strong> Ethics of Cybertechnology <strong>Professional Track:</strong> Don Gotterbarn’s “Computing Professionalism: Do Good and Avoid Evil”; ACM and IEEE Codes of Ethics <strong>Policy Track:</strong> Miller, <em>Ellul’s Critique of Technological Society</em>; Robert J. Whelchel, “Is Technology Neutral”</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td><strong>Professional Track:</strong> Professional Ethics in Computing <strong>Policy Track:</strong> Ethics of Cybertechnology <strong>Professional Track:</strong> Harris, <em>Impediments to Moral Responsibility</em>; Holzer and Lerum’s “The Ethics of Hacking Back” <strong>Policy Track:</strong> Holzer and Lerum’s “The Ethics of Hacking Back”; Bill Joy, “Why the Future Doesn’t Need Us”</td>
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<tr>
<td>Week 14</td>
<td>Research Presentations</td>
<td>Student Choice</td>
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<td></td>
<td>Final Exam: Monday, May 8, 1:00-3:00 pm</td>
<td>2nd Analysis Paper due</td>
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</tbody>
</table>

*The instructors reserve the right to change this schedule. Any changes will be communicated via eCampus as soon as possible.*
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/17/18 12:39 pm

Viewing: RELS 209-GE : Religions of the Ancient World

Last edit: 10/17/18 12:39 pm

Changes proposed by: mindybergman

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Mindy Bergman</td>
<td><a href="mailto:mindybergman@tamu.edu">mindybergman@tamu.edu</a></td>
<td>979-845-9707</td>
</tr>
</tbody>
</table>

Course Prefix     RELS
Course Number     209
Academic Level    UG
Complete Course Title Religions of the Ancient World
Abbreviated Course Title RELIGIONS ANCIENT WORLD
Crosslisted With
Semester Credit    3
Hour(s)
Proposal for:  
Core Curriculum
How frequently will the class be offered?  
annually
Number of class sections per semester     1
Number of students per semester            30

Historic annual enrollment for the last three years

Last year: Previous year: Year before:

Core curriculum

Foundational Component Area  Core Lang, Phil, Culture(KLPC)
TCCN prefix/number

Foundational Component Area: Lang, Phil, Culture

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

RELS 209 meets this definition by exploring the expressive practices (such as rituals, re-enactments, processions, and dance) in ancient religious traditions across cultures. There is an emphasis on how these rituals compare with modern rituals and social structures.

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

Critical Thinking is met through several activities: (A) Discover how ancient people imagined deities, the natural world, and the place of humans in the cosmos by inquiry into the rituals they performed through discussion of readings, visual images, films, and audio recordings in small groups and collectively in each class session. (B) Explore the specific components of rituals, including sound, symbolism, embodied action, chant, sacrificial rites, processions, and re-enactments of myths through analysis, evaluation, and synthesis of information through written responses to 5 questions (weekly through week 6) submitted to eCampus. (C) Develop critical perspectives on how humans in the ancient world used ritual, sound and embodied practices as a means of communication with a transcendent reality and to reinforce social order in their own communities through 2 critical essays submitted to eCampus.

There are four class-level learning outcomes associated with critical thinking: (A) Analyze ancient rituals using theories from anthropology and other fields to reflect on ritual today. (B) Analyze artifacts of ancient religious cultures to identify belief systems, theologies, and philosophies using methods from ritual studies and religious studies. (C) Examine how ancient cultures supported temples, a priestly class, shamans, specialized ritual performers, and other components of organized rituals to compare ancient with modern social structures. (D) Examine evidence for individual responses to ancient rituals, and evaluate the role of the individual in creating, performing, and sustaining religious expression in the ancient world.

There are several assessments of critical thinking: (A) Response papers in the weeks 2-6; (B) Powerpoint presentation to analyze a specific ancient ritual. (C) 2 essays about rituals. (D) Research project and paper.

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

The learning outcomes associated with communication are: (A) Demonstrate and improve written and oral communication through 1 major research paper and 1 verbal presentation.

Assessments of communication include: (A) Response papers in the weeks 2-6; (B) Powerpoint presentation to analyze a specific ancient ritual. (C) 2 essays about rituals. (D) Research project and paper. (E) Research project proposal

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 reflected in two learning outcomes: (A) Analyze how ancient religious rituals defined social responsibility for participants and use that analysis to recognize how secular or religious rituals today define social responsibility as a way to develop your ability to engage effectively in local, national and global communities; and (B) Apply knowledge of ancient religions’ rituals, myths, and practices to religious expression today.

Social responsibility is assessed via: (A) 2 essays about rituals that have students reflect on how these rituals are connected to cultures, languages, and other religions, both in the ancient world and today.

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

Learning outcomes for personal responsibility is: (A) Analyze the moral codes and ethical systems ancient religions upheld in the performance of rituals and use that analysis to reflect on how rituals you experience today help you connect your life choices and actions with ethical decision-making.

Personal responsibility is assessed via: (A) 2 essays about rituals that have students reflect on how these rituals are connected to morality, ethics, and expectations for behavior.

Additional Comments

This course was originally proposed as RELS 356; per discussion with Barbara West, Steve Oberhelman, Donnalee Dox (instructor), and RELS program, we are resubmitting the course as a 200-level course that meets KLPC core curriculum components.

Approved for core?

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus  RELS 209 syllabus Religions of the Ancient World.docx
Reviewer Comments

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Religions of the Ancient World
Religious Studies (RELS) 209-500
Fall 2019

Instructor: Donnalee Dox
Instructor Office: 256 LAAH
Instructor Contact: dox@tamu.edu
Meeting time: Tues/Thurs 9:35
Location: LAAH 262
Core Area: Language, Philosophy & Culture
Elective in: US Religious Thought, Practices & Culture major and RELS minor

Catalog Course Description
Credit 3. Religious traditions, ideas, and practices of ancient cultures. Connections to modern religious traditions.

Required Text
Christopher Partridge, ed. Introduction to World Religions (Minneapolis: Fortress Press) 2005
Additional readings in eCampus.

TAMU LPC Core Curriculum Objectives aligned with RELS 209 course objectives.

- **Critical Thinking.** Discover ways people in ancient cultures conceived of a transcendent or divine reality by *inquiry* into the historical evidence for ancient beliefs and practices through written questions submitted to eCampus.
- **Critical Thinking.** Explore how ancient societies articulated conceptions of a transcendent of divine reality in philosophical treatises, legends and myths, histories, and visual art through *analysis, evaluation, and synthesis of source information* in small group discussions, class discussion, and a final exam.
- **Communication.** Demonstrate and improve *written and oral* communication through 2 research essays, 5 reflection essays, and 1 verbal presentation.
- **Social Responsibility.** Compare religious belief systems and consider how these systems change over time and are adapted within different cultures to hone the *ability to engage effectively in local, national and global communities* today.
- **Personal Responsibility.** Recognize varieties of religious experience in the ancient world to develop flexible thinking, respect for religious traditions today, and intercultural competence in order to cultivate the *ability to connect life choices and actions with ethical decision-making* in encounters with religious traditions today.

RELS 209 Learning Outcomes

- Analyze diverse methods and strategies for studying religion as a way to cultivate the personal and social responsibility required to recognize how different perspectives shape knowledge of ancient religions, and of religion today.
- Evaluate a variety of ancient religious beliefs and practices in order to transfer that mental flexibility into reflection and critical thinking, which are essential to thinking about religion and secularity in the modern world.
- Apply critical first-person analysis of encounters with religion in the modern world, as well as third-person analysis of research on ancient religions to develop the intellectual and practical skills essential for all learning.

Attendance
The University views class attendance as the **personal 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/ruleo7](http://student-rules.tamu.edu/ruleo7).

In RELS 209, you may miss one class without an excused absence. More than one unexcused absence lowers your final point total by 5 points per unexcused absence.

Assignments are due by the beginning of class time, 9:35. Late assignments accepted only with a university excused absence (see above).

### Grading Rubric for Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Questions on eCampus</td>
<td>not graded</td>
</tr>
<tr>
<td>In-class presentation</td>
<td>100 points</td>
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<tr>
<td>5 Reflection writings</td>
<td>100 points</td>
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<tr>
<td>Research Essay 1</td>
<td>100 points</td>
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<tr>
<td>Research Essay 2</td>
<td>100 points</td>
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<tr>
<td>Final exam</td>
<td>100 points</td>
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<tr>
<td><strong>Total points</strong></td>
<td><strong>500 points</strong></td>
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</table>

### Assignments

- **Questions on readings. Critical thinking—inquiry.** For each week’s readings until Week 14, send at least one question to our eCampus discussion board no later than Thursday 9:35 a.m. Bring your questions to class, be ready to speak about them. These are part of your **social responsibility** to the class. [eCampus discussion board](http://eCampus)

- **5 reflection writings. 20 pts each, 100 total. Communication—written and critical thinking—creative thinking.** We will view and discuss 5 films. After each film, write a 1-2 page reflection. These writings help you incorporate **visual and aural imagery** into your learning, and learn to analyze visual images and sound. Discuss how the images and sounds of the film influenced your understanding of ancient religious traditions. [eCampus]

- **Lead an in-class discussion. 100 points. Communication—oral and visual communication.** You will contribute to a class discussion with a 5-10 minute PowerPoint presentation on an ancient religious belief or practice (may be one of your essay topics). Based on research, use visual imagery to illustrate your research. PowerPoint due by 9:35 the day you present. [eCampus]

- **2 Essays. 100 pts each. Critical thinking, social and personal responsibility.** Essays develop **written communication** skills as you synthesize and analyze information. Each essay asks you to reflect in some way on **social and personal responsibility** as defined by an ancient religious tradition. [eCampus]
  > Minimum expectations are 5-10 pages, double-spaced, 1,500+ words (250 per page), a clear topic statement, a statement explaining your approach to the ancient religion you are exploring, and **at least five sources** beyond class readings/notes cited with a bibliography.
  > Note: **the syllabus builds in research reading for your essays and discussion of your research.**
  > Your own sense of social and personal responsibility can expand as you learn to recognize and respect the ways people in the ancient world positioned themselves in relation to a transcendent, divine, or non-human realm. For each essay, choose a religion of the **ancient world** to explore in depth. Address **at least 2** of the questions below:
    - What scholars of religious studies provide a perspective or theory that helps you **think critically** about this religion?
What is the world-view of the tradition? How does this world-view provide a structure in which people understood their **personal or social responsibility** in relation to a divine or transcendent realm?

What are the specific characteristics of this religion (polytheistic, monotheistic, urban, rural, personal, collective, transcendent, immanent, etc.)?

What is the conception of divinity in this religious tradition? Are there deities, and if so how do deities function in this religion? Are they active in people’s daily lives or distant (for example, personifications of nature, spirits that interact with humans, abstract beings that exist apart from humans, etc.)? How are deities related to social order (for example, are human kings considered divine)?

What **ethics** does this religion espouse? How are adherents expected to behave? How does this religious tradition shape **personal or social responsibilities**? How are those responsibilities enforced?

What experiences do people in this religious tradition value? Are any particular aspects of life emphasized (for example, fertility, natural events such as volcanic eruptions or monsoons, death, birth or re-birth, eating, etc.). What are the historical sources for this information?

What are historical origins of the traditions? Does it have a founder, prophet, or central human figure? Is this a synthetic tradition, or specific to one culture? Are there ruptures or breaks in the tradition in its history? How do people interpret these breaks?

What traces of this ancient religion do you find in today’s world? How have the traditions for personal and social responsibility changed?

How does this tradition identify cultural, social, or religious outsiders? How does this tradition view gender? What social divisions does this tradition make (by ethnicity, class, gender, culture)?

**Final exam. 100 points.** In our last class meeting, you will be presented with a religious tradition we have not studied this semester. The final exam will consist of five questions that test your ability to **think critically** about an unfamiliar religious tradition by comparing it with traditions you have worked with over the semester. You will be asked to analyze the new tradition using one method or strategy, evaluate the new tradition’s beliefs and practices, and apply third-person analysis based on your learning during the semester (see Learning Outcomes).

**Grading Scale**

**A=450-500** Exceptional ability to conceptualize and present ideas; effort beyond meeting basic criteria; you have sought out new ideas and information; your work is thorough and original; your work shows initiative and imagination; there are few to no errors in your written work; overall your work shows a trajectory of development and growth. You have exceeded expectations for research, writing, or speaking at in a core curriculum course in a Research I university.

**B=400-449** Solid work; meets basic requirements; evident language competency; few errors; you are able to engage but generally do not go beyond information and ideas readily accessible through class, readings, and discussions. Your research, writing, and speaking are commensurate with core curriculum expectations at a Research I university.

**C=350-399** Marginal work; writing assignments and discussions demonstrate limited ability or effort to engage ideas and information; written assignments have many errors (sentence structure, spelling, grammar, etc.) and/or are underprepared. Your research, writing, and speaking are slightly below expectations for core curriculum learning in a Research I university and should be improved with additional effort.

**D=300-349** Quantity and quality of work falls far below the expectations of core curriculum standards in a Research I university. You are either not expending enough effort or you need help to accomplish the work required.
F=below 300 Usually the result of missing work, missed classes, inattention, lack of preparation, unwillingness to engage, etc.

**Students with Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Plagiarism and Aggie Honor Code**
According to the Aggie Honor System plagiarism is “the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit”. Any evidence of plagiarism will be pursued according to A&M university guidelines. See [https://aggiehonor.tamu.edu/](https://aggiehonor.tamu.edu/) and [https://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules](https://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules)

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

**Classroom Guidelines for Respect**
Remember that our classroom includes people with many different experiences, backgrounds, and ideas. Members of our group represent a diversity of individual beliefs, backgrounds, and experiences. Each and every member of this class is responsible for behaving in a manner of respect toward others. As you speak and participate in class sessions, you can expect and create an atmosphere of respect.
- Be sure your speech and actions respectful of others.
- Expect that others will respect you.

This includes respect for views you do not agree with as well as respect for the diversity of identities within our group (including gender, sexual orientation, religion, ability, age, socio-economic status, ethnicity, race, culture, political views, etc. If there are breaches in our collective commitment to treating each other with respect, please bring them to my/our attention.

**Title IX and Statement on Limits to Confidentiality**
Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:
- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.
These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service ([https://scs.tamu.edu/](https://scs.tamu.edu/)).
- Students and faculty can report non-emergency behavior that causes them to be concerned at [http://tellsomebody.tamu.edu](http://tellsomebody.tamu.edu).
Course Schedule subject to change pending course developments

Week 1
Introduction to the course and overview of syllabus.
Discussion. Thinking critically about religion. What do we mean by “religion”. Using the study of ancient religions to hone your ability to engage effectively in local, national and global communities in the modern world and reflect on how you connect your own life choices and actions with ethical decision-making as you study how ancient religious traditions shaped people’s ethics, choices, and actions.
Visual images for analysis in discussion: 5 ancient deities and their myths.

Week 2 Partridge, *Introduction to World Religions*, Part One 10-37
Analyzing religion and evaluating religious traditions in the ancient world.
Seeing different views of the world with objectivity: overview of the Americas, the Near East, Celtic religions, Egypt, South Asia, East Asia, Scandinavia, the Siberian Steppes, Africa. Analyzing religions of different cultures and time periods. Critical thinking about ancient religions and posing questions. Methods in the study of religion: historical, anthropological, phenomenological, sociological psychological, critical theory, race and ethnicity studies, gender studies, mythology, and symbolic analysis.
Film: **Animism: Living in the Dreamtime** (2004) for reflection writing

Week 3 Partridge, *Introduction to World Religions*, Part Three, pp. 100-133 Reflection 1 due
Indigenous religions and case studies.

Week 4 Partridge, Part Eight, pp. 242-264 Reflection 2 due
Sumerian, Babylonian, Assyrian religions; Zoroastrianism
Film: **Religion in the Ancient Mediterranean World** (2005) for reflection writing

Week 5 Partridge, Part Two, pp. 38-99 Reflection 3 due
Egyptian and North African religions
Film: **Voices of the Gods** (2007) for reflection writing

Week 6 Partridge, pp. 394-420 Reflection 4 due
Religions in Japan and China
Film: **What is Shintoism** (*) for reflection writing

Week 7 Begin research for essay 1 Reflection 5 due
Minoan, Archaic Greek and Classical Greek religions

Week 8 Research for essay 1-- in-class discussion of research progress
Syro-Canaanite religions, Judean and Israelite religions

Week 9 Partridge, Part Four, pp. 134-164 Essay 1 due
South Asian Vedic (astika) religions
The Buddha (2010)

Week 10 Partridge, Part Six, pp. 188-215 and Part Five, pp. 165-187
South Asian nastika religions, Buddhism, Jainism.
Film: Yogis of Tibet (2002)

Week 11 Begin research for essay 2
Etruscan and Early Roman religion
Iranian religions
Film: Iraq: the cradle of civilization; India: empire of the spirit (2002)

Week 12 Research for essay 2 -- in-class discussion of research progress
Indigenous Celtic religions
Native American religions

Week 13 Partridge, Part Ten, 311-350
Judiasm and early Christianity

Week 14
Review for final exam, exam questions.

Week 15
Final Exam
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/18/18 10:10 am

Viewing: RELS 222-GE : History of Christianity, Reformation to Present

Last edit: 10/18/18 10:10 am
Changes proposed by: mindybergman

Contact(s)

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<tr>
<th>Name</th>
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<td>Annette Jackson</td>
<td><a href="mailto:annettej@tamu.edu">annettej@tamu.edu</a></td>
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</tbody>
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Course Prefix       RELS
Course Number       222
Academic Level      UG
Complete Course Title History of Christianity, Reformation to Present
Abbreviated Course Title HIST OF CHRISTIANITY II
Crosslisted With
Semester Credit     3
Hour(s)
Proposal for: Core Curriculum
How frequently will the class be offered? once academic year
Number of class sections per semester 1
Number of students per semester 36
Historic annual enrollment for the last three years
Last year: Previous year: Year before:

Core curriculum

Foundational Component Area
Core Lang, Phil, Culture(KLPC)
TCCN prefix/number RELS 222

In Workflow
1. CLLA Department Head
2. LA College Dean UG
3. CCC Preparer
4. CCC Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path
1. 10/11/18 3:09 pm Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
2. 10/11/18 3:11 pm Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
3. 10/12/18 12:40 pm Barbara West (barbwest): Approved for CCC Preparer
4. 10/17/18 2:23 pm Barbara West (barbwest): Rollback to Initiator
5. 10/18/18 10:13 am Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
6. 10/18/18 10:18 am Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
7. 10/29/18 3:42 pm Barbara West (barbwest): Approved for CCC Preparer
8. 11/20/18 12:16 pm Barbara West (barbwest): Approved for CCC Chair

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

RELS/HIST 222 meets the KLPC definition by examining the social, cultural, political and economic factors that shaped, and were shaped by, the development of the Christian religion from the Reformation (sixteenth century) to the present.

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

Student learning outcomes associated with critical thinking are: (1) Identify interconnections between religious conviction, historical theology, ecclesiastical history, and numerous other aspects of historical analysis (political, economic, ethnic, social, etc.) and (2) Evaluate, analyze, synthesize, and critically engage with substantive historical material, including both primary sources (original documents) and secondary sources (historical monographs).

Critical thinking will be assessed through: (a) two exams, which include multiple choice, short answer, and essays; (b) in class discussion sessions; (c) a research paper; (d) a class presentation

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

Student learning outcomes associated with communication are: Express their original ideas and analyses in both written and oral form.

Communication will be assessed through: (a) two exams, which include multiple choice, short answer, and essays; (b) in class discussion sessions; (c) a research paper; (d) an oral presentation that requires powerpoint slides as visual communication; and (e) an essay on social and personal responsibility.

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

Social responsibility student learning outcomes are: Apply their historical knowledge to their personal lives and studies.

Social responsibility will be assessed through: (a) in-class discussion; (b) social and personal responsibility essay; (c) research paper; and (d) requirement of the class presentation that the student address what the content of the research project has taught them about social responsibility (in project rubric).

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

Personal Responsibility learning outcomes are: Apply historical knowledge to personal lives and studies.

Personal responsibility will be assessed through: (a) attendance, (b) class discussion, (c) social and personal responsibility essay, and (d) requirement of the class presentation that the student address what the content of the research project has taught them about personal responsibility (in project rubric).

Additional Comments: Proposal has been updated per comments from CCC reviewer. First, we have clarified that the presentation requires the use of powerpoint for visual communication. Second, we have expanded the presentation to also require that students address how the content of the research project has taught them something about personal and social responsibility (included on project rubric, so it will be graded). This also has the advantage of the classmates hearing what each presenter has to say on the topic.

Approved for core?

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus: RELS-HIST-222-Bare Syllabus.pdf

Reviewer Comments: Barbara West (barbwest) (10/17/18 2:23 pm): Rollback: CCC did not approve course as submitted. May be resubmitted after addressing reviewer concerns. (1) No visual communication component. (2) Not certain if a single reflection paper can adequately assess both personal and social responsibility.
RELS/HIST 222: HISTORY OF CHRISTIANITY, REFORMATION TO PRESENT
Fall 2019
TR 11:10 AM – 12:25 PM
HELD 118

Instructor: Dr. Daniel Bare
Email: drbare84@tamu.edu
Office: Bolton 302D
Office phone: TBD
Office Hours: TBD

COURSE DESCRIPTION

History of the Christian religion from the era of the Reformation (sixteenth century) to the present, with emphasis on social, cultural, political, and economic history in relation to Christian structures and theological movements. Prerequisites: none.

COURSE READINGS


- The Bible. You may read from any formal equivalence or dynamic equivalence Bible translation (including, but not limited to, the KJV, NKJV, ESV, NASB, NIV, HCSB, CSB, RSV, etc.). Paraphrased-versions that are more interpretive/devotional than directly translational (e.g. The Message, The Voice, The Passion, The Amplified Bible, etc.) are by nature less helpful in analyzing historical-theological topics and debates. If you have questions about which Bible version(s) to use, feel free to ask the professor. If you do not own a Bible, you can find the relevant passages (in virtually any translation) online at www.biblegateway.com.

- Other readings will be available on the class E-Campus page and will be labeled on the syllabus as “E-Campus.”

E-CAMPUS

Course announcements, class documents, additional class readings, students’ grades, and other information will be posted on E-Campus (http://ecampus.tamu.edu). It is your responsibility to check the course page regularly to access these important course materials. You may also receive emails through your TAMU email address. It is your responsibility to have a valid email on HOWDY and to read your emails.
STUDENT LEARNING OUTCOMES

By the end of this course, the successful student should be able to:

1. Identify interconnections between religious conviction, historical theology, ecclesiastical history, and numerous other aspects of historical analysis (political, economic, ethnic, social, etc.).
2. Evaluate, analyze, synthesize, and critically engage with substantive historical material, including both primary sources (original documents) and secondary sources (historical monographs).
3. Describe the historical and social contexts that produced the diversity of religious thought and culture we see in studying worldwide Christianity.
4. Express their original ideas and analyses in both written and oral form.
5. Apply their historical knowledge to their personal lives and studies.

RELS/HIST 222 meets the core curriculum Language, Philosophy, and Culture (KLPC) foundational component area. The core curriculum objectives for this course are:

1. **Critical Thinking:** creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information
2. **Communication:** effective development, interpretation and expression of ideas through written, oral, and visual communication
3. **Social Responsibility:** intercultural competence; knowledge of civic responsibility; and the ability to engage effectively in regional, national, and global communities
4. **Personal Responsibility:** ability to connect choices, actions, and consequences to ethical decision-making

Additionally, RELS/HIST 222 meets the International and Cultural Diversity (KICD) graduation requirement. The learning outcomes for KICD courses are that the successful student should be able to:

1. Live and work effectively in a diverse and global society.
2. Articulate the value of a diverse and global perspective.
3. Recognize diverse opinions and practices (including but not limited to economic, political, cultural gender, and religious opinions) and consider different points of view.

Texas A&M University has explicated a series of student learning outcomes reflecting the institution’s commitment to long-term student education and edification. For a complete list, please see: [http://catalog.tamu.edu/undergraduate/general-information/student-learning-outcomes/#baccalaureate](http://catalog.tamu.edu/undergraduate/general-information/student-learning-outcomes/#baccalaureate)
COURSE STRUCTURE AND GRADE REQUIREMENTS

This class entails several types of assignments.

Grading Scale: 900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; 0-599 = F

1. Exam 1 (midterm exam) – 200 points
2. Exam 2 (final exam) – 200 points
3. Paper – 200 points
4. Paper presentation – 100 points
5. Discussion participation – 150 points
6. Attendance – 100 points
7. Social and personal responsibility essay – 50 points

- **EXAMS**: There will be two exams – a midterm and a final. They will include multiple choice questions, ID/short answer questions, and lengthier essay questions.
  I will handle all work/examinations related to absences in accordance with TAMU student rule 7 (Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). See course schedule (below) for exam dates.
  (course learning outcomes: 1, 2, 3, 4; core curriculum learning outcomes: 1, 2)

- **DISCUSSION**: This class will incorporate regular discussion periods in which we discuss the class readings – most commonly, primary source readings that are assigned throughout the semester. Therefore, be sure to read assigned material as laid out on the course schedule so that you are not only prepared to absorb the lecture material, but also to participate actively and enthusiastically in class discussions. Certain class periods are marked on the course calendar as discussion days, in which the whole class period will be devoted to class discussion. At other times, the professor may include discussion elements in conjunction with a lecture. I suggest that students take notes on the primary source readings to use during class discussions.
  Participation in class discussion constitutes 150 points of each student’s final course grade, and will take into account both the level of engagement (how often the student participates in the discussion) and quality of engagement (how prepared the student is to analyze the issues/topics in a thoughtful and meaningful way).
  (course learning outcomes: 1, 2, 3, 4, 5; core curriculum learning outcomes: 1, 2, 3, 4; international and cultural diversity learning outcomes: 1, 3)

- **PAPER**: By week 5, each student will meet with the professor to select either a historical monograph or a substantial set of primary source materials about which to write a 1200-1500 word paper (~5-6 double-spaced pages). Papers will not simply be summaries, but will be critical/analytical engagements with the material. Further, more detailed instructions will be provided on E-Campus.
  (course learning outcomes: 1, 2, 3, 4; core curriculum learning outcomes: 1, 2, 3; international and cultural diversity learning outcomes: 3)
• **CLASS PRESENTATION:** In addition to writing this paper, each student will give a brief (~10 minute) oral presentation to the class during the final week of the semester, explaining the content and argument(s) of their monograph/source, its significance, and situating it within the themes/ideas we have discussed throughout the semester. (course learning outcomes: 1, 2, 3, 4; core curriculum learning outcomes: 1, 2, 3; international and cultural diversity learning outcome: 3)

• **ATTENDANCE:** Attendance is required in this class. Because it is a small, seminar-style class which includes substantial discussion time (see “Discussion” section, above), it is important that students attend class in order to make the course as beneficial as possible for everyone involved. Students will be allowed one “free” unexcused absence that will not impact their grades; after that, each unexcused absence will result in a 10-point reduction in attendance grade. Hence, two unexcused absences for the semester would equate to an attendance grade of 90, three unexcused absences would equate to an attendance grade of 80, four unexcused absences would equate to an attendance grade of 70, and so on.

  Also keep in mind that if you miss a class discussion period (see above), that will also adversely impact your discussion/participation grade, in addition to your attendance grade.

  For an explanation of university-excused absences, and how to make up work related to them, see TAMU student rule 7 (Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). Students are responsible for reading and understanding all aspects of Student Rule 7.

  (core curriculum learning outcome: 4)

• **SOCIAL AND PERSONAL RESPONSIBILITY ESSAY:** The goal of this assignment is for students to reflect on how the course material, the discussion that they have engaged in, and the paper writing and presentation process has illuminated their roles and responsibilities in the modern world. Students will write a short reflection paper on how this course will influence their choices as an informed citizen of Texas, the United States, and America (i.e., social responsibility) and their ethical interactions with others in every day life (i.e., personal responsibility). Specific guidelines are on ecampus. (course learning outcomes: 2, 3, 4, 5; core curriculum learning outcomes: 1, 2, 3, 4; international and cultural diversity learning outcome: 1, 2, 3)

**ABSENCES**

All absences, and work/examinations related to them, will be handled in accordance with TAMU student rule 7 ([Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)]). Students are responsible for reading and understanding all aspects of Student Rule 7.
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Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.
**PLANNED COURSE SCHEDULE**

**NOTE: Readings should be completed BEFORE class.**

**Week 1: Course Introduction, roots of the Reformation, and Luther**
Tu – Lecture: class introduction and the background to the Reformation
Th – Lecture: Gonzalez chapter 4 (pp. 47-56)

**Week 2: Lutherans, Radicals, and Reformed**
Tu – lecture: Gonzalez chapter 7 (pp. 77-86)
Th – **class discussion:** Readings on ecampus

**Week 3: The Reformation in England, and the Catholic Counter-Reformation**
Tu – lecture: Gonzalez ch. 8 (pp. 87-104)
Th – lecture: Gonzalez ch. 12 (pp. 135-149)

**Week 4: Beyond the West: Eastern Christianity in the 16th century**
Tu – lecture
Th – **class discussion:** Readings on ecampus

**Week 5: 17th/18th Century: Divisions in Europe/England, the Enlightenment, and Rationalism**
Tu – lecture: Gonzalez ch. 19, 20, & 21 (pp. 211-235)
Th – lecture: Gonzalez ch. 22 (pp. 237-248)

**Week 6: Midterm Exam week**
Tu – abbreviated lecture/discussion and exam prep
Th – **Midterm Exam**

**Week 7: Christianity in Colonial America**
Tu – lecture: Gonzalez ch. 25 (pp. 275-290)
Th – lecture: Gonzalez ch. 27 (pp. 319-347)

**Week 8: Revivals and the Age of Revolutions**
Tu – lecture
Th – **class discussion:** Readings on ecampus

**Week 9: 19th Century Liberalism, Romanticism, and responses to modernity**
Tu – lecture: Gonzalez ch. 31 (pp. 385-397)
Th – lecture: Gonzalez ch. 32 (pp. 399-415)

**Week 10: Non-Western Christianity in the 18th and 19th centuries**
Tu – lecture
Th – **class discussion:** Readings on ecampus
Week 11: Christianity in America – 19th-20th century
Tu – Lecture: Fundamentalism & Modernism; Neo-Evangelicals & “Mainline” Protestants (Readings on ecampus)
Th – Lecture: Christianity amidst 20th century social upheaval: Gonzalez ch. 36 (pp. 473-493)

Week 12: Global Christianity – 20th century
Tu– Lecture: Global developments
Th- class discussion: Readings on ecampus

Week 13: Writing/paper prep and presentations
Tu – Writing work/prep
Th – Presentations
*All papers due (uploaded to TurnItIn) by the beginning of class on 11/27.

Week 14: Historical reflections
Tu – Presentations.
Th – historical reflections
*Social and personal responsibility essay due (uploaded to TurnItIn) by 11:59 pm.

FINAL EXAM: per final exam schedule
Core Curriculum Management

New Core Component Proposal

Date Submitted: 11/07/18 10:32 am

Viewing: PHYS 226-GE : Physics of Motion Laboratory for Students in the Sciences

Last edit: 11/07/18 10:32 am
Changes proposed by: skessler

Contact(s)

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<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tr>
<td>Sherree Kessler</td>
<td><a href="mailto:skessler@tamu.edu">skessler@tamu.edu</a></td>
<td>979-458-5948</td>
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Course Prefix  PHYS  Course Number  226
Academic Level  UG
Complete Course Title  Physics of Motion Laboratory for Students in the Sciences
Abbreviated Course Title  PHYSICS OF MOTION LAB
Crosslisted With
Semester Credit  1
Hour(s)
Proposal for:  Core Curriculum
How frequently will the class be offered?
   Every fall, spring and summer
Number of class sections per semester  15
Number of students per semester  300
Historic annual enrollment for the last three years
Last year:  Previous year:  Year before:

Core Curriculum

Foundational Component Area
   Core Life/Physical Sci (KLPS)

TCCN prefix/number  2125

Foundational Component Area: Life/Physical Sci

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

This course provides hands-on laboratory experience in describing, measuring and quantifying the movement and behavior of physical bodies when subjected to forces and torques. Students gain experience in practical application of scientific method by comparing theories and models of motion with experimental data and also by applying the new knowledge for solving physics problems and analyzing real-life examples.

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

Critical thinking is developed by guiding students to have their own discovery experience, without ever directly providing the answers or detailed instructions on how to verify the specific laws or how to accomplish the specific task related to the projects. Students have to critically analyze experimental data that they have taken in order to decide whether their measurement results support their model and what are the reasons for any discrepancies. They learn to collect all the information to make a conclusion regarding the validity of physical laws describing the phenomenon under study.

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

Oral communication skills are addressed directly during the laboratory work where the students work in teams (4 students per team) to find the solution to the given sets of practical challenges. These type of activity engages the active communication of all members of the team, and clearly enhances effective oral communication among members. The success of the team is critically dependent on the communication skills and their ability to learn from peers. Furthermore, oral communication skills are used and assessed when a student discusses with instructor the physical concepts at the basis of each lab experiment and the experimental setup, based on the required reading of the pre-lab instructions and corresponding chapter of a textbook.

Written communication skills are developed and assessed in the process of preparing a competent report of every lab, which contains the experimental data, error analysis, and assessment of validity of a physical model.

Students develop visual analysis and communication skills in order to analyze complex graphical information associated with each experiment such as a scheme of the experimental setup, any circuitry, or a scheme of connection to the measurement equipment; create scientific graphs based on the experimental data they obtain, including any applicable error bars; use proper graphical information in the lab report.

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

The Quantitative skills are addressed by requiring advanced analysis of the experimental results that includes not only the general proof of specific physics laws but also quantitative analysis of experimental data, detailed error analysis, and error propagation. Completing lab projects according to specifications requires application of advanced quantitative skills. Students will develop advanced empirical skills in the process of setting up their experiment, taking experimental data, and evaluating measurement errors.

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

Teamwork is a fundamental component of the laboratory activities where the students work in teams of four. The instructors are trained in stimulating the discussion among team members, rather than providing direct answers so that the team members work together to reach their own solutions to experimental challenges. Participation of all members of the team and the development of team-effort behavior will be one of the main focal points of the course.

Additional Comments

PHYS 218 is being replaced by PHYS 206 (3 hours) and 226 (1 hour). PHYS 226 covers the material students learned in the lab that was part of PHYS 218 (4 hours). PHYS 206 is approved for the core curriculum.

Approved for core?

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus

PHYS 226 syllabus - Fall 2019 - Final.pdf

Reviewer Comments

Barbara West (barbwest) (10/17/18 2:26 pm): Rollback: CCC did not approved as submitted. May be resubmitted with appropriate modifications: (1) Written and visual communication objectives were not sufficiently addressed in either the cover sheet or the syllabus. (2) The visual aspect of communication is not mentioned and it’s not clear exactly how the oral will be assessed.
Syllabus
PHYS 226
Physics of Motion Laboratory for students in the sciences.

Course Description and Course Objectives
Physics of Motion Laboratory for students in the sciences. This is the first semester laboratory to accompany a two semester course sequence in introductory physics. This class will meet weekly in a 120-minute block to carry out various experiments. Topics include material covered in a typical calculus-based introductory physics course on the principles of mechanics and motion.

Knowledge to gain: To use laboratory activities to understand the material covered in the accompanying introductory physics course.

Skills to gain: Ability to carry out simple experiments and analyze the data collected to understand a variety of basic physics concepts. Become familiar with a variety of laboratory devices and how to use them to make measurements.

See list of Learning Objectives.

Prerequisites
MATH 151 or 171
A working knowledge of plane geometry, trigonometry, and algebra; a working knowledge of derivatives and integrals; proficiency in the use of vectors (addition, subtraction, dot and cross products).

Co-Requisites
Co-enrollment in PHYS 206.

Text and Required Materials
The text for this lab course is electronic and is hosted on the WebAssign.net website. You will need to purchase an access code for WebAssign for the labs by logging on to the website http://webassign.net/tamu/login.html.

Laboratory Logistics
The lab schedule is attached as well as being posted on the class web-page. The labs consist of three parts, 1) pre-lab, due before arriving for the lab activity, 2) in-lab, completed as a group assignment during the lab period, and 3) post-lab, due before the next scheduled lab meeting. Each of these assignments will be hosted through the online WebAssign package. Note that while we do not have a formal lab activity scheduled each week, in the weeks without a formal assignments students will be offered a chance to do some exploratory measurements to further enhance their understanding of the principles upon which the physics of electricity and magnetism are based.

Absences
If you miss a lab due to an authorized excused absence as outlined in the University Regulations, you should attempt to contact your instructor to try and arrange to makeup the missed work during the week of your absence. If this is not possible, students will be given the opportunity to make-up the missed work by completing a separate make-up lab at the end of the semester.

Please see http://student-rules.tamu.edu/rule07 for information on excused absences.
Course Topics and Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to WebAssign</td>
</tr>
<tr>
<td>Week 2</td>
<td>Measurements</td>
</tr>
<tr>
<td>Week 3</td>
<td>Vector Addition</td>
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<tr>
<td>Week 4</td>
<td>Constant Acceleration</td>
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<tr>
<td>Week 5</td>
<td>Investigation of Forces</td>
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<tr>
<td>Week 6</td>
<td>Air Resistance</td>
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<tr>
<td>Week 7</td>
<td>Elastic Collisions</td>
</tr>
<tr>
<td>Week 8</td>
<td>Rotational Kinematics</td>
</tr>
<tr>
<td>Week 9</td>
<td>Rotational Motion and Forces</td>
</tr>
<tr>
<td>Week 10</td>
<td>Torques and Static Equilibrium</td>
</tr>
<tr>
<td>Week 11</td>
<td>Springs and Simple Harmonic Motion</td>
</tr>
<tr>
<td>Week 12</td>
<td>Simple Pendulum</td>
</tr>
<tr>
<td>Week 13</td>
<td>Springs</td>
</tr>
<tr>
<td>Week 14</td>
<td>Make-up lab</td>
</tr>
<tr>
<td>Week 15</td>
<td>Make-up lab</td>
</tr>
</tbody>
</table>

Course Grade
The overall course grade is weighted as follows: Each lab will be graded on the basis of 100 points, with 10% of the grade coming from the pre-lab quiz, 70% of the grade coming from the in-lab submission and 20% of the grade coming from the post-lab quiz.

The semester lab grade will be based on the average of a student’s lab grades for the semester.

Grading Scale
A: 90-100  
B: 80-89  
C: 70-79  
D: 60-69  
F: <60

Additional grade information: [http://student-rules.tamu.edu/rule10](http://student-rules.tamu.edu/rule10)

Web Page
[www.webassign.net/tamu/login.html](http://www.webassign.net/tamu/login.html) – for the electronic lab manual and connection to the lab report system.

ADA Policy
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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

Honor Code
Learning Objectives:

Upon successful completion of this course, students will be able to:

• Produce a mathematical description of movement in 1, 2, and 3 dimensions.
• Transform positions, velocities, and accelerations from one coordinate system to another system in relative motion with respect to the first one.
• Identify a basic set of forces, their origin, and their points of application in specific problems.
• Identify and isolate bodies and pictorially represent the direction and location of forces acting on the bodies.
• Compute the position of the center of mass and moment of inertia for different basic shapes in simple conditions.
• Apply Newton’s Laws to quantitatively predict linear and rotational movement.
• Apply conservation laws to quantitatively describe linear and rotational movement.
• Compute of forces in problems of statics.
• Identify systems undergoing Simple Harmonic Motion, describe that movement, and compute the frequencies of oscillation.

Learning Outcomes:

For each lab module listed below, the students will

• Demonstrate to the instructor their knowledge of physical laws of motion describing a given lab experiment and a measurement procedure, as based on the pre-lab manual, the textbook, and any supplementary material;
• Apply critical thinking and scientific method in order to build a proper physical model of the experiment, formulate a set of assumptions and approximations behind the model, and identify sources of errors stemming from these approximations and the measurement procedure;
• Develop visual analysis and communication skills in order to
  o Analyze complex graphical information associated with each experiment such as a scheme of the experimental setup, any circuitry, or a scheme of connection to the measurement equipment;
  o Create scientific graphs based on the experimental data they obtain, including any applicable error bars
  o Use proper graphical information in the lab report.
• Develop oral communication skills in order to
  o Effectively communicate with instructor at the stage of pre-lab testing, preparing the experimental setup, and writing the report;
  o Effectively communicate with team members at all stages of the lab experiment: developing a physical model, taking data, troubleshooting, error analysis, data analysis, and report preparation. Each lab is a team project!
• Develop written communication skills in order to prepare a competent report of their experiment containing the experimental data, error analysis, and assessment of validity of a physical model.
New Core Component Proposal

Viewing: PHYS 227-GE: Electricity and Magnetism Laboratory for students in the sciences

Last edit: 11/07/18 10:32 am
Changes proposed by: skessler

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherree Kessler</td>
<td><a href="mailto:skessler@tamu.edu">skessler@tamu.edu</a></td>
<td>979-458-5948</td>
</tr>
</tbody>
</table>

Course Prefix      PHYS
Course Number      227
Academic Level     UG
Complete Course Title Electricity and Magnetism Laboratory for students in the sciences
Abbreviated Course Title ELECTRICITY AND MAGNETISM LAB
Crosslisted With  
Semester Credit     1
Hour(s)            
Proposal for: Core Curriculum
How frequently will the class be offered? Every fall, spring and summer
Number of class sections per semester 15
Number of students per semester 300
Historic annual enrollment for the last three years
Last year:  
Previous year:  
Year before:  

Core Curriculum

Foundational Component Area
Core Life/Physical Sci (KLPS)
TCCN prefix/number 2126

Foundational Component Area: Life/Physical Sci

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

This course provides hands-on laboratory experience in describing, measuring and quantifying the electric and magnetic forces and effects related to various electromagnetic phenomena, including electrostatics, DC and AC circuits, magnetic phenomena, and electromagnetic induction. Students gain experience in practical application of scientific method by confronting theories and models with experimental data and also by applying the new knowledge for solving physics problems and analyzing real-life examples.

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

Critical thinking is developed by guiding students to have their own discovery experience, without ever directly providing the answers or detailed instructions on how to verify the specific laws or how to accomplish the specific task related to the projects. Students have to critically analyze experimental data that they have taken in order to decide whether their measurement results support their model and what are the reasons for any discrepancies. They learn to collect all the information to make a conclusion regarding the validity of physical laws describing the phenomenon under study.

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

Oral communication skills are addressed directly during the laboratory work where the students work in teams (4 students per team) to find the solution to the given sets of practical challenges. These type of activity engages the active communication of all members of the team, and clearly enhances effective oral communication among members. The success of the team is critically dependent on the communication skills and their ability to learn from peers. Furthermore, oral communication skills are used and assessed when a student discusses with instructor the physical concepts at the basis of each lab experiment and the experimental setup, based on the required reading of the pre-lab instructions and corresponding chapter of a textbook.

Written communication skills are developed and assessed in the process of preparing a competent report of every lab, which contains the experimental data, error analysis, and assessment of validity of a physical model.

Students develop visual analysis and communication skills in order to analyze complex graphical information associated with each experiment such as a scheme of the experimental setup, any circuitry, or a scheme of connection to the measurement equipment; create scientific graphs based on the experimental data they obtain, including any applicable error bars; use proper graphical information in the lab report.

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

The Quantitative skills are addressed by requiring advanced analysis of the experimental results that includes not only the general proof of specific physics laws but also quantitative analysis of experimental data, detailed error analysis, and error propagation. Completing lab projects according to specifications requires application of advanced quantitative skills. Students will develop advanced empirical skills in the process of setting up their experiment, taking experimental data, and evaluating measurement errors.

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

Teamwork is a fundamental component of the laboratory activities where the students work in teams of four. The instructors are trained in stimulating the discussion among team members, rather than providing direct answers so that the team members work together to reach their own solutions to experimental challenges. Participation of all members of the team and the development of team-effort behavior will be one of the main focal points of the course.

Additional Comments

PHYS 208 is being replaced by PHYS 207 (3 hours) and 227 (1 hour). PHYS 227 covers the material students learned in the lab that was part of PHYS 208 (4 hours). PHYS 207 is approved for the core curriculum.

Approved for core?

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus

PHYS 227 syllabus - Fall 2019 - Final.pdf

Reviewer Comments

Barbara West (barbwest) (10/17/18 2:28 pm): Rollback: CCC did not approve as submitted. May be resubmitted with modifications to address issues: The same problem as with PHYS 226. No visual communication mentioned and an unclear assessment of oral communication.
Syllabus

PHYS 227

Electricity & Magnetism Laboratory for students in the sciences.

Course Description and Course Objectives

Electricity & Magnetism Laboratory for students in the sciences. This is the second semester laboratory to accompany a two-semester course sequence in introductory physics. This class will meet weekly in a 120-minute block to carry out various experiments. Topics include material covered in a typical calculus-based introductory physics course on the principles of electricity and magnetism.

Knowledge to gain: To use laboratory activities to understand the material covered in the accompanying introductory physics course.

Skills to gain: Ability to carry out simple experiments and analyze the data collected to understand a variety of basic physics concepts. Become familiar with a variety of laboratory devices and how to use them to make measurements.

See list of Learning Objectives.

Prerequisites

PHYS 218 or 206 and MATH 152 or 172.

You must have a working knowledge of plane geometry, trigonometry, and algebra. You will also be expected to have a working knowledge of derivatives and integrals, and be proficient in the use of vectors (addition, subtraction, dot and cross products).

Co-Requisites

Co-enrollment in PHYS 207.

Text and Required Materials

The text for this lab course is electronic and is hosted on the WebAssign.net website. You will need to purchase an access code for WebAssign for the labs by logging on to the website http://webassign.net/tamu/login.html.

Laboratory Logistics

The lab schedule is attached as well as being posted on the class web-page. The labs consist of three parts, 1) prelab, due before arriving for the lab activity, 2) in-lab, completed as a group assignment during the lab period, and 3) post-lab, due before the next scheduled lab meeting. Each of these assignments will be hosted through the online WebAssign package. Note that while we do not have a formal lab activity scheduled each week, in the weeks without a formal assignment students will be offered a chance to do some exploratory measurements to further enhance their understanding of the principles upon which the physics of electricity and magnetism are based.

Absences

If you miss a lab due to an authorized excused absence as outlined in the University Regulations, you should attempt to contact your instructor to try and arrange to makeup the missed work during the week of your absence. If this is not possible, students will be given the opportunity to make-up the missed work by completing a separate make-up lab at the end of the semester.

For information on university excused absences, see https://student-rules.tamu.edu/rule07/.
## Course Topics and Schedule

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</tr>
</thead>
<tbody>
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<td>Week 1</td>
<td>Exploration of Static Electricity</td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction to WebAssign</td>
</tr>
<tr>
<td>Week 3</td>
<td>Electrical Measurements</td>
</tr>
<tr>
<td>Week 4</td>
<td>Fields and Potentials</td>
</tr>
<tr>
<td>Week 5</td>
<td>Capacitors</td>
</tr>
<tr>
<td>Week 6</td>
<td>Exploration of Capacitors in series and in parallel</td>
</tr>
<tr>
<td>Week 7</td>
<td>Exploration of the oscilloscope, function generator and DC power supply</td>
</tr>
<tr>
<td>Week 8</td>
<td>Oscilloscope and RC Circuits</td>
</tr>
<tr>
<td>Week 9</td>
<td>Investigating magnetic fields for permanent and electro-magnets</td>
</tr>
<tr>
<td>Week 10</td>
<td>Magnetic Fields</td>
</tr>
<tr>
<td>Week 11</td>
<td>Faraday’s Law</td>
</tr>
<tr>
<td>Week 12</td>
<td>LR, LC &amp; LRC Circuits (part I)</td>
</tr>
<tr>
<td>Week 13</td>
<td>LR, LC &amp; LRC Circuits (part II)</td>
</tr>
<tr>
<td>Week 14</td>
<td>Make-up lab</td>
</tr>
<tr>
<td>Week 15</td>
<td>Make-up lab</td>
</tr>
</tbody>
</table>

## Course Grade

The overall course grade is weighted as follows: Each lab will be graded on the basis of 100 points, with 10% of the grade coming from the pre-lab quiz, 70% of the grade coming from the in-lab submission, and 20% of the grade coming from the post-lab quiz.

The semester lab grade will be based on the average of a student’s lab grades for the semester.

## Grading Scale

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

Additional grade information: [http://student-rules.tamu.edu/rule10](http://student-rules.tamu.edu/rule10)

## Web Page

[www.webassign.net/tamu/login.html](http://www.webassign.net/tamu/login.html) – for the electronic lab manual and connection to the lab report system.

## ADA Policy

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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

## Honor Code

Learning Objectives

Electric Charge and Coulomb’s Law
1. Calculate/measure the electric field caused by a continuous distribution of charge
2. Be able to draw and to interpret electric field lines

Gauss’ Law
3. Describe the electric field within a conductor and where the charge is located on a charged conductor.

Electric Potential
4. Articulate the meaning and significance of electric potential
5. Calculate the electric potential due to a continuous distribution of charges
6. Be able to use electric potential to calculate electric field
7. Be able to draw and to interpret equipotential surfaces

Capacitance and Dielectrics
8. Identify the nature of capacitors and be able to quantify their ability to store charge (i.e. the capacitance)
9. Analyze capacitors connected in a network (by determining equivalent capacitance for capacitors connected in series or parallel)
10. Calculate the amount of energy stored in a capacitor
11. Be able to analyze change of charge, voltage, and energy of the capacitor when dielectric is inserted/removed in the presence/absence of the battery

Current, Resistance, and Electromotive Force
12. Calculate/measure the resistance of a conductor from its dimensions and resistivity
13. Articulate Ohm’s Law both in terms of the resistivity of a material (the microscopic form of Ohm’s Law) and in terms of the resistance (macroscopic form of Ohm’s Law)
14. Articulate the concept of electromotive force (emf) and how emf makes it possible for current to flow in a circuit
15. Identify the symbols used in circuit diagrams and be able to construct circuits
16. Calculate/measure terminal voltage of a battery in a circuit
17. Calculate/measure energy and power in a circuit

Direct-Current Circuits
18. Analyze circuits with multiple resistors in series or parallel
19. Apply Kirchhoff’s rules to analyze circuits
20. Articulate the functionality of ammeters and voltmeters and be able to use them to make measurements in a circuit
21. Analyze R-C Circuits and be able to measure their time constants using an oscilloscope

Magnetic Field and Magnetic Forces
22. Interpret magnetic field lines and calculate/measure magnetic flux through a surface
23. Be able to measure magnetic fields using a Hall probe
Sources of Magnetic Field
24. Calculate/measure the magnetic field due to a current
25. Calculate/measure the force between two long parallel conductors

Electromagnetic Induction
26. Articulate how Faraday’s Law relates the induced emf in a loop to the time-derivative of magnetic flux through the loop and be able to apply it to calculate induced emf
27. Apply Lenz’s Law to determine the direction of an induced emf
28. Calculate/measure the emf induced in a conductor moving through a magnetic field
29. Calculate/measure the induced electric field generated by a changing magnetic flux

Inductance
30. Calculate/measure mutual inductance and induced emf due to mutual inductance
31. Articulate the concept of self inductance and be able to relate the magnetic flux and current to the self inductance
32. Calculate the energy stored in a magnetic field
33. Analyze R-L circuits and describe/measure the time-dependence of the current
34. Analyze L-C circuits and describe/measure the time-dependence of the current

Alternating-Current Circuits
35. Analyze/measure the properties of an L-R-C series circuit with a sinusoidal emf
36. Understand the origin of resonances in L-R-C circuits

Learning Outcomes:
For each lab module listed above, the students will

- Demonstrate to the instructor their knowledge of physical laws of motion describing a given lab experiment and a measurement procedure, as based on the pre-lab manual, the textbook, and any supplementary material;
- Apply critical thinking and scientific method in order to build a proper physical model of the experiment, formulate a set of assumptions and approximations behind the model, and identify sources of errors stemming from these approximations and the measurement procedure;
- Develop visual analysis and communication skills in order to
  - Analyze complex graphical information associated with each experiment such as a scheme of the experimental setup, any electric circuits used in the experiment, or a scheme of connection to the measurement equipment;
  - Create scientific graphs based on the experimental data they obtain, including any applicable error bars
  - Use proper graphical information in the lab report.
- Develop oral communication skills in order to
  - Effectively communicate with instructor at the stage of pre-lab testing, preparing the experimental setup, and writing the report;
  - Effectively communicate with team members at all stages of the lab experiment: developing a physical model, taking data, troubleshooting, error analysis, data analysis, and report preparation. Each lab is a team project!
- Develop written communication skills in order to prepare a competent report of their experiment containing the experimental data, error analysis, and assessment of validity of a physical model.
Core Curriculum Management

Date Submitted: 10/10/18 6:47 pm

Viewing: **PERF 327-CD 327**: Popular Musics in the African Diaspora

Last edit: 10/10/18 6:46 pm
Changes proposed by: jimball

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<tr>
<th>Name</th>
<th>E-mail</th>
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<tbody>
<tr>
<td>Jim Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>646-326-4287</td>
</tr>
</tbody>
</table>

Course Prefix  | PERF          
Academic Level | UG           
Complete Course Title | Popular Musics in the African Diaspora 
Abbreviated Course Title | POP MUS IN AFRICAN DIASP 
Crosslisted With | AFST 327  
                     | MUSC 327    
Semester Credit | 3            
Proposal for: Cultural Discourse
Recertify this course for Cultural Discourse designation? Yes

Cultural Discourse

Is this course currently included in the Core Curriculum?

Is this course open to all majors?

Does this course have prerequisites other than classification?

List and describe specific assignments and activities that achieve each of the following goals in the Cultural Discourse Framework. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

In Workflow

1. PRFM Department Head
2. LA College Dean UG
3. CCC Preparer
4. CCC Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 04/18/18 4:09 pm William Clark (wrclark): Approved for PRFM Department Head
2. 04/18/18 4:27 pm Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
3. 04/19/18 12:58 pm Barbara West (barbwest): Approved for CCC Preparer
4. 06/08/18 3:37 pm Kristin Harper (kharper): Approved for CCC Chair
5. 06/08/18 3:49 pm Janet Gonzales (janet-gonzales): Rollback to CCC Chair for Faculty Senate Preparer
6. 06/09/18 2:18 pm Kristin Harper (kharper): Rollback to PRFM Department Head for CCC Chair
7. 06/25/18 2:50 pm William Clark (wrclark): Approved for PRFM Department Head
8. 06/25/18 5:25 pm Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
9. 07/03/18 9:52 am Barbara West (barbwest): Rollback to Initiator
10. 10/11/18 2:56 pm Martin Regan (reganm): Approved for PRFM Department Head

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Hold respectful discussions and discourse on difficult topics.

Understand self, including personal bias and prejudices.

Understand how power or authority is distributed within organizational systems, including recognizing potential forms of privilege, oppression, and discrimination.

Understand, as an overarching goal, how to use and promote informed dialogue to overcome issues dividing, not uniting, individuals and humankind.

Understand tolerance and intolerance and have a knowledge of when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies.

Understand how to function effectively in a multicultural and global society.

Understand conflict from multiple viewpoints.

List and describe ways in which the course will address the following CD requirements:

Incorporates “Aggie Experience Activities” into the course.

Incorporates small group discussions into the course.

Additional Comments

**Cultural Discourse Recertification**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
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<td>Yes</td>
</tr>
<tr>
<td>Which Foundational Component Area?</td>
<td>KCRA</td>
</tr>
<tr>
<td>Is this course open to all majors?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does this course have prerequisites other than classification?</td>
<td>No</td>
</tr>
</tbody>
</table>

List and describe specific assignments and activities that achieve each of the following goals in the Cultural Discourse Framework. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)
Students are expected to participate in both small group and plenary discussions with their classmates on difficult topics each week, as part of their ad hoc group exercises. Groups study, discuss, write short assignments and usually make oral presentations as part of these exercises. Three ad hoc prompts (in weeks two, seven, and eight of the course) focus especially on this learning outcome:

• Compare and contrast the institution of slavery in Africa and that in the New World. Describe the middle passage and identify and discuss the reasons for the abolition of the slave trade.
• According to Carol Boyce Davis (who quotes Gordon Rohelhr and Lloyd Brown) the calypso musician Sparrow’s song Congo Man is “disturbing and problematic” but also a masterpiece of double entendre and an excellent reversal of the stereotypes of Africans. What does she mean by this?
• How is the calypsonian Sparrow a living example, if at all, of the tension between “message-oriented” and entertainment-oriented calypso? In which of these two categories would you put his songs “Slave” and “Congo Man”

Understand self, including personal bias and prejudices.

Each weekly ad hoc exercise asks students to locate themselves in relation to the week’s topics and cases. Certain ad hoc exercises require students to articulate and understand their cultural values and assumptions in the face of cultural values that may differ from their own. Prompts regarding Rastafarian religious practices (during weeks ten and eleven) provide one example of how the course requires students to understand their personal biases and prejudices:

• What did the members of your group learn about Rastafari culture from the reggae units of this class? What did they understand about Rastafarians before the units and how has this understanding changed? The goal here is for us to think reflexively and discuss what preconceptions and/or predispositions have been and/or might be present in our perception of the reggae-playing Rastafari culture?
• Do you think a Rastafarian student or faculty at TAMU should have a religious or other kind of right to smoke marijuana [on campus]? Ought they be allowed to conceal and carry it? For each of your answers explain why or why not? The goal here is for us to think reflexively about the preconceptions and/or predispositions might be present in the stances we might take on the conflict between law and religious liberty in the matter of certain Rastafari cultural practices?

Understand how power or authority is distributed within organizational systems, including recognizing potential forms of privilege, oppression, and discrimination.

Given this course’s emphasis on the African diaspora and colonial histories of the 19th and 20th centuries, much of the course content similarly emphasizes how power and authority are distributed within organizational systems, and trains students to recognize potential forms of privilege, oppression, and discrimination. Several ad hoc exercises focus on these questions, including the exercises that use the following prompts (in weeks six, seven, eight, ten, and eleven):

• Find three differently themed Bob Marley reggae song lyrics from the Internet and identify references/allusion to as many of the four metaphorical clusters (God/Devil, Oppression/Freedom, War/Unity) as you can in the reggae lyrics.
• What does the rhetoric of reggae and Rastafari inform us about the distribution of power in Caribbean [especially Jamaican] society? What forms of privilege, oppression, and discrimination does the music of Marley describe?
• Pick one Caribbean country other than the two of our focus in class. Provide some background information about each country and then for each, describe the political climate of these countries.
• Between Emancipation and the turn of the 19th (into the 20th) century what kind of mergers/syncretism occurred and what was the relationship between Caribbean Africans and political authorities vis-à-vis African performances. What are the two main events in the 1930s that reshape the commentary in Calypso music?
• What was the context in which “female castigation” gained prominence as a theme in calypso music during the 1940s/50s?

Understand, as an overarching goal, how to use and promote informed dialogue to overcome issues dividing, not uniting, individuals and humankind.

This course emphasizes music’s role as a site of intercultural encounter, a privileged location from which informed dialogue can emerge. Students reflect on this question throughout the course, and especially in their ad hoc exercises. Towards the end of the course, students are called on to articulate their understandings of informed dialogue by responding to the following prompt in writing:

• If it is the intention and value of Aggie culture to create communities of harmony, respect, diversity and inclusion, how might our understanding and study of African and Afro-Diaspora music/culture further that intention?
Understand conflict from multiple viewpoints.

Discussion and investigation of conflict and violence are unavoidable in this course, given its focus on the popular musics of the African diaspora. Writing and discussion prompts that relate directly to violent histories and global conflict especially in weeks two, five, six, seven, and eight, and include:

- Compare and contrast the institution of slavery in Africa and that in the New World. Describe the middle passage and identify and discuss the reasons for the abolition of the slave trade.
- Carol Boyce Davis does not observe any Africa-themed calypsos in the 1940s/50s but what does she say about Trinidadians’ attitudes toward the major warring factions of WWII? 

Understand how to function effectively in a multicultural and global society.

This course is an extended investigation of global music practices and transnational musical circulations that emphasizes performance as a privileged site of intercultural encounter. Every week, students are faced with lectures and classroom discussions that immerse them in the sounds of a multicultural and global society. Several ad hoc exercises equip students to navigate this milieu (especially in weeks six, seven, eight, twelve, thirteen, fourteen, and fifteen). Writing and discussion prompts for these exercises include:

- The City of Bryan has asked Aggies Students from the PERF/MUSC/AFST 327 class to be part of a public event in downtown Bryan titled “Performance in World Cultures.” Your group has decided to do a series of activities around the theme, Popular Music in African Diaspora Cultures.” You will organize five activities over the span of two days, (let’s say, a weekend). Your purpose is to let the activities help the people of different ages who might attend it—from junior high school students to retired senior citizens—to understand: the characteristics of diaspora; the circumstances that produced the African diaspora; the connection between the diaspora and the African continent; Africa themes in calypso music; the gender factor in Calypso music. Your activities ought to be creative, educational and realizable. I will ask you to present your group’s proposed program in us [A “review panel” in class.
- Pick an African country other than ones I have covered in my lecture. Find, in that country, what would be considered “traditional dances” (at least three of them) and “traditional musical instruments” (at least three of them). Explain why they are considered as such within those cultural communities. Wherever possible explain the connection between the music and the instruments.
- Based on my lecture and on the readings in class, create a timeline of highlife music and indicate, with quick concise points, the cultural and other circumstances that have shaped the evolution of the genre.
- What aspects of the transatlantic experience does Might Sparrow’s song “Slave,” and Sound of Blackness’s “We Are the Drum” capture? What are the different ways they communicate that experience? Compare and contrast the two songs in these regards.
- Pick one Caribbean country other than the two of our focus in class. Provide some background information about each country and then for each, describe the geography, political climate, and main religions. Also have sections for the main foods, customs, and music of these countries.
- Indicate [from the film “Crossing Over,”] what Calypso musician Lance learns about Ghanaian traditional culture/music with each event. What comparisons, if any, does he make with Trinidad?
- Describe some of the various African-derived traditions in the Caribbean that one is likely to encounter as musical influences on that region.
- Why was the Caribbean seen as a cultureless region and what are the ways in which this region has become a major exporter of culture?
- Based on songs/lyrics by the calypso artists Calypso Rose and Lord Bryner, how does each singer describe Africa? What is the location of the singer as he/she sings? How does the singer describe his/her location? What is the feeling/attitude of the singer towards his/her location and towards Africa? Access the familiarity of the singer to Africa.

Understand tolerance and intolerance and have a knowledge of when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies.

Several ad hoc exercises ask students to reflect on tolerance and intolerance, and articulate their own moral and ethical limits. Responding to the prompt at the course’s conclusion, “If it is the intention and value of Aggie culture to create communities of harmony, respect, diversity and inclusion, how might our understanding and study of African and Afro-Diaspora music/culture further that intention?” students are required to compare their personal/Aggie core values with the value systems that are present in the musical cultures that they study in class and to assess where, and why those values intersect/conflict. Similarly, responding to prompts regarding Rastafarian culture in weeks ten and eleven, students are required to look at the value system of a potentially foreign culture and a concrete case with which to describe the absolute boundaries of their own personal/Aggie core values.

List and describe ways in which the course will address the following CD requirements:

- Understand tolerance and intolerance and have a knowledge of when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies.
- Understand how to function effectively in a multicultural and global society.
- Understand conflict from multiple viewpoints.
Incorporates “Aggie Experience Activities” into the course.

As part of weekly “ad hoc” exercises in the course students are required to attend two “performance events” on the TAMU campus that will give them opportunity to engage with people/cultures of Africa and/or African diaspora. Students will need to show proof of attendance in order to obtain the full points of this course requirement as described in the syllabus (2.5 points from each event for a total of five points).

Incorporates small group discussions into the course.

One of the four main goals of the course is to engender students’ capacity “to work collaboratively and practice social responsibility” (see syllabus). The course achieves this through the ad hoc exercises, in which students are organized into different weakly teams or small groups to study/analyze, DISCUSS, and communicate (orally and in writing) facts and ideas about or related to popular musics of the African diaspora.

In the grading scheme the ad hoc exercises, whatever form they take, include participation in small group discussion (15pts), short writing assignment (15pts), and oral presentation of the group’s work to the class (15pts) for the total of 45 points. The group discussion (about 30 minutes a week) and group oral presentations are in-class but the writing may be completed outside of class.

Additional Comments

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus

PopMusicAfroDspCertificaon2 October 2018.doc

Reviewer Comments

gregg-curts-allen (05/04/18 11:38 am): I endorse PERF 327 as a Cultural Competence course. Respectfully submitted, Gregg Allen.

Janet Gonzales (janet-gonzales) (06/08/18 3:49 pm): Rollback: Per Krisn Harper’s request

Kristin Harper (kharper) (06/09/18 2:18 pm): Rollback: The Core Curriculum Council did not approve for CD.

Comments related to CD Goals:(2) Not clear how the reflections necessarily cause self reflection. Needs more explicit examples (5) As with two not clear how students will engage about in/tolerance. Needs to be more explicit (6) is okay but mostly reiterates what has already been said. Unfortunately, this is one of those classes were very little information concerning CD is mirrored in the syllabus so we must rely on class discussions to accomplish CD. Fear it could be problematic when asked for assessment information in the future as not a lot of assignments tied to the objectives.

COURSE DESCRIPTION

This course examines a range of popular musics from the 20th century that have emerged in conjunction with the global spread of peoples and cultures from the African continent. The course material, which spans continents, entails not just a sense of geographic diversity but also an understanding of diverse political, social and cultural circumstances that have shaped the music. It highlights not only the international/global diversity of the music and people/cultures that make the music but also connections among these cultures and with cultures outside them. With a view of the African Diaspora as a product and process of circum-Atlantic flows (or transatlantic circulations we will examine the African continental heritage and the early “New World” experiences of slavery; popular music in the Caribbean (particularly Jamaica and Trinidad & Tobago); and then the Diasporic reconnections with the African continent. Musical forms/styles in our focus will include reggae, with its roots in mento, ska, rock-steady; calypso with its variation of soca, and highlife with its fusion with American hip-hop and evolvement into hip-life. The Atlantic focus notwithstanding, we will make a brief foray across the Mediterranean and Indian Oceans to explore the Asiatic dimensions of the African Diaspora.

LEARNING OUTCOMES

Texas A&M has identified several learning outcomes—the knowledge and skills that it expects students to gain during their educational experiences—for a student who graduates with a baccalaureate degree from this university (See http://provost.tamu.edu/Essentials/Undergraduate-Learning-Outcomes). Popular Music in the African Diaspora focuses on four of these outcomes for students in the course. The outcomes are: fostering critical thinking; communicating effectively; demonstrating social, cultural and global competence; and working collaboratively.

1. **To foster critical thinking** students will
   - Analyze popular musics of the African diaspora (with a focus on Trinidad-and-Tobago and Jamaica) in relation to that of the African continent
   - Use historical, textual, and comparative approaches in their analyses
   - Apply theories of popular culture and diaspora in their analyses
   - Develop reasoned positions on the contexts, contours and criticisms of the music, musicians and music culture of Africa and its diaspora

2. **To develop effective oral and written communication skills** students will
   - Frame, support and challenge their positions on the musics, musicians and music cultures of Africa and its diaspora, in live discussions with fellow students in the class.
• Convey the result, of their analyses of the musics and cultures of Africa and its diaspora, in short (they may be descriptive, expository, or persuasive type) written response assignments.
• Convey the result of their analyses of the musics and cultures of Africa and its diaspora in formal presentations and creative-inventive performances.

3. To demonstrate social, cultural, and global competence students will
• Recognize diverse economic, political, cultural, and religious opinions and practices that shape and are shaped by popular musics of African diaspora
• Be able to articulate the value of a diverse and global perspective based on their understanding of the contours, contexts and criticisms of the musics and cultures of Africa and its diaspora.

4. To work collaboratively and practice social responsibility students will
• Participate effectively in teams to analyze, discuss, and communicate (orally and in writing) facts/ideas about the popular musics of the African diaspora.
• Develop social perspective taking—be able to be reflexive about their own biases/prejudices, be able to recognize how their own ideas fit into local and global contexts, and see different beliefs about musics/cultures of Africa and its diaspora from the perspective of the diverse people who hold them
• Learn the importance of (and strategies to) ethically, sensitively, respectfully, and responsibly engage (ideas about) the musics and cultures of “others”

Cultural discourse is a principal framework by which we will work at achieving the listed course outcomes above, especially 3 and 4. Within this framework students in this course will be expected (and guided) to use ad hoc exercises to

1. Hold respectful discussions and discourse on difficult topics—E.g., what are the sites/causes/consequences of the obnoxious institution of slavery; or is it possible (and how, if at all) for popular music to be at once a “disturbing and problematic” racial stereotype and masterful reversal of the stereotype?

2. Understand self, including personal bias/prejudices—E.g., what preconceptions/predispositions might be present in our perception of the reggae-playing Rastafari and/or in the stances we might take on the conflict between law and religious liberty in the matter of some Rastafari practices?

3. Understand how power/authority is distributed within organizational systems, including recognizing potential forms of privilege, oppression, and discrimination—E.g., what might we learn about institutionalized or structural privilege/oppression in the (reggae) lyrics of Bob Marley (reggae) lyrics and/or in calypso ballads about women?

4. Understand, as an overarching goal, how to use and promote informed dialogue to overcome issues dividing, not uniting, individuals and humankind—E.g., what connections can we draw between our understanding/study of popular music/culture and goals of harmony, respect, inclusion and diversity.
5. **Understand tolerance and intolerance and have knowledge of when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies.** --E.g., how might we compare our personal/Aggie core values with the value systems that are present in the musical cultures that we’ve studied in class and to assess whether, where, and why those values intersect/conflict? What conclusions can we come to about the absolute boundaries of our own personal/Aggie core values from looking at the value system behind specific musical-cultural practices studies in the class?

6. **Understand how to function in a multicultural world**—E.g., how would you put together (and what would you put together for) an Afro-Diaspora themed activity as part of a hypothetical “Performance in World Cultures” public event in downtown Bryan? These are “knowledge for life” exercises to help you develop multicultural competence by demonstrating knowledge of country/cultural/regional/historical information and contexts related to popular musics of the African diaspora.

7. **Understand conflict from multiple viewpoints**—these exercises allow students to use the musical-cultural practices of Africa and the African diaspora to critically engage with debatable issues/practices (e.g. African practices of slavery prior to the transatlantic slave trade, reasons for the end of New World slavery, and conflicting attitudes about World War II in the Caribbean) and to develop capacities for taking the social perspectives of others.

**CLASSROOM and other ETIQUETTE**

A student-centered university, Texas A&M conveys high expectations for appropriate behavior and is designed to assist students in the development of an informed set of values, ethics and beliefs. It fosters a climate that promotes civility and respect. As members of the campus community, students are encouraged to actively support ethical behavior in all aspects of University and community living; civil discourse among all members of the campus community, treating each student with dignity and respect regardless of personal or other differences (I consider any unauthorized and/or class-unrelated phone texting/conversations, Internet browsing/chatting and general chatter to be distractive and disrespectful behavior. I may ask the offending student to leave the classroom)

**HONOR CODE**

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

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

Class Attendance
The university views class attendance as an individual student responsibility. You are expected to attend class and to complete all assignments. Dates on which major quizzes will be given are on the course syllabus. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. Please visit http://student-rules.tamu.edu/rule07 for the details of TAMU’s attendance policy.

For injury or illness that requires a student to be absent from classes for two or more days of class, the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

I will require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than two class days. In such instances I will require a Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu. I will accept only one of these statements per student. In any subsequent absences by the student I will require confirmation of visit to health care professional affirming date/time of visit.

You will begin the class with 10 attendance points. Each subsequent unexcused absence after the non-penalized one will attract a penalty of -2 points. Therefore 5 of such unexcused absences will attract a penalty of -10 points. 6 or more unexcused absences will automatically attract no better than a D grade in the class. Tardiness may attract a penalty (-1/2 point for the first offense, 1 point for second, etc). A total of -10 of more points of penalty will automatically attract no better than a D grade.

Quizzes
In order for us to meet the core objectives of the learning outcomes of this course students will have to be conversant with the assigned material (readings/films). To help keep us all on track with this material I will set a maximum of 12 quizzes on this material throughout the semester. Each of the quizzes will be no more that 20 and no less than 10 questions. Each quiz will cover the Out of Class (OC) Videos, and some Class (IC) videos—except those tagged NQz (No Quiz)—and the readings for the particular week (I may choose to include other material covered during the week, in the quiz). If I find that most of the class keenly keeps up with the reading I reserve the right to waive some quizzes

You will take the quizzes on e-campus. It is your responsibility to keep abreast with the due dates/times of each quiz. Please Note the following
- An uncompleted quiz cannot be made up
A quiz missed cannot be made up except when the miss is a result of the student's (documented) illness, permission from the instructor, or technical problems (either a set-up error on my part or an e-campus system problem. In the case of the latter it will not be my responsibility—it will be yours—to investigate the problem with e-campus (you may contact the e-campus at helpdesk@tamu.edu or 979-845-8300). Issues with your computer/device or drops in your Internet supply do not fall under this category and will not qualify you to retake the quiz.

Class Ad hoc Exercises
I will assign weekly ad hoc group and individual exercises that are designed to help us achieve the five learning outcomes of this course. The ad hoc exercises, whatever form they take, will include participation in small group discussion (15pts), short writing assignment (15pts), and oral presentation of your group's work to the class (15pts) for the total of 45 points. The small group discussion (about 30 minutes a week) and oral presentation are in-class but the writing may be completed outside of class. A group may lose ad hoc point for every class day the ad hoc is late.

Performance Event
You will attend two events on the TAMU campus that will give you the opportunity to engage with the people/cultures of Africa and/or the African diaspora. I will prioritize events that give you the opportunity to experience the music of the particular people/culture. You will need to show proof of attendance to earn the full 5 points (2.5 points for each event) for this course requirement.

GRADE % DISTRIBUTION

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<tbody>
<tr>
<td>ATTENDANCE---------------------------10</td>
<td>900 POINTS (90%) = A</td>
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<td>ATTEND PERF EVENT-------------------5</td>
<td>800 POINTS (80%) = B</td>
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<td>QUIZZES-----------------------------40</td>
<td>700 POINTS (70%) = C</td>
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<td>CLASS AD HOC EXERCISES-------------45</td>
<td>600 POINTS (60%) = D</td>
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<td>TOTAL-----------------------------100</td>
<td>599 POINT or less = F</td>
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EMAIL POLICY
In all cases I shall strive towards, but cannot assure, a response to your emails in 24 hours. I will make every effort to respond to your emails within 2 days of receipt.

AMERICANS WITH DISABILITY 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 the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
### WEEK ONE: INTRODUCTION

**Tue 1/16**
- No Class: School Closed Due to Inclement Weather

**Thu 1/18**
- Syllabus/Course Overview

### WEEK TWO: SLAVERY

**Tue 1/23**
- VIEW (IC): *Brazil: An Inconvenient History*

**Thu 1/25**
- Quiz 1 Due
  - Discussion of Bah reading and *Brazil* video

### WEEK THREE: WHAT IS POPULAR CULTURE

**Tue 1/30**
- Quiz 2 Due

**Thu 2/1**
- Discussion of the Storey reading

### WEEK FOUR: WHAT IS DIASPORA

**Tue 2/6**
- Quiz 3 Due
  - VIEW: *Scattered Africa*

**Thu 2/8**
- Discussion of Butler and *Scattered Africa*

### WEEK FIVE: THE AFRICAN HERITAGE

**Tue 2/13**
- Quiz 4 Due
  - READ: Knight Roderick and Bilby Kenneth “Music in Africa” in *Africana*

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<tr>
<th>Thu 2/15</th>
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<tbody>
<tr>
<td>VIEW (IC) NQz: <em>Dance at court (Section on Ghana)</em></td>
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<td>VIEW (IC): NQz <em>West African Instruments</em></td>
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<td>Discussion of Knight &amp; Bilby and <em>Dance, West African Inst.</em></td>
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**WEEK SIX: CARIBBEAN CRUCIBLE**

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<td>Quiz 5 Due</td>
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<td>VIEW (OC): <em>Caribbean Crucible</em></td>
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<th>Thu 2/22</th>
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<tr>
<td>Discussion of Knight and <em>Caribbean Crucible</em></td>
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**WEEK SEVEN: TRINIDAD CALYPSO (1)**

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<th>Tue 2/27</th>
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<tr>
<td>Quiz 6 Due</td>
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<td>VIEW (OC): <em>Crossing Over</em></td>
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<th>Thu 3/1</th>
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<tr>
<td>Discussion of Boyce-Davis and <em>Crossing Over</em></td>
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**WEEK EIGHT: TRINIDAD CALYPSO (2)**

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<th>Tue 3/6</th>
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<tr>
<td>Quiz 7 Due</td>
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<tr>
<td>VIEW (OC): <em>Pan: Our Music Odyssey</em></td>
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<td>VIEW (OC): <em>Calypso Rose: The Lioness of the Jungle</em></td>
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<th>Thu 3/8</th>
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<tr>
<td>Discussion of Munro and <em>Pan, Calypso Rose</em></td>
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**WEEK NINE: SPRING BREAK**

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**WEEK TEN: REGGAE ROUTES (1)**

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<tbody>
<tr>
<td>Tue 3/27</td>
<td>Quiz 9 Due</td>
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<td>VIEW (OC): <em>Marley</em></td>
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<td>READ: King S. and R. J. Jensen, “Bob Marley’s ‘Redemption Song’: The</td>
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<td>Thu 3/29</td>
<td>Discussion of King and Jensen and <em>Marley</em></td>
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**WEEK ELEVEN: RETURNS—REGGAE ROUTES (2)**

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<tr>
<td>Tue 4/3</td>
<td>Quiz 10 Due</td>
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<td>VIEW (OC): <em>Living the Hip Life</em></td>
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<td>READ: Collins, John: “Contemporary Ghanaian Popular Music Since the</td>
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<tr>
<td>Thu 4/5</td>
<td>Discussion of Collins and Living the Hip Life</td>
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**WEEK TWELVE: RETURNS—HIGHLIFE TO HIP-LIFE**

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<tr>
<td>Tue 4/10</td>
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<td>VIEW (OC): <em>Dollars and Dreams</em></td>
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<td>Americans”</td>
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<td>Thu 4/12</td>
<td>Discussion of Halter and Johnson and <em>Dollars &amp; Dreams</em></td>
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<td>WEEK FOURTEEN: THE ASIAN/MIDDLE EASTERN DIMENSION</td>
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<td><strong>4/17</strong></td>
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<tr>
<td>• Quiz 12 Due</td>
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<tr>
<td>• VIEW (OC) <em>Afro Iranian Lives</em></td>
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<td>• VIEW (OC) <em>Dingomaro: Iran’s Black South</em></td>
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<td><strong>4/19</strong></td>
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<tr>
<td>• Discussion of “African Presence” and <em>Dingomaro</em>, and <em>Afro-Iranian Lives</em></td>
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<table>
<thead>
<tr>
<th>WEEK FIFTEEN: THE ASIAN/MIDDLE EASTERN DIMENSION 2 &amp; CODA</th>
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<td><strong>4/24</strong></td>
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<tr>
<td>• VIEW: (IC) <em>Kaffirs of Sri-Lanka</em></td>
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<tr>
<td><strong>4/26</strong></td>
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<td>• Coda: Discussion of Diaspora Currents in Africana Popular Music</td>
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</table>

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</thead>
<tbody>
<tr>
<td>• Debriefing and Course Evaluations</td>
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</tbody>
</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 09/25/18 2:09 pm

Viewing: ACCT 430-ICD : Global Immersion in Accounting

Last edit: 09/25/18 2:09 pm
Changes proposed by: nhara

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natsuki Hara</td>
<td><a href="mailto:nhara@mays.tamu.edu">nhara@mays.tamu.edu</a></td>
<td>979-845-7256</td>
</tr>
</tbody>
</table>

Course Prefix  ACCT
Course Number  430
Academic Level UG
Complete Course Title Global Immersion in Accounting
Abbreviated Course Title GLOBAL IMMERSION IN ACCOUNTING
Crosslisted With IBUS 430
Semester Credit 3
Hour(s)

Proposal for:
International and Cultural Diversity

International and Cultural Diversity Designation

Is this course currently included in the Core Curriculum? No

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.

Global Immersion in Accounting is a combination of the trip paired with pre-departure classes taught in the semester prior to international immersion. Sessions include historical and cultural overviews of the target region and an in-depth look at companies that will be visited during the trip. The course culminates in a two week tour of the region in June.

This trip to Australia is a 17-day adventure combining an enriching academic experience with the cultural wonders of Australia. Students will be introduced to international opportunities within the Big 4 public accounting firms, listen to industry experts discuss current issues and gain insight into how sustainability is being incorporated into accounting around the world. Visits include personal meetings with executives and peers at Australian based companies and universities to acquire a global view of business and learn to value the differences in culture and procedures.

In addition, excursions to the Outback and the Great Barrier Reef along with personal guided tours of Australia’s main attractions provide students with a glimpse of life and culture down under. The itinerary is full of company visits and group activities that maximize the student’s time in Australia and their exposure to a diverse society.

Students must research key aspects of the target region in order to prepare for their international experience. This includes, but is not limited to, the geographical, political, historical, cultural, societal, economic and...
Articulate the value of a diverse and global perspective. Students will research all aspects of the topic given. Results should include items listed below but may include additional points of interest as well. Resources should be properly documented and may include books, articles, reviews, web sites, interviews, etc. Findings should be relevant and interesting to accounting students who will be traveling to the country and should tie in the differences between the target country and the United States. Research results should be presented in a written format so that the information can be disseminated to enrolled students who were not able to attend the presentation, contacts assisting with the trip who need to know what material our students have been exposed to before the trip, and/or other students or faculty who might be traveling to the area on their own. In doing so, students must be able to properly articulate the value of a diverse and global perspective. Results could be formatted in an outline, paper, slides, etc. Students will provide an informal, entertaining yet professional presentation of their results to the class. Presentations should be 30 minutes for a single speaker or 60 minutes if presenting with a partner. Creativity is encouraged.

Research topics include:
- Culture and Recreation
- Geography, Social Structure, & History
- Business & Industry Profiles
- Wildlife and Environment
- Sustainability

The written research paper and oral presentation requires students the ability to articulate the value of a diverse and global perspective to address global immersion in accounting. Students must be able to compare and contrast public accounting in the US and another country including standards & certifications, culture, business practices, and personnel structure. Students should recognize international opportunities within corporations and public accounting to expand their horizons in the accounting field. The deeper understanding of these differences can strengthen students’ internationalization of the importance of global perspectives on accounting issues.

Recognize diverse opinions and practices and consider different points of view. Students will be introduced to international opportunities within the public accounting firms, meet with native Australians as well as Ex-pats to gain a local and corporate view of business in Australia, and interact with their peers in Australia’s version of the Professional Program. When interacting with peoples of different cultures, students must recognize diverse opinions and practices and consider their different points of views. The itinerary combines the traditional sights of Sydney, Cairns, the Gold Coast and the Outback with the benefit of seeing the Aggie Network in action across the world plus the opportunity to contribute back to the people of Australia.

Trip Project: Students will write journal reflections and answer daily prompts in their course notebook throughout the trip. Upon return they will document their experiences from the trip in one of the selected formats including but not limited to a written journal, photo journal, or scrapbook. Students will write professional hand-written individual thank you notes for each company visit. Students will also create a list of ideas which could be submitted as a proposal to the Aggie Green Fund Grant. This project encourages students to recognize diverse opinions and practices and consider different points of view to reflect using their understanding of globalization and diversity to address global issues.

Additional Comments

This course is taught as an international field trip course only (a combination of classroom work in the spring followed by a field trip to the selected country in the summer).

Resubmitted from original ICD proposal in June.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus
ACCT 430 Syllabus.docx

Reviewer Comments
Kristin Harper (kharper) (06/07/18 1:28 pm): Core Curriculum Council did not approve. Please resubmit after addressing the following comments: 1. The assignment loosely addresses the 2nd goal but doesn't address the 3rd goal 2. It would be more clear if the submitted addressed each goal individually rather than cutting and pasting the same information 3 times.

Kristin Harper (kharper) (06/07/18 1:46 pm): Rollback: See comment section at bottom of page
COURSE OVERVIEW

Global Immersion in Accounting is a combination of the trip paired with pre-departure classes taught in the semester prior to international immersion. Sessions include historical and cultural overviews of the target region and an in-depth look at companies that will be visited during the trip. The course culminates in a two week tour of the region in June.

This trip to Australia is a 17-day adventure combining an enriching academic experience with the cultural wonders of Australia. Students will be introduced to international opportunities within the Big 4 public accounting firms, listen to industry experts discuss current issues and gain insight into how sustainability is being incorporated into accounting around the world. Visits include personal meetings with executives and peers at Australian based companies and universities to acquire a global view of business and learn to value the differences in culture and procedures.

In addition, excursions to the Outback and the Great Barrier Reef along with personal guided tours of Australia’s main attractions provide students with a glimpse of life and culture down under. The itinerary is full of company visits and group activities that maximize the student’s time in Australia and their exposure to a diverse society.

COURSE LEARNING OUTCOMES

At the completion of the course, students will be able to:

- Articulate the value of a diverse and global perspective.
- Recognize diverse opinions and practices and consider different points of view.
- Research key aspects of the target region in order to prepare for their international experience. This includes, but is not limited to, the geographical, political, historical, cultural, societal, economic and business facets of the country.
- Recognize international opportunities within corporations and public accounting
- Compare & contrast public accounting in the US & another country including
  - Standards & Certifications
  - Culture
  - Business practices
  - Personnel structure
CATALOG DESCRIPTION

The Global Immersion in Accounting Field Trip to Australia is a 17-day adventure combining an enriching academic experience with the cultural wonders of Australia. Students will be introduced to international opportunities within the public accounting firms, meet with native Australians as well as Ex-pats to gain a local and corporate view of business in Australia, and interact with their peers in Australia’s version of the Professional Program.

Exploring the Great Barrier Reef, jungle surfing in the Daintree Rainforest, swimming in the Niau Waterfall, spear-fishing with the aborigines and cuddling a koala are just a few of the adventures that provide students with a glimpse of life and culture down under. The itinerary combines the traditional sights of Sydney, Cairns, the Gold Coast and the Outback with the benefit of seeing the Aggie Network in action across the world plus the opportunity to contribute back to the people of Australia.

COURSE PREREQUISITES

ACCT 327 – Intermediate Accounting and Instructor approval

COURSE MATERIALS

Research material available via the internet and other public sources

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
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<td>80 - 89</td>
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<td>70 - 79</td>
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<td>60 - 69</td>
<td>D</td>
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<td>0 - 59</td>
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<table>
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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Quality of Research</td>
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<tr>
<td>Written Report</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Trip Project</td>
<td>20%</td>
</tr>
<tr>
<td>Trip Participation</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>
RESEARCH:

Students will research all aspects of the topic given. Results should include items listed below but may include additional points of interest as well. Resources should be properly documented and may include books, articles, reviews, web sites, interviews, etc. Findings should be relevant and interesting to accounting students who will be traveling to the country and should tie in the differences between the target country and the United States.

WRITTEN REPORT:

Research results should be presented in a written format so that the information can be disseminated to enrolled students who were not able to attend the presentation, contacts assisting with the trip who need to know what material our students have been exposed to before the trip, and/or other students or faculty who might be traveling to the area on their own. Results could be formatted in an outline, paper, slides, etc. Creativity is encouraged.

ORAL PRESENTATION:

Students will provide an informal, entertaining yet professional presentation of their results to the class. Presentations should be 30 minutes for a single speaker or 60 minutes if presenting with a partner. Creativity is encouraged.

TOPICS:

- Culture & Recreation
  - People, culture and lifestyle
  - Be sure to note any cultural differences we should be aware of
  - Major current news/events
  - Famous Citizens (living or deceased)
  - National Pastimes
  - Sports
    - Popular teams where we will be visiting
    - Major sporting events
  - Food
    - Restaurant Suggestions
    - Native Cuisine
  - Language/Terms
  - Overview of Cultural Events (see itinerary)

- Geography, Social Structure & History
  - States & Territories
  - National & Local Governments
  - City Profile - Sydney, Ayers Rock, Alice Springs, Cairns, Byron Bay & Mullumbimby
    - Population
    - Climate
    - Maps with our points of interest
    - Most similar US city
  - Indigenous Peoples & Lands
  - International Relations
    - Defense/Security
    - Business
  - Religious Influences
  - Government vs Private Sector
    - Education
    - HealthCare
  - Significant National Historical Events
  - Important facts about the country

- Business & Industry Profiles
  - Current Economic State
    - Effect of Brexit
    - Asian influence
o Currency & Exchange Rates
o Financial Market Structure
o Accounting Standards, Regulations & Certifications
  o Big 4 Accounting Firms
    ▪ Office locations
    ▪ Clients
    ▪ Specializations
  o Main Economic Industries
  o Exports/Trading
    o Overview of Businesses we will be visiting
      ▪ EY – Sydney
      ▪ Civeo
      ▪ University of NSW
      ▪ Ayers Rock Resort
      ▪ Deloitte - Alice Springs
      ▪ Devine Gelato
      ▪ Enova Community Energy
      ▪ Rainbow Power Company

- Wildlife & Environment
  o Animals that are native to Australia
    ▪ Birds
    ▪ Mammals
    ▪ Marsupials
    ▪ Monotremes
    ▪ Reptiles
    ▪ Marine Animals
    ▪ Insects
    ▪ Arachnids (spiders)
  o Plants that are native to Australia
    ▪ Rainforest
    ▪ Outback
  o Environmental Issues
    o Protected Areas – World Heritage Sites
    o Customs Restrictions
      ▪ Food
      ▪ Animal
      ▪ Plant
  o Uluru Camel Farm
  o Hartley’s Crocodile Farm
  o Great Barrier Reef
  o Kayaking with Dolphins - Byron Bay

- Sustainability
  o A&M’s Office of Sustainability
    ▪ Aggie Green Fund Project
  o Sustainability Accounting Standards Board (SASB)
  o Sustainability Accounting and Reporting – include examples
  o Overview connecting our company visits to Sustainability
    ▪ EY Sustainability Services Office in Sydney
    ▪ Civeo
    ▪ UNSW
    ▪ Ayers Rock Resort Operations
    ▪ Deloitte
    ▪ Kuku Yalanji Cultural Habitat
    ▪ Great Barrier Reef
    ▪ Atherton Waterfall Tour
    ▪ ENOVA Energy
    ▪ Mullumbimby Community Gardens
TRIP PROJECT:

Students will write journal reflections and answer daily prompts in their course notebook throughout the trip. Upon return they will document their experiences from the trip in one of the selected formats including but not limited to a written journal, photo journal, or scrapbook. Students will write professional hand-written individual thank you notes for each company visit. Students will also create a list of ideas which could be submitted as a proposal to the Aggie Green Fund Grant.

TRIP & CLASS PARTICIPATION:

Students must attend all class meetings in the spring (unless they have an excused absence). Unexcused absences will count off 10% for each missed class period.

Students must attend all planned activities throughout the entire trip (unless they have an excused absence) and must behave in accordance with the Field Trip Terms of Participation. Unexcused absences will count off 10% for each missed activity.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Under Student Rule 7, an excused absence is defined as follows:

The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student’s immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
      (i.)Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or
      (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor.
MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

LATE WORK POLICY

Any course deliverable turned in late will not be graded. “Late” means submitting deliverable any time after the assignment deadline has passed.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in White Creek Apartments (Building 62) at 701 West Campus Boulevard or call 979-845-1637. For additional information visit http://disability.tamu.edu.

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. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

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

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.
“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.”
(http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

**STATEMENT ON PLAGIARISM**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. 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 review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
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<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductions and Project Topic Assignments</td>
</tr>
<tr>
<td>2</td>
<td>Special Topic Presentations</td>
</tr>
<tr>
<td>3</td>
<td>Student Presentations – Culture &amp; Recreation</td>
</tr>
<tr>
<td>4</td>
<td>Student Presentations – Geography, Social Structure &amp; History</td>
</tr>
<tr>
<td>5</td>
<td>Student Presentations – Business &amp; Industry Profiles</td>
</tr>
<tr>
<td>6</td>
<td>Student Presentations – Wildlife &amp; Environment</td>
</tr>
<tr>
<td>7</td>
<td>Student Presentations – Sustainability</td>
</tr>
<tr>
<td>8</td>
<td>Final Paperwork and Trip Preparation</td>
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<tr>
<td>9-14</td>
<td>Contact hours for weeks 9-14 will be earned during the trip dates (e.g. between June 1-17).</td>
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Core Curriculum Management

Viewing: ENDS 101-ICD 101: Design Process

Course Prefix: ENDS
Course Number: 101
Academic Level: UG
Complete Course Title: Design Process
Abbreviated Course Title: DESIGN PROCESS
Crosslisted With:
Semester Credit: 3
Hour(s):
Proposal for: International and Cultural Diversity
Recertify this course for International and Cultural Diversity designation?
Yes

International and Cultural Diversity Designation

Is this course currently included in the Core Curriculum?

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.

Articulate the value of a diverse and global perspective.

Recognize diverse opinions and practices and consider different points of view.

Additional Comments

In Workflow

1. ARCH Department Comm Chair
2. ARCH Department Head
3. AR College Dean
4. CCC Preparer
5. CCC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services

Approval Path

1. 05/13/18 10:06 pm Nancy Klein (nklein): Approved for ARCH Department Comm Chair
2. 05/13/18 10:10 pm Robert Warden (r-warden): Approved for ARCH Department Head
3. 05/14/18 4:58 pm Leslie Feigenbaum (l-feigenbaum): Approved for AR College Dean
4. 05/15/18 1:28 pm Barbara West (barbwest): Approved for CCC Preparer
5. 06/07/18 1:59 pm Kristin Harper (kharper): Rollback to Initiator
6. 10/01/18 10:08 am Nancy Klein (nklein): Approved for ARCH Department Comm Chair
7. 10/01/18 10:25 am Robert Warden (r-warden): Approved for ARCH Department Head
8. 10/01/18 1:24 pm Leslie Feigenbaum (l-feigenbaum): Approved for AR College Dean
9. 10/03/18 1:51 pm Barbara West (barbwest): Approved for CCC Preparer
Is this course currently included in the Core Curriculum?  
Yes

Which Foundational Component Area?  
Creative Arts

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

**Live and work effectively in a diverse and global society.**

ENTS 101 - Design Process helps students develop skills to live and work effectively in a diverse and global society by introducing them to cultural differences across social, economic, cultural, religious and political differences in the developed and developing nations that will provide the human and financial capital necessary for innovative and creative solutions to problems at all scales from the individual and personal to the global and beyond.

Examples: In Week 2, students will learn of the concepts of the prepared mind and bisonisation through the biography of Lu Ban, the 6th-century BCE Chinese carpenter whose keen mind led to some of the most important innovations in timber frame carpentry and construction. In Week 2, students explore perspectives on creativity from a book by Hip Hop pioneer Questlove and consider the dangers of stereotypes through the work and words of Nigerian novelist Chimamanda Ngozi Adichie. For evaluation, students are tasked with identifying some of the stereotypical views to which they are subject. In Week 13, students investigate the case of the Mitsubishi Pajero, the name of which in Spanish has a negative and even vulgar connotation.

Students will explore other examples of intercultural illiteracy and cultural incompetence in the contexts of product development and promotion and then complete an assignment in which they identify a culture with which they are not familiar and then propose and promote a product, service, process or solution that honors the societal and linguistic traditions of the chosen culture. For evaluation, students will have the opportunity to discuss their proposals with representatives from each of the chosen cultures.

**Articulate the value of a diverse and global perspective.**

ENTS 101 - Design Process provides students the opportunity to articulate the value of a diverse and global perspective through the mechanism of the Week 2 team assignments, which group students so that each team has the maximum diversity in terms of discipline, major and gender. In Week 12, students participate in an exercise in which they function as a “foreigner” by investigating some fundamental differences in the social and political systems of individuals and groups from cultures other than their own. For evaluation the students will complete a Cultural Values Exercise based on Craig Storti’s Cultural Values Scales toward understanding how to operate and engage from a perspective that extends beyond the horizons of TAMU, Texas and the United States.

**Recognize diverse opinions and practices and consider different points of view.**

ENTS 101 - Design Process helps students to recognize diverse opinions and practices and to consider different points of view by promoting investigations of the origins, contributing sources, contents, contexts and consequences of one’s own opinions, beliefs, practices and prejudices. For evaluation, in Week 11 students will propose and promote a product, service, process or solution that a) avoids gender stereotypes and gender binaries and/or b) explicitly acknowledges the principles articulated by postgender theory as a basis for product development, customer discovery and product promotion.

Additional Comments

Throughout the course, the instructor emphasizes the importance of interrogating the many possible interpretations of any term or concept the meaning of which seems self-evident. By calling into question some of their most basic and most widely shared assumptions, students will learn to anticipate the potential for miscommunication and misunderstanding, helping them to flourish in a global economy that acknowledges and celebrates the value of difference within and across borders, cultures and identities.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus  
ENTS 101-ICD.pdf

Reviewer Comments

Kristin Harper (kharper) (06/07/18 1:59 pm): Rollback: The Core Curriculum Council did not approve this course for ICD. Comments from reviewers: The content of the course does not match the ICD goals; While this class has potential for ICD, neither the responses to the prompts nor the (rather confusing syllabus) make it really clear that students take a deep enough dive into ICD topic in the class. They may, but it seems likely they are simply tangential to the other big picture topics covered in the class.
ENDS 101-501: DESIGN PROCESS FALL 2018 LIVE
TR 11:10 am – 12:25 pm
ARCB 101 (Langford B101 – Geren Auditorium)

Instructor Information
Name Dr. Stephen Caffey
Telephone number 979-845-5134 (voice mail)
Course Email address via Course Messages on eCampus
Office hours TWRF 1:00 PM – 2:00 PM and by appointment
Office location ARCA 422B (Langford Building A Room 422B, Department of Architecture office suite)
Teaching Assistants Andrew Billingsley, Somaye Seddighkhavidak, Mitra Azimi
Teaching Assistant Email via Course Messages on eCampus

Course Description and Prerequisites
ENDS 101-501 CRN 11166 3.000 Credit hours 3.000 Lecture hours
Introduces participants to fundamental design processes, issues and theories relevant to design resolution and the creation of new ideas; creative thought processes from the formation of ideas through incubation to final product and future impact on the physical environment and society. There are no prerequisites for this course. This course fulfills core curriculum requirements Humanities & International and Cultural Diversity for COSC group 2; Core Creative Arts (KCRA), Non-traditional Format Approved, Univ Req-Int’l&Cult Div (UICD) Consult with academic advisor in your major to confirm core curriculum credit for this course.

Comprising contributions from Texas A&M University Presidential Professor Rodney Hill, Dean of the Texas A&M University College of Architecture Dr. Jorge Vanegas, and Texas A&M University doctoral candidate Andrew Billingsley, this course encourages and enables students to dream, to envision, and to generate new products, processes, services, experiences, and gestures of creative expression. Through individual and collaborative assignments, students will develop and expand leadership and organizational skills while learning some of the rudiments of structuring business models. Participants will learn to use digital platforms such as ideaMâché, Global Patents, US Patent Full-Text and Image Database, USPTO Patent Reference Database, Derwent Innovations Index and USPTO Trademark Reference Databases. Participants will also learn about resources and support connected to McFerrin Center for Entrepreneurship, Startup Aggieland and the Texas A&M University Technology Commercialization Office.

Learning Outcomes
Participants in ENDS 101-501 who attend all class meetings (in the live course) and watch all lecture videos and read and watch all related content (in the online course), complete all individual and team project assignments, review required and optional content and adhere to all guidelines for conceptualization, schematic representation and formal verbal and visual presentation of individual and team projects will gain both theoretical and practical understanding of the design process. By the end of the course, students who commit to success in ENDS 101-501 will be able to:

• Identify, define and describe strategies, stages, phases and steps in the design process.
• Summarize the stages, phases and steps in the design process as they apply to individual and team projects.
• Select, combine and implement discrete and hybrid elements from multiple models of design process in individual and team projects.
• Evaluate the success and failure of design process elements as they apply to individual and team projects as well and in critiques of projects presented by other teams and their individual members.
• Generate new knowledge in the development, prototyping and production of innovative solutions resulting from interpretation and application of the design process.
Course Objectives
In particular, ENDS 101-501 will address the following skills through individual and team online projects, assignments and activities:

- critical thinking (including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information),
- synthesis of information into solution-based knowledge
- communication (including effective development, interpretation and expression of ideas through written, oral and visual communication)
- teamwork (including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal)
- social responsibility (including intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities)

Conceptual, thematic and practical benefits of the course
Upon completion, students who commit to success in this course will be familiar with the following:

- fundamental concepts of creativity and problem solving
- creative thinking
- intuition
- flow
- bisociation
- conceptual blending
- the prepared mind
- cognitive disinhibition
- convergent and divergent thinking
- holistic thinking
- customer discovery
- principles of entrepreneurship
- cultural influences on problem-solving
- futurism and future theory
- the Singularity
- the production of new knowledge, individually and collaboratively
- leadership skills
- methods for improving written and verbal communication skills

Textbook and/or Resource Material
ENDS 101-501 has no required textbooks. All required content and most optional content will be accessed via ecampus.tamu.edu.

Suggested Readings:
James L. Adams, Conceptual Blockbusting  
Edward DeBono, Serious Creativity  
Mihaly Csikszentmihalyi, Flow  
Ray Dalio, Principles  
Edward Hall, Beyond Culture  
Ned Herrmann, The Creative Brain  
Scott Barry Kaufman and Carolyn Gregoire, Wired to Create  
David Keirsey, Please Understand Me  
Questlove, Creative Quest  
Robert Sommer, Personal Space

Classroom Conduct for the Live Section of the Course
The Aggie Core Value of Respect is essential to any successful classroom experience at TAMU. Engaging in disruptive behavior in the live section that degrades the classroom experience of a fellow Aggie violates the Aggie Core Value of Respect. To maximize everyone’s chances for success in the classroom, please observe the following guidelines:

- Please move to the center of the row when you arrive so that later arrivals will not have to risk injury by climbing over you to reach a seat in the middle of the row.
- Silence all smartphones, computer speakers and all other electronic devices to avoid disrupting the class.
- To avoid nullifying attendance verification, remove all headphones and earbuds during the lecture; one student wearing headphones or earbuds during class will nullify attendance verification for the entire class for the day of the incident.
- Avoid any and all disruptive behavior that may interfere with fellow Aggies’ ability to hear the instructor, participate in the discussion, present projects and take notes in preparation for project presentations.
Hardware and Software Requirements and Suggestions
In order to access all content and complete assignments and assessments, students in this online course should have full access to a desktop or laptop computer running Windows 7 or later or Mac Yosemite or later); full access to a reliable, high-speed internet connection (wired is better than wireless, especially for taking exams); an updated browser that is compatible with eCampus (complete a browser check from the ecampus login page); a pdf reader program (such as Adobe Acrobat, Adobe Acrobat Reader or some other pdf display program); Windows Media Player (for PC) or QuickTime (for Mac)—Movies and TV for Windows 10 does not work as well as Windows Media Player, which is already included in Windows 10 but not set as the default media player (students may wish to download a free, open source VLC player if switching between Windows and Mac operating systems); a word processing program such as Microsoft Word, Pages, Google Docs or some other program in which to create documents for copying and pasting into eCampus and submitting via TurnItIn; and earbuds or earphones for listening to lecture videos and film documentaries. Though eCampus may be compatible with mobile devices such as smartphones and tablets, many students have experienced difficulty accessing and viewing content. Exams are not formatted for smartphones or tablets. If you experience problems with ecampus, open a Help Desk chat window at https://tamu.service-now.com/tamu-selfservice/itchat.do, email helpdesk@tamu.edu or call 979.845.8300. Please copy and paste helpdesk email content and saved chat windows in a Course Messages email to the instructors. Please note: lack of access to a reliable, high-speed internet connection will not be accepted as an excuse for late submissions.

Grade Components and Evaluation Criteria
Final course grades will comprise points accumulated through online quizzes and surveys, individual and team projects, peer evaluations, Discussion Board submissions, in-class presentations (for the live section) and online presentations (for the online section). For TAMU policies regarding assignments, see the Academic section in Student Rules and Regulations at http://student-rules.tamu.edu.

Assignments
Introductions Discussion Board Assignment Definitions 3 points possible
Individual and Team Assignment Challenges & 3 points possible
Opportunities Quiz
Challenges and Opportunities Discussion Board 1 point possible
Non-Disclosure Agreement 1 point possible
Personality Test Results Reporting 4 points possible
Individual Patent Search Practice Run Results 2 points possible
Team Presentation 1 15 points possible
Project 1 Feedback 5 points possible
Stereotypes, Foreigner and Speed Exercises 5 points possible
Team Competition Entries 10 points possible
Individual plans for evading monitoring and surveillance 5 points possible
Team Project 3 15 points possible
Project 3 Feedback 5 points possible
Final Team Project 25 points possible
Total 100 points possible

Grading Scale
A = 90-100 (Excellent)
B = 80-89.999 (Good)
C = 70-79.999 (Satisfactory)
D = 60-69.999 (Passing)
F = 59.999 and below (Failing)
Please note that exam scores and final course grades will not be rounded up to the next letter grade.

Attendance and Make-up Policies
Though no penalties will be levied for missed classes in the live section of the course, attendance will factor into Class Participation exercise eligibility as well as extra credit opportunities (if available). Students in the online section should be especially vigilant about keeping up with course material as it is released. University rules concerning excused absences may be found at http://studentrules.tamu.edu/rule07
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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity
“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

Care of Facilities
All students enrolled in courses in the College of Architecture must observe the following policy at all times: the use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.

Relevant Links to Sites that Provide Updates on Design Process, Design Thinking and Innovation

Important Campus Links
eCampus Learning Management System     http://ecampus.tamu.edu (requires NetID)
ITS Help Desk email                    helpdesk@tamu.edu
TAMU Libraries                         http://library.tamu.edu
Kanopy Movie and Video Streaming       http://texasam.kanopystreaming.com/welcome/frontpage
Department of Architecture             http://dept.arch.tamu.edu/
TAMU Academic Calendar                 http://admissions.tamu.edu/registrar/general/calendar.aspx TAMU
Final Exam Schedule                    http://admissions.tamu.edu/registrar/general/finalschedule.aspx
TAMU Academic Catalog                  http://catalog.tamu.edu
TAMU Student Rules                    http://student-rules.tamu.edu/
Aggie Honor System Office              http://aggiehonor.tamu.edu
Please note: This schedule is subject to change. All changes will be communicated via Announcements on ecampus.tamu.edu.

| Week 1 | T 8/28 R 8/30 | Introductions, Preview of Course Concepts | Introductions Discussion Board Assignment (3 points) | Definitions Individual and Team Assignment (3 points) | Read selections from Questlove, Creative Quest | Starts 8/30/18 at 12:25 pm | Starts 8/30/18 at 12:25 pm | Ends 9/6/18 at 11:10 am | Ends 9/6/18 at 11:10 am |
| Week 3 | T 9/11 R 9/13 | Blockchain, Startup Aggieland | Individual Patent Search Practice Run Results (Use Databases link on library.tamu.edu with search term Patents) (2 points) | Starts 9/11/18 at 12:25 pm | Ends 9/18/18 at 11:10 am |
| Week 4 | T 9/18 R 9/20 | Team Presentation 1 Feedback | 10-minute Max Presentations of Team Members’ Individual Innovations/Inventions (15 points) | Watch all teams’ presentations and provide constructive critical feedback (5 points) | Starts 9/18/18 at 11:10 am | Ends 9/20/18 at 12:25 pm |
| Week 5 | T 9/25 R 9/27 | Design Thinking Creativity and Flow | Starts 9/25/18 at 5:00 pm |
| Week 6 | T 10/2 R 10/4 | Causes and Symptoms, Unintended Consequences | Begin ideaMÂCHÉ collection of articles, images, links, etc. (watch the tutorials at https://ideamache.ecologylab.net/) (5 points) | Starts 10/2/18 at 12:25 pm | Ends 12/18/18 at 5:00 pm |
| Week 7 | 10/9 10/11 | Nature and the Anthropocene | |
| Week 8 | T 10/16 10/18 | Team Presentation 2 | Team Project 2: Decide collaboratively on an innovation or product, conduct a patent search and enter a competition. See the Team Presentation 2 folder for competition links. (10 points) | Starts 10/16/18 at 11:10 am | Ends 10/18/18 at 12:25 pm |
| Week 9 | T 10/23 10/25 | Global Health Artificial Intelligence and the Singularity | |
| Week 10 | 10/30 11/1 | Cyberstalking, Monitoring and Surveillance | Disappearing Act: Team Plan for evading monitoring and surveillance (5 points) | Starts 10/30/18 at 12:25 pm | Ends 11/118 at 12:25 pm |
| Week 11 | 11/6 11/8 | Gender Stereotypes | Team Project 3: Create a product/innovation that appeals to all consumers and avoids or undermines all gender stereotypes; produce a 1-minute commercial that would appeal to all persons, regardless of gender identity. (15 points) | Starts 11/6/18 at 12:25 pm | Ends 11/8/18 at 12:25 pm |
| Week 12 | 11/13 11/15 | Feedback Dynamics of Global Demographics | Being a “foreigner” exercise: Storti’s Cultural Values Scales | Starts 11/8/18 at 12:25 pm | Ends 11/15/18 at 11:00 am |
| Week 13 | 11/20 | Case Study: Mitsubishi Pajero | Speed Team Exercise: Propose and Promote a Product for an Unfamiliar Culture | |
| Week 14 | 11/27 11/29 | Final Team Product/Innovation Presentations: The Global Future(s) of Texas/Texas and Global Future(s) | Watch all presentations and provide critical feedback (up to 5 points extra credit) | Starts 11/27/18 at 11:10 am | Ends 11/29/18 at 12:25 pm |
| Week 15 | 12/4 | Final Team Product/Innovation Presentations: The Global Future(s) of Texas/Texas and Global Future(s) | Watch all presentations and provide critical feedback (up to 5 points extra credit) | Starts 12/4/18 at 11:10 am | Ends 12/4/18 at 12:25 pm |
| R 12/13 | M 12/17 | Graduating seniors’ grades posted on howdy.tamu.edu | All other final course grades posted on howdy.tamu.edu |
Core Curriculum Management

New Core Component Proposal

Date Submitted: 07/23/18 8:21 am

Viewing: ENGL 393-ICD : Studies in Africana Literature and Culture

Last edit: 07/23/18 8:21 am
Changes proposed by: coppedgesarah

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>Sarah Coppedge</td>
<td><a href="mailto:coppedgesarah@tamu.edu">coppedgesarah@tamu.edu</a></td>
<td>979-845-8357</td>
</tr>
</tbody>
</table>

Course Prefix  ENGL  Course Number  393
Academic Level  UG
Complete Course Title  Studies in Africana Literature and Culture
Abbreviated Course Title  AFRICANA LIT & CULTURE
Crosslisted With  AFST 393
Semester Credit  3

Proposal for: International and Cultural Diversity

International and Cultural Diversity Designation

Is this course currently included in the Core Curriculum? No

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.
- On a weekly basis, students will consider how the course texts help us to imagine life in a global society.
- Students are expected to compose regular free-form written reflections throughout the semester. The journal should use the session’s readings to address contemporary issues of international and cultural diversity.
- Students will be asked to share and elaborate on your journal submissions during class discussions. (Written Journal and Class Discussion)

Articulate the value of a diverse and global perspective.
- On a weekly basis, students will consider how the course readings articulate the value of diverse and global perspectives.
- Students are expected to compose regular free-form written reflections throughout the semester. The journal should use the session’s readings to address contemporary issues of international and cultural diversity.
- Students will be asked to share and elaborate on your journal submissions during class discussions. (Written Journal and Class Discussion)
Recognize diverse opinions and practices and consider different points of view.

- On a weekly basis, students will consider how the course texts enable us to appreciate recognize diverse practices and points of view.
- Students are expected to compose regular free-form written reflections throughout the semester. The journal should use the session’s readings to address contemporary issues of international and cultural diversity.
- Students will be asked to share and elaborate on your journal submissions during class discussions. (Written Journal and Class Discussion)

Additional Comments

Resubmission. Revised syllabus.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus  
AFST-ENGL393sylICDRevised.docx

Reviewer Comments

Kristin Harper (kharper) (06/07/18 2:13 pm): Rollback: The Core Curriculum Council did not approve for ICD. It can be resubmitted. Here are the comments: While the content of the class is very applicable to ICD, we are left to trust that the journal assignments and discussions do indeed meet the ICD requirements as there is very little effort made to tie the quite appropriate topics into the specific ICD requirements. There is little mention in the syllabus of what is actually required of the assignments in terms of ICD other then journal reflections. A bit more effort directly relating assignments to ICD would be nice.

Barbara West (barbwest) (06/25/18 2:14 pm): Rollback: Please make revisions based on Kristin Harper’s rollback comments before resubmitting.
Course title and number  “Studies in Africana Literature and Culture: African Fictions (since 1958),” Africana Studies/English 393.500
Term  Spring 2018
Meeting times and location  T-Th 11:10a–12:25p; PETR 104

Course Description and Prerequisites

While it is impossible to cover the literature of an entire continent in one semester, this course introduces students to some major African literary figures in the years since the 1958 publication of Chinua Achebe’s *Things Fall Apart*. The course will consider the diverse narrative traditions produced by writers from the African continent in order to understand their role in the development of a range of local, national, and transnational cultural identities during the postcolonial era. This course will consider topics that are central to the field of literature studies: religion, education, colonialism, postcolonialism, globalization, language, migration, memory, gender, childhood, and diaspora.

Prerequisite: 3 credits of literature at 200-level or above; junior or senior classification or approval of instructor.

Learning Outcomes

By the end of the semester, students will: 1) be able to correctly locate all 54 African countries (plus Western Sahara) on a map; 2) be familiar with major works of narrative literature, film, and criticism from the African continent; 3) appreciate the rich diversity of place, time, genre, language, and gender as constitutive of African literatures; 4) develop the ability to critically challenge common stereotypes about African cultures; 5) develop, through writing, a working definition of an African literary tradition; 6) be better prepared to live and work effectively in a diverse and global society; 7) articulate the value of diverse and global perspectives; 8) recognize and appreciate diverse practices and points of view

Instructor Information

Name  Ira Dworkin
Telephone number  979-862-8305
Email address  idworkin@tamu.edu
Office hours  Tuesday 3:35–5:00p, Thursday 12:30–2:00p, and by appointment
Office location  LAAH 404

Texts

1. Chinua Achebe, *Things Fall Apart*
2. Tayeb Salih, *Season of Migration to the North* (trans. Denys Johnson-Davies)
3. Bessie Head, *A Question of Power*
5. Tsitsi Dangarembga, *Nervous Conditions*
8. Nnedi Okorafor, *Binti*
9. Ayi Kwei Armah, *The Beautiful Ones Are Not Yet Born*
10. Additional writings available online, and via eCampus.

**Videos**

All assigned films will be available online streaming via MediaMatrix, Kanopy, YouTube, or DVD reserve in the Evans Library annex.

**Grading Policies**

**Assignments:**
- Participation=10%
- Journals (eCampus)=10%
- Map Quiz=10%
- Exams=20% (10% each)
- Leading Class Discussion=5%
- Movie Review Essay=15%
- Bibliography/Annotation Assignment=10%
- Final Essay=20%

**Grading Scale:**
- A=90-100
- B=80-89
- C=70-79
- D=60-69
- F=0-59

**Some Suggestions for Getting the Best Possible Grade**
- Attend all class sessions in full.
- Always bring the assigned reading(s) to class with a notebook and writing instrument.
- Make sure your mobile phone is off and invisible during class. Do not use it.
- Submit all work on time.
- Review all assignments before submitting your work.
- Proofread your work carefully.
- Visit the professor during office hours (or make an appointment) to discuss your work.
- Bring a draft of your essay to my office three (or more) days before it is due for additional feedback.
- Visit the University Writing Center.

**Attendance and Make-up Policies**

Attendance: Attendance is mandatory. A successful class depends on the prompt, regular attendance and active participation of all of the students for the complete class session. Arriving
late, departing early, or otherwise missing class time without a university-approved excuse will equal one-half of an absence. More than two unexcused absences during the semester will result in an automatic reduction of your semester participation grade by one point for each absence.

If you miss class time, it is your responsibility to find out what you missed from a classmate. You may make up class work missed in the case of any absence that is excused in accordance with university policy (http://student-rules.tamu.edu/rule07). Keep track of missed classes and, if the total exceeds two, submit all documentation of excused absences (medical notes, etc.) in hardcopy during the last week of the semester.

Communication

eCampus: Course assignments, current syllabi, updated schedules, readings, links, and other materials will be posted to the course site. All assignments will be uploaded here. Be sure to check the site for current information.

Email: I communicate important information to the class via email. I use your tamu.edu email account, and expect you to check it on a regular basis. Correspondingly, the best way for you to reach me is via email at idworkin@tamu.edu, and I will do my best to reply within one business day.

Classroom Participation

Participation: In addition to contributing to class discussion, active participation also requires that you have a hard copy of the class reading and writing instruments available at all times; you are expected to take notes. This is a course that is largely based on close and careful reading. Therefore, you are required to bring a hard copy of each session's assigned readings to class. You are encouraged to use the editions ordered to the campus bookstore, which will give the class a common pagination to facilitate discussion. If you do not have the assigned reading, a writing instrument, or paper, your participation grade will be reduced by one point (10%) at each occurrence.

Mobiles: Your telephone should not be visible or audible. Turn off your mobile phones before coming to class. Do not answer your phone or send/receive text messages. If I see your phone during class (or see you using your phone), your participation grade will be lowered by one point each time it occurs.

Laptops: I generally discourage the use of laptops or tablets in class. If you have a particular need to use your laptop, you should consult with the instructor in advance, as early in the semester as possible. (In those cases, you may not use anything unrelated to class such as Facebook, email, etc.; your participation grade will be reduced by one point [10%] at each occurrence.)

Weekly eCampus Journals: Students are expected to compose regular free-form written reflections throughout the semester. They will be submitted to eCampus no later than 9am on the day designated on the course schedule. Your journal should use the session’s readings to address contemporary issues of international and cultural diversity. Consider the following questions:

- How does the text help us to imagine life in a global society?
- How do the readings articulate the value of diverse and global perspectives?
• How do the texts enable us to appreciate recognize diverse practices and points of view?

The minimum length is 150 words, and the maximum is however many words you need to work through your ideas. You will be asked to share and elaborate on your journal submissions during class discussions; however, hard copies are not required.

**Assignments**

All written materials must be submitted online to Turnitin.com via eCampus. Late essays will not be accepted. Technological difficulties should be anticipated and are not acceptable excuses; plan and complete your work far enough in advance so that any problems can be resolved prior to the due date and time.

Leading Class Discussion: All students will lead class discussion in small groups. Details will be provided.

Map Quiz: Students will be given a map quiz in which they are expected to name all 50+ African countries in 15 minutes. This quiz will be given three times during the semester; only the highest grade will count.

Exams: There will be two examinations. On the exams, you will be given a series of quotations or images from class readings that you will be expected to both identify and explicate. Typically the passages and images on the exams will be those that we have discussed in class. The best way to prepare is by staying current with all readings, marking your copies of the texts, and taking notes during class discussion.

Movie Review: Students will write a short review of an African film. Additional details will be provided.

Bibliography/Annotation Assignment + Final Essay: Students will prepare a bibliography of writings, with annotations, by and about an African writer, and will write a final essay on a unique text by their selected author. Additional details will be provided.

**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 or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

*For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)*

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

Plagiarism is defined as using the ideas or words of someone without proper attribution. The rules of citation apply equally to internet sources. You can not cut and paste, or borrow phrases without properly crediting your source. Proper citation requires “quotation marks” as needed, a parenthetical
page citation, and a bibliographical reference. You are required to read the texts that are assigned for
the class. I strongly discourage students from using online sources to explicate the readings without
consulting the professor.

All submitted work must be original for this class. You can not resubmit any portion of work that you
wrote for another class at Texas A&M or any other academic institution. If you are unclear about any
aspect of academic integrity, you must consult the professor.

All violations will be submitted to the Honor Council for university-sanctioned adjudication.

Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this
course, that students' learning needs be addressed both in and out of class, and that
the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my
intent to present materials and activities that are respectful of diversity: gender, sexual orientation,
disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other
background characteristics. I encourage your suggestions about how to improve the value
of diversity in this course.

This course meets the following standards for diversity content and instruction in the following
ways:

1. Course content that includes readings and other materials that address various categories
   of social difference (gender, nationality, religion, ethnicity, age, sexuality, political affiliation,
socio-economic status, ability, linguistic background, etc.) on the course topic.
2. Course content that is inclusive of various learning needs and that has a clear plan to
   utilize a variety of teaching techniques so as to contribute to an overall inclusive learning
   environment, in which students feel equally valued.
## Course Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>1/16/18</td>
<td>First Day of Class; Watch in Class: Chimamanda Ngozi Adichie, &quot;The Danger of a Single Story&quot; <a href="https://youtu.be/D9Ihs241zeg">https://youtu.be/D9Ihs241zeg</a></td>
</tr>
<tr>
<td>Thursday</td>
<td>1/18/18</td>
<td>First Day of Class; Watch in Class: Chimamanda Ngozi Adichie, &quot;The Danger of a Single Story&quot; <a href="https://youtu.be/D9Ihs241zeg">https://youtu.be/D9Ihs241zeg</a></td>
</tr>
<tr>
<td>Tuesday</td>
<td>1/23/18</td>
<td>Read: Ngugi wa Thiong'o, &quot;Decolonising the Mind&quot; (eCampus); Wole Soyinka, &quot;This Past Must Address its Present&quot; (Nobel Lecture), <a href="http://nobelprize.org/nobel_prizes/literature/laureates/1986/soyinka-lecture.html">http://nobelprize.org/nobel_prizes/literature/laureates/1986/soyinka-lecture.html</a>; Watch in Class: <em>Barom Sarret</em> (dir. Ousmane Sembene, Senegal 1963)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1/30/18</td>
<td>Read: Chinua Achebe, <em>Things Fall Apart</em> (Part 1, ch. 8-13, pp. 63-125)</td>
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Journal #1: What do Ngugi and Soyinka teach us about the history and practice of English language literacies in multilingual societies? (due to eCampus by 9am)

Map Quiz #1 Discussion topic: What are the expectations of masculinity in *Things Fall Apart*, and how do the novel’s female characters exist within the communities it represents?

Journal #2 (due to eCampus by 9am)
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<th>Day</th>
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<tr>
<td>Thursday</td>
<td>2/1/18</td>
<td>Read: Chinua Achebe, <em>Things Fall Apart</em> (Parts 2 and 3, ch. 14-25, pp. 127-end); Watch in Class: Binyavanga Wainaina, &quot;Conversations with Baba&quot; <a href="https://youtu.be/z5uAoBu9Epg">https://youtu.be/z5uAoBu9Epg</a></td>
</tr>
<tr>
<td>Tuesday</td>
<td>2/6/18</td>
<td>Read: Tayeb Salih, <em>Season of Migration to the North</em> (1967, Sudan) (pp. 1–73)</td>
</tr>
<tr>
<td>Thursday</td>
<td>2/8/18</td>
<td>Read: Tayeb Salih, <em>Season of Migration to the North</em> (pp. 74–139)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>2/13/18</td>
<td>Essay Peer Review Workshop</td>
</tr>
<tr>
<td>Tuesday</td>
<td>2/20/18</td>
<td>Read: Ayi Kwei Armah, <em>The Beautiful Ones Are Not Yet Born</em> (ch. 7–end, pp. 107–215)</td>
</tr>
<tr>
<td>Thursday</td>
<td>2/22/18</td>
<td>Individual Work: Please use this time to revise your film review.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>2/27/18</td>
<td>Exam #1 (Bring a Blue Book and a Pen)</td>
</tr>
<tr>
<td>Date</td>
<td>Assignments/Readings</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>Thursday</td>
<td>Read: Bessie Head, <em>A Question of Power</em> (1973, Botswana/South Africa) (pp. 1–103)</td>
<td><strong>Journal #5: How does South African apartheid impact the personal lives of its victims? (due to <em>eCampus</em> by 9am)</strong></td>
</tr>
<tr>
<td>Monday</td>
<td><strong>Midsemester Grades Due</strong></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Read: Bessie Head, <em>A Question of Power</em> (pp. 105-159)</td>
<td><strong>Discussion topic: What insights does the novel provide into mental health, and how does the novel represent this topic?</strong></td>
</tr>
<tr>
<td>Thursday</td>
<td>Read: Bessie Head, <em>A Question of Power</em> (pp. 159–223)</td>
<td><strong>Final Project Bibliography Due</strong></td>
</tr>
<tr>
<td>Tuesday</td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Read: Sony Labou Tansi, <em>The Shameful State</em> (1981, Zaire [Democratic Republic of the Congo]) (pp. 1–65)</td>
<td><strong>Journal #6: How does the dictator function as a literary archetype and how do its lessons apply to other situations and societies? (due to <em>eCampus</em> by 9am)</strong></td>
</tr>
<tr>
<td>Thursday</td>
<td>Annotation Peer Review Workshop</td>
<td><strong>Draft Annotations Due</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Reading Assignment</td>
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</tr>
<tr>
<td>3/27/18</td>
<td>Tuesday</td>
<td>Read: Sony Labou Tansi, <em>The Shameful State</em> (pp. 66-116)</td>
</tr>
<tr>
<td>4/3/18</td>
<td>Tuesday</td>
<td>Read: Tsitsi Dangarembga, <em>Nervous Conditions</em> (pp. 105-150)</td>
</tr>
<tr>
<td>4/5/18</td>
<td>Thursday</td>
<td>Read: Tsitsi Dangarembga, <em>Nervous Conditions</em> (pp. 151-208)</td>
</tr>
<tr>
<td>4/10/18</td>
<td>Tuesday</td>
<td>Read: Radwa Ashour, <em>Siraaj</em> (1991, Egypt) (ch. 1–6, pp. 1–49)</td>
</tr>
<tr>
<td>4/12/18</td>
<td>Thursday</td>
<td>Read: Radwa Ashour, <em>Siraaj</em> (ch. 7–end, pp. 50–82)</td>
</tr>
<tr>
<td>4/17/18</td>
<td>Tuesday</td>
<td>Read: Fatou Diome, <em>The Belly of the Atlantic</em> (2003, Senegal) (ch. 1–7, pp. 1–94); Q-Drop Deadline (5pm)</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>Thursday</td>
<td>4/19/18</td>
<td>Exam #2</td>
</tr>
<tr>
<td>Tuesday</td>
<td>4/24/18</td>
<td>Read: Fatou Diome, <em>The Belly of the Atlantic</em> (ch. 8–end, pp. 95–183)</td>
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<tr>
<td></td>
<td></td>
<td>Group-led discussion #5</td>
</tr>
<tr>
<td>Thursday</td>
<td>4/26/18</td>
<td>Read: Nnedi Okorafor, <em>Binti</em> (2015, United States)</td>
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<tr>
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<td></td>
<td>Journal #9: What vision does <em>Binti</em> represent for multicultural education in future worlds? (due to eCampus by 9am); Group-led discussion #6</td>
</tr>
<tr>
<td>Thursday</td>
<td>5/3/18</td>
<td>ENGL/AFST 393 Final Essay Due, 5pm</td>
</tr>
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Core Curriculum Management

Viewing: **GERM 201-ICD 201**: Intermediate German I

Last edit: 10/08/18 11:57 am
Changes proposed by: stefanieharris

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stefanie Harris</td>
<td><a href="mailto:stefanieharris@tamu.edu">stefanieharris@tamu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Course Prefix: GERM  
Course Number: 201  
Academic Level: UG  
Complete Course Title: Intermediate German I  
Abbreviated Course Title: INTERMEDIATE GERMAN I  
Crosslisted With:  
Semester Credit: 3  
Hour(s):  
Proposal for:  
  International and Cultural Diversity  
Recertify this course for International and Cultural Diversity designation?  
  Yes

**International and Cultural Diversity Designation**

Is this course currently included in the Core Curriculum?

- List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)
- Live and work effectively in a diverse and global society.
- Articulate the value of a diverse and global perspective.
- Recognize diverse opinions and practices and consider different points of view.

**International and Cultural Diversity Designation Recertification**

In Workflow

1. INTS Department Head
2. LA College Dean UG
3. CCC Preparer
4. CCC Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 05/24/18 4:39 pm  
   Stefanie Harris  
   (stefanieharris): Approved for INTS Department Head
2. 05/25/18 10:31 am  
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
3. 05/29/18 1:09 pm  
   Barbara West  
   (barbwest): Approved for CCC Preparer
4. 09/19/18 1:11 pm  
   Barbara West  
   (barbwest): Rollback to Initiator
5. 10/08/18 12:03 pm  
   Stefanie Harris  
   (stefanieharris): Approved for INTS Department Head
6. 10/08/18 12:22 pm  
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
7. 10/12/18 12:50 pm  
   Barbara West  
   (barbwest): Approved for CCC Preparer
8. 11/20/18 12:18 pm  
   Barbara West  
   (barbwest): Approved for CCC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Is this course currently included in the Core Curriculum? Yes

Which Foundational Component Area? Language, Philosophy, and Culture

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

1. Live and work effectively in a diverse and global society.
   - Students watch videos in target language about work/life balance in the context of different German work environments and respond to questions about content; students reflect on issue from their own perspective.
   - Students read texts in German that describes internet use and role of digital technology in modern Germany.
   - Reflective essay in German on benefits and drawbacks of these technologies. Either assignment could be selected as subject of further development for student video project on a German cultural topic.

2. Articulate the value of a diverse and global perspective.
   - Students read about different cultural traditions in Germany and write comparative essay in German that reflects on American traditions that are influenced by Germany and on how Germany has been influenced by the United States. Student presentations in German comparing role of mass media in Germany and United States. Either assignment could be selected as subject of further development for student video project on a German cultural topic.

3. Recognize diverse opinions and practices and consider different points of view.
   - Students read text in German about history of Berlin focusing on political history of the city. Students research and write on protest actions that have taken place at the Brandenburg gate and role of public protest in German society. Assignment could be selected as subject of further development for student video project on a German cultural topic.

Additional Comments
I have highlighted the areas of the syllabus that reflect the activities described here. These were not clear on the original syllabus submitted because detailed homework assignments/activities are available to students in eCampus. I have transferred some of that more detailed description to the syllabus submitted here so that committee members can see where/when the activities take place in the semester.

The course enhances students’ intercultural competence through their mastery of the foreign language. This familiarity with the foreign language not only provides students access to materials that may never have been translated, but also incorporates viewpoints and other areas of cultural specificity that are communicated only in the foreign language. Students thereby gain an understanding of the relationship between the practices and the perspectives of the culture studied. Students use the language both within and beyond the school setting and participate in multilingual communities at home and around the world. They show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment, and to communicate their own culture to an international community. Group/class discussions, written work, tests, and creative productions (audio recordings and video skits) are used to assess students’ development in these areas.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus: Syllabus GERM 201 - ICD.pdf

Reviewer Comments: Barbara West (barbwest) (09/19/18 1:11 pm): Rollback: CCC did not approve. May be resubmitted with revisions. Reviewers' Comment: syllabus does not reflect activities described in cover sheet.
Course description
Students will continue to develop their language skills by discussing a variety of cultural topics and themes in the German-speaking world. The course focuses on expanding vocabulary, reviewing major grammar topics, developing effective reading strategies, improving listening comprehension, and working on writing skills. Additional work in small groups throughout the semester will increase each student’s opportunity to speak in German and provide for greater feedback and individual help.

Learning outcomes
Upon successful completion of the course, students will be able to:
• use the German language independently;
• understand the main ideas of complex texts;
• interact with an appropriate degree of fluency and spontaneity;
• produce clear feedback on a wide range of subjects;
• comment on topical issues.

General core curriculum objectives
GERM 201 is a core curriculum course in the area of “Language, Philosophy, and Culture.” Core objectives for this foundational component area include:
• Critical thinking: The course enhances critical thinking through engagement with a variety of inputs on multiple topics in the context of German culture. Group/class discussion, written work, and the production of audio and video recordings are all exercises in which students demonstrate critical thinking skills.
• Communication: The course enhances communication skills through participation in class discussions, the production of written essays and audio recordings, and through collaborative work with a team in the production of a video expounding on one of the topics addressed in the course.
• Social responsibility: The course enhances social responsibility by developing intercultural competence through mastery of a foreign language, which allows students to understand the relationship between the practices and the perspectives of the culture they are studying.
• Personal responsibility: The course enhances personal responsibility through engagement with contemporary social issues in Germany.

Prerequisites
GERM 102 or GERM 104.
A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must take a placement exam to determine the appropriate course for her/his level of ability. Information regarding the exam, as well as who qualifies for it, is posted on the INTS website: https://ints.tamu.edu/placement-exams/.

Required course materials
  This is the textbook for both GERM 201 (Lektion 1-5) and GERM 202 (Lektion 6-10), so you will not need to purchase another textbook if you choose to continue in Intermediate German.
  Students must bring textbook to each class meeting.
• This course is on eCampus. Please log on for announcements and resources: http://ecampus.tamu.edu.
• Students must check their TAMU email accounts at least once daily.
• A hardcopy German-English dictionary is strongly recommended. I recommend *Collins German Unabridged Dictionary*, 7th ed. (2007).

**Google Translate**, or any other translation software or translation website, is NOT a dictionary and is not allowed for use in this course. Using translation software will be considered cheating and a violation of the Aggie Honor Code (see below).

**Classroom language policy**

*German should be spoken in the classroom as often as possible.* English will be used for administrative purposes, for emergencies, and for some grammar instruction. ALL students must make an attempt to speak in the classroom during every meeting. All class meetings (except test days) will include a variety of speaking activities, including group activities, and language practice. Keep a vocabulary notebook to make lists of new vocabulary learned in the classroom. If you don’t know a word or phrase in the reading texts or other homework, look it up – and put it in your vocabulary notebook. *Study* these new words. The best way to improve vocabulary is through: reading in German; watching German videos; speaking as much as possible; and good old-fashioned memorization.

Your participation grade is based not only on your engagement in the classroom, but also on your use of German. The participation grade is not based on whether you say everything correctly all of the time – just do your best!

**Electronics**

The use of cell phones, laptops, tablets or any other electronic devices is restricted to classroom activities, such as an electronic copy of the textbook or looking up vocabulary. Any use of electronic devices during class that is not directly related to classroom activities will negatively affect the participation grade (see rubric below).

**Course requirements and evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>25%</td>
</tr>
<tr>
<td>Chapter tests (5 total)</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Video project</strong></td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
</tr>
<tr>
<td>Class participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

Gradning scale
A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%

*Homework:*

Homework will be assigned on the *Denk Mal* site (online activities, including WebSAM) on a daily basis. Please consult the *Denk Mal* Supersite for details. Students must score at least 60% on an activity in order to be awarded completion credit for that activity. All homework activities in a chapter (except "Kurzfilm" activities) must be completed before the chapter test in order to be awarded full credit. "Kurzfilm" activities in a chapter must be completed before the next chapter start. Late homework (within one week of the chapter test) is worth 50% of its value except in the case of university-excused absence. Homework activities submitted more than one week after the chapter test for which those activities were assigned will receive no credit, except in the case of university-excused absence.

Additional assignments, including short writing assignments, will be assigned on an ad hoc basis, corresponding to class progress through the course material. Students will receive no credit for copying possible versions of open-ended exercises. Students will receive no credit for using translation software.

*Chapter tests:*

There are five chapter tests during the semester; see calendar for test dates. Students can earn 5 extra-credit test points for submitting a full set of vocabulary flash cards on the test date. Make-up tests are not permitted except in the case of university-approved absence.

*Video project:*

Students will work alone or in groups to prepare a short audio-visual presentation on a German cultural topic. We will work on the presentations in stages during the second half of the semester. Final projects (video + final script) will be submitted online through eCampus, no later than April 29. Late submissions will be deducted 10 percentage points except in the case of university-approved absence.
**Final exam:**
The final exam will be comprehensive, focusing on grammar, vocabulary, and cultural knowledge. Makeup finals are not permitted except in the case of university-approved absence. **A student may be exempted from the final exam if, and only if, her/his cumulative grade on the last day of classes is within the “A” range. The instructor will inform these students in writing confirming their exemption.** All other students must take the final exam or else receive zero points.

**Class participation**

<table>
<thead>
<tr>
<th>Expectations are met or exceeded (90-100%)</th>
<th>Attentiveness</th>
<th>Contribution</th>
<th>Use of German</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student always pays attention and stays on task during group work. The student never uses electronic devices except in adherence to classroom policy.</td>
<td>The student is always eager to contribute to class discussion, exercises, and group work. The student often asks questions. The student always volunteers answers.</td>
<td>The student speaks only German during class (when required).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectations are mostly met (80-89%)</th>
<th>Attentiveness</th>
<th>Contribution</th>
<th>Use of German</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student pays attention and stays on task during group work most of the time. The student does not use electronic devices outside of classroom policy.</td>
<td>The student is usually eager to contribute to class discussion, exercises, and group work. The student occasionally asks questions and volunteers answers most of the time.</td>
<td>The student speaks German most of the time during class (when required), but occasionally switches to English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectations are barely met (70-79%)</th>
<th>Attentiveness</th>
<th>Contribution</th>
<th>Use of German</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student pays attention and stays on task during group work some of the time. The student often uses electronic devices outside of classroom policy.</td>
<td>The student is occasionally eager to contribute to class discussion, exercises, and group work. The student occasionally asks questions and sometimes volunteers answers.</td>
<td>The student speaks German some of the time during class (when required), but often switches to English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectations are not met (60-69%)</th>
<th>Attentiveness</th>
<th>Contribution</th>
<th>Use of German</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student rarely pays attention or participates in group work. The student often uses electronic devices outside of classroom policy.</td>
<td>The student almost never contributes to class discussion, exercises, and group work. The student almost never asks questions or volunteers answers.</td>
<td>The student rarely speaks German during class (when required).</td>
</tr>
</tbody>
</table>

**Extra credit**
Students can earn an additional 5% points (maximum) toward their final course grade by completing up to 10 extra credit activities. (Each completed extra credit activity will add 0.5% to the final course grade.)

- Attend a German movie night and submit a short written assignment in German. To get the credit, students must attend the whole movie and submit the written assignment within one week. Details, including movie schedule, will be posted to eCampus.
- Each chapter in the textbook will be assigned an additional cultural activity. Activity must be completed before the class begins the next chapter. Details will be posted to eCampus.
- Pronunciation activity. Students practice reading aloud an assigned text from the textbook and record themselves reading. Recording is submitted as an audio file. Pronunciation must be accurate in order to get the credit. Each chapter will have one assigned text; activity must be completed before the class begins the next chapter. Details will be posted to eCampus.
Absences
Attendance in class is mandatory and essential to complete the course successfully. For each unexcused absence in excess of three, student’s final grade will be reduced 5 full percentage points. Arriving to class more than 15 minutes late will be considered an absence, except in the case of university-approved excuse. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.
University rules related to excused and unexcused absences are located at http://student-rules.tamu.edu/rule07.

Academic Integrity
“An Aggie does not lie, cheat or steal, or tolerate those who do.”
You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://aggiehonor.tamu.edu. Academic misconduct (including, but not limited to: using translation software, cheating, plagiarism) will result in zero credit for the assignment/assessment. Academic misconduct will be reported to the Aggie Honor System Office.

Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information, visit http://disability.tamu.edu.
<table>
<thead>
<tr>
<th>Lektion</th>
<th>Datum</th>
<th>Klassenaufgabe</th>
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<tbody>
<tr>
<td>1 Fühlen und erleben</td>
<td>17. Januar</td>
<td>Einführung; Semesterplan; Kennenlernen</td>
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<tr>
<td>Persönliche Beziehungen</td>
<td>19. Januar</td>
<td>Word order</td>
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<td>22. Januar</td>
<td>Speaking exercises</td>
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<td></td>
<td>24. Januar</td>
<td>Verb conjugation</td>
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<td>26. Januar</td>
<td>Nominative and accusative cases</td>
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<td></td>
<td>29. Januar</td>
<td>Possessive adjectives</td>
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<tr>
<td></td>
<td>31. Januar</td>
<td>Reading exercises: “Die Vereinigten Staaten und Deutschland.” Writing prompt: How have American traditions been influenced by Germany and how has Germany been influenced by the United States?</td>
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<tr>
<td>2 Zusammen leben</td>
<td>2. Februar</td>
<td>Oral presentation based on writing prompt.</td>
</tr>
<tr>
<td>Stadt und Gemeinschaft</td>
<td>7. Februar</td>
<td>Dative and genitive cases</td>
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<tr>
<td></td>
<td>9. Februar</td>
<td>Speaking exercises</td>
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<td></td>
<td>12. Februar</td>
<td>Prepositions</td>
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<td></td>
<td>14. Februar</td>
<td>Das Perfekt</td>
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<td></td>
<td>16. Februar</td>
<td>Separable and inseparable prefix verbs</td>
</tr>
<tr>
<td></td>
<td>19. Februar</td>
<td>Reading exercises: “Berlin, damals und heute.” Writing prompt: “Schauplatz der Meinungen” - Describe the at least 3 protest actions that have taken place at the Brandenburg gate and summarize the role of public protest in German society.</td>
</tr>
<tr>
<td></td>
<td>21. Februar</td>
<td>Oral presentation based on writing prompt.</td>
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<tr>
<td></td>
<td>23. Februar</td>
<td>Chapter 2 test</td>
</tr>
<tr>
<td>3 Medieneinflüsse</td>
<td>26. Februar</td>
<td>Das Präteritum</td>
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<tr>
<td></td>
<td>2. März</td>
<td>Conjunctions</td>
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<td>5. März</td>
<td>Relative pronouns and clauses</td>
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<td>7. März</td>
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<tr>
<td>12. – 16. März — SPRING BREAK</td>
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<td>19. März</td>
<td>Oral presentation based on writing prompt.</td>
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<td>21. März</td>
<td>Chapter 3 test</td>
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<tr>
<td>4 Wegfahren und Spaß</td>
<td>23. März</td>
<td>Das Futur</td>
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<tr>
<td>Lektion</td>
<td>Datum</td>
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<td>haben</td>
<td>26. März</td>
<td>Speaking exercises</td>
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<td>28. März</td>
<td>Adjectives</td>
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<td></td>
<td>30. März</td>
<td><strong>READING DAY – NO CLASSES</strong></td>
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<td>Reisen und Ferien</td>
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<td>13. April</td>
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<td>Speaking exercises</td>
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<td>Review</td>
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**Final Exam: Friday, May 4, 8:00-10:00**
Core Curriculum Management

Date Submitted: 06/11/18 1:34 pm

Viewing: INST 301-ICD 301: Educational Psychology

Last edit: 06/11/18 1:34 pm
Changes proposed by: drjay

Contact(s)

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<tr>
<th>Name</th>
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<tr>
<td>Robert Woodward</td>
<td><a href="mailto:drjay@tamu.edu">drjay@tamu.edu</a></td>
<td>979-492-3625</td>
</tr>
</tbody>
</table>

Course Prefix   INST  
Course Number   301  
Academic Level  UG  
Complete Course Title   Educational Psychology  
Abbreviated Course Title   EDUC PSYCHOLOGY  
Crosslisted With   
Semester Credit   3  
Hour(s)  
Proposal for:  
International and Cultural Diversity  
Recertify this course for International and Cultural Diversity designation?   Yes  

International and Cultural Diversity Designation

Is this course currently included in the Core Curriculum?  
List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

- Live and work effectively in a diverse and global society.
- Articulate the value of a diverse and global perspective.
- Recognize diverse opinions and practices and consider different points of view.

Additional Comments

International and Cultural Diversity Designation Recertification

Is this course currently included in the Core Curriculum?   Yes

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Which Foundational Component Area?

Social & Behavioral Sciences

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.

Through taking this course, students will be equipped with essential information about the principles of development, the processes of learning, the fundamentals of motivation, and the field of educational psychology that these all directly pertain to. How well they are able to assimilate this knowledge put it into practice will be gauged by performance on the R.E.A.C.T. assignments. This assignment calls for students to react critically to a series of video segments that highlight and/or feature an application of one of the aspects discussed in each of the four aforementioned units. The name R.E.A.C.T. is an acronym that allows students to Respond to, Expand upon, Argue with, Comment on, or Think about the information that was viewed from their own perspective and relate it to what we have discussed in class.

By drawing parallels between principles and practices and being able to communicate their opinion or viewpoint on a controversial or sensitive topic should prepare them to tackle difficult dialogues that they may encounter in a diverse and global society. Cultivating this skill should carry them successfully into a classroom career as an educator, assist with the interpersonal aspects of working with and effectively engaging a diverse collection of people in a corporate or professional setting, or provide background information and knowledge that is useful in understanding and raising their own children.

The link of these values to International and Cultural Diversity issues relates to the topics of each of the assigned videos

Video #1 is entitled “The Danger of a Single Study” and is given by Chimamanda Ngozi Adichie as part of the TED Global2009 conference. This video relates to our first unit on educational paradigms in the social sciences, but tells the story about how that if we hear only a single story about another person or country, we risk a critical misunderstanding. Students will be confronted with the issues of stereotyping, implicit bias, and other cultural awareness aspects.

Video #2 is entitled “To This Day” and is given by Shane Koyczan as part of a 2013 TED talk. This video relates to the social/emotional aspects of our development unit, but presents a powerful story of bullying and survival that is illustrated by animators from around the world. Students will be called upon to reflect upon their own school experiences and reference whether they treated others with a spirit of inclusion and respect.

Video #3 is entitled “Bring on the Learning Revolution” and is given by Sir Ken Robinson as part of a 2010 TED talk. This video relates to our learning unit, but presents examples of different methods / modes of learning across different cultures / communities. Students will be challenged to think about how they learn best while realizing the myriad of learning styles that are represented in a diverse population.

Video #4 is entitled “Drive: The Surprising Truth about what Motivates Us” and is given by Daniel Pink as part of the RSA animate series that syncs a lecture with interactive illustrations. This video relates to our motivation unit and provides students the chance to hear about and reflect upon individual and cultural differences in motivational styles. Cross-cultural examples of motivational studies are given as part of the lecture that deal with power structure, money (SES), and their influence on motivation.

Articulate the value of a diverse and global perspective.

Through completing the cumulative “Educational TED talk” assignment, students will use their verbal and visual communication skills to compile a video in which they articulate their specific views of how culture impacts education. This project allows students to cover a contemporary issue in a way that demonstrates human principles are global in nature.

Their video will call for students to include textbook information while simultaneously incorporating anecdotal evidence and/or action-oriented examples to make their point. Students will also be asked to reflect upon and synthesize their own experiences in the creation of this video, with a focus on initiatives that they deem would be beneficial to implement to help others value, appreciate, or recognize issues from a global perspective.
Additional Comments

re-submission based on feedback received on June 6th. Nature of R.E.A.C.T. videos expanded upon (including topic / theme) to ensure this assignment relates to ICD

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus

INST301CourseSyllabus_Fall18.pdf

Reviewer Comments
COURSE OUTLINE and SYLLABUS
INST 301: Educational Psychology (FALL 2018)

Instructor:
Dr. Robert S. Woodward, Jr. “JAY”
Email:  drjay@tamu.edu

Textbook:

Course Purpose:
In INST 301 Educational Psychology, we will examine theory and research that has direct implications for educational practice and some of the educational applications that have developed from this theory and research. Topics that will be covered over the course of the semester can be separated into five main areas:

✓ Introduction, overview of the terms and methods used in Educational Psychology and the social sciences to collect, analyze, and interpret data
✓ Development, which will encompass physical, social, and cognitive realms;
✓ Learning, which will include theories and perspectives on knowledge acquisition;
✓ Motivation, which will involve individual, collective, cultural, and classroom aspects;
✓ Culture & Diversity, which will provide a background in the principles of multicultural education and a greater understanding of the role of culture/context in education.

*Note, this course features the opportunity to travel to Iceland as part of an international field trip to where you can view the role of culture and diversity in education first-hand

Course Objectives:
1. Gain insight into the nature of learners and of the learning process for the design and implementation of effective teaching strategies in a variety of educational settings.
2. Compare and contrast “textbook” applications of educational, psychological, developmental, and sociological theories to “real-life” practices and approaches.
3. Communicate effectively your opinions, reactions, recollections, and interpretations of both viewed and experienced examples of educational psychology “in action.”
4. Use your critical thinking skills and your knowledge of self and subject matter to fully develop your own personal concept of what aspects are essential and uniquely inherent to the realm of educational psychology.

ICD Learning Objectives:
This course fulfills the International and Cultural Diversity (ICD) requirement set forth by Texas A&M University, and as such will prepare students to:
1. Live and work effectively in a diverse and global society.
2. Articulate the value of a diverse and global workplace.
3. Recognize diverse opinions and practices (including but not limited to economic, political, cultural, gender, and religious opinions) and consider different points of view.
**Student Responsibilities:** Students enrolled in INST 301 are expected to:

1. Read all specified modules in the textbook by the dates indicated.
2. Actively participate in and contribute to all in-class discussions and activities
3. Notate and record observations for use in composing R.E.A.C.T. assignments
4. Complete and hand in all assignments by the date listed on the syllabus

**Course Evaluation:** INST 301 meets on M/W from 4:10-5:25 p.m. in Harrington 200. Your grade in this course will be determined by the following:

- R.E.A.C.T. Papers (4 @ variable pts.) 31 pts.
- Intro Project: Survey Design 30 pts.
- Final Project: Ed TED talk 30 pts.
- Typical Evaluation of Student Thinking (T.E.S.T.) (4 @ variable points) 210 pts.

**TOTAL 301 pts.**

**Grading:** Letter grades will be assigned on the following basis:
- A = 265 - 301 pts.
- B = 230 - 264 pts.
- C = 200 - 229 pts.
- D = 175 - 199 pts.
- F = anything below 175 pts.

**Academic Honesty**
As commonly defined, plagiarism consists of passing off as one’s own words, writings, etc., which belong to another. Therefore, 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. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section entitled “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://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**Americans with Disabilities Act**

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 accommodation, please contact the Department of Disability Services in Cain Hall B118. You may call 845-1637 or email disability@tamu.edu. Additional information is available at [http://disability.tamu.edu](http://disability.tamu.edu)

**Students with Special Needs**

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.
Explanation of Assignments:

- **“R.E.A.C.T. Papers”**
  
  **Video “release” dates:** Aug 29 / Oct. 1 / Oct 22 / Nov 12
  
  **Due Dates:** Sept 17 / Oct. 8 / Oct 31 / Nov 19

  The R.E.A.C.T. assignment will call for you to view an online educational video pertaining to the unit we are currently covering. The video can be watched at your convenience and class will not convene on days in which these assignments are scheduled. These videos have been selected to enhance textbook materials and classroom lectures, but more importantly, get you to think critically and contextually on your philosophy of education.

  For this assignment, you will be asked to “R”espond to, “E”xpand upon, “A”rgue with, “C”omment on, and/or “T”hink about (R.E.A.C.T.) what you have just viewed. There are no right or wrong responses – feel free to comment freely and openly on any or all of the content that affected, enlightened, inspired, outraged, or unnerved you. What particularly about this video impacted you?

  Each R.E.A.C.T. paper should be 2-4 pages in length (double spaced) and students should integrate classroom material (where applicable), previous educational experiences (personal or relational), field-based observations of principles or practice at work, and their persona into their discussion.

- **Intro Project: Survey Design**
  
  **Due on/before October 1st**

  In this class, we will be discussing the use of quantitative methods and descriptive statistics in the analysis and reporting of educational research. For this intro project, you will need to design a unique survey consisting of 6 independent but related questions (ex. teachers attitudes towards standardized testing, etc.) that are specifically designed to gauge people’s opinions on a current issue of interest.

  As an individual, or as part of a group, you will be responsible for setting up all facets of the survey (look, response processes, etc.) but your 6 questions should contain (at least) one example from each of the scales of measurement. From there, you will need to get (at least) 30 people to take your survey so that you have a good sample from which to base your analysis on.

  Your analysis will encompass the categorizing and discussing your questions from a scales of measurement perspective, reporting of the descriptive statistics of the information you collected from your subjects, a general summary of the results, and a full discussion on what you learned including addressing any salient differences of opinion that arose in your data set analysis.

- **T.E.S.T.S. (Typical Evaluation of Student Thinking)**
  
  **September 12th** (Introduction 15 questions / 30 points)
  
  **October 3rd** (Development 30 questions / 60 points)
  
  **October 24th** (Learning 30 questions / 60 points)
  
  **November 12th** (Motivation 30 questions / 60 points)

  These T.E.S.T.S. are designed to assess your understanding of the material presented in each topical unit (not cumulative). Items will be in a multiple choice format and will include information from the text, videos, class discussions, lectures, etc. They will require higher order thinking skills such as synthesis and application and students will need to study to do well. You will need to bring a grey 8.5” x 11” scantron for each test.

- **Final Project: Educational TED talk**
  
  **Due on/before December 10th**

  Being able to effectively communicate a point both verbally and visually is a key component of being a good educator. For this assignment, as an individual or as part of a group will design a lecture following the TED talk format that addresses the following prompt:

  “How does culture influence education?”

  The prompt aligns with Module #19 - “Multicultural Education” which you will use as a basis for this assignment.

  In general, TED talks are informative in nature, so you will be presenting facts that demonstrate the principles of the textbook while bringing in outside information (theories, concepts, practical uses, etc.) that accentuate and expand upon the material.
The format can be whatever you’d like (Powerpoint, Vimeo, Prezi, YouTube, etc.).

Beyond the factual, TED talks focus on the power of ideas to change attitudes, so you should plan on addressing your talk to current educators, future teachers, school administrators, parents, or students themselves (depending on the focus of your talk).

Finally, true to the TED talk format, your recording should not exceed 18 minutes. A good recording will maximize the use of this time without going over or having several minutes to spare.

Aside from these aspects, there are no limits to the approach you can take. Your talk can be a new take on an old issue or challenge a belief that your audience already has. It can be an inspiring take or anecdotal evidence from your own experience. Regardless the tone and tenor or your presentation, factual evidence will need to back up your claim, so please make sure you have done adequate research and be prepared to defend what you speak on and about.

A rubric will be provided to all students that clearly depict the expectations of the assignment and a framework for you to construct your TED talk.

*Note, students who participate in the International Field Trip to Iceland are expected to incorporate their experiences into their final submission and their project should include a comparison of American schools to Nordic ones from a culture and/or diversity standpoint, along with any other observations or salient experiences they had while on trip.

**Explanation of Field Trip / Global Education Experience:**

To accentuate learning and to provide for a high impact educational experience that will allow students to connect with classroom material, this course has been customized to feature an international field trip to coincide with our final “Culture & Diversity Unit”

**Students enrolled in the study abroad section will travel to Iceland from Saturday, Nov. 17th – Friday, Nov. 23rd**

Once in Iceland, students will experience first-hand the cultural and social diversity of this Nordic country through visiting schools in the area, interacting with local community members, traveling throughout the region, and participating in cultural exchanges with citizens of this country.

Students who are not enrolled in the study abroad section will have a lecture over “Social and Economic Diversity” on Monday, November 19th.
**TENTATIVE CLASS SCHEDULE**

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<tr>
<th>Dates</th>
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<th>What-a-Wednesday!</th>
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<tr>
<td>Aug. 27 / 29</td>
<td>Class Introductions</td>
<td>R.E.A.C.T. Introduction</td>
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<td><em>&quot;Education Paradigms&quot;</em></td>
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<td>Sept 3/5</td>
<td>Research &amp; Theory in EPSY Module 2 (pp. 14-25)</td>
<td>Assessment in EPSY Module 41 (pp. 604-610)</td>
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<td>Sept 10/12</td>
<td>T.E.S.T. Review &amp; R.E.A.C.T. Preview</td>
<td><strong>INTRODUCTION T.E.S.T.</strong></td>
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<td>Sept 17/19</td>
<td>General Principles of Dev. Module 3 &amp; 14 (pp. 34-46 &amp; pp. 186-193)</td>
<td>Cognitive Development Modules 4-6 (pp. 48-73)</td>
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<td><strong>R.E.A.C.T. #1 Due</strong></td>
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<td>Sept 24/26</td>
<td>Physical &amp; Personal Development Modules 7 &amp; 9 (pp. 80-85 &amp; pp. 99-111)</td>
<td>Social and Moral Development Modules 8 &amp; 10 (pp. 86-97 &amp; pp. 112-121)</td>
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<td>Survey Design Project Due</td>
<td><strong>DEVELOPMENT T.E.S.T.</strong></td>
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<td>Oct 8/10</td>
<td>Behavioral Views of Learning Modules 20 &amp; 21 (pp. 270-290)</td>
<td>Cognitive Views of Learning Modules 22 &amp; 23 (pp. 312-343)</td>
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<td><strong>R.E.A.C.T. #2 DUE</strong></td>
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<td>Oct 15/17</td>
<td>Learning &amp; Memory Modules 22 &amp; 23 (pp. 312-343)</td>
<td>Social Views of Learning Modules 21, 30 &amp; 31 (pp. 299-302 &amp; pp. 440-458)</td>
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<td>Oct 22/24</td>
<td>*&quot;Learning React&quot;</td>
<td><strong>LEARNING T.E.S.T</strong></td>
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<td>Oct. 29/31</td>
<td>Intro to Motivation Module 32 (pp 476-480)</td>
<td>*&quot;Motivation React&quot;</td>
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<td><strong>R.E.A.C.T. #3 DUE</strong></td>
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<td>Nov 5/7</td>
<td>Motivation in Context Module 33 (pp. 482-495)</td>
<td>Self Factors of Motivation Modules 34-35 (pp. 498-511)</td>
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<td>Nov 12/14</td>
<td><strong>MOTIVATION T.E.S.T.</strong></td>
<td>Final Project Information Day</td>
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**CULTURE & DIVERSITY**
*Note, students in Study Abroad section will leave on Nov. 17 & return on Nov. 23*

| Nov. 19     | Social & Economic Diversity Module 17 (pp. 228-238) | **R.E.A.C.T. #4 DUE**                                  |
| Nov 26/28   | Ethnicity, Race, & Gender Module 18 (pp. 240-254)   | Project Work Day                                      |

Mon, Dec 10  | **FINAL PROJECT Due**                             | ← on/before this date                                 |

*Happy Thanksgiving!*  
No class ... B.T.H.O. LSU!
Core Curriculum Management

New Core Component Proposal

Date Submitted: 09/25/18 11:42 am

Viewing: MKTG 403-ICD: International Market Entry Strategies

Last edit: 09/25/18 11:42 am

Changes proposed by: nhara

Contact(s)

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<tr>
<td>Natsuki Hara</td>
<td><a href="mailto:nhara@mays.tamu.edu">nhara@mays.tamu.edu</a></td>
<td>979-845-7256</td>
</tr>
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Course Prefix  MKTG  
Academic Level  UG  
Complete Course Title  International Market Entry Strategies  
Abbreviated Course Title  INTL MKT ENTRY STRAT  
Crosslisted With  IBUS 403  
Semester Credit  3  
Hour(s)  
Proposal for: International and Cultural Diversity  

International and Cultural Diversity Designation

Is this course currently included in the Core Curriculum? 
No

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.

MKTG 403 is a research-based course in which students prepare a detailed analysis of a European country and use it in the preparation of a marketing plan for a product or service that you plan to introduce and market in that country.

Through the Marketing Study Abroad Program, studentes are able to participate in the cultures of several European nations (e.g., United Kingdom, France, Monaco, Italy, Austria, Germany, and Switzerland). Knowledge gained from this participation provides students with a unique perspective for developing a marketing plan for introducing new products and services in other countries.

Through a detailed Country Analysis, students will become familiar with the history, geography, economic environment, legal/political environment, culture, technology, and infrastructure of a European country visited and help equip them to live and work effectively in a diverse and global society.

Articulate the value of a diverse and global perspective.

Your final paper should be approximately 20 pages in length, Times New Roman, 12 point font, 1” top, bottom and side margins, double-spaced. For the product/service you choose to introduce into another country, this should be your own idea – something that you would plan to actually introduce into that market and run that business.

In order to develop a viable marketing plan, students will first need to develop a Country/City Analysis which will
include the following aspects of the country the students have selected.
1. History- Brief history of the country/city with special emphasis on most recent history that impacts market entry of the student’s new product or service
2. Geography- Location, climate, topography and how these impact the student’s product/service
3. Economy- Population, GDP, income, natural resources, industries, international trade data, trade restrictions, labor force, and how this affects the student’s proposed market entry
4. Legal/Political Environment- Laws affecting marketing entry into that country/city, attitudes toward foreign businesses, importance of government as a purchaser of goods and services, and how this affects the student’s business
5. Culture- Religion, family life, education, business customs and practices, gender issues, and fine arts, and how they will impact the student’s product/service
6. Technology- Technology currently available, R&D activity, technological skills of the people, and how this will affect the student’s proposed market entry
7. Infrastructure- Distribution (roads, bridges, canals, railroads), financial (banks, insurance companies, investment firms), marketing (advertising agencies, marketing research firms, media), communication (telephone, faxes, computers), and how each of these will impact the student’s product/service

International vs. Domestic Comparison (in the final paper): Given the findings in the student’s Country Analysis and the student’s recommendations in his or her Marketing Plan, the students will cite several important differences in successfully marketing the product/service in the country the student chose vs. successfully marketing a similar product/service in the U.S. The assignment will ask students to include both differences in the market and differences in marketing strategies/tactics required. In completing the final paper, students are expected to articulate the value of a diverse and global perspective.

Recognize diverse opinions and practices and consider different points of view.

Additional Comments
The course is only offered as a summer study abroad course (Europe Marketing).
Resubmitted from original ICD proposal in June

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus
MKTG 403 Syllabus.docx

Reviewer Comments
Kristin Harper (kharper) (06/07/18 4:24 pm): Rollback: The Core Curriculum Council did not approve this course for ICD. It can be resubmitted. Comments: As a study abroad trip this course has strong potential to be a good ICD course. However, as written it is unclear how preparing a marketing guide for a product/service requires students to engage in articulating the value of a diverse and global perspective. Additional evidence on how students are internalizing this international experience would offer an improvement.
MKTG/IBUS 403  
INTERNATIONAL MARKET ENTRY STRATEGIES  
COURSE SYLLABUS  
10-WEEK COURSE – SUMMER 2019

INSTRUCTOR: Dr. Stephen W. McDaniel (“Dr. Mac”)  
Professor of Marketing  
(979) 845-5801 s-mcdaniel@tamu.edu  
Office: 201G Wehner

PREREQUISITES: MKTG 321 or 409; concurrent registration in MKTG/IBUS 402; Junior or Senior classification; 2.5 GPA in major and overall

CREDIT HOURS:  3

TEXTBOOK: No textbook, but see sample marketing plans at www.bplans.com/sp/marketingplans.cfm

COURSE DESCRIPTION:

A research-based course in which students prepare a detailed analysis of a European country and use it in the preparation of a marketing plan for a product or service that you plan to introduce and market in that country.

COURSE OBJECTIVES:

1. Through the Marketing Study Abroad Program, you are able to participate in the cultures of several European nations (e.g., United Kingdom, France, Monaco, Italy, Austria, Germany, and Switzerland). Knowledge gained from this participation provides you with a unique perspective for developing a marketing plan for introducing new products and services in other countries.

2. Through a detailed Country Analysis, students will become familiar with the history, geography, economic environment, legal/political environment, culture, technology, and infrastructure of a European country visited and help equip them to live and work effectively in a diverse and global society.

3. Following a Country Analysis and Marketing Plan, students will compare their findings and recommendations with marketing a similar product/service in the U.S. for the purpose of allowing the students to articulate the value of a diverse and global perspective.

4. In conducting the Country Analysis and developing the Marketing Plan, students will need to recognize diverse opinions and practices (e.g., economic, political, cultural, gender, and religious) and consider different points of view in order to successfully market that product/service.

REQUIREMENTS:

Your final paper should be approximately 20 pages in length, Times New Roman, 12 point font, 1” top, bottom and side margins, double-spaced. For the product/service you choose to introduce into another country, this should be your own idea – something that you would plan to actually
introduce into that market and run that business. This isn’t opening up a new TopGolf, Chick-fil-A or Texas Road House in Germany. This is your own creation.

I. Introduction. Have a one paragraph introduction to your report in which you briefly explain your product and then provide an overview of the rest of your report.

II. Country/City Analysis. In order to develop a viable marketing plan, you will first need to develop a Country/City Analysis which will include the following aspects of the country you have selected. If this business will be located in only one city – at least initially – provide some details about that city as well. Each of these sections should be a separate section (with subheads). Be sure to reference the source from which you get each fact. Use in-text referencing (such as Smith 2017 or superscript numbering of individual sources such as you used in your team report for IBUS/MKTG 402). Don’t just have a “Bibliography” at the end of the paper – have a “Works Cited” page. Citation of your sources is important! Anything you get from an outside source needs to be cited. Use bullet points and write concisely, with short paragraphs – business writing style, not long-paragraph literary writing style.

1. History- Brief history of the country/city with special emphasis on most recent history that impacts market entry of your new product or service

2. Geography- Location, climate, topography and how these impact your product/service

3. Economy- Population, GDP, income, natural resources, industries, international trade data, trade restrictions, labor force, and how this affects your proposed market entry

4. Legal/Political Environment- Laws affecting marketing entry into that country/city, attitudes toward foreign businesses, importance of government as a purchaser of goods and services, and how this affects your business

5. Culture- Religion, family life, education, business customs and practices, gender issues, and fine arts, and how they will impact your product/service

6. Technology- Technology currently available, R&D activity, technological skills of the people, and how this will affect your proposed market entry

7. Infrastructure- Distribution (roads, bridges, canals, railroads), financial (banks, insurance companies, investment firms), marketing (advertising agencies, marketing research firms, media), communication (telephone, faxes, computers), and how each of these will impact your product/service

III. Marketing Plan. The second and most important part of your paper is the marketing plan proper. It will include the following sections with subheadings (for examples of what should be contained in these sections, see sample marketing plans at http://www.bplans.com/sp/marketingplans.cfm):

1. Mission Statement- General statement of product or service being sold, markets to which it is being sold (geographical, market segments), and major benefit being delivered to these markets

2. SWOT Analysis- Internal strengths and weaknesses of your company; external opportunities and threats (have a 4-quadrant table showing this)
3. Market Analysis - Indication of the needs and desires of the market; estimation of the market potential for your product or service – be specific with numbers.

4. Competitor Analysis - Who are the major competitors, and what are their strengths and weaknesses? (Have chart with accompanying explanation.)

5. **The most important part!!** Financial Projections - Have lots of numbers! This is crucial! Projected sales, costs, and profits for the first 5 years of business. You should be specific in your estimates and justify fully. **Don’t just put down numbers** – fully explain where you got these numbers or how you logically derived them. You should have a carefully developed spreadsheet and/or charts and graphs with realistic numbers. Have 5 years of Income Statements, taking into account all projected revenue and costs. Fully take into account all costs and completely show how you derived those cost figures. Don’t just say something like “I will assume costs are 20% of sales” – no! **Itemize each cost item.** Be sure to include all product costs as well as such expenses as wages and salaries (including your salary), licensing, royalties, taxes, sales commissions, promotion, etc., showing that you expect this to be a profitable venture.

6. Market Entry Strategies - Explain in general the major ways in which the product/service will be introduced to the market. The following are various options from most complex/involved to simplest/least involved:
   A. Local subsidiary - set up your own distribution network in the country (you move to that country and run it yourself)
   B. Joint venture - form a partnership with a local successful company
   C. Sales agents - hire local sales representatives to sell your product/service
   D. Licensing – contract with local businesses to sell your product

7. Target Market – be specific in explaining the target market(s) to which your following market mix recommendations are designed to appeal.

8. Marketing Mix
   A. Product – explain the specifics about your product or service. Have a visual showing your product/service.
   B. Promotion – explain in detail all the various promotion methods you will use – advertising (and what kind), sales promotion (such as coupons, contests), personal selling, publicity
   C. Place/Distribution – provide specifics for the general market entry strategies you identified in 6. above
   D. Price – explain the type of pricing strategy you will use (e.g., differential pricing, price skimming, penetration pricing, psychological pricing, promotional pricing)

9. Implementation
   A. Organizational chart showing your proposed company organization – be specific
   B. Time table with goals established (in chart/table form)

III. International vs. Domestic Comparison. Given your findings in your Country Analysis and your recommendations in your Marketing Plan, in bullet point form, cite several important differences in successfully marketing your product/service in the country you chose vs.
successfully marketing a similar product/service in the U.S. Include both differences in the market and differences in marketing strategies/tactics required.

GRADING:
Your paper will be graded on the following factors:

- Adherence to the above outline 10%
- Completeness, comprehensiveness 10%
- Financial thoroughness 40%
- Visuals (spreadsheet, charts, graphs, photos) 20%
- Variety of sources used; documentation 10%
- Grammar, spelling, writing style 10%

A hard copy (not e-mailed version) of your final paper is due to the Department of Marketing office (220 Wehner) or mailed to: Dr. Steve McDaniel; Dept. of Mktg.; 210 Olsen Blvd; 4112 TAMU; College Station, TX 77843-4112 to be received no later than 5:00 PM on Thursday, July 25. Five points will be deducted from the paper for every day it is late.

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

AGGIE HONOR CODE:
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, you assumed a commitment to uphold the Aggie Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. You will be required to state your commitment to the Aggie Honor Code on your final research paper. For additional information please visit: www.tamu.edu/aggiehonor/.

2019 COURSE OUTLINE:
May 9  Depart Houston for London
May 10-14  London, England
    Company visits: British Parliament, BrandOpus, Harrods, Hard Rock
May 15-18  Paris, France
    Company visit: BETC Advertising
May 18-20  Avignon, France
May 20-23  Nice, France; Monaco
    Company visits: Monte Carlo Casino, Parfumerie Fragonard
May 23-25  Verona, Italy
    Company visit: Serego Alighieri Winery
May 25-28  Munich, Germany  
Company visits: Audi, BMW Welt, visit to Dachau Memorial

May 29-June 1  Lucerne, Switzerland  
Company visits: Bucherer Retail, Johnson&Johnson LifeScan

June 1-4  Innsbruck, Austria  
Company visits: Innsbruck Tourism Board, Mair’s Berry Farm  
Swarovski, Riedel Glassware (Travel to Munich)

June 5  Depart Munich for Houston

June 8-July 12  Work on IBUS/MKTG 402 assignments; Turn in those by July 15

July 12-17  Research and decide on product/service to market and country to enter

July 17-21  Prepare first part of paper – Country Analysis

July 21-25  Prepare second part of paper – Marketing Plan

July 25  Finalize paper including photos from trip

July 25, 5:00 PM  Paper due
Core Curriculum Management

Date Submitted: 10/17/18 9:10 am

Viewing: **MUSC 221-ICD** 221: Guitar Heroes

Last edit: 10/17/18 9:10 am

Changes proposed by: jimball

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<tr>
<td></td>
<td>Jim Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>646-326-4287</td>
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Proposal for: International and Cultural Diversity

Recertify this course for International and Cultural Diversity designation? 
Yes

**International and Cultural Diversity Designation**

Is this course currently included in the Core Curriculum?

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.

Articulate the value of a diverse and global perspective.

Recognize diverse opinions and practices and consider different points of view.

Additional Comments

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
International and Cultural Diversity Designation Recertification

Is this course currently included in the Core Curriculum?  **Yes**

Which Foundational Component Area?  **KCRA**

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

**Live and work effectively in a diverse and global society.**

Students learn to live and work effectively in a diverse, global society in the following assignments and activities:

1. Students complete three group projects that emphasize teamwork, the ability to consider different points of view and work effectively with others to support a shared musical idea, purpose or goal. Each group project addresses issues of diversity by exposing students to music and people from other cultures. For example, Group Project 1 asks students to construct a musical work (broadly speaking) that is inclusive of all members and that incorporates their cultural, social, and individual uniqueness. Group Project 2 asks students to seek music from Latin American cultures where the guitar forms an integral part of the ensemble and discuss how the music and music-making reflect cultural traditions. Group project 3 asks students to conduct original research in order to analyze a musical performance using varied historical, social and cultural perspectives.

2. Students engage in regular classroom discussions that also allow them to explore global diversity. For example, class discussions of flamenco music allow students to learn and discuss how flamenco guitarist Paco De Lucia changed social and cultural conservatism in Flamenco music by embracing and including musical ideas, instruments, and rhythms from cultures outside of Flamenco music. Discussions of the Spanish Renaissance focus on how the Vihuela is a manifestation of the religious and racist bias that plagued Spanish culture at the time.

3. Course lectures also emphasize the global diversity. The course teaches that the history of the guitar is a history of globalization, as Italian, Spanish, and French styles converged in the Renaissance, Baroque, Classical and Romantic periods, and as they have continued to evolve in Latin America and beyond.

**Articulate the value of a diverse and global perspective.**

1. In classroom discussions, students are regularly called upon to articulate the value of a diverse and global perspective. For example, in discussions on Flamenco music students must elaborate the differences in Flamenco music before and after Paco de Lucía, who emphasized cultural inclusivity in his work, transforming the genre in general (dancing, music, orchestration etc). Similarly, in discussions of the music of Agustín Barrios Mangoré at the turn of the 20th century, students interrogate the particular forms of nationalism and “Pan-Americanism” on display in Barrio’s music. In other group discussions, students consider music that celebrates Latin American culture the ways that the guitar, as an instrument, reflects Latin American identity. Through these discussions, students articulate the importance of diverse views even as they demonstrate their knowledge of diverse musical genres, styles and periods.

2. The three Group Projects also provide opportunities for students to articulate the value of a diverse and global perspective. In Group Project One, student groups are asked to each give a summary statement of what they learned from each other by participating in an assignment together with students that come from different countries, religions, political points of view and cultural customs. Group Project 2 asks students to express the cultural characteristics embedded in a musical genre/style they select. Group Project 3 requires students to articulate a well-informed critical analysis of a piece of music based on their original research into diverse global perspectives. In this, they articulate the value of diversity for forming an educated opinion.

3. Concert reports allow students to articulate and reflect on the importance of being exposed to music from other cultures and historical periods, and how that allows them to have a more global view of the world. Concert reports ask students to research the works to be performed in advance in order to be able to formulate coherent, intelligent ideas and opinions based on a variety of sources.
Recognize diverse opinions and practices and consider different points of view.

1. All group projects allow students to recognize and consider diverse opinions and different points of view. In Group Project One, before students compose their work, students are asked to interview each other in order to learn about each member’s identity, culture, and history. Then, they are asked to represent these traits that compose their group through sound. Group Project Two also requires students to recognize varied opinions, practices, and points of view by exposing students to diverse music that embodies diverse cultural aesthetics and ideas. Finally, in Group Project 3, through research from a variety of sources, students learn about a piece of music, recognize different critical approaches to that music, and situate themselves in critical debates about that music.

2. Classroom discussions emphasize specific issues of culture, religion, gender, power and identity, where diverse opinions intersect. For example, during our Vihuela discussions (week 3) students recognize that the guitar is a manifestation of the racist and religious bias that plagued Spanish culture in the XVI century. Similarly, in weeks 8 and 13, students recognize the importance cultural diversity and cultural inclusiveness had on the musical development of Paco de Lucia and Agustin Barrios. And in weeks 10 and 11, students recognize how power and identity appear in the work and life of Andres Segovia and those who followed him, understanding both the value and cultural significance of his contributions.

3. In-class lecture/recitals by guest artists also expose students to non-western, non-traditional and/or music that is not part of their culture. These visits are an integral part of this course, and concert reports allow students to recognize and reflect on the diversity of opinions, practices and other points of view of the people that come share this music with them.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

<table>
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<tr>
<th>Attach Course Syllabus</th>
<th>MUSC221ICDCourseSyllabus 101718.doc</th>
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<tr>
<td>Reviewer Comments</td>
<td>Kristin Harper (kharper) (06/07/18 4:28 pm): Rollback: The Core Curriculum Council did not approve this course for ICD. Reviewers did not find that it sufficiently met the 3 ICD course goals. Barbara West (barbwest) (07/03/18 9:40 am): Rollback: Please address deficiencies identified in Kristin Harper's rollback (6/7/18) before resubmitting.</td>
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Course Description:
The breadth and depth of Western Art Music is expansive. While this course focuses on the social, cultural and aesthetic transformations that determine musical developments throughout musical epochs, a special emphasis is placed on the most important classical guitar personalities within the history of western music. “Guitar Heroes” studies the importance of these characters through historical explorations of performance, compositional/musical styles, and how their contributions gave rise and, in some cases, revived the guitar’s popularity as a concert-level instrument in both the classical and folk idioms.

TAMU Student Learning Outcomes:
Texas A&M University has identified student-learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see: http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf

The Core objectives for the Creative Arts Foundational Component (KCRA) Area are:
1. Critical Thinking: creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information
2. Communication: effective development, interpretation and expression of ideas through written, oral, and visual communication
3. Teamwork: ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. Social Responsibility: intercultural competence; knowledge of civic responsibility; and the ability to engage effectively in regional, national, and global communities

Course Objectives in Creative Arts courses:
1. Identify and discuss music(s) from different social, historical and cultural backgrounds through the guitar (Communication, Critical thinking and social responsibility).
2. Objectively discuss musical works through the development of musically appropriate communication skills and language (Communication).
3. Apply oral, auditory and musical skills needed to recognize and understand key musical concepts through both presentations and engaged/creative listening and writing exercises (Communication and critical thinking).
4. Apply critical thinking skills in order to identify the links between musical aesthetics and styles and how they develop from social, cultural and historical influences (Critical thinking).
5. Identify different musical styles and music from different historical periods (Communication and critical thinking).
6. Work in teams to explain a common musical concept (Teamwork, critical thinking, communication and social responsibility).
7. Analyze social situations (concert attendance) and make ethical decisions based on appropriate concert etiquette standards thus increasing competency of social skills and personal responsibility (social responsibility)

International and Cultural Diversity Learning Outcomes:
1. Live and work effectively in a diverse and global society;
2. Articulate the value of a diverse and global perspective;
3. Recognize diverse opinions and practices (including but not limited to economic, political, cultural, gender, and religious opinions) and consider different points of view.
Requirements:

Exams: There will be a total of two exams. Each exam will consist of two parts: A listening portion and a multiple-choice portion. All exams will be taken using the 8½ x 11 Grey Scantron sheets. IT IS YOUR RESPONSIBILITY to have a Scantron sheet(s) with you at all times. I will test you on terms, dates, personalities (composers/performers), musical compositions, historical significance and listening proficiency and competence.

Policy on Missed Examinations: Students must attend all examinations according to the specified dates on the syllabus. When legitimate circumstances prevent you from attending an exam, you will need to contact the instructor BEFORE or 24 HOURS AFTER THE EXAM. Proper documentation supporting an excused absence will be required. If the instructor is not notified within this time period, the student will receive a score of zero WITHOUT EXCEPTION. Please see the Student Rules handbook for University policy on excused absences for more information http://student-rules.tamu.edu/rule07

In-class Listening and Participation: In-class listening activities are an integral part of the course. It will be from these sessions that you will learn the most about the music studied during the course. All listening examples will be put on reserve at: http://mediamatrix.tamu and/or via YouTube. A list will also be available on e-campus. Daily and frequent listening is strongly encouraged. Please remember that most of the music, if not all, will be unfamiliar to you. Thus, listening portions during exams can be extremely challenging when it comes to recognizing and/or making intelligent observations during tests. Please make music-listening a part of your routine and do not try to cram listening sessions before an exam---it will not work.

Listening Assignments: Listening activities will reinforce the information learned in lectures. The object of these assignments is to prepare you for the listening portions of quizzes/exams and help you and I gauge your individual auditory abilities. There will be a total of 5 listening assignments and instructions for these activities will be posted on e-campus.

Concert Reports: All students are required to attend two concerts and write two concert reports about their experiences. The reports will address the following issues: social setting of the events, surroundings, objective and subjective descriptions of the music and performers as well as recognition of any relevant musical concepts studied in the course. Report guidelines will be posted on and submitted electronically through e-campus.

Group Projects: Group projects in this class emphasize teamwork, the ability to consider different points of view and working effectively with others to support a shared musical idea, purpose or goal. Groups must demonstrate critical thinking skills by showing the relationships between musical concepts, style, cultural and/or socio-historical perspectives, compositional style, intention and/or emotion, context etc. There will be 3 group projects for the course (See course schedule for dates).

For Group Project 1, you will create a musical composition that is representative of all members of your group. In class you will present your composition and provide reflections on what you learned from your group members by participating in an assignment with colleagues that come from different countries, religions, political affiliations, and/or cultural customs.

For Group Project 2, you will conduct original research on a Latin American culture and its music. You will be required to identify how culture is expressed or reflected in the music you select, and you will be required to articulate the value of the diverse cultural aesthetics to which you have been exposed.

For Group Project 3, you will select analyze a musical performance, placing it in its historical, social, and cultural context. You will be required to seek out diverse perspectives and opinions on the performance you select, and situate your group members in critical debates regarding that music.
Policy on submitting Concert Reports: NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.

Concert Etiquette: You represent Texas A&M University to nationally and internationally renowned musicians and performers. We want to demonstrate our appreciation for the performers by acting respectfully, which is a core value here in Aggieland. Accordingly, please observe standard performance etiquette while at a concert: turn off and put away all electronic devices and do not talk or whisper during the performance. I and other members of the faculty and staff from the Department of Performance Studies will be in attendance at many of these events, modeling and expecting appropriate concert behavior. Should your behavior be considered inappropriate by one of the faculty or staff, you may be quietly told to exit the auditorium and present your I.D. (Rule 1.1.2 A student is required to produce his/her identification card upon the request of a university official - http://student-rules.tamu.edu/rule01) I will be notified and you will receive a zero grade for the concert report assignment. You will not be allowed to go to a different concert.

Class and Concert Attendance: Attendance is required in order to do well in the course. Due to the large number of students, the class will be conducted in a lecture-style format and will include interactive discussions where you can assume that all of the information discussed in class will be on the exams. Students are responsible to keep up with any information announced during class time. This includes but it is not limited to: Concert announcements, schedule changes, extra-credit opportunities, assignment adjustments etc. (Extra-credit opportunities will be only be announced during class time). The Student Rules state: Excused absences -- The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.

Attendance to two live performances is mandatory and proper concert etiquette is expected of all students – This is not negotiable and/or optional. If you miss the concert(s) provided and do not have proper documentation to excuse your absence you will not be able to make it up. An excused absence will allow you the opportunity to make-up the missed concert but it will be your responsibility to find suitable performances that fit the criteria and scope of the class. It will be your responsibility to obtain this information and present the instructor with possible substitutions for approval.

Grading:
Assignments........100pts (5 @ 20pts)
Concert Reports.....50pts (2 @ 25pts)
Exam 1.................100pts
Exam 2 ..............100pts
Group Projects …150pts (3 @ 50pts)
Total.................500pts

Grading Scale:
450 – 500 = A (90% +)
400 – 449 = B (80% - 89%)
350 – 399 = C (70% - 79%)
300 – 349 = D (60% - 69%)
299 – Below = Fail

Copyright Statement
All of the materials used in this class are copyrighted. This includes all class notes, assignments, tests, and any other materials that I make available to you throughout the semester. You do not have permission to copy, reproduce or distribute these materials in any form without previous authorization of the instructor.

Classroom Policy: Turn Cell phones off and please refrain from your addiction to text messaging during lectures. Coming to class and leaving before lecture is over is unacceptable. If you need to leave, please e-mail and/or talk to me before class. If you arrive more than 10 minutes after class has started, you will be asked to leave. Talking during lectures and/or while musical examples are being played, is not only disrespectful to the Professor but also inconsiderate to your fellow students. Sleeping in class is unacceptable. Students engaging in any of the above-mentioned behaviors will be asked to leave the classroom and a letter grade will be deducted for each occurrence. Discussions during class will deal with other cultures, religious, artistic and aesthetic points of view. I welcome and encourage intelligent rhetoric on these subjects but will not tolerate under any circumstances demeaning and/or derogatory statements of
any kind towards me or another student. For more information about University policies on classroom behavior please refer to TAMU rule 21. Classroom Behavior: http://student-rules.tamu.edu/rule21.

**Students with Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

**Academic Integrity Statements**

**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/

**Plagiarism Statement**

Plagiarism is defined as using ideas, words, writings, etc. that were created by another and taking credit for them as your own. The below list is comprised of examples of plagiarism (albeit not all-inclusive):

- Copying from another student (regardless with or without his/her permission);
- Having someone else produce a document on your behalf;
- Copying information from a source without giving full credit; and
- Neglecting to put cited text copied from a source without quotation marks.

If you have any further questions or concerns on plagiarism, consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

A student will be questioned if there is any indication that a paper or essay has been plagiarized. If indisputable evidence exists to support the claim of plagiarism, appropriate penalties will be implemented (e.g., failing the course). Abide by the TAMU Honor Code. For more information, refer to http://aggiehonor.tamu.edu/

**Academic Dishonesty**

Academic Dishonesty includes the commission of any of the following acts: cheating, complicity, fabrication, falsification, plagiarism, abuse and misuse of access and unauthorized access and other types of misconducts. If during an exam, misconduct is suspected, the student will receive appropriate academic sanction including a permanent F in the course on the student’s transcript and the student’s placement on the Honor Violation Probation. For more information, refer to http://aggiehonor.tamu.edu/

**Title IX and Statement on Limits to Confidentiality**

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:
• Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/).

Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.

My research and your education:
Texas A&M University is a Tier 1 research institution that employs experts in their respective fields to engage in and share their research with students. My purpose in creating this class is three-dimensional: it advances my field of study, advocates for the arts and it allows me to share my passion for and research in classical guitar. This course produces new knowledge and it is an integral part of my ongoing research as I discover new ideas about music and how it affects people. As a faculty member in the Department of Performance Studies, I view performance as a way to support critical inquiry into the human condition and believe that the arts are a vital part of society. As a musician, my creative research activities involve exploring and performing different kinds of music using the guitar as a medium of communication, exploration and experimentation. I am a classically trained guitarist and perform at both nationally and internationally prominent venues in an effort to promote and advance the classical guitar as a concert-level instrument. I have collaborated with other musicians as well as with other performing and visual artists. I have arranged a large body of music from other instruments to the guitar and have taught masterclasses in Mexico, Canada, Europe, Latin America and all over the US. My performances and artistic activities form an integral part of my creative research and have significant impact on my teaching.
# Course Schedule FALL 2018

**This is a tentative outline and is subject to change based on Course Development**

## Week 1:
Course Introductions, Syllabus and music basics.
Music Basics – Development of a musical language and awareness

## Week 2:
Music Basics Cont’d
LISTENING ASSIGNMENT 1 DUE

## Week 3:
- Renaissance and the Spanish **Vihuelistas** –
  - Historical perspectives – *Vihuela* vs. Lute – Vihuela as symbol of Spanish Identity
  - *Vihuela* Playing Techniques of Luis Milán, Alonso Mudarra and Luyz de Narvaez
  - Renaissance Dances: *Pavanas, Gallardas and Diferencias.*
  - Renaissance *Fantasia* – Historical background – compositional freedom.

## Week 4:
- Baroque
  - Historical Perspectives – Five Course Guitar – playing techniques and style
  - Spanish Baroque Suite vs. European Baroque Suite – Rhythmic differences and Nationalistic styles
  - Baroque masters: Vivaldi, Bach and Scarlatti
LISTENING ASSIGNMENT 2 DUE

## Week 5 (Feb 16 & 18):
GROUP PRESENTATIONS 1

## Week 6:
Classical Period (Golden Age of the Guitar) –
- Historical Perspective - The rise of the 6-string guitar
- Role transformations through the music of Carulli, Giuliani Sor and Aguado.
- Italian, Spanish and French playing styles.
- Study of form and Style through the music of Mozart and Beethoven

## Week 7:
- 19th Century and Romantic Guitar –
  - Historical Perspectives – 19th Century romanticism in the music of Mertz, Legnani and Regondi
  - Nationalism and the Guitar in the music of Albeniz, Granados and Tárrega – (1900’s)
  - Revival of the guitar at the turn of the 20th Century
EXAM 1

## Week 8 (Mar 08 & 10):
- Agustin Barrios the “Paganini of the Guitar from the Jungles of Paraguay” (1885-1944)
- Antonio Torres and Francisco Tárrega – Revival of Classical Guitar
- 20th Century music – Historical Background and tendencies
ASSIGNMENT 3 DUE

## Week 9 – (Mar 15 & 17):
GROUP PRESENTATIONS 2

## Week 10 (Mar 22 & 24):
Andres Segovia (1893_1987) and his legacy
- Segovia and his role in the transformation and rise of the guitar to a concert-level instrument.
- Nationalism and neo-classical tendencies in the new repertoire of the 20th century.

## Week 11 (Mar 29 & 31):
- Post-Segovia Guitarists (Bream, Williams, Barreco and Yamashita)
ASSIGNMENT 4 DUE
<table>
<thead>
<tr>
<th>Week 12 (Apr 05 &amp; 07):</th>
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<tbody>
<tr>
<td>- New Guard in Classical Guitar</td>
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<tr>
<td>- Music of Koshkin, Ginastera and Leo Brouwer</td>
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<table>
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<tr>
<th>Week 13 (Apr 12 &amp; 14):</th>
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<tbody>
<tr>
<td>Flamenco music and the guitar</td>
<td></td>
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<tr>
<td>- Cultural and Historical background – Study of Arabic, Gypsy, Spanish and Latin American Influences</td>
<td></td>
</tr>
<tr>
<td>- Role reversal of the <em>Toque</em> and <em>Cante</em> in Flamenco tradition through the efforts of Ricardo Montoya, Niño Ricardo and Sabicas</td>
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<tr>
<td>- Paco de Lucia (b. 1944)</td>
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<td>- Compositional periods</td>
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<tr>
<td>- Flamenco Fusion of Jazz and world music!</td>
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<tr>
<td>- Transformation and revolution of playing styles!</td>
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<tr>
<td>ASSIGNMENT 5 DUE</td>
<td></td>
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</tbody>
</table>

| Week 14 (Apr 19 & 21): | EXAM 2 |

<table>
<thead>
<tr>
<th>Week 15 (Apr 26 - 28):</th>
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</thead>
<tbody>
<tr>
<td>CONCERT REPORTS DUE</td>
<td></td>
</tr>
<tr>
<td>GROUP PRESENTATIONS 3</td>
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</tbody>
</table>
Core Curriculum Management

Date Submitted: 08/15/18 1:31 pm

Viewing: MUSC 226-ICD 226-: History of Rock

Last edit: 10/11/18 2:46 pm
Changes proposed by: jimball

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Jim Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>646-326-4287</td>
</tr>
</tbody>
</table>

Course Prefix: MUSC  
Course Number: 226

Academic Level: UG

Complete Course Title: History of Rock

Abbreviated Course Title: HISTORY OF ROCK

Crosslisted With:

Semester Credit: 3

Hour(s):

Proposal for:

International and Cultural Diversity

Recertify this course for International and Cultural Diversity designation?  Yes

International and Cultural Diversity Designation

Is this course currently included in the Core Curriculum?

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.

Articulate the value of a diverse and global perspective.

Recognize diverse opinions and practices and consider different points of view.

Additional Comments
International and Cultural Diversity Designation Recertification

Is this course currently included in the Core Curriculum? **Yes**

Which Foundational Component Area? **KCRA**

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.

- During the first week of the course, the instructor provides ten minutes during class for students to work in groups and define “rock music.” Afterwards, students compare definitions and then note the diverse experiences, backgrounds, and knowledge-bases among their peers, which in turn reflect different perspectives of a global society. The instructor then presents several examples of “rock” music from various eras and geographics in order to demonstrate how stylistic differences belie a singular, all-encompassing definition.

- For each course unit students read essays that frame rock music through both mainstream and counter-hegemonic lenses. For example, as rock ‘n’ roll became more popular, the founders of the genre (musicians of color) were regularly underrecognized in favor of their white counterparts. Though (given the course subject) discussions of race occur each day of the course, especially in weeks 2, 3, 5, and 8, students are required consider the racial politics of genres like ragtime, events like the transition from rhythm & blues to rock ‘n’ roll, racialized urban and rural geographies, and so on. Readings that highlight counter-hegemonic perspectives, along with in class discussions and lecture, expose students to diverse and global perspectives that they must navigate in classroom discussions and written assignments.

- In Response Essay 2, students are asked to analyze one year of the four major awards of the Grammy Awards (Album of the Year, Record of the Year, Song of the Year, and Best New Artist). They consider who won, who (perhaps) should have won, and which musical cultures are left out of consideration entirely. As a result, students are asked to reflect upon what winning a Grammy means in a diverse and global society. For example, the Grammys are centered on American popular music, and therefore exclude a great amount of rock music created throughout the world. In this essay students must recognize relationships between their localized experiences and the wider world.

Articulate the value of a diverse and global perspective.

- During the unit on world music and its impacts upon rock (Week 12), students take part in an in-class activity in which they report on popular music throughout the world using the digital streaming service Spotify. Students must first describe the top Spotify rock music streams in one country. Depending on where they pick, sometimes they find songs that are also popular in the U.S. and sometimes they discover music new to them. This experience is reinforced by a lecture on Spotify that reveals its limitations (it is not available in Africa or South Asia), and asks students to consider other issues with using Spotify as an indicator of popularity (access to the internet and internet-enabled devices, the catalogue of music available on Spotify). Students articulate their reflections on these issues in subsequent classroom discussions.

- In Response Essay 1, students consider gender diversity and representation within rock ‘n’ roll. They first read an essay about the greatest music albums by women, compiled by NPR. Some of the assignment prompts are: how does this list compare to other “greatest albums” lists of which you are aware? what does it say about rock music that women are so infrequently considered among “the greatest”? And what are the implications of such best-of lists on a historically androcentric characterization of rock ‘n’ roll? This assignment requires students to articulate the value of diverse perspectives in rock ‘n’ roll and (implicitly) in wider media realms.

- Throughout the course, students also participate in weekly small group discussions in which they are expected to articulate the value of a diverse global perspective. These discussions are on topics that include gender inclusivity in rock ‘n’ roll, the racialization of sound, cultural appropriation, and similar issues.
Recognize diverse opinions and practices and consider different points of view.

a. The readings for this course consistently express diverse opinions, which are reinforced during small group discussions and other in-class activities that allow students to recognize those opinions and consider other points of view. For example, in a unit on MTV during Week 11, students complete an in-class writing assignment on the impact of MTV. They consider the catalogue of artists that MTV endorsed through its programming and who was left out (including many diverse global performers). They also assess why some bands (like punk rock groups) positioned themselves as purposely anti-MTV. Reflecting on these issues requires students to consider a variety of points of view regarding the role of consumerism in music, and the impacts a particular political economy can have on aesthetic expression.

b. In the final assignment for this course during Week 14, students reflect on what makes a rock song important enough to be included in a course like “History of Rock.” They devise and debate a set of criteria in order to compile their own list of the top five rock songs of all time, which they must then self-critique. For example, if they list that the best rock songs must have a guitar solo, a catchy chorus, and be at least four minutes, they should be able to recognize the vast amount of music that their list excludes. The overall goal of the assignment is to enable students to recognize not only that such tastemakers (themselves in this case) are fallible but also that such lists often preclude diverse opinions and multicultural perspectives.

c. During small group discussions throughout the course, students are encouraged to identify points of disagreement and debate as they explore key issues that emerge from the history of rock ‘n’ roll. The content of these discussions informs their response papers, in which they must actively consider a variety points of view that differ from their own on the subjects of race and gender in Rock ‘n’ Roll.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus  
MUSC 226 Syllabus RECERT.docx

Reviewer Comments  
Kristin Harper (kharper) (06/07/18 4:30 pm): Rollback: The Core Curriculum Council did not approve this course for ICD. It does not sufficiently meet ICD goals 1 and 3. It can be resubmitted.

Barbara West (barbwest) (06/26/18 2:07 pm): Rollback: Resubmitted without revisions based on comments from Kristin Harper on 6/7/18 rollback. Please address CCC concerns before resubmitting for further consideration.
MUSC 226 History of Rock

Course Description: Examination of the development of rock music; emphasis on how the sounds and meaning of music reflects culture, ideology and history.

This course focuses on the evolution of rock music. We begin in the 19th century by examining the musical predecessors to rock ‘n’ roll and proceed through its emergence and development to the present day. Students will consider how issues of race, gender, class, technology, globalization, and inequalities of power conjoin with musical expression. We will study and listen to a vast array of music and explore the various political, cultural, social, and economic influences that have shaped the history of rock music in the United States. As a result of this course, you should gain critical thinking and listening skills as well as an historical knowledge and cultural awareness of the way you interact with music on a daily basis.

TAMU Student Learning Outcomes: Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see: http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf

Learning Outcomes: Upon successful completion of this course, students will be able to:

- Demonstrate critical listening skills by recognizing and describing musical instruments, structures, styles, and genres. (CT, COM, SR)
- Evaluate music’s social and cultural context in writing and with other students in an informed and critical manner. (CT, COM, SR, TW)
- Recognize diverse opinions and practices and consider different points of view (CT, SR, ICD)
- Articulate the value of a diverse and global perspective (CT, COM, SR, ICD)
- Live and work effectively in a diverse and global society (CT, COM, SR, TW, ICD)
- Collaborate professionally and respectfully with their peers on short-term group projects. (COM, TW)
- Analyze evaluative systems that shape popularity, taste, and commercial success (CT, COM, SR)
- Write clearly, analytically, and persuasively. (COM, CT, TW)

These learning outcomes relate directly to the Texas Higher Education Coordinating Board’s revised Texas Core Curriculum Objectives (effective Fall 2014). This course fulfills the Foundational Component Area description for Creative Arts with the following four required Core Objectives: Critical Thinking (CT), Communication (COM), Teamwork (TW), and Social Responsibility (SR). For more information, please visit the Texas Higher Education Coordinating Board website, "Elements of the Texas Core Curriculum": http://www.thecb.state.tx.us/index.cfm?objectid=427FDE26-AF5D-F1A1-E6FDB62091E2A507. These learning outcomes are also related directly to the University’s International and Cultural Diversity (ICD) Graduation Requirement.
Course Materials: Brackett, David. 2013. *The Pop, Rock, and Soul Reader.* (Third Edition). New York: Oxford University Press. All other materials for this course are available for you to download through the library’s catalogue. A few articles will be made available on ecampus.

Grading Policies: The instructor does not assign grades; students earn grades. Begin working now to earn the grade you want. Late assignments will not be accepted, unless for a university-excused absence (see Texas A&M University Student Rule 7.1 http://student-rules.tamu.edu/rule07). Please take special note of the grading rubric below. A student who earns 449 points will be awarded a B, etc. No opportunities for extra credit will be given in this course. “At the end of every semester, panicked students contact me when there is frankly nothing I can do about their grade, because the student already earned that grade based on their performance over the course of the semester. Not only is it unfair to your peers to ask for special consideration at the end of the semester, it’s also unnecessary if you’ve been proactive about your work and grades throughout the course. If you contact me at the end of the semester to ask for any sort of change to your grade, I will not answer your email except to cut and paste this paragraph into my reply” (Kattari, 2016).

Grading Rubric:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450-500</td>
<td>A</td>
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<tr>
<td>400-449</td>
<td>B</td>
</tr>
<tr>
<td>350-399</td>
<td>C</td>
</tr>
<tr>
<td>300-349</td>
<td>D</td>
</tr>
<tr>
<td>0-299</td>
<td>F</td>
</tr>
</tbody>
</table>

Exam 1: 75 points  
Exam 2: 75 points  
Exam 3: 75 points  
Attendance Quizzes: 50 points total  
Response Essay 1 (150 Greatest Albums Made by Women): 50 points  
Response Essay 2 (Grammy Awards): 50 points  
Rock Offshoots Project: 50 points  
Top 5+1 Assignment: 75 points

Total: 500 points

Assignment Descriptions:

1. Exams. This course has three exams you will complete online. They are open book and open note, but they are timed and you are not permitted to search for answers online. Please remember the Aggie Honor Code. It is your responsibility to take the exams before the designated ending time. If your internet is unreliable, I suggest you take the exam at a library on campus. I am not responsible for your internet-connectivity issues and will not issue make-up exams. Exams will cover information from readings, lectures, and class discussions. They may contain listening examples, so you will need to have headphones. Exams are to be taken alone.

2. Attendance Quizzes. Throughout the semester you will complete five short, timed attendance quizzes. These are done online through ecampus. They will comprise information discussed only in class and are meant to assess your attendance over the previous few classes.

3. Response Essays, Rock Offshoots Project, and Top-5 Assignment. These reflect your abilities to analyze others’ perspectives and present your resulting position on particular issues and ideas. Assignment descriptions are available on ecampus.
Writing Assignment Rubric:

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Minimum expectation (C)</th>
<th>Satisfactory (B)</th>
<th>Outstanding (A)</th>
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<tbody>
<tr>
<td>CONTENT</td>
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<tr>
<td>Treatment of Topic</td>
<td>Accurate facts</td>
<td>Thorough coverage</td>
<td>Plus insight, creativity</td>
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<tr>
<td>STYLE</td>
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<tr>
<td>Organization</td>
<td>Unified; coherent</td>
<td>Plus logical overall</td>
<td>Effective flow from</td>
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<td>sentences and paragraphs</td>
<td>organization</td>
<td>thesis statement to</td>
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<td>supporting ideas</td>
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<tr>
<td>Grammar and Syntax</td>
<td>Clear meaning;</td>
<td>Plus few typographical</td>
<td>Plus expressive and</td>
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<td>correct grammatical</td>
<td>errors</td>
<td>attractive style</td>
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<td>usages and correct</td>
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<td></td>
<td>citations</td>
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</table>

Attendance and Participation: Attendance and meaningful participation are required. Class meetings, group work, and discussions are vital for success in the course and will often contain supplemental material not covered in readings or assignments. Students are expected to come to class prepared, have read the assigned materials, and contribute to class and group discussions in a positive manner. Excused absences are outlined in Student Rule 7 (http://student-rules.tamu.edu/rule07). Should a student miss a class, excused or unexcused, it is the student’s responsibility to find out what they missed from their peers.

Classroom discussions form an essential component of this course, to be successful at written assignments and tests, you must take part in classroom discussions each week.

Make-up Policy: Students will only be able to make-up assignments and exams for university-excused absences and only when the student provides adequate documentation to the instructor (see Texas A&M University Student Rule 7.1 http://student-rules.tamu.edu/rule07). No other late work will be accepted.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity Statement and Policy: “An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information please visit: http://aggiehonor.tamu.edu.

Communication: If you have questions about assignments and course content, first check the syllabus and ecampus content to see if you can find an answer on your own. I will not answer emails with questions that are addressed in the syllabus or easily answered on ecampus.

Technology Policy: I prefer you do not use laptops in class. If your use of technology is not related to class or if it becomes distracting to me or to your colleagues, I may ask you to discontinue use.
Course Topics, Calendar of Activities, Major Assignments, Test Dates:

N.B. Reading, viewing, and listening assignments are to be prepared before class on the date listed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Reading/Viewing/Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday, August 29</td>
<td>Welcome and Course Introduction</td>
<td></td>
<td>Course Syllabus</td>
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<tr>
<td>3</td>
<td>Tuesday, September 12</td>
<td>The Blues and Big Band Swing</td>
<td>PRS: 30-47</td>
<td></td>
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<tr>
<td></td>
<td>Thursday, September 14</td>
<td>Rhythm and Blues; Country Attendance Quiz</td>
<td>PRS: 48-52, 65-81</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Reading Material</td>
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<tr>
<td>Thursday, September 21</td>
<td>Rock 'n' Roll Business, 1954-1959</td>
<td></td>
<td><strong>PRS</strong>: 83-89, 94-110</td>
<td></td>
</tr>
<tr>
<td>Tuesday, September 26</td>
<td>Early Rock 'n' Roll Quiz</td>
<td>Attendance Quiz</td>
<td><strong>PRS</strong>: 118-129</td>
<td></td>
</tr>
<tr>
<td>Tuesday, October 3</td>
<td>Rock and Pop in the Late 1950s and Early 1960s</td>
<td>Exam 1 due</td>
<td><strong>PRS</strong>: 131-144</td>
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<tr>
<td>Thursday, October 5</td>
<td>The British Invasion</td>
<td></td>
<td><strong>PRS</strong>: 200-230</td>
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<tr>
<td>Tuesday, October 10</td>
<td>Bob Dylan and Folk Rock</td>
<td>Response Paper 2 Due</td>
<td><strong>PRS</strong>: 144-159, 261-269</td>
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<tr>
<td>Tuesday, October 24</td>
<td>Southern Rock and Country Crossovers</td>
<td>Attendance Quiz</td>
<td><strong>PRS</strong>: 290-314</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>Thursday, October 26</td>
<td>Library Presentation</td>
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<tr>
<td>Tuesday, October 31</td>
<td>TBA</td>
<td>PRS: 323-363</td>
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<tr>
<td>Thursday, November 2</td>
<td>1970s Rock Segmentations, Outgrowths, and Responses:</td>
<td>-Marley (2012) [course reserves]</td>
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<td>-The Decline of Western Civilization (1981) [course reserves]</td>
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<td></td>
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<td>-The Evolution of Hip Hop, episodes 1 and 2 (2016) [Netflix]</td>
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<td>Thursday, November 9</td>
<td>1980s Pop and Rock Superstars</td>
<td>Exam 2 Due</td>
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<tr>
<td>Thursday, November 16</td>
<td>Hip-Hop, “World” Music, and the Effects of Appropriation</td>
<td>Attendance Quiz</td>
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<tr>
<td>Thursday, November 23</td>
<td>NO CLASS – THANKSGIVING HOLIDAY</td>
<td>PRS: 467-479</td>
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</table>
PRS: 496-501, 534-540 |
| Thursday, November 30 | Digital Technologies, Napster, and Late 90s Rock Culture | Top 5 (+1) List Assignment Due | PRS: 544-560 |
| Friday, December 8-13 Exams | FINAL DUE ONLINE | |

*Except for changes that substantially affect implementation of the evaluation statement, this syllabus is a guide for the course and is subject to change with advance notice.*
Core Curriculum Management

Date Submitted: 08/21/18 3:10 pm

Viewing: PERF 325-ICD: Dance and World Cultures

Last edit: 10/11/18 2:55 pm
Changes proposed by: jimball

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone</th>
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<tbody>
<tr>
<td>Jim Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>646-326-4287</td>
</tr>
</tbody>
</table>

Course Prefix: PERF  
Course Number: 325  
Academic Level: UG  
Complete Course Title: Dance and World Cultures  
Abbreviated Course Title: DANCE AND WORLD CULTURES  
Crosslisted With: MUSC 325  
Semester Credit: 3

Proposal for:  
International and Cultural Diversity

Recertify this course for International and Cultural Diversity designation?  
Yes

International and Cultural Diversity Designation

Is this course currently included in the Core Curriculum?

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.

Articulate the value of a diverse and global perspective.

Recognize diverse opinions and practices and consider different points of view.

Additional Comments
International and Cultural Diversity Designation Recertification

Is this course currently included in the Core Curriculum?  Yes

Which Foundational Component Area?  KLPC

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.

THREE SHORT WRITTEN ESSAYS of about 500 words (2 double spaced, typed pages) (30%). These essays will prepare students for the final paper on a live dance performance. Instructions are to view and analyze three diverse dance performances, drawn from varied global dance traditions. In each essay, students identify characteristics of world cultures expressed in dance and synthesize that information. Each essay requires critical thinking toward three goals: (1) developing skills for living and working effectively in a diverse and global society, (2) giving students an opportunity to think about and articulate the value of developing a global perspective on human practices such as dance, and (3) recognizing that people express diverse points of view through dance as well as expressing diverse points of view about dance performance. Students receive feedback on each essay in small-group class discussions. Structured discussions are designed to bring diverse opinions into conversation, engage difficult topics raised by dance performances (such as gender roles, violence, cultural appropriation, and exotization), and give students an opportunity to listen carefully to other students. See syllabus for details on the topics of each of the three essays to achieve these 3 goals.

Articulate the value of a diverse and global perspective.

1 POWERPOINT PRESENTATION (10%). Students choose a dance form, style, or genre of particular interest to discuss in a 5 minute PowerPoint presentation. The goal of this presentation is to use visual images and words to tell the class what about the dance is of interest and articulate their perspective clearly. At the end of the presentation, students are required to raise three questions for discussion that will generate diverse points of view from the class. Multiple perspectives reveal more about a dance practice than a single authoritative assessment. The discussion questions are intended to challenge students’ assumptions about physical movement and the human body as well as cultural assumptions, biases, and perceptions (e.g. exoticism). The goal is to reveal the value of hearing, grappling with, and respecting diverse perspectives toward a better understanding of how dance as a cultural practice expresses people’s gender identities, ethnicities, and cultures. Students are instructed to conclude the presentation by assessing and articulating the value of a diverse and global perspective in the analysis of dance practice. In large classes, this will be a group assignment. In-class discussion will provide feedback on presentations with emphasis on the visual elements of the presentation (KLPC). Students also articulate the value of a diverse global perspective in Performance Essays 1 and 2 (see syllabus for prompts).
Recognize diverse opinions and practices and consider different points of view.

1 PAPER on LIVE DANCE in the LOCAL CIVIC COMMUNITY (30%). This assignment is a paper of approximately 1,000 words (4-5 double spaced pages). This assignment requires students to engage with dance and dancers in our local civic community. A list of local dance performances on campus and in Bryan/College Station will be provided. Students are encouraged to seek out other performances. Students are instructed to attend a live dance performance. In the paper, students define the performance, its setting, and its genre (e.g., social dance in a park, an OPAS performance in Rudder Theatre, a student group performing belly dance, a SPICMACAY concert featuring dance, children performing ballet at First Friday in Bryan, etc.). The students then analyze in detail (1) The social and cultural context for the dance (e.g., the physical surroundings, composition of the audience, whether a ticket is required, cost, is it a demonstration, is it a teaching situation, etc.), (2) the meanings this dance expresses in this context (what political opinions, points of view are expressed, what perspectives on what gender/ethnicity/ability the dance takes, what aspects of the dance does a person have to know in advance to “get” the performance), (3) why they think the dancers perform (e.g., cultural expression, display of skill, money, individual expression), (4) the aesthetics of the dance form, including aspects that are unfamiliar to and require the student to shift or expand their perspective, and (5) how the encounter with this live performance in this setting as part of a live audience helps cultivate their ability to live and work effectively in a diverse and global society (e.g., were the codes of behavior expected of an audience familiar— if not, how did you observe others’ and adjust your own behavior?) Two days are set aside for in-depth discussion of these papers, to further develop students’ capacity for living and working in a diverse, global world as they encounter different opinions held by fellow students. Feedback from in-class discussion of these papers will reveal the diversity of dance performances in our local community, the diversity of perspectives dance expresses and the diversity of perspectives each of us brings to dance performance based on our own backgrounds. In addition, TWO SHORT-ANSWER EXAMS. (5 questions, 5-10 sentence responses to each question). Exams will cover reading and visual material presented in class as well as lectures. For questions 1-4, a film example of dance will be shown. Questions 1-4 will ask students to identify each example’s musical and dance characteristics, its genre, and its specific historical and cultural context based on the evidence of the visual and aural information. The 5th question in each of the 2 exams will ask students to compare the example with one other dance performance or practice we have studied thus far (student’s choice). Students will be asked to (1) Recognize and articulate clearly the point of view each of the 2 performances takes on one of the following: gender, politics, social organization, physical ability, religion, culture, or economics. (2) Compare those diverse points of view. (3) Reflect briefly on what viewing and comparing these 2 diverse dance performances from a global perspective reveals to the student (personal reflection).

Additional Comments

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus: PERF 325 Syllabus 2016 revised 821.docx

Reviewer Comments:

Kristin Harper (kharper) (06/07/18 4:32 pm): Rollback: The Core Curriculum Council did not approve this course for ICD. It can be resubmitted. The course does not sufficiently meet ICD goals 1 and 3.

Barbara West (barbwest) (07/03/18 9:39 am): Rollback: Please address deficiencies identified in Kristin Harper’s rollback (6/7/18) before resubmitting.
DANCE IN WORLD CULTURES (PERF 325)
Spring 2019
MW 10:20 AM-11:10 AM, HECC 100

Instructor: Dr. Donnalee Dox
Email: dox@tamu.edu
Office: LAAH 256 (Liberal Arts and Humanities)
Office hours: TBA
Core Area: Language, Philosophy & Culture; International and Cultural Diversity

COURSE DESCRIPTION

PERF 325 Dance in World Cultures. Credits 3. 3 Lecture Hours. 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 around the globe. Prerequisite: Junior or senior classification. Previous experience with musical performance, including the ability to read or play notated music, is neither required nor expected.

This course focuses on three interrelated questions:

- What is dance? Is there anything universal about dance? Is dance always a choreographed performance of the body in predefined conditions?
- How does one study dance? Dance is often considered ephemeral and intangible. Students will have the opportunity to attend internationally acclaimed performances and conduct ethnographic or bibliographical research on dance.
- How do people engage with dance and dancers? Dance is not only way of expressing individuality, but also part of a cultural matrix through which we become part of a collective. Dance expresses people's relationships with cultural values, gender identities and sexuality, political and economic conditions, and religion.

COURSE OBJECTIVES aligned with LPC

- Critical Thinking. Analyze dance performance to develop essential skills for living and working in a diverse, global society: (1) critical viewing of the human body in motion, and (2) critical thinking from a global perspective.
  - Watch, recognize, and describe the characteristics of different types of dance performances, and consider different opinions articulated by dance critics and your fellow students.
  - Identify performance features, dancers, and key musical pieces associated with various world cultures and synthesize information about dance traditions around the world to see how those characteristics express conditions in social, cultural, and historical situations.
  - Construct a reasoned response to unfamiliar, perhaps disturbing or perplexing, dance performances with the critical tools provided in this course.
- Critical Thinking. Evaluate taken-for-granted assumptions and arguments about cultures, genders, religions, and politics by engaging with dance as a fundamental human expression.
  - Integrate visual information from dance performances so that you can communicate how dance performances express particular points of view in the non-verbal language of dance (performance, video, audio, visual imagery).
  - Engage with dancers in our local civic community to explore dance genres from different cultures, the cultural meanings dance expresses, and why people dance, to cultivate your ability to live and work effectively in a diverse and global society.
• **Communication.** Articulate in writing and verbally how a dance performance reflects and affects what is going on in a particular time and place, from a viewpoint that demonstrates a global perspective on dance.

• **Personal Responsibility.** Develop strategies for viewing unfamiliar dance forms that allows you to recognize, respect, and represent opinions and practices different from your own.

• **Personal Responsibility.** Choose an ethical course of action when engaging with dancers in our local community.

• **Social Responsibility.** Develop appreciation for dance as a collective, social event in which shared values and ethics are expressed, contested or reinforced.

• **Social Responsibility.** Recognize your own ability to participate in dance as a social practice and as an audience member ethically, with respect for the people who create the dance.

• **Social Responsibility.** Analyze how dance performances, choreography, and dance communities and companies mirror larger social organizations in their expressions of power hierarchies, shared power, gender narratives, norms and expectations for conformity, accommodation or presentation of differently abled bodies, inclusion and exclusion along lines of race and ethnicity, leadership/subordinate roles, etc.

**PERF 325 aligned with ICD LEARNING OUTCOMES**

• **Live and work effectively in a diverse and global society.** You will write three essays and one paper in which you engage with unfamiliar dance performances. Your reflections on diverse dance performances as social practice require your critical skills to question your assumptions and to come to a reasoned assessment of what you encounter as dance performance. This process of recognizing and coming to terms with unfamiliar cultural practices, new modes of physical movement, expressions of gender and sexuality (for example) is essential for living and working effectively in a diverse and global society. Essays and the paper allow you to synthesize your knowledge, and build your strength in written communication.

• **Articulate the value of a diverse and global perspective.** An in-class presentation allows you to build skills in visual and aural communication. You will articulate your perspective on one dance form, style, or genre that is unfamiliar to you in a 5 minute PowerPoint presentation using visual images. You will also raise questions for discussion which will elicit multiple perspectives to reveal more about a dance practice than a single authoritative assessment can. Conclude by assessing and articulating the value of a diverse and global perspective. Each presentation will be followed by class discussion, question and answer, as feedback.

• **Recognize diverse opinions and practices (including but not limited to economic, political, cultural, gender, and religious opinions) and consider different points of view.** Feedback in our in-class discussion of essays, papers, and PowerPoint presentations will reveal the diversity of dance practices in our local community, and allow you to engage with the diversity of perspectives dance expresses as well as the diversity of perspectives you yourselves bring to dance performance.

**REQUIRED MATERIALS**

All readings and audiovisual materials will be provided via eCampus. Some readings will be challenging. Rather than a total comprehension of the material, I expect a familiarity with key concepts and a willingness to grapple with the ideas presented.

**PARTICIPATION GUIDELINES**

- Feedback discussion sessions. We will discuss the work you are doing throughout the semester in feedback sessions. Everyone is expected to engage with conversation, listen carefully to diverse opinions, consider points of view different from their own, formulate reasoned responses to diverse opinions and points of view, and treat each other with respect.

- Punctuality. Arrive to class on time and stay for the full duration of the lecture. Tardiness and/or leaving early disturbs your fellow students.
o Personal technology. You may use your laptop computer, phone, or tablet to take notes. Do NOT use your electronics for purposes unrelated to the class.

o **Personal and social responsibility.** Respecting your peers and instructor in discussion reflects an *ethical decision*. In this class, you are responsible for respecting views different from yours, as others respect yours. You are not required to agree—you are required to hold a reasoned dialogue. Reasoned conversation is part of *living and working in a diverse, global society*.

**ASSIGNMENTS**

Detailed assignment guidelines will be available on eCampus.

All assignments *except* exams will be submitted through eCampus (essays, papers, PowerPoint).

Assignments are due by class time on the due date.

**3 PERFORMANCE ESSAYS (30%)**

Three short, written essays of about 500 words (2 double spaced, typed pages). These essays will prepare you for your paper on a live dance performance. View and analyze three diverse dance performances. In these essays, identify characteristics of world cultures expressed in dance and *synthesize* that information. Each essay requires critical thinking. Critical thinking you will do here is directed toward three goals: (1) developing skills for *living and working effectively in a diverse and global society*, (2) giving you an opportunity to think about and *articulate the value of developing a global perspective* on human practices such as dance, and (3) recognizing that people express diverse points of view through dance as well as expressing diverse points of view about dance performance.

You will receive *feedback* on each essay in small-group class discussions. Discussions are designed to bring diverse opinions into conversation, engage difficult topics raised by dance performances (such as gender roles, violence, cultural appropriation, and exoticization), and give you an *opportunity to listen carefully to other students*.

- Essay 1: *Analyze* aesthetic aspects of the dance that were unfamiliar to you (visual imagery, movement patterns, costume, genre, gestures and use of the body, music, etc.). How can you relate these unfamiliar elements to aspects of your own cultural and social background? What points of contact can you find upon reflection? Use your critical skills to communicate in writing how dance expresses opinions and practices different from your own, and how you can effectively negotiate those differences. Articulate *the value of cultivating a diverse and global perspective* you have gleaned from thinking critically about the aesthetics of this dance performance.

Essay 2: *Evaluate* how one or more aspects of this dance performance mirrors larger social organizations (aspects might include: the dance’s style and narrative, its cultural origins or presentation of culture, its choreography, the structure of the dance community or company, its representation of gender and ethnicity, etc.). You might consider, for example, displays of power hierarchies, shared power, images of gender, gendered narratives, bodily norms and expectations for physical conformity, accommodation or presentation of differently abled bodies, inclusion and exclusion along lines of race and ethnicity, leadership and subordinate roles, etc. Articulate *the value of cultivating a diverse and global perspective* you have gleaned from thinking critically about dance performance as a social contract.

Essay 3: *Integrate at least three diverse opinions* we have viewed or read about you think are relevant to this dance performance. How does the integration of these three opinions or practices shape your own critical assessment of this dance performance? You don’t have to agree with the options or practices you integrate in this essay, but you do have to *use the critical tools* we have worked with to
come to a reasoned response to this dance performance.

1 POWERPOINT PRESENTATION (10%)

Choose a dance form, style, or genre that interests you. In your 5-minute presentation, use visual images and words to articulate exactly what interests you about this dance. Articulate your perspective clearly. At the end of your presentation, raise three questions for discussion to generate diverse points of view from the class. The goal is to reveal the value of hearing, grappling with, and respecting diverse perspectives toward a better understanding of dance as a cultural practice that expresses people’s identities and represents their cultures. The discussion questions should challenge your assumptions about the human body, as well as cultural assumptions, biases, and perceptions (e.g., exoticism). In large classes, this will be a group assignment. In-class discussion will provide feedback on your presentation, emphasis on the visual elements.

1 PAPER on LIVE DANCE in the LOCAL CIVIC COMMUNITY (30%)

This assignment is a paper of about 1,000 words (4-5 double spaced pages). This assignment requires you to engage with dance and dancers in our local civic community. A list of local dance performances on campus and in Bryan/College Station will be provided. You are encouraged to seek out other performances.

Attend a live dance performance. In your paper, define the performance, its setting, and its genre (e.g., social dance in a park, an OPAS performance in Rudder Theatre, a student group performing belly dance, a SPICMACAY concert featuring dance, children performing ballet at First Friday in Bryan, etc.). Analyze in detail (1) The social and cultural context for the dance (e.g., the physical surroundings, composition of the audience, whether a ticket is required, cost, is it a demonstration, is it a teaching situation, etc.), (2) the meanings this dance expresses in this context (what political opinions, points of view are expressed, what perspectives on what gender/ethnicity/ability does the dance take, what aspects of the dance do you have to know in advance to “get” the performance), (3) why you think the dancers perform (e.g., cultural expression, display of skill, money, individual expression), (4) the aesthetics of the dance form, including aspects that are unfamiliar to you and require you to shift or expand your perspective, and (5) how the encounter with this live performance in this setting as part of a live audience helps cultivate your ability to live and work effectively in a diverse and global society (e.g., were the codes of behavior expected of an audience familiar to you – if not, how did you observe others’ and adjust your own behavior?).

Feedback in our in-class discussion of these papers will reveal the diversity of dance performances in our local community, the diversity of perspectives dance expresses and the diversity of perspectives you yourselves bring to dance performance.

2 EXAMS (40%)

- You will have 2 short-answer (5 questions, 5-10 sentence responses to each question). Exams will cover reading and visual material presented in class as well as lectures. For questions 1-4, a film example of dance will be shown. Questions 1-4 will ask you to identify each example’s musical and dance characteristics, its genre, and its specific historical and cultural context based on the evidence of the visual and aural information.
  - The 5th question in each of the 2 exams will ask you to compare the example with one other dance performance or practice we have studied thus far (your choice). You will be asked to (1) recognize and articulate clearly the point of view each of the 2 performances takes on one of the
following: gender, politics, social organization, physical ability, religion, culture, or economics. (2) Compare those diverse points of view. (3) Reflect briefly on what viewing and comparing these 2 diverse dance performances from a global perspective reveals to you.

Practice for exams: Ongoing review of readings (eCampus), class notes, and online examples of dance is the best form of preparation. We will practice listening/viewing identification questions regularly in class.

Absences: If you miss an exam, you can make it up ONLY if you have documentation for a university-excused absence, outlined in Student Rules 7.1.1-7.1.8. See http://student-rules.tamu.edu/rule07. University guidelines will be strictly enforced. You will need to provide appropriate documentation for an excused absence to make up the test. Make-ups will NOT be given for an unexcused absence.

ASSESSMENT BREAKDOWN:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage of Total Grade</th>
<th>(Due) Date</th>
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<tbody>
<tr>
<td>90% to 100% → A</td>
<td>20%</td>
<td>2/22</td>
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<tr>
<td>80% to 89% → B</td>
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<td>5/2 12:30</td>
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<tr>
<td>70% to 79% → C</td>
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<td>4/15</td>
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<tr>
<td>60% to 69% → D</td>
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<td>59% &amp; below → F</td>
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<td>TBD, assigned week 2</td>
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<td>Total</td>
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ATTENDANCE

The University views class attendance as the personal 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. Late assignments will not be accepted without a documented, university excused absence. Missed exams will not be made up without a documented, university excused absence. If you miss a class without a university excused absence, it is your personal responsibility to get the notes from a classmate, review them, and prepare questions before you see me to make up the information you missed.

Note: It is your social responsibility to the class be present for and participate in structured discussions of the assigned papers, essays, and PowerPoint presentations.

These discussions focus on your ability to develop the perspective needed to function in a diverse, global world, and articulate the value of a diverse, global perspective. Without that discussion, you will not derive full benefit from this class.

ACADEMIC INTEGRITY

“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 and written assignments. 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.

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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

TITLE IX and STATEMENT on LIMITS of CONFIDENTIALITY
Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

• Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff. These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/). Students and faculty can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

Course schedule begins on next page, p. 6.
No work will be accepted via email without prior arrangement. Power Point presentation days/topics will be assigned in week 2. Expect discussion of essays and paper on the day the assignment is due.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td><strong>UNIT 1: PERFORMANCE STUDIES and DANCE</strong></td>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>M 1/14</td>
<td>Introduction. What is dance? Why study dance?</td>
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<tr>
<td>W 1/16</td>
<td>Analyzing dance performance – social and cultural context, aesthetics, meaning.</td>
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<tr>
<td>F 1/18</td>
<td>Strategies for analyzing (Inter)cultural Performance – methods for encountering the unfamiliar</td>
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<td><strong>Week 2</strong></td>
<td>University holiday – Martin Luther King Day</td>
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<td>M 1/21</td>
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<tr>
<td>W 1/23</td>
<td>Viewing (Inter)cultural Performance – developing a global perspective. <strong>PowerPoint presentation topics and dates assigned</strong></td>
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| F 1/25      | **Analyzing** the human body in motion – diverse ways of moving and interpreting movement, narrative, style, genres of dance, narrative and abstract dance, ritual dance  
**Tools for viewing (Inter)cultural Performance – developing global perspective**                                         |
| **Week 3**  | **Analyzing** dance as a cultural practice – the diversity of dance practices around the world, social functions of dance, culturally-bound aesthetics, cultural codes and symbolism, gender and sexuality in dance forms  
**PowerPoint presentations/discussions begin 2/1 and continue throughout the semester as assigned**                        |
<p>| M 1/28      |                                                                                                                                          |
| W 1/30      | Discussion of dance using film examples—applying strategies and tools to think critically about dance                                   |
| <strong>UNIT 2: EUROPEAN Dance traditions</strong>                                                                                              |
| F 2/1       | Peasant dance – medieval dance, the Maypole festival and theatrical “dance of the devils”                                             |
| <strong>Week 4</strong>  | Court dance – social control of the body, conformity and exclusion                                                                     |
| M 2/4       |                                                                                                                                          |
| W 2/6       | Flamenco – emotional expression choreographed, Al-Andalus a cultural crossroads                                                      |
| F 2/8       | Ballet – Enlightenment aspirations, origins in peasant dance; Maria Tallchief and dancing without sight                               |
| <strong>UNIT 3: NORTH AMERICA</strong>                                                                                                          |
| <strong>Week 5</strong>  |                                                                                                                                          |
| M 2/11      | Native American dance traditions                                                                                                       |
| W 2/13      | ➔ Performance essay 1 due – structured discussion in small groups                                                                      |
| F 2/15      | Rock ‘n’ roll &amp; Disco                                                                                                                   |
| <strong>Week 6</strong>  |                                                                                                                                          |
| M 2/18      | Hip hop                                                                                                                                |
| W 2/20      | Review                                                                                                                                  |
| F 2/22      | ➔ EXAM 1 (class time)                                                                                                                   |
| <strong>UNIT 4: LATIN AMERICA</strong>                                                                                                          |
| <strong>Week 7</strong>  |                                                                                                                                          |
| M 2/25      | Argentine Tango – the paso doble, sexuality and protest                                                                              |
| W 2/27      | Brazillian Samba – fusion of histories and ethnicities                                                                              |
| F 3/1       | Capoeira – religion and ritual                                                                                                          |
| <strong>Week 8</strong>  |                                                                                                                                          |
| M 3/4       | Son Jarocho                                                                                                                             |</p>
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<tr>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td><strong>W 3/6</strong></td>
<td>Salsa – historical roots and modern popularity of a social dance form</td>
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<tr>
<th><strong>UNIT 5: AFRICA AND MIDDLE EAST</strong></th>
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<tr>
<td><strong>F 3/8</strong></td>
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<tr>
<td>Western Africa</td>
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<tr>
<td>➔ Performance essay 2 due – structured discussion in small groups</td>
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<tr>
<td>Spring Break</td>
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<tr>
<td><strong>Week 9</strong></td>
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<td><strong>M 3/18</strong></td>
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<td>Southern Africa</td>
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<td><strong>W 3/20</strong></td>
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<td>Egypt, social dance in the Middle East, Belly dancing</td>
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<td><strong>F 3/22</strong></td>
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<tr>
<th><strong>UNIT 6: ASIA</strong></th>
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<tr>
<td><strong>Week 10</strong></td>
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<td><strong>M 3/25</strong></td>
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<tr>
<td>India Bharata Natyam – from ritual to art</td>
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<td><strong>W 3/27</strong></td>
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<td>India Bhangra &amp; Bollywood film</td>
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<td><strong>F 3/29</strong></td>
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<td>Japan Butoh – European modern dance adapted in Japan, the body at the edge of physical sentation, political resistance</td>
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<td><strong>Week 11</strong></td>
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<td><strong>M 4/1</strong></td>
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<tr>
<td>China Peking/Beijing Opera – historical origins and contemporary practice, why “Opera?”</td>
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<td><strong>W 4/2</strong></td>
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<td>Balinese dance – coordination and symmetry</td>
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<td><strong>F 4/4</strong></td>
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<tr>
<td>“Dance of 1,000 hands” – movement without sound or hearing</td>
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<td>➔ Performance essay 3 due – structured discussion in small groups</td>
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<tr>
<th><strong>UNIT 7: CINEMA, TV, and VIDEOGAME</strong></th>
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<tr>
<td><strong>Week 12</strong></td>
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<tr>
<td><strong>M 4/8</strong></td>
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<tr>
<td>Cinematic dance – Hollywood, Bollywood and independent films – Oklahoma!, Flashdance, and Moulin Rouge</td>
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<tr>
<td><strong>W 4/10</strong></td>
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<tr>
<td>TV – “Dancing with the Stars” -- cultural analysis of dance as object of judgment, celebrity culture</td>
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<tr>
<td><strong>F 4/12</strong></td>
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<tr>
<td>Videogames; postmodern dance and digital performance</td>
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<tr>
<th><strong>UNIT 8: TRANSNATIONAL MOVES</strong></th>
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<tr>
<td><strong>Week 13</strong></td>
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<tr>
<td><strong>M 4/15</strong></td>
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<tr>
<td>➔ Live Dance in Local Community papers due</td>
</tr>
<tr>
<td>Structured discussion and feedback on papers</td>
</tr>
<tr>
<td><strong>W 4/17</strong></td>
</tr>
<tr>
<td>Structured discussion and feedback on papers continued</td>
</tr>
<tr>
<td><strong>F 4/19</strong></td>
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<tr>
<td>Dance and Sports. Are Yell Leaders dancers?</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
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<tr>
<td><strong>M 4/22</strong></td>
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<tr>
<td>Review</td>
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<tr>
<td><strong>May 2, 12:30-2:30</strong></td>
</tr>
<tr>
<td>➔ EXAM 2</td>
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</table>
Core Curriculum Management

Date Submitted: 10/26/18 2:00 pm

Viewing: **SPMT 220-ICD 220**: Olympic Studies

Last edit: 10/26/18 2:00 pm

Changes proposed by: rrahn

<table>
<thead>
<tr>
<th>Contact(s)</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
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<tr>
<td>Rhonda Rahn</td>
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<table>
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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
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<tr>
<td>SPMT</td>
<td>220</td>
<td>UG</td>
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<table>
<thead>
<tr>
<th>Complete Course Title</th>
<th>Abbreviated Course Title</th>
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<tbody>
<tr>
<td>Olympic Studies</td>
<td>OLYMPIC STUDIES</td>
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<th>Crosslisted With</th>
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<tr>
<th>Semester Credit</th>
<th>Hour(s)</th>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
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</tbody>
</table>

Proposal for: **International and Cultural Diversity**

Recertify this course for International and Cultural Diversity designation? **Yes**

**International and Cultural Diversity Designation**

Is this course currently included in the Core Curriculum? **Yes**

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

- Live and work effectively in a diverse and global society.
- Articulate the value of a diverse and global perspective.
- Recognize diverse opinions and practices and consider different points of view.

Additional Comments

**International and Cultural Diversity Designation Recertification**

Is this course currently included in the Core Curriculum? **Yes**
Which Foundational Component Area?

Language, Philosophy, and Culture

List and describe specific assignments and activities that achieve each of the following ICD Learning Outcomes. Be sure to review the ICD rubric for specific requirements. (Recertification will require evidence of these activities and how they aided students in achieving the required learning outcomes.)

Live and work effectively in a diverse and global society.

Sufficient – In this course our topic of discussion centers on the Olympic Games. This is a great tool that leads to several discussions regarding living and working in a global society. The awareness generated in the Olympic Years assignments is one example. The students each present to the class their findings regarding the individual games, which includes finding issues surrounding these games. Opening their eyes to the world leads to discussions of would you like to live there, could you work abroad, or work in the global world of sport? There is another assignment in which they write about the differences in cultures. This assignment isn’t just about sport; they need to compare and contrast different cultures.

Articulate the value of a diverse and global perspective.

Excellent – Every assignment we have in this class reflects this perspective. We start by discussing the Ancient Greeks and how much of our modern world stems from this time period. We talk about the philosophers, democracy, war, honor, and many other issues that rose out of that time period that we see in our world today. Not everything started in the United States. We then move to the beginning of the Modern Games. Discussion on who Pierre de Coubertin displays his growth as a French citizen to an international citizen. Then, we discuss the Olympic Games themselves, which leads to economics, politics, cultures, world wars, social injustices, terrorism, boycotts, business, and the Paralympic Games.

Recognize diverse opinions and practices and consider different points of view.

Excellent – As stated in the paragraph above, every assignment in the class touches on these issues. As an example, students presented on the 1968 Mexico City games. This lead to a discussion on world social injustices not just in the United States: such as the Human Right Salute, the Mexico City Massacre, the invasion of the USSR into Czechoslovakia, and more. Should there be protests in the Olympic Games? Should there be boycotts? What about amateurism? We discussed the 1972 Munich Games and everything surrounding those Games including Black September based off an assignment.

Additional Comments

Please look over the syllabus and notice the assignments: Topic Information, Olympic Host Cities, and the Paper. What is not seen in the syllabus are the numerous discussions that we have. I enjoy seeing their eyes and faces as they watch things that took place within the world. The tests they take include written portions where I read their progress in relation to seeing things from another point of view.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus

SPMT 220 - Olympic Studies Syllabus Fall 2018.doc

Reviewer Comments
INSTRUCTOR INFORMATION:
Name: Paul E. Keiper, Ed.D.
Off. Loc.: Blocker 342BC
Phone: 458-2724
Email: pek@tamu.edu
Off. Hours: T/R 1:00 p.m. -2:00 p.m. or by appointment
Class Time: T/R 11:10 – 12:25
Class Loc.: Blocker 107
Course Websites: www.eCampus.tamu.edu (You must check this site often for updates and communication from me.)

COURSE DESCRIPTION
History of the Olympic Games and its development over time; analyze, compare, and contrast the relationship between the Olympics, cultures, and societies; examination of central problems, accomplishments, and collaborations revolving around the Olympics from a variety of viewpoints.

LEARNING OUTCOMES
After completing this course, you should be able to:
- Clarify social anthropology regarding ancient Greece and your own culture.
- Create a theory of human nature and being a human – philosophical anthropology.
- Describe the impact of sport, more specifically the Olympics, in society.
- Determine the significance that Olympic history has had on today’s cultural issues.
- Compare and contrast the Modern Olympics and the Ancient Olympics.
- Take the concept of Olympism and discuss its usefulness today.

COURSE READINGS – REQUIRED

POINT STRUCTURE:  
<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests: 3 each worth 50 points</td>
<td>150 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30 points</td>
</tr>
<tr>
<td>Paper x 1</td>
<td>50 points</td>
</tr>
<tr>
<td>Participation</td>
<td>50 points</td>
</tr>
<tr>
<td>Assignment (20 x 2)</td>
<td>40 points</td>
</tr>
<tr>
<td>Topics (20 x 2)</td>
<td>40 points</td>
</tr>
</tbody>
</table>

TOTAL: 360 points
COURSE POLICIES AND EXPECTATIONS

General Course Rules

As instructor of this course, I will only allow make up work for excused absences. You may find the university excused absences at http://student-rules.tamu.edu/rule07. Additionally, if you were to accumulate 4 unexcused absences your final grade will drop one letter grade. At 6 unexcused absences you will drop two letter grades; at 9 unexcused absences you will drop three letter grades. If a student were to accumulate 10 unexcused absences, then they would fail the course.

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, for 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.”

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit 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.

Accessibility

To access the university’s accessibility policy please go to http://itaccessibility.tamu.edu/. This will assist you with web issues you might be experiencing.
POINT STRUCTURE AND GRADED MATERIAL:

1. **Exams or Tests (x3):** There will be three tests throughout the semester. These tests will be based on materials discussed in class and on the readings. Test questions will be in any of the following formats: multiple choice, true-false, matching, and short answer. You will need the green Scan-Tron 882 form for each test.

2. **Quizzes:** There will be quizzes based on the readings within the text book, additional assigned readings, and in class readings. You will take these quizzes via eCampus. Please pay attention for due dates of quizzes.

3. **Papers (x1):** You will develop and research a topic based on the general backgrounds given below. You will need to choose one topic. The paper will require you to expound on the given topic. You will compile the data you discover into a 3-5 page paper (at least 900 words in the body and no more than 1500). You are expected to draw on outside materials to support your findings and arguments in the report; at least three references should be used not including the text or Wikipedia. **Do not plagiarize!** See previous rule regarding plagiarism. Again, the reports are to be between 3-5 pages of text (at least 900 words), plus additional pages for any references, tables, or figures. Style and formatting should be in accordance with the standards set forth by the *American Psychological Association Publications Manual (6th ed.)*. A copy is available in the library. **You must submit this online via eCampus and the turnitin.com link. A rubric will be used to evaluate your papers.**

   **Paper #1: Philosophical Anthropology – analyzing human behavior within the environment and individually.**
   ✓ You may discover how an Olympiad culture defined the epitome of being a human. Ex. An ancient Greek champion was revered, why? How did the culture determine who was the perfect human? You will need to argue your opinion of their determination and defend your stance.

   **Paper #2: Social Anthropology – how humans behave in their culture.**
   ✓ You may choose to compare and contrast two cultures from the Olympic Games. Ex. USA today vs. Ancient Greece B.C.

4. **Participation:** You are expected to actively participate in the class discussions. Failure to prepare for class and failure to actively participate in class discussions will result in a deduction of participation points. A rubric will be used to evaluate your participation including the quality of participation.
5. **Assignment**: Olympic Host Cities – you will be given two Olympic Games and compare/contrast them. We will select the Games in class to ensure each Game is covered. Additionally, you will be responsible for sharing information via an infographic regarding your Games during the discussion of those Games in class. More information will follow. However, along with interesting facts of the Games, you need to locate any of the following that apply to your given Games:

   i. Commercialization
   ii. Amateurism
   iii. Marketing
   iv. Economics
   v. Politics
   vi. Social Issues
   vii. Paralympics
   viii. Ethics

6. **Topical Information**: There will be topics for you and your class members to complete and to find detailed information. You are expected to research the topics, print out a sheet of information, and be prepared. These will be argued/discussed in class.

   *Topical Information. Everyone needs to complete 2 of the following topics. We will select these in class just like the assignments. See syllabus for when these need to be prepared. Below are the topics:*

1. Regarding their culture, lifestyle, and the Olympics: Did the ancient Greeks have it right? Share examples of each standpoint.
2. What is the Agenda 2020? Explain why it was developed and by who. What are the key changes in terms of the role of the IOC through the years?
3. Define Olympism and the Olympic Movement. How have these two changed since the first Olympics in 1896? Share at least two examples of Olympism within the Olympic Games; explain why this epitomizes Olympism.
4. Define amateurism. What is the history of amateurism? The value of amateurism is no longer one of the values associated with the Olympic Games. Is this good or bad?
5. Who is Dr. Ludwig Guttmann? What are the differences between the Olympic and the Paralympic Games, and their respective organizations? Would you like these two events to be held separately? Do you agree with their association with the Olympics?

*See next page for tentative schedule*
### Tentative Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation and Dark Ages</td>
<td>Girginov Chapter 2</td>
</tr>
<tr>
<td>2</td>
<td>Mythology, Culture, Politics</td>
<td>Reid, H. “The Political Heritage…”</td>
</tr>
<tr>
<td>3</td>
<td>History of Ancient Games 776 B.C. – 393 A.D.</td>
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<tr>
<td>4</td>
<td>Famous Figures</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Wrap up Module 1; TEST</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Pierre de Coubertin, IOC</td>
<td>Girginov Chapter 1 and 3</td>
</tr>
<tr>
<td>7</td>
<td>Olympism and the Olympic Movement</td>
<td>Girginov Chapter 4 and 11</td>
</tr>
<tr>
<td>8</td>
<td>Modern Games Early Years</td>
<td>Girginov Chapter 9</td>
</tr>
<tr>
<td>9</td>
<td>Years after W.W. II</td>
<td>Girginov Chapter 6</td>
</tr>
<tr>
<td>10</td>
<td>Games continued TEST</td>
<td>Girginov Chapter 7 and 8</td>
</tr>
<tr>
<td>11</td>
<td>Marketing and Commercialization PAPER DUE</td>
<td>Girginov Chapter 10</td>
</tr>
<tr>
<td>12</td>
<td>Economics and Amateurism</td>
<td>Girginov Chapter 5 and 13</td>
</tr>
<tr>
<td>13</td>
<td>Politics</td>
<td>Girginov Chapter 11 and 12</td>
</tr>
<tr>
<td>14</td>
<td>Paralympics and Social Issues</td>
<td>Girginov Chapter 14</td>
</tr>
<tr>
<td>15</td>
<td>Ethics; TEST</td>
<td></td>
</tr>
</tbody>
</table>

The following is a schedule for topics or modules. These modules could overlap and thus be discussed as we go through and not necessarily at the specific point listed below:

1. **The Ancient Olympics (Weeks 1 – 5)**
   - a. Origins and History
   - b. 776 B.C. – 393 A.D.
   - c. Interesting and famous figures of the Ancient Games
   - d. Mythology, Culture, Politics, and Events
   - e. Test

2. **The Beginning of the Modern Olympics (Weeks 6 – 7)**
   - a. Pierre de Coubertin
   - b. IOC
   - c. Olympism, Olympiad, Olympics, The Olympic Movement

3. **The Modern Olympics (Weeks 7 – 11)**
   - a. Early Years 1896 – World War II
   - b. The years following World War II to present
   - c. Test

4. **Growth of the Olympics (Weeks 12 – 14)**
   - a. Commercialization
   - b. Amateurism
   - c. Marketing
   - d. Economics
   - e. Politics
   - f. Social Issues
   - g. Paralympics
   - h. Ethics
   - i. Test