Core Curriculum Management

Date Submitted: 03/07/18 5:47 pm

Viewing: **ENGL 221-GE 221**: World Literature

Last edit: 03/07/18 5:47 pm
Changes proposed by: ciccolella

<table>
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<th>Contact(s)</th>
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<tr>
<td><strong>Name</strong></td>
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<tr>
<td>Federica Ciccolella</td>
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</table>

Course Prefix: ENGL  
Course Number: 221

Academic Level: UG

Complete Course Title: World Literature

Abbreviated Course Title: WORLD LITERATURE

Crosslisted With: MODL 221

Semester Credit Hour(s): 3

Proposal for: Core Curriculum

How frequently will the class be offered?

- Number of class sections per semester: 2

Number of students per semester

Historic annual enrollment for the last three years

- Last year:
- Previous year:
- Year before:

Recertify for Core Curriculum?

- Yes
- No

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?

Core Objectives:

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

- Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Social Responsibility (to include intercultural competence, knowledge of civic 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):

Additional Comments

Approved for core? No

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**Recertification for Foundational Component Area: Lang, Phil, Culture**

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

This course provided an introduction to and a survey of the canonical works of the Western literary tradition from the epics of Homer to the mock-epic novel of Cervantes, taking into account texts from other literatures. We considered the social and historical contexts that gave rise to these works, and compared and contrasted them with our own modern culture.

The learning objectives as specified on the syllabus were:

- **a)** acquaintance with the major works of the Western literary canon from antiquity to the Renaissance, as well as the core vocabulary and concepts of literary analysis;
- **b)** close examination of works that originated in other times and places, in order to compare systems of values and modes of expression that are both like and unlike those of modern cultures;
- **c)** development of critical thinking and communication skills through written essays and class discussion;
- **d)** ability to analyze literary sources, and synthesize and communicate ideas interpreting literature clearly and persuasively.

For one representative course section (open to all majors, including a general population of students, not an Honors Section) taught in the year prior to this recertification request:

Describe how students are informed of the core objectives being addresses in this core curriculum course.

Students were made aware of the curricular core objectives during the first week of classes. The instructor devoted the first class explaining objectives and expectations with the help of a powerpoint presentation posted on the course's ecampus website.

Describe how the course fostered student development related to each of the four core objectives.

- **a)** Critical Thinking Skills were enhanced through reading of literature, class discussion, and writing assignments concerning the analysis and interpretation of the literary texts examined during the course. Students were given study questions related to their assignments and class discussion consisted of confronting their observations and ideas.
- **b)** Communication Skills were promoted through small or large group discussion of major ideas and issues emerging from the texts examined during the course.
- **c)** Social Responsibility was encouraged by providing students with opportunities to collaborate with classmates on projects involving written essays, as well as oral presentations with audio-visual material.
- **d)** Personal Responsibility was taught by encouraging students to use sources ethically, as well as respect backgrounds and opinions differing from their own.

Describe how student learning of each objective was evaluated.

Assessment of all the four core objectives was based on written essays, participation in class discussion, and a final project. During the semester, students were given five tests, each consisting of a quiz (ten multiple-choice questions) based on class lectures and readings, and a short written essay based on issues emerging from class discussion. For the midterm exam, students had to read a scholarly article on one of the topics examined in the course (specifically, the gods in Homer) and answer five questions in the form of short essays. Four questions were related to the article’s contents and ideas, and one question invited them to express their personal opinions. For the final project, students were able to choose between a written essay and a visual project on themes related to the course. As for the written essay, they were given the opportunity to choose among different formats (research paper, outline of class lecture, text for presentation, journal article, creative work, etc.). Visual projects included powerpoint presentations, videos, paintings, posters, etc. The rationale was to stimulate students to elaborate on one or more topics covered by the course in a personal and creative way. All projects had to be previously approved by the instructor, who provided instructions, basic information, and suggestions on approaches and methodology to follow. Teamwork was strongly encouraged.

In the evaluation of each assessment, I considered mainly:

- **a)** the notions acquired and the ability to elaborate on them by proposing original ideas and interpretations
- **b)** the ability to communicate thoughts and ideas effectively and correctly.

Additional Comments

For assessment of core objectives, from the same representative course section used above, provide a sample of student work (a complete course set for the section being used) that demonstrates the required core objectives from each student enrolled in that section.
Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus
ENGL-MODL221-2 rev.docx
ENGL-MODL221-2 rev.pdf

Reviewer Comments
ENGL/MODL 221, Sections 502: World Literature
Fall 2017
ACAD 130, MWF 11:30 a.m. – 12:20 p.m.

Course Description and Prerequisites
This course provides an introduction to and a survey of the canonical works of the Western literary tradition from the epics of Homer to the mock-epic novel of Cervantes, taking into account texts from other literatures. We will consider the social and historical contexts that gave rise to these works, and compare and contrast them with our own modern culture. The course will have its website on ecampus.tamu.edu.

Learning Objectives
a) acquaintance with the major works of the Western literary canon from antiquity to the Renaissance, as well as the core vocabulary and concepts of literary analysis;
b) close examination of works that originated in other times and places, in order to compare systems of values and modes of expression that are both like and unlike those of modern cultures;
c) development of critical thinking and communication skills through written essays and class discussion;
d) ability to analyze literary sources, and synthetize and communicate ideas interpreting literature clearly and persuasively.

Core Curriculum Objectives
a) Critical Thinking Skills will be enhanced through reading of literature, class discussion, oral presentations, and writing assignments concerning the analysis and interpretation of the literary texts examined during the course.
b) Communication Skills will be promoted through small or large group discussion of major ideas and issues emerging from the texts examined during the course.
c) Teamwork will be encouraged by providing students with opportunities to collaborate with classmates on projects involving written essays, as well as oral presentations with audio-visual material.
d) Personal Responsibility will be taught by encouraging students to use sources ethically, as well as respect backgrounds and opinions differing from their own.

Assessment
Assessment of a), b), c), and d) will be based on written essays, presentations, and participation in class discussion.

Instructor Information
Dr. FEDERICA CICCOLELLA
Phone: (o.) (979) 845 2124 (INTS dept. main office); (h.) (979) 703 6524
Email: ciccolella@tamu.edu
Office: ACAD 229B
Office Hours: MW 12:30-1:30 pm, or by appointment
Textbooks
1) *The Iliad of Homer*, transl. R. Lattimore, University of Chicago Press
2) *The Odyssey of Homer*, transl. by R. Lattimore, Harper Perennial
7) Dante Alighieri, *The Divine Comedy*, New American Library
8) Cervantes, *Don Quixote*, Penguin Classics
or any other English translation in print or online.
Other texts will be made available online on the ecampus course site.

Grading Policies

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<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tr>
<td>100-90</td>
<td>A</td>
<td>Class participation and attendance</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
<td>Tests (5)</td>
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<tr>
<td>79-70</td>
<td>C</td>
<td>Midterm</td>
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<td>69-60</td>
<td>D</td>
<td>Take-home exam</td>
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<td>59-0</td>
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a) Class participation and attendance
The University views class attendance as the responsibility of an individual student. Attendance will be taken regularly through a signing sheet. Please remember that your presence in the classroom is essential to complete the course successfully, since tests will be based on the readings, the material posted on the course’s website, and class lectures and discussion.
You are entitled to no more than three unexcused absences. Then I will start subtracting one letter grade from your final grade every two absences (so, for example, an A will become a B, and so on).
Please let me know if you need to miss more than two consecutive classes. I will allow you to make up for missed classes only if your absence is excused. University Rules related to excused and unexcused absences are located on-line at [http://students-rules.tamu.edu/rule07](http://students-rules.tamu.edu/rule07). 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 in *University Rules and Regulations* at [http://students-rules.tamu.edu/rule7.htm](http://students-rules.tamu.edu/rule7.htm)).
Please be aware that “participation” means not only your physical presence in the classroom, but also your active contribution to the class and interaction with the instructor and classmates. Your participation will be assessed and graded; the grade will consider your familiarity with the material assigned for the day, ability to answer instructor's questions, punctuality, and behavior toward the instructor and classmates.
Finally, please be aware that you are not allowed to read newspapers and books not pertaining to the class, text-message, use cell phones, play electronic games or use the internet during class hours.
b) Tests, midterm, and take-home exam
There will be five tests (or more, at students’ request), one midterm, one take-home exam, and no final. Contents and requirements of the tests, midterm, and take-home exam will be specified in advance. The topics of the take-home exam must be submitted in advance for approval. Tests and exams submitted or turned in late and/or missed tests will count as 0 (zero) points. Please notify me in advance if you cannot comply with one or more deadlines. Make-ups will be allowed at my discretion. However, tests missed for university excused absences will be made up within 30 calendar days from the last day of the absence, in accordance with Student Rule I.7.3. The take-home exam will be due on the last day of classes (December 6); if not previously approved and/or turned in after that date, it will not receive credit (except for university excused absences: see above).

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 White Creek complex on West Campus, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity

Schedule of Classes
(subject to changes at the discretion of the instructor)

August 20: Introduction to the course.
August 30: The Canon; the Bible: Genesis (online or on any printed edition)
September 1: no class; watch the movie Fahrenheit 451; if unavailable through mediamatrix.tamu.edu, read the novel (online)

September 4: Gilgamesh (online)
September 6: Intro to Homer
September 8: Iliad 1-4

September 11: Iliad 6, 9, 16, 18
September 13: Iliad 19-24
September 15: Odyssey, intro; 1-2

September 18: Odyssey 4-8
September 20: *Odyssey* 9-12
September 22: *Odyssey* 13-18

September 25: *Odyssey* 19-24
September 27: Intro to Virgil
September 29: *Aeneid* 1-4

October 2: *Aeneid* 5-9
October 4: *Aeneid* 10-12
October 6: Other epic poems

October 9: Intro to Greek tragedy
October 11: Sophocles, *Oedipus the King*
October 13: Sophocles, *Antigone*  

October 16: Greek philosophy; Plato, *Phaedrus*
October 18: Plato, *Phaedrus* (cont.)
October 20: Aristotle and the Middle Ages

October 23: *Divine Comedy*: intro; Inferno, cantos 1, 3-6, 10, 11, 13.
October 27: *Divine Comedy*: Inferno, cantos 30-34. Intro to Purgatorio

October 30: *Divine Comedy*: Purgatorio: cantos 1-2, 5-8, 16, 22
November 1: *Divine Comedy*: Purgatorio, cantos 28, 30-33; intro to Paradiso
November 3: *Divine Comedy*: Paradiso: cantos 1, 3, 6, 7, 30, 31, 33

November 6: Telling stories, East and West
November 8: Boccaccio, *Decameron*: Day 1, 1 and Day 10, 10 (online)  
November 10: *Canterbury Tales*: Prologue; The Knight’s Tale

November 13: *Canterbury Tales*: The Nun’s Priest’s Tale
November 15: *Canterbury Tales*: The Wife of Bath’s Tale
November 17: *Canterbury Tales*: The Merchant’s Tale  

November 20: no class; read Marguerite of Navarre, *Heptameron*: Introduction, Book 1, 10 (online)
[November 22, 24: Thanksgiving holidays, no classes]

November 27: The Renaissance
November 29: *Don Quixote*: Book 1, chs. 1-10, 16-18, 20-22
December 1: *Don Quixote*: Book 1, chs. 25, 37-38, 47-49, 51-52

December 4 (redefined day): *Don Quixote*: Book 2, chs. 1, 3, 5, 8, 10, 71-74
December 6: conclusions  

Test 2  
Midterm due  
Test 3  
Test 4  
Test 5  
Take-home exam due
Core Curriculum Management

Viewing: GEOG 205-CD 205-: Environmental Change

Last edit: 11/06/18 9:11 am
Changes proposed by: cbrannst

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<tr>
<th>Name</th>
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<tr>
<td>Christian Brannstrom</td>
<td><a href="mailto:cbrannst@tamu.edu">cbrannst@tamu.edu</a></td>
<td>979-845-5923</td>
</tr>
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Course Prefix  GEOG  
Course Number  205  
Academic Level  UG  
Complete Course Title  Environmental Change  
Abbreviated Course Title  ENVIRONMENTAL CHANGE  
Crosslisted With  
Semester Credit  3  
Hour(s)  
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.)  
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**

| Is this course currently included in the Core Curriculum? | Yes |
| Which Foundational Component Area? | Life and Physical Science |
| Is this course open to all majors? | Yes |
| Does this course have prerequisites other than classification? | No |

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.)

Hold respectful discussions and discourse on difficult topics.

The Small Group Discussion Board commentaries requires respectful discussions and discourse. The instructor will establish small online discussion groups for the duration of the course. These weekly small group discussion boards, initiated by the instructor, will address targeted topic of environmental change with a graph, map, or table obtained from a scientific peer-reviewed article. For example, you will focus on how environmental change may affect people from multicultural, global, and privilege-based perspectives. You must contribute to the Discussion Board, independently of the Assignments, in ways that demonstrate an average time effort of 20 minutes per week. Your contribution must directly engage with the post of the instructor and of other students in the course. Your posts and comments must demonstrate: (1) your respect for the beliefs of others; (2) your ability to view conflict from multiple viewpoints; (3) your ability to promote informed dialogue; and (4) your ability to identify how power, authority, or oppression may shape multiple viewpoints.

In order to engage in these small group discussion students will work collaboratively with the instructor to develop best practices related to facilitating challenging conversations including- establishing ground rules, understanding co-facilitation. One important aspect will be practicing perspective taking. This will require students to consider alternate opinions in order to ensure students build the skill to engage in productive discussions about controversial topics with individuals with differing opinions.
Understand self, including personal bias and prejudices.

Assignments 1 and 7 most directly accomplish this goal.

Assignment 1: Anthropocene In the Peerceptiv peer review system in e-campus, write a persuasive essay in favor of ONE start date for the Anthropocene, using scientific evidence in the peer-reviewed literature. Your argument must address the following: (a) How does the start date you propose enable or contribute to shifting blame from one group to another or from one place to another?; (b) What is the role of prejudice or bias in shaping that narrative?; (c) How have your own biases influenced your interpretations of the Anthropocene? You must also comment on two other proposed start dates. Your critique must be based in scientific understandings of the Anthropocene and you must include a map, graph, or table from a scientific peer-reviewed publication in your critique. Your comment must reflect on how your own biases and prejudices may influence your interpretations of the Anthropocene start date.

Assignment 7: Power and Authority Upload a 1-minute video (based on a script) to Peerceptiv describing how power and authority appears in processes of environmental change. Is environmental change purely natural, or is it purely political? This video must identify people, communities, societies, or governments that may be privileged or harmed by environmental change. You must reflect on whether tolerance or intolerance is present in how environmental change harms people. How are your own biases implicated in how you interpret the scientific facts? You must also comment (respectfully) on TWO video uploads that the instructor will randomly assign to you. Your critique must identify both the scientific credentials of the video and the extent to which the creator has identified power, authority, tolerance, and bias.

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

Assignments 2, 5, and 7 most directly accomplish this goal.

Assignment 2: Biosphere Change Using Peerceptiv, upload a position essay, supported by graphs, tables, or charts from scientific peer-reviewed literature, that synthesizes and multiple perspectives and views relating to one aspect of biosphere change (e.g., forest decline, exotic species invasion, species extinction, Net Primary Production, land use/cover change). You must also comment (respectfully) on TWO statements that the instructor will randomly assign to you. How have power, authority, or oppression shaped these statements/tables/graphs/etc. How might people who have suffered directly from these biosphere changes offer an alternative view based power, authority, or oppression? Your commentary must identify how well the other students understand multiple viewpoints on the controversy they synthesize.

Assignment 5: Cryosphere Upload a 1-minute video (based on a script) to Peerceptiv that explains causes how people, communities, societies, or governments are affected by processes of cryosphere change (e.g., sea ice decline, ice sheet melting, permafrost change, etc.). The video must make specific reference to how scientific basis of the video and how the video reflects power and authority. In addition, you must comment on two other descriptions.

Assignment 7: Power and Authority Upload a 1-minute video (based on a script) to Peerceptiv describing how power and authority appears in processes of environmental change. Is environmental change purely natural, or is it purely political? This video must identify people, communities, societies, or governments that may be privileged or harmed by environmental change. You must reflect on whether tolerance or intolerance is present in how environmental change harms people. How are your own biases implicated in how you interpret the scientific facts? You must also comment (respectfully) on TWO video uploads that the instructor will randomly assign to you. Your critique must identify both the scientific credentials of the video and the extent to which the creator has identified power, authority, tolerance, and bias.

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

Assignment 3 most directly accomplishes this goal.

Assignment 3: Hydrosphere Using Groups in e-campus, you will work with 2-4 other students to create a press release from a water company, agency, or advocacy group that recognizes all sides in the hydrological problem (e.g., surface water quality or quantity, aquifer dynamics, inter-basin water transfers, flooding, hydropower reservoir, etc.). Your statement must define the problem scientifically, using relevant and appropriate facts, and then create statement that aims to unify the opposing views of government, industry, and citizens toward a common goal. How did you define “all sides” of the hydrological problems? Which scientific “facts” or “truths” did you select? How did you aim to include “all sides”? Students will provide a 1-page reflection on the group process, including how differences in viewpoints were addressed and resolved.
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.

Assignment 4 and small group discussion boards most directly accomplish this goal.

Assignment 4: Lithosphere In the Peerceptiv peer review system in e-campus, write an op-ed style essay that synthesize one scientific finding on lithosphere change (e.g., landslide, soil erosion, earthquake, volcanic eruption, etc.) and arguments for a specific intervention. In addition, you must comment on two other descriptions. Your critique must be based in scientific understandings of the lithosphere, supported by charts, tables, graphs, or other material from the scientific peer-reviewed literature. Your comment must reflect on how your own biases and prejudices may influence your interpretations of lithosphere changes.

(see above for Small Group Discussion Board)

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

Assignment 6 most directly accomplishes this goal.

Assignment 6: Atmosphere Using Groups in e-campus, you will work with 2-4 other students to create a 500-word policy brief for decision-makers endorsing one mitigation measure as defined by the IPCC relating to climate change as proposed in a peer-reviewed scientific paper. Your policy brief must recognize how people, communities, societies, and governments would benefit from, or be harmed by, the mitigation measure by specifically addressing a scientific measure or hypothesis relating to climate change. Your statement must define the problem scientifically, using relevant and appropriate facts, and then create statement that recognizes “winners” and “losers” in the near, medium, and long term. You must reflect on how this recognition may allow individuals and/or organizations to function in a global society. Specifically, your policy statement must indicate how globalization and a global society inform your proposed mitigation measure.

Assignment 7: Power and Authority Upload a 1-minute video (based on a script) to Peerceptiv describing how power and authority appears in processes of environmental change. Is environmental change purely natural, or is it purely political? This video must identify people, communities, societies, or governments that may be privileged or harmed by environmental change. You must reflect on whether tolerance or intolerance is present in how environmental change harms people. How are your own biases implicated in how you interpret the scientific facts? You must also comment (respectfully) on TWO video uploads that the instructor will randomly assign to you. Your critique must identify both the scientific credentials of the video and the extent to which the creator has identified power, authority, tolerance, and bias.

(see above for Small Group Discussion Board)

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

Incorporates “Aggie Experience Activities” into the course.

During the semester, your instructor will direct you to Aggie Experience Activities, which here are defined as scientific and social scientific research presentations on a topic of environmental change presented on campus. You will use the Peerceptiv peer review system in e-campus to write a summary of two research presentations and offer comments on four summaries of your peers. Your summary must identify ways in which the presenter sought to maintain objectivity in his or her science or social science. In addition, you must reflect on whether tolerance or intolerance is present in how environmental change harms people. How are your own biases implicated in how you interpret the scientific facts? You must also comment (respectfully) on TWO video uploads that the instructor will randomly assign to you. Your critique must identify both the scientific credentials of the video and the extent to which the creator has identified power, authority, tolerance, and bias.
Incorporates small group discussions into the course.

The Discussion Board commentaries, moderated by the instructor(s), requires approximately 20 minutes/week of work by students.

The instructor will establish small online discussion groups for the duration of the course. These weekly small group discussion boards, initiated by the instructor, will address targeted topic of environmental change with a graph, map, or table obtained from a scientific peer-reviewed article. For example, you will focus on how environmental change may differentially affect people from multicultural, global, and privilege-based perspectives. You must contribute to the Discussion Board, independently of the Assignments, in ways that demonstrate an average time effort of 20 minutes per week. Your contribution must directly engage with the post of the instructor and of other students in the course. Your posts and comments must demonstrate: (1) your respect for the beliefs of others; (2) your ability to view conflict from multiple viewpoints; (3) your ability to promote informed dialogue; and (4) your ability to identify how power, authority, or oppression may shape multiple viewpoints.

In order to engage in these small group discussion students will work collaboratively with the instructor to develop best practices related to facilitating challenging conversations including establishing ground rules, understanding co-facilitation. One important aspect will be practicing perspective taking. This will require students to consider alternate opinions in order to ensure students build the skill to engage in productive discussions about controversial topics with individuals with differing opinions.

Additional Comments

This course will draw upon expertise of several faculty with expertise in physical geography in the Department of Geography to maintain the scientific rigor of the LPS core curriculum features while meeting or exceeding the goals of the CD attribute, where we will have input from human geographers specializing in environmental governance and environmental justice. We accomplish many of these goals through a set of assignments called "Difficult Dialogues About Difficult or 'Wicked' Science Problems."

The syllabus provides a rationale for accomplishing the CD goals and meeting Life and Physical Science core curriculum objectives in this course. The type of science focusing on environmental change and the design of this course provides a means for students to engage in critical thinking, communication, empirical/quantitative skills, and teamwork while also accomplishing the CD goals. A matrix showing how this is done is included at the end of the syllabus.

Finally, we will seek training through ITS to develop our proficiency with the various e-campus tools we indicate in the syllabus.

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

Attach Course Syllabus

[Syllabus_GEOG_205-501_2019_CD_revised_2.docx]

Reviewer Comments

Kristin Harper (kharper) (06/09/18 2:09 pm): Rollback: The Core Curriculum Council did not approve this course for CD. You can resubmit. Comments: Aggie Experience Activity not sufficient. More comments available but unable to fit in this text box. contact me at kharper@tamu.edu for full report.

Key: 125
OBJECTIVE
The objective of this course is to apply a systems perspective on attributes, elements, and connections within the earth’s physical environment and to learn how and why the environmental changes at multiple spatial and temporal scales. A systems approach is used to structure our approach to the atmosphere, cryosphere, hydrosphere, lithosphere and biosphere.

Three characteristics regarding the science of environmental change make GEOG 205 well suited to the Cultural Discourse and the Life and Physical Science attributes. First, we study nonlinear and contingent systems; nonlinearity and contingency can greatly undermine our certainty about how nature works. Nonlinearity and contingency are especially pronounced in geography (and the geosciences in general) because of the many interacting systems that operate at different spatial and temporal scales. In addition to the sheer limitations in the amount of observations we can obtain, these interactions, legacies, etc. mean that any given observation is not merely a function of one single process. We often think of scientific evidence and consensus as “high agreement, robust evidence,” as represented in the upper right portion of Figure 1, but in practice most science questions regarding environmental change do not fall into this category.

Second, the science of measuring environmental change is empirical. Repeated observations of patterns and phenomena lead to generalizations that allow scientists to better understand the processes that shape the world around them. The observations and measurements can be quantitative (air temperature), semi-quantitative (climate reconstruction based on fossilized pollen), or qualitative (descriptions of streams). Scientists then interpret these different types of data by analyzing them within the framework provided by previous studies on similar topics. Depending on the type of data they analyze, and the consensus on the validity of those datasets, scientists can make different conclusions on similar topics. Model simulations are mathematical representations of the patterns and processes that have been observed and measured, which means that they are only as good as our understanding
of these phenomena. In combination, empirical, experimental, and modeling studies allow for scientists to keep improving the state of our science; it also allows for discussion on alternative approaches and interpretation of the same data, which inevitably leads to discussion of power, bias, and privilege as influential in decision-making processes.

Third, environmental change affects people, communities, societies, and governments. People, communities, societies, and governments also are partly involved in causing environmental change. These features make environmental change problems complex, difficult, or “wicked” problems to resolve. This is why this course will require students to engage in discussion regarding challenging topics connecting to environmental change. In doing so, students will be able to address how bias, power, intolerance, and conflict are linked to the processes and outcomes of environmental change.

Online assignments will require students to acquire and manipulate data on environmental change, which will reinforce lecture material and explore the techniques used to identify and measure natural and anthropogenic changes to the biophysical environment at a range of scales. These assignments will also include reflection on the themes of bias and power to reinforce course discussions.

**LEARNING OUTCOMES**

- Identify and describe the important attributes, elements and connections within the physical environment from a systems perspective.
- Describe the dynamic nature of the environment at a range of spatial and temporal scales and how change results from adjustments between the different components.
- Understand and apply methods and technology to measuring environmental change and recognize the limitations to these methods in predicting change relevant to a globalized society of people, communities, and governments.
- Articulate how the differing effects of environmental change to people, communities, society, and governments are influenced by power, bias, and authority.
- Develop skills in engaging in small group dialogue, with particular attention to how to do this in the online environment.
- Understand how bias and prejudice may influence subjective and scientific interpretations of environmental change.
- Practice informed dialogue to understand diverse points of view and power imbalances that influence understandings of environmental change.

**MATERIALS**


Scientific datasets and other readings (short scientific articles) will be posted on our course website in eCampus.

To be successful in this course, you will need a reliable computer and reliable internet connection. A “computer problem” or “technical glitch” is not an acceptable
excuse for being late or missing an assignment, quiz, project, or exam. I strongly recommend not using Internet Explorer as your browser. Chrome, Firefox, or Safari work better with eCampus. Also, because eCampus is not fully compatible with mobile devices, I strongly recommend not using a smartphone, tablet, or other mobile device for accessing assignments or submitting assignments, quizzes, projects, or exams. Wifi connections can be problematic. Wifi connections are convenient for accessing lectures and videos, but are not to be trusted for turning in assignments, quizzes, or exams. You use wifi at your own risk when viewing or submitting material to be graded.

EVALUATION
Science-Discussion Assignments: 30%
Quizzes (9 of 10): 10%
Small Group Discussion Board Commentaries: 20%
Aggie Experience Activities: 10%
Exam 1: 15%
Exam 2: 15%

The exams will be based on material covered in lectures, readings, and videos, although the tests emphasize the lecture material. While the tests are non-cumulative the material is based on similar concepts and builds toward a unified model of environmental change. There is no extra credit.

All assignments are due on Wednesdays by 2:00 pm. All quizzes are due on Fridays by 2:00 pm. The two exams will be given in person, at a time and location to be determined. University ID is required to take the exams.

We are not responsible for technical difficulties associated with e-campus. You must resolve problems with e-campus by contacting TAMU Help Desk Central. Do not wait until the last hour before submission to upload your work.

Submitting to eCampus: Check to make sure your assignment is actually submitted. You should receive confirmation in the form of a yellow circle with an exclamation point inside. If you see a blue circle, then your submission is “in Progress” and I cannot see what you are trying to submit. This will result in a grade of 0 for you. The blue circle will happen if you fail to hit the “Submit” button (maybe you hit “Save Draft” instead) or it might be caused by having multiple windows open on your computer. If you have doubts about your assignment being submitted correctly, contact itshelp.tamu.edu and they can confirm that your assignment has been received into the University’s computer system. Do not contact your professor or your TA. We are geographers, not computer experts. We do not know why your assignment does not show up. We just know we cannot see it when there is a blue dot by your name. We also know that there are very few blue dots in the gradebook.

GRADING SCHEME
A: Excellent ≥ 90%
B: Good 80-89%
C: Satisfactory 70-79%
D: Passing 60-69%
F: Failing ≤59%
Grade disclosure
All personal information concerning students' performance in this course is covered by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). **No grades will be provided by telephone or email.**

COMMUNICATION
Please contact your TA if you have questions about assignments or quizzes. Contact your professor to discuss topics related to geography. Use tamu email and put your course number in the subject heading.

For help with computer-related issues, please contact TAMU's Help Desk Central at (979) 845-8300. This service is available 24/7. Walk-in computer-related help is available on the first floor of the CSA Building.

CLASS ATTENDANCE, ABSENCES, and MAKE-UP WORK
This is an online, no excuses class. You can watch lectures, videos, access assignments, and submit work online at your convenience from the beginning of the semester. There is no time when “attendance” is mandatory, but all **deadlines must be met.**

ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, 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).

Other Policies
All course materials are copyrighted. These materials include but are not limited to quizzes, exams, lab problems, in-class materials, lecture notes, review sheets, and additional problem sets. This means no one has permission to distribute the materials from this course to anyone or to any place, except as provided for by University policy or state law. Before recording lecture, get permission from the instructor. Publication of any materials from this course is prohibited.

Scholastic dishonesty
The Aggie Code of Honor is simple: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” Instances of scholastic dishonesty will be treated in accordance with University policy.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Topic</th>
<th>Assignment</th>
<th>Quiz (due 2:00 pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (1/16-1/19)</td>
<td>1</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (1/22-1/26)</td>
<td>2</td>
<td>Defining Change</td>
<td></td>
<td>Fri: Quiz 1</td>
</tr>
<tr>
<td>3 (1/29-2/2)</td>
<td>5-6</td>
<td>Biosphere Changes</td>
<td>Assignment 1</td>
<td>Fri: Quiz 2</td>
</tr>
<tr>
<td>4 (2/5-2/9)</td>
<td>7-9</td>
<td>Biosphere Changes</td>
<td></td>
<td>Fri: Quiz 3</td>
</tr>
<tr>
<td>5 (2/12-2/16)</td>
<td>10-11</td>
<td>Hydrosphere Changes</td>
<td>Assignment 2</td>
<td>Fri: Quiz 4</td>
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<tr>
<td>6 (2/19-2/23)</td>
<td>12-13</td>
<td>Hydrosphere Changes</td>
<td></td>
<td>Fri: Quiz 5</td>
</tr>
<tr>
<td>7 (2/26-3/2)</td>
<td></td>
<td><strong>Exam 1:</strong> To be completed in a proctored classroom, day, time and location TBD.</td>
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<tr>
<td>8 (3/5-3/9)</td>
<td>14-16</td>
<td>Lithosphere Changes</td>
<td>Assignment 3</td>
<td>Fri: Quiz 6</td>
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<tr>
<td>9 (3/19-3/23)</td>
<td>17-19</td>
<td>Lithosphere Changes</td>
<td></td>
<td>Fri: Quiz 7</td>
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<tr>
<td>10 (3/26-3/30)</td>
<td>20-22</td>
<td>Cryosphere Changes</td>
<td>Assignment 4</td>
<td>Fri: Quiz 8</td>
</tr>
<tr>
<td>11 (4/2-4/6)</td>
<td>23-24</td>
<td>Atmospheric Changes</td>
<td>Assignment</td>
<td>Fri: Quiz 9</td>
</tr>
<tr>
<td>12 (4/9-4/13)</td>
<td>25-27</td>
<td>Atmospheric Changes</td>
<td>Assignment 5</td>
<td>Fri: Quiz 10</td>
</tr>
<tr>
<td>13 (4/16-4/20)</td>
<td></td>
<td>Politics, Power, Justice, and Environmental Change</td>
<td>Assignment 6</td>
<td></td>
</tr>
<tr>
<td>14 (4/23-4/27)</td>
<td></td>
<td><strong>Exam 2:</strong> To be completed in a proctored classroom, day, time and location TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finals</td>
<td></td>
<td>Assignment 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Required Assignments

A. Aggie Experience Activities
During the semester, your instructor will direct you to Aggie Experience Activities, which here are defined as scientific and social scientific research presentations on a topic of environmental change presented on campus. You will use the Peerceptive peer review system in e-campus to write a summary of two research presentations and offer comments on four summaries of your peers. Your summary must identify ways in which the presenter sought to maintain objectivity in his or her science or social science. In addition, you must reflect on either (a) How was power, bias, oppression, privilege, globalization, or multiple viewpoints discussed or acknowledged? or (b) How might power, bias, oppression, privilege, globalization, or multiple viewpoints have been considered in the presentation? Your response to the summaries of other students will emphasize how the science or social science contact could or should interest people or communities that will feel the direct or indirect impacts of environmental change.

B. Small Group Discussion Board Commentaries
The instructor will establish small online discussion groups for the duration of the course. These weekly small group discussion boards, initiated by the instructor, will address targeted topic of environmental change with a graph, map, or table obtained from a scientific peer-reviewed article. For example, you will focus on how environmental change may differentially affect people from multicultural, global, and privilege-based perspectives. You must contribute to the Discussion Board, independently of the Assignments, in ways that demonstrate an average time effort of 20 minutes per week. Your contribution must directly engage with the post of the instructor and of other students in the course. Your posts and comments must demonstrate: (1) your respect for the beliefs of others; (2) your ability to view conflict from multiple viewpoints; (3) your ability to promote informed dialogue; and (4) your ability to identify how power, authority, or oppression may shape multiple viewpoints.

In order to engage in these small group discussion students will work collaboratively with the instructor to develop best practices related to facilitating challenging conversations including- establishing ground rules, understanding co-facilitation. One important aspect will be practicing perspective taking. This will require students to consider alternate opinions in order to ensure students build the skill to engage in productive discussions about controversial topics with individuals with differing opinions.

C. Difficult Dialogues About Difficult or “Wicked” Science Problems

Assignment 1: Anthropocene In the Peerceptiv peer review system in e-campus, write a persuasive essay in favor of ONE start date for the Anthropocene, using scientific evidence in the peer-reviewed literature. Your argument must addresses the following: (a) How does the start date you propose enable or contribute to shifting blame from one group to another or from one place to another?; (b) What is the role of prejudice or bias in shaping that narrative?; (c) How have your own biases influenced your interpretations of the Anthropocene? You must also comment on two other proposed start dates. Your critique must be based in scientific understandings of the Anthropocene and you must include a map, graph, or table from a scientific peer-reviewed publication in your critique. Your comment must reflect on how your own biases and prejudices may influence your interpretations of the Anthropocene start date.
**Assignment 2: Biosphere Change** Using Peerceptiv, upload a position essay, supported by graphs, tables, or charts from scientific peer-reviewed literature, that synthesizes and multiple perspectives and views relating to one aspect of biosphere change (e.g., forest decline, exotic species invasion, species extinction, Net Primary Production, land use/cover change). You must also comment (respectfully) on TWO statements that the instructor will randomly assign to you. How have power, authority, or oppression shaped these statements/tables/graphs/etc. How might people who have suffered directly from these biosphere changes offer an alternative view based power, authority, or oppression? Your commentary must identify how well the other students understand multiple viewpoints on the controversy they synthesize.

**Assignment 3: Hydrosphere** Using Groups in e-campus, you will work with 2-4 other students to create a press release from a water company, agency, or advocacy group that recognizes all sides in the hydrological problem (e.g., surface water quality or quantity, aquifer dynamics, inter-basin water transfers, flooding, hydropower reservoir, etc.). Your statement must define the problem scientifically, using relevant and appropriate facts, and then create statement that aims to unify the opposing views of government, industry, and citizens toward a common goal. How did you define “all sides” of the hydrological problems? Which scientific “facts” or “truths” did you select? How did you aim to include “all sides”? Students will provide a 1-page reflection on the group process, including how differences in viewpoints were addressed and resolved.

**Assignment 4: Lithosphere** In the Peerceptiv peer review system in e-campus, write an op-ed style essay that synthesize one scientific finding on lithosphere change (e.g., landslide, soil erosion, earthquake, volcanic eruption, etc.) and arguments for a specific intervention. In addition, you must comment on two other descriptions. Your critique must be based in scientific understandings of the lithosphere, supported by charts, tables, graphs, or other material from the scientific peer-reviewed literature. Your comment must reflect on how your own biases and prejudices may influence your interpretations of lithosphere changes.

**Assignment 5: Cryosphere** Upload a 1-minute video (based on a script) to Peerceptiv that explains causes how people, communities, societies, or governments are affected by processes of cryosphere change (e.g., sea ice decline, ice sheet melting, permafrost change, etc.). The video must make specific reference to how scientific basis of the video and how the video reflects power and authority. In addition, you must comment on two other descriptions.

**Assignment 6: Atmosphere** Using Groups in e-campus, you will work with 2-4 other students to create a 500-word policy brief for decision-makers endorsing one mitigation measure as defined by the IPCC relating to climate change as proposed in a peer-reviewed scientific paper. Your policy brief must recognize how people, communities, societies, and governments would benefit from, or be harmed by, the mitigation measure by specifically addressing a scientific measure or hypothesis relating to climate change. Your statement must define the problem scientifically, using relevant and appropriate facts, and then create statement that recognizes “winners” and “losers” in the near, medium, and long term. You must reflect on how this recognition may allow individuals and/or organizations to function in a global society. Specifically, your policy statement must indicate how globalization and a global society inform your proposed mitigation measure.
Assignment 7: Power and Authority  Upload a 1-minute video (based on a script) to Peerceptiv describing how power and authority appears in processes of environmental change. Is environmental change purely natural, or is it purely political? This video must identify people, communities, societies, or governments that may be privileged or harmed by environmental change. You must reflect on whether tolerance or intolerance is present in how environmental change harms people. How are your own biases implicated in how you interpret the scientific facts? You must also comment (respectfully) on TWO video uploads that the instructor will randomly assign to you. Your critique must identify both the scientific credentials of the video and the extent to which the creator has identified power, authority, tolerance, and bias.

Table 1. Contribution of assignments required for GEOG 205 in the advancement of Cultural Discourse and Life and Physical Science course attributes.

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Empirical or quantitative skills</th>
<th>Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold respectful discussions</td>
<td>Assignment 2 (Biosphere)</td>
<td>Required comments on all assignments</td>
<td>Requires work in teams</td>
</tr>
<tr>
<td>Understand self</td>
<td>Assignment 1 (Anthropocene)</td>
<td>Assignment 7 (Power and authority)</td>
<td></td>
</tr>
<tr>
<td>Power and authority</td>
<td>Assignment 2 (Biosphere)</td>
<td>Assignment 5 (Cryosphere)</td>
<td>Assignment 7 (Politics of change)</td>
</tr>
<tr>
<td>Dialogue overcomes divisive issues</td>
<td>Assignment 3 (Hydrology)</td>
<td>Assignment 3 (Hydrology)</td>
<td></td>
</tr>
<tr>
<td>Tolerance and intolerance</td>
<td>Assignment 4 (Lithosphere)</td>
<td>Discussion boards</td>
<td></td>
</tr>
<tr>
<td>Function in multicultural and global society</td>
<td>Assignment 6 (Mitigation)</td>
<td>Assignment 6 (Mitigation)</td>
<td>Assignment 6 (Mitigation)</td>
</tr>
<tr>
<td>Multiple viewpoints</td>
<td>Assignment 7 (Power and authority)</td>
<td>Discussion boards</td>
<td>Assignment 6 (Mitigation)</td>
</tr>
<tr>
<td>Aggie Experience Activities</td>
<td>Applies several CD concepts</td>
<td>Requires understanding of scientific content</td>
<td></td>
</tr>
<tr>
<td>Small group discussions</td>
<td>Requires application of CD concepts</td>
<td>Requires communication virtually</td>
<td>Requires work in teams</td>
</tr>
</tbody>
</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 05/25/18 10:18 am

Viewing: MAST 340-CD: Museums and the Construction of Identities

Last edit: 05/25/18 10:18 am

Changes proposed by: overcomer

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paula Morris</td>
<td><a href="mailto:morrisp@tamug.edu">morrisp@tamug.edu</a></td>
<td>409-740-4975</td>
</tr>
</tbody>
</table>

Course Prefix  MAST  Course Number  340
Academic Level  UG
Complete Course Title  Museums and the Construction of Identities
Abbreviated Course Title  MUSEUMS & CONSTRUCT IDENTITIES
Crosslisted With
Semester Credit  3
Hour(s)
Proposal for: Cultural Discourse

Cultural Discourse

Is this course currently included in the Core Curriculum? No
Is this course open to all majors? Yes
Does this course have prerequisites other than classification? No

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.)

Hold respectful discussions and discourse on difficult topics.

Students are required to participate in Structured Reading Groups throughout the semester to discuss the assigned readings in the course which include discussions the politics of representation and narrative authority in museum spaces. The SRGs ask students how those representations and narratives construct national, state, regional and cultural and ethnic identities. For example, one SRG discussion will focus on the Smithsonian Air and Space Museum's controversial Enola Gay exhibit in 1994 which was widely criticized by armed forces leadership and veterans for its representation of the atomic bomb’s consequences. Students will be asked to weigh their own positions against those of the multiple stakeholders in the Enola Gay exhibit and the International Council of Museums definition of a museum as “a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment” (ICOM).
Understand self, including personal bias and prejudices.

The Structured Reading Group discussions and reports as well as the Critical Reflection Essays and Case Study Analysis ask students to critically reflect on their own biases and prejudices by analyzing and synthesizing their perspectives on how national, state, regional, and cultural identities are developed in museum representations and narratives. To enable such analysis, the Structured Reading Groups discussion and reports, the Critical Reflection Essay and the Case Study Analysis asks students to engage museums as institutions embedded in a web of economic, political, and social relations rather than as objective institutions impervious to these relations.

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

MAST 340 understands Michel Foucault’s notion of power as “diffuse rather than concentrated, embodied and enacted rather than possessed, discursive rather than purely coercive, and constitutes agents rather than being deployed by them” (Gaventa 1). Consequently, the course asks students to analyze such power relations in the Structured Reading Groups, the Critical Reflection Essay, and the Case Study Analysis.

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

The Critical Reflection Essay, the Case Study Analysis and the Structured Reading Group reports and discussions enable students to critically assess the ways that racial, ethnic, gender and class specificity mobilizes museum representations and narratives. In analyzing these multiple and often intersecting identity positions students are asked to identify universal truths that link the narratives and representations under study.

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.

The Structured Reading Group discussions and reports, Critical Reflection Essay, and Case Study Analysis all critically assess the assigned texts to understand tolerance and intolerance and to gauge when it is appropriate to intervene when problematic behaviors occur.

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

The Critical Reflection Essay and the Case Study Analysis offer students a variety of perspectives on how to function effectively in a multicultural and global society through inquiry about the various racial, ethnic, and class identities represented in museums under study and how those identities inform the narrative the institution(s) offer for public consumption.

Understand conflict from multiple viewpoints.

Structured Reading Group discussion’s varied roles require students to approach the assigned text from a range of critical perspectives.

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

Incorporates “Aggie Experience Activities” into the course.

Three Skype discussions with museum professionals including Dr. Margaret Salazar-Porzio, Curator of Latino History and Culture, Smithsonian Museum and Kathryn Siegfert, Director of Education at the Bullock Museum of Texas State History.

Incorporates small group discussions into the course.

Structured Reading Groups discussions comprise the bulk of the course.

Additional Comments: Revised syllabus attached to clarify the CCC questions

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

Attach Course Syllabus: [MAST 340 4TH Revision.pdf](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate)

Reviewer Comments: Cari Bishop-Smith (bishopca) (03/22/18 4:19 pm): Rollback: Replace syllabus

Barbara West (barwest) (05/22/18 1:07 pm): Rollback: The CCC asked for clarification on the following: Are the Structured Reading Groups “small” groups? Do the small groups meet at least 20 minutes per week?
MAST 340
Museums & the Construction of Identities
Fall 2019

Catalogue Description: Examination of the cultural construction of identity within the museum context; personal and collective, corporeal and virtual, national and global identities; way in which those identities are formed and performed.

Credits: 3
Lecture Hours: 3
Prerequisites: Junior or senior classification or approval of instructor.

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

- Comprehend, synthesize, and explain interdisciplinary concepts of identity demonstrated in the case study essay, the reflection essay, and the oral presentation.
- Apply theoretical models of identity in classroom discussions as well as the case study essay, the reflection essay, and the oral presentation.
- Analyze the ways in which ideology affects identity formation and expression demonstrated in the case study essay, the reflection essay, and the oral presentation.
- Appreciate the differences between themselves and others from diverse backgrounds demonstrated in the case study essay, the critical reflection essays, and the oral presentation.

CULTURAL DISCOURSE OBJECTIVES

- 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 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.

CULTURAL DISCOURSE OUTCOMES

- The course prepares and engages students in respectful discussions and discourse on difficult topics (Structured Reading Group Reports)
- The course prepares and asks students to appraise self, including personal bias and prejudices (Evaluated in Critical Reflections Essays and Case Study Analysis Final Project)
- The course asks students to analyze how power or authority is distributed within organizational systems, including recognizing potential forms of privilege, oppression, and discrimination. (Structured Reading Groups, Critical Reflection Essays and Case Study Analysis Final Project)
- The course asks students to engage in informed dialogue to overcome issues dividing, not uniting, individuals and humankind. (Structured Reading Groups, Quick Fire Presentations and Case Study Analysis Final Project)
• The course asks students to analyze tolerance and intolerance and to define when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies. (Structured Reading Groups, Critical Reflection Essays and Case Study Analysis Final Project)
• The course prepares students to function effectively in a multicultural and global society. (Site Visits and Case Study Analysis Final Project)
• The course requires students to analyze conflict from multiple viewpoints. (Structured Reading Groups, Collaborate Conversations and Site Visits)
• The course uses Aggie Experiences to explore multiple cultural discourse objectives (Collaborate Conversations and Site Visits).
• The course requires students to participate in small group discussions. (Structured Reading Groups)

**EVALUATION OF CULTURAL DISCOURSE OUTCOMES**

1) Respectful discussions and discourse on difficult topics are evaluated in the Structured Reading Group Reports.

2) Appraisal of the self, including personal bias and prejudices is evaluated in the Critical Reflection Essays and in the Case Study Analysis Final Project.

3) Analysis of how power or authority is distributed within organizational systems, including recognizing potential forms of privilege, oppression, and discrimination is evaluated in the Structured Reading Group Reports, Critical Reflection Essays and the Case Study Analysis Final Project.

4) Engagement in informed dialogue to overcome issues dividing, not uniting, individuals and humankind is evaluated in the Structured Reading Group reports and the Case Study Analysis Final Project.

5) Analysis of tolerance and intolerance and how to define when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies will be evaluated through the Structured Reading Group Reports, the Critical Reflection Essays, and the Case Study Analysis Final Project.

6) Effectively engaging others in a multicultural and global society will be evaluated through the Aggie Experience Site Visits, Collaborate Conversations and the Case Study Analysis Final Project.

7) Analysis of conflict from multiple viewpoints will be evaluated through the Structured Reading Group Reports, Collaborate Conversations and Aggie Experience Site Visits.

8) Engagement with Aggie Experiences to explore multiple cultural discourse objectives will be evaluated through site visit reflections and Collaborate Conversations.

9) Engagement in small group discussions will be evaluated through the Structured Reading Group Reports.

**Instructor Information**

Name: Dr. Carol Bunch Davis
Telephone number: 409-740-4425
Email address: bunch-davis@tamu.edu
Office hours: TTh 12:00 p.m. to 2:00 p.m. and MWF by appointment
Office location: CLB 126

**Textbook and/or Resource Material**

- Essays and book chapters posted to eCampus
Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Critical Reflections on Site Visits &amp; Guest Discussions (5 @ 100 points each)</td>
<td>500</td>
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<tr>
<td>Structured Reading Group Reports (5 @ 100)</td>
<td>500</td>
</tr>
<tr>
<td>Student Selected Case Study Presentation</td>
<td>200</td>
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<tr>
<td>Student Selected Case Study Analysis</td>
<td>300</td>
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<tr>
<td>Website Evaluation (5 @ 100)</td>
<td>500</td>
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<tr>
<td><strong>17 ASSIGNMENTS</strong></td>
<td><strong>2000 POINTS TOTAL</strong></td>
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<table>
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<td>1200-1399</td>
<td>D</td>
</tr>
<tr>
<td>0-1199</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

The attendance policy is in accordance with University Academic Rule 7 found at [http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html). Attendance is required at all site visits and all Blackboard Collaborate guest discussions.

Students may make up work missed due to an excused absence as described in Rule 7 after providing evidence to substantiate it. Missed work due to unexcused absences cannot be made up.

Critical Reflection Essays

The five reflection papers critically engage, reflect upon, and make an argument about the writers’ observations about the museums under study. These reflections will address 1) the first museum experience 2) The National Museum of Funeral History 3) The National Museum of American History 4) The Bob Bullock Texas State History Museum or The Bryan Museum 5) Project Row Houses or The Asia Society of Texas. Writers are asked to identify what makes the institution under study a national, regional or state, or racial and/or ethnic museum and to utilize insights from other site visits, Collaborate discussions, and the course readings to help support his/her analysis.

Student Selected Case Study Analysis and Presentation

The case study analyzes and interprets the selected museum from any of the theoretical perspectives examined and discussed in class. The essay offers an argument about the narrative the writer identifies in any aspect of the museum space and includes a clear thesis claim with sufficient rationale and evidence to support the argument. Students may select any institution for critique except those included on the schedule for site visits or guest discussions. The student selected case study should be no fewer than 1,750 words or 7 double spaced pages. The presentation on the topic should be no longer than 15 minutes and an evaluation rubric and detailed criteria will be provided in class.

Structured Reading Group Discussions & Reports

Students will be assigned to groups of five for Structured Reading Group discussions that will comprise the entire class period as will meet as indicated on the course schedule. For each discussion, students will participate in discussion guided by the following specific roles 1) discussion leader 2) passage master 3) creative connector 4) devil’s advocate and 5) journalist. Each student will develop a report in accordance with their assigned role that will be due by the beginning of the next class (except for the journalist—see attached). These reports will help facilitate discussion and prepare students for engaged analysis of museum sites and engaged discussions with museum staff via Blackboard Collaborate and on site.
Site Visits & Collaborate Guest Discussions

Students are required to attend the full day site visits to the National Museum of Funeral History, The Bryan Museum, the Asia Society of Texas, and Project Row Houses as well as the two Blackboard Collaborate discussions. Students who do not attend these events will not be able to submit the critical reflections on these events. These days are university excused absences and students can make arrangements to take exams or complete work in other courses ahead of his or her absence. We will use university transportation to and from the site visits.

Website Evaluation

Students will evaluate each of the websites of the institutions we will discuss ahead of each site visit and/or discussion. An evaluation rubric will be provided in class. Student will be asked to write a short analysis of each site of no fewer than 250 words.

Americans with Disabilities Act (ADA)

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

Academic Integrity

For additional information please visit: http://www.tamu.edu/HonorSystem

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

Academic misconduct includes multiple submission, or submitting substantial portions of the same work for credit more than once without authorization from the instructor of the class for which the student submits the work, as well as plagiarism, or the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. If you have questions about documenting the sources you use in your coursework, please ask for help. I am available to answer your questions about documentation or any other questions you may have. The Learning Commons can answer questions about documentation as well.

STATEMENT ON THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.
Learning Frameworks—Reading Group Roles

In this course, you will use class time to practice critical thinking. In order to facilitate student collaboration and your understanding of the weekly readings, you will actively participate in an assigned reading group. **It is essential that all group members complete the assigned reading prior to class.** The reading materials you individually prepare, group discussion, and subsequent group report should reflect thoughtful comprehension and consideration of all assigned readings for the week.

You will fulfill a different reading group role each week. Below are descriptions of each of the reading group roles. The descriptions include information about 1) how to think about your readings; 2) what you should prepare before class; and 3) what you will contribute during class discussion. Please use your materials during group discussion. The most compelling entries will make consistent and compelling connections between your core reader, critical thinking textbooks, and real world situations. **You will turn in your completed preparation materials, typed and printed, to eLearning immediately after discussion (except for journalists). No late work will be accepted unless previous arrangements have been made with your instructor.**

Reading Group Roles
Each reading group member will complete each role **at least once, but no more than twice.** Roles rotate each week and will be assigned for the entire semester.

<table>
<thead>
<tr>
<th>Discussion Leader</th>
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<tbody>
<tr>
<td><strong>While You Read</strong></td>
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<tr>
<td>Don’t worry about the small details. Think about the big ideas in each of the readings.</td>
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<tr>
<td>Prepare to lead group discussion about the significant questions, assumptions, and implications of the material. Seek ways to understand the main points and ways the texts connect to each other.</td>
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Learning Frameworks—Reading Group Roles

<table>
<thead>
<tr>
<th>Passage Master</th>
<th>In Your Printed Report</th>
<th>During Class</th>
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</table>
| Keep an eye out for important passages in the weekly readings (both from the core reader and critical thinking texts). These moments may give crucial information or summarize the author’s key points. The passages might also be ones that are particularly thought provoking, controversial, or contradictory with other information learned in class. | Identify at least three important passages (1-5 sentences in length):
1.) Indicate with page and paragraph numbers to identify the passage.
2.) Include a summary of the passage in your own words.
3.) Explain why you think each passage is important. | Your discussion leader will ask you briefly to summarize the reading and discuss the passages you identified as important. Converse with your group members about their points of view of the passages you chose and their significance and implications. |

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<tr>
<th>Creative Connector</th>
<th>In Your Printed Report</th>
<th>During Class</th>
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</table>
| Think about how the assigned readings relate to your world. Do any of the passages or situations sound familiar? Have you heard of similar or related ideas in the news, popular culture, or in one of your other courses? You may make connections to another course’s reading assignment or lecture, TV shows, movies, newspaper articles, radio segments, or a campus event in order to place our weekly readings in a broader historical and geographical context. | Turn in at least one connection:
1.) Summarize the aspect of the assigned reading that inspired your connection;
2.) Describe the external connection in detail (include titles, dates, and websites, as applicable);
3.) Include two discussion questions with your own thoughtful answers to them about the connection. | Your job is to help everyone make connections between the readings and other important ideas, both to this class and the world outside of class. Your discussion leader will ask you to share your connections and discussion questions to help your team members understand these connections. Seek your group members’ opinions on the usefulness of the connection. |

# Learning Frameworks—Reading Group Roles

## Devil’s Advocate

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<thead>
<tr>
<th>While You Read</th>
<th>In Your Printed Report</th>
<th>During Class</th>
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<tr>
<td>Approach the material with a critical eye. Question the points of view and assumptions proffered in the readings. What are the implications, information, and theories provided? Is the material clear, accurate, significant, or fair? Why or why not? How do the critical-thinking selections complement or contrast the views expressed in our core reader selection?</td>
<td>Turn in <em>at least one</em> thoughtful argument or oppositional idea, including a brief explanation of why you are making this critique. Write three discussion questions that get your members to consider your critique, and include your own thoughtful answers to them.</td>
<td>Your discussion leader will ask you to raise your critical, thoughtful questions as your group discusses the reading. Challenge the ideas in the reading. Pose critical and thoughtful questions and arguments that might be raised by those with different points of view from the author(s). Talk with your group members about how your ideas complicate their interpretations of the reading.</td>
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## Journalist

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<tr>
<th>While You Read</th>
<th>During Class</th>
<th>In Your Printed Report</th>
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<tbody>
<tr>
<td>The journalist is the only role that will be prepared during and after class (But you must still carefully and thoughtfully complete the reading and participate in discussion.).</td>
<td>Take notes on the discussion and summarize its main points. Since you will also participate in the discussion, you will not have time to write down word for word what everyone says. You are not a scribe. Rather, you are looking at the “big picture” to bring up points of confusion, disagreement, and agreement during the group discussion.</td>
<td>Briefly summarize the group discussion by answering these questions: 1.) What were the main ideas discussed? 2.) What did members agree/disagree on? 3.) Which passages or ideas did the group find most interesting or controversial? 4.) Was the discussion productive? <strong>You will need to email your typed report by the second day after the class meeting at 12:00 p.m. (noon).</strong></td>
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<tr>
<th>EVALUATION RUBRIC MAST 340</th>
<th>MAXIMUM POINTS</th>
<th>YOUR POINTS</th>
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<tr>
<td>COGENCY:</td>
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<tr>
<td>• Has a clearly defined idea or purpose developed within a thesis statement that clearly and concisely indicates the argument’s topic and direction.</td>
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<td>• The thesis includes an although clause, a basic claim and rationale for that claim.</td>
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<tr>
<td>• Utilizes transitions between sentences and individual paragraphs.</td>
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<tr>
<td>• The body paragraphs support the thesis.</td>
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<td>• The organizational quality in terms of its overall structure and its individual paragraphs is effective.</td>
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<tr>
<td>CONTROL:</td>
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<tr>
<td>• Ideas flow logically and fluently and the transitions between ideas are effective.</td>
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<tr>
<td>• The conclusion clearly links to the introduction and fulfills the argument outlined in the thesis statement and introduction of the essay.</td>
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<tr>
<td>• The insight and vitality of the concepts underlying the essay’s argument are effectively detailed and explained in the introduction as well as reiterated in the essay’s remaining paragraphs.</td>
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<tr>
<td>ADDRESSING THE ISSUE:</td>
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<tr>
<td>• The extent to which the essay explores the issue(s) or question(s) set forth in the assignment prompt and thesis.</td>
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<tr>
<td>• It provides adequate and effective rationale for any arguments that do not directly relate to the prompt question.</td>
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<tr>
<td>• The argument provides sufficient support for the questions and issues it raises and the claims it makes.</td>
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<tr>
<td>SUPPORT:</td>
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<tr>
<td>• The subject is explored in depth; specific facts and details including required textual citations enrich the essay’s argument.</td>
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<td>• Assertions are supported with examples, evidence, or reasoning appropriate for the audience.</td>
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<tr>
<td>• Utilizes its sources to punctuate and strengthen its arguments rather than to stand in for the writer’s assertions and ideas.</td>
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<tr>
<td>STYLE, GRAMMAR &amp; MECHANICS:</td>
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<tr>
<td>• The writer's tone is suited to the audience and purpose; words are precise, writing is strong and clear rather than verbose or vague; sentences are constructed to enhance focus and add vitality to the essay.</td>
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<td>• The writing is effective in terms of its sentence structure, word choice, fluency, and tone and is appropriate for its purpose and intended audience.</td>
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<tr>
<td>• The writer provides a clear sense direction and guides the reader through the essay’s argument(s).</td>
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<tr>
<td>• Sentences are effectively constructed, punctuation is correct, subjects, verbs and pronouns agree; the writer has proofread for spelling and typographical errors. The writer effectively introduces outside sources using signal phrases and smoothly incorporates intertextual argumentation in the essay.</td>
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TOTAL POINTS 500  YOUR TOTAL
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<thead>
<tr>
<th>Week #1</th>
<th><strong>Tuesday</strong></th>
<th><strong>Thursday</strong></th>
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<tbody>
<tr>
<td><strong>Introduction</strong>—Cultural Theory, Narratives &amp; Museums: Key Concepts</td>
<td><strong>SRG Discussion #1</strong>: Rhiannon Mason, “Cultural Theory &amp; Museum Studies” (eLearning)</td>
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<tr>
<td><strong>Critical Reflection #1</strong> Assignment: Your First Museum Visit</td>
<td><strong>HW Read</strong>: “Nation and National Museums: A Contested Relationship” (eLearning) and Roger G. Kennedy, “Some Thoughts About National Museums at the End of the Century”</td>
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<tr>
<td><strong>In class Read</strong> “Cultural Geographies and French Impressionism in The Sooner State: Reflections on My First Visit to a Museum” (eLearning)</td>
<td><strong>HW Watch</strong>: Cinnamon Catlin-Legutko, “We Must Decolonize Our Museums,” TedXDirigo on eLearning (eLearning)</td>
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<tr>
<th>Week #2</th>
<th><strong>Tuesday</strong></th>
<th><strong>Thursday</strong></th>
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<tr>
<td><strong>Critical Reflection #1 due</strong>: Your First Museum Visit due</td>
<td><strong>Site Visit #1</strong>: National Museum of Funeral History @ 2:00 p.m. (meet in front of CLB at 11:45 a.m.)</td>
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<tr>
<td><strong>In class Website Evaluation #1</strong>: National Museum of Funeral History</td>
<td><strong>HW: Read</strong> excerpt from <em>Branding Texas: Performing Culture in the Lone Star State</em> by Leigh Clemons (eLearning) and “Melodrama, Pantomime or Portrayal? Representing Ourselves and the British Past through Exhibitions in History Museums”</td>
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<tr>
<td><strong>Discussion</strong>: “Nation and National Museums: A Contested History” by Beatrice Drengwitz, Benjamin Elbers, Lisa Debora Jahn, and Irmela Wrogemann (eLearning)</td>
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<tr>
<th>Week #3 Museums and National Identities</th>
<th><strong>Tuesday</strong></th>
<th><strong>Thursday</strong></th>
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<tr>
<td><strong>In class</strong>: Website Evaluation #2: Bob Bullock Texas State History Museum</td>
<td><strong>Website Evaluation #3</strong>: National Museum of American History</td>
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<tr>
<td><strong>SRG Discussion #1</strong>: Discuss <em>Branding Texas</em> &amp; “Melodrama”</td>
<td><strong>HW Read</strong>: “New Americans: Continuing Debates 1965-2014” by Dr. Margaret Salazar-Porzio on eCampus</td>
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<td><strong>Develop Discussion Questions</strong> for Kathryn Siefkert &amp; Kate Betz, The Bob Bullock Museum of</td>
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<td>Week</td>
<td>Museums and National Identities</td>
<td>Critical Reflection #2 due—NMFH</td>
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<tr>
<td>Week #4</td>
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<td>Develop Discussion Questions for Dr. Margaret Salazar-Porzio, Curator, Mexican American Exhibits, National Museum of American History</td>
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<td>SRG Discussion #2: “New Americans: Continuing Debates 1965-2014” by Dr. Margaret Salazar-Porzio on eCampus</td>
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<tr>
<td>Week #5</td>
<td>Museums and Regional Identities</td>
<td>In class Collaborate Conversation: Kathryn Siefkert &amp; Kate Betz, Bob Bullock Texas State History Museum</td>
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<td>Critical Reflection #3 due—Dr. Salazar-Porzio</td>
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<td>In class Website Evaluation: The Bryan Museum Discuss: “The History in History: A Conversation with J.P. Bryan”</td>
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<tr>
<td>Week #6</td>
<td>Museums and Regional Identities</td>
<td>Amy Caton, Jack Williams Library Preliminary Site List due today</td>
</tr>
<tr>
<td>Week #7</td>
<td>Museums and Racial and Ethnic Identities</td>
<td>Critical Reflection #4 due—Dr. Siefkert &amp; Dr. Betz or The Bryan Museum</td>
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<td>In class: Website Evaluation #4: The Asia Society of Texas</td>
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<td>SRG Discussion #3: “Indigenous Models of Museums in Oceania” Sidney Moke Mead and “Museums and the Native Voice” Gerald McMaster on eLearning</td>
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<tr>
<td>Week #8</td>
<td>Museums and Racial and Ethnic Identities</td>
<td>Conferences on Site Selection</td>
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<td>HW Read: George Lipsitz “John Biggers and Project Row Houses in Houston”</td>
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<tr>
<td>Week #9</td>
<td>Museums and Racial and Ethnic Identities</td>
<td>Final Site List due today</td>
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<td>In class: Website Evaluation #5: Project Row Houses</td>
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<td>SRG Discussion #4: “John Biggers and Project Row Houses”</td>
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<tr>
<td>Week #10</td>
<td>Museums and Racial and Ethnic Identities</td>
<td>Critical Reflection #5 due</td>
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<td>Site Visit Discussion</td>
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<td>SRG #5: Read “No Blank Canvas: Public Art and</td>
<td>Develop discussion questions for</td>
</tr>
<tr>
<td>Week #11</td>
<td>Discussion Guest: Christine Jelson, Cultural Programs Manager, Houston First “Houston First &amp; Placemaking”</td>
<td>Writing Workshop: Student Selected Case Study Draft Development</td>
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</table>
| Week #12 | Writing Workshop: Student Selected Case Study Draft Development  
Rough Draft of Student Selected Case Study due by 11:59 p.m. | THANKSGIVING HOLIDAY—NO CLASS |
| Week #13 & #14 | Individual Conferences on Draft Case Study | Individual Conferences on Case Study |
| Week #15 | Case Study Presentations | Case Study Presentations |

Final Draft of Student Selected Case Study due on Wednesday, December 13 no later than 3:00 pm on eLearning.
Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>6463264287</td>
</tr>
</tbody>
</table>

Course Prefix: MUSC  
Course Number: 324  
Academic Level: UG  
Complete Course Title: Music in World Cultures  
Abbreviated Course Title: MUS IN WORLD CULTURES  
Crosslisted With: ANTH 324  
Semester Credit: 3 Hour(s)

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.)
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>
<tr>
<td>Is this course currently included in the Core Curriculum?</td>
<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>
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</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.)

Hold respectful discussions and discourse on difficult topics.

The course will include an average of 20 minutes of small group discussion per week. Participation in small group discussions constitutes 10% of the grade. Discussions will begin by addressing the same prompts that students considered, before class, in their Cultural Discourse Writing Prompt. These prompts include considerations of difficult topics including cultural appropriation, persecution of racial and ethnic minorities, economic marginalization, and so on. Discussion of respectful dialogue will be addressed in class and is also covered in the syllabus under “Participation and Discussion.”

Understand self, including personal bias and prejudices.

Cultural Discourse Writing Prompts 1 and 11 ask students to reflect on their own aesthetic preferences, biases, and prejudices. Writing Prompt 1 focuses on diverse examples of world performance, especially indigenous musics of southeast Asia, central Africa, and Latin America that challenge western aesthetic assumptions. Writing Prompt 11 focuses on intercultural collaboration between artists from the Middle East, Asia, and Europe who have been displaced by war and conflict. Students also reflect on their personal biases and prejudices in their Performance Reflection Essay, and during small group discussions.
Understand how power or authority is distributed within organizational systems, including recognizing potential forms of privilege, oppression, and discrimination. Cultural Discourse Writing Prompts 3 (on musics during the period of Apartheid in South Africa) and 5 (on post-colonial musical forms in the Caribbean) ask students to reflect on how the operation of power and authority and issues of privilege, oppression, and discrimination are addressed in the music discussed in this class. This topic is also considered in their Intercultural Reflection Essay, and during small group discussions.

Understand, as an overarching goal, how to use and promote informed dialogue to overcome issues dividing, not unifying, individuals and humankind. Cultural Discourse Writing Prompts 2 (on ethical debates within the field of ethnomusicology) and 6 (about music and debates over immigration in the US and Mexico) ask students to consider how music may divide people or promote ideas that divide people, and also how they can use informed dialogue to overcome divisive issues. This topic is also considered in their Performance Reflection Essay, and during small group discussions.

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. Cultural Discourse Writing Prompts 8 (on Roma music and persecution of Roma peoples) and 10 (on censorship and intolerance of ideas and styles in popular music in the Middle East) ask students to consider how music reflects the operation of intolerance and tolerance, and whether they find themselves feeling intolerant of any of the values or behaviors they witnessed, based on their personal and Aggie core values. This topic is also considered in their Intercultural Reflection Essay.

Understand how to function effectively in a multicultural and global society. Cultural Discourse Writing Prompt 6 (on music and immigration in the US and Mexico) and 9 (on Balinese performance in global tourist industries) asks students to reflect on how musical performance offers (or doesn’t offer) effective strategies for functioning in a multicultural and global society. This topic is also considered in their Performance Reflection. Small group discussions will also reflect on this topic.

Understand conflict from multiple viewpoints. Cultural Discourse Writing Prompts 4 (on the transnational circulation of Afrobeat music and the ideologies of artists like Fela Kuti) and 7 (on cultural appropriation of Native American regalia) ask students to consider how multiple identities and viewpoints are reflected through world music. This topic is also considered in their Intercultural Reflection Essay. Small group discussions will also require students to take multiple viewpoints into account in order to submit one unified discussion summary.

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

Incorporates “Aggie Experience Activities” into the course.
The course requires students to attend a performance outside of class and to write a Performance Reflection Essay about it, worth 10% of their total grade.

Incorporates small group discussions into the course.
The course will include an average of 20 minutes of small group discussion per week. Participation in small group discussions constitutes 10% of the grade. Discussions will begin by addressing the same prompts that students considered before class in their Cultural Discourse Writing Prompt. Discussion of respectful dialogue will be addressed in class and is also covered in the syllabus.

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

Attach Course Syllabus
Kattari 324 syllabus CD.docx

Reviewer Comments
Kristin Harper (kharper) (06/09/18 2:16 pm): Rollback: The Core Curriculum Council did not approve this course for CD. It did not sufficiently meet goals relate to use and promote dialogue, tolerance and intolerance, conflict from multiple views, function in society, and power or authority. Aggie Honor Code not sufficient. Significant revision needed before resubmit.

Barbara West (barwest) (06/26/18 2:06 pm): Rollback: Resubmitted without revisions based on comments from Kristin Harper on 6/9/18 rollback. Please address CCC concerns before resubmitting for further consideration.
MUSC/ANTH 324
Music in World Cultures
Fall 2018

Instructor: Dr. Kim Kattari
Email: kkattari@tamu.edu

Department phone number: 979-845-3355
Office: LAAH 272

Office hours: TTh 1:00-2:00 PM or by appt.

Course Number: MUSC 324 / ANTH 324
Section Number: Section 502
Course Time: TTh 11:10 AM to 12:25 PM
Classroom: HECC 100

COURSE DESCRIPTION

Examination of music from an ethnomusicological perspective focusing on musical performance and the complex interrelationship of music to culture, society and daily life; examination of music from a variety of cultures through a series of case studies.

This course is designed to increase your awareness and appreciation of the role of music as a form of cultural discourse, allowing us to consider the relationship between performance, society, culture, and our everyday lives. We will study the history, development, performance, and meaning of diverse types of music, exploring the ways that sound is organized into specifically defined and collectively understood types of music in different ways around the world. We will consider the reasons why different types of music sound the way they do based on specific historical, cultural, and geographic contexts, and we will explore the meanings, values, or activities associated with them. This may include analysis of music’s relationship with issues such as race and ethnicity, religion and spirituality, migration, globalization, nationalism, gender and sexuality, economics, war, politics, and social and family structures. We will also consider how ethnomusicologists study music’s role in culture by observing, documenting, and analyzing music and human behavior. We will critically analyze music through text, audio-visual recordings, and live performances.

PREREQUISITES

None
LEARNING OUTCOMES

The learning outcomes for Music in World Cultures are designed to meet Core Objectives in four areas: Critical Thinking, Oral and Written Communication, Teamwork, and Social Responsibility.

- Identify various musical systems, genres, instruments, and performers from around the globe and describe their key characteristics.
- Demonstrate an understanding of how music reflects and affects specific social, religious, political, economic, and cultural values, activities, and identities, as well as unique historical and geographic contexts.
- Discuss and employ techniques for social and ethically responsible cross-cultural dialogue, consider and respect multiple points of view, and define and employ cultural relativity.
- Demonstrate an understanding of the musical and cultural diversity in our local, national, and international community.
- Consider one’s personal aesthetic preferences, reflecting upon one’s own opinions of the different sounds, values, and activities associated with different types of world music.
- Respectfully discuss with others how different types of music around the world act as a form of cultural discourse.

TAMU 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.

REQUIRED MATERIALS

- Online access to eCampus (http://ecampus.tamu.edu) to regularly check your grades, download required readings, and view course documents. All required readings and audio-visual materials will be available through eCampus.

GRADING POLICIES

- Cultural Discourse Writing Prompts 50 points
- Participation in Group Discussions and Reflection 50 points
- Exams 300 points
- Intercultural Reflection Essay 50 points
- Aggie Experience Performance Reflection 50 points

500 total points
From your total points at the end of course, the following rubric determines your grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
<td>450 points and above</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9%</td>
<td>400-449 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9%</td>
<td>350-399 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
<td>300-349 points</td>
</tr>
<tr>
<td>F</td>
<td>59.9% and below</td>
<td>299 points and below</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS**

**Cultural Discourse Writing Prompts:** These short assignments allow you to critically reflect on the course material and communicate your thoughts clearly in writing. This will help you synthesize the material before class so that you can participate in group discussions and formulate questions for in-class consideration. You will respond to roughly one prompt per week, as specified in the course schedule below, with at least 200 words each. Each prompt is worth 5 points. You are allowed to skip 1 assignment.

Cultural Discourse Writing Prompts:
1. Reflect on the audio-visual examples we discussed during the first week of class. Did you like them all equally? Or were you surprised by some of the sounds you heard, or even dislike them? Why do you think you liked some of the styles more than others? Does this reveal something about your personal biases and prejudices?
2. Consider the Society for Ethnomusicology Position Statements you read. Ethnographic fieldwork involves a delicate balance of recognizing differences between one’s own culture and the one being studied, while using informed dialogue to overcome those differences. How do these Position Statements suggest we can use informed dialogue to engage respectfully with those in other cultures?
3. Reflect on the history of the song “Mbube.” What does this history reveal about how power and authority operated in South Africa? What does this reveal about forms of privilege, oppression, and discrimination?
4. Consider the movie you watched, Finding Fela. How do you think multiple viewpoints and identities were, or were not, expressed and represented in the documentary? What about in the Broadway musical that the documentary explores?
5. Consider what you have learned about the history of steel pan. What does this history reveal about how power and authority operated in Trinidad & Tobago? What does this reveal about forms of privilege, oppression, and discrimination?
6. Reflect on what you have learned about musical styles along the U.S.-Mexico border. How does this knowledge help you use informed dialogue to unite people, rather than divide people, over immigration debates?
7. Think about the articles you read about cultural appropriation of Native American regalia. Did the articles reflect multiple viewpoints? Did they influence or change your own opinions about whether it is appropriate or not for people to dress up in Native American costumes during Halloween? Could other viewpoints have been presented?
8. Having watched the video and read the articles, explore the ways in which the Roma have been treated. How have people been intolerant of the Roma? What could be done to promote tolerance? Based on your own core values, would you be intolerant of certain Roma beliefs and behaviors?

9. Reflect on the performances for tourists in Bali. Do these performances offer ways for tourists and Balinese to function in a multicultural and global society? Do you see any of aspects of these performances as problematic?

10. Reflect on what you learned from the three Rebel Music videos you watched. What types of music and activities have the authorities tolerated and not tolerated? Do you find that any of these musical styles or activities conflict with your own core values?

11. Reflect on your reactions to Music of Strangers. Did you find yourself liking and not liking some of the musical styles or the personal viewpoints of some of the musicians? Do you think this reveals anything about your own personal biases or prejudices?

**Participation in Group Discussions:** You are expected to arrive on time and to have completed the assigned material before class in order to participate in class discussion. Your writing prompts will prepare you for in-class group discussions. You will be assigned to rotating groups that will use the small group format in class to consider how the musical styles we study act as cultural discourse. At the end of the discussion, one member of your group will turn in a response that summarizes the nature of the conversation. Each response is worth 5 points. You are allowed to miss one discussion.

**Exams:** You will take three exams in this class to demonstrate your understanding of the course materials. The first 2 exams each only cover new material presented since the previous exam, as indicated on the lecture outline. The final exam covers the remaining new material but also includes cumulative questions that require you to synthesize broad themes from the entire semester. Each test will include true/false, multiple choice, matching, and questions based on audio-visual clips from musicals covered in class. Each exam is worth 100 points.

**Intercultural Reflection Essay:** At the end of the semester, you will write 2-3 page essay (double-spaced, 12 pt Times New Roman font) reflecting your understanding of how at least 3 different types of musical performance from around the world act as a form of cultural discourse. Your essay should address these three questions:

1) How does music reflect the distribution of power and/or authority, or how is privilege, oppression, and discrimination enacted through music (or through policies about music)?
2) How has music (or policies about music) reflected the ways that tolerance and intolerance operate in society?
3) How do these different styles of music reflect different people’s views on the aesthetics, values, and behaviors that are associated with music?

**Aggie Experience Performance Reflection:** You are required to attend one live musical during the semester. I will announce relevant opportunities in class. You will write a 2-3 page essay reflecting on how the musical performance acts as a form of cultural discourse. Attach your ticket stub and program to your essay.

1) Did you find yourself liking or not liking certain parts of the performance? How does performance help you understand your self, and reflect on any personal bias or prejudices?
2) How does this performance help you consider ways of functioning effectively in a multicultural and global society?
3) How does this performance potentially help us (or not help us) overcome divisive issues?

PARTICIPATION AND DISCUSSION

I trust you to foster a safe and respectful environment for the discussion of sensitive topics. I encourage the expression of diverse points of view, but I will not tolerate condescending or insulting remarks. If you abuse, ridicule, or intimidate others during discussion, you will be subject to disciplinary action. Refer to Student Rule 21 on Classroom Behavior (http://student-rules.tamu.edu/rule21).

Please see me immediately if you feel that a classmate or I have been disrespectful or dismissive of any aspect of your identity or belief system, or if we address you by a name or pronoun you do not identify with.

ATTENDANCE AND MISSING CLASS

While there is no official attendance policy, I do expect you to wisely and responsibly make it a priority to attend class. We will practice audio-visual identification and review material on an ongoing basis in class to prepare for exams, so missing lecture results in lower retention of the material and weaker development of your test-taking skills. Exam questions will refer specifically to in-class activities, videos, aural examples, or discussions.

If you miss lecture for either excused or non-excused reasons, there is no need to notify me. It is your responsibility to get missed notes or hand-outs from your classmates if you want them. I do not post lecture slides.

Test 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. As per Student Rule 7.3: Except in the case of the observance of a religious holiday, to be excused the student must notify the instructor in writing [an email will suffice] 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 [5:00 PM]. This notification should include an explanation of why notice could not be sent prior to the exam. 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. See http://student-rules.tamu.edu/rule07. These 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 on any exam date.

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 STATEMENTS 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.

**COURSE CALENDAR**

<table>
<thead>
<tr>
<th>Class Topic</th>
<th>Material</th>
<th>Assignments Due (before or during class)</th>
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<tbody>
<tr>
<td>Aug 28</td>
<td>Introduction</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>Aug 30</td>
<td>Defining and Describing Music</td>
<td>Listen to the “Wired For Sound: Music and the Brain” podcast (weblink)</td>
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<td>Read “Aural Analysis: Listening to the World’s Music” by Terry E. Miller</td>
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<td>Sept 4</td>
<td>Defining and Describing Culture</td>
<td>Read “Studying the Music of the World’s Cultures” by Timothy Rommen</td>
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<tr>
<td>Sept 6</td>
<td>Music in/as Culture: Ethnomusicology</td>
<td>Read “Before the Trip Begins: Fundamental Issues” by Terry E. Miller and</td>
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<tr>
<td>Sept 11</td>
<td>Ethically Observing and Documenting Music and Human Behavior</td>
<td>Read “SEM Position Statement on Ethical Considerations” and “SEM Position Statement on Ethnographic Research and IRBs” (weblink)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Listening</td>
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Listen to agbekor example (“Atsia Suite”), jali music example (“Yundum Nko”), and mbira music example (“Nhemamusasa”) |  |
| Sept 18| South African Popular Music and the West: The Story of “Mbube” | Read “The Trail” and “The Film” on the “A Lion’s Trail” PBS website (weblink)  
Read “In the Jungle” by Rian Malan (from *Rolling Stone*, May 25, 2000) (weblink)  
Listen to mbube example “Phesheya Mama” |  |
| Sept 20| South African Popular Music and the West: Ladysmith Black Mambazo and Paul Simon | Listen to isicathamiya examples “Wenyukela” and “Homeless” |  |
Listen to Afro-pop example “No Buredi” |  |
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment or Reading</th>
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<tr>
<td>Oct 2</td>
<td><strong>Exam 1</strong></td>
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<td>Oct 4</td>
<td>Historical and Cultural Context of Steelpan Music from Trinidad</td>
<td>Read “‘Pan Is We Ting’: West Indian Steelbands in Brooklyn” by Gage Averill (from <em>Islands Sounds in the Global City</em>, 1998, pp. 101-129) Listen to posted calypso and soca songs</td>
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<td>Oct 9</td>
<td>Steel Pan Demonstration and Workshop</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Activity</td>
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<td>Oct 16</td>
<td>U.S.-Mexico Border Music, continued</td>
<td>Listen to posted norteño, mariachi, and Tejano songs</td>
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<td>Cultural Discourse Writing Prompt 6 due</td>
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<td>Read “4 Ways To Honor Native Americans Without Appropriating Our Culture” by Taté Walker and “Culture, Not a Costume” by Dani Manley (weblinks)</td>
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<td>Watch <em>Rebel Music: Native America</em> (25 minutes, weblink)</td>
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<td>Listen to “Shoshone Flag Song,” “Flag Song for Desert Storm,” and “Shoshone War Dance Song”</td>
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<td>Oct 23</td>
<td>Native North America, continued</td>
<td>Cultural Discourse Writing Prompt 7 due</td>
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<td>Read “American Gypsies Needs to Catch Up with the Reality of Roma People’s Lives” Mona Nicoară and “My Big Fat Gypsy Wedding Ruined My Life: An Open Letter to Channel 4” by Pipopotamus (weblinks)</td>
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<td>Oct 25</td>
<td>Roma Culture and Music</td>
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Fall 2018 Syllabus – Kattari – Music in World Cultures
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
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</thead>
</table>
| Oct 30 | Roma Culture and Music, continued               | Watch *When the Road Bends: Tales of a Gypsy Caravan* (110 minutes, MediaMatrix)  
<p>|        |                                                 | Listen to posted audio examples                                             |
|        |                                                 | Listen to “Udan Mas,” “Puspayarna,” “Kebyar Teruna,” “Tabuh Empat Pengawak” |
|        |                                                 | Watch examples of kecak and baron (weblinks)                               |
| Nov 6  | Technical and Contextual Aspects of Javanese Gamelan | Cultural Discourse Writing Prompt 9 due                                     |
| Nov 8  | <strong>Exam 2</strong>                                      |                                                                            |
|        |                                                 | Listen to “Islamic Adhan, or Call to Prayer” and “Arabic Taqsim Improvisation for Ud and Buzuq” |</p>
<table>
<thead>
<tr>
<th>Nov 15</th>
<th>Intro to the Culture and Music of the Middle East, continued</th>
<th>Choose 3 of the following to watch from the Rebel Music series: Egypt, Afghanistan, Israel and Palestine, Turkey, or Iran (weblinks)</th>
<th>Cultural Discourse Writing Prompt 10 due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 22</td>
<td>No Class</td>
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<tr>
<td>Nov 27</td>
<td>Reflections on World Music and Intercultural Social Responsibility</td>
<td>Watch <em>Music of Strangers: Yo Yo Ma and the Silk Road Ensemble</em> (95 minutes, MediaMatrix)</td>
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</tr>
<tr>
<td>Dec 4</td>
<td>Reflections on World Music and Intercultural Social Responsibility, continued</td>
<td>Read “The Promise of World Music: Strategies for Non-Essentialist Listening” (page</td>
<td>Intercultural Reflection Essay due</td>
</tr>
</tbody>
</table>

**FINAL EXAM: DATE TBD**
Core Curriculum Management

Viewing: PERF 326-CD 326: Dance and Identity in the United States

Last edit: 12/19/18 12:25 pm
Changes proposed by: jimball

<table>
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<tbody>
<tr>
<td>Name</td>
<td>E-mail</td>
<td>Phone</td>
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</tr>
<tr>
<td>Jim Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>646-326-4287</td>
<td></td>
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Course Prefix       PERF
Course Number       326
Academic Level      UG
Complete Course Title Dance and Identity in the United States
Abbreviated Course Title DANCE AND IDENTITY IN US
Crosslisted With
Semester Credit     3
Hour(s)
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.)

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.

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. 06/25/18 2:50 pm
   William Clark (wrclark): Approved for PRFM Department Head
2. 06/25/18 5:25 pm
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
3. 07/03/18 9:42 am
   Barbara West (barbwest): Approved for CCC Preparer
4. 12/18/18 4:06 pm
   Barbara West (barbwest): Rollback to Initiator
5. 12/19/18 1:16 pm
   Martin Regan (reganm): Approved for PRFM Department Head
6. 12/19/18 1:22 pm
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
7. 12/19/18 3:02 pm
   Barbara West (barbwest): Approved for CCC Preparer
8. 01/28/19 4:40 pm
   Kristin Harper (kharper): Approved for CCC Chair
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**

| Is this course currently included in the Core Curriculum? | Yes |
| Which Foundational Component Area? | KLPC |
| Is this course open to all majors? | Yes |
| Does this course have prerequisites other than classification? | No |

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.)

Hold respectful discussions and discourse on difficult topics.

Students are expected to participate in both small group and plenary discussions with their classmates on difficult topics. Students prepare for these discussions by completing weekly reading assignments in which they reflect on injustice, inequality, and oppression, and their relationship to it. In class, students engage in small group discussions with their peers on questions related to the week’s theme (such as, “How is systemic racism perpetuated through popular media?”). Students generate additional discussion questions in their small groups. Following small group discussions, students report to the class as a whole, and plenary discussion of the difficult topic continues. Each week students engage in at least 20 minutes of small group discussions. Two group projects and quizzes examine these issues as well.

Understand self, including personal bias and prejudices.

Students complete weekly reading assignments and discussions in which they locate themselves in each week’s theme (e.g., gender, sexuality, race, etc.). By sharing their reflections with classmates in small and large group discussions, students’ biases and prejudices are revealed to themselves and to each other. Students are also asked to reflect on how they relate to performance practices (especially dance) in tests, compilations, and quizzes.

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

Weekly course lectures and readings emphasize how power and authority are distributed within organizational systems, including potential forms of privilege, oppression, and discrimination. Particular attention is paid to Class, Politics, and Conflict during the last three weeks of the course. These units feature dance performances by artists responding to economic inequality, revolutions, war, terrorism, colonialism, and imperialism. Students reflect on these issues in weekly class discussions and in quizzes, by responding to prompts such as, “What kinds of social, cultural, and political identities are being represented through the body and how?”
This course emphasizes the role dance performance can play as a site of political encounter. Early in the course, particular attention is paid to the imperial disciplinary frameworks that separate music and dance. Students reflect on this division and how to decolonize their own understanding of the body and how we study dance.

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.

Students reflect on tolerance and intolerance, and articulate their own moral and ethical limits, in weekly discussions and in compilation assignments. Students analyze provocative performances in class and on quizzes and exams. In small group discussions, they elaborate their positions by responding to prompts such as, “How do our personal taste habits correlate to actions of tolerance and intolerance?”

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

This course is an extended investigation of multicultural performance practices, located in the US context, and test the limits and utility of multiculturalism as a productive concept. In each class, students are exposed to examples of cultural appropriation and capitalist practices that perpetuate white supremacist systems. Students reflect on their place in a postcolonial world, where “multicultural” is not a goal, but a problem. On tests and in exams, students answer additional questions about their social and civic responsibility in understanding power and global flows of capital in so-called multicultural spaces.

Understand conflict from multiple viewpoints.

Conflict and violence are key themes in this course. In readings and lectures, students are exposed to work by dancers and other artists responding to conflicts such as the struggle for Civil Rights and the rise of Islamophobia. Students analyze these performances in their class discussions and on quizzes and exams.

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

Incorporates “Aggie Experience Activities” into the course.

The students will be observing and examining performances both live and virtual throughout the course; both during class time and at additional dance performances scheduled at the start of each semester. Attendance in class and at additional events is assessed as part of the Class participation and informed involvement in discussion component, worth 10% of the student’s final grade. The final exam (worth 30% of the final grade) also includes questions designed to assess student attendance at the Aggie Experience Activity dance performances.

Incorporates small group discussions into the course.

Every class period will begin with the class working in small groups to discuss the reading and come up with discussion questions. In total these discussions will amount to at least 20 minutes each week. Participation in these discussions is assessed as part of the Class participation and informed involvement in discussion component, worth 10% of the student’s final grade.

Additional Comments

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

Attach Course Syllabus  PERF 326 Syllabus Rev 121918.doc
Reviewer Comments  Barbara West (barbwest) (12/18/18 4:06 pm): Rollback: CCC did not approve as submitted. Comment: The required live performances mentioned as Aggie experience activities in the cover sheet are not addressed anywhere within the syllabus. May be resubmitted with revision.
PERF 326: Dance and Identity in the US
Fall 2019
Professor Rumya Putcha, rspancha@tamu.edu
Office: LAAH 121
Office hours: By appointment

Catalog Description
Analysis of dance events as complex sites for social action; examines dances performed by diverse groups of people; considers such issues as identity, community, diversity, gender and representation in the United States.
Prerequisites: None.

Course Objectives
This course is designed to equip students with a conceptual framework for exploring expressive practices understood as dance in diverse locations, networks, media, and societies in the United States. An important goal is to problematize the causes and effect of popular culture by engaging the social, economic, political, and creative dynamics of lived and bodily experience. In addition to interpreting dance as social practice, participants will develop critical listening and viewing skills through regular class exercises in which each member will be invited to shape the curriculum by choosing examples for collective analysis. Topics will include evocative uses of bodily performance and dance in worship, ritual, politics, traditions, pleasure, expressions of individual and group identities, and lifecycle events, as well as issues concerning stakes and stakeholders in cultural industries. Coursework will involve making connections across personal experience, media inquiry (including social media), academic articles, and ideas shared in class. Finally, we will also reflect on how our individual subjectivities—our differences of gender, sexual orientation, class, race, religion, ethnicity, generation, and nationality—influence our interpretation of other cultural products and processes in the United States.

Learning Outcomes
Course Learning Outcomes:
- Hold respectful discussions and discourse and gain a competency for tolerance on difficult topics concerning race, gender, sexuality, class, ability and identity
- Understand how expressive practices reflect the self, including personal bias and prejudices
- Understand how power or authority is distributed within expressive cultures, including recognizing potential forms of privilege, oppression, and discrimination
- Discuss and demonstrate techniques for ethically responsible dialogue in small groups and as a class, to consider and respect multiple points of view.
- Demonstrate an understanding of and respect for diversity in our local, national, and international community.

Core Curriculum Learning Outcomes:
This course meets the core curriculum Language, Philosophy, and Culture (KLPC) foundational component area. The core curriculum objectives for this course are:
- Critical Thinking: creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information
- Communication: effective development, interpretation and expression of ideas through written, oral, and visual communication
- Social Responsibility: intercultural competence; knowledge of civic responsibility; and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility: ability to connect choices, actions, and consequences to ethical decision-making

For more information, please visit the Texas Higher Education Coordinating Board website, “Elements of the Texas Core Curriculum”:
Cultural Discourse Learning Outcomes:
This course meets the TAMU Cultural Discourse (KUCD) graduation requirement. The Cultural Discourse objectives for this course are:

- 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 how to use and promote informed dialogue to overcome issues dividing, not uniting, individuals and humankind
- 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
- Understand how to function effectively in a multicultural and global society
- Understand conflict from multiple viewpoints

How To Succeed
For each class, you will have to do preparatory work in advance. This will consist of reading and viewing assignments as specified below. These readings will be available on eCampus in .pdf form. Students are expected to have read the assigned pages prior to the day’s lecture.

Attendance
I won’t be taking attendance, but I will be giving quizzes, which will not be announced ahead of time. Participation is a significant portion of your grade and most of the questions for your final exam will come from class discussions/lectures. In other words, skip class at your own peril. Make up work, quizzes, and exams will only be provided in cases of properly documented excused absences.

See http://student-rules.tamu.edu/rule07 for clarity on the attendance policy and for the make-up policy for this class. Authorized absences for university-sponsored events require you to submit an Explanatory Statement for Absence from Class form (available at http://attendance.tamu.edu) within 5 days (72 hours) of the absence. If you fail to follow the appropriate procedures, your absence will be considered unauthorized.

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 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

**Academic Dishonesty**
“An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information, see:
http://aggiehonor.tamu.edu. Cheating, or “academic dishonesty,” must be avoided at all costs. Cheating could
involve any instance or variation of—and is not limited to—the following:

- Handing in work not written by you,
- Submitting work that you have already submitted to another class, without the instructor’s consent,
- Lying to the instructor.

All actions regarding cheating will be taken in accordance with the TAMU Student Conduct Services.

**General Conduct**
Students must come to class having prepared thoroughly beforehand.

**Participation in Small Group Discussions and Citizenship**
Small group discussions are an essential part of this course. Students must be ready and willing to participate
actively in class discussions when the opportunity arises, either by responding to questions or asking them at
appropriate times. Fulfillment of participation/citizenship points will be determined by in-class participation.
Attendance at additional required performances, to be announced at the start of the semester, will also form a
component of your participation and citizenship grade (see below).

**Required Performances/Aggie Enhancement Events**
Attending and analyzing live performance events is a critical component of performance studies scholarship. To
that end, you are required to attend two dance performances hosted by the Academy for Visual and Performing
Arts this semester. Questions regarding the contents of these performances will be included on your final exam
to verify your attendance at these events. Details on the AVPA’s offerings this semester will be shared during
the first week of class.

**Assignments and Grading Policies**

**Compilations and Liner Notes**
You will, in small groups, compile two playlists around a theme or social dance culture of your choosing. In
these compilations you will both compare and contrast how music and dance create similarities and well as
differences across time and space. Each playlist should be at least 6 tracks. The liner notes should be at least a
paragraph per track with an introduction laying out the connections you mean to highlight in your chosen
examples. These compilations can and should be equal parts audio and visual analysis. Yes, YouTube videos are
fair game, just please make sure the links you use can be saved and are of good quality so as to make your point
and give me the chance to watch/listen/grade. You will present these compilations to the class.

**Quizzes**
These quizzes will require you to identify and analyze music/video examples based on material covered in class
and in the readings.

**Exam**
The final exam will be equal parts multiple choice and short-answer. It will be cumulative.
Grades

Class participation and informed involvement in discussion 10%

Two Group Presentations/Compilations (15% each) 30%

Three In-Class Quizzes (10% each) 30%

Final Exam (Date and Time TBD) 30%

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

Readings and Assignments

Week 1 – Popular Culture
August 27: Course Overview
August 29: Ahmed 2004

Week 2 – Frames/Feminisms
September 3: Berlant 2011
September 5: Halberstam 2011

Week 3 – Neoliberalisms/Transnationalisms
September 10: Chen 2012
September 12: Press 2013

Week 4 – Affect
September 17: Ahmed 2010
September 19: Khubchandani 2016

Week 5 – Gender
September 24: Djupvik 2014
September 26: Pecknold 2016

Week 6 – Sexuality
October 1: Shange 2014
October 3: Bertrand 2004

Week 7 – Race
October 8: Dawkins 2010
October 10: Gussow 2010

Week 8 – Intermission
October 15: Film Screening TBD
October 17: Film Screening TBD
Week 10 – PRESENTATIONS, ROUND 1

Week 11 – Distinction/Cos-Play
October 29: Austin 2016
October 31: Miller 2007

Week 12 – Class
November 5: Neal 2016
November 7: Hubbs 2016

Week 13 – Politics
November 12: Film Screening TBD
November 14: Film Screening TBD

Week 14 – Conflict
November 19: TBA
November 21: Final Review

Week 15 - PRESENTATIONS, ROUND 2
Reading List/Course Materials


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.

Every class period will start with small group discussions on living and working effectively in a diverse and global society. Assigned readings will relate to topics such as gender socialization, heterosexual privilege, gender roles, sexism, prejudice, bias, discrimination, digital divide, media literacy, media justice, racism, Islamophobia, and Orientalism. The instructor will send guided discussion questions ahead of time to facilitate these discussions.

Articulate the value of a diverse and global perspective.

Exam 1 and Exam 2 will focus on essay type questions relating to diversity, globalization, power, privilege and oppression. These are worth 50% of the class grade. The research paper and final project in this class will be on diverse and global perspectives. Students will be required to submit multiple shorter versions of these writing assignments throughout the semester for feedback from peers and instructors.

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

Every class period will start with small group discussions on living and working effectively in a diverse and global society. Assigned readings will relate to topics such as gender socialization, heterosexual privilege, gender roles, sexism, prejudice, bias, discrimination, digital divide, media literacy, media justice, racism, Islamophobia, and Orientalism. These discussions and readings will help students recognize and consider different viewpoints, opinions, and practices relating to media and diversity.

Additional Comments

We have also proposed to update the title of this course to Gender, Race and Media
Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus  Gender Race Media syllabus-ICD certification-2.docx
Reviewer Comments  Janet Gonzales (janet-gonzales) (06/08/18 3:51 pm): Rollback: Per Kristin Harper’s request
Gender, Race, and Media (COMM/WGST 407 W)

Class Meetings
TR 12:45-2:00 PM; 018 Bolton Hall

Instructor Information
Dr. Srividya “Srivi” Ramasubramanian, Ph.D.
Office: 202D Bolton Hall
Office hours: 2:00-3:00 PM on Tuesdays and Thursdays
Email: srivi@tamu.edu

Course Description
The contributions of women and ethnic groups to the evolution of the media; the portrayal of women and ethnic groups in the mass media; issues resulting from the recognition of women and ethnic groups as media audiences

This course will explore social/cultural identity in the context of popular culture and mass media. Drawing on literature from Communication, Media Studies, Women’s Studies, Africana Studies, sociology, and psychology, we will learn about theories and case studies that help understand how the media are sites for constant negotiation and construction of identities such as masculinity, femininity, blackness, and “otherness.” We will explore power and privilege as they apply for various socio-cultural identities such as gender, race, ethnicity, sexuality, class, age, nationality, physical/mental disability, and religion.

Student Learning Outcomes

- Explain theories and concepts about how the media shape and are shaped by users’ attitudes and beliefs about difference and diversity
- Develop critical media literacy skills by carefully and systematically observing, evaluating, and analyzing media texts from global and local contexts
- Design and share an original final paper that applies theories and concepts from class to the role of media and social identities such as gender, race, ethnicity, sexuality, class, age, nationality, physical/mental disability, and religion.
- Practice academic writing skills relating to style, format, organization, and content that will help communicate effectively with audiences in the discipline
- Evaluate and provide constructive feedback to peers through class discussions and writing assignments

Required Course Materials

The required textbook for this course is:

All other book chapters and journal articles will be made available via e-campus.
Educational videos will be assigned for viewing through http://mediamatrix.tamu.edu. Please bring blue books and writing instruments for the two in-class exams.

A Note on “W” Courses

This is a writing-intensive 400-level W course with several opportunities to improve your writing skills throughout the semester. A substantial portion of your grade will be based on writing assignments. **You will not be able to pass this course without having completed the writing assignments.** Written feedback will be provided by your peers and by the instructor for the written assignments. You are also encouraged to make appointments for one-on-one consultations with experienced writing consultants at the University Writing Center (go to writingcenter.tamu.edu for more details).

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.

Academic Integrity Statement

Academic integrity is extremely important. Always cite your sources when you are referring to ideas that you are not your own. Aggie honor code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” As a student of Texas A&M University, you are committed to following the Aggie honor code. Plagiarism, falsification, cheating, fabrication, complicity, multiple submissions, abuse and unauthorized access to university resources will not be tolerated in this course. All students of this course should read up details about the Aggie code in the following website http://aggiehonor.tamu.edu/

Ground Rules for Class Discussions

Considering the nature of this course, it is especially important that we establish a few ground rules in the classroom to encourage engaged, mindful, and honest discussions. I hope everyone feels comfortable to share and explore ideas in this class. During the course of such free and open discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, religion, physical ability, or nationality will not be tolerated.
Assessment

Exams 1 and 2 (25% each) - 50%
Research paper and related writing assignments - 40%
  Proposal/bibliography - 5%
  Context/theory - 10%
  Final Paper - 20%
  Class Presentation - 5%
Participation and in-class activities - 10%

Written Exams (50%)
There will be two closed-book, closed notes exams in this course: Exam 1 and Exam 2. The exams will contain short-answer questions drawn from the textbook, course packet, class presentation, class discussions, and screenings. There will be a review session before each exam. Review sheets will be handed out to help you prepare effectively for the exams. Please bring a big blue book to class for these exams.

Research Paper and Related Writing Assignments (40%)
Your research paper is to be completed in incremental steps leading to the final presentation. It is crucial that you incorporate concepts and theoretical perspectives discussed in the course into your final paper. The research paper is divided into smaller writing assignments: proposal/bibliography (5%), context/theory (10%), final paper (20%), and class presentation (5%).

Assignment 1- Proposal/bibliography (5%): Pick a topic relating to media (any type that interests you: films, magazines, social media, etc.) and women/minorities (you can define minorities broadly here based on race, sexual orientation, religious orientation, mental/physical health, etc.). Intersectionality is a must to consider while picking the group that you want to focus on. Write a one-page proposal about what you plan to study and why it is important to study this topic. Excellent topics are those that are socially-relevant, topical, interesting, and relatively under-studied. Pick a topic that you are truly interested in because you have to stick with it through the semester. You should pick a topic that we have NOT studied in depth in this class. Please consult with the instructor to make sure that you are in the right track.

Along with the one-page proposal, submit an annotated bibliography where you read, summarize, and critique 5 scholarly articles/book chapters relevant to your topic. Please meet with the instructor if you would like to learn to distinguish scholarly from non-scholarly sources. You are also encouraged to meet with the Communication librarian, Dr. Steve Bales. Clearly articulate how each scholarly source helps guide your central argument. Excellent bibliographies go beyond simply summarizing the paper. They show the instructor that the student has read, understood, reflected, and critiqued the scholarly work. Publications that are only tangentially relevant to your final project will lead to lowering of grades. You are welcome to refer to the textbook and other readings from this class but make sure that your bibliography includes 5 scholarly sources over and beyond class readings.
Assignment 2 - Context/theory (10%): Building on the previous assignment, write a 4 page double-spaced paper about the context/background relating to the specific types of women or the minority group that you have decided to focus on. Discuss the contexts (such as historical, political, economic, and social) that shape how and why media portrays these groups the way we do. Provide support for your claims by using citations of previously published works and for any statistics that you provide. It is very important to draw from theories and concepts discussed in this class that will inform your media analyses. You should cite your sources in a separate reference section for this assignment.

Final paper (20%): Write a 8-10 page final paper that builds on the previous writing assignments. Before writing the paper, immerse yourself for a two-week period with the media content that you are interested in studying. Keep detailed notes about your descriptions of the content as well as your thoughts and feelings as you analyze these media texts. Through repeated and close readings of the media texts, engage in critical analyses that reflect on the meanings of the emerging patterns. Alternatively, conduct quantitative content analyses with predefined units of analyses and coding scheme along with a detailed coding booklet. In this case, provide graphs, tables, and figures to share your findings. Make sure you make connections between your analyses and theories/concepts covered in your assigned readings and class discussions. The paper should consider potential impacts of the media messages, theoretical/practical implications, and limitations of your project.

Final presentations (5%): Summarize the key points from your final project into a tri-fold poster or a laptop-based slide show to share with the class in a creative, attractive, informative format. Be prepared to answer questions from the audience and bring additional materials to support key arguments that you make in the poster.

All papers are due at the beginning of class on dates indicated in the course calendar. Use double-spaced, 1 inch margin, 12 point Times New Roman font for all papers. Remember to put your ID number (assigned in the first week of class) on all the papers and staple them. Cite all sources in a separate reference section at the end of the paper. All papers should be submitted in class. Please do not send them via email or drop them off at my office. Incomplete assignments, missing, and late assignments will be awarded zero points. Only insightful papers that go beyond the class readings will get above average grades. Mediocre assignments will receive mediocre grades.

In-Class Activities (10%)
In-class activity grades will not be announced in advance. They will relate to topics from this course such as the value of diversity and global perspectives in our world, especially in the context of media and technologies. Class participation is based on the instructor’s subjective assessment of your engagement in discussions, group activities, and assignments in the course.

Attendance
You are allowed to miss up to two class periods without penalty in this course. For unexcused absences in excess of these two, the final grade will be reduced by one letter
grade per absence. Please see Student Rule 7. http://student-rules.tamu.edu/rule07
Documentation is due as per the deadlines specified in Student Rule 7. I do not accept
the “Explanatory Absence for Absence from Class Form” in this course.

Grading Policies
Grades have to be earned in this class for completing course requirements. To be fair on
all students, extra credit opportunities, if made available, will apply to all students and
cannot be given to individual students.

90% to 100% ……………….A
80% to 89.9% ………………B
70% to 79.9% ………………C
60% to 69.9% ………………D
Below 59.9% ………………F

Class Policies
- All assigned readings should be completed before coming to class. Please be
  prepared to summarize and discuss the assigned readings during class.
- Assigned readings, class discussions, blog entries, handouts, guest lectures, video
  screenings, and your own final project are all fair game for exam questions.
- As a courtesy to other class members, please turn off all cell phones during class
time. If you have a special situation that requires you to receive or send cell phone
messages in class, kindly let the instructor know in advance.
- Laptops and other electronic word processing devices are not allowed in the class
except for note-taking purposes.
- Audio recording, photography, and video recording during class are not allowed
without the permission of the instructor.

Course Schedule
This is a tentative schedule. All chapter numbers refer to the textbook. All videos are
available via mediamatrix.tamu.edu.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic of the week</th>
<th>Assigned readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social construction, gender, &amp; popular culture</td>
<td>Read Chap. 1</td>
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<td></td>
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<td>Video: Miss Representation</td>
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<td>2</td>
<td>Cultivation, ableism, and TV programs</td>
<td>Read Chap. 3.1</td>
<td>Writing workshop 1</td>
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<td></td>
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<td>Video: Tough guise</td>
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<td>3</td>
<td>Social cognitive theory, body image, colorism, and advertising</td>
<td>Read Chap. 5.9</td>
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<td>Video: Slim hopes</td>
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<tr>
<td>4</td>
<td>Contact hypothesis, sexual orientation, and sitcoms</td>
<td>Read Chap. 7.1</td>
<td>Topics due</td>
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<td></td>
<td></td>
<td>Video: Further off the straight and narrow path</td>
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<tr>
<td>5</td>
<td>Attribution theory, social</td>
<td>Read Chap. 9.1</td>
<td>Peer review of</td>
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<td></td>
<td>Social identity theory, religion, and films</td>
<td>Read Chap. 3.4</td>
<td>Assignment 1; Writing workshop 2</td>
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<td>6</td>
<td>Video: Reel bad Arabs</td>
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<td></td>
<td>Assignment 1 due to instructor</td>
<td></td>
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<tr>
<td>7</td>
<td>Review and Exam 1</td>
<td>All Unit 1 materials</td>
<td>Exam 1</td>
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<tr>
<td>8</td>
<td>Priming, African Americans, and music videos</td>
<td>Read Chap. 7.6</td>
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<td></td>
<td>Video: Hip hop beats and rhythms</td>
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<td>Spring break</td>
<td>Spring break</td>
<td>Spring break</td>
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<tr>
<td>9</td>
<td>Framing, Latino Americans, and news media</td>
<td>Read Chap. 5.2</td>
<td>Draft of Assignment 2 for peer review; Writing workshop 3</td>
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<td>Video: Latinos beyond reel</td>
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<tr>
<td>10</td>
<td>Model minority discourse, Asian Americans, and dramas</td>
<td>Read Chap. 5.4</td>
<td>Assignment 2 due to instructor</td>
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<td>Video: Slanted screen</td>
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<td>11</td>
<td>Symbolic annihilation, Native Americans, and sports</td>
<td>Read Chap. 3.7</td>
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<td>Video: Race, power and American sports</td>
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<tr>
<td>12</td>
<td>Media literacy, intersectionality, and children’s programs</td>
<td>Read Chap. 6.2</td>
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<td></td>
<td>Video: Mickey Mouse Monopoly</td>
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<tr>
<td>13</td>
<td>Review and Exam 2</td>
<td>All Unit 2 materials</td>
<td>Exam 2</td>
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<tr>
<td>14</td>
<td>Final presentations</td>
<td>Project consultations and final presentations</td>
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<tr>
<td></td>
<td>Final paper</td>
<td>Upload final paper</td>
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Core Curriculum Management

New Core Component Proposal

Viewing: GERM 435-ICD : German Film

Last edit: 05/24/18 4:36 pm
Changes proposed by: stefanieharris

Contact(s)

Course Prefix  GERM  Course Number  435
Academic Level  UG
Complete Course Title  German Film
Abbreviated Course Title  GERMAN FILM
Crosslisted With  FILM 435
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.

The course enhances students’ intercultural competence through sustained engagement with diverse films and critical texts from Germany. A primary learning element of the course is the ability to formulate the relationship between German cinema (or creative production more generally) and the social, historical, and political context of its production. German film serves as a vehicle not only for learning about German culture after World War Two, but more broadly as an opportunity to explore questions on how creative works supplement our understanding of history, document important social issues, and serve as a way to reflect on the construction of personal and national identity. Synthesis of the materials in the course allows students to make comparisons between the culture studied and their own. Class discussions, weekly short essays, written exams, and a multimedia group project are used to assess students’ development in these areas.

Articulate the value of a diverse and global perspective.

Creative and critical thinking in the course concerns both interpretation and analysis of the filmic texts, as well as synthesis of the socio-political conditions of film production and questions concerning the role of artistic production in the development of cultural and national identity. Students must post weekly response essays online that show the development of their analytic skills and indicate their understanding of the evolution of the history of German cinematic production. Examination questions on the midterm and final exams test students’ comprehension of the material and require analysis through comparative questions.

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

Films address multiple topics, including: post-unification issues, global cinema, gendered histories, east/west relations. Students demonstrate their synthesis of the course materials through the production of a multi-media group project on a selected film that the group researches and analyzes together. Groups create detailed web-based presentations that provide background on the film and include general film analysis, close-readings of 4 scenes in the film, and links to other films and readings from the course. Teams will document how they arrived at their collective interpretation of the film, including development of their ideas through the interaction of the team. Completed projects will be available to all students in order to broaden their knowledge of German film beyond the films directly addressed during the course.
The course examines diverse aspects of German cinematic production, with an emphasis on films produced after 1945. The course facilitates analysis of different forms of cultural expression, through critical analysis of films, as well as written histories of film and film criticism. German film serves as a vehicle not only for learning about German culture after World War Two, but more broadly as an opportunity to explore questions on how creative works supplement our understanding of history, document important social issues, and serve as a way to reflect on the construction of personal and national identity. Synthesis of the materials in the course allows students to make comparisons between the culture studied and their own, and to be participants in the dialogue concerning cultural and social issues among cultures in a rapidly globalizing world.

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

<table>
<thead>
<tr>
<th>Attach Course Syllabus</th>
<th>GERM435Syllabus.pdf</th>
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<tr>
<td>Reviewer Comments</td>
<td></td>
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</table>
Course description
This course provides a historical overview of German cinema after World War II. Weekly film screenings, readings, and lecture/discussion will examine different periods and movements of cinematic production: the reconstruction of the German film industry after 1945, DEFA and the cinema of East Germany, West German film and New German Cinema, and contemporary film since the unification of Germany in 1990, including transnational cinema and the so-called Berlin School. Films are studied in relation to style and aesthetics; narrative and thematics; and historical, technological, socio-political, and economic contexts of their production.

Prerequisites
Junior or senior classification, or approval of instructor.

Learning outcomes
Upon successful completion of the course students will be able to:
• Identify major directors and film movements in German cinema after 1945;
• Interpret and analyze thematic and formal aspects of visual communication in film form; and
• Formulate the relationship between German cinema and the socio-political context of its production.

Required course materials
• Hake, Sabine, German National Cinema, 2nd ed. (London: Routledge, 2008).
• This course is on eCampus. Please log on for announcements and resources: http://ecampus.tamu.edu.
• With the exception of reading assignments from German National Cinema, all assigned essays in the syllabus will be posted to eCampus.
• Students must check their TAMU email accounts at least once daily.

Film screenings
All required course films are available as streaming video either through http://texasam.kanopystreaming.com/ or through mediamatrix.tamu.edu. Titles may be listed in German or under English translation.
You should plan on taking notes while you are watching the film, to remind you of particular scenes, questions, and ideas you want to discuss in the following class meeting; these notes will also help you prepare your online posts and exams.

Course requirements and evaluation

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>Response papers</td>
<td>35%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Final</td>
<td>30%</td>
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<tr>
<td>Group project</td>
<td>15%</td>
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Grading scale
A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%

Response papers: Students will be divided into Groups A, B, C, or D, and will submit three response papers (of at least 500 words each) during the semester, due on Wednesday by 12:00 p.m. of the weeks to which their group has been assigned (example: Group A has been assigned Week 2; see syllabus for all group assignments). Response papers should be uploaded to eCampus by the due date/time AND brought to the Thursday class meeting in hard copy. These papers should engage directly with the film screened that week and should synthesize the accompanying reading of the week, drawing out one or two specific points of the film/reading for further analysis. Papers should not simply state whether or not you liked the film. In addition, each paper must include at least one substantive discussion question for the class to pursue. Response papers will each be worth a possible 10 points, awarded on the basis of how they exhibit your understanding of and engagement with the material due. Papers must engage that week’s course materials and must include a substantive discussion question in order to be awarded full points.
Late papers will be penalized 2 points, except in the case of university-approved excuse. Papers submitted more than one week after the due date will receive zero points, except in the case of university-approved excused absence.

*Midterm and Final Exams*
Exams will test material covered in screenings, readings, lectures, and class discussions, and will consist of short answer and essay questions. Exams cannot be made up except in the case of a university-approved excused absence (see statement on absences below).

*Group project*
Students will be assigned to 4-person groups by the end of the second week of classes. Each group will sign up to become “experts” on one of the recommended films listed on the course syllabus under each week. These recommended films are either from one of the directors studied in the class, another example of a film that engages with one of the course topics, or in some other way related to the primary films studied. Groups will create 10-15 minute multi-media presentations that include general film analysis, a close-reading of at least 1 scene, and links to other films and readings from the course. These presentations will serve to showcase what the group has learned about German film during the semester and to broaden students’ knowledge of German film. A detailed grading rubric will be distributed during the first week of classes. Presentations will start during Week 9.

*Absences*
Attendance in class lectures is mandatory. For each unexcused absence in excess of 3, student’s final course grade will be reduced 5 full percentage points. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](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://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

*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).

*Semester Calendar*
Complete all assigned readings and view all films prior to Tuesday class meeting of week in which they are assigned.

**Week 1 – January 19 and 21**
Introduction: German National Cinemas, Post-War to Post-Wall
Reading: Hake 92-106
Patalas, “On German Postwar Film”

**Week 2 – January 26 and 28 – GROUP A**
Rubble Film: Reconstruction of the Film Industry – DEFA
*Irgendwo in Berlin* (Somewhere in Berlin) – Gerhard Lamprecht, 1946 [Kanopy]
Reading: Kaes, “Images of History”
Witte, “The Indivisible Legacy of Nazi Cinema”
Recommended films: *Die Mörder sind unter uns* (dir., Staudte, 1946)
*Rotation* (dir., Staudte, 1949)
Week 3 – February 2 and 4 – GROUP B
Film in the GDR – Rebels with a Cause

*Berlin—Ecke Schönhauser* (Berlin Schönhauser Corner) – Gerhard Klein, 1957 [Kanopy]
   - **Reading:** Hake, 106-112
   - Allan, “DEFA: An Historical Overview”
   - Kohlhaase, “DEFA: A Personal View”
   - **Recommended films:** *Der Untertan* (dir., Staudte, 1951)
   - *Eine Berliner Romanze* (dir., Klein, 1956)

Week 4 – February 9 and 11 – GROUP C
Film in the GDR – Eleventh Plenary and Banned Films

*Das Kaninchen bin ich* (I am the Rabbit) – Kurt Maetzig, 1965 [Kanopy]
   - **Reading:** Hake, 127-140
   - Soldovieri, “Censorship and the Law”
   - **Recommended films:** *Spur der Steine* (dir., Beyer, 1966)
   - *Ich war neunzehn* (dir., Wolf, 1968)

Week 5 – February 16 and 18 – GROUP D
Film in the GDR – Countercultural Fantasy

*Die Legende von Paul und Paula* (The Legend of Paul and Paula) – Heiner Carow, 1973 [Kanopy]
   - **Reading:** Hake, 140-152
   - Heiduschke, “Gender, class, and sexuality”
   - **Recommended films:** *Solo Sunny* (dir., Wolf, 1980)
   - *Die Architekten* (dir., Kahane, 1990)

Week 6 – February 23 and 25 – GROUP A
New German Cinema: Herzog

   - **Reading:** Hake, 112-122, 153-163
   - “The Oberhausen Manifesto”
   - Kluge, “What do the ‘Oberhauseners’ Want?”
   - **Recommended films:** *Jeder für sich und Gott gegen alle* (dir., Herzog, 1974)
   - *Little Dieter Needs to Fly* (dir., Herzog, 1997)

Week 7 – March 1 and 3
New German Cinema: Women directors

*Die allseitig reduzierte Persönlichkeit, REDUPERS* (The All-Round Reduced Personality) – Helke Sander, 1978 [mediamatrix]
   - **Reading:** Knight, “Feminism, The Authentic Experience of Women, and German History”
   - Sander, “Feminism and Film”
   - Silberman, “Interview with Helke Sander”
   - **Recommended films:** *Das zweite Erwachen der Christa Klages* (dir., von Trotta, 1977)
   - *Hungerjahre* (dir., Brückner, 1980)

**Midterm Tuesday, March 1**

Week 8 – March 8 and 10 – GROUP B
New German Cinema: Fassbinder

*Die Ehe der Maria Braun* (The Marriage of Maria Braun) – Rainer Werner Fassbinder, 1979 [Kanopy]
   - **Reading:** Hake, 163-178
   - Fassbinder, from “The Third Generation”
   - Elsaesser, excerpt from *Fassbinder’s Germany*
   - **Recommended films:** *Angst essen Seele auf* (dir., Fassbinder, 1974)

SPRING BREAK – March 14-18
Week 9 – March 22 and 24 – GROUP C

Gendered Histories

*Deutschland bleiche Mutter* (Germany Pale Mother) – Helma Sanders-Brahms, 1980 [mediamatrix]

Reading: Kaplan, “The Search for the Mother/Land in Sanders-Brahms’ *Germany, Pale Mother*”
McCormick, “Women’s Discourse and the German Past”
“Manifesto of Women Film Workers”

Recommended films: *Die bleiener Zeit* (dir., von Trotta, 1981)
*Rosenstrasse* (dir., von Trotta, 2003)

Week 10 – March 29 and 31 – GROUP D

Berlin Stories: Divided Germany

*Himmel über Berlin* (Wings of Desire) – Wim Wenders, 1987 [Kanopy]

Reading: Wenders, “Talking About Germany”
Wenders, “An Attempted Description of an Indescribable Film”
Cooke, “Angels, Fiction, and History in Berlin”

Recommended films: *Im Lauf der Zeit* (dir., Wenders, 1976)
*Alice in den Städten* (dir., Wenders, 1978)

Week 11 – April 5 and 7 – GROUP A

Berlin Stories: Post-Wall

*Lola rennt* (Run Lola Run) – Tom Tykwer, 1998 [mediamatrix]

Reading: Hake, 178-199
Garwood, “The Autorenfilm in Contemporary German Cinema”
Chambers, “Maps, Movies, Musics and Memory”

Recommended films: *Berlin is in Germany* (dir., Stöhr, 2001)
*Good Bye Lenin!* (dir., Becker, 2003)

Week 12 – April 12 and 14 – GROUP B

Coming to Terms with the Past

*Der Untergang* (Downfall) – Oliver Hirschbiegel, 2004 [mediamatrix]

Reading: Hake, 190-216
Krimmer, “More War Stories”
Rentschler, “From New German Cinema to the Post-Wall Cinema of Consensus”

Recommended films: *Das Leben der Anderen* (dir., Henckel von Donnersmarck, 2006)
*Dresden* (dir., Richter, 2006)

Week 13 – April 19 and 21 – GROUP C

Globalized Communities

*Gegen die Wand* (Head-On) – Fatih Akin, 2004 [mediamatrix]

Reading: Hake, 216-221
Göktürk, “Beyond Paternalism”
Nicodemus, “Getting Real”

Recommended films: *Auf der anderen Seite* (dir., Akin, 2007)
*Almanya: Willkommen in Deutschland* (dir., Samdereli, 2011)

Week 14 – April 26 and 28 – GROUP D

Post-unification Germany: The Berlin School

*Yella* – Christian Petzold, 2007 [mediamatrix]

Reading: Abel, “Imaging Germany”
Abel, “The Cinema of Identification Gets on My Nerves’: An Interview with Christian Petzold”

Recommended films: *Die innere Sicherheit* (dir., Petzold, 2000)
*Barbara* (dir., Petzold, 20012)

**FINAL EXAM THURSDAY MAY 5 – 12:30 – 2:30 p.m. – ACAD 130**
Core Curriculum Management

New Core Component Proposal

Date Submitted: 09/06/18 10:01 am

Viewing: IBUS 455-ICD : Asian Business Environment

Last edit: 09/06/18 10:01 am
Changes proposed by: nhara

Contact(s)

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<tr>
<th>Name</th>
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<tr>
<td>Natsuki Hara</td>
<td><a href="mailto:nhara@mays.tamu.edu">nhara@mays.tamu.edu</a></td>
<td></td>
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</tbody>
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Course Prefix: IBUS  
Course Number: 455

Academic Level: UG

Complete Course Title: Asian Business Environment

Abbreviated Course Title: ASIAN BUSINESS ENVIRON

Crosslisted With:

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.

IBUS 455 is a faculty-led study abroad course. As such, it provides first-hand experience with people, cultures, and practices that are both global and diverse. This kind of experience offers students a unique opportunity to not only learn how to navigate such diversity, but also how to understand their own perspectives in light of it. The primary purpose of study abroad is to meet this criterion, and we believe our faculty-led programs at Mays give students a chance to learn how to live and work effectively in a diverse and global society.

Articulate the value of a diverse and global perspective.

Students are given quizzes over the 4 corporate visits they participate in. Each quiz asks students to evaluate and analyze the business culture, management philosophy, history, and micro aspects of some functional areas of the relevant business. In order to successfully complete these assignments, students must be able to articulate the value of a diverse and global perspective. Students are also expected to follow Chinese developments in the news, including The Economist and The Financial Times.

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

The corporate visit quizzes (there are 4) also require students to recognize the diverse opinions and practices of those business men and women they meet in China and consider different points of view. As in criterion 2, students are asked to consider the cultural, philosophical, and historical contexts of the views they encounter, both at the corporate visits (including the relevant quizzes) and through their interaction with faculty and students at Beijing Jiaotong University (BJTU). A team of faculty from BITU teach the course with Dr. Julian In Workflow

1. CLBA Department Head UG
2. BA 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. 05/15/18 2:05 pm  
   Nancy Simpson (n-simpson): Approved for CLBA Department Head UG
2. 05/15/18 3:06 pm  
   Martha Loudder (m-loudder): Approved for BA College Dean UG
3. 05/15/18 3:21 pm  
   Barbara West (barbwest): Approved for CCC Preparer
4. 06/11/18 12:17 pm  
   Kristin Harper (kharper): Rollback to Initiator
5. 11/05/18 2:51 pm  
   Nancy Simpson (n-simpson): Approved for CLBA Department Head UG
6. 11/05/18 2:56 pm  
   Annie McGowan (al-mcgowan): Approved for BA College Dean UG
7. 11/06/18 12:45 pm  
   Barbara West (barbwest): Approved for CCC Preparer
8. 01/28/19 4:39 pm  
   Kristin Harper (kharper): Approved for CCC Chair
Gaspar, which gives students further opportunities to interact and learn from professors and local students whose perspectives, opinions, and practices are diverse and which in turn encourage our students to consider different points of view.

**Additional Comments**  
IBUS 455 is ONLY taught abroad

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

**Attach Course Syllabus**  
[IBUS 455 Syllabus.docx](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate)

**Reviewer Comments**  
**Kristin Harper (kharper) [06/11/18 12:17 pm]:** Rollback: Core Curriculum Council unclear - will this course ONLY be taught abroad? If it will also be taught on campus, the ICD approval should go through Study Abroad process, which includes approval by section.
Mays Business School  
China Study Abroad Program  
IBUS 301/455 (Asian Business Environment)  
China Business Environment  
Summer I, 2018 (May 11-24, 2018)

Professor: Dr. Julian Gaspar  
Office: Beijing Jiaotong University  
Office Hours: By appointment  
E-mail Address: jgaspar@mays.tamu.edu

OBJECTIVES:

This course will provide an on-site introduction to the business, social, and political environments of China, with particular emphasis on the factors that have developed and continue to change China’s economy and business strategy since their economic liberalization that began in 1978 under the leadership of President Deng Xiaoping. Lectures and discussions by a team of faculty members from partner institution, Beijing Jiaotong University with the support of Dr. Julian Gaspar will cover a wide range of China business environment topics that will challenge students to learn and take full advantage of their direct interactions with the China’s environment. (2)

Recommended Text:


The China Mirage provides an excellent factual and historical background of China --a pre-departure must for serious students wanting to understand China. James Bradley clearly lays out the role of foreign powers (Japan and the West) in trying to shape China to their liking and the eventual foreign policy “blow back” that led to the rise of Chairman Mao and communist China.

Other necessary reading materials and cases will be distributed in class in Beijing. In addition, many aspects of the course will cover current events based on China’s economic reforms that commenced in 1978. You are encouraged to follow these developments in the news, as we will discuss them in class. Useful sources of current information regarding China’s business are The Economist, and the Financial Times. (1)

GRADE DETERMINATION:

Knowledge of the substantive material covered in the course is of central importance. And, your ability to think critically, communicate knowledge effectively in writing and orally is of significant important. Grading will be competitive and will include, where appropriate, consideration of content as well as grammar, style, and organization.
Team Research Paper 40
PowerPoint presentation of research paper 20
Class pre-departure attendance (3x3 plus 1-bonus point) 10
Two quizzes based on company visits (10 points each) 20
Blogging (twice @ up to 5 points each) 10
TOTAL 100

Class attendance is mandatory, and you are expected to participate in class discussions.

Grades will be assigned based upon the number of points you earn on each item listed above. Assignment of the final course letter grade will be based on the following point totals:

90 to 100 points: A
80 to 89 points: B
70-79 points: C
60-69 points: D
59 points and below: F

ASSIGNMENTS:

The most challenging and exciting aspect of this course is its breadth. In most cases, the material is not conceptually difficult. It's just that there's so much information to master given China’s long history. The course covers macro aspects of international economics, economic/business reforms and laws, business culture, management philosophy, history, as well as micro aspects of some functional areas of business. (3) To overcome this challenge, we will have expert guest speakers and corporate & cultural visits that will reinforce your understanding of class material.

Quizzes - Corporate Visits (four visits, 5 points each)

We will have four corporate visits. The quizzes will follow each visit and will be based on information learned/provided by the visited companies.

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 (Disability Services) next to White Creek Apartments on West Campus Boulevard, or call 845-1637.

MISSED EXAMINATIONS:

Absences from class will be excused for the following reasons ONLY:
  a) Participation in an activity appearing on the University authorized activity list,
b) Death or major illness in a student’s immediate family,
c) Illness of a dependent family member,
d) Participation in a legal proceedings or administrative procedures that require a student’s presence,
e) Religious holy day,
f) Illness that is too severe or contagious for the student to attend class

This policy will be strictly enforced. Anyone who does not have a valid reason for missing a class will have 5-points deducted from the course score.

AGGIE HONOR CODE:

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

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
Core Curriculum Management

New Core Component Proposal

Date Submitted: 12/09/18 11:38 am

Viewing: PSYC 107-ICD: Introduction to Psychology

Last edit: 12/09/18 11:38 am
Changes proposed by: joshua.hicks

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<tr>
<td></td>
<td>Joshua Hicks</td>
<td><a href="mailto:joshua.hicks@tamu.edu">joshua.hicks@tamu.edu</a></td>
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Course Prefix: PSYC
Course Number: 107
Academic Level: UG
Complete Course Title: Introduction to Psychology
Abbreviated Course Title: INTRO TO PSYCHOLOGY
Crosslisted With: 
Semester Credit: 3
Proposal for: National and Cultural Diversity

International and Cultural Diversity Designation

Is this course currently included in the Core Curriculum? Yes

Which Foundational Component Area? Social and 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.

Students complete a presentation where they address questions directly related to living and working effectively in a diverse and global society. This presentation is part of the course’s CORE assignment (Psychology in Film assignment appended to the syllabus) that requires students to engage in thoughtful analysis of the implications of a recent film. Below is a more detailed description of the writing assignment and questions that are directly relevant to living and working in a diverse and global society.

For this assignment, students are asked to describe a character from the film. As part of this, they must describe the film’s culture, environment, or ‘setting’ to help understand a particular diagnosis.

For example, one question asks students to “think about the film’s cultural context and how it might impact the diagnosis. If he/she went to a therapist in the film (in that specific culture), what would be the diagnosis? Consider culture broadly—do you think this disorder is diagnosed in all cultures, why/why not? What stigmas are associated with this disorder in our culture?”

Another question asks them to “describe [their] proposed treatment plan and explain why it is appropriate for
this disorder....What situational, cultural, or societal barriers are there that might hinder this character from receiving proper treatment?

Additionally, the 3rd assignment for the “Your World” assignment will have the students read a social media article or blog specifically related to culture/diversity issues and apply to their own experiences, as well as from the perspective of a person from a different culture. By comparing and contrasting these two perspectives, they will be more aware of how to live and work effectively in a diverse society.

Below are three examples of articles students can choose from:


Articulate the value of a diverse and global perspective. This goal is embedded in the course’s LOs (see: communication, social responsibility, and global perspectives) and will be interwoven into the material and discussion for each chapter and unit. For example, instructors facilitate a discussion of emotions, with a focus on universal emotions and cross-cultural differences in emotional display and more complex emotions, which foster a broader, more global perspective.

This outcome will also be assessed as part of the CORE assignment (see above). Specifically, students are prompted to “Think about the film’s cultural context and how it might impact the diagnosis. If he/she went to a therapist in the film (in that specific culture), what would be the diagnosis? Consider culture broadly—do you think this disorder is diagnosed in all cultures, why/why not? What stigmas are associated with this disorder in our culture?” This outcome is also addressed through the third writing assignment in the course (“Psychology in Your World”), wherein students read an article/blog articulating psychological phenomena related to cultural psychology (see examples above) and they will be asked to connect it to their own lives and experiences. This assignment provides a bridge between their own current perspectives and the views of others, and prompts students to begin to value and appreciate other perspectives.

Recognize diverse opinions and practices and consider different points of view. This goal is embedded in course’s LOs (see: communication, social responsibility, and global perspectives). A major component of this foundational course in psychology is about understanding the individual, differences among groups, and the influence of the situation. As a result, recognizing diverse opinions and differing points of view is a theme across all topics in this course. For example, instructors lead discussions of personality that cover various ideas, theories, and understandings of how personality is constructed, and how cultural context impacts these ideas. This outcome is also incorporated in the CORE assignment (See above). Specifically, students are asked to identify and describe the cultural context of a character and the impact of culture and context on the diagnosis and treatment of a disorder, and to describe the influence of media’s portrayal of disorders on cultural understanding of those disorders. Finally, the writing assignments in the course (“Psychology in Your World”) prompt students to consider different points of views by reading an article that takes a different perspective on the topic and applying that perspective to psychological constructs from the course.

Additional Comments
Note: the reviewer commented that “Outcomes on syllabus should say "will" instead of "can" and "may." We double checked the syllabus and it only uses the word “will” when describing the outcomes. Our answers to the 3 questions did use “can” and “may,” however. We believe the reviewer was referring to our answers and not the syllabus, per se. We fixed this language in our answers.

Revision #2
Note: we added a paragraph to the syllabus in the course description sections that now explicitly mentions that this course is aimed to get students to think deeply about issues related to culture and diversity. In our response to the reviewers’ concerns, we also now explicitly mention relevant assignments that we will use in the course that support the ICD designation.

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

Attach Course Syllabus psych 107 syllabus ICD2ndrevision.doc
Reviewer Comments Kristin Harper (kharper) [06/07/18 4:38 pm]: Rollback: The Core Curriculum Council did not approve this course for ICD. It can be resubmitted. Reviewers' comments: Outcomes on syllabus should say "will" instead of "can"
and "may". The ICD questions should address all the course information, reviewers should not have to comb through the syllabus to find if the course meets the ICD goals.

Heather Lench (hlench) (06/22/18 11:21 am): Rollback: per request, for corrections

Kristin Harper (kharper) (11/28/18 4:46 pm): Rollback: The CCC did not approve as submitted. Comments from Nov. 19 meeting: "Syllabus needs to support ICD course" and "cover sheet needs to be more direct and explicit."

The CCC would like to see this course resubmitted. The deadline is Jan. 9 for the Jan. 28 CCC meeting.
Psychology 107: Introduction to Psychology (Fall, 2017)
Section 514: Tues/Thurs 9:35 am - 10:50 am
Room 338 Psychology Building

Instructor Information
Instructor: Dr. Rachel Smallman
Office: 243 Psychology Building
Graduate Assistant: Bethany Harris

Email: rsmallman@tamu.edu
Office Hours: 11:30-12:30 Thursday and Friday, and by appt
Email: bharris7@tamu.edu

Websites
Course Website: http://ecampus.tamu.edu (lectures, handouts, assignments, and web links)
Textbook Website: https://connect.mheducation.com/class/smallmanfa17 (e-book, practice questions)
Subject Pool Website: http://tamupsychology.sona-systems.com (for the research credit requirement)
I-Clicker Registration: https://www1.iclicker.com/register-a-remote. You will enter your first and last name, student ID (UIN Number, from your Student ID card), and remote ID (code on the back of the clicker).

Required Items for the Course
2. I-Clicker.

Course Description
Psychology is the study of human behavior and thought. It covers topics like perception, memory, emotion, development, psychopathology and more. As an introductory course, it will give you a broad sense of the discipline and some of its most engaging features. You are not expected to be an expert on any topic, but I do expect you to genuinely engage in the issues and make an effort in your coursework. NO prerequisites.

Note: Understanding psychology inherently means understanding why people think, feel, and behave the ways they do. In order to truly understand how psychological processes influence our thoughts, feelings, and behaviors, it is crucial that you understand the cultural, social, and personality variables that differentiate people's experiences. To meet this aim, you will complete two assignments (see “Your World” and “Film Assignment” below) in which you will take the perspective of someone from a different culture. Moreover, many of your in-class activities and discussions will focus on how certain psychological constructs influence our own experiences, and importantly, the experiences of those who we believe are different than us. I believe these exercises are essential for you to have a true appreciation for why people do the things they do.

Learning Outcomes
Critical Thinking: This course will train you to understand and apply scientific methods to predict human thinking and behavior. To become an informed consumer of research, you will discuss, analyze, and apply psychological theories to personal experiences, societal differences, and global issues.

Communication: Written and oral communication is essential. You will write about and discuss differing points of view regarding psychological issues (e.g., your classmates, the media, popular culture).

Social Responsibility: This course focuses on the individual, but you will consider how it relates to a variety of life experiences, including cultural diversity, global awareness and ethical conduct.

Global Perspectives: You will interpret and apply psychological concepts and research to diverse cultures, both within the US and internationally, and consider the interaction between culture and psychology.

Empirical and Quantitative Skills: In this course, you will discuss the basic empirical and quantitative practices that are used in psychological research as well as the ethical conduct related to these methods.

Expectations
This class is demanding: it covers a lot of material and moves quickly. It is critical to keep up with the course and attend lectures. There is overlap between the text and lecture, but there is also material unique to each. Exams are integrative, requiring you to apply theories to situations—you must apply what you are learning.

**Ask Questions and Participate:** Don’t save all of your questions until the exam. If you have a comment, opinion, or question, just ask! Class isn’t fun for either of us if there isn’t an atmosphere of interaction.

**Speak your mind but be respectful of others:** Don’t be afraid to raise a point, even if you think it is an unpopular view. However, the classroom should be a comfortable environment for everyone.

**Come to Class prepared:** This is not a class on texting, facebook, or nap time. Put your cell phone away and use laptops only for note-taking. Read the material before class and show up ready to participate.
Policies

Attendance: Attendance is highly encouraged. You will miss important information if you do not attend class regularly. You are responsible for material from class and in the text so it is in your best interest to attend class. If you miss class, check the class website for any handouts that you may have missed. Please note that you cannot make-up in-class activities, participation, or Psychology in Your World assignments.

Cheating and the Aggie Honor Code: If you use others' work in your own assignments you will receive a zero on the assignment. If you cheat on an exam you will fail the course. Either circumstance is considered a violation of the Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon 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/

Respect for Diversity: It is my intent that ALL students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a university education. Therefore, our classroom is a designated safe zone of respect, including toward diversity in gender, sexual orientation, religion, disability, age, socio-economic status, ethnicity, race, culture, political views, etc. Please let me know if you have suggestions about how to improve the value of diversity in this course; your comments will be welcomed.

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 845-1637. For additional information visit http://disability.tamu.edu

Limits to Confidentiality: Texas A&M University and the Department of Psychology 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: 1) Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, 2) Credible threats of harm to oneself, to others, or to university property. 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 can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.
About the exams (3 @ 50 points each = 150 points)
There are 3 exams (closed book and closed notes) in this course. Bring a gray 8.5 x 11 inch scantron to the exam. The final exam is Friday, December 8th, from 12:30pm–2:30pm in our regular classroom. If you have 3 finals in one day, you may request rescheduling of one examination. Each exam covers 1/3 of the course and consists of 50 multiple choice questions. Exam questions are mainly conceptual in nature; you have to apply the concepts to solve problems (i.e., questions are NOT based only on definition/recall). Review sheets and practice questions are provided approximately one to two weeks before the exam.

Missing an exam is a serious event. To be excused, you must provide (within 48 hours of the exam): written documentation of your visit to a health care professional, signed by that health care professional, affirming the date and time of your visit. Besides illness, acceptable excused absences are detailed in University rule #7 http://student-rules.tamu.edu/rule07. If you know you are going to miss an exam, contact me at least one week before the scheduled exam. In the case of an emergency, contact me within 48 hours of the exam.

About the Psychology in Your World Assignments (3 available; top 2 @ 5 points each = 10 points)
This course includes 3 assignments (only the top 2 scores count) in which you will apply psychological concepts to real-world experiences. For each assignment, I will provide links to social media articles or blogs that focus on psychological constructs. To complete this assignment, you will read the article, answer some questions and submit it on ecampus. These assignments are available on e-campus and are turned in on e-campus. Due dates are listed below and on the schedule at the end of the syllabus. Late assignments will lose 2 points per day that they are late. Only your top two scores will count towards your course grade.

Assignments must be turned in through e-campus by 11:59 pm on date below.

Psychology in Your World 1 Due: Tuesday, September 26th, 2017 by 11:59 pm on e-campus
Psychology in Your World 2 Due: Thursday, October 26th, 2017 by 11:59 pm on e-campus
Psychology in Your World 3 Due: Thursday, November 30th, 2017 by 11:59 pm on e-campus

About the Psychology in Film Assignment (20 points)
Near the end of the semester, you will select a film and analyze it in using course material. You will work in small groups (up to 3) on this assignment to create and record a narrated powerpoint presentation. This is due on Tuesday, December 5th, 2017. Late assignments will lose 5 points for every day that they are late.

About the In-Class Participation (25 points are available; can earn up to 20 points)
You can earn participation points in two ways: First, by using your I-Clicker to respond to polls, questions, and experiments in class. You will earn 1 point each week if you respond to at least 67% of the questions that week. To earn clicker points, first register your clicker and then use your clicker at least once in class (so your clicker can be linked to your Student ID). If you forget your clicker, write your answers on a piece of paper and turn that in at the end of class. Second, you can earn points by participating in class activities related to the current topic. There are approximately 10 activities and each activity is worth 1 point. You can earn up to 20 participation points (25 participation points are available). You are responsible for ensuring that you receive credit for participation. If you miss an in-class activity, you cannot make it up.

About the Research Credit Requirement (Pass/Fail Requirement)
You must complete a research experience requirement that is separate from the lecture part of the course. You may either: participate in 7 hours (14 credits) of psychology experiments or write 7 review papers (details on e-campus). Any combination of these two activities is acceptable. These research experiences are for completion credit only (they are a pass/fail requirement) – they do not count towards your course grade. Experiments must be completed by Wednesday, December 6th, 2017 at 5pm. Alternative assignment research papers must be turned in by Friday, December 9th, 2017. Failure to complete the research credit requirement will result in an INCOMPLETE (I) in this course, regardless of your actual letter grade.

Detailed information is provided in the subject pool handout available on the course website. Any questions about subject pool, experiments, or research credits should be directed to the Subject Pool Coordinator: Katie Garrison, tamussubjectpool@gmail.com
Grading
All grades are reported using eCampus for confidentiality. Final grades will be assigned at the end of the semester based on the total number of points earned out of a possible 200 points.

<table>
<thead>
<tr>
<th>Exam 1: 50 items</th>
<th>Grade</th>
<th>Percentage</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 pts</td>
<td>A</td>
<td>89.5% - 100%</td>
<td>179-200</td>
</tr>
<tr>
<td>Exam 2: 50 items</td>
<td>B</td>
<td>79.5% - 89.4%</td>
<td>159-178</td>
</tr>
<tr>
<td>50 pts</td>
<td>C</td>
<td>69.5% - 79.4%</td>
<td>139-158</td>
</tr>
<tr>
<td>Exam 3: 50 items</td>
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<td>59.5% - 69.4%</td>
<td>119-138</td>
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<td>Psych in Your World Assignments (2 x 5 pts)</td>
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<td>0% - 59.4%</td>
<td>0-118</td>
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<tr>
<td>10 pts</td>
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<td>Psychology in Film Project</td>
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<tr>
<td>20 pts</td>
<td></td>
<td></td>
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<tr>
<td>Participation (i-Clicker &amp; In-Class Activities)</td>
<td></td>
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<tr>
<td>20 pts</td>
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</table>

There is **no extra credit** for the course.

There are **no make-ups** for Psychology in Your World assignments, participation, or in-class activities.

Research Credits are a **Pass/Fail Requirement** for this course.

Schedule
You should have the reading listed done by the date listed. Lecture topics and due dates are tentative.

### Part 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 8/29</td>
<td>Introduction &amp; Conducting Research in Psychology</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Thurs 8/31</td>
<td>Introduction &amp; Conducting Research in Psychology</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Tues 9/5</td>
<td>Conducting Research in Psychology</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Thurs 9/7</td>
<td>Human Development</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Tues 9/12</td>
<td>Human Development</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Thurs 9/14</td>
<td>The Biology of Behavior</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Tues 9/19</td>
<td>The Biology of Behavior</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Thurs 9/21</td>
<td>Consciousness</td>
<td>Chapter 6</td>
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<tr>
<td>Tues 9/26</td>
<td>Consciousness</td>
<td>Chapter 6; P.I.Y.W. 1 due</td>
</tr>
<tr>
<td>Thurs 9/28</td>
<td>Exam 1: Chapters 1, 2, 5, 3, 6</td>
<td>Exam 1 in class</td>
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### Part 2

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<tr>
<td>Tues 10/3</td>
<td>Sensing and Perceiving Our World</td>
<td>Chapter 4</td>
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<td>Thurs 10/5</td>
<td>Sensing and Perceiving Our World</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Tues 10/10</td>
<td>Memory</td>
<td>Chapter 7</td>
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<td>Thurs 10/12</td>
<td>Memory</td>
<td>Chapter 7</td>
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<td>Tues 10/17</td>
<td>Learning</td>
<td>Chapter 8</td>
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<tr>
<td>Thurs 10/19</td>
<td>Learning</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Tues 10/24</td>
<td>Language and Thought</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Thurs 10/26</td>
<td>Intelligence, Problem Solving, and Creativity</td>
<td>Chapter 10; P.I.Y.W. 2 due</td>
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<tr>
<td>Tues 10/31</td>
<td>Exam 2: Chapters 4, 7, 8, 9, 10</td>
<td>Exam 2 in class</td>
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### Part 3

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<tbody>
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<td>Thurs 11/2</td>
<td>Motivation and Emotion</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Tues 11/7</td>
<td>Motivation and Emotion</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Thurs 11/9</td>
<td>Personality: The Uniqueness of the Individual</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Tues 11/14</td>
<td>Psychological Disorders and Treatment</td>
<td>Chapters 15 and 16</td>
</tr>
<tr>
<td>Thurs 11/16</td>
<td>Psychological Disorders and Treatment</td>
<td>Chapters 15 and 16</td>
</tr>
<tr>
<td>Tues 11/21</td>
<td>Psychological Disorders and Treatment</td>
<td>Chapters 15 and 16</td>
</tr>
<tr>
<td>Thurs 11/23</td>
<td>No Class (Thanksgiving)</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Tues 11/28</td>
<td>Social Behavior</td>
<td>Chapter 14; P.I.Y.W. 3 due</td>
</tr>
<tr>
<td>Thurs 11/30</td>
<td>Social Behavior</td>
<td>Chapter 14; P.I.Y.W. 3 due</td>
</tr>
<tr>
<td>Tues 12/5</td>
<td>Social Behavior</td>
<td>Chapter 14; Film Assignment due</td>
</tr>
<tr>
<td>Fri 12/8</td>
<td>Exam 3: Chapters 11, 13, 15, 16, 14</td>
<td>Exam 3; 12:30 pm - 2:30 pm</td>
</tr>
</tbody>
</table>
Psychology in Film Assignment: Fictional Diagnoses
Due on Tuesday, December 5th by 11:59pm.

This assignment is designed to help you develop and apply your understanding of the course material. It is to be done in groups of 1-3. You may pick your own group. If you are having trouble finding a group, sign up for the ‘need a group’ group on ecampus. Alternatively, you may choose to do the assignment on your own. You will submit it on ecampus (click on Psychology in Film Assignment, then submit). You can submit the link to your presentation in the assignment textbox, or as a .doc, .docx, or .pdf file. If you are working in a group, only ONE person should submit the assignment, but make sure that ALL NAMES are on the submission. Late assignments will receive a 5 point penalty for every day that they are late. Assignments are not accepted by email. This assignment is worth 20 points.

For this assignment, you will create a narrated presentation in which you analyze a fictional character and create a Case Presentation. You will post your narrated powerpoint on YouTube and provide the link as your submission. You can create as many or as few slides as you want, as long as you include the required information. Your presentation should be no longer than 5 minutes (it can be as short as you wish, as long as you cover the needed information). Finally, you may have all group members speak or only one person. As long as all members work on the project, it is acceptable to have only one person speak. Additional instructions on how to record a narrated powerpoint and how to upload the file to Youtube can be found in the “narrating your presentation” document in the assignments folder.

In addition to entertaining us, movies offer detailed portrayals of human behavior. The purpose of this assignment is to give you experience in making clinical diagnoses. Your task is to watch a movie and analyze a character using course material. Do not critique the film in terms of its value as a work of art or as entertainment. Rather, think carefully about the actions and events in the film and what they mean for understanding psychological disorders and their treatment.

For this assignment, you will provide a clinical analysis of a movie character. First, pick a movie (from the list on pg 2 or another movie). View the film at least once (it will help to watch it more than once). As you watch, take note of anything that might be relevant for your clinical diagnosis (e.g., displaying symptoms, past or current experiences or relationships, etc.). Feel free to use anything we’ve discussed in class or from the textbook. Then, create a “Case Presentation” by creating a narrated powerpoint presentation. Your presentation needs to include the following information:

a. **Description (2 points).** Give a brief character description (e.g., name, movie, background) (1pt). Describe the film’s culture, environment, or ‘setting’ to help understand the diagnosis in context (1pt).

b. **Diagnosis (4 points).** Name and describe the disorder (1pt). Think about the film’s cultural context and how it might impact the diagnosis. If he/she went to a therapist in the film (in that specific culture), what would be the diagnosis (1pt)? Consider culture broadly—do you think this disorder is diagnosed in all cultures, why/why not (1pt)? What stigmas are associated with this disorder in our culture (1pt)?

c. **Evidence (5 points).** Describe two symptoms that your character displays (2 points) and provide an example from the movie to support your claim (2 points). Describe one symptom that the character does not show. If they have them all, pick the one for which the evidence is weakest (1pt).

d. **Treatment (4 points)** Describe your proposed treatment plan (1pt) and explain why it is appropriate for this disorder (1pt). What ethical concerns are there for this treatment (1pt)? What situational, cultural, or societal barriers are there that might hinder this character from receiving proper treatment (1pt)?

e. **Broader Perspectives (2 points).** Think about how the disorder is portrayed in the film. Is it an accurate portrayal of the disorder and why or why not? (1pt). Thinking more broadly, how does the portrayal of disorders in film influence our own understanding of these disorders? (1pt)

f. **Quality (3 points).** Quality of the presentation and narration.
A LIST OF POSSIBLE MOVIES
Below is a list of movie suggestions. Feel free to use any of these movies, or one of your own choosing (as long as you are able to find enough support to complete the assignment).

ANXIETY DISORDERS
Adaptation (2002)
As Good As It Gets (1997)
Batman Begins (2005)
Born on the Fourth of July (1989)
Deer Hunter, The (1978)
Fisher King, The (1991)
Elling (2001)
Full Metal Jacket (1987)
In the Bedroom (2001)
Kissing Jessica Stein (2002)
Vertigo (1958)

DISSOCIATIVE AND SOMATOFORM DISORDERS
3 Women (1977)
Agnes of God (1985)
Anastasia (1996)
Dr. Jekyll and Mr. Hyde (1932)
Fight Club (1999)
Hannah and Her Sisters (1986)
Identity (2003)
Nurse Betty (2000)
Piano, The (1993)
Primal Fear (1996)
Safe (1995)
Sybil (1976)
Three Faces of Eve, The (1957)
Unknown White Male (2005)

MOOD DISORDERS
American Splendor (2003)
Blue Sky (1994)
Faithless (2000)
Hours, The (2002)
Last Days (2005)
Little Miss Sunshine (2006)
Lonesome Jim (2006)
Michael Clayton (2007)
Ordinary People (1980)
Prozac Nation (2001)
Visitor, The (2007)

PERSONALITY DISORDERS
25th Hour (2002)
Alfie (2004)
Amelie (2001)
American Beauty (1999)
American Gangster (2007)
American History X (1998)
American Psycho (1999)
Bartleby (2001)
Bitter Moon (1992)
Catch Me If You Can (2002)
Conspiracy Theory (1997)
Fargo (1996)
Fatal Attraction (1987)
Girl, Interrupted (1999)
Grey Gardens (2009)
Margot at the Wedding (2007)

SCHIZOPHRENIA
A Beautiful Mind (2001)
Benny & Joon (1993)
Canvas (2006)
Derailroaded (2005)
Frailty (2001)
He Loves Me, He Loves Me Not (2002)
House of Fools (2002)
Lars and the Real Girl (2007)
People Say I’m Crazy (2003)
Proof (2005)
Soloist, The (2009)
Spider (2002)
Core Curriculum Management

New Core Component Proposal

Date Submitted: 11/27/18 3:00 pm

Viewing: MARB 340-ICD : Tropical Marine Ecology

Last edit: 11/27/18 3:00 pm

Changes proposed by: ballr

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Rachel Ball</td>
<td><a href="mailto:ballr@tamug.edu">ballr@tamug.edu</a></td>
<td>409-740-4531</td>
</tr>
</tbody>
</table>

Course Prefix MARB

Academic Level UG

Complete Course Title Tropical Marine Ecology

Abbreviated Course Title TROPICAL MARINE ECOLOGY

Crosslisted With

Semester Credit 4

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.

- Students will gain first-hand experience of Mexican culture through visits to historical sites (e.g. Chichen Itza) and everyday interactions with different segments of society (e.g. restaurant/hotel staff, street vendors, tourism operators, marine resource managers). After the travel, they will complete reflective online assignments and participate in online discussions about their experiences comparing the culture and history of Mexico to the US.
- Example topics for assignments are:
  - Describe some of the fundamental traits of the Mayan culture.
  - Do you see any differences how Mexico and the US approach coral reef conservation?
  - Discuss the different ways that tourism affects coral reefs in the Yucatan.

Articulate the value of a diverse and global perspective.

- At the end of each day, students and instructors will gather and discuss their experiences. Discussions will include assigned scientific tasks as well as interactions with people, food, music, art, culture and history.

Recognize diverse opinions and practices and consider different points of view.
The class will interact with multiple segments of Mexican society (e.g. restaurant/hotel staff, street vendors, tourism operators, marine resource managers), exposing the students to a diversity of socio-economic issues (e.g. environmental conservation vs. coastal development/tourism). Some of these issues will be addressed in the reflective discussions after the travel.

<table>
<thead>
<tr>
<th>Additional Comments</th>
<th>Updated syllabus and answers to ICD learning outcomes for this course.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Attach Course Syllabus</th>
<th>Marb 340 Syllabus 2019.pdf</th>
</tr>
</thead>
</table>

**Reviewer Comments**

- **Cari Bishop-Smith (bishopca) (04/03/18 1:15 pm):** Rollback: Per GV-UCC, syllabus requires updated links and the addition of the Catalog Description.
- **Rachel Ball (ballr) (04/04/18 5:09 pm):** Syllabus has been updated as requested.
- **Kristin Harper (kharper) (06/08/18 2:33 pm):** Rollback: The Core Curriculum Council did not approve this course for ICD. The course does not sufficiently meet the ICD course goals.
MARB 340: Tropical Marine Ecology – Summer 2019

Dr. Anja Schulze, Course Instructor
Rm. 258, OCSB – (409) 740-4540; E-mail: schulzea@tamug.edu
Dr. Ron Eytan, Course Instructor
Rm. 254, OCSB – (409) 740-4527; E-mail: eytanr@tamug.edu
TAs: Fernando Calderón Gutiérrez, 409 740-4875, fercg12@tamu.edu

Course Web Site: http://www.tamug.edu/diving/TropMarineEcology.html

**Catalog description:** This course provides for field-oriented experience in coral reef, mangrove, sea grass and other tropical marine ecosystems. Special emphasis will be placed on biodiversity, ecology and conservation issues specific to Yucatan Peninsula of Mexico.

**Prerequisites:** Prerequisites: BIOL 112. All students who dive must either be a current AAUS scientific diver or present a current medical examination (which will be provided by the Diving Safety Officer or instructor) completed within the past 12 months and signed by a doctor, to the instructor before class participation in the pool will be allowed. Prior to using scuba equipment, all students must provide proof of open water certification or equivalent diving experience (advanced certification recommended). Permission of the instructor and the Diving Safety Officer is required before any pool activity takes place. Divers Alert Network insurance, or equivalent, is required.

**Expanded description:** (4 credits). This Study Abroad course provides for field-oriented experience in coral reef, mangrove, sea grass, cave and other tropical marine ecosystems. Special emphasis will be placed on biodiversity, ecology and conservation issues specific to the Yucatan Peninsula of Mexico. The course consists of 1 week of lecture in Galveston, 2 weeks of fieldwork in the Yucatan Peninsula, and 1 week of post course readings and web based discussion.

**Learning Outcomes:** At the conclusion of the class, students will be able to identify the principal species of fish, corals and invertebrates inhabiting coral reefs and other tropical marine habitats; recognize and interpret environmental issues relating to coral reefs including coral diseases, human impact and climate change; and construct and justify plans that would help to protect and preserve coral reef communities and other tropical marine habitats.

**International and Cultural Diversity learning outcomes:** During this course, students will live and work in a diverse multi-cultural community from the Yucatan Peninsula of Mexico. Extended discussions on global perspectives will compare and contrast views of Mexican and US citizens. Students will have ample opportunities to converse with local people and tour World Heritage Sites such as the Mayan city of Chichen Itza, led by local guides.

**Textbook:** *Reef Fish Identification - Florida Caribbean Bahamas - 4th Edition* by Paul Humann, Ned DeLoach; plus required readings from materials on the course web site.

This course involves a 2-week field trip to Akumal on the Caribbean coast of the Yucatan Peninsula. Students will be charged a field trip fee ($2200) which will cover airfare, accommodations, meals, diving and transportation in Mexico. This field trip fee is in addition to normal tuition and fees for a 4-credit course. Space in the course is limited and students who make an $850 deposit starting Jan. 14 will be given preference. Dormitory space is available at the TAMU-Galveston campus for the first week of the course, while housing in Yucatan will be at the Vista del Mar condominiums in Akumal, Quintana Roo, Mexico.
Schedule (field activities are subject to change depending on local conditions)

<table>
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<tr>
<th>Day</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Galveston</td>
<td>PT, Intro. Lecture, Yucatan geography, coral ecology lectures, Swim test,</td>
</tr>
<tr>
<td>Day 2</td>
<td>Galveston</td>
<td>PT, Cenotes, fish, sea turtles lectures, Scuba checkout in pool</td>
</tr>
<tr>
<td>Day 3</td>
<td>Galveston</td>
<td>Moody Gardens rainforest, mangroves, sea grass lectures, Scuba in pool</td>
</tr>
<tr>
<td>Day 4</td>
<td>Galveston</td>
<td>Free day</td>
</tr>
<tr>
<td>Day 5</td>
<td>Galveston</td>
<td>Free day</td>
</tr>
<tr>
<td>Day 6</td>
<td>Galveston</td>
<td>Moody Aquarium fish count, exam, final packing &amp; checking of gear</td>
</tr>
<tr>
<td>Day 7</td>
<td>Travel day</td>
<td>Depart Galveston, fly from Houston to Cancun, van to Akumal</td>
</tr>
<tr>
<td>Day 8</td>
<td>Akumal</td>
<td>General orientation, snorkeling trip to reefs and sea grass beds</td>
</tr>
<tr>
<td>Day 9</td>
<td>Akumal</td>
<td>Shore dives - back reef area (reef structure and biodiversity)</td>
</tr>
<tr>
<td>Day 10</td>
<td>Akumal</td>
<td>Boat dives - barrier reef (reef fish identification)</td>
</tr>
<tr>
<td>Day 11</td>
<td>Akumal</td>
<td>Boat dives - barrier reef (% coral coverage &amp; coral diseases)</td>
</tr>
<tr>
<td>Day 12</td>
<td>Akumal</td>
<td>Trip to Mayan ruins at Chichen Itza (Mayan history and civilization)</td>
</tr>
<tr>
<td>Day 13</td>
<td>Akumal</td>
<td>Mangroves, sea grass studies (zonation, species composition)</td>
</tr>
<tr>
<td>Day 14</td>
<td>Akumal</td>
<td>Rocky shoreline and sandy beach ecology</td>
</tr>
<tr>
<td>Day 15</td>
<td>Akumal</td>
<td>Boat dives - fish census (transect &amp; stationary counts)</td>
</tr>
<tr>
<td>Day 16</td>
<td>Akumal</td>
<td>Boat dives - deep reef (spur &amp; groove structure)</td>
</tr>
<tr>
<td>Day 17</td>
<td>Akumal</td>
<td>Cenote dives (hydrology, speleogenesis, biology)</td>
</tr>
<tr>
<td>Day 18</td>
<td>Akumal</td>
<td>Cenote dives (hydrology, speleogenesis, biology)</td>
</tr>
<tr>
<td>Day 19</td>
<td>Akumal</td>
<td>Trip to Mayan ruins at Tulum, Coba (Mayan history and civilization)</td>
</tr>
<tr>
<td>Day 20</td>
<td>Akumal</td>
<td>Offshore trip to swim with whale sharks</td>
</tr>
<tr>
<td>Day 21</td>
<td>Travel day</td>
<td>Van to Cancun, fly to Houston, return to Galveston</td>
</tr>
<tr>
<td>Day 22 -28</td>
<td></td>
<td>Post course readings and web based discussions</td>
</tr>
</tbody>
</table>

**Grading:**
- Classroom and fieldwork participation: 25%
- Fieldwork research reports: 25%
- Lecture exam: 30%
- Online discussion questions: 20%
**Grading Scale:**

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

**Statement on Absences (Attendance):**

Information concerning absences is contained in the University Student Rules Section 7 ([http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html)). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**Make-up Policy:**

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Reasons for absences that are considered excused by the university are found in Student Rule 7 ([http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html)). 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.

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 Counseling Office, Selbel Student Center, or call (409)740-4587. For additional information visit [http://www.tamug.edu/counsel/Disabilities.html](http://www.tamug.edu/counsel/Disabilities.html).

**Academic Integrity**

For additional information please visit: [http://www.tamug.edu/HonorSystem](http://www.tamug.edu/HonorSystem)

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