New Course Proposal

Course Change Request

Date Submitted: 03/08/18 5:43 pm

Viewing: **MAST 226 : Museums, Law and Ethics**

Last edit: 06/15/18 9:39 am
Changes proposed by: overcomer

Contact Senate Number

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<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: 226

Department: Liberal Studies

College/School: Galveston Campus

Academic Level: Undergraduate

Undergraduate course level justification (Select One)
- College/Program Course Level Rubric

Effective term: 2019-2020 Galveston

Complete Course Title:
- Museums, Law and Ethics

Abbreviated Course Title:
- MUSEUMS LAW & ETHICS

Catalog course description:
- Exploration of museum law and ethics; interdisciplinary topics.

Prerequisites and Restrictions:
- Should catalog prerequisites / concurrent enrollment be enforced?
  - No

Crosslistings:
- No

Stacked:
- No

Semester: 3

Credit Hour(s): 3

Contact Hour(s): 3

Lecture: 3

Lab: 0

Other: 0

Repeatable for credit?: No

CIP/Fund Code: 3014010010

Default Grade Mode: Letter Grade (G)

Method of instruction:
- Lecture

Will sections of this course be taught as:
- No

In Workflow

1. LIST Department Head
2. Curricular Services Review
3. GV Committee Preparer UG
4. GV Committee Chair UG
5. GV College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 03/08/18 7:16 pm
   - JoAnn DiGiorgio-Lutz (joanne-a-lutz): Approved for LIST Department Head
2. 03/19/18 10:43 am
   - Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 03/19/18 11:31 am
   - Meredith Zalesak (zalesakm): Approved for GV Committee Preparer UG
4. 03/22/18 4:11 pm
   - Meredith Zalesak (zalesakm): Approved for GV Committee Chair UG
5. 03/23/18 11:44 am
   - Patrick Louchouarn (loup): Approved for GV College Dean UG
6. 03/23/18 1:27 pm
   - Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 04/09/18 9:27 am
   - Sandra Williams (sandra-williams): Approved for UCC Chair
8. 04/11/18 3:49 pm
   - Jan Helgoth (helgoth): Approved for Faculty Senate Preparer
non-traditional? (i.e., parts of term, distance education)

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
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<th>Program(s)</th>
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<tbody>
<tr>
<td>(BA-MAST) Maritime Studies - BA</td>
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Has/will this course be(en) submitted for core curriculum consideration? Yes

Proposed Core Foundational Component Area

Core Lang, Phil, Culture(KLPC)

Approved Foundational Component Area

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD consideration? No

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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus: [MAST 226_Syllabus_FALL 2019.docx](#)

Letters of support or other documentation: Yes

Upload files: [MAST 226 LIST committee appl.pdf](#)

Additional information: Faculty Senate Agenda Item F.S.36.045

Reviewer Comments

*Sandra Williams (sandra-williams) (03/19/18 10:43 am):* Moving forward, however, UG course level justification states "prerequisites" but there are none. Should it be College/Program policy instead?

*Sandra Williams (sandra-williams) (04/09/18 9:27 am):* UCC approved April 2018.
Janet Gonzales (janet-gonzales) (06/15/18 9:39 am): Rollback: Glitch in CARS, was not "approved" to be moved to Provost II.
MAST 226 Museums, Law & Ethics
Fall 2019
Meeting time: TBA
Location: TBA

Instructor Information
Name: Kristin Josvoll   Office Hours: TBA
Telephone: 409-740-4522   Office Location: CLB 105B
Email: kjosvoll@gmail.com

Catalogue Description
Exploration of museum law and ethics; interdisciplinary topics

Course Description and Prerequisites
Legal issues and concepts pervade the day-to-day management of museums, and a basic understanding of these matters is fundamental to the critical national and international policies that define the nature of museums. This course introduces students to the ways in which museums are affected by law, ethics, policy, political and social concerns, and key legal concepts. Discussions and assignments will address practical concerns as well as policy and conceptual matters. Students will be exposed to a range of issues through a combination of discussions of cases, responses to hypothetical situations, mock negotiations, and group discussions. Students will be able to identify issues from hypothetical situations and identify relevant legal concerns and resources. Students will understand legal matters in museum practice in an applied, practical manner and will have experience relating the theoretical and policy issues to practical choices. Legal and policy discussions will include current issues in copyright, freedom of speech and censorship matters, collections issues including cultural heritage developments. No prerequisites.

Course Objectives
- Analyze and describe examples of museum policies and illustrate how museum policies are important in legal matters
- Evaluate legal and policy principles in the museum context
- Identify and analyze the legal and ethical issues around collections: policies for collecting, acquisitions and deaccession concerns
- Expose students to the ethical dilemmas that arise in day-to-day museum situations and apply legal concepts to said examples.

Learning Outcomes: At the end of the course, students will:
- Relate the First Amendment of the U.S. Constitution to US museums and assess how museums are a forum for speech and freedom of inquiry
- Recognize national and international organizations that promulgate policy and law that affect museums and explain how to engage with them
- Demonstrate critical thinking skills
Examine legal and ethical principles in the museum context
Develop written and oral communication skills
Evaluate examples of copyright and intellectual property matters for museums

Core Curriculum Objectives & Evaluations

Critical Thinking Skills: The course enhances critical thinking skills through reading and class discussion of key ideas in legal and ethical issues in the museum context. These skills are evaluated through your written analysis of your learning experience in your policy paper.

Communication Skills: The course enhances communication skills through small group and class discussion and writing about ideas, issues, questions and approaches to issues in ethical and legal museum dilemmas. These skills are evaluated through your policy paper, briefs, and Common Reader Program small group discussions.

Social Responsibility: The course will enhance social responsibility through reading assignments that explore social, cultural, and historical issues of world heritage, antiquities and museums. You will be given the opportunity to reflect upon social responsibility through discussions regarding museums as a forum for speech and freedom of inquiry, ethical dilemmas surrounding world heritage in war zones, Nazi looted artifacts, and repatriation of sacral origin. Your understanding of these issues is evaluated in your policy paper, briefs, and Common Reader Program.

Personal Responsibility: The course will enhance personal responsibility through reading assignments that explore ethical and moral issues that arise in class readings. You will be given the opportunity to reflect upon personal responsibility through such museum-related topics as interpersonal relationships in museums, the interrelated roles of leadership and loyalty, decision making, consequences of action and inaction, and ethical issues in museums. Your understanding of these issues is evaluated in your policy paper, briefs, and Common Reader Program.

Cultural Discourse Learning Outcomes
1. Discover and hold respectful discussions and discourse on difficult, interdisciplinary topics related to museum law and ethics
2. Define and understand self, including personal bias and prejudices by contextualizing it within in the course content and assigned papers
3. Classify and understand how power or authority is distributed within organizational systems, including recognizing potential forms of privilege, oppression, and discrimination
4. Identify and understand how to use and promote informed dialogue to overcome issues dividing individuals and humankind
5. Recognize and 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 peoples and Aggies
6. Discuss and understand how to function effectively in a multicultural and global society
7. Indicate and understand conflict from multiple viewpoints
8. Practice and incorporate “Aggie Experience Activities”
9. Utilize and incorporate small group discussions for further exploration and understanding of content
Textbook and/or Resource Material


Any additional assigned readings will be posted on eCampus.

Grading policies
Grading scale:
A = 900-1000 points
B = 800-899 points
C = 700-799 points
D = 600-699 points
F = <600 points

There are a total of 1,000 possible points in this course, divided as follows:

**Attendance and participation/discussion:** 150 points (15%)
- Weekly Attendance: 5 points/week
- Weekly Discussion Participation: 5 points/week

**Common Reader Small Discussions:** 100 points (10%)
- Small Group Discussion Participation I: 50 points
- Small Group Discussion Participation II: 50 points

**Policy Brief Assignment:** 450 points (45%)
- Brief to Director: 150 points
- Brief to Board: 150 points
- IP Policy Recommendation Brief: 150 points

**Policy Paper Research Project:** 300 points (30%)
In this short research project, you will review at least one peer-reviewed paper on a topic related to this course and make observations and recommendations about the topic citing support for your position.

Additional detailed information about the assignments, including rubrics for assessment, will be given in separate handouts.
Attendance and Make-up Policies

Attendance and participation is required as a part of the final course grade. There are no exams in this course; therefore, days that you miss must be made up within 30 days with proper documentation/university approved excuse. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code. Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1) Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence: (i) Texas A&M University Explanatory Statement for Absence from Class form available at http://www.tamug.edu/studentrules/Academic_Rules/Absence%20Statement.pdf or (ii) Confirmation of visit to a health care professional affirming date and time of visit. Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior 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, including an explanation of why notice could not be sent prior to the class.

If you have an unexcused absence, your attendance and participation grade will reflect accordingly based on the grade guidelines. Information concerning absences is contained in the University Student Rules Section 7 (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).

Course Schedule (Tentative)

Week: Topic:

Module 1 Legal Fundamentals

1 Course objectives, syllabus, assignments; Introduction to museums and the law
Consider for discussion: What is museum law? Are museums legal entities? Discuss the ways that mission statement and ethics affect the choice of entity and how it is managed? What impact do museums have for cultural understanding, global interaction/ conflict/ (in)tolerance, cultural identity? How can museums be utilized to bridge cultural/societal divisions? Discuss how museums present information and how their interpretation can be applied. (CD: 1, 2, 3, 4, 6, 9)

2 Fundamentals – Legal Entities: For profit, Tax exempt, Government, Foundations Boards, Trustees and Staff/Board Relations
Ethics: AAM, AAMD, ICOM, VRA
Consider for discussion: What is the benefit of having variety – different kinds of entities? Why would a donor or collector choose to form a foundation rather than donate a collection to a museum? How does ‘speech’ affect museums? Does the kind of legal entity affect considerations about scope of speech? How do – or should – museums decide what to collect and what (and how) to exhibit? (CD: 1, 2, 3, 4, 6, 9)
Administration and Policy Development
Donor Relations, Gifts
Consider for discussion: What is the board’s job? What is the relation between board and staff? What are some tensions to be aware of and diplomatic ways to navigate? In what ways do administrative practices and policies have legal impact, ethical impact? (CD: 1, 2, 3, 4, 6, 9)

Common Reader small group discussions
Consider for discussion: how does the common reader relates to museum studies and its legal fundamentals? Discuss how uncovering and researching global cultures can aid in understanding modern societies. In what ways can we connect with the diverse cultures we encountered and in what ways are we separate? (CD: 1, 2, 3, 4, 5, 6, 7, 8, 9)

Brief to Director DUE: you will provide a short written memo in response to hypothetical legal and ethical scenario as if you are a museum professional briefing your director on the matter at hand. You will apply the ideas and information in the readings and discussions to the scenario and make a recommendation to your director. (CD: 2, 4, 5, 6)

Module 2 Collections, Building, Safety
The Collection, Role of Registrar, Selected Issues: Accession/Deaccession
Consider for discussion: Discuss the importance of clear title, policy, and documentation. What happens if title is not clear? Relate how museum documentation and collections care impacts ethical and entity legality. Why don’t we capitalize on museum collections? Discuss how the museum presents information about collections and how personal interpretation can be applied for cultural identity. (CD: 1, 2, 4, 6, 9)

Museum Acquisitions, Collections Management
Consider for discussion: What impact does collections management have for cultural understanding and global interaction/conflict/(in)tolerance? How can proper documentation and collections care be utilized to bridge cultural/societal divisions? Why don’t museums provide authentications or appraisals outside the museum? (CD: 1, 2, 3, 4, 6, 9)

Brief to the Board DUE: you will provide a short written memo in response to a hypothetical legal and ethical scenario as if you a museum professional briefing your Board of Trustees on the matter at hand. You will apply the ideas and information in the readings and discussions to the scenario and make recommendations to your Board, make sure to reflect on (in)tolerance, and what different cultural, economic, and political circumstances are encompassed through this hypothetical scenario. (CD: 2, 4, 5, 6)

Module 3 Intellectual Property
Copyright and Trademark
Consider for discussion: What is copyright? Discuss fair use and library and archive exceptions. Why are copyrights important for museums? What copyrights and trademarks do museums “own” – what ‘can’ they own? How does copyright and trademark impact museum legalities and ethics? (CD: 1, 2, 4, 6, 9)

Business Activities – Revenue Generating Activities
Consider for discussion: How does copyright relate to business activities – or not? What do we sell and why? What are the purposes of product development and licensing? What is it important to relate these to the museum’s mission – and identify where these activities are not about mission? (CD: 1, 2, 4, 6, 9)

Module 4 Global Policy and Practice

9 International Organizations – UNESCO, ICOM, IFLA, WIPO
Consider for discussion: How do the organizations we’ve examined deal with culture, politics, and law? Who owns antiquity? Explore museums and the battle over our ancient heritage. In what ways can we connect with the diverse cultures we encountered and in what ways are we separate? Why do we need international organizations for governing world heritage? (CD: 1, 2, 3, 4, 5, 6, 7, 9)

10 IP Policy Recommendation Brief DUE: you will provide a short written memo in response to a hypothetical scenario about an intellectual property policy question. You will apply ideas and information in the readings and discussions to the scenario and make a recommendation. (CD: 2, 4, 5, 6)

11 Cultural Patrimony, Provenance Issues, Ethics
Consider for discussion: What does cultural intrusion mean for a culture? Discuss how forms of oppression, discrimination, tolerance/intolerance, and conflict were introduced, and how they apply to museum studies. Does physical possession matter in the same way today as in the past given access to digital collections worldwide? How does possession relate to identity as compared to security of materials? (CD: 1, 2, 3, 4, 5, 6, 7, 9)

12 NO CLASS THANKSGIVING BREAK

13 Egypt, the Middle East, China – looted, destroyed, displayed globally
Consider for discussion: What impact does ethics have for policy making, cultural understanding, global conflict, tolerance and intolerance for differing cultures and societies? Discuss how forms of privilege, oppression, and discrimination were introduced, and how they apply to museums and their functions? (CD: 1, 2, 3, 4, 5, 6, 7, 9)

14 NAGPRA – Native American Graves Protection and Repatriation Act
Consider for discussion: Do you think museum should repatriate? Under what circumstances? Why? What impact does ethics have for international policy making, cultural understanding, global conflict, tolerance and intolerance for differing cultures and societies? Discuss how forms of privilege, oppression, and discrimination were introduced, and how they apply to museums and their functions? (CD: 1, 2, 3, 4, 5, 6, 7, 9)

15 Field Trip to Holocaust Museum Houston
Common Reader small group discussions
Consider for discussion: how does the common reader relate to museum studies and its legal fundamentals? Discuss how uncovering and researching global cultures can aid in understanding modern societies. In what ways can we connect with the diverse cultures we encountered and in what ways are we separate? (CD: 1, 2, 3, 4, 5, 6, 7, 8, 9)

Policy Paper Research Project DUE: In this short research project, you will review at least one peer-reviewed paper on a topic related to this course and make observations and recommendations about the topic citing support for your position. Reflect on your evolution throughout this course in how you define ethics in museum studies. Focus on how your understanding of the world and our place in it has changed from the beginning of the semester to now. Make sure to include personal subjectivity. (CD: 2, 4, 5, 6, 7)

No Final Examination

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.tamug.edu/counsel/Disabilities.html.

Academic Integrity
For additional information please visit: http://www.tamug.edu/HonorSystem

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

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. Currently enrolled students wishing to withhold any or all directory information items may do so by going to https://howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

The complete FERPA notice to students and the student records policy is available at the Office of the Registrar webpage: http://registrar.tamu.edu/Catalogs,-Policies-Procedures/FERPA/FERPA-Notice-to-Students#0-StatementofRights.

Items that can never be identified as public information are a student’s social security 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.

Statement on Course Evaluations
The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for Texas A&M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is a critical component used to improve curriculum and teaching. Each faculty member values your input to improve his/her methodology. Your comments can also significantly impact the mix and membership of faculty. The PICA website is available at [http://pica.tamu.edu](http://pica.tamu.edu), or your Howdy portal.
Course Change Request

New Course Proposal

Date Submitted: 03/12/18 8:50 am

Viewing: SOCI 240: Tourism, Culture and Place

Last edit: 06/15/18 9:51 am
Changes proposed by: overcomer

Contact(s)

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<tr>
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<tbody>
<tr>
<td>Paula Morris</td>
<td><a href="mailto:morriss@tamug.edu">morriss@tamug.edu</a></td>
<td>409-740-4975</td>
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</tbody>
</table>

Course prefix: SOCI  
Course number: 240

Department: Sociology
College/School: Galveston Campus
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
College/Program Course Level Rubric
Academic Level: Graduate (alternate)
Effective term: 2019-2020 Galveston
Complete Course Title: Tourism, Culture and Place
Abbreviated Course Title: TOURISM, CULTURE & PLACE

Catalog course description:
Analysis of tourist encounters; marketing and displaying culture to tourists; implications of tourism for urban economies and landscapes; interactions between tourists and locals.

Prerequisites and Restrictions

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced?

Crosslistings: No  Crosslisted With
Stacked: No  Stacked with

Semester: 3  Contact Hour(s): 3  Lecture: 3  Lab: 0  Other: 0
Credit Hour(s):
Repeatable for credit?: No
Three-peat?: No
CIP/Fund Code: 4511011001

In Workflow
1. SOCI Department: Head
2. Curricular Services Review
3. GV Committee Preparer UG
4. GV Committee Chair for UG
5. GV College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 03/12/18 9:54 am
   Denis O’Hearn (dohearn): Approved for SOCI Department Head
2. 03/19/18 10:51 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 03/19/18 11:33 am
   Meredith Zalesak (zalesakm): Approved for GV Committee Preparer UG
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**Course Syllabus**

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<td>Approvals attached: 1)</td>
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<tr>
<td>Dept of Sociology,</td>
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<td>2) LIST CD courses chairman,</td>
<td></td>
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<td>3) LIST Curriculum Committee</td>
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<tr>
<td>Reviewer Comments</td>
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Sandra Williams (sandra-williams) (03/19/18 10:51 am): Moving forward, however, UG course level justification states "prerequisites" but there are none. Should it be College/Program policy instead?
Bob Knight (bob-knight) (04/03/18 10:25 am): I agree with Sandra’s comment on prerequisites.
Sandra Williams (sandra-williams) (04/05/18 2:40 pm): Update received.
Janet Gonzales (janet-gonzales) (06/15/18 9:51 am): Rollback: Glitch in CARS, was not "approved" to be moved to Provost II.

Reported to state?

Add
Course title and number  SOCI 240: Tourism, Culture, and Place
Term  Fall 2019
Meeting times and location  TBD

Catalogue Description

Analysis of tourist encounters; marketing and displaying culture to tourists; implications of tourism for urban economies and landscapes; interactions between tourists and locals.

Course Objectives and Prerequisites

Although tourism evokes images of fun, exploration, and frivolity, it is a social phenomenon deserving serious sociological inquiry. Tourism, as one of the largest and fastest growing industries, is a major cultural and economic force shaping our world and how we experience it. In this course, we will merge content and form. We will examine the nature of tourist encounters, marketing and displaying culture to tourists, and implications for urban economies and landscapes, as well as those for tourists and locals. Tourism, however, need not be just an object of study; it can also be a medium. The island of Galveston will be our classroom. Via local field trips, we will explore how Galveston is constructed as a tourist destination, using the city to reflect on essential questions of tourism, culture, and place. There are no prerequisites for this course.

Course Learning Outcomes

1. Apply critical thinking and problem-solving skills to issues of tourism, culture, and place.
2. Analyze data by applying key sociological principles and concepts.
3. Interpret sociological theories and apply them to issues of tourism, culture, and place.
4. Construct and support arguments about tourism and tourists’ experiences.

Critical Discourse Learning Outcomes

1. Hold respectful discussions and discourse on difficult topics.
2. Understand self, including personal bias and prejudices.
3. Understand how power or authority is distributed within organizational systems, including recognizing potential forms of privilege, oppression, and discrimination.
4. Understand, as an overarching goal, how to use and promote informed dialogue to overcome issues dividing, not uniting, individuals and humankind.
5. Understand tolerance and intolerance and have knowledge of when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies.
6. Understand how to function effectively in a multicultural and global society.
7. Understand conflict from multiple points of view.
8. Incorporates “Aggie Experience Activities” into the course.
9. Incorporates small group discussions into the course.

Instructor Information

Name  Dr. Jenna A. Lamphere
Telephone number  409-740-4758
Email address  jlarphere@tamug.edu
Office hours  MW 11:00-12:30
Office location Bld. 3C07, Office 124

Textbook and/or Resource Material

No textbook is required for this course. All reading assignments will be available online or via Blackboard.

Grading Policies

You will be evaluated according to seven criteria: (1) attendance and participation; (2) memos over assigned readings; (3) a travelogue that documents your travel experiences; (4) a content analysis of promotional material for local tourism; (5) conducting an Aggie campus tour; (6) four structured reading group assignments; and (7) a final scrapbook that reflects upon and analyzes your travel and course experiences. Without a documented university-excused absence, no late work is accepted. For five points extra credit, you can earn a tourism ambassador certification via the Galveston Island Tourism Ambassador Program. Grading is detailed below:

<table>
<thead>
<tr>
<th>COURSE GRADING</th>
<th>GRADE STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>5</td>
</tr>
<tr>
<td>Memos</td>
<td>10</td>
</tr>
<tr>
<td>Travelogue</td>
<td>30</td>
</tr>
<tr>
<td>Galveston Travel Content Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Aggie Campus Tour</td>
<td>5</td>
</tr>
<tr>
<td>Structured Reading Group Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Final Scrapbook</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Attendance and Participation (5%)

Except for university-excused absences, you are expected to attend and participate in all classes. See student rule seven (http://www.tamu.edu/stulife/Academic_Rules/7_Attendance.html) for more information on university-excused absences. Attendance is measured through coming to class on time and staying the full class period. I will collect attendance every class. Additionally, this is a small class, so it will be fairly easy for me to know when you do and do not attend. Excessive absences will affect your grade and detract from your learning. Participation will be measured through your contribution to class discussion and activities, Blackboard use statistics, and my observation of your participation. In order to earn full credit for participation, you must contribute meaningfully to class discussion regularly.

This is a professional atmosphere and all students are expected to act accordingly. This includes, but is not limited to, giving full attention to those talking, respecting comments and questions, and no cell phone, earbud, or laptop use. Students who violate this policy will lose credit for attendance and participation that day. Those who repeatedly violate this policy will be dismissed from the class, required to meet with me via office hours or by appointment before returning to class, and may be subjected to formal disciplinary action.

Memos (10%)

For each class period, you are required to draft an outline of the assigned reading material and develop talking points. The purpose of the memos is to help ensure you are keeping up with course content, as well as to help facilitate class discussion. In your memos, summarize the readings’ main points, objectives, methods, and scholarly contributions. Also, draft a few thoughtful questions or concerns to bring up in class. The memos are intended to be rough and will not be graded for style or writing. Use your notes to focus on comprehension and to pose interesting or confusing points. Each memo should be about one page. A hard copy of your memo for that week’s readings is due at the beginning of the first day of class each week. You must be present in class to submit your memo. Without a documented university-excused absence, no late memos will be excepted.

[Meets cultural discourse learning outcomes: 2 and 3]
Travelogue (30%)

Throughout the semester, you are required to attend at least 10 local tourist events, eight of which will be organized as classroom-wide experiences. The other two, you will be required to attend on your own. Within 24 hours of leaving the tourist site, document your experiences in your travelogue. Interrogate the themes we will be exploring throughout the course: as a tourist, what meanings are you applying to the site; how is the space being used to convey meaning to you; who are the actors conveying the meaning; how is the place, people, and/or history being themed; and whose narrative is prioritized over others? Document your experiences and understandings. Should you not be able to attend class on a day we have a class-wide tour scheduled, you are permitted to substitute one (i.e., with the exception of the second Aggie campus tour) with a local tour you attend on your own. I have arranged for the following class-wide tours:

1. Aggie campus tour, as guided by admissions: The purpose of the first Aggie campus tour is to begin developing an understanding of the tourist's perspective by viewing a common and well-known site in a different context. The intent is that by viewing an everyday setting (i.e., campus) from an uncommon vantage-point (i.e., visitor), you will begin to discern the unique perspective of the tourist from that of someone who is deeply acquainted with the site (i.e., a local). This tour is scheduled during our regular class time on 08/29.

2. Tour of Seawall: The purpose of touring Seawall Blvd. is to examine restaurants and souvenir shops in order to critically assess issues of authenticity, mass production, and commodification. By examining local (e.g., Landry's, Murdoch's Bathhouse, the Float, etc.) and chain (e.g., Joe's Crab Shack, Wings Beach Shop, Rainforest Cafe, etc.) businesses, you will answer questions, such as: How is Galveston being represented? How is culture being produced and consumed? How do local communities and multinational corporations meet? This tour is scheduled during our regular class time on 10/03.

3. Aggie campus tour, as guided by students: After reviewing the tricks-of-the-trade and best practices for guiding tours, you will take on the role of tour guide. You will select a favorite site on campus and demonstrate your skills by performing as a tour guide for your classmates. This second Aggie campus tour will also give your classmates another opportunity to view the well-known site from a different perspective. This tour is scheduled during our regular class time on 10/10.

4. Artist Boat Tour: You will go on a kayak adventure through Artist Boat's Coastal Heritage Preserve. Located on the west end of the island, Artist Boat has raised millions of dollars through grants and community donations in order to save over 600 acres of coastal prairies and wetlands from developers. After becoming acquainted with the land use dispute, you will experience the site for yourself and have the opportunity to discuss the creation of the preserve with Artist Boat. This tour is scheduled for 10/22. The time will be forthcoming; we will select a time that works best with everyone's schedules.

5. Ghost Tour of Ashton Villa: On Halloween, you will get the rare opportunity to tour Miss Bettie Brown's 1859 home, Ashton Villa, and hear about her exceptional life and possible after-life. With this tour, you will participate in the growing industry of dark tourism or thanatourism, which involves visiting destinations of great catastrophe, violence, tragedy, and/or paranormal activity. This tour is scheduled during our regular class time on 10/31.

6. Tour of Moody Mansion: Students will take a guided "legacy" tour of the 28,000 square-foot 1895 mansion in order to get a behind-the-scenes peak at Mary Moody Northen's vision for preserving her home and sharing her collections. You will critically assess issues of memory and museumization by wrestling with questions of how history is represented, whose history gets preserved, and the "proper" way of enshrining the past. This tour is scheduled during our regular class time on 11/07.

7. Old Central Cultural Center: Established in 1974 in order to preserve the legacy of the first African-American high school in Texas, the Old Central Cultural Center provides cultural enrichment via art media and the preservation of artifacts of black culture. Additionally, adjacent to the center is Jack Johnson Park, which houses the Jack Johnson statue. After becoming acquainted with the history of the site and the controversy surrounding it, you will take a self-guided tour through the center and visit the park. You will be encouraged to reflect not only on local black experiences but also of the "meaning" of the city overall. This tour is scheduled during our regular class time on 11/14.
8. Rosewood Cemetery: The cemetery, located just west of where Seawall Blvd. ends, was established in 1911 by a local group of African-Americans, who, at the time, were prohibited from interring their dead in the city’s cemeteries. The eight-acre cemetery was utilized through the 1940s, but starting in the 1950s, the city began acquiring undeveloped portions of it in order to extend the seawall. The cemetery is an ongoing site of contestation. After learning about the controversy, you will be asked to compare the cemetery to other sites, such as Moody Mansion, and through doing so grapple with important questions of collective memory. Additionally, the site helps illustrate that the tourist gaze can be applied anywhere (i.e., not just to popular tourist sites). This tour is scheduled during our regular class time on 11/19.

9-10. Two self-organized tours, which may include, among many, many others:

- Art Walk
- Baywatch Dolphin Tours
- Bishop's Palace
- The Bryan Museum
- Capt. Hal Newsom’s Airboat Tours
- Galveston County Museum
- Galveston Horse and Pony Rides
- Galveston Island State Park
- Galveston Railroad Museum
- The Grand 1894 Opera House
- Moody Gardens
- Pirates! Legends of the Gulf Coast
- Pleasure Pier
- Rosenberg Library’s Special Collections
- Schlitterbahn Waterpark
- Sea Turtle Tour
- Skydive Galveston
- Texas Seaport Museum
- Underwater Warfare Center
- Ocean Star Rig Museum

Your travelogue should be used to help construct your final scrapbook and is due on our class’s assigned date and time for final exams. *Without exception, no late travelogues will be accepted.*

[Meets cultural discourse learning outcomes: 2, 3, 5, 6, and 8]

**Galveston Travel Content Analysis (5%)**

Find materials promoting tourism of Galveston island and/or the surrounding area. What attractions, events, sites, or activities are promoted? Who is producing the material? Who is the target audience? What type of tourist is the material attempting to attract? How is Galveston being displayed and sold? Use examples from your materials to support your analysis. *Without a documented university-excused absence, no late content analyses will be accepted.*

[Meets cultural discourse learning outcome: 3]

**Aggie Campus Tour (5%)**

After learning about the art of guiding tours, you will be required to select a site on campus and give a guided tour to your classmates. The purpose of the tour is to demonstrate your knowledge of and skills for guiding tours, as well as to give your classmates yet another perspective through which to view a common spot on campus. *Without a documented university-excused absence, no make-up work for the tour will be excepted.*

[Meets cultural discourse learning outcomes: 2, 5, and 8]

**Structured Reading Group Assignments (20%)**

Throughout the course, you will use class time to practice critical thinking and informed dialogue to assess controversial topics in a small group setting. For each discussion, you will read assigned readings and participate in discussion guided by one of the following roles: (1) discussion leader, (2) passage master, (3) creative connector, (4) devil’s advocate, and (5) global citizen. See the accompanying handout for a description of each role. For each discussion, you will prepare a report in accordance with your role, which will be due at the end of class on the assigned discussion day. The purpose of the reports is to help prepare for and facilitate an engaged discussion. There are four structured reading group assignments scheduled over the following topics: (1) weighing economic development with ecological conservation; (2) dark tourism as vulgarization or memorialization; (3) power and inequality in collective memory-making; and, (4) normative and prescriptive ethics for tourism.
[Meets cultural discourse learning outcomes: 1-4, 7, and 9]

**Final Scrapbook (25%)**

Create a cumulative scrapbook that reflects upon and analyzes your tourism experiences throughout the course. Use excerpts from your travelogue, photos, citations, external studies, materials collected, quotes, or theories from class to first present and then analyze your adventures. You can work in any medium you enjoy (e.g., PowerPoint, Prezi, photography, painting, drawing, etc.). The assignment can be truly a scrapbook or digitized. As the due-date for the assignment gets closer, further instructions will be provided on Blackboard. You will have to present on your scrapbook during the last week of class. Your final scrapbook is due on our class’s assigned date and time for final exams.

[Meets cultural discourse learning outcomes: 2 and 3]

**Extra Credit**

For five points extra credit, complete the Galveston Island’s Tourism Ambassador Program and become a Certified Tourism Ambassador (CTA). Accredited through the Tourism Ambassador Institute, the CTA program is locally administered and results in industry-recognized credentials. Through a series of modules, required readings, a half-day classroom session, and open-book exam, you will earn the CTA designation, which can be used on your resume, website, business card, or more to signify your commitment to the tourism profession. For more information on the program, visit: [https://www.ctanetwork.com/articles/index.cfm?action=view&articleid=1544](https://www.ctanetwork.com/articles/index.cfm?action=view&articleid=1544).

[Meets cultural discourse learning outcomes: 5 and 6]

**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.tamus.edu/counsel/Disabilities.html](http://www.tamus.edu/counsel/Disabilities.html).

**Academic Integrity**

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

For additional information, see: [http://www.tamus.edu/HonorSystem](http://www.tamus.edu/HonorSystem).

**Course Topics, Readings, and Major Due Dates**

(T= tour, GS= guest speaker, SRG= structured reading group)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>- Syllabus</td>
<td>- T1: Aggie campus (08/29)</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td><strong>Nature of Tourist Encounters</strong></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Why We Travel</td>
<td>- Theroux (2011a)</td>
<td>-</td>
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<td></td>
<td></td>
<td>- Iyer (2001)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The Tourist Experience</td>
<td>- Gmelch (2009)</td>
<td>- GS: Kelly Du Schaun, Executive Director of Park Board of Trustees (09/12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Graburn (2009)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The Leisure Tourist</td>
<td>- McCannell (1999)- Ch. 1, 2, 5, 6</td>
<td>- GS: Maureen Patton, Executive Director of The Grand 1894 Opera House (09/19)</td>
</tr>
</tbody>
</table>

**Marketing and Displaying Culture**
<table>
<thead>
<tr>
<th></th>
<th>Tourist Gaze</th>
<th>- Urry, Larsen (2011)- Ch. 1, 5-7</th>
<th>- Content analysis (09/24) - GS: Bryan Kunz, Special Events Manager for Galveston Island Convention and Visitors Bureau (09/26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Themed America</td>
<td>- Gottdiener (2001)- Ch. 1.4-6  - Mintz (2009)</td>
<td>- T2: Seawall (10/03)</td>
</tr>
</tbody>
</table>

**Implications: Economies and Landscapes**

|---|---|---|---|

**Implications: Tourists and Locals**

|---|---|---|---|

**Finishing Up**

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<tbody>
<tr>
<td>14.</td>
<td>-</td>
<td>-</td>
<td>- Scrapbook presentations during finals</td>
</tr>
</tbody>
</table>

***Final: Traveologue and scrapbook is due on our class’s assigned date and time for final exams***

***As the instructor, I reserve the right to modify the syllabus as needed. Students will be given prior notice in class and via Blackboard announcements should any changes be made.***

**List of Readings**
*(Required and Suggested)*

**The Nature of Tourist Encounters**


**Marketing and Displaying Culture**


Implications: Economies and Landscapes


Implications: Tourists and Locals


Ethics in Tourism


**Structured Reading Group Assignments**

**Overall:** You will use class time to practice critical thinking and informed dialogue to assess controversial topics in a small group setting. In order to facilitate student collaboration and your understanding of the assigned 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 prepare and the group discussion should reflect thoughtful comprehension and consideration of the assigned reading. There are four reading group sessions, and for each, you will fulfill a different role. Below are descriptions of the various roles you may subsume. The descriptions include: (1) how to think about the readings; (2) what you need to prepare prior to class; and, (3) what you will contribute during class discussion.

**Reading Group Roles.** As a group, you will decide who will complete what role and when. When you decide, complete the accompanying sign-up sheet. Treat this sheet as a contract (i.e., you are bound to the role you selected on said day). Each reading group member will complete a role only once. During any one reading group session, one member must be discussion leader and no two members can share the same role.

<table>
<thead>
<tr>
<th>While Reading</th>
<th>What to Prepare</th>
<th>During Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Leader</td>
<td></td>
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</tr>
<tr>
<td>- Don’t get bogged down in the details and instead focus on big ideas</td>
<td>- Write at least five important discussion (i.e., not reading comprehension) questions</td>
<td>- Facilitate discussion in your group by asking your questions</td>
</tr>
<tr>
<td>- Pay attention to significant questions, assumptions, and implications of the material</td>
<td>- For each question, write out a short (i.e., five sentences or so) but thoughtful answer</td>
<td>- Do not share your answers until your group members have responded</td>
</tr>
<tr>
<td>- Seek to connect the main points with other course material or real-life applications</td>
<td>- Submit questions and answers via email by 5PM the night before the reading group session</td>
<td>- Ensure each member has equal opportunity to weigh in on discussion, which requires familiarity with the various roles</td>
</tr>
<tr>
<td></td>
<td>- Incorporate my feedback into your discussion questions</td>
<td>- Keep discussion on task and pace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passage Master</th>
<th></th>
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<tbody>
<tr>
<td>- Look for important passages that offer critical information or summarize main points</td>
<td>- Identify at least four important passages (i.e., one to five sentences or so) and indicate with page and paragraph numbers</td>
<td>- The discussion leader will ask you to briefly summarize the reading and discuss (some of) the passages you identified</td>
</tr>
<tr>
<td>- Identify passages that are thought provoking, controversial, or contradictory with other material covered in the course</td>
<td>- Include a summary of each passage in your own words</td>
<td>- Engage in conversation with your group members on their point of view of the passages you selected, particularly their significance and implications</td>
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<tr>
<td></td>
<td>- Explain why you think the passage is important by linking it to content covered in the course</td>
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<thead>
<tr>
<th>Creative Connector</th>
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<tbody>
<tr>
<td>- Consider how the material relates to your world</td>
<td>- Identify at least three connections</td>
<td>- The discussion leader will ask you to share (some of) your connections and discussion questions</td>
</tr>
<tr>
<td>- Do any of the passages sound familiar?</td>
<td>- Summarize the aspect of the reading that inspired your connection</td>
<td>- Help your group members make connections between course content and worldly events</td>
</tr>
<tr>
<td>- Have you heard similar or related ideas in the news, politics, radio, or other courses?</td>
<td>- Describe the external connection in detail (i.e., include titles, dates, websites, or other applicable information)</td>
<td>- Seek feedback from your group members on the usefulness of your connections</td>
</tr>
<tr>
<td>- Are there connections to popular culture, such as in TV shows, movies, or music?</td>
<td>- For each, provide a discussion question with your own thoughtful answer</td>
<td></td>
</tr>
<tr>
<td>- Note, your personal story may be a point of departure but does not constitute a connection</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Devil’s Advocate</th>
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</thead>
<tbody>
<tr>
<td>- Approach the material critically</td>
<td>- Submit at least three thoughtful arguments or oppositional ideas, including a brief explanation on why you are making such</td>
<td>- The discussion leader will ask you to raise (some of) your critical questions</td>
</tr>
<tr>
<td>- Question the points of view and assumptions offered</td>
<td></td>
<td>- Challenge the ideas in the</td>
</tr>
<tr>
<td>information, and theories provided?</td>
<td>critiques</td>
<td>readings by posing critical arguments or questions that might be raised by someone with a different point of view</td>
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<td>-----------------------------------</td>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>- Is the material clear, accurate, significant, or fair? Why or why not?</td>
<td>- For each argument, write at least one discussion question designed to get your group members to consider your critique, and include your own thoughtful answer to them</td>
<td>- Discuss with your group members how your ideas complicate their understandings of the readings</td>
</tr>
</tbody>
</table>

**Global Citizen**

- Consider how the reading demonstrates civic engagement, or conversely, missed the opportunity to do so
- Make connections between examples of civic engagement (i.e., or the lack thereof) in the reading with service events on campus, in your community, in the nation, or worldwide
- Turn in at least three examples of civic engagement
- Summarize the aspect of the reading that inspired your connection
- Describe the external example in detail (i.e., include titles, dates, websites, or other applicable information)
- For each, provide a discussion question with your own thoughtful answer
- The discussion leader will ask you to share (some of) your citizenship connections and discussion questions
- Help your group understand the relationship between global citizenship and the reading
- Guide your group members to make these connections themselves and encourage them to improve their own participation in civic life

**Grading:** Throughout the course, you have to complete four reading group assignments, each of which is worth five points. One point will be from peer-review. *In order to receive your point from peer-review, you must submit a peer-review by 11:59PM CT to me via email on the day of the scheduled reading session.* The remaining points will be determined by:

<table>
<thead>
<tr>
<th>Fails to Meet Expectations</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
</tr>
</tbody>
</table>

- Incomplete (i.e., less than 50%)
- Fails to demonstrate own point of view, its assumptions, and implications
- Fails to demonstrate ability to examine divergent perspectives
- Fails to illustrate ideas with examples
- Does not exhibit familiarity with reading or exhibit critical thinking
- Mostly complete (i.e., over 50%)
- Some evidence of ability to identify own point of view, its assumptions, and implications
- Some evidence of ability to examine divergent perspectives
- Use of some examples to illustrate ideas
- Shows some attempt to critically think about the reading
- Meets completion requirements
- Demonstrates ability to identify own point of view, its assumptions, and implications
- Examines divergent perspectives
- Uses examples to support ideas often
- Applies critical thinking to the reading
- Exceeds completion requirements
- Demonstrates an increasing ability to identify own point of view, its assumptions, and implications
- Depicts the logic of different perspectives
- Consistent use of compelling examples to illustrate ideas
- Expertly applies critical thinking to the reading

Hi Paula,

See below for CS's permission to develop SOCI 240 Tourism, Culture, and Place.

Thanks!

Dr. Jenna A. Lamphere  
Texas A&M at Galveston  
Department of Liberal Studies  
P.O. Box 1675  
Galveston, TX 77553  
409-740-4758

Hi Jenna,

The course looks very interesting and I believe we can find a way to get it on the books with a real number. How about SOCI 240?

Do you know, when you propose a course from Galveston, does it go through the curriculum approval process on our campus (i.e., College Station)?

Thanks,
Tim

Tim Woods, Ph.D.  
Instructional Associate Professor  
Director of Undergraduate Curriculum  
Department of Sociology  
Texas A&M University

On 3/1/18, 12:06 PM, "Jenna Lamphere" <jlamphere@tamug.edu> wrote:

>Hi Denis,
>
> I am reaching out to you again regarding the upcoming CD changes. I have 
>cc'd JoAnn DiGeorgio and Tim Woods on this conversation. When we last
spoke, I had asked if it would be possible for us to add SOCI 289 Special Topics to our inventory and offer it as a CD course in Tourism, Culture, and Place. It has recently come to my attention that in order to make that a CD course, it has to have a permanent number. Would you consider making this a permanent course, and if so, what number would you like it assigned? I have attached a copy of both my CD application and the course syllabus. Please let me know if you have any questions or if I can provide you with any more information. Thank you again for your cooperation in helping us making these changes. This has been a learning process, and we are still figuring out what is needed or expected of us.

Sincerely,

Dr. Jenna A. Lamphere

Texas A&M at Galveston
Department of Liberal Studies
P.O. Box 1675
Galveston, TX 77553
409-740-4758

From: Denis O’Hearn [dohearn@tamu.edu]
Sent: Tuesday, February 13, 2018 2:14 PM
To: Jenna Lamphere
Cc: JoAnn DiGeorgio-Lutz; Woods, Timothy S
Subject: Re: Cultural Discourse Course

Hi Jenna, this sounds right and ok to me. I am cc’ing Tim Woods just in case he has any comments about this. If you are only looking for us to say "go ahead" and give you our blessing then you have it. But Tim is on top of the CD and ICD issues.

Denisd

On Mon, Feb 12, 2018 at 7:53 PM, Jenna Lamphere wrote:
Hi Denis,

We are under some pressing deadlines here to get syllabi submitted for courses to get certified to meet the new cultural discourse requirements. As you might imagine, given the hard-science focus of our campus, we expect our department will play an important role in providing CD courses for our student body. After a flurry of meetings, it was suggested that I reach out to you to see if we could get SOCI 289 Special Topics added to our inventory? The intent is to offer that as a CD course on tourism, culture, and place. Such a course would fit nicely with our new tourism and community development program, as well as help fill the anticipated demand for the CD requirement. Please let me know if I can provide you with any more information about the potential course, and I appreciate your cooperation.

Thanks!

Dr. Jenna A. Lamphere

Texas A&M at Galveston
Department of Liberal Studies
P.O. Box 1675
Galveston, TX 77553
409-740-4758

Denis O'Hearn
Professor and Head
Department of Sociology
Texas A&M University

Nàawih Etayaup'le ¡Hola! Howdy!

[Cover Image]
Andrei Grubacic and Denis O'Hearn, Living at the Edges of Capitalism:
Adventures in Exile and Mutual Aid (University of California Press,
2016). Winner, 2017 Distinguished Book Prize, PEWS section of American
Sociological Association
Hi Paula,

These look great and I’ve copied Katherine in order to move them forward.

Thanks,

Carol

On Mar 8, 2018, at 7:19 PM, Paula Morris <morrisp@tamug.edu> wrote:

Hi Carol,

Attached for your approval are documents for Jenna’s proposed CD course SOCI 240.

Paula Morris '13 | Administrative Associate
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<CD Request Form- SOCI 240 (2).docx><SOCI 240 Tourism Culture Place syllabus 2019.docx>

Carol Bunch Davis, Ph.D.| Associate Professor of English
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Paula,

The committee approves SOCI 240--CD proposal.

Katherine

Katherine Echols, Ph.D.
Instructional Assistant Professor, English
Faculty Adviser, The Nautilus and Rudder Radio
Honors Program Chair
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