THE FACULTY SENATE

November 14, 2009

TO: Faculty Senate Office

FROM: Andrew Klein, Chair Core Curriculum Council

RE: Approved Core Curriculum Courses – November 4th 2009

The following courses were approved by the Core Curriculum Council on November 4th, 2009:

FILM 406 Propaganda and Dissidence – Visual and Performing Arts

FILM 415 The Ancient World in Film – Visual and Performing Arts

WMST 207 Introduction to Gender and Society – International and Cultural Diversity

GEOG 327 Geography of South Asia – International and Cultural Diversity

GEOG 327 Geography of South Asia – Humanities

GEOG 201 Introduction to Human Geography – International and Cultural Diversity
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by: Interdisciplinary Program in Film Studies
   and concerns (enter prefix, number, and complete title of course): FILM 406. Propaganda and Dissidence. (cross-listed with EURO 406)

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in: Visual and Performing Arts
   b. To be withdrawn as an approved course in: ______________________________
   c. To be moved from an approved course in: ______________________________
      to an approved course in: ______________________________

3. Attach twenty four (24) copies of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics ['Exemplary Educational Objectives']": http://www.thech.state.tx.us/AAR/UndergraduateEd/fos_assumdef.cfm
   Learning Outcome #1 is consistent with THECB Educational Objective IV #7
   Learning Outcome #2 is consistent with THECB Educational Objectives IV #3 and 5.
   Learning Outcome #3 is consistent with THECB Educational Objective IV #3.
   Learning Outcome #4 is consistent with THECB Educational Objective IV #4.
   Learning Outcome #5 is consistent with THECB Educational Objectives IV #6 and 7.
   Learning Outcome #6 is consistent with THECB Educational Objective IV #1.
   Learning Outcome #7 is consistent with THECB Educational Objective IV #2.
   Learning Outcome #8 is consistent with THECB Educational Objective IV #5.

Signature: ____________________________  ____________________________  (Date)
Course Instructor/Coordinator

Received: ____________________________  (Date)
Chair, CCC

Approvals:
College Dean: ____________________________  3/9/09
Department Head: ____________________________  5 March 2009
EURO/FILM 406

Propaganda and Dissidence

Instructor: Brett Cooke
Office: ACAD 329-C
Office hours: TR 11-12
Home phone: 693-3704
Office Phone 845-4762
e-mail: brett-cooke@tamu.edu

Course Description: This course examines the use of Film as medium to promote political ideology, government propaganda, political dissidence, and subversion, with focus on Europe.

Lenin’s famous comment that film was (for the Communists) “the most important art” was reflected in the Soviet regime’s policy of using film strips shown on “agit-trains” as the most effective and efficient means of spreading propaganda to the countryside on behalf of the Bolshevik Revolution. For them the urgency of the moment dictated the development of a film language intended to agitate neutral bystanders and lukewarm allies into active support of a given ideology. As a result, Soviet filmmaking, albeit not alone in this endeavor, led the development of a culture of films particularly able to stir audiences and channel their consequent attitudes and, quite possibly, behaviors in intended directions. Atrocities and utopian visions have always been the stuff of propaganda, but new stylistic means were required for film. The new film vocabulary of montage, rhythmic music, chiaroscuro, angles, handheld cameras, etc., includes much borrowed from the Futurists who dominated early Soviet culture.

Propagandistic devices were readily exploited by promulgators of other ideologies—as we shall examine in some loathsome examples—and by dissidents of the same regimes. Indeed, propagandistic means were employed to subversive ends; this is particularly fascinating in dissident films made within the domain of such regimes. An important issue with some films will be how they were permitted to be made in single party states: how did the makers obtain the necessary film stock? How can a film, given the enormous size of most production teams, be shot secretly deep within China, as in Joan Chen’s Xiu-Xiu? What are the typical politics of distribution? Repentance, for example, was relegated to “3rd category” (foreign release only) and sat on a shelf for 5 years. Could it be that some despotic regimes are somehow reluctant to squelch indigenous dissent—as in the case of much East European and Latin American film of the 1970s and 1980s? Do some films somehow serve to purge a nation’s guilt as it recovers from recent despotism? We will study 14 representative—and classic—films, one per week, including their scenarios, such as are available.

A third stage in the course will be anti-anti-propaganda, wherein dissidence is itself subjected to critical examination. Lastly, we shall study recent films which exploit dissident culture not so much to make points of watered-down dissent but for commercial ends, as in the case of Oliver Stone’s JFK. Here propagandistic devices obtain aesthetic results—and turn a significant profit.

Prerequisites: Junior or senior classification, or approval of instructor
Student Learning Outcomes: During the semester, students will:

1. expand their knowledge of the human condition and human cultures in the context of the course subject matter.

2. enhance their abilities to analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone.

3. enhance their abilities to reason logically and respond critically to a wide range of evidence, both primary and secondary.

4. gain an understanding of the intellectual demands required for the study of literature and culture through their own critical analysis—thinking, reading, listening, speaking, and writing.

5. develop an appreciation of a foreign literature and culture as both a field of knowledge and a creative process.

6. gain an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign literature and cultures.

7. learn to understand these issues and interpretations in their cultural and social contexts.

8. develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.

Required texts: Packet of readings (available from Notes N' Quotes: 846-2255)
Paradise Now (Abu-Assad, 2005)
Battleship Potemkin (Eisenstein, USSR, 1925)
The Mother (Pudovkin, Russia, 1926)
Triumph of the Will (Riefenstahl, Germany, 1934)
Ivan the Terrible, Part One (Eisenstein, USSR, 1941)
Ivan the Terrible, Part Two (Eisenstein, USSR, 1948)
Kolberg (Harlen, Germany, 1945)
Battle of Algiers (Pontecorvo, 1967)
Ashes and Diamonds (Wajda, Poland, 1958)
Man of Marble (Wajda, Poland, 1977)
The Official Story (Puenzo, Argentina, 1986)
Repenitence (Abuladze, Georgia, 1984)
Xiu-Xiu: The Sent-Down Girl (Chen, China, 1999)
JFK (Stone, USA, 1995)
Grading Policy:

11 Pop quizzes 25% The lowest score will be dropped.

Term paper 25% Topic must be approved by the instructor. 5-6 pages. Substantially revised papers may be resubmitted.

Midterm exam 20% Covers the first six weeks of the semester.

Final exam 30% Covers the last eight weeks of the semester.

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

Attendance both in class and at one screening per week is absolutely essential. Two unexcused absences will result in the reduction of the final grade by a whole grade.

Absences: Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. 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).

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing 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 that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, B-118 Cain Hall (845-1637).

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.
## Schedule of lectures—tentative, subject to change:

### Readings in packet due by:

<table>
<thead>
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<th>Week</th>
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<td><em>Paradise Now</em> <a href="http://www.rottentomatoes.com/m/paradisenow">http://www.rottentomatoes.com/m/paradisenow</a></td>
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<td>Sex? <a href="http://www.rottentomatoes.com/m/xiu_xiu_the_sent_down_girl">http://www.rottentomatoes.com/m/xiu_xiu_the_sent_down_girl</a></td>
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<td><em>Xiu-Xiu: The Sent-Down Girl</em></td>
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TEXAS A&M UNIVERSITY CORE CURRICULUM  
Request for Course Addition, Change or Withdrawal  
Submitted to the Chair, Core Council (CCC)  
Office of the Faculty Senate, MS 1225

1. This request is submitted by: Department of European and Classical Languages and Cultures  
   and concerns (enter prefix, number, and complete title of course): FILM 415. The Ancient World in Film. (Cross-listed with CLAS 415)

2. Type of request (fill in the appropriate Core Curriculum distributive area):  
   a. To be added as an approved course in: Visual and Performing Arts  
   b. To be withdrawn as an approved course in:  
   c. To be moved from an approved course in:  
      to an approved course in:  

3. Attach twenty four (24) copies of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics [’Exemplary Educational Objectives’]"): http://www.theceb.state.tx.us/AAR/UndergraduateEd/fos_asswmpdef.cfm

   Learning Outcome #1 is consistent with THECB Educational Objective IV #7  
   Learning Outcome #2 is consistent with THECB Educational Objectives IV #3 and 5.  
   Learning Outcome #3 is consistent with THECB Educational Objective IV #3.  
   Learning Outcome #4 is consistent with THECB Educational Objective IV #4.  
   Learning Outcome #5 is consistent with THECB Educational Objectives IV #6 and 7.  
   Learning Outcome #6 is consistent with THECB Educational Objective IV #1.  
   Learning Outcome #7 is consistent with THECB Educational Objective IV #2.  
   Learning Outcome #8 is consistent with THECB Educational Objective IV #5.

Signature: \[Signature\]  
Course Instructor/Coordinator:  
(Date)

Received:  
Chair, CCC:
(Date)

Approvals:  
College Dean:  
(Date)

Department Head:  
(Date)
CLAS/FILM 415: THE ANCIENT WORLD IN FILM

Dr. Steven Oberhelman
119B Academic
845-0841
s-oberhelman@tamu.edu
11:00–noon TR (and by appointment)

Course Description: Study of modern films as they relate to ancient literary texts that inspired them or with which they share common themes; relationship between Greek epic, tragedy and comedy and their cinematic adaptation; treatment of Rome as an idea or ideal in the work of both ancient Romans and modern filmmakers.

Goals and Purpose:

In the past few years, films and the film industry have been increasingly accused of changing—indeed constructing, warping, and ruining—the values of the American people. The most severe indictments are based on films that display recent events or present fiction, but some of the same claims might be made about films that depict the past: the differences and different reasons for the claims are instructive. Portraying historical events from the Graeco-Roman past and recasting classical literature as films, script writers and directors must by necessity change the stories. The changes and the possible reasons behind them offer an exciting commentary on our relationship with our classical heritage and what we think about ourselves as modern, Judaeo-Christian, and American. For example, the movie “Spartacus,” based on a Marxist novel, is laced with references to the Hollywood blacklist and to the House Committee on Un-American Activities; the screenplay was penned by one of the Hollywood Ten (think of the famous “I Am Spartacus!” scene where the Romans ask the slaves to name names), and when the new president John F. Kennedy snuck past picket lines protesting the film’s “communism” and emerged after the film to praise it, this marked the end of the blacklisting. On the other hand, “Quo Vadis?” was made to prove to theHUAC Hollywood’s patriotism. The producer had already appeared before the Committee to outline what steps he had taken to prevent the incorporation of subversive ideas into his studio’s movies, while the actor-hero of the movie, Robert Taylor, was a member of the right-wing Motion Picture Alliance for the Preservation of American ideals, which had been responsible for inviting HUAC to investigate Hollywood in the first place. It is little wonder that the movie turns Nero into a Stalinist (the narrative introduction even references America’s championing liberty in the Cold War), with Christianity the force able to defeat the godless tyranny of communism.

This course will introduce you to some of the great literature from and films about the ancient Greek and Roman worlds, and challenge you to address questions of how they have and continue to shape our views about the past and ourselves. Our focus will be on developing the critical skills necessary for analyzing and discussing literature, film, and culture.

On Monday evenings, we will view the film, and on Tuesday and Thursday we will discuss the film and its relationship to the primary texts. Many of the ancient sources are now available online; I shall send you the websites for the translations via email.
**Prerequisites:** Junior or senior classification, or approval of instructor

**Student Learning Outcomes:** During the semester, students will:

1. expand their knowledge of the human condition and human cultures in the context of the course subject matter.

2. enhance their abilities to analyze and respond critically to a wide range of texts, including matters of genre, purpose, audience, culture, voice, and tone.

3. enhance their abilities to reason logically and respond critically to a wide range of evidence, both primary and secondary.

4. gain an understanding of the intellectual demands required for the study of literature and culture through their own critical analysis—thinking, reading, listening, speaking, and writing.

5. develop an appreciation of a foreign literature and culture as both a field of knowledge and a creative process.

6. gain an awareness of the scope and variety of contemporary and historical issues and interpretations surrounding foreign literature and cultures.

7. learn to understand these issues and interpretations in their cultural and social contexts.

8. develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.

**Required Texts:**

E. V. Rieu, trans., *Homer, The Iliad*, 2003 revised prose translation (Penguin Classics
E. V. Rieu, trans., *Homer, The Odyssey*, 2003 revised prose translation (Penguin Classics)
Maria Wyke, *Projecting the Past: Ancient Rome, Cinema and History* (Routledge 1997)

**Attendance:** Daily attendance is expected and required, as well as completion of any homework assignment. If you miss a class without an authorized excuse, you will have 3 points deducted from your point total for each and every class missed. Being unprepared in terms of homework will count the same as if you were absent. No excuses will be accepted for missing class, unless, of course, you have a university-excused absence (see below for details).

**Absences:** Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. 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).
Tests and Grading

There will be a midterm and a final. Each test will consist of essay questions, and will be weighed equally (100 points).

Calculation of final grade: For your final grade, your midterm and final will be totaled. I will then subtract any points caused by lack of attendance, convert that total to a percentage (your total divided by the maximum total), and then pit that percentage against this scale:

100–90 = A  89–80 = B  79–70 = C  69–60 = D  59 and below = F

Disabilities: The *Americans with Disabilities Act (ADA)* is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 118–B, Cain Hall, or call 845–1637.

Academic Integrity: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” All students should be aware of the Aggie Honor Code and the Honor Council Rules and Procedures at <http://www.tamu.edu/aggiehonor>. All students will be expected to follow this Code and will be judged according to the penalties delineated therein.

Schedule of Readings and Film Showings

**Week 1**
Introduction to course; literary and historical background to the *Iliad* and *Odyssey*
Greek mythology

**Week 2**
Watch “Troy” (part 1)
*Iliad*, books 1–6, 9

**Week 3**
Watch rest of “Troy” (part 2)
*Iliad*, books 16–24

**Week 4**
Watch “The Odyssey”
*Odyssey*, books 1–12, 22–24

**Week 5**
Watch “Jason and the Argonauts”
Read Apollonius, *Argonautica*, books 1–4
Week 6
Watch “300”
Read Herodotus, *The Persian Wars*, books 7–9
Greek history from Mycenaean period to Alexander

Week 7
Watch parts of “Iphigenia” and “The Trojan Women”
Read the plays “Iphigenia” and “The Trojan Women” by Euripides
Greek tragedy and the polis
The Peloponnesian War
Misuse of Euripides’ plays for antiwar political agendas

Week 8
Watch “Alexander”
Read Plutarch, *Life of Alexander*

Week 9
Watch “Cabiria”
midterm (on weeks 1–8)
Roman history from its beginnings through the end of the Republic
The wars with Carthage

Week 10
Watch “Spartacus”
The Servile War
Republican Rome in the first century B.C.E.

Week 11
Watch “Julius Caesar”
Read Plutarch, *Life of Caesar*
Roman history from the Battle of Actium to 410 C.E.

Week 12
Watch “Ben-Hur”
Read selections from Josephus, *The Jewish War*, and the New Testament

Week 13
Watch “Quo Vadis?”
Read selections from Tacitus, *Annals* and *The Histories*; Suetonius, *Life of Nero*
Roman religions

Week 14
Watch “Gladiator”
Read Herodian, *Roman History*, book 1, and Historia Augusta, *Life of Commodus*
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

Women's Studies Program

1. This request is submitted by ________________________________

   and concerns (enter prefix, number, and complete title of course): WMST 207

   ____________________________________________________________________________

   ____________________________________________________________________________

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in International and Cultural Diversity

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics ['Exemplarily Educational Objectives']": http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

   WMST 207 is cross-listed with SOCI 207; SOCI 207 is approved for inclusion in the International and Cultural Diversity core, but WMST 207 is not. As they are the same course and taught simultaneously, we request that this omission be rectified.

   ____________________________________________________________________________

   ____________________________________________________________________________

Signature: ________________________________

   Course Instructor/Coordinator ________________________________

   (Date) 4/28/09

Received: ________________________________

   Chair, CCC ________________________________

   (Date) ________________________________

Approvals:

College Dean: ________________________________

   (Date) 5/5/09

Department Head: ________________________________

   (Date) 5/5/09

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WMST/SOCI 207-503: Introduction to Gender and Society
Instructor: Dr. Ashley Currier
Spring 2009

Meeting times: TH 11:10am-12:25pm, HECC 200
Office hours: TH, 2-3pm & by appt.

Email: (currier.soci207@gmail.com)
Office location: 022 Legett

In “Introduction to Gender and Society,” students will acquire a sociological vocabulary with which to describe and understand gender inequalities, variance, structures, and diversity within and across time and cultures. Though we currently live in the United States, we will engage in sociological analyses of women, men, and transgender persons’ experiences in diverse national cultures.

A second goal of the course involves understanding how genders and sexualities intersect with other social identities and locations, including, but not limited to race, ethnicity, class, religion, age, and physical ability. For example, we will be careful not to generalize the experiences of middle-class, white women in the United States to all women around the world.

In addition to understanding how genders and sexualities intersect with other social locations and identities, we will learn to conceptualize genders and sexualities as flexible, fluid concepts that change depending on the context or scale of social phenomena we are examining. I have set up this course so that we will gain exposure to thinking about how gender inflects personal identities, interpersonal relationships, social institutions, and national state policies.

A fourth goal of this course is to examine the assumptions and social constructions underlying common conceptions about how men, women, girls, boys, transgender, heterosexual, homosexual, and bisexual persons behave. We will suspend our personal beliefs about genders and sexualities so that we can engage fully with the methods and theories that sociologists use. Additionally, we will also become acquainted with the advances that feminist scholarship has made in the field of genders and sexualities.

A final goal of “Introduction to Gender and Society” is to school you in how to think, read, and write like sociologists. In introductory courses, sometimes, instructors forget that besides familiarizing students with current developments in a given field, they should also provide them with the tools they need to expand and hone their sociological and scholarly toolkits. We will spend some time figuring out scholarly arguments in recently published sociological articles about genders and sexualities and reviewing academic writing standards.

Though we will not be able to exhaust the field of “sociology of gender and sexuality,” students will leave the class with greater familiarity with current debates in the field and an understanding of how sociologists think and execute research and become better writers.

Disclaimer: In this course, we will cover sensitive and potentially controversial topics, such as hate crimes, alternative sexualities and genders, same-sex marriage, and violence against women. Therefore, this course may not be for everyone. We will approach each topic seriously and responsibly from a sociological standpoint. Utterances of hate or intolerance (such as, but not confined to hate speech against persons of color, women, or lesbian, gay, bisexual, transgendered, or intersexed persons) are inappropriate in academic and professional settings, and I will not tolerate them in class. A goal of this course is to encourage you, as budding sociologists and feminist scholars, to consider genders and sexualities across different life experiences and cultures. We will treat the experiences of those different from us as valid and worthy of serious deliberation and engagement.

Prerequisites: There are no prerequisites for this course.
Teaching Philosophy: I have a personal investment in ensuring that you have skills and knowledge that you can take with you from this class to other academic and non-academic settings. I will take your experiences and responses seriously in this class. This means that I will also hold you to a high standard of academic excellence as you engage in class discussion, with the readings, and with each other. Furthermore, I will be exacting when I approach writing assignments because I expect you to turn in your best work, not sloppy, unrevised gibberish. I prepare thoroughly for class, and I expect you to do the same.

Readings:
Readings represent the latest, cutting-edge sociological and feminist research. The books are available in local bookstores, Evans Library, or can be easily ordered online.


Communication:
If you need to contact me, email me (currier.soci207@gmail.com) or come to my office hours. I prefer that you use the Gmail account I set up specifically for this class because I will be able to respond to your questions and concerns more efficiently. I will respond to all emails within one week. If you email me with a question, I ask that you compose your query succinctly and clearly so that I may respond similarly. Questions that require a lengthy response are not suitable for email and are best dealt with in person. Also, do not email your writing assignment to me and ask me to “edit” your paper for you. It is your responsibility to edit your paper. In class, we will discuss strategies and tips for revising essays, which should enable you to handle such matters on your own. Finally, please do not call the Sociology Department or Women’s Studies Program looking for me because office staff must deal with a high call volume as students search for instructors.

Course Policies
1. Attendance: Though I will not take attendance on a daily basis, you are still responsible for any material we cover in class and any changes I make to the syllabus, course schedule, or assignments.

2. Classroom conduct: We will be discussing sensitive topics in this class, including transgender identities, same-gender relationships, same-sex marriage, HIV/AIDS, and sexual and gender diversity. I expect students to conduct themselves professionally in this course. If, after reviewing the topics on the course schedule, you feel that you cannot follow these provisions, you should consider taking another course.
   a. Do not engage in side conversations that distract you or your fellow students.
   b. Silence your cell phone (or put it on vibrate), and keep it in your bag during class.
   c. Put away all extraneous reading materials that are not related to this class. This includes newspapers.
   d. I will not tolerate snickering, side conversations, or any responses that indicate that the material we are discussing is not worth covering.

3. Film screenings: You are responsible for any films we screen in class; they will appear on the exams. If the library owns the film, you may watch it on a machine maintained by Educational Media Services (Evans
Library Annex, 4th floor). You may watch the films online (Dreamworlds 3) at: http://mediamatrix.tamu.edu (TAMU log-in required)

4. Absences: Though I will not take attendance, you are still responsible for handing in assignments on the due date, taking the exams, and obtaining class notes from another student.

   a. University-authorized absences: I understand that sometimes, students will miss class due to University-authorized events. If you must miss class, you must provide me with an official note from the person in charge of the event, which attests to the fact that you participated in the event, the date(s) of the event in which you participated, and the event’s location. Please let me know in advance if you know that you will miss class because of a University-authorized event. If you cannot notify me in advance, please bring the documentation to class immediately after the event.

   b. Emergencies: I understand that tragedies or emergencies befall students. If you miss class because of an unfortunate circumstance, please contact me as soon as you can. If you are seriously ill, please bring an official physician’s note explaining simply that you were ill on the dates you missed class. Due to health privacy laws (HIPAA), please do not provide me with documentation that explains the exact nature of your illness. It is sufficient for me to receive confirmation that you missed class because of a physician-verified health matter.

   c. Illness: If you are ill and suspect that you might be contagious, please do NOT come to class. I will excuse your illness, as long as you bring an excuse from a physician.

   d. Religious observance: I understand that some students may miss class because their faith requires them to abstain from work in observance of a holy day. If you miss class to observe a holy day, please contact me and specify which holy day you will be observing. You will still be responsible for any material we cover in class and should obtain notes from another classmate. In accordance with a list of religious holidays the University has compiled, I have done my best to ensure that no exams will fall or no assignments will be due on religious holidays.

Academic Integrity:
In this course, I will take the Aggie Honor Code very seriously: “An Aggie does not lie, cheat, or steal or tolerate those who do” (http://www.tamu.edu/aggiehonor). This means that I will take action if I believe that a student is cheating on assignments or exams or is plagiarizing material. Plagiarism is an academic violation, and I will deal with instances of plagiarism swiftly and go through the appropriate institutional channels. The following website offers detailed definitions of academic misconduct, plagiarism, and cheating: http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html.

Accommodation:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-118 in the Cain Building, or call (979) 845-1637.

Course Evaluation:
1. Grading:
   a. Fairness: Grading all students fairly and impartially is important to me. Therefore, I require you to submit the writing assignment and essay exams anonymously. (Your name must appear only on the back of the essay or exam’s last page). I will post all PowerPoint lecture slides and accompanying material on Vista under “Lectures” in the “Course Content” section.
b. **Notification: Check your grade on Vista.** I strive to post grades on Vista from quizzes, exams, and the writing assignment as soon as I can. Please give me two weeks from the day you hand in material to me before you inquire about your grade. By the final exam, you should know what between 65-70% of your final grade will be. Due to University policy, I am prohibited from discussing your grades with anyone but you in person. I also cannot communicate your grade to you through email or over the phone. If you believe I have erred in recording a grade, give me the graded assignment in class, and I will correct the grade as soon as I can.

c. **Grade contestation:** Should you wish to contest a grade I give you, I reserve the right to re-grade the assignment or exam. When re-grading, I may raise or lower the grade as I re-evaluate every aspect of the assignment or exam in question.

d. **Total points:** A total of 100 points (100%) are possible in this course: quizzes (10 points), writing assignment (30 points), and 4 exams (60 points — 15 points each).

e. **Scale:** If your final grade is on the cusp of two grades, I will round your final grade up to the higher grade. For instance, if you earned a 69.5 for your final grade, I will round your final grade up to a 70. I will assign letter grades based on the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

2. Class participation can sometimes be difficult to measure in class, but to encourage you to attend class and participate in class discussions, I will post 5 quizzes to the Vista (http://elearning.tamu.edu) website associated with this class. I will announce the quiz in class, and you will have 24 hours from the time that class ends to complete the quiz online. You will submit the quiz through the Vista website for this course; you will not need to print out the quiz and hand it in to me in class. You must complete the quiz individually. You may use the readings and other lecture materials to help you complete the quiz, but you must quote and cite the material properly. Quiz questions may appear as exam questions. Each quiz is worth 2 points and constitutes 10% of your final grade. Quiz responses that take the prompt seriously and attempt a sociological analysis of a "problem" will receive full credit. I will deduct points from vague responses. For instance, writing a one-sentence response or a list of words to the quiz will not earn full credit for that quiz.

3. The exams will contain questions from all material presented in the class through my lectures, guest lectures, assigned readings, and films we may watch. Exams may take the form of multiple-choice and essay questions. Exam 1 will cover Unit 1, and Exam 2 will cover Unit 2. Exam 3 will cover Units 3 and 4, and Exam 4 will cover the material we learned throughout the semester.

   a. **Materials required:** Students must bring their own No. 2 pencils, gray 8.5 X 11” Scantron forms, and blue books to each exam. I will NOT provide pencils, Scantron forms, or blue books.

   b. **Grading:** Each exam is worth 15% of your grade, comprising 60% of your final grade.

   c. **Academic misconduct:** If I discover that students are cheating on either exam, violators will receive 0 points for that exam, and I will report them to the appropriate University authority.

4. The **writing assignment** is an opportunity for you to demonstrate what you have learned so far in class through the application and explanation of sociological concepts. Select and watch a film about marriage from the list below, and write a 2-3-page paper in which you conduct a sociological analysis of characters’ genders and sexualities depicted in the film. Be sure to formulate a concrete argument about gender, sexuality, and marriage using the film. (Example: “Marriage is a heteronormative institution that excludes sexually and gender-nonconforming people.”) At the top of your paper, type out the **two or three sociological concepts** related to genders and sexualities that you analyze; you must use at least two sociological concepts. Clearly define and cite the sociological concept you’re using. Do NOT turn in a paper longer than 3 pages, excluding the bibliography; I will deduct points from papers that are longer than 3 pages. Clearly define and cite the sociological concepts you are using. This assignment requires **NO** external research. You may only cite sources that we discuss in this class. Use of outside sources violates
the assignment’s instructions; if you use outside sources for this assignment, you will receive an automatic 0 for the assignment. This assignment is due in class on April 2, 2009.

27 Dresses
Adam and Steve
The Age of Innocence
Along Came Polly
American Wedding
The Birdcage
Camille
Fire
The Heartbreak Kid
I Now Pronounce You Chuck and Larry
I Think I Love My Wife
I’m Through with White Girls (the Inevitable Undoing of Jay Brooks)
Imagine Me & You
In & Out
Kiss the Bride
Made of Honor
Meet the Fockers
Meet the Parents
Monsoon Wedding
Muriel’s Wedding
My Big Fat Greek Wedding
Rachel Getting Married
Runaway Bride
Sixteen Candles
Sweet Home Alabama
A Walk in the Clouds
The Wedding Banquet
Wedding Crashers
What Happens in Vegas
Why Did I Get Married?

a. **Grading:** I will grade assignments based on their accuracy, clarity, content, organization, correct usage of grammar, and adherence to college writing standards. (See the grading rubric below). I will return any essays that do not correspond to these guidelines. The assignment is worth 30 points (30% of your final grade).

b. **Late papers:** I will **not accept late papers**. I am not responsible for papers that you email to me, put in my mailbox, or slide under my door. If you cannot make it to class to hand in your paper, make arrangements for another student to hand it in for you. If you do not hand in your paper on the assigned due date, you will earn 0 points for the writing assignment. I will not change the assignment’s due date, and the syllabus’ course schedule clearly states when the assignment is due. You should begin the assignment well in advance so that you may finish it on time. If an emergency arises that prevents you from handing your paper in time, follow the protocol I outlined in the absences section above.

c. **Formatting:** Double space your paper. Use one-inch margins and 12-point Times New Roman font. **DO NOT** put your name on the front of the paper; handwrite it on the back of the paper. You must put page numbers in the center of the bottom of each page. All papers must be stapled. I do not bring a stapler to class. The paper may be single sided or double sided. The paper must be at least 2 full pages long and have a bibliography as a third page. I will return papers that do not follow these guidelines. Do not use a cover sheet.
d. **Citations:** The only sources you may use are class lectures, the textbooks, and assigned readings, and you **must** have a bibliography and in-text citations. You must adhere to the American Sociological Association’s (ASA) style guide, which is available online at [http://www.asanet.org/cs/root/topnav/sociology_depts/quick_style_guide](http://www.asanet.org/cs/root/topnav/sociology_depts/quick_style_guide). You may also want to consult the *ASA Style Guide*. You may use the following examples as a guide for formatting such bibliographic entries:

**Class lecture:**

**Book chapter (see reading list for examples of citing journal articles):**

**Book:**

e. **Plagiarism:** If I find that you have plagiarized—intentionally or unintentionally—any portion of the writing assignment, you will receive a 0. I encourage you to consult the definitions of plagiarism and cheating provided on the Aggie Honor System Office website ([http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html](http://www.tamu.edu/aggiehonor/Student%20Rules/definitions.html)).

f. **Obtaining outside assistance:** I encourage students to find another student with whom to exchange writing assignments. Often, writers improve and blossom when they obtain constructive criticism from other writers. The University Writing Center (UWC) ([http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/; 979-458-1455)), which has locations in 1.214 Evans Library and on the second floor of the West Campus Library, may be helpful. The UWC is not a drop-off or drop-in center. You must make an appointment in advance to meet with a writing consultant, and you cannot drop off your paper to be “corrected” or “edited” so that you can pick it up later. Instead, at the UWC, you can discuss your writing one-on-one with writing consultants who can help you figure out how to improve a certain aspect of your writing. It is up to you to decide what your writing concerns are. I strongly encourage you to visit the UWC early in the semester with a draft of your writing assignment so that you can begin the revision process early.

g. **Academic misconduct:** I do not condone buying papers, plagiarizing sources or complete papers, giving your paper to someone else so s/he can copy it, or writing another student’s paper for her/him. If I uncover such misconduct in class, I will deal with these individuals in accordance with University policy.

### Sample grading rubric

<table>
<thead>
<tr>
<th>Use of sociological concepts</th>
<th>The writer skillfully intertwines several sociological concepts to advance a sophisticated argument or understanding of social issues.</th>
<th>The writer uses 2 or 3 sociological concepts well and develops them, but does not construct a framework that links all of the concepts together.</th>
<th>The writer uses a couple of sociological concepts, but does not explain them in sufficient detail to demonstrate why they can explain the social phenomena under examination.</th>
<th>The writer selects sociological concepts inappropriate for the book and misuses them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>The paper is clearly organized. For instance, each paragraph’s topic sentence clearly introduces a new topic or issue, while advancing an identifiable argument</td>
<td>The paper is well organized, but there are gaps in the writer’s logic in moving from one concept or issue to another.</td>
<td>The paper’s topic sentences and explanation of concepts are incomplete and misleading.</td>
<td>The paper lacks coherence. The lack of organization is unacceptable in college writing.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The paper is polished and presented in a sophisticated manner.</td>
<td>The paper is relatively well written, but there are a few awkward sentences and phrases that could have been corrected.</td>
<td>The paper has many awkward sentences and phrases, and the sentences do not &quot;hang together&quot; in a way that propels the paper forward.</td>
<td>The paper is not written at a level appropriate for college writing.</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Grammar</td>
<td>The paper contains no grammatical errors.</td>
<td>The paper contains minor grammatical errors that could have been corrected with a more thorough revision.</td>
<td>The paper contains several grammatical errors unacceptable in college writing.</td>
<td>The paper is rife with grammatical errors that are unacceptable in college writing.</td>
</tr>
<tr>
<td>Overall score:</td>
<td>Awesome!</td>
<td>Good work</td>
<td>Satisfactory</td>
<td>Needs considerable improvement</td>
</tr>
</tbody>
</table>

**Reading and Assignment Schedule**

Note: The course schedule below is tentative and subject to change. I may make announcements on Vista, in class, or over email about changes in readings.

**Unit 1: Gender, Sexuality, and Social Institutions**

Week 1
Tuesday, 1/20: Introduction and review syllabus

Week 2
**Monday, 1/26:** Last day for add/drop
Tuesday, 1/27: Pascoe (2007: 25-51)
Thursday, 1/29: Pascoe (2007: 52-83)

Week 3
Tuesday, 2/3: Pascoe (2007: 83-114)
Thursday, 2/5: Pascoe (2007: 115-155)

Week 4
Tuesday, 2/10: Pascoe (2007: 156-194)
Thursday, 2/12: **Exam 1**

**Unit 2: Gender, Sexuality, and Work**

Week 5
Tuesday, 2/17: Screen *Dreamworlds* 3 before coming to class; Barton (2006: 1-40)
Thursday, 2/19: Barton (2006: 41-72)

Week 6
Tuesday, 2/24: Barton (2006: 73-109)
Tuesday, 2/26: Barton (2006: 110-128)
Week 7
Tuesday, 3/3: Barton (2006: 129-166)
Thursday, 3/5: Exam 2

Unit 3: Gender, Sexuality, Marriage and Popular Culture

Week 8
Thursday, 3/12: Ingraham (2008: 25-76)

Week 9: No class—Spring Break (March 16-20)

Week 10
Tuesday, 3/24: Ingraham (2008: 77-122)

Week 11
Tuesday, 3/31: Ingraham (2008: 159-168)
Thursday, 4/2: Screen Sex Slaves or Paper Dolls, Writing assignment about marriage in film due in class

Unit 4: Gender, Sexuality, and Globalization

Week 12
Tuesday, 4/7: Hung (2008: 1-19, 147-180)

Week 13
Tuesday, 4/14: Hung (2008: 36-66)
Thursday, 4/16: Hung (2008: 67-93)

Week 14
Tuesday, 4/21: Hung (2008: 94-122)

Week 15
Tuesday, 4/28: Exam 3 (Ingraham and Hung)
Thursday, 4/30: Final exam review

Week 16
Tuesday, 5/5: No class. Attend your Friday classes.
Thursday, 5/7: No class. Reading day.

Week 17
May 8, 3-5pm: Final exam
1. This request is submitted by Department of Geography and concerns (enter prefix, number, and complete title of course): GEOG 327, Geography of South Asia

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in International & Cultural Diversity
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in
      to an approved course in

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”: http://www.theceb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

Because the International & Cultural Diversity requirement is an Institutional Designated Option, THECB provides no specific Exemplary Educational Objectives. However, GEOG 327 is consistent with the broad perspectives in the core curriculum. Specifically, the course helps students to attain broad and multiple perspectives on their relationship to the larger society and world, and to understand the responsibilities of living in a culturally and ethnically diversified world. It stimulates the capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways in which to be a responsible member of society. It requires students to integrate knowledge from multiple disciplines to understand the geography of South Asia, which exhibits considerable cultural diversity within and between nations. The course also aligns with aspects of THECB’s humanities Exemplary Educational Objectives that are relevant to cultural and international diversity. In particular, students will develop an awareness of the scope and variety of cultures (e.g., religions, languages, politics) of South Asia. They also will demonstrate a knowledge of the influence of culture (e.g., religions and values) on intercultural experiences within South Asia, and also between South Asia and other world regions.

Signature: [Signature]
Course Instructor/Coordinator

(Date) 13 May 09

Received: [Signature]
Chair, CCC

(Date) 5/29/09

Approvals:

College Dean: [Signature]

(Date) 5/29/09

Department Head: [Signature]

(Date) 21 of 38
May 14, 2009

MEMORANDUM

To: Douglas Slack, Chair
   Core Curriculum Council

Through: Sarah Bednarz, Professor and Associate Dean for Academic Affairs
         College of Geosciences

Through: Doug Sherman, Professor and Head
         Department of Geography

From: Charles Lafon, Associate Professor and Departmental Undergraduate Director,
      Department of Geography

Re: Request for addition GEOG 327 to the core curriculum

The Department of Geography requests the addition of GEOG 327 (Geography of South Asia) to the list of courses that fulfill the core curriculum requirements for Humanities and for International and Cultural Diversity. GEOG 327 is a new course that was approved by the University Curriculum Committee this month. It is a regional geography course that focuses on the cultural, political, and economic geography of South Asia. It also examines the interaction of humans with their physical environment and with people in other regions of the Earth. The course involves a combination of the Defining Characteristics of Basic Intellectual Competencies in the Core Curriculum, as defined by the Texas Higher Education Coordinating Board: reading, writing, speaking, listening, and critical thinking. The course helps students to attain broad and multiple perspectives on their relation with the broader world; to understand the responsibilities of living in a culturally and ethnically diversified world, and to integrate knowledge from multiple disciplines to understand the geography of South Asia.

The requested addition is necessary for consistency with our other regional geography courses (GEOG 202, 301, 305, 320, 321, 323, 325, and 326), which are on both the Humanities list and the International and Cultural Diversity list.
GEOG 327 Geography of South Asia

Course Syllabus – Semester x

Instructor: Kathleen O’Reilly, Ph.D.

Lectures: TBA

Office Hours: TBA
201C CSA Building
Tel. 845-6519
E-mail koreilly@geog.tamu.edu
(E-mail hours will coincide with regular office hours)

Required course texts:

2. Additional assigned readings will be available through online reserve. These readings are accessible through the course web pages.

Course description: This course introduces students to one of the most fascinating regions of the world, South Asia. South Asia is remarkably diverse, and in this course we explore that diversity of peoples, religions, languages, cultures, political systems, livelihood systems, climate, and environment. As we learn about the diversity of this region, we shall begin to analyze its significance for the region’s political and economic stability. We will also investigate some of the problems facing the region today and puzzle over their potential solutions.

Prerequisites: Junior or Senior classification or by permission of instructor

Learning objectives: At the end of this course, the students should be able to:

1. Identify the political and physical geographic divisions of South Asia
2. Understand the similarities and differences of geography, history, economy, and culture of the states of South Asia
3. Explain the monsoon as a critical feature of South Asia’s culture and economy
4. Describe the impacts of invasion and colonialism on the subcontinent’s population, culture, and economy
5. Recognize how the diversity of religion, language, people and cultures serve to unite and divide the states of the subcontinent
6. Identify and explain the major environmental, economic, and political problems the region currently faces

Course web site
This course will have an accompanying website that you can find by going to https://elearning.tamu.edu
Enter your User Name and Password, then click Okay.

Student assignments, attendance, and evaluation
Your grade will be based on two exams, ten reading and lecture quizzes, two writing assignments and one presentation. Exams will draw from reading assignments, lectures, and will include map quizzes, so attendance in class is expected. Map quiz study materials will be distributed through the class website. Come on time to exams; no exams will be distributed after the first student has turned in his or her exam. Following University rules specified at http://student-rules.tamu.edu/search/rule7.htm, (a) no make-up quizzes will be available for in-class quizzes unless the absence is excused; (b) all assignments are due by the due date/time given; and (c) any questions about grading of course work must be asked within two weeks after the grade was given. No late assignments will be accepted except under circumstances outlined in Student Rule 7 on Attendance. As a matter of courtesy, if you know in advance that you will miss a lecture, quiz, exam or assignment due date per University rules, notify Dr. O‘Reilly asap.

**Course Schedule**

This schedule is approximate and may change. Look for updates on the class website.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to South Asia</td>
<td>Chap 1 selected sections</td>
<td>Quiz #1</td>
</tr>
<tr>
<td>2</td>
<td>Population</td>
<td>Chap 3 Population, Agriculture and Social Disparity</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>3</td>
<td>Regional Dynamics</td>
<td>Chap 3 Population, Agriculture and Social Disparity</td>
<td>Quiz #3</td>
</tr>
<tr>
<td>4</td>
<td>Climate and the Monsoon</td>
<td>Chap 2 Environments and People</td>
<td>Quiz #4</td>
</tr>
<tr>
<td>5</td>
<td>Environmental issues</td>
<td>Chap 2 Environments and People</td>
<td>Essay Due</td>
</tr>
<tr>
<td>6</td>
<td>Development</td>
<td>Chap 4 Development, Urbanization, and Quality of Life</td>
<td>Quiz #5</td>
</tr>
<tr>
<td>7</td>
<td>Urbanization and Industry</td>
<td>Chap 4 Development, Urbanization, and Quality of Life</td>
<td>Exam I</td>
</tr>
<tr>
<td>8</td>
<td>Invasion and Colonialism</td>
<td>Chap 5 Creating Dilemmas of Diversity</td>
<td>Quiz #6</td>
</tr>
<tr>
<td>9</td>
<td>Contemporary Geopolitics</td>
<td>Chap 5 Creating Dilemmas of Diversity</td>
<td>Quiz #7</td>
</tr>
<tr>
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<td>50%</td>
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<td>25%</td>
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- D 60-69% Passing
- F 59% or less Failing

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- be respectful of others. TAMU is committed to providing an educational and work climate that is conducive to the personal and professional development of each individual.
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- arrive on time and stay through class
- do not eat in classroom
- take your trash with you when you leave the room
- turn off your cell phones
- ask questions and listen to answers
- see [http://student-rules.tamu.edu](http://student-rules.tamu.edu)

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do your own, original work that has not been previously submitted for credit. If you have additional questions or concerns about academic integrity, please bring these to my attention.

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

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TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by Department of Geography

and concerns (enter prefix, number, and complete title of course): GEOG 327, Geography of South Asia

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics ['Exemplarily Educational Objectives']": http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

The course expands students’ knowledge of the human condition and human cultures in South Asia, which has a long history and complex geography that have produced tremendous cultural achievements. Moreover, South Asia has emerged as one of the most dynamic and important regions on Earth, both culturally and economically. Parts of South Asia exemplify contemporary tensions involving different cultures and values, as a consequence both of local history and global changes such as human migrations. Through completing the course, students will be able to demonstrate awareness of the scope and variety of cultures (e.g., religions, languages, politics) of South Asia. The course provides a social and historical context for understanding human values and their expression in South Asia. Students will respond critically via writing and oral presentations about current issues in South Asia. Students will demonstrate a knowledge of the influence of culture (e.g., religions and values) on human-environment interactions and intercultural experiences within South Asia, and also between South Asia and the West.

Signature: [Signature]
Course Instructor/Coordinator
(Date)

Received: [Signature]
Chair, CCC
(Date)

Approvals:

College Dean: [Signature]
(Date)

Department Head: [Signature]
(Date)
May 14, 2009

MEMORANDUM

To: Douglas Slack, Chair
Core Curriculum Council

Through: Sarah Bednarz, Professor and Associate Dean for Academic Affairs
College of Geosciences

Through: Doug Sherman, Professor and Head
Department of Geography

From: Charles Lafon, Associate Professor and Departmental Undergraduate Director,
Department of Geography

Re: Request for addition GEOG 327 to the core curriculum

The Department of Geography requests the addition of GEOG 327 (Geography of South Asia) to the list
of courses that fulfill the core curriculum requirements for Humanities and for International and Cultural
Diversity. GEOG 327 is a new course that was approved by the University Curriculum Committee this
month. It is a regional geography course that focuses on the cultural, political, and economic geography
of South Asia. It also examines the interaction of humans with their physical environment and with
people in other regions of the Earth. The course involves a combination of the Defining Characteristics
of Basic Intellectual Competencies in the Core Curriculum, as defined by the Texas Higher Education
Coordinating Board: reading, writing, speaking, listening, and critical thinking. The course helps
students to attain broad and multiple perspectives on their relation with the broader world; to understand
the responsibilities of living in a culturally and ethnically diversified world, and to integrate knowledge
from multiple disciplines to understand the geography of South Asia.

The requested addition is necessary for consistency with our other regional geography courses (GEOG
202, 301, 305, 320, 321, 323, 325, and 326), which are on both the Humanities list and the International
and Cultural Diversity list.
GEOG 327 Geography of South Asia

Course Syllabus – Semester x

Instructor: Kathleen O’Reilly, Ph.D.

Lectures: TBA

Office Hours: TBA
201C CSA Building
Tel. 845-6519
E-mail koreilly@geog.tamu.edu
(E-mail hours will coincide with regular office hours)

Required course texts:

2. Additional assigned readings will be available through online reserve. These readings are accessible through the course web pages.

Course description: This course introduces students to one of the most fascinating regions of the world, South Asia. South Asia is remarkably diverse, and in this course we explore that diversity of peoples, religions, languages, cultures, political systems, livelihood systems, climate, and environment. As we learn about the diversity of this region, we shall begin to analyze its significance for the region’s political and economic stability. We will also investigate some of the problems facing the region today and puzzle over their potential solutions.

Prerequisites: Junior or Senior classification or by permission of instructor

Learning objectives: At the end of this course, the students should be able to:
1. Identify the political and physical geographic divisions of South Asia
2. Understand the similarities and differences of geography, history, economy, and culture of the states of South Asia
3. Explain the monsoon as a critical feature of South Asia’s culture and economy
4. Describe the impacts of invasion and colonialism on the subcontinent’s population, culture, and economy
5. Recognize how the diversity of religion, language, people and cultures serve to unite and divide the states of the subcontinent
6. Identify and explain the major environmental, economic, and political problems the region currently faces

Course web site
This course will have an accompanying website that you can find by going to https://elearning.tamu.edu
Enter your User Name and Password, then click Okay.

Student assignments, attendance, and evaluation
Your grade will be based on two exams, ten reading and lecture quizzes, two writing assignments and one presentation. Exams will draw from reading assignments, lectures, and will include map quizzes, so attendance in class is expected. Map quiz study materials will be distributed through the class website. Come on time to exams; no exams will be distributed after the first student has turned in his or her exam. Following University rules specified at http://student-rules.tamu.edu/search/rule7.htm, (a) no make-up quizzes will be available for in-class quizzes unless the absence is excused; (b) all assignments are due by the due date/time given; and (c) any questions about grading of course work must be asked within two weeks after the grade was given. No late assignments will be accepted except under circumstances outlined in Student Rule 7 on Attendance. As a matter of courtesy, if you know in advance that you will miss a lecture, quiz, exam or assignment due date per University rules, notify Dr. O'Reilly asap.

**Course Schedule**
This schedule is approximate and may change. Look for updates on the class website.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to South Asia</td>
<td>Chap 1 selected sections</td>
<td>Quiz #1</td>
</tr>
<tr>
<td>2</td>
<td>Population</td>
<td>Chap 3 Population, Agriculture and Social Disparity</td>
<td>Quiz #2</td>
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<td>Chap 3 Population, Agriculture and Social Disparity</td>
<td>Quiz #3</td>
</tr>
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<td>4</td>
<td>Climate and the Monsoon</td>
<td>Chap 2 Environments and People</td>
<td>Quiz #4</td>
</tr>
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<td>Environmental issues</td>
<td>Chap 2 Environments and People</td>
<td>Essay Due</td>
</tr>
<tr>
<td>6</td>
<td>Development</td>
<td>Chap 4 Development, Urbanization, and Quality of Life</td>
<td>Quiz #5</td>
</tr>
<tr>
<td>7</td>
<td>Urbanization and Industry</td>
<td>Chap 4 Development, Urbanization, and Quality of Life</td>
<td>Exam I</td>
</tr>
<tr>
<td>8</td>
<td>Invasion and Colonialism</td>
<td>Chap 5 Creating Dilemmas of Diversity</td>
<td>Quiz #6</td>
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TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by Department of Geography

and concerns (enter prefix, number, and complete title of course): GEOG 201, Introduction to Human Geography

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in International & Cultural Diversity
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in
      to an approved course in

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Because the International & Cultural Diversity requirement is an Institutionally Designated Option, THECB provides no specific Exemplary Educational Objectives. However, GEOG 201 is consistent with the broad perspectives in the core curriculum. Specifically, the course helps students to attain broad and multiple perspectives on their relationship to the larger society and world, and to understand the responsibilities of living in a culturally and ethnically diversified world. It stimulates the capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways in which to be a responsible member of society. It requires students to integrate knowledge from multiple disciplines to understand how human interactions with each other and the natural environment shape landscapes and create spatial patterns across the surface of the Earth. The course also aligns with aspects of THECB’s social and behavioral sciences Exemplary Educational Objectives that are relevant to cultural and international diversity. In particular, students will examine social institutions and processes across a range of social structures and cultures, and they will be able to identify and understand some of the differences and commonalities within diverse cultures.

Signature: ____________________________
Course Instructor/Coordinator

(Date) 6/1/09

Received: ____________________________
Chair, CCC

(Date) ____________________________

Approvals:

College Dean: ____________________________

(Date) 6/7/09

Department Head: ____________________________

(Date) 06/07/09

33 of 38
Introduction to Human Geography
Geography 201, Fall 2009
MWF, 9:10-10:00am, HECC 110

Instructor: Dr. W. Jepson
Office: CSA 305D
Office Hours: M 10:30-12:00
Drop-in Tutorial: W 5-6, CSA 303
Email: wjepson@tamu.edu

COURSE DESCRIPTION
This course introduces students to the broad concerns of human geography. The intention is to understand how places throughout the world are interrelated politically, socially, and economically. We begin with a discussion of human population, with an emphasis on concepts, migration, and population policy debates. Lectures and readings on economic geography stress uneven global patterns of industrialization, manufacturing, and regional development. We then explore several aspects of cities, including urbanization process and urban space, with special attention to cities in the peripheries and urban environmental problems. We turn to the countryside and examine agricultural revolutions, types of agriculture across the globe, and the different forms and challenges of global food production. We also explore how culture—norms, values and belief systems—has a geographical expression, shapes landscapes, and changes over time and through space. We focus on the geography of religion and language to explore the role of culture in shaping places. In the final weeks of the semester consider political geography by distinguishing between states and nations, and then stressing geopolitics and imperialism as ways of understanding political conflict. We conclude with a series of lectures on how human societies relate to the natural environment, stressing the impacts of people on vegetation, the atmosphere, and land surfaces over space and time.

LEARNING OBJECTIVES
The student will be able to achieve the following learning objectives in this course

- Define fundamental terms and key concepts in human geography.
- Locate the major settlement patterns, economic regions, and cultural divisions across the globe and explain how they developed geographically
- Identify demographic changes and how they alter economic and political development across the globe
- Identify major processes that create political and cultural difference and how they shape regional conflicts
- Identify how cultural practices and belief systems shape the landscape
- Compare and contrast the processes of economic development in different regions
- Compare and contrast the impact of globalization (economic, cultural and environmental) on the core, periphery and semi-periphery

REQUIRED MATERIALS

This textbook is called the Binder Version that includes the required information to access WileyPlus.com, the online service that hosts the required assignments published by Kuby et al. The MSC
Bookstore has been made aware that this is the version we are using. Please avoid buying the book in hardcover (even used) as you will ultimately pay more for the required materials.

**EVALUATION**

Assignments (WileyPlus.com) – 45%
Midterm Exam – 25%, 12 October 2009
Final Exam – 30%, Date TBA by TAMU Registrar

**Assignments**
You are to complete *nine online assignments* that are available through WileyPlus.com. The assignments are drawn from the publication *Human Geography in Action* (Kuby et al 2006). These activities are designed to help you understand the concepts discussed in lecture and provide you with some hands-on examples of the applicability of human geography in a variety of fields. Each assignment is due on the date listed in the Course Schedule. Late assignments will be downgraded.

I have designated one hour per week when I will be available for drop-in tutorial for the online assignments. If you have a lap top, please bring that along so that I may be able to help you with the assignments.

**Exams**
You will be required to take two exams in the class. You will only need your pencil and gray scantron sheet, nothing else. Please follow the exam rules (to be announced in class). If you are late for the exam, you will have to wait at the front of the lecture hall until all the seated students have begun the exam. You will then be seated and provided an exam; you will also be the first to turn in your exam at the end of the period.

**Extra Credit**
You will be able to earn extra credit (up to 10%) by participating in an organized film series. I will provide you with more information on that opportunity during the second week of class.

**Grading Scale**
A for 100-90%; B 89-80%; C 79-65%; D 64-50%; F below 50%.
CLASSROOM POLICIES

Lecture
My lectures are based on the chapters, and I will assume you have read the assigned material. I will be using the text as a core of the lectures, but don’t assume that I will simply repeat what is written in the book. I will be adding and enhancing the material presented in the text books. Therefore, it is in your best interest to attend the lectures throughout the semester. If you know that you will be late or have to leave lecture early, please sit by the doors so that your exit does not disturb your colleagues.

Office Hours
You are encouraged to come to my office during the appointed times if you have questions or concerns about the material.

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 Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the new website: http://library.tamu.edu/aggiehonor.

You are not to work in groups on the assignments. The assignments are intended to be an evaluation of your individual work. I have taken many cases to the Aggie Honor Council and will continue to do so if I find that students have not turned in their own work.

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

Communication
Please visit me during office hours to discuss any and all aspects of this course. I have allotted that time during the week for meeting students. Email is not a substitute for a personal meeting.

ADA Statement
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Absences
This class follows University policy regarding excused absences.

- For an injury or illness of three or more days, a student MUST provide a class excuse completed by a medical professional.
• For an injury or illness less than three days, a student MUST complete the Explanatory Statement for Absence from Class form.
• The choice to excuse or not excuse the absence is left to the discretion of the faculty member or academic department.
• An absence for a non acute medical service (eg. dental appointment, eye doctor appointment, etc.) does not constitute an excused absence.
• To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.
• If needed, the student must provide additional documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence.
• Here are the rules and regulations regarding religious observances: [http://dof.tamu.edu/faculty/policies/religiousobservance.php](http://dof.tamu.edu/faculty/policies/religiousobservance.php)

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. For more information, please see Section 7 of the student rules: [http://student-rules.tamu.edu](http://student-rules.tamu.edu)

**Three-Exam Rule**
If you have three final exams on the same day, you may petition YOUR Dean (eg. the Dean of the College in which you are enrolled) for a make-up exam in one class. I will only provide an alternate exam if your dean has contacted me and made the request. All students who are co-enrolled at Blinn should compare their Blinn finals with their TAMU finals and discuss potential conflicts with their professors well in advance of the scheduled exams.

**Other Policies**
• Cell phone must be turned off.
• All course material is copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. This means you are not to distribute the materials to online study sites, services, etc (eg. studyblue.com, etc.).