Language, Philosophy and Culture
Texas A&M University

Core Curriculum Cover Sheet

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

1. This request is submitted by (department name): General Academics (Texas A&M at Galveston)

2. Course prefix and number: ENGL 253

3. Texas Common Course Number: N/A

4. Complete course title: Introduction to Cultural Studies & Popular Culture

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

- Communication
- Creative Arts
- Mathematics
- American History
- Life and Physical Sciences
- Government/Political Science
- Language, Philosophy and Culture
- Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

- Yes
- No

8. How frequently will the class be offered?

- Typically every other Spring

9. Number of class sections per semester:

- 1

10. Number of students per semester:

- 20

11. Historic annual enrollment for the last three years:

- 13
- 10
- 11

* See Attachment

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

12. Date

13. Submitted by:

Course Instructor

Approved by:

Department Head

College Dean/Designee

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

See form instructions for submission/approval process.
We have every expectation with the reduction of courses in the new core curriculum that this course will meet the minimum student enrollment.

Dr. Donna Callenius Lang  
Vice President  
Texas A&M University at Galveston  
409.740.4419

Great. We only ask that you provide a short statement indicating your expectation that the course will reach the 15 minimum student enrollment. It will be included with the proposal so the Council has full disclosure on why it is being resubmitted. If we get your statement by Friday, July 26th, it will make the deadline for the August 5th meeting.

CJ

Chantrey J. Murphy  
Graduate Assistant, Doctoral Student  
Office of the Associate Provost for Undergraduate Studies  
Texas A&M University | Commons Basement  
@: cmurph38@exchange.tamu.edu  
#: 979.845.3210

Yes please. We would very much like to include this course.
Good afternoon Dr. Lang,

The attached proposal was submitted to the CCC on May 6th and tabled due to low enrollment. This was prior to the ruling on May 29th that Galveston and Qatar minimum enrollment be set at 15 as opposed to the 30 at College Station. Do you expect the enrollment for this course to increase; and with that, would you want the course to be resubmitted for the Council to consider it for the Core?

CJ

Chantrey J. Murphy

Graduate Assistant, Doctoral Student
Office of the Associate Provost for Undergraduate Studies
Texas A&M University | Commons Basement

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#: 979.845.3210
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum  

Foundational Component Area: Language, Philosophy and Culture  

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

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

ENGL 253 surveys the history, theories, and methods of contemporary cultural studies, with particular emphasis on the encoded messages in mass entertainment to teach students about the social uses and political implications of popular culture. The impact and affect of popular culture on the beliefs and ideologies which inform societies, nations, and groups around the globe is undeniable if only because its reach is so broad and deep in all our lives. Thus, it is imperative that students be trained in cultural theory—and understand it as a practice with its own history and concepts—so as to examine the meanings that are produced and circulated through the processes, products and practices of everyday life.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

Critical thinking is the primary objective of this course because students are actively engaged in the critical analysis and interpretation of texts drawn from popular culture. They must not only consider the potential "message" of a text but how it is created and disseminated to an audience. Moreover, they must take into consideration its "cultural function" as an object informed by ideology. The students learn to construct the right questions that enable one to reach answers that can be defended—such is the basic process of inquiry.

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

This objective is achieved through two medium-sized essays, several short essays and an oral presentation made by each student to the class over their final essay topic. There is dialogue after the presentation between the presenter and the class as they ask questions and push the student to defend the critical position taken in the essay. The short essays allow me to monitor their development as writers and communicators which will be evaluated in the longer essays.

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

The students will be exposed to a spectrum of philosophies and theories concerned with society, culture and the interaction between the two. There are political and ideological foundations to these concepts which necessitate the
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

students make constant assessments about their own moral positions throughout the semester. Since no one theory is given absolute dominance the students are free to develop their thoughts about their beliefs and notions of social duty as we progress through different theories and the varied texts used as examples. There is an emphasis on diversity in terms of both the mediums we can consider and the context of the texts with regards to history, region, racial and ethnic communities, etc. The students study the topics of transnationalism and internationalism in popular culture via separate class days devoted to charting the half century long history and global uses of the Caribbean pop music called ska as well as specific examples drawn from Japanese cultural production (anime, manga and noise rock bands) that have entered the global marketplace of culture. In thinking about how different groups at different times have used these productions they learn about their own (possibly) unconscious integration into an international community composed of pop markets. This also accounts for why ENGL 253 should be granted the International and Cultural Diversity (ICD) designation.

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

Students cannot help but learn about social responsibility because all the theories studied in ENGL 253 have roots in politically charged consequences. The main lesson of the class is that even the most innocent seeming "entertainment" has political reverberations for which it is our duty as citizens to be cognizant. Likewise, if we are to be cognizant we have to understand our own potential complicity with the ideas of a text. Students do not get to hide behind the statement, "It is just a movie," or "It is just a pop song." Ethical decision-making requires an ethics; ENGL 253 does not prescribe a singular morality to its students but it does teach them how we must all be held accountable for the one we support, even if unconsciously, through our pop text choices.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Request for International Cultural Diversity (ICD) Designation for ENGL 253: Introduction to Cultural Studies and Popular Culture

ENGL 253 is a course that in its very purpose emphasizes diversity. There is plurality in terms of the theories under study, the varied artistic mediums used to consider these theories as praxis, as well as the context of the texts with regards to history, region, racial and ethnic communities.

Non-western examples are used throughout the semester; however, there is a more deeply concentrated focus once the class arrives at the sections on transnationalism and internationalism in popular culture. Alongside students reading pieces drawn from recent postcolonial theorists -- Edward Said (orientalism), Gayatri Spivak (the subaltern) and Homi Bhabha (hybridity and cosmopolitanism) -- on separate days the course will turn to two different cultural locales from opposite sides of the world. We first chart the half-century history of the postwar Caribbean pop music called ska. In examining the form's evolution from 1959 to the present, as it is taken up by new generations of kids all around the world. Second, we turn to contemporary Japanese cultural production through the anime animation films, manga graphic novels and the avant-garde populism of noise rock bands like The Boredoms. We find a cosmopolitan attitude toward cultural sharing that embraces the international aspect of culture within a global marketplace. In thinking about how different groups at different times have used these productions they learn about their own (possibly) unconscious integration into an international community composed of pop markets.
ENGLISH 253: INTRODUCTION TO CULTURAL STUDIES AND POPULAR CULTURE

Instructor: Dr. Daniel Traber
Office: CLB 108A
Phone: 741-4382
E-Mail: traberd@tamug.edu

COURSE DESCRIPTION
An introduction to the history, theories and methods of contemporary cultural studies. The course will explore key concepts in cultural theory to examine specific aspects of popular culture as well as cultural sites and practices so as to expand upon the analytical and critical thinking skills learned in ENGL 104 and 203. Prerequisite: ENGL 104.

COURSE OBJECTIVES
The course is structured to develop your critical ability concerning the social uses and political implications of texts drawn from popular culture (film, music, television, clothing, etc.). In honing the analytical and theoretical tools necessary for a critical perspective, the ultimate goal is to help you interrogate the textual material that saturates your lives in a critical, self-conscious manner, and to then express your ideas in written form. A larger goal, then, is working toward an understanding of how the knowledge, values, and ideals used to define a culture, thus our notions of personal selfhood, are instilled and debated via a forum that transmits its messages to millions of people.

REQUIRED TEXTS
(IG) An Introductory Guide to Cultural Theory and Popular Culture, John Storey
(R) Cultural Theory and Popular Culture: A Reader, John Storey, ed.
(CC) Common Culture: Reading and Writing about American Popular Culture, Petracca & Sorapure
(SUB) Subculture: The Meaning of Style, Dick Hebdige
(H) Handouts

CLASS POLICIES
Attendance: Since participation in class discussion and workshops is crucial to your success in this class, you must attend regularly and be prepared to participate. Excessive absences will negatively affect your grade. You are allowed 3 unexcused absences. Information concerning absences are contained in the University Student Rules Section 7 <http://www.tamug.edu/student%20rules/Rule7.htm>. 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, deadlines, and student grievance procedures (Part III, Section 45).

Paper Deadlines: In order to pass this course, you must complete and submit all work. Grades on late papers will drop one letter grade (e.g. A to A-, B+ to B) each DAY (including the weekend) after the due date.

Essay preparation: All drafts (including revisions) must be typed using a standard typeface (e.g., 12 point Courier or 12 Times). Type the draft on white letter size (81/2" x 11") paper, using one side per page. Use 1" margins on all four sides (not 1.25", the Microsoft Word default setting) and double space to allow for comments. If you use a word processor, be sure to save your essay on a disk (do not expect your files to be safe if left on TAMUG public-use computers).
**Academic Integrity:** For many years Aggies have followed a Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." Upon accepting admission to Texas A&M University at Galveston, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMUG community from the requirements or the processes of the TAMUG Honor System. For additional information: <http://www.tamug.edu/honor/>.

It is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty (including plagiarism, broadly defined as passing off somebody else's work as your own, so make sure to cite all sources whose words or ideas you use in your own work [this includes web pages]). The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. Academic dishonesty infractions could result in failure of this course. On all course work, assignments, or examinations, the following Honor Pledge shall be pre-printed and signed by the student “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**Americans with Disabilities Act of 1990:** 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 accommodation, please contact the Counseling Office, Northen Student Center, or call (409)740-4587.

**Family Educational and Rights to Privacy Act (FERPA):** FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student's social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

**ASSIGNMENTS AND GRADE DISTRIBUTION**

- **20% Essay 1**
  A 5-7 page paper that discusses and analyzes the cultural function of a pop text. You'll need to make sense of the text (what it may intend to achieve/say), how a consumer/fan may use it and how it is positioned in the culture, consciously or unconsciously. Let me know what you have chosen before starting the essay.

- **30% Essay 2**
  A 7-10 page analytical research paper of a pop text. Basically, it is the same as Essay 1; however, this time you must use at least five (5) scholarly secondary sources (either studies of your chosen text or theoretical works related to the topic). Non-academic sources taken from the internet, while allowed, will not count as one of the five sources. At this stage, your analysis should be informed by the theories we will study during the semester. You may have to order the sources through interlibrary loan so don't put off doing the research until the last moment.

- **20% 10 Pop Reports (PR)**
  A 2 page critical reflection on a pop culture text (broadly defined). This is not a personal reading journal, you are not writing about whether you like/dislike the object under study. I want to see a brief argument presenting a mixture of formal analysis and critical evaluation; it should also show a growing theoretical acumen as the
semester progresses. Try examining different mediums (e.g., film, music, TV, etc.) in each PR to avoid repeating yourself. The report will be graded with a check (✓) or check minus (✓-). Each one is worth 10 points (a total of 100); the lower grade (5 pts.) will be given to poorly developed or less substantive work, especially those that simply explain, summarize or catalog details at the expense of analysis.

• 10% Final Paper Presentations
  A five minute presentation on your final paper topic discussing the subject or object you will examine and the argument you will make about it. You will also turn in a 250-word abstract for the final paper. The presentations will be organized alphabetically. The grade is a score out of 100.

• 20% Participation
  This is defined as attendance, taking part in class discussion and any in-class collaborative assignments. Low attendance will negatively affect this grade.

**GRADING:**

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<tr>
<th>Grade</th>
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<tr>
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**SCHEDULE**

**WEEK 1: Defining the Popular**
IG: "What is Popular Culture?" (pp. 1-19)
Handouts:
- Alison Schneider, "At Chicago Meeting, Defenders of Traditional Curriculum Assume Embattled Air"
- Michael Berube, "The 'Elvis Costello Problem' in Teaching Popular Culture"
- Rita Felski, "Those Who Disdain Cultural Studies Don't Know What They're Talking About"
R: "Introduction: The Study of Popular Culture and Cultural Studies" (x-xvii); CC: "Why Study Popular Culture?" (1-6)

**WEEK 2: On Reading and Writing**
CC: "Active Reading" (6-27)
CC: "The Writing Process" (27-46)
PRP/PR #1

**WEEK 3: "Culture and Civilization" Tradition**
IG: Matthew Arnold & F.R. Leavis (21-35); R: Arnold, "Culture and Anarchy" & Leavis, "Mass Civilisation and Minority Culture" (7-21)
IG: "Mass Culture in America" (35-44); R: Dwight Macdonald, "A Theory of Mass Culture" (22-36)

**WEEK 4: Television**
CC: "The Cultural Influences of Television" (156-83)
CC: "Interpreting Television" (217-43)
PRP/PR #2

**WEEK 5: Culturalism**
IG: "Culturalism"(45-63); R: Raymond Williams, "The Analysis of Culture" (48-56)
IG: "CCCS and the Birmingham School" (63-71); R: Stuart Hall, "Notes on Deconstructing 'the Popular'" (442-53)
R: Michael Shudson, "The New Validation of Popular Culture" (495-502); Lawrence Grossberg, "Cultural Studies vs. Political Economy" (613-24)

**WEEK 6: Popular Music**
CC: Simon Frith, "Rock and Sensuality" & David Samuels, "The Rap on Rap" (265-88)
CC: Alan Wells, "Popular Music: Emotional Use and Management" & John Lewis, "Punks in LA" (296-328)
PRP/PR #3
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Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Landscape Architecture and Urban Planning

2. Course prefix and number: LAND 240

3. Texas Common Course Number: 

4. Complete course title: History of Landscape Architecture

5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? Once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 150

11. Historic annual enrollment for the last three years: 2012 - 149, 2011 - 80, 2010 - 115

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

13. Submitted by:
   Course Instructor
   Date: 3/21/13

14. Department Head
   Date: 3/21/13

15. College Dean/Designee
   Date: 3/26/13

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

See form instructions for submission/approval process.
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Foundational Component Area: Language, Philosophy and Culture

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

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

LAND 240 - History of Landscape Architecture I meets the Foundational Component Area description for Language, Philosophy, and Culture by specifically focusing on how the ideas, values, beliefs, and philosophical positions of a particular set of historical people are reflected in the visible landscape. It takes the assumption that as humans interact with nature they write their unwitting autobiography. The tastes, styles, behaviors, and philosophies of particular persons within a given time period, within a given region are then directly reflected through the design of the built and natural environments.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

The ability to engage in reflective and independent thinking is a key component to LAND 240. Learning objectives for the course which help achieve this are (see syllabus for complete list):

L.O.3. Be able to distinguish the distinctive, stylistic, and functional periods of landscape design
L.O.4. Recognize and explain the significance of outstanding historical works of landscape architecture and how they fit into a particular design period
L.O.5. Differentiate the philosophies of each primary era of landscape design and describe how they have impacted the layout of different countries, cities, and gardens.

Strategies used to create/assess an atmosphere of critical thinking are:
1. In class questioning and answering within lectures
2. Pre-lecture outline knowledge exposure/Post-lecture knowledge obtainment discussions
Procedural learning questioning (assessing the “how” something was applied rather than the “what”) embedded within quizzes and tests

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

Being able to communicate clearly and effectively – orally, visually and in writing – underpins much of the lecture material, the cinematic material, and the extra credit option for the course. Learning objectives within the syllabus which seek to enhance student communication skills are:

L.O.6. Identify renowned landscapes, the work of renowned designers, and the key philosophers of
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differing design styles
L.O.7. Know key facts and interpretations regarding significant historical works of landscape architecture

Strategies used to create/assess an atmosphere of communication skill enhancement are:
1. Key lecture materials are outlined at the end of each slide show. Students are questioned on this material and are asked to stand up and state their answers to the entire class
2. The extra credit assignment affords students the opportunity to draw a plan view a landscape design covered in class and describe the style, philosophies, and importance of the design creatively
3. “Team” questioning is utilized to answer questions from quizzes which were missed by large portions of the course
4. Quizzes and tests include many visual images as questions which must be recognized according to the designer (in some cases), location, and site.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
The contribution of the people to the welfare of their communities is covered through many facets of the course, primarily in lecture form. While direct application to College Station is not necessarily made, the classes of people of each period of time covered and the contributions of these persons, there struggles and/or prestige are embedded within the layout description and philosophical debates of the design itself. Learning objectives within the syllabus which aid in exposing the social responsibility of people to their communities are:
L.O.1. Develop and better understand the nature and depth of the discipline of landscape architecture
L.O.8. Become well versed in historical multicultural nomenclature used by historical designers and the meanings of this terminology

Strategies used to create/assess an atmosphere of social responsibility are:
1. Emphasizing and quizzing/testing students on the role landscape architects can play in designing spaces for public good and the promotion of social justice
2. Showing cinematic screening of movies which expose historical injustices during historical times and testing on the materials covered in these screenings

Utilizing design nomenclature which has roots in different countries and classes and explain the meaning/significance/origins of these terms.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):
Students are exposed to issues of personal responsibility related to the course’s focus on aspects of the interaction of nature and culture and how this interaction impacts the human experience. Diverse religious concepts, concepts of sustainability such as hydrological sensitivity, natural resource conservation, and energy responsive behavior, and periodic campus field trips to areas displaying aspects of particular historic design styles all help to provide students a better vista as to life lived in each epoch of history covered. Other typical responsibilities in class such as strict deadlines, no make-up examinations, attendance policies, and reflections on the impacts humans have had on the environment promote personal responsibility within LAND240. The learning objective within the syllabus which aids in promoting personal responsibility is:

L.O.2. Understand the impact that human alteration has had on natural systems through time

Strategies used to create/assess an atmosphere of personal responsibility are:
1. Class meetings at buildings on campus which display characteristics of historic design styles in lieu of typical
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lecture meeting rooms

2. The exposure of students to concepts of environmental ethics, cultural diversity, and sensitivity to different life outlooks

3. Concepts covered are also covered in relation to the consequences and outcomes resulting from particular historic actions in an effort to help make students better decision makers.

4. Discussions on the loss of ecological habitat in lieu of built form

5. Strict deadlines and no late/missed work accepted without a doctor's note

6. Credit for attendance given and zeroes given for missed quizzes and examinations

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

LAND 240 – History of Landscape Architecture I – examines the design of natural and built environments in a diverse range of cultural, philosophical, and religious contexts from the prehistory to the 19th century. In this culture-historical approach to landscape architectural history, students develop an awareness of the cultural and stylistics differences in design in European, Asian, African, and American contexts through time. Design of the landscape is considered a direct reflection of human values and preferences of each era and philosophical (e.g. humanism, transcendentalism, etc...) and religious (e.g. Christianity, Hinduism, Islam) ideals are discussed in the context of design. An understanding of how cultural identity is expressed and revealed through the arrangement of the built and natural environments is stresses and these expressions are utilized as evidence for the transmission of design and technology across cultures and over time. Information covering lost and surviving historic landscapes from prehistoric times to the early 19th century provides an opportunity to discuss issues of social memory, identity, adaptive reuse, and historic preservation, environmentalism, and the exploration of the wealth of disciplined embedded within the field of landscape architecture. By learning how to appreciate, understand, and respect the natural and built environments of different cultures, students will gain insights into how the world we build has always reflected who we are and gain insight as to the ideals and historic customs of non-American countries thereby increasing an atmosphere of multiculturalism.
COURSE DESCRIPTION:

Introduction: LAND 240 examines (primarily) the quality of human landscape use in Asia, African, and Europe from prehistory to contemporary times. Our examination of the past is concerned with three major issues: the comprehension of specific landscape contexts (that is the environment), the quality of human response to these landscapes (their cultural attitudes and practices for that landscape), and their design response to both cultural and environmental factors.

Preface: History of Landscape Architecture is a general introduction to the history of human settlement, land use and landscape architecture, primarily outside of North America. The content of the course is focused on interpreting the role of culture in landscape formation, the role of technology in the evolution of landscape alteration, symbolic use of the landscape, landscape as an aesthetic expression, and the influences of natural and cultural systems on one another.

The format for the class includes in-class lectures, in-class cinematographic screenings, pop quizzes, and four exams (at the beginning of class on the days listed in the schedule). Lectures will be accompanied by a series of slide images that help to illustrate the lecture content and are an integral part of the course. All of the class presentations are aimed at building a comprehension of the role of environmental context and human values in landscape use. Specifically we will look at context and values at three scales: urban planning and design, municipal and civic, and small site design.

Objectives: Upon completion of the course the student should be able to:

• Develop better understanding of the nature and depth of the discipline of landscape architecture
• Recognize how key themes of landscape use have been applied in specific landscapes, cultures and eras
• Recognize and appreciate different cultural traditions of landscape use
• Recognize distinctive stylistic and functional periods of landscape use
• Identify renowned landscapes and the work of renowned designers
• Recognize and explain the significance of outstanding works of landscape architecture
Class Routine:

Lectures: Relevant topics are presented by the instructor and examination materials are covered in class. The bulk of your test/quiz material will be covered in these lectures.

Pop Quizzes: There will be 6 unannounced quizzes covering videos and materials discussed which will be randomly distributed throughout the semester. These will take only 10-15 minutes to complete and lectures will occur thereafter. You can drop your lowest two quiz grades.

Examinations: There will be four examinations throughout the semester. These examinations will not be followed by a lecture. The exams will be given at the start of class and NO MAKE UP EXAMS WILL BE GIVEN WITHOUT A DOCTORS OR UNIVERSITY ACCEPTED EXCUSE

Cinematic Screenings: A series of videos will be watched on Friday's through the semester which explore that week's topic. These cinematic lectures will be watched on Fridays and materials covered will also be included in tests and quizzes.

Required References: Landscapes in History: Design and Planning in the Eastern and Western Traditions, Phillip Pregill and Nancy Volkman, 2nd Edition. This text is also used in the History of Landscape Architecture II Course - 120.00 new, 70.00 Used on Amazon

Equipment:

You are responsible for the project costs associated with providing the materials and services listed below and any other costs associated with completion of the course:

• 15 Scantrons (8.5 x 11 with 150 answers) - #101607

Evaluation:

Final course grades are based upon the average of four exams and the average of your quiz grades. The exams will cover the material, including the text readings, all lectures up to the date of the exam, and the movies watched in class.

Principles for Success: 1. Attend class regularly
2. Read the text well and with understanding—take notes, relate readings to lectures, etc
3. Take notes both in class and from the text and on the movies watched
4. Develop methods of reinforcing information—make up your own quizzes, develop thought questions, etc
5. Study in groups

Evaluation Criteria: The following standards will be used in grading project work:

• A (89.50 - 100) Distinction: Work that is truly superior and demonstrates original insights, extraordinary depth of research, professional quality, or a highly creative and convincing design resolution.

• B (79.50 - 89.40) Above Average: Work that is above the norm and goes beyond the stated requirements, but lacks extraordinary insights or has aspects which are not fully resolved.

Texas A&M University • Galen Newman, PhD • Department of Landscape Architecture and Urban Planning
POLICIES

Class Policy:

Respect must be maintained at all class times. Thus:

• No cell phone conversations/no ringtones/no texting
• Be ready on time (prepare before)
• Inter-student learning is highly encouraged
• Be prepared with necessary materials for each class (NO TIME FOR FORGOTTEN SCANTRONS WILL BE PERMITTED DURING TEST OR QUIZ TIMES; ALWAYS HAVE ONE ON YOU!!)
• No Facebooking or other social media during class
• Your participation, in the form of thoughtful comments and questions is always encouraged and welcomed. Your education is dependent of your taking part in the class. And your interest helps me do a better job.
• If you spill it, clean it up; if you bring it with you, take it out.

Attendance:

Your presence is required and expected in class at all designated times. We will cover an extensive amount of material at a very fast pace. Punctual and regular attendance is necessary and mandatory.

Only University approved absences, as stated in the Student Handbook http://studentrules.tamu.edu/search/rule7.htm Rule 7.1, will be accepted as excused absences on days that exams are given. If you will be unable to attend an exam and have a university excused absence you must let me know via email prior to the exam time or you may not be able to do a makeup exam. Class performance is typically directly related to being in attendance, paying attention and taking thorough notes.

Prerequisites:

Sophomore status or above, as stated in the University catalog and on the registration website.
Disability Access: The Americans with Disabilities Act 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 have a disability which requires special accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637. For additional information please visit http://disability.tamu.edu.

Academic Integrity: "An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://aggiehonor.tamu.edu. Failure to honor this code will result in a failure of the class and immediate dismissal.

Syllabus Changes: Both the syllabus and the attached course calendar are tentative. The instructor reserves the right to make changes in the syllabus or schedule throughout the course as it may become necessary.

Readings Schedule: REQUIRED readings NOT within the required book will be provided on eLearning. Supplemental readings are not necessarily required but due to copyright laws cannot be placed on eLearning. Required readings are available in the library. Supplemental readings are available in the library.

Prehistory: Cultural Alterations of the Land


The Neolithic & Ancient Settlement Landscape


**Early City Form: Aegean, Greek + Roman**


**The Middle Ages + Medieval Towns**


**Symbolic Landscapes + Islamic Gardens**


**Landscape of the Renaissance**


**Humanism in France & Italy**


**The Grand Manner and Baroque Urbanism**


**Europe's Expanding Ideals: Great Britain & Beyond**


**Enlightenment and Romanticism**


**Chinese and Japanese Landscapes**
LAND 240 Spring 2012 - Syllabus
DEPT of LAUP: History of Landscape Architecture


Democratic + North American Landscapes


Modernism + City Planning


Ecological Planning


Course Schedule: See Attached
**LAND 240 - History of Landscape Architecture I**

**MWF: 9:10am - 10:00am**

**Professor Galen Newman, PhD, ASLA, APA**

gnewman@arch.tamu.edu - Office: A334 Langford

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<td>15th - 16th Century</td>
<td>OCT 1 - Landscapes of the Renaissance</td>
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<td>OCT 8 - Humanism in France + Italy</td>
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<td>OCT 15 - The Grand Manner + Baroque Urbanism</td>
<td>OCT 19 - Cinema: MATHEMATICS OF ARCHITECTURE</td>
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Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies

2. Course prefix and number: MUSC 201

3. Texas Common Course Number: MUSI 1306

4. Complete course title: Music & The Human Experience

5. Semester credit hours: 3 SCH

6. This request is for consideration in the following Foundational Component Area:

   Communication
   Mathematics
   Life and Physical Sciences
   Language, Philosophy and Culture
   Creative Arts
   American History
   Government/Political Science
   Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   Yes     No

8. How frequently will the class be offered? Fall, Spring

9. Number of class sections per semester: 8

10. Number of students per semester: 1000

11. Historic annual enrollment for the last three years: 1267 1369 2004

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

12. Submitted by:

   [Signature]
   Course Instructor

   [Signature]
   Date

   [Signature]
   Date

   [Signature]
   Date

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

MUSC 201: Music is considered within its cultural context, exploring both parallel and conflicting movements in the visual and literary arts, the composer's own situation, political movements, technological changes, and other events which have an affect on the creation, performance and reception of the particular compositions selected for study in a given semester. The interchange of ideas and styles from other cultures has been a staple of European culture from the days of the crusades (the Arabic oud becomes the ubiquitous Renaissance lute; shawms as predecessor of oboes and bassoons), and these influences are noted throughout the course.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

Critical Thinking is addressed through group projects and concert reports. The group project/presentation consists of researching a topic of the group's choice and presenting it to the class (p. 2). Concert reports (p. 7) require the student to observe, analyze and comment upon such factors as the surroundings in which the concert take place, audience makeup and reaction, performer/audience interaction, analysis of the music itself, and synthesis of the experience as a whole. Students unable to participate in a group project may complete other projects (p. 8), including essays, creative writing, analysis of music in a movie, etc.

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

Communication is of vital importance in a successful group project (p. 2), as each group member is to speak to the class as part of the presentation, in addition to the communication necessary to conduct the research as a group. Effective use of visual aids and video clips is addressed encouraged. Concert reports (p. 7) are to be written in prose form, covering the aspects mentioned under Critical Thinking. Several of the alternate projects (p. 8) require personal interaction and communication (interviews, surveys).

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

Attendance at several concerts is a requirement of the course. These may include "classical" concerts, music of other cultures, popular styles and staged musical works. Students are expected to behave respectfully at the concert and
observe the conventions of the particular genre. Although it is not the focus of Music 201, some musics of other world cultures are studied, and part of the discussion is the social context of performances within that culture, the regard in which creators and practitioners are held, and various customs/taboo (such as removing one’s shoes and not stepping over the instruments in an Indonesian gamelan).

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

Assigned readings, class discussions, projects, and exams address ethical decision-making in the lives of musicians. This includes:

- Personal dilemmas facing composers and musicians throughout history in the face of political events, for example the appropriation of music and musicians for political reasons (Wagner’s music in Nazi Germany); satisfying the needs of patrons and employers despite one’s own proclivities and preferences (Catholic William Byrd finding it necessary to write Protestant church music); Soviet composers’ “Drawer Music” – music written for their own emotional or intellectual expression that was not in styles approved by Soviet authorities, and hence had to be hidden away from public view.
- Evolving issues surrounding intellectual property that reach back to the 18th century and greatly impact modern musicians, including the advent of recording technology and the internet, copyright laws, theft of intellectual property and royalties, the founding of royalty-collecting organizations like ASCAP, BMI, etc.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Performance Studies

MUSC 201 Music and the Human Experience

Request for International and Cultural Diversity (ICD) Designation

Music is considered within its cultural context, exploring both parallel and conflicting movements in the visual and literary arts, the composer’s own situation, political movements, technological changes, and other events which have an affect on the creation, performance and reception of the particular compositions selected for study in a given semester. The interchange of ideas and styles from other cultures has been a staple of European culture from the days of the crusades (the Arabic oud becomes the ubiquitous Renaissance lute; shawms as predecessor of oboes and bassoons), and these influences are noted throughout the course.

MUSC 201 covers a wide range of vernacular and art music including those of different cultures, within the West and around the world. Additionally, the study of Western European concert repertoire enables students to contextualize music from past eras that regularly surfaces in contemporary media and popular culture -- movies, ringtones, television, video games, and advertisements.

The world music unit in this course consists of modern representations of other cultures, the jazz unit on jazz (an amalgamation of African and European traditions used to define and challenge cultural identities within the United States) is primarily focused on the last 50 years, and student projects are all focused on contemporary issues, totaling 5 out of 14 weeks in the course schedule, over 30% of content addressing the last 50 years.
MUSC 201: MUSIC AND HUMAN EXPERIENCE FALL 2012
Instructor: Laurine Elkins-Marlow, Ph.D.

MUSC 201.501 meeting Tuesdays & Thursdays 8:00 – 9:15 a.m. in HECC 100
MUSC 201.502 meeting Tuesdays & Thursdays 9:35 – 10:50 a.m. in HECC 100
MUSC 201.505 meeting Tuesdays & Thursdays 12:45 – 2 p.m. in HECC 100

Office: Academic Building 406B, telephone 845-8697 email l-marlow@tamu.edu
Office hours 2 – 3:30 p.m. Tuesdays & Thursdays, and by appointment

COURSE DESCRIPTION
An introduction to music and related issues; designed to enhance the student’s knowledge and
perception of music; selected works in various styles within historical, psychological and
aesthetic contexts.

PREREQUISITES: None

OBJECTIVES OF THIS COURSE:
1) To demonstrate an understanding of the creation and performance of music in cultural
context.
2) To develop and apply listening skills and a working knowledge of basic music terminology.
3) To apply these skills in live listening experiences and to evaluate the concert or event in a
written report.
4) To demonstrate an understanding of music of other cultures and "popular" musics (jazz,
musical theatre, etc.).
5) To demonstrate knowledge of composers, specific compositions, instruments and forms
associated with the various style periods in the history of the "Western art music"
tradition.
6) To communicate with the class your research on a musical topic of special interest, working
with a group of fellow students.

both the text and the CDs or downloads. Bonds offers the class materials in a variety of
formats, both printed and electronic. You may choose which is most convenient for you.
Listening selections on the exams will come from musical selections in Bonds.

It is highly recommended that you also acquire access to Bonds' MyMusicLab, which
offers valuable learning experience through animated listening guides, chapter highlights and
quizzes, and many supplemental learning activities.

Bonds' Listen to This is structured with emphasis on "classical" music of the Western
European art music tradition, presented in 6 historical periods, and within these also covers
some American popular music, jazz, and musics of other cultures. This text will provide the
basic framework for the course to fulfill the objectives given above, and will be supplemented
with videos, handouts and additional readings.

Attending a live music performance offers a range of experience and insight not possible
when listening to a recording. Students will attend two concerts of "classical" or other music
studied in class which are available on campus and in the community and submit reports on
their observations. A list of such concerts is included in the class schedule.

DETAILED GUIDELINES FOR WRITING CONCERT REPORTS ARE FOUND AT THE
END OF THE SYLLABUS, ALSO AVAILABLE PRINTED AS "THE PINK SHEET."
COURSE REQUIREMENTS:
3 Examinations @ 100 pts each ......................... 300
2 concert reports from list in Schedule @ 25 pts each ...... 50
Student Group Project / Presentation @ 55 pts ............ 55
Regular class attendance ................................ 45
TOTAL POINTS ......... 450

GRADING SCALE:  A = 450-405  B = 404-360  C = 359-315  D = 314-270  F = 269 and below

YOUR NAME AND YOUR MUSIC 201 SECTION NUMBER MUST BE ON ALL PAPERS. YOU MUST INITIAL AND RETURN GRADED PAPERS. THESE MUST BE IN YOUR FILE AT THE END OF THE SEMESTER TO RECEIVE CREDIT

EXAMINATIONS
are multiple-choice, to be taken on the 150-question grey Scantron form #0-01607. They will contain both factual information and listening selections from the text and CDs and additional material covered in class lectures and videos. One week before the exam, you will receive a review sheet outlining the material to be covered on the exam, and the listening selections for which you are responsible.

STUDENT GROUP PROJECT / PRESENTATION
Groups of 5 - 10 students will research musical styles of particular interest which may not be covered in detail in our textbook. Each group will present its findings to the class as a group, using Power Point, live performance, video clips, etc. as appropriate to the topic and agreed upon by the group. The class is expected to regard these reports as part of the course content and may expect examination questions on the basic content of the reports. (Students who are unable to participate in this activity due to excessive course load and work commitments may complete two individual projects instead, with the permission of the instructor.)

To receive credit for the group project / presentation
1) the group as a whole must submit an outline or a copy of their Power Point slides, including the names of all group members
   AND
2) each student must submit a brief explanation of his/her part in the project and an evaluation of the experience, specifying beneficial of detrimental aspects, problems and solutions, etc.

CLASS ATTENDANCE
Regular class attendance is expected. Students are expected to sign in each class on the attendance sheet which will be passed around during class. If for some reason the sheet does not get to you, it is your responsibility to see that your name is on a sheet of paper (which you can leave on the instructor's desk as you are leaving). It is expected that you will sign in with your own handwriting, not to have a kind friend sign in for you. One unexcused absence is permitted. Each additional unauthorized absence will result in a 5 point deduction from your point total for the class. YOU MUST SUBMIT WRITTEN DOCUMENTATION FOR ABSENCES as per http://student-rules.tamu.edu/rule07
DUE DATES FOR CONCERT REPORTS AND PROJECTS
Concert reports and projects may be completed and submitted at any time during the semester. In most cases these will be graded and returned to you within two weeks.
INITIAL AND RETURN the graded reports to go in your file.
If you are not pleased with your grade on a concert report, you may correct it, or attend another concert and correct the shortcomings of the first report in the subsequent report.

ONE concert report is DUE BY THURSDAY, OCTOBER 11, before Midsemester grades must be submitted.
ALL REPORTS AND PROJECTS ARE TO BE TURNED IN BY THE LAST WEEK OF CLASS, LAST CLASS DAY DECEMBER 4, with the exception of concerts occurring at the very end of the semester.
In most cases these will be graded and returned at your final exam so you can see your grade.

I WILL ACCEPT PAPERS AND PROJECTS AT THE FINAL EXAM BUT THESE WILL BE GRADED AND GO DIRECTLY INTO YOUR FILE.

NOTE WELL ----- YOU CANNOT CORRECT OR CHANGE ANY MISTAKES OR OMISSIONS, OR CONTEST A GRADE RECEIVED ON A PAPER OR PROJECT SUBMITTED ON THE LAST CLASS DAY OR AT THE FINAL EXAM.

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

ACADEMIC INTEGRITY STATEMENT
"An Aggie does not lie, cheat, or steal, or tolerate those who do." Please consult the Honor council Rules and Procedures on the web at http://aggiehonor.tamu.edu In Music 201 this refers not only to cheating on exams, but copying or unduly collaborating on concert reports or downloading materials from the web for other reports. If any two papers are too similar, neither will receive credit. DO YOUR OWN WORK!!

PUT YOUR NAME AND SECTION NUMBER ON EVERY PAPER YOU TURN IN.
INITIAL AND RETURN GRADED PAPERS TO GO IN YOUR FILE
IF PAPERS ARE NOT FOUND IN YOUR FILE AT SEMESTER'S END, YOU MAY NOT RECEIVE CREDIT FOR THEM.
SCHEDULE OF CLASS TOPICS AND CONCERTS
as of August 2012. Subject to Change due to Guest Lectures, Residencies, and Concerts which have not been scheduled this early in the semester.

More details on concerts will be available on flyers distributed later in the semester and on the websites of sponsoring organizations. Expect to have more possibilities added to this list. Most concerts offer reduced ticket prices for students, and many are free.

Be sure to Doublecheck the times and locations on organization websites before you go! Times and venues have been known to change!!!!

Abbreviations of Sponsoring Organizations:
AGO American Guild of Organists
BVC Brazos Valley Chorale
BVSO Brazos Valley Symphony Orchestra
CCC/FCM Community Chamber Concerts
CCC/FPC Concerts on Carter Creek, First Presbyterian Church
OPAS – TAMU MSC Opera and Performing Arts Society
TAMU PERF TAMU Department of Performance Studies
TC BCS Theatre Company of Bryan/College Station

**Counts for “Classical” concert credit – one of the two required concerts must be one of these
* May be used for the second required concert, or you may have have two ** concerts

WEEK 1 Aug 28, 30 Introduction, Overview, ELEMENTS OF MUSIC (Bonds pp 4-15)

WEEK 2 Sept 4, 6 MORE ELEMENTS, MIDDLE AGES Bonds PT 1
9 Sep Sun at 6 PM *Vocalist Karen Chavez, St. Thomas Episcopal Church, CS

WEEK 3 Sept 11, 13 MIDDLE AGES/RENAISSANCE PT 2

WEEK 4 Sep 18, 20 INSTRUMENTS OF THE ORCHESTRA, BAROQUE PT 3
20 Sep Thur at 7:30 PM *OPAS “The Midtown Men,” Rudder Aud $
21 Sep Fri at 7:30 PM *OPAS “The Midtown Men,” Rudder Aud $
21 Sept Fri at 7 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
22 Sep Sat at 2 PM and 7 PM *Theatre Company musical “The Music Man,” Tejas Center
23 Sep Sun at 2 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
23 Sep Sun at 3 PM **Concerts Carter Creek, organist Niko Tchoelker, First Presbyterian Church, Bryan, free
24 Sep Mon at 7:30 PM **Friends of Chamber Music: A Far Cry, First Presbyterian Church, free

WEEK 5 Sept 25, 27 BAROQUE PT 3
25 Sep Tues at 7:30 PM **TAMU Perf Music Faculty Recital, Rudder Theatre
28 Sept Fri at 7 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
29 Sep Sat at 2 PM and 7 PM *Theatre Company musical “The Music Man,” Tejas Center
30 Sep Sun at 2 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
30 Sep Sun at 3 PM **TAMU Bands Wind Symphony and Symphonic Winds, Rudder Theatre
30 Sep Sun at 6 PM * Concerts on Carter Creek: David Stevens, First Presbyterian Church, free
30 Sep Sun at 6 PM **TAMU Bands Symphonic Band and Concert Band, Rudder Theatre
WEEK 6 Oct 2, 4  EXAM #1 on TUESDAY, CLASSICAL ERA PT 4 Thursday

5 Oct Fri at 7 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
6 Oct Sat at 2 PM and 7 PM *Theatre Company musical “The Music Man,” Tejas Center $
7 Oct Sun at 2 pm *Theatre Company musical “The Music Man,” Tejas Center (Texas Ave & Villa Maria) $
7 Oct Sun at 5 PM **Brazos Valley Symphony Orchestra, Rossini, Saint-Saens Piano concerto, Brahms Symphony No. 4, Rudder Theatre $

WEEK 7 Oct 9, 11  MORE CLASSICAL ERA

11 Oct Thurs at 8 PM *TAMil Perf James Luna, Rudder Theatre
11 Oct Thurs at 7:30 PM *OPAS 1G Ray Benson, Rudder Theatre $
12 Oct Fri *Century Singers Showcase, A&M United Methodist Church, Variety show & dessert $
13 Oct Sat at 11:55 CST **Met in HD Donizetti’s L’Elisir d’Amore, Cinemark Theatre, $
13 Oct Sat at 3 PM **TAMU Bands University Jazz Ensembles, Rudder High School
13 Oct Sat at 6 PM **TAMU Bands University String Orchestra, Rudder High School
Oct 15 Midsemester grades due

WEEK 8 Oct 16, 18 THE NINETEENTH CENTURY PT 5

WEEK 9 Oct 23, 25 MORE 19th C, OPERA PT 5

23 Oct Tues at 7:30 PM *OPAS Martha Graham Dance Company, Rudder Aud $
24 Oct Wed at 7:30 PM **TAMU Perf Texas Guitar Quartet concert, Texas A&M International Guitar Festival and Symposium, Rudder Theatre
25 Oct Thurs at 7:30 PM **TAMU Perf + Friends of Chamber Music- Los Angeles Guitar Quartet Concert, Texas A&M International Guitar Festival and Symposium, Rudder Theatre
26 Oct Fri at 7:30 PM **TAMU Perf Grisha Goryachev Concert, Texas A&M International Guitar Festival and Symposium, Rudder Theatre
26 Oct Fri at 8 pm Theatre Company **The Rocky Horror Show, Tejas Center (Texas Ave & Villa Maria) $
27 Oct Sat at 8 PM and 11:45 PM Theatre Company **The Rocky Horror Show, Tejas Center (Texas Ave & Villa Maria) $
27 Oct Sat at 11:55 AM **Met in HD Verdi’s Othello, Cinemark Theatre, $
29 Oct Mon at 7:30 PM *OPAS musical Catch Me if You Can, Rudder Aud $

WEEK 10 Oct 30 Nov 1 WORLD MUSIC (selections from Bonds, handouts, videos)

30 Oct Tues at 7:30 PM *OPAS musical Catch Me if You Can, Rudder Aud $
1 Nov Thurs at 7:30 PM fyi TAMU Perf Music No Exit, Rudder Theatre
1 Nov Thurs at 7:30 PM fyi OPAS 1G LA Theatre Works Pride and Prejudice, Rudder Theatre $ FYI = For your information, Not for concert credit!!!
2 Nov Fri at 7 PM ExCr AGO Presentation on Beethoven’s 9th Symphony, Our Saviour’s Lutheran Church, CS
4 Nov Sun at 5 PM **BVSO BVC TAMU Century Singers – Beethoven’s Symphony No. 9, Mozart Eine Kleine Nachtmusik, Rudder Auditorium $

WEEK 11 Nov 6, 8 EXAM #2 ON TUESDAY. 20th Century PT 6 Thursday

7 Nov Wed at 6:30 PM **Met in HD Donizetti's opera L'Elisir d'Amore, Cinemark Theatre, $
7 Nov at 7:30 PM **TAMU Perf Pablo Salcedo, Andean flutes, Rudder Theatre
10 Nov Sat at 11:55 AM **Met in HD Ade's opera The Tempest, Met Premiere, Cinemark Theatre, $
11 Nov Sun at 6 PM **Texas Early Music Project: Hildegard of Bingen Concert, St. Thomas Episcopal Church

WEEK 12 Nov 13, 15 MORE 20th CENTURY, JAZZ PT 6

13 Nov Tues at 7:30 PM OPAS Laughter and Reflection with Carol Burnett, Rudder Aud $ FYI not for concert credit!!!!!
14 Nov Wed at 6:30 PM *Met in HD Verdi's Othello, Cinemark Theatre, $
15 Nov Thurs at 7:30 PM ** Friends of Chamber Music: Canadian Brass, Christ United Methodist, free
18 Nov Sun at 3 PM **Concerts on Carter Creek: The Marian Anderson String Quartet, First Presbyterian, free

WEEK 13 Nov 20 STUDENT PRESENTATIONS (November 22 Thanksgiving holiday)

WEEK 14 Nov 27, 29 STUDENT PRESENTATIONS

28 Nov Wed at 6:30 PM **Met in HD Ade's opera The Tempest, Met Premiere, Cinemark Theatre, $
29 Nov Thurs at 7:30 PM **Trombonanza, trombone choirs concert, Our Saviour's Lutheran Church, free
30 Nov Fri at 7 pm *Theatre Company musical "A Christmas Carol," Tejas Center $
1 Dec Sat at 2 PM and 7 PM *Theatre Company musical "A Christmas Carol," Tejas Center $
1 Dec Sat at 11:55 AM Met in HD **Mozart's opera La Clemenza di Tito, Cinemark Theatre, $
2 Dec Sun at 2 pm *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria) $
2 Dec Sun at 2 PM **TAMU Bands Symphonic Winds and Orchestra, Rudder Theatre
2 Dec Sun at 4 PM **TAMU Choral Organizations "Holiday Spirit of Aggieland" concert, Rudder Aud
2 Dec Sun at 6:30 PM **TAMU Bands Symphonic Band and Concert Band, Rudder Theatre

LAST CLASS DAY Dec 4 STUDENT PRESENTATIONS

4 Dec Tues at 7 PM **TAMU Perf Guitar Studio Recital, St. Thomas Episcopal Church
5 Dec Wed at 7 PM **TAMU Perf Piano Studio Recital, St. Mary Catholic Church
5 Dec Wed at 7 PM **TAMU Perf Voice Studio Recital, St. Mary Catholic Church
6 Dec Thur at 12:30 PM **AGO Advent Recital, St. Thomas Episcopal Church, free
7 Dec Fri at 7 pm *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria) $
8 Dec Sat at 2 PM and 7 PM *Theatre Company musical "A Christmas Carol," Tejas Center $
9 Dec Sun at 2 pm *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria) $
8 Dec Sat at 7:30 pm **BVC "Christmas Cheer," First Presbyterian Church, $
8 Dec Sat at 11:55 AM **Met in HD Verdi's opera Un Ballo in Maschera, Cinemark Theatre $
9 Dec Sun at 5 PM **BVSO Holiday Brass and Organ Spectacular, with choirs, Christ United Methodist $
EXAM SCHEDULE (as set by the university)
8 am TR class (501)  10 DEC MONDAY at 1 PM
9:35 TR class (502)  7 DEC FRIDAY at 12:30 PM
12:45 TR class (505)  12 DEC WEDNESDAY at 8 AM

After the Semester is over, FYI (most Cinemarks carry the Met in HD series)
12 Dec Wed at 7:30 PM  **OPAS IG The Romeros and Concerto Malaga, classical guitar, Rudder Theatre $
13 Dec Thu at 12:30 PM  **AGO Advent Recital, St. Thomas Episcopal Church, free
14 Dec Fri at 7 pm  *Theatre Company musical "A Christmas Carol," Tejas Center $
15 Dec Sat at 2 PM and 7 PM  *Theatre Company musical "A Christmas Carol," Tejas Center $
15 Dec Sat at 11:55 AM  **Met in HD Verdi's opera Aida, Cinemark Theatre $
16 Dec Sun at 2 pm  *Theatre Company musical "A Christmas Carol," Tejas Center (Texas Ave & Villa Maria)
16 Dec Sun at 7:30 PM  **St. Cecilia Consort early music Christmas Cantare, St. Thomas Episcopal Church, free
19 Dec Wed at 6:30 PM  Met in HD Mozart's opera La Clemenza di Tito, Cinemark Theatre, $
20 Dec Thu at 12:30 PM  AGO Advent Recital, St. Thomas Episcopal Church, free

*******To keep up with Performance Studies events, please join the Texas A&M Department of Performance Studies' Facebook group.

***** Students are encouraged to listen to KAMU-FM (90.9 FM) which offers a wide variety of programming in "classical," jazz, and various other styles we study in this class. Other sources of noncommercial music are local KEOS (89.1 FM) and A&M student radio KANM (1690 AM), Houston KUHF (91.7 FM) and Austin KMFA (89.5 FM)

PUT YOUR NAME AND SECTION NUMBER ON EVERY PAPER YOU TURN IN
INITIAL AND RETURN GRADED PAPERS TO GO IN YOUR FILE
IF PAPERS ARE NOT FOUND IN YOUR FILE AT SEMESTER'S END,
YOU MAY NOT RECEIVE CREDIT FOR THEM
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): English

2. Course prefix and number: ENGL 202

3. Texas Common Course Number:

4. Complete course title: Environmental Literature

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:

   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

   (Current core - no)

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   - Yes
   - No

8. How frequently will the class be offered? once a year

9. Number of class sections per semester:

10. Number of students per semester: 35 - 65

11. Historic annual enrollment for the last three years:

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

12. Submitted by:

   M. Jimmie Killingsworth

   Date: 3/27/13

   Course Instructor

   Approvals:

   Date: 3/27/13

   Department Head

   Date: 1/31/13

   College Dean/Designee

   Date

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The primary goal of this course is to introduce the theory and practice of environmental writing through the study of primary texts from both American and Anglophone literature from around the world, using the approach generally known as eco-criticism. Class discussion will focus on readings from primary texts supplemented by samples from the critical literature. The main idea is to arrive at an understanding of the art of environmental politics in two senses: 1. To engage works of art that offer insights into environmental values—mainly literary essays, poems, and stories, but also works in other media, such as journalism, science writing, film, music, photography, television, and even ads and bumper stickers; and 2. to consider environmental politics as an art in itself—art in the way that Aristotle talked about it. The course will cover environmental writings from the Romantic Period to the present and include the works of Thoreau, Whitman, Carson, Abbey, Dillard, Silko, Ghosh, and Sinha. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities brought to bear in writing about the environment, and ultimately, help students develop an appreciation for what the study of environmental writings from different societies and eras can teach us about ourselves and our shared humanity.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

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

CTS: Critical Thinking Skills: The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in environmental writings. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of environmental writings.

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

CS: Communication Skills: The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of environmental writings that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text, including film, music, photography, television, and even ads and bumper stickers, under examination.
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

SR: Social Responsibility: The course enhances social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped environmental writings. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped environmental writings.

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

PR: Personal Responsibility: The course will teach personal responsibility by enhancing students’ understanding of how to ethically use sources to craft a persuasive argument/answer to an essay question. In addition, in exams, writing assignments and class discussions, the course will engage students in reflecting on their own relationship as human beings to the rest of the natural world and to investigate their attitudes toward such issues as environmental justice, the impact of globalization on the environment, and the effects that environmentalism has on the poor and most vulnerable of human populations.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL202. Environmental Literature

M. Jimmie Killingworth, Professor of English
Telephone number 979-862-8305
Email address killingworth@tamu.edu
Office hours TBA
Office location 5XX LAAH

Course Description: A study of texts from various periods and locations and in various genres and media that focus on the relationship of human beings to the rest of the natural world. Topic varies from section to section.

Topic of this syllabus: The literary art of environmental politics—America and beyond.

Course Description:
The primary goal of this course is to introduce the theory and practice of environmental writing through the study of primary texts from both American and Anglophone literature from around the world, using the approach generally known as eco-criticism. Class discussion will focus on readings from primary texts supplemented by samples from the critical literature. The main idea is to arrive at an understanding of the art of environmental politics in two senses: 1. To engage works of art that offer insights into environmental values—mainly literary essays, poems, and stories, but also works in other media, such as journalism, science writing, film, music, photography, television, and even ads and bumper stickers; and 2. to consider environmental politics as an art in itself—art in the way that Aristotle talked about it. The course will cover environmental writings from the Romantic Period to the present and include the works of Thoreau, Whitman, Carson, Abbey, Dillard, Silko, Ghosh, and Sinha.

Primary Texts:
Bill McKibben, ed., American Earth: Environmental Writing Since Thoreau
Leslie Marmon Silko, Ceremony
Amitav Ghosh. The Hungry Tide
Indra Sinha, Animal's People

Learning Objectives:
By the end of the course, students should be able to
1. Identify and articulate key ideas, authors, and texts in environmental literature.
2. Explain how cultural differences affect reading, writing, interpretation, and other forms of communication.
3. Apply appropriate methods and key ideas to the analysis or criticism of written texts, as well as images, films, cultural practices, or other forms of communication and art.
4. Apply appropriate methods to the improvement of their original writing and other communication practices, including visual communication.
5. Employ the basic elements of communication by competent use of grammar, diction, and standard usage; perform revision and editing of papers as needed.

6. Interpret texts and construct explanations and arguments in writing (composing papers with a thesis, supporting evidence, appropriate documentation, and other elements of good academic writing).

7. Apply creativity and critical insight in writing, discussing and illustrating key ideas.

**Core Curriculum Objectives:**

*Critical Thinking Skills (CTS):* The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in environmental writings.

*Communication Skills (CS):* The course enhances communication skills through small and large group discussion of, writing about and providing visual illustrations of ideas, issues, questions, and themes central to course reading and/or writing.

*Personal Responsibility (PR):* The course will teach personal responsibility by enhancing students understanding of how to ethically use sources to craft a persuasive argument/answer to an essay question.

*Social Responsibility (SR):* The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped environmental writings.

**Evaluation of Core Objectives**

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of environmental writings.

CS: The course will help students learn how to develop a greater understanding of environmental writings that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion and presentation of illustrations in which students will learn how to express questions and thoughts about the subtleties of each text under examination.

PR: The evaluation of personal responsibility will be based upon an assignment in which students will be expected to ethically cite another person's work in crafting an answer or essay response to a specific question. The instructor will offer concrete examples of how to paraphrase ideas and integrate in text citations in order to construct a persuasive argument.
SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and world cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped environmental writings.

Writing Assignments:
Students will produce a 500-word response paper (about 2 pages double spaced) on the readings at regular intervals, for a total of 8 short paper grades, each worth 5 points (total of 40% of the course grade). For these 2 page assignments students will be asked to thoughtfully respond and even interrogate the issues and broader questions raised by the reading.

Students will also produce a research paper (10-15 pages) on a topic of their choice, worth 40 points (or 40% of the course grade). Students will be graded on coherence, prose, grammar, and their ability to ethically cite sources in crafting an argument.

The cumulative final exam will account for the remaining 20 points (20% of the final course grade) and will be made up of short and long answer questions which will cover reading and lecture material. On the final exam students will be asked to reflect upon how their knowledge of environmental writings from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped environmental writings.

Standard Letter Grading Scale:

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

Attendance: All students are expected to complete readings before the class period in which they will be discussed. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

<table>
<thead>
<tr>
<th>Week/Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>Readings on Eco-Criticism, select secondary sources (available on course web site) CTS, CS</td>
</tr>
<tr>
<td>2. Romantic Nature Writing</td>
<td>Readings from American Earth CTS, CS</td>
</tr>
<tr>
<td>3. Romantic Nature Writing</td>
<td>Readings from American Earth CTS, CS</td>
</tr>
<tr>
<td>4. Early Conservation Lit</td>
<td>Readings from American Earth and secondary sources</td>
</tr>
</tbody>
</table>
5. Nature and Science Writing
   Readings from American Earth  CTS, CS

6. Reform Environmentalism
   Readings from American Earth and secondary sources
   CTS, CS

7. Deep Ecology
   Readings from American Earth and secondary sources
   CTS, CS

8. Eco-Feminism
   Readings from American Earth and secondary sources
   CTS, CS

9. Research Papers
   Workshop Week. Part of this course will be devoted to
   teaching students how to ethically cite sources in
   constructing a persuasive argument. Students will also be
   given concrete examples of how to paraphrase an other
   person's work and how to integrate text citations. CTS,
   CS, PR.

10. Social Ecology
    Readings from American Earth and secondary sources
    CTS, CS

11. Environmental Justice
    Ceremony and secondary sources  CTS, CS

12. Globalization
    The Hungry Tide and secondary sources.

13. Environmentalism of the Poor
    Research Papers due. CTS, CS, PR, SR.

14. Review
    Animal's People and review  CTS, CS

Final Cumulative Exam:
On the final exam students will be asked to reflect upon how their knowledge of
environmental writings from previous historical periods and cultures outside of
their own has changed in light of the new information that they now possess.
Students will be expected to demonstrate how key insights from the course have
helped broaden their understanding of how history, culture, and philosophical
outlooks have shaped environmental writings. CTS,CS, SR

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

Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Anthropology

2. Course prefix and number: ANTH 316  
3. Texas Common Course Number: N/A

4. Complete course title: Nautical Archaeology  
5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: 1

10. Number of students per semester: 65-80

11. Historic annual enrollment for the last three years: 2012 - 61  2011 - 60  2010 - 89

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

12. Date of Approval:
    June 11, 2013

13. Submitted by:
    [Signature]
    Course Instructor
    Date
    June 11, 2013

14. Approvals:
    [Signature]
    Department Head
    Date
    June 6, 2013

15. College Dean/Designee
    [Signature]
    Date
    6/19/13

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

See form instructions for submission/approval process.
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

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

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

ANTH 316, Introduction to Nautical Anthropology, is an existing course being proposed for inclusion in the Language, Philosophy and Culture area of the TAMU Core Curriculum. This course will give students a broad overview of how maritime cultures, seafaring history, ancient civilizations, laws, language and trade networks have shaped modern society.

This course will look at the history of ideas and how they develop, expand and in some cases, diminish over time. As economic pressures encourage expansion towards regional and long-distance trade networks, we will use archaeological data to see local adaptation of maritime resources and ship designs to accommodate an ever-growing global systems of values and beliefs in maritime trade. We will examine the role of vessels in commerce, war and long-distance trade. Through a broad range of topics including ships excavated in the Egyptian desert, horses walking on water and aspects of Viking-age expansion we will see how local necessities grow to become global in nature.

The course covers empirical and scientific methods where applicable. We will look at the relationship between seafaring and its affect on development of vessel types, local trade and eventual global expansion. We will see that symbolism used in early Egyptian society are still in use today. ANTH 316 gives students an opportunity to study the complex matrix of behaviors and interactions amongst individuals, groups, institutions and events, and further examines how these behaviors and interactions have impacted individuals, society, and culture. Lectures, presentations, readings and assignments are directly targeted at expanding our knowledge base of maritime history and topics and problems faced by anthropologists today.

Lectures, readings and special illustrations will be available through the TAMU Electronic Course Reserves.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

While ANTH 316 is a lecture course, archaeological date is rich in visual images. Students are required to study the ideas expressed as icons and ship designs painted in tombs and rock art as compared to archaeologically excavated watercraft. Each lecture outlines social and spiritual pressures that shape societies and the
underpinnings of the need for watercraft in maritime societies. Every class will focus on interesting and often overlooked needs of social groups.

We will use empirical archaeological data to investigate changes in vessel types and adaptation of construction methods over time to better understand the mindset of ancient traders. Beyond thinking critically, students will have an opportunity to express ideas through a series of one page reaction papers. The intent of these papers is to encourage expressing different points of view and encourage critical evaluation of archaeological evidence.

Readings and reports assigned to specific classes will challenge students to look at the big picture of maritime history. Students will investigate the strengths and weaknesses of journal articles and make their own conclusions on topics ranging from Plato and the story of Atlantis and modern day piracy on the high seas.

Through assigned reports, readings and PowerPoint lectures, students will learn to effectively interpret, describe and express anthropological information using technical vocabulary appropriate to the topic. In-class quizzes, examinations and class discussions will be used to evaluate communication skills.

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

Long before the formalized use of language in many cultures, mankind used iconography and graffiti to illustrate his lifeways. From the earliest maps drawn on clay tablets to funerary and effigy figures buried in Egyptian tombs, the archaeological record is rich with materials that are important to study. Through lectures, PowerPoint presentations, special-topic videos, lectures and occasional hand-out materials, students will examine how the visually-oriented archaeological data has supported diversity in seafaring technologies over the past 4,500 years. This in turn as supported rich diversity of global cultural traditions that exist today. The intent of classroom materials is to instill a sense of intercultural competency and sensitivity to other ways life including maritime trade networks and more recently, multinational corporate structures. The ancient port of Rome, known as Portus, was home to multinational trade groups throughout most of modern history.

Through class discussions, one-page reaction papers and in-class pop quizzes and scheduled examinations, students learn how societies use anthropological ideas to create a sense of ethnic identity and nationalism. In this course, students will appreciate cultural sensitivity issues within other peoples and cultures.

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

From a ‘hindsight is 20/20 perspective,’ students in ANTH 316 will have the opportunity to evaluate and better understand how cultural beliefs in a specific society change in scope over time, adapt to external influences such as supply and demand from long-distance trade partners, and even negative commercial pressures from other trade networks. These are real social pressures that affect the nature of maritime activities and designs of watercraft.

Students will study the historical underpinnings of European trade and expansion and learn from a case study of the Swedish Flagship Vasa, the consequence of competition in regional and global markets. In making

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):
The study of maritime history offers students an opportunity to correlate cause-and-effect situations in maritime cultures. A comparison between rich and powerful maritime traditions of in thirteenth-century Europe for instance, illustrates how exploitation of natural resources alone affected economic growth and social well being.

From examining the archaeological material culture of coastal ships, we will see that diversity in trade goods and the means to measure and quantify commodities was a key factor that some maritime traditions were prepared to embrace. Others were not. Examination of the archaeological record makes it possible to connecting choices and ethics actions.

In the late 1900’s, fishing practices around the world evolved in response to local needs and long-distance trade demands. The current economic state of many countries is the result of choices, actions and consequences set in motion long ago. Students in ANTH 316 will develop and broad understanding of societal difference and how these differences affect the development of watercraft. They also learn the need to develop decision-making skills and strong ethical foundations, from a business and personal perspective.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ANTH316 – Introduction to Nautical Archaeology – Spring Semester, 2013

Instructor: Dr. C. Wayne Smith
Classes: Tuesdays & Thursdays – 12:45 – 2:00 pm
Location: Bldg: _______ - Room: _______
Office Hours: Bolton Hall, room 209 - Tuesdays, 9:00am – 11:00 am or by appointment (979) 845-6692. If alternate office hour visits are necessary, please contact me by e-mail to make arrangements.
E-mail contact: silicone@tamu.edu

NOTE: Notes distributes for class use are intended to outline what I consider to be important (date to enter) supplemental readings. Do not skip classes thinking you can pass tests using only supplemental readings.

There are no prerequisites for this class. This course will look at the history and theoretical underpinnings of nautical archaeology. We will study the history of seafaring and examine the role of vessels in commerce, war and long-distance trade. We will discuss ships in the Egyptian desert, horses walking on water and aspects of Viking-age expansion. The best way to enjoy this class is to simply attend classes regularly and take notes – good class attendance is essential.

Course Objectives and Description
This course will give you a broad overview of how maritime cultures, the history of seafaring, ancient civilizations, laws, language and trade networks have shaped modern society. There are no prerequisites for this class. This course will look at the history and theoretical underpinnings of nautical archaeology. We will study the history of seafaring and examine the role of vessels in commerce, war and long-distance trade. We will discuss ships in the Egyptian desert, horses walking on water and aspects of Viking-age expansion. The best way to enjoy this class and possibly maintain a good grade point average throughout the semester is to simply attend classes regularly and take notes – regular class attendance is essential.

The course includes in-class discussions and quizzes, as well as lectures. There is no prerequisite for this course.

Learning Outcomes
Upon completion of ANTH316, students will:
• Define, understand and describe a range of underwater archaeological excavations competently, be proficient in examining the diverse connections between American social infrastructure, maritime trade, development of ship types and global entrepreneurialism.
• Comprehend and appreciate the historical underpinnings of international trade, the basis of our laws and language and our social responsibilities.
• Demonstrate and utilize critical thinking skills as part of the archaeological process. Students will be able to data analysis and synthesis of information are critical components of the course materials.
• Evaluate and analyze data empirically and quantitatively as part of archaeological site analysis.
By the end of this course, students should be able to:

(1) Demonstrate social and cultural competence
   a. Define, understand, and use concepts and terms relevant to the study of state and local government in the United States;
   b. Comprehend origins and evolution of state political systems with a special emphasis on Texas including a study of political institutions, constitutions, and federalism;
   c. Understand the opportunities for citizens to participate in government at the state and local level by understanding differences in mechanisms and patterns of participation thus making them more responsible citizens.

(2) Demonstrate critical thinking
   a. Appreciate that political actors and analysts do not share a common vocabulary and sometimes use unique definitions;
   b. Identify biased or incomplete use of empirical information.

Text Book
There are a number of text books that present topics covered in this course. The assigned book for this class is:

Archaeology and the Social History of Ships, Cambridge University Press ISBN 0-521 56789 0

Occasional handouts and assigned report (on the web) may also be assigned.

Examinations & Grading
The class will be taught in lecture / seminar format using PowerPoint presentations. Three tests will be given. The first and second exams will be completed during regularly scheduled class time. The final exam date is set in the university final exam schedule. Two hours are allotted for completion of this exam. For each examination, you are required to bring a full-page scantron (8.5 inches X 11 inches). Students are required to hand in the question sheet and scantron upon completion of the exam.

Each examination consists of fifty (50) questions. Each examination counts for thirty percent (30%) of your grade. The final ten percent (10%) of your total grade will be assigned from two (2) pop quizzes, each worth 5%.

Rescheduling exams is time-consuming and complicated – unless you have a university sanctioned activity or medical slip, please do not ask to have an alternate test schedule.

Grading 90-100% - A, 80-89% - B, 70-79% - C, 60-69% - D, 59% and below – F

Missing Exams, Assignments and Classes

Anyone missing a scheduled examination or pop quiz due to a sanctioned university activity, may complete the missed examination or quiz within 30 calendar days from the last day of the absence. Absence from classes and labs will be accepted for students who have legitimate excuses as defined in the TAMUS Student Rules, specifically Rule 7 (http://student-rules.tamu.edu/rule07).

Exam Schedule: use an 8.5X11 scantron for all exams

First Examination – (date to enter) regular class time (8.5 X 11)
Second Examination – (date to enter) regular class time (8.5 X 11)
Third and Final Examination – (date to enter) (2 hour) (bring full page scantron (8.5 X 11)
Reminder – do not skip classes
Lecture Schedule – Changes are Inevitable to include pertinent global developments

Class 1  Class – please take notes
Nautical Archaeology: The Discipline, Techniques and Technologies
Survey, excavations, mapping techniques, conservation reconstruction, and analysis of artifacts and sites
Intent - to outline basic areas of the discipline

Class 2
Ships and Seafaring in the Bronze Age Mediterranean
Iconography – Predynastic Egyptian ships and seafaring
Intent - look at drawings as texts we can read and compare them to a real vessel

Class 3
Kufu and the Great Pyramid
Intent - look at drawings as texts we can read and compare them to a real vessel

Class 4
Dashur Boats - We will discuss ‘the ship” as icon, the role of ships in religious ceremonies and why we find ships in terrestrial settings.
Intent – compare working funerary craft to that of a deity

Class 5
Ship Burials – Cheops, (KUFU)
This life and the next... archaeology and mythology.
Intent - Icons, mythology and sources of information. Can a clay pot tell a story?

Class 6
Late Bronze Age Shipwrecks at Cape Gelidonia, Cape of what you say?
Intent - This class will look at the humble beginnings of underwater excavations.

Class 7
Uluburun Shipwreck
Today we run the gamut of ideas including ox hide ingots and computer technologies.
Intent – Cape Gelidonia started the ball rolling – Uluburun expands the idea of early trade

Class 8
Greek Merchantmen – expansionism and the driving pressures of growing populations
Intent – the expand the picture of Western Mediterranean trade

Class 9
Ships and Seafaring during the Archaic and Classical Period

Class 10
Kyrenia Shipwreck – Film – Take notes because this material will be on the exam.
Intent - In this class, we will discuss archaeological processes and some of the important considerations that made these excavations so successful.
NOTE: this movie is an information-packed review for your first examination.

Class 11 - FIRST EXAMINATION - bring a full page scantron (8.5 X 11)

Class 12
Roman Ships and Seafaring
Intent - rise of urban centers and the rise of citizen needs

Class 13
Early Mediterranean warships
Intent - All roads lead to Rome, at least in this class. We will look at a great ship that had libraries, gymnasiums, and many important design ideas.

Class 14
Anchors and Roman Harbors
Intent - ideas last a long time. Today’s class will look a moving goods and people and how the need to transport materials continues to affect the designs of watercraft.

Class 15
Yassiada 7th century shipwreck - Early Medieval Ships and Seafaring in the Mediterranean
Intent - Today we look at the ‘story power’ of an assemblage of artifacts.

Class 16
Late Medieval Ships and Seafaring in the Mediterranean - Serce Limani Shipwreck
Intent – Glass, glass and more glass – ships, people and ideas of commerce
(is applicable) SPRING BREAK – NO CLASSES

Class 17 - SECOND EXAMINATION - bring a full page scantron (8.5 X 11)

Class 18
Early Viking Ships – Cowboys and Vikings….. Really?
A film on Lief Eriksson will be shown. This is a fun film. You will be amazed by the Icelandic Sagas, the beginnings of our legal system and lapstrake vessel construction.
Take notes….

Class 19
Scandinavian and Early Medieval Ships and Seafaring in Northern Europe
Iconography and study of Nordic Traditions
Intent - From burial sites on land to a castle moat, we will look at several vessels and their unique assemblages of artifacts.
Class 20  
**Skuldelev Ships**  
This is a big lecture and may be divided into a film class and a lecture class.  
Intent - Amazing technologies that Texans have adopted for excavations off the coast of Texas.

Class 21  
**Hulks, Cogs and Carracks**  
Time permitting; we will spend a lot of time looking at these vessels.  
Intent - a brief look at the diversity of water craft designed to expand trade and travels.

Class 22  
**The Great Ship Vasa - movie**  
The story of the Vasa is one of majesty and tragedy. The design of this vessel affirms why we should all be kings and queens. Take many notes.  
Intent – lots to be learned about integrity, the blame game and who should not build ships.

Class 23  
**The Mary Rose**  
How one of England’s top archaeologists excavated and recovered a magnificent floating fortress.  
Intent – women in archaeology, the role of technology and much more.

Class 24  
**Excavations at Seventeenth Century Port Royal, Jamaica**  
This class is about ten years of excavations by TAMU professors and field school students. This English settlement was known as the ‘wickedest city in Christendom.’

Class 25  
**When Horses Walked on Water** - Burlington, Vermont Horse Ferry, the work of Dr. Kevin Crisman, Texas A&M University.  
Intent – archaeology does not just cover catastrophes.

Class 26  
**H.L. Hunley and the Silent Service - submarine**  
Intent – aspects of the Civil Way life-ways you may not have considered.

Class 27  
**USS Monitor and the Monitor National Marine**  
Intent - New vessels and new naval strategies.

Class 28 **FINAL EXAM REVIEW and Mystery Talk**  
This is a special day because I will answer any questions you have to prepare for the final exam. After the class is dismissed, many students stay for my ‘mystery talk.’ This is optional and has no bearing whatsoever on class content or exams. In the past, students have found this talk to be inspirational.
REDEFINED DAY (Friday classes)

EXAM (EXAM 3) 2 hours allotted - (bring full page scantron)

The Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit: http://disability.tamu.edu.

TAMU Plagiarism Policy
The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly deemed, 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: http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#plagiarism

Academic Integrity - Aggie Code of Honor
‘An Aggie does not lie, cheat, or steal or tolerate those who do.’ The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. Foremost, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.


Each year, students wait until late in the semester to come and discuss problems that they are having in their studies. The end of the semester is usually too late to help someone improve his or her grade potential. Come early in the semester and we will try to assist you. Note, I do not give extra assignments to help students improve their grades. This is not fair to other students in the class. Pop quizzes are given at the end of class. If you come and report that you missed a quiz, this means you also missed the lecture. Get notes from someone in class and if you have a doctor’s note or official university activity absence slip, you must make up the missed exam / quiz within 30 calendar days from the last day of the absence.(student rules 7)
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Anthropology

2. Course prefix and number: ANTH 317
   Texas Common Course Number: N/A

3. Complete course title: Introduction to Biblical Archaeology

5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? Every spring

9. Number of class sections per semester: 2

10. Number of students per semester: 50-60 expected

11. Historic annual enrollment for the last three years:
   - SP 2013 = 50
   - SP 2012 = 61
   - SP 2011 = 60

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

13. Submitted by:
    [Signature]

   Course Instructor

   [Signature]

   Approvals:

   [Signature]

   Department Head

   [Signature]

   College Dean/Designee

   [Signature]

   Date 03 Jun 13

   Date 6/18/13

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

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

ANTH 317, Introduction to Biblical Archaeology, which has been taught almost annually since 1991, is proposed for inclusion in the Language, Philosophy and Culture Foundational Component Area of Texas A&M University’s (TAMU) Core Curriculum. This course instills in the student an appreciation for the complexity and diversity of the cultures that peopled the Levant in biblical times. Students discover the rich tapestry of ethnic groups that form the milieu of the Bible and inform its narrative. The course begins with an in-depth introduction to the methodologies and the tools employed in archaeological research in general, and more specifically in the archaeology of biblical lands (i.e. tells/tells, which are mounds of settlements, one atop the other). This begins with the basics, thus placing all students—irrespective of their backgrounds—on common ground. Following this, the course takes the student on a guided tour of the peoples and lands that form the Biblical matrix, beginning with the Neolithic agricultural revolution down to the first century AD. In each of these units the students learns about the ethnic groups as seen through their unique material cultures, while exploring how this evidence reflects the complexity of the various populations. When applicable both Biblical and extra-Biblical texts sources, as well as contemporaneous iconography are also considered. During the semester the student is introduced to a panoply of peoples: Sumerians, Canaanites, Mycenaean (Bronze Age) Greeks, Israelites, Philistines, Assyrians, Babylonians, Persians, Romans and others. In each case the students learns about the imprint and significance of these ethnic groups.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

Although ANTH 317 is essentially a lecture course, each unit requires the student to grapple with interpreting evidence. Thus, by its nature, the course is a critical inquiry into the relevant source materials. While the course focuses on the archaeological evidence, it is also informed by textual evidence as well as iconography: Each of these sources must be analyzed: The course fully emphasizes the complexity of issues, and presents alternate views and interpretations. One example—of many—is the discussion regarding to when to assign the period of the Patriarchs as described in Genesis. This analysis requires the student to address issues such as the price of slaves and the comparison of treaties and covenants as they appear in the Bible versus those appearing in contemporaneous extra-biblical economic documents. Throughout the semester the student is repeatedly required to investigate, evaluate and synthesize these data, as well as critically assessing theories and
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

interpretations based on the presented materials.

One assignment and three tests measure the student's progress. The assignment requires the creation of a tel (ancient mound) and a section through it. To do this the student must think creatively, as the tel can be a real one, or one that s/he must create of their choosing (“Tel Aggie” is a perennial favorite) and discuss within this scenario stratigraphic problems that might confuse the site's levels during an excavation. The 200-level Honors version of the course also requires that the student write a critical term paper.

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

ANTH 317 Introduction to Biblical Archaeology is a lecture class. As archaeology is a visual discipline, the course is based primarily on slide lectures given in Keynote®, the Apple version of Powerpoint. These lectures develop the student’s visual communication and comprehension skills. The slides are short on text and long on visual prompts that challenge the student to see and, more importantly, to understand topics at a deeper level. The student is introduced both during the lectures, as well as in course readings, to artifacts, maps, chronologies and charts that synthesize archaeological or historical data.

The lectures are posted online in the Electronic Course Reserves: at the beginning of the semester the students are instructed to download and print out the lectures, or to mark them up on their digital devices, so that they have a visual record as an aid to learning the materials covered in class and to preparing for tests.

Sessions are dedicated to two instructional programs: “Archaeology from the Ground Down,” a Biblical Archaeology Society production, which summarizes methodologies and issues of Biblical Archaeology, and the award-winning NOVA Program, “Voyage to Antiquity,” which tells the story of the discovery, excavation and research on the 3,300-year-old Uluburun shipwreck, the oldest known coherent shipwreck in the Mediterranean Sea. There is also one visiting lecture, dealing with the impact of the Neolithic agriculture revolution and how this effects our eating habits and health today.

Class participation accustoms the student to understanding and evaluating images and data sets critically. During the semester these different types of information—archaeology, texts and iconography—are compared to facilitate comprehensive understanding of lecture topics. For example, the study of reposed decoration on a small silver chalice, the “4,000-year-old Ayn Samya Goblet discovered north of Jerusalem, reveals that it represents part of the Mesopotamian creation myth (the enuma elish). Interpreting this single artifact requires A) combining two forms of evidence and B) a realization of the flow and ebb of cultural connectivity in the ancient Near East.

Obviously, the ability to engage the student in oral communication is largely inversely proportional to the size of the class. Nevertheless the course, irrespective of class enrollment, is carried out in an interactive environment in which the student is constantly encouraged to take part in discussions and questions framed by the curriculum.

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

The materials covered in this course aims to strengthen the student in each of these three aspects of social interaction. As the course is grounded in the land and period of the Bible, by definition it supplies each student with a basic background to the milieu that led to the actual foundations of the Judeo-Christian ethic, which serves as a prime base for all Western civilization. The student’s growing awareness of this setting contributes to her/his knowledge of civic responsibility in times past and promotes engagement on local, national and international levels. Awareness of the great variety of ancient cultures covered in the course nurtures greater cultural sensitivity: A byproduct of this is a better understanding of local ethnic diversity.
Texas A&M University
Core Curriculum

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

Discussions on problems related to antiquity theft lead to civic issues of site and artifact protection as a civic duty on a personal, national and global scales. Questions regarding the private versus the communal ownership of artifacts, the movement of artifacts between countries and issues of repatriation raise awareness to the complexities of archaeological patrimony. During the course the student addresses issues that speak to cultural traditions, thus aiding them to see their own place within the local and global society.

Social responsibility may be difficult to evaluate in the classroom. Despite this, tests can evaluate the student's widening awareness to the rich fabric of past human diversity, as one of the main foci of the course is the interplay among ancient Near Eastern cultures.

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

The deep association of this course with the roots of biblical society, which is at the very heart of modern ethics as understood in Western Culture, gives the student a solid grounding in its background. From Patriarchs to prophets, the student is introduced to the actual world in which these ideas were first manifest.

Additionally, from the first meeting this course treats the student as an adult. The primary rule of adulthood states that a person must take responsibility for her/his own actions. The course stresses the responsibility of the individual student, beginning with class attendance, focus during class and culminating with preparation for tests.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
This course is designed to introduce the student to the archaeology and material culture of the Land of the Bible. The course has the following objectives: A) To acquaint students with the rich matrix of material culture related to the peoples of biblical times in that region, B) To integrate these physical remains into an overall humanistic understanding of the biblical world, C) To supply the student with the tools to evaluate archaeological discoveries in relation to the biblical narrative, D) To familiarize the student to the interrelationship of various sources—texts, artifacts, iconography, etc.—for interpreting and understanding the past. There are no prerequisites to taking this course.

We will cover the period from the Epi-Paleolithic period (ca. 10,000-8,500 B.C.) till the 1st-century A.D. Classes will be devoted primarily to Keynote™ lectures. We will also see video presentations. The final grade will be based on the total grades earned by the student from one assignment (5 points), three tests (two mid-term examinations and a final examination, each worth 25 points) and a term paper (20 points) due the last day of class (Thursday, April 25). The assignment will be given on our third meeting (Tuesday, January 22nd) and will be due on our fifth meeting (Tuesday, February 29th). Late submissions will not be accepted.

As term paper topic selection can be a difficult process, and lead to procrastination, I encourage you to look over the material that we will cover and select a topic for your term paper early in the semester. Please see me to discuss your topic ideas. You will be expected to submit a 250-word (1-page double spaced) abstract together with a preliminary bibliography no later than our tenth meeting (February 14th). Remember, deadlines are our friends.

The second mid-term, and the final test, will include only material covered since the previous test. The class session prior to each test will be spent in reviewing and discussing the material covered in the test. Letter grades assigned will follow the standard TAMU scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F. Sometimes students do not do well on a midterm. Should this happen the student will have the option to take a final exam covering all the material of the entire semester. This test will count for the final and will replace the lower of the two mid-term test grades (50 point value). Anyone wishing to take this option must register to do so no
later than our last meeting (Thursday, April 25th). Note that this possibility should be viewed as an opportunity of last resort.

As a textbook for the first part of the course we will be using Amihai Mazar’s *Archaeology of the Land of the Bible: 10,000-586 B.C.E.* (The Anchor Bible Reference Library.) New York, Yale University Press (2009). Additional readings will be found at Evans E-reserve. The majority of additional readings for this course are found in a journal entitled *Biblical Archaeology Review.* This resource is available online at Libcat. To access these internet resources you must either use a university computer, or, if you are off campus, you may be required to sign into your university account.

**CLASS LECTURES ON LINE**
Class lectures are available on-line as downloadable pdf files on the Electronic Course Reserves. Students should download these files and print them out (multiple slides per printed page) as a convenient aid in taking notes. *These lecture files do not replace class attendance.*

**CLASS ID NUMBERS**
For reasons of identity security neither Social Security numbers nor UIN numbers will be used when posting grades. For this purpose each student will receive a unique class ID number.

**THE 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 Department of Disability Services in Room B118, Cain Hall. Tel. 845-1637. Website: (http://disability.tamu.edu/).

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

**ACADEMIC INTEGRITY**
*An Aggie does not lie, cheat or steal, or tolerate those who do.* For more information regarding academic integrity, please visit the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu).
SCHEDULE SPRING 2013

WEEK 1
(1) Tuesday, January 15th  
Introduction to Biblical Archaeology I
(2) Thursday, January 17th  
Introduction to Biblical Archaeology II

WEEK 2
(3) Tuesday, January 22nd  
Introduction to Biblical Archaeology III (Assignment given)
(4) Thursday, January 24th  
Introduction to Biblical Archaeology IV (Video presentation: Archaeology From the Ground Down)

WEEK 3
(5) Tuesday, January 29th  
Introduction to Biblical Archaeology V (Assignment returned, 5 points)
(6) Thursday, January 31st  
Introduction to Biblical Archaeology VI & The First Agriculturists: The Epi-Paleolithic and Neolithic Periods

WEEK 4
(7) Tuesday, February 5th  
The First Agriculturists: The Epi-Paleolithic and Neolithic Periods (Contd.)
(8) Thursday, February 7th  
Review

WEEK 5
(9) Tuesday, February 12th  
Mid-term examination #1 (30 points)
(10) Thursday, February 14th  
On Writing Reports and Term Papers (250-word term paper abstracts due)
NB Students are invited to Professor Vaughn Bryant’s lecture to ANTH/RELS 317 (500), The Paleolithic Health Club: Where Have We Gone Wrong? (3:55 PM, Harrington Educational Center)

WEEK 6
(11) Tuesday, February 19th  
Innovative Communities of the Fourth Millennium: The Chalcolithic Period
(12) Thursday, February 21st  
The Emergence of Cities: The Early Bronze Age

WEEK 7
(13) Tuesday, February 26th  
Early Bronze Age (Contd.)
(14) Thursday, February 28th  
An Interlude: The Early Bronze IV/Middle Bronze Age I

WEEK 8
(15) Tuesday, March 5th  
Mighty Canaanite City-States: The Middle Bronze Age II
(16) Thursday, March 7th  
Middle Bronze Age II (Contd.) & In the Shadow of Egyptian Domination: The Late Bronze Age
WEEK 9

Spring Break. No classes.

WEEK 10
(17) Thursday, March 19th ➔ Late Bronze Age (Contd.)
(18) Thursday, March 21st ➔ Review

WEEK 11
(19) Tuesday, March 26th ➔ Mid-term examination #2 (30 points)
(20) Thursday, March 28th ➔ Seafaring in the Late Bronze Age: The Uluburun Shipwreck

WEEK 12
(21) Tuesday, April 2nd ➔ A Voyage to Antiquity: (Video presentation)
(22) Thursday, April 4th ➔ The Days of the Judges: Iron Age I

WEEK 13
(23) Tuesday, April 9th ➔ The Sea Peoples and the Philistines: The Iron Age I
(24) Thursday, April 11th ➔ The United Monarchy: The Reigns of Saul, David and Solomon: Iron Age IIA, ca. 1000-925 B.C.

WEEK 14
(25) Tuesday, April 16th ➔ The Divided Monarchy: Iron Age IIB-C
(26) Thursday, April 18th ➔ Historical Overview: From the Persian to the Early Roman Periods & A Tour of the Second Holy Temple in Jerusalem in the Time of Jesus

WEEK 15
(27) Tuesday, April 23rd ➔ The Backdrop to the Ministry of Jesus: Seafaring on the Sea of Galilee
(28) Thursday, April 25th ➔ Review

Final examination: Wednesday, May 8th, 1:00-3:00 PM (35 points)
READINGS

INTRODUCTION TO BIBLICAL ARCHAEOLOGY
Mazar, A., Archaeology of the Land of the Bible, pp. 1-34 (Ch. 1).

NEOLITHIC PERIOD

THE CHALCOLITHIC PERIOD

EARLY BRONZE AGE

EARLY BRONZE IV/MIDDLE BRONZE AGE I

MIDDLE BRONZE AGE II
LATE BRONZE AGE


THE ULUBURUN SHIPWRECK


IRON AGE I: THE ISRAELITE CONQUEST AND SETTLEMENT


IRON AGE I: THE PHILISTINES & THE SEA PEOPLES


IRON II: THE UNITED & DIVIDED MONARCHYS


FROM THE PERSIAN TO THE EARLY ROMAN PERIODS


A TOUR OF THE SECOND TEMPLE IN JERUSALEM


THE SEA OF GALILEE BOAT


And for your general interest…

A) THE ANCIENT WORLD ON TELEVISION

AWOTV on the www:
http://www.atrium-media.com/rogueclassicism/categories/awotv/
To subscribe, send a blank message to:
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To unsubscribe, send a blank message to:
mailto:awotv-unsubscribe@yahoogroups.com

B) EXPLORATOR: ARCHAEOLOGICAL NEWS ON THE WEB

Read the latest Explorator on the web at:
http://www.atrium-media.com/rogueclassicism/categories/explorator
Past issues of Explorator are available on the web at:
http://groups.yahoo.com/group/Explorator/messages
To subscribe to Explorator, send a blank email message to:
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To unsubscribe, send a blank email message to:
mailto:Explorator-unsubscribe@yahoogroups.com
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): College of Engineering and Department of Philosophy (cross listed)

2. Course prefix and number: ENGR 482 and PHIL 482

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Ethics and Engineering

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

   ☐ Communication   ☐ Creative Arts
   ☐ Mathematics     ☐ American History
   ☐ Life and Physical Sciences   ☐ Government/Political Science
   ☐ Language, Philosophy and Culture   ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   ☐ Yes   ☐ No

8. How frequently will the class be offered? Every Fall and Spring

9. Number of class sections per semester: 24 sections of ENGR 482; 24 Sections of PHIL 482

10. Number of students per semester: 300 in ENGR 482; 300 in PHIL 482 (numbers below reflect both)

11. Historic annual enrollment for the last three years: 1285 1276 1279

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

13. Submitted by:

   Course Instructor ENGR PHIL

   Approvals: ENGR PHIL

14. Department Head

   Date 16 May 2013

15. College Dean/Designee

   Date 17 May 2013

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

We consider rights as they are understood in different cultures, the Western concept of individualism and whether it can be accepted by cultures in the Far East. We consider the concept of well-being and how it relates to technology in various cultures. We explore techniques for ethical analysis and how they can be used in looking at the ethical ideas in various cultures. We examine the "capabilities approach" to economic development and how technology can provide the foundation for well-being, however it is defined. We consider rule-based ethics and how it relates to virtue-based ethics, which is more widely accepted in some cultures. We look at the question whether there can be a universal professional ethics or whether such a concept can be different in different cultures. We look at bribery, gifts, extortion, nepotism and other issues as they are understood in non-western cultures.

We ask the students to write a paper on the relationship of their personal ethics to professional ethics and common morality.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

We challenge the student to develop and demonstrate critical thinking in several ways. For example, one of the tools we teach for the analysis and resolution of ethical conflicts is the classification of ethical conflicts as moral, conceptual, application, or factual issues. When an ethical conflict is identified as one of these types of issues, identifying the most promising resolutions is made clearer. Classifying a given ethical conflict into one these categories proves to require critical thinking and careful analysis, and the students are drilled on this skill.

The students are taught to identify the audience of the ethical conflict (any party that might be affected or impacted) and to identify aspects of the obvious resolutions (to do X or not to do X) that impact these parties. They are taught to assess and analyze these impacts based on two moral theories (utilitarianism and respect for persons) and to evaluate the choice between the two obvious resolutions. When neither of the obvious resolutions is ethically tenable, we introduce the idea of a Creative Middle Way solution—synthesizing an alternative resolution that satisfies all the ethical constraints of the conflict. Engineers are good at identifying solutions to engineering design challenges (solutions that satisfy various constraints), so it is not surprising that the students are often good at synthesizing Creative Middle Way solutions.

We discuss innovation, and the value of innovative solutions, but we particularly focus on how innovation in engineering design can increase risk and can require more detailed and thorough engineering analysis to answer questions that are not raised by proven engineering designs. Examples of innovative design that are included in our
Texas A&M University

Core Curriculum

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

discussions include the von Korman vortex shedding of the Tacoma Narrows bridge (a design very similar to the Golden Gate bridge) and the unforeseen effects of design wind loadings on the innovative structural framing of the Citicorp tower. The objective is to have the student recognize when his proposed design reaches outside the envelope of accepted practice, and to know that he/she may then have an ethical obligation to look for design issues that are not raised by accepted practice.

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

ENGR/PHIL.482 is a certified “W-” (Writing intensive) course, and is only offered as 900-level sections. The course is certified until January 2016, and has been certified since the university’s adoption of the requirements for “W-” courses in each curriculum; it may have been the first W-certified course in the College of Engineering. Students enrolled in this writing-intensive course each write a minimum of 5500 words each semester, and recitation sections are kept small (25 students) to allow close interaction during writing review and feedback. Students do not receive a passing grade in the course without at least a 60% average on the writing components. While the emphasis is on written communication skills, the small section recitation meeting format promotes frequent (and often enthusiastic) discussions facilitating honing of oral communication skills. The course enhances communications skills through small and large group discussion, writing and visual representations of engineering topics, issues and data central to course reading. Material from this course will include written texts and such visual representations as photographs, illustrations, videos, or graphical representations of data. Student teams are required to make presentations to their recitation section on assigned topics of discussion, including both visual and oral elements.

With our focus on engineering communications, we emphasize the importance of concise and unambiguous writing. Ambiguous communications allow the reader to come away with a different interpretation than intended by the writer, which can literally be a fatal flaw in engineering communications.

At least one lecture focuses entirely on engineering communications, with detailed examples of flawed communications and the problems caused by those examples. Various forms of communications are discussed, including oral communications, e-mail, memoranda, and formal engineering reports. In other lectures throughout the course, the importance of effective engineering communications is also emphasized, but detailed writing instruction and feedback occurs in the weekly recitation sections.

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

We identify and highlight two different aspects of professional ethics; preventive ethics and aspirational ethics. Typically professional ethics, particularly as adopted in the practice of engineering, has been characterized as preventative ethics—codes of ethics include detailed prohibitions against unethical practices such as conflicts of interest, performing unnecessary work, overbilling, violations of law, etc., but as engineering codes of ethics have evolved the emphasis has shifted. In the early years of engineering practice (19th century) the engineer’s primary responsibility was considered to be loyalty to his/her employer or client. Today most codes, like the NSPE model code, charge the engineer with “holding paramount” the public health, safety, and welfare, even when those values might conflict with the interests of employer or client. Furthermore, the codes are increasingly emphasizing the engineer’s responsibility to the environment. While the language in most instances is not strong (the engineer “should” examine the environmental impact of his/her designs), the profession is clearly moving in the direction of acknowledging an increasing commitment and responsibility to sustainability and reduction of environment impact by engineered works and products. We typically have four or five lectures on environmental issues.

We discuss at some length social issues like exploitation and paternalism. Engineers working on projects in developing countries are often faced with difficult decisions related to these issues, and we discuss several cases to help these students understand these issues and develop an objective method of analysis so that they can formulate, defend, and be comfortable with, their own decisions when faced with challenging social issues.
Texas A&M University

Core Curriculum

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

like these. These lectures and subsequent discussions also highlight cultural differences as well as international differences in the practice of engineering.

We discuss privacy, intellectual property, and other social issues raised by technology; we hope engineers of the future will better understand how technology is socially embedded and how it changes our social norms (examples: microwave cooking, cell phones, Facebook, ...). We typically include two or more lectures on risk management, emphasizing the differences in the way engineers quantify risk and the way laymen think about risk, which sometimes complicates public acceptance of engineering design decisions.

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

We contrast professional ethics with personal ethics, pointing out that some areas overlap and some areas do not. We discuss the consequences of violations of various codes of ethics, indicating that the code of ethics in the Engineering Practices Act carries the weight of law for licensed professional engineers in Texas, while adherence to codes of ethics for various professional societies is voluntary in nature and required only of members in those organizations. We spend much time on topics like gifts, conflicts of interest, and the appearance of conflicts of interest, emphasizing that the reputation of the individual engineer is critically important for his or her success in a profession where ethical behavior is a prerequisite to individual success. Students are given analytical tools and exercises to help them determine whether a gift or trip offered by a client or vendor might be problematic.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGR/PHIL 482 Ethics and Engineering

Fall 2013
Mondays and Wednesdays, 10:20-11:10am/1:50-2:40pm, Zachry 102

Dr. Ed Harris
YMCA 411
e-harris@philosophy.tamu.edu
979-845-5697
Office hrs: By appointment, please e-mail

Dr. Ray W. James, P.E.
CE/TTI 201
e-james@tamu.edu
979-845-1353
Office hrs: By appointment, please e-mail

COURSE DESCRIPTION

Development of techniques of moral analysis and their application to ethical problems encountered by engineers, such as professional employee rights and whistle blowing; environmental issues; ethical aspects of safety, risk and liability; conflicts of interest; emphasis on developing the capacity for independent ethical analysis of real and hypothetical cases.

LEARNING OUTCOMES AND MAJOR OBJECTIVES

As a result of meeting the requirements in this course, students will be able to:

- Know some common methods for analyzing and resolving ethical problems
- Develop the capacity to think analytically, critically, and creatively about ethical issues in engineering
- Know some of the classic cases in engineering ethics and some of the typical ethical and professional issues which arise in engineering
- Know the NSPE code, the code of their own professional society, and the major professional societies and organizations in engineering
- Improve skills in effective communication, both oral and written

To achieve these outcomes and objectives, students will be given the opportunity and encouraged to participate actively in class discussions. The methods of critical technical writing will be introduced, and students will be required to do a substantial amount of writing in response to the material presented in the course.

PREREQUISITES: Junior classification

REQUIRED TEXTS


Additional readings are available on the course website.
ACCESS TO CLASS MATERIALS

Access class materials through eLearning at http://elearning.tamu.edu. To log in, select the top box labeled “TAMU (Net ID)” and login with your NetID and password. You will be presented with a screen with a list of courses associated with your name. Select the Ethics and Engineering course.

ATTENDANCE AND PARTICIPATION

Student attendance is expected. Attendance will not be recorded and graded in the Monday/Wednesday lectures. It will be recorded and graded in the Friday recitation sections. Students should arrive for class on time. Students should stay until class is dismissed. Abbreviated lecture notes will be made available on eLearning.

ASSIGNMENTS

Reading Quizzes on E-learning

Assigned readings for a given date should be completed before class begins. There will be an assigned weekly quiz on eLearning before most Friday Recitation Sessions. The reading quizzes will cover the textbook and selected readings relevant to the lectures and recitation discussion. Students will have thirty minutes to complete the quiz, and may use their book. Quizzes must be completed before midnight on Thursday. These reading quizzes will be multiple choice.

In-Class Quizzes

There will be frequent unannounced in-class Monday/Wednesday quizzes to encourage attendance and to ensure that students are thinking reflectively about the course material. These quizzes may be given at any time and will be short answer or fill in the blank format. For the sake of the best use of class time, there will be a strict time limit for finishing quizzes. Students who arrive late to class will not receive any extra time to complete a quiz administered at the beginning of class. Students who arrive after the time limit for the quiz, will receive a zero for that quiz. TAs will grade, return, and review quizzes in recitation.

Students will not be permitted to make up quizzes. If a student has a University-excused absence on a quiz day, then the quiz grade will be left blank, which will neither help nor hurt the student's final average.

Writing Assignments

In-Class Writing Assignments

In-class writing assignments will be written during many Friday recitations and will be included in the student’s participation grade for that Friday session. Barring a legitimate excuse, failure to complete the in-class writing assignment will result in a participation grade of zero (0) for that particular recitation session, even if the student was otherwise in attendance that day. If a student misses a recitation session but has a University Excused Absence, then he/she is excused from completing that day’s in-class writing assignment.
Out-Of-Class Writing Assignments

Students will complete several out-of-class writing assignments, to be described below. These writing assignments must be typed in 12-point Times New Roman font with 1-inch margins. Citations should be done in accordance with the IEEE citation manual (http://www.ieee.org/documents/ieecitationref.pdf). If a student prefers to use another citation manual, he/she must first get permission from his/her TA.

Papers will be graded by the student’s TA, and all papers submitted to the TA must also be submitted to turnitin.com. A link to turnitin.com can be found on eLearning. Each of the writing assignments has a minimum page length, as specified below. Many of these writing assignments have one or more mandatory peer review sessions. If a student misses a peer review session and has no University Excused Absence, ten (10) points per peer review session missed will be deducted from the student’s final grade on that assignment. If a student misses a peer review but has a University Excused Absence, then he/she is required to attend a help session at the University Writing Center and must show proof of this to his/her TA in order to avoid the ten point penalty. Failure to meet the length requirements on an assignment will result in a maximum grade of a sixty (60) on the assignment. Tables of contents, works cited, figures, and blank spaces used for formatting purposes will not count towards the essay length.

Personal and Professional Ethical Statement

This assignment has two components: Students will first discuss the foundation of and provide specific examples of their personal ethics. Second, students will discuss their professional aspirations (as an engineer, lawyer, physician, clergy member, etc.) and how these aspirations are connected to their personal commitments. Students must make specific reference to their intended discipline’s professional code of ethics. This assignment must be at least two (2) full pages. Peer review for this assignment will be held on Friday, February 15th. This assignment is due Monday, February 18th.

Ethical Arguments Assignment

This assignment consists of a series of arguments concerning the ethicality of the legal concept of eminent domain. First, students must write a brief introduction explaining what eminent domain is and how it is typically applied. Then, students must make six ethical arguments concerning eminent domain: 1) An argument in favor of eminent domain using the rule utilitarian perspective. 2) An argument in favor of a specific instance of eminent domain using the act utilitarian perspective. 3) An argument in favor of eminent domain using the cost-benefit analysis. 4) An argument opposed to eminent domain using the golden rule perspective. 5) An argument opposed to eminent domain using the self-defeating perspective. 6) An argument opposed to eminent domain using the rights perspective. There is no need for this assignment as a whole to be written in essay format (i.e., there does not need to be an overall thesis, conclusion, etc.). Instead, the introduction and the six ethical arguments are independent sections that do not necessarily need to refer to one another. The purpose of this assignment is to help students practice applying these ethical tests in written form before the midterm exam and final project reports. This assignment must be at least two (2) full pages. This assignment is due Friday, February 15th.

Professional Email

Students will select an engineering project about which to write; this project must have at least one ethical dimension. Then students will e-mail a Professional Project Proposal to their TA. This e-mail will explain the project topic and its ethical dimensions, the student’s interest in the project, and why the project matters to society in general. Finally, the email will have a tentative thesis that the student will hope to defend in the final report. The Professional Project Proposal e-mail is due to the students’ TA before midnight on Monday, March 4th. It will count as one quiz grade.

Project Report Draft
Students will complete a Project Report Draft. This draft, which must be at least six (6) pages, will receive substantive comments by the TA. Drafts shorter than six pages will not be accepted. Students who fail to complete the Project Report Draft will receive a zero on the Project Report Final Version. Students who turn in the Project Report Draft late will have five (5) points removed from their Final Report grade for each day the Draft is late. If a student puts in an unacceptable effort on the Draft, points will be removed from the Project Report Final Version at the TA’s discretion. Bottom Line: We take the Draft seriously and hope that students will as well. A peer review will be held in recitation on Friday, March 22nd; the Draft is due on Wednesday, March 27th.

**Project Report Final Version**

Students will revise and resubmit their project report. A peer review will be held in recitation on Friday, April 19th. The Project Report Final Version is due before midnight on Monday, April 22nd. This assignment must be at least six (6) pages in length.

To improve technical writing skills, please visit the Undergraduate University Writing Center, located in the Evans Library.

**Exams**

There will be one mid-term and one final exam. The mid-term will include both short-answer essay and multiple choice questions. Essay questions will involve real or hypothetical cases. Students will be asked to identify the moral questions raised in a case and then provide analysis of how to answer these questions using specified ethical frameworks. The final exam will be multiple choice.

**EVALUATION**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation and Attendance in Recitation Sessions</td>
<td>10%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Personal and Professional Ethical Statement</td>
<td>10%</td>
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<tr>
<td>Ethical Analysis Paper</td>
<td>5%</td>
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<tr>
<td>Project Report Final Version</td>
<td>25%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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</tbody>
</table>

**GRADING**

- **A** 90% - 100%
- **B** 80% - <90%
- **C** 70% - <80%
- **D** 60% - <70%
- **F** <60%

This is a Writing Intensive course. According to guidelines, failure to earn an average of at least a D on the writing assignments (Personal and Professional Ethical Statement and the Project Report Final Version) will result in a grade of F in the course, regardless of other grades.
Grade Complaints

We will be more than happy to discuss and possibly change grades. First, you must wait at least 24 hours after you get the assignment back. Take this time to carefully review all the comments given by instructors. Second, you must come with a written statement about why they think there is a discrepancy between the quality of the work and the grade it received. Third, you must present the written statement within one week of the date the assignment is returned.

Aggie Honor Code & Academic Integrity

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

The Honor Code and the Honor Council Rules and Procedures can be found at http://aggiehonor.tamu.edu/

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

Submitting an assignment late is far better than plagiarizing. Late assignments will be penalized 5% for each day late.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu
<table>
<thead>
<tr>
<th>#</th>
<th>Week</th>
<th>Meeting Date</th>
<th>Topic for this meeting</th>
<th>Responsible Instructor (PHIL: Hilborne; PHIL: James or Madsen)</th>
<th>Assigned Reading (Before this meeting)</th>
<th>Assignment(s) Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Mon</td>
<td>26-Aug-13</td>
<td>Introduction</td>
<td>PHIL</td>
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<td>Wed</td>
<td>28-Aug-13</td>
<td>Common Core: Personal &amp; Professional Ethics</td>
<td>PHIL</td>
<td>Ch. 1</td>
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<tr>
<td></td>
<td>Fri</td>
<td>30-Aug-13</td>
<td>Problem: Introduction, Assign Personal &amp; Professional Ethical Statement, Writing exercises; Introduction to cases</td>
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<tr>
<td>2</td>
<td>Mon</td>
<td>5-Sep-13</td>
<td>Moral problems: Analyzing into four components; creative middle essay</td>
<td>PHIL</td>
<td>Ch. 2</td>
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<td></td>
<td>Wed</td>
<td>7-Sep-13</td>
<td>Three reasons of Western ethics</td>
<td>PHIL</td>
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<td></td>
<td>Fri</td>
<td>9-Sep-13</td>
<td>Reflection: Case studies, outlining papers</td>
<td>TA</td>
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<td>3</td>
<td>Mon</td>
<td>9-Sep-13</td>
<td>Reflection: Case studies, outlining papers</td>
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<td>Ethical Analysis paper due</td>
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<td></td>
<td>Wed</td>
<td>11-Sep-13</td>
<td>Engineering commission—essential to protect the public health, safety, and welfare (and for your professional success)</td>
<td>ENGR</td>
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<td>Ethical Analysis paper due</td>
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<td></td>
<td>Fri</td>
<td>13-Sep-13</td>
<td>Reflection: Peer review for Personal and Professional Ethical Statement using citations in papers; assign and discuss ethical analysis paper</td>
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<td>Ethical Analysis paper due</td>
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<td>4</td>
<td>Mon</td>
<td>16-Sep-13</td>
<td>Professional codes and professional societies</td>
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<td>Ch. 3</td>
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<td>Wed</td>
<td>18-Sep-14</td>
<td>Professional responsibilities: Challenging and Columbia</td>
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<td></td>
<td>Fri</td>
<td>20-Sep-13</td>
<td>Reflection: Case studies, writing instruction</td>
<td>TA</td>
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<tr>
<td>5</td>
<td>Mon</td>
<td>23-Sep-14</td>
<td>Professional responsibilities: The Macondo blowout and the loss of the Deepwater Horizon</td>
<td>ENGR</td>
<td>Case 46</td>
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<td></td>
<td>Wed</td>
<td>25-Sep-13</td>
<td>&quot;Henry's Daughters&quot; (memo)</td>
<td>ENGR</td>
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<td></td>
<td>Fri</td>
<td>27-Sep-13</td>
<td>Reflection: Assign and discuss Project Report: Reverse Outline exercise</td>
<td>TA</td>
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<td>6</td>
<td>Mon</td>
<td>30-Sep-13</td>
<td>Reflection: The Engineering viewpoint</td>
<td>ENGR</td>
<td>Ch. 6</td>
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<td></td>
<td>Wed</td>
<td>2-Oct-13</td>
<td>Reflection: The Engineering viewpoint</td>
<td>ENGR</td>
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<td></td>
<td>Fri</td>
<td>4-Oct-13</td>
<td>Reflection: Millenium Review</td>
<td>TA</td>
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<td>7</td>
<td>Mon</td>
<td>7-Oct-13</td>
<td>Professional responsibilities: Challenging and Columbia</td>
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<td>Ch. 5</td>
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<td>Wed</td>
<td>9-Oct-13</td>
<td>Midterm Exam</td>
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<td>8</td>
<td>Mon</td>
<td>14-Oct-13</td>
<td>Professional codes and professional societies</td>
<td>ENGR</td>
<td>Ch. 4</td>
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<td></td>
<td>Wed</td>
<td>16-Oct-13</td>
<td>Technology and society</td>
<td>ENGR</td>
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<td>Professional email due to TA bonus</td>
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<td></td>
<td>Fri</td>
<td>18-Oct-13</td>
<td>Reflection: Peer review for Project Report Draft; discussion of case studies</td>
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<td>9</td>
<td>Mon</td>
<td>21-Oct-13</td>
<td>Professional responsibilities: Challenging and Columbia</td>
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<td>Wed</td>
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<td>Fri</td>
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<td>Reflection: The Engineering viewpoint</td>
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<td>Ethical Analysis paper due</td>
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<td>10</td>
<td>Mon</td>
<td>28-Oct-13</td>
<td>Professional responsibilities: Challenging and Columbia</td>
<td>ENGR</td>
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<td></td>
<td>Wed</td>
<td>30-Oct-13</td>
<td>Technology and ownership—Intellectual property issues</td>
<td>Dr. Ricardo Betzani, Dept. of Comp Sci and Eng</td>
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<td></td>
<td>Fri</td>
<td>1-Nov-13</td>
<td>Reflection: Case studies, discussions</td>
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<td>11</td>
<td>Mon</td>
<td>4-Nov-13</td>
<td>Reflection: Case studies, discussions</td>
<td>TA</td>
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<td>Wed</td>
<td>6-Nov-13</td>
<td>Reflection: Case studies, discussions</td>
<td>Dr. Mark Holappa, PE, Dept. of Chemical Engineering</td>
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<td>Fri</td>
<td>8-Nov-13</td>
<td>Reflection: Case studies, discussions</td>
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<td>12</td>
<td>Mon</td>
<td>11-Nov-13</td>
<td>Reflection: Case studies, discussions</td>
<td>Dr. Robin Autenrieth P.E., Dept. of Civil Engineering</td>
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<td></td>
<td>Wed</td>
<td>13-Nov-13</td>
<td>Reflection: Case studies, discussions</td>
<td>Dr. Robin Autenrieth P.E., Dept. of Civil Engineering</td>
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<td>Fri</td>
<td>15-Nov-13</td>
<td>Reflection: Case studies, Peer Review for Project Report</td>
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<td>13</td>
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<td></td>
<td>Fri</td>
<td>22-Nov-13</td>
<td>Reflection: Case studies, Peer Review for Project Report</td>
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<td>Reflection: Case studies, Peer Review for Project Report</td>
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<td>27-Nov-13</td>
<td>Reflection: Case studies, Peer Review for Project Report</td>
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<td>15</td>
<td>Mon</td>
<td>2-Dec-13</td>
<td>Reflection: Case studies, Peer Review for Project Report</td>
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Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name):  
   NFSC

2. Course prefix and number:  
   FSTC 300

3. Texas Common Course Number:  
   [Enter text]

4. Complete course title: Religious and Ethnic Foods

5. Semester credit hours: 3

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

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No
   Approval 7.1.13

8. How frequently will the class be offered?  
   Fall

9. Number of class sections per semester:  
   one

10. Number of students per semester:  
    42 in classroom in Fall term

11. Historic annual enrollment for the last three years:  
    42  42  42

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

13. Submitted by:  
   [Signature]

   Course Instructor

   Approvals:  
   [Signature]

14. Department Head  
   [Signature]

   Date  
   5/29/2013

15. College Dean/Designee  
   [Signature]

   Date  
   6/3/2013

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The course (FSTC 300) provides principles and concepts that govern different religious and cultural foods. A focus will be factors associated with development of food preferences and requirements for foods for various religion and cultures. These include attitudes, beliefs, traditions geographic area, etc. We will investigate the availability of religious and cultural foods in the market. During this course we will identify status or approval of food ingredients for specific cultural or religious groups. This course will explain the cultural and religious background of specific foods, process of certification for food products, according to requirements of specific religions and cultural groups. This course aims to encourage the understanding of production of foods for specific religious/cultural groups. Assignments are designed to let students demonstrate their knowledge and application of key concept of religious and ethnic food to prepare their involvements in this important subject in their communities, personal and social lives.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

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

Students will be assigned a group project which consists of researching and developing a specific food product that meets all restrictions and requirements of the religion or culture as assigned. This exercise requires the students to think, observe, analyze, and comment on differences and similarities of different religious and ethnic foods. This course also will address the development of critical thinking skills by requiring students to work on an assignment for the market potential of religious and ethnic foods and its demand all over the world. Student’s understanding will be evaluated through class discussion, the midterm and final exams. Students will be given information, written and verbal to understand and critically think about the differences between culture, a religion and a way of life.

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

This course will provide an opportunity to every student to improve their verbal, written and visual communication skill by participating in a group project. Students will be assigned a project where they must communicate with other students, industry people, religious and ethnic groups to find appropriate information for their project. Then each group must present their project to the class and explain the details about their project by using effective visual aids. Team presentations will include PowerPoint slides with photos or other graphics of food availability, food restrictions (cultural or religious), examples of meals, etc. The new food product created in compliance with assigned religious and/or cultural requirements will be included. This exercise will improve their verbal, written, and visual communication as well as presentation skill. Students also will write a report for the international market and demands for the religious and ethnic food as well as report on one international activity. They are encouraged to participate in a question/answer session with guest speakers to grasp a better (first-hand) understanding of a culture or religion.
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

By understanding different cultures, religions and tradition, people feel much more comfortable to interact and engage with each other in their local, regional, national and international communities. This course will address social responsibility by requiring students to understand the requirements of different religious and ethnic foods through class discussion, lectures and reading materials. How different cultures and foods interact with those of different traditions and world religions will be addressed. The course enhances students' intercultural competence through learning of different religious and ethnic foods, tradition and cultural differences between different societies. Students thereby gain an understanding and respect of different religions and their dietary requirements. Understanding of different religious and ethnic foods prepares students to more effectively engage the regional, national and global communities. This will be evaluated by questions in exams and religious and cultural food projects.

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

This course will teach personal responsibility by enhancing students' understanding about different religions' requirements for food and respect their obligations regarding some of the dietary and cultural restrictions. Students will be required to identify the requirements for making religious foods as they adjust to surroundings of different cultures and religion. The knowledge and understanding about food relations and cultures will help them be effective with peoples from many other cultures and relations. The evaluation of personal responsibility will be based upon assignments and projects in which students will be expected to develop either a religious or cultural food.

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

FSTC 300 Religious and Ethnic Foods

Food is the focus of many aspects of life in perhaps all cultures and many religions of the world. This course addresses foods consumed and the basis for those choices in the primary religions of the world many of which encompass food traditions and/or regulations that impact dietary composition to a significant degree. Background in the development of food selection by specific country or region of the world is addressed during the second part of the course. Throughout the course, discussion centers on contemporary populations and their foods. Because of the importance of food in people’s lives, students will gain insight into the respective cultures to help them appreciate and relate to people from other cultures.
Course Description:
Understanding religious and ethnic foods with application to product development, production, and nutritional practices; emphasis on different cultures, food rules and priorities with attention given to different religious and ethnic groups within the US and around the world.

Prerequisites:
Junior or senior classification or approval of instructor; basic knowledge of food science and nutrition helpful. Cross-listed with NUTR 300.

Class Time and Location
MW 9:10 AM to 10:00 AM, Room 127, Kleberg

Instructor
Dr. Mian N. Riaz
Director, Food Protein R&D Center
Office hours: By appointment
Office location: Room 101, Cater-Mattil Hall. Phone: 979-845-2774
E-mail: mnriaz@tamu.edu
Web: http://foodprotein.tamu.edu

Reference Books:
Halal Food Production. Mian N. Riaz, CRC Press 2004
Food and Culture. Pamela G. Kittler, Thomson Wadsworth, 2007
Class material also will be available at E-learning
Course Objectives and Learning Outcomes

Upon completion of this course, the student will be able to:

• Describe factors associated with development of food preferences and requirements for foods for various religion and cultures. These include attitudes, beliefs, traditions geographic area, etc.

• Characterize principles and concepts that govern different religious and cultural foods.

• Discover availability of religious and cultural foods in the market.

• Identify status or approval of food ingredients for specific cultural or religious groups.

• Explain the process of certification of food products, according to requirements of specific religions and cultural groups.

• Describe the manner in which production of foods for specific religious/cultural groups can be done in the food industry.

• Apply knowledge of requirements for foods for specific religious and cultural groups to food preparation in food services, such as health care institutions, airlines, schools and colleges.

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<tr>
<td>Market Study for religious and Ethnic Food (3-4 page report)</td>
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Grading Scale: A=100–90%, B=89.9-80%, C=79.9–70%, D=69.9–60%, F=59.9% & below.
Assignments:

1. International Activity (one page report). Such as to attend a religious or cultural activity and submit a report.

2. Written Assignment (Market Study for religious and Ethnic Food)

3. Religious and Cultural Food Project- Presentation and Paper

Students will be assigned to team (n=4/team) and each team will be assigned one religious or ethnic food topic. Each team will be assigned a food product that is designed/appropriate for a specific religion or culture. They will analyze the food, according to the criteria provided and develop a presentation with Power Point Slides for the class. Each student will write on his or her food item. Rubrics for grading of the presentation and paper will be provided.
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<td>Dietary practices and health)</td>
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<td>Oct. 22</td>
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<td>Food in Christianity (Seventh-day Adventist: Dietary standards and concern)</td>
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<td>Student presentations (10 min. for each group)</td>
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<td>Dec. 10</td>
<td>M</td>
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*Guest lectures, representing a follower of a specific religion or a member of a specific country or area of the world.
**Americans with Disabilities Policy Statement:**

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

**Academic Integrity and Honesty:**

The handouts used in this course are copyrighted. By “handout”, I mean all materials generated for this class, which include but are not limited to syllabus, in-class materials, and handouts. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. 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.

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

*"Aggies do not lie, cheat or steal; nor do they tolerate those who do"

If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): NFSC

2. Course prefix and number: NUTR 300

3. Texas Common Course Number:

4. Complete course title: Religious and Ethnic Foods

5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? Fall

9. Number of class sections per semester: one

10. Number of students per semester: 43 in classroom in Fall term

11. Historic annual enrollment for the last three years: 43 43 43

12. Submitted by: [Signature]
    Date 5/29/13
    Approvals: [Signature]
    Date 5/29/13

13. Department Head: [Signature]
    Date 1/3/13

14. College Dean/Designee: [Signature]
    Date

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Core Curriculum
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*Guest lectures, representing a follower of a specific religion or a member of a specific country or area of the world.
Americans with Disabilities Policy Statement:

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

Academic Integrity and Honesty:

The handouts used in this course are copyrighted. By “handout”, I mean all materials generated for this class, which include but are not limited to syllabus, in-class materials, and handouts. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. 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.

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

“Aggies do not lie, cheat or steal; nor do they tolerate those who do”

If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty.
Texas A&M University

Core Curriculum Cover Sheet

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

1. This request is submitted by (department name): College of Engineering and Department of Philosophy (cross listed)

2. Course prefix and number: ENGR 482 and PHIL 482

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Ethics and Engineering

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication

☐ Mathematics

☐ Life and Physical Sciences

☒ Language, Philosophy and Culture

☐ Creative Arts

☐ American History

☐ Government/Political Science

☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes ☒ No

8. How frequently will the class be offered? Every Fall and Spring

9. Number of class sections per semester: 24 sections of ENGR 482; 24 Sections of PHIL 482

10. Number of students per semester: 300 in ENGR 482; 300 in PHIL 482 (numbers below reflect both)

11. Historic annual enrollment for the last three years: 1285 1276 1279

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

12. Date

13. Submitted by:

14. Department Head

15. College Dean/Designee

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

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

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

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

We consider rights as they are understood in different cultures, the Western concept of individualism and whether it can be accepted by cultures in the Far East. We consider the concept of well-being and how it relates to technology in various cultures. We explore techniques for ethical analysis and how they can be used in looking at the ethical ideas in various cultures. We examine the "capabilities approach" to economic development and how technology can provide the foundation for well-being, however it is defined. We consider rule-based ethics and how it relates to virtue-based ethics, which is more widely accepted in some cultures. We look at the question whether there can be a universal professional ethics or whether such a concept can be different in different cultures. We look at bribery, gifts, extortion, nepotism and other issues as they are understood in non-western cultures.

We ask the students to write a paper on the relationship of their personal ethics to professional ethics and common morality.

---

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

We challenge the student to develop and demonstrate critical thinking in several ways. For example, one of the tools we teach for the analysis and resolution of ethical conflicts is the classification of ethical conflicts as moral, conceptual, application, or factual issues. When an ethical conflict is identified as one of these types of issues, identifying the most promising resolutions is made clearer. Classifying a given ethical conflict into one of these categories proves to require critical thinking and careful analysis, and the students are drilled on this skill.

The students are taught to identify the audience of the ethical conflict (any party that might be affected or impacted) and to identify aspects of the obvious resolutions (to do X or not to do X) that impact these parties. They are taught to assess and analyze these impacts based on two moral theories (utilitarianism and respect for persons) and to evaluate the choice between the two obvious resolutions. When neither of the obvious resolutions is ethically tenable, we introduce the idea of a Creative Middle Way solution—synthesizing an alternative resolution that satisfies all the ethical constraints of the conflict. Engineers are good at identifying solutions to engineering design challenges (solutions that satisfy various constraints), so it is not surprising that the students are often good at synthesizing Creative Middle Way solutions.

We discuss innovation, and the value of innovative solutions, but we particularly focus on how innovation in engineering design can increase risk and can require more detailed and thorough engineering analysis to answer questions that are not raised by proven engineering designs. Examples of innovative design that are included in our
Texas A&M University  

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

Discussions include the von Karmen vortex shedding of the Tacoma Narrows bridge (a design very similar to the Golden Gate bridge) and the unforeseen effects of design wind loadings on the innovative structural framing of the Citicorp tower. The objective is to have the student recognize when his proposed design reaches outside the envelope of accepted practice, and to know that he/she may then have an ethical obligation to look for design issues that are not raised by accepted practice. Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

ENGR/PHIL 482 is a certified “W” (Writing Intensive) course, and is only offered as 900-level sections. The course is certified until January 2016, and has been certified since the university’s adoption of the requirements for “W” courses in each curriculum; it may have been the first W-certified course in the College of Engineering. Students enrolled in this writing-intensive course each write a minimum of 5500 words each semester, and recitation sections are kept small (26 students) to allow close interaction during writing review and feedback. Students do not receive a passing grade in the course without at least a 60% average on the writing components. While the emphasis is on written communication skills, the small section recitation meeting format promotes frequent (and often enthusiastic) discussions facilitating honing of oral communication skills. The course enhances communications skills through small and large group discussion, writing and visual representations of engineering topics, issues and data central to course reading. Material from this course will include written texts and such visual representations as photographs, illustrations, videos, or graphical representations of data. Student teams are required to make presentations to their recitation section on assigned topics of discussion, including both visual and oral elements.

With our focus on engineering communications, we emphasize the importance of concise and unambiguous writing. Ambiguous communications allow the reader to come away with a different interpretation than intended by the writer, which can literally be a fatal flaw in engineering communications.

At least one lecture focuses entirely on engineering communications, with detailed examples of flawed communications and the problems caused by those examples. Various forms of communications are discussed, including oral communications, e-mail, memoranda, and formal engineering reports. In other lectures throughout the course, the importance of effective engineering communications is also emphasized, but detailed writing instruction and feedback occurs in the weekly recitation sections.

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

We identify and highlight two different aspects of professional ethics: preventive ethics and aspirational ethics. Typically professional ethics, particularly as adopted in the practice of engineering, has been characterized as preventative ethics—codes of ethics include detailed prohibitions against unethical practices such as conflicts of interest, performing unnecessary work, overbilling, violations of law, etc., but as engineering codes of ethics have evolved the emphasis has shifted. In the early years of engineering practice (19th century) the engineer’s primary responsibility was considered to be loyalty to his/her employer or client. Today most codes, like the NSPE model code, charge the engineer with “holding paramount” the public health, safety, and welfare, even when those values might conflict with the interests of employer or client. Furthermore, the codes are increasingly emphasizing the engineer’s responsibility to the environment. While the language in most instances is not strong (the engineer “should” examine the environmental impact of his/her designs), the profession is clearly moving in the direction of acknowledging an increasing commitment and responsibility to sustainability and reduction of environment impact by engineered works and products. We typically have four or five lectures on environmental issues.

We discuss at some length social issues like exploitation and paternalism. Engineers working on projects in developing countries are often faced with difficult decisions related to these issues, and we discuss several cases to help these students understand these issues and develop an objective method of analysis so that they can formulate, defend, and be comfortable with their own decisions when faced with challenging social issues.
Texas A&M University

Core Curriculum

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

like these. These lectures and subsequent discussions also highlight cultural differences as well as international differences in the practice of engineering.

We discuss privacy, intellectual property, and other social issues raised by technology; we hope engineers of the future will better understand how technology is socially embedded and how it changes our social norms [examples: microwave cooking, cell phones, Facebook, ...]. We typically include two or more lectures on risk management, emphasizing the differences in the way engineers quantify risk and the way laymen think about risk, which sometimes complicates public acceptance of engineering design decisions.

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

We contrast professional ethics with personal ethics, pointing out that some areas overlap and some areas do not. We discuss the consequences of violations of various codes of ethics, indicating that the code of ethics in the Engineering Practices Act carries the weight of law for licensed professional engineers in Texas, while adherence to codes of ethics for various professional societies is voluntary in nature and required only of members in those organizations. We spend much time on topics like gifts, conflicts of interest, and the appearance of conflicts of interest, emphasizing that the reputation of the individual engineer is critically important for his or her success in a profession where ethical behavior is a prerequisite to individual success. Students are given analytical tools and exercises to help them determine whether a gift or trip offered by a client or vendor might be problematic.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
COURSE DESCRIPTION

Development of techniques of moral analysis and their application to ethical problems encountered by engineers, such as professional employee rights and whistle blowing; environmental issues; ethical aspects of safety, risk and liability; conflicts of interest; emphasis on developing the capacity for independent ethical analysis of real and hypothetical cases.

LEARNING OUTCOMES AND MAJOR OBJECTIVES

As a result of meeting the requirements in this course, students will be able to:

- Know some common methods for analyzing and resolving ethical problems
- Develop the capacity to think analytically, critically, and creatively about ethical issues in engineering
- Know some of the classic cases in engineering ethics and some of the typical ethical and professional issues which arise in engineering
- Know the NSPE code, the code of their own professional society, and the major professional societies and organizations in engineering
- Improve skills in effective communication, both oral and written

To achieve these outcomes and objectives, students will be given the opportunity and encouraged to participate actively in class discussions. The methods of critical technical writing will be introduced, and students will be required to do a substantial amount of writing in response to the material presented in the course.

PREREQUISITES: Junior classification

REQUIRED TEXTS


Additional readings are available on the course website.
ACCESS TO CLASS MATERIALS

Access class materials through eLearning at http://elearning.tamu.edu
To log in, select the top box labeled “TAMU (Net ID)” and login with your NetID and password. You will be presented with a screen with a list of courses associated with your name. Select the Ethics and Engineering course.

ATTENDANCE AND PARTICIPATION

Student attendance is expected. Attendance will not be recorded and graded in the Monday/Wednesday lectures. It will be recorded and graded in the Friday recitation sections. Students should arrive for class on time. Students should stay until class is dismissed. Abbreviated lecture notes will be made available on eLearning.

ASSIGNMENTS

Reading Quizzes on E-learning

Assigned readings for a given date should be completed before class begins. There will be an assigned weekly quiz on eLearning before most Friday Recitation Sessions. The reading quizzes will cover the textbook and selected readings relevant to the lectures and recitation discussion. Students will have thirty minutes to complete the quiz, and may use their book. Quizzes must be completed before midnight on Thursday. These reading quizzes will be multiple choice.

In-Class Quizzes

There will be frequent unannounced in-class Monday/Wednesday quizzes to encourage attendance and to ensure that students are thinking reflectively about the course material. These quizzes may be given at any time and will be short answer of fill in the blank format. For the sake of the best use of class time, there will be a strict time limit for finishing quizzes. Students who arrive late to class will not receive any extra time to complete a quiz administered at the beginning of class. Students who arrive after the time limit for the quiz, will receive a zero for that quiz. TAs will grade, return, and review quizzes in recitation.

Students will not be permitted to make up quizzes. If a student has a University-excused absence on a quiz day, then the quiz grade will be left blank, which will neither help nor hurt the student’s final average.

Writing Assignments

In-Class Writing Assignments

In-class writing assignments will be written during many Friday recitations and will be included in the student’s participation grade for that Friday session. Barring a legitimate excuse, failure to complete the in-class writing assignment will result in a participation grade of zero (0) for that particular recitation session, even if the student was otherwise in attendance that day. If a student misses a recitation session but has a University Excused Absence, then he/she is excused from completing that day’s in-class writing assignment.
Out-Of-Class Writing Assignments

Students will complete several out-of-class writing assignments, to be described below. These writing assignments must be typed in 12-point Times New Roman font with 1-inch margins. Citations should be done in accordance with the IEEE citation manual (http://www.ieee.org/documents/iceccitationref.pdf). If a student prefers to use another citation manual, he/she must first get permission from his/her TA.

Papers will be graded by the student’s TA, and all papers submitted to the TA must also be submitted to turnitin.com. A link to turnitin.com can be found on eLearning. Each of the writing assignments has a minimum page length, as specified below. Many of these writing assignments have one or more mandatory peer review sessions. **If a student misses a peer review session and has no University Excused Absence, ten (10) points per peer review session missed will be deducted from the student’s final grade on that assignment. If a student misses a peer review but has a University Excused Absence, then he/she is required to attend a help session at the University Writing Center and must show proof of this to his/her TA in order to avoid the ten point penalty. Failure to meet the length requirements on an assignment will result in a maximum grade of a sixty (60) on the assignment. Tables of contents, works cited, figures, and blank spaces used for formatting purposes will not count towards the essay length.**

Personal and Professional Ethical Statement

This assignment has two components: Students will first discuss the foundation of and provide specific examples of their personal ethics. Second, students will discuss their professional aspirations (as an engineer, lawyer, physician, clergy member, etc.) and how these aspirations are connected to their personal commitments. Students must make specific reference to their intended discipline’s professional code of ethics. This assignment must be at least two (2) full pages. Peer review for this assignment will be held on Friday, February 1st. This assignment is due Monday, February 4th.

Ethical Arguments Assignment

This assignment consists of a series of arguments concerning the ethicality of the legal concept of eminent domain. First, students must write a brief introduction explaining what eminent domain is and how it is typically applied. Then, students must make six ethical arguments concerning eminent domain: 1) An argument in favor of eminent domain using the rule utilitarian perspective. 2) An argument in favor of a specific instance of eminent domain using the act utilitarian perspective. 3) An argument in favor of eminent domain using the cost-benefit analysis. 4) An argument opposed to eminent domain using the golden rule perspective. 5) An argument opposed to eminent domain using the self-defeating perspective. 6) An argument opposed to eminent domain using the rights perspective. There is no need for this assignment as a whole to be written in essay format (i.e., there does not need to be an overall thesis, conclusion, etc.). Instead, the introduction and the six ethical arguments are independent sections that do not necessarily need to refer to one another. The purpose of this assignment is to help students practice applying these ethical tests in written form before the midterm exam and final project reports. This assignment must be at least two (2) full pages. This assignment is due Friday, February 15th.

Professional Email

Students will select an engineering project about which to write; this project must have at least one ethical dimension. Then students will e-mail a Professional Project Proposal to their TA. This e-mail will explain the project topic and its ethical dimensions, the student’s interest in the project, and why the project matters to society in general. Finally, the email will have a tentative thesis that the student will hope to defend in the final report. The Professional Project Proposal e-mail is due to the students’ TA before midnight on Monday, March 4th. It will count as one quiz grade.

Project Report Draft
Students will complete a Project Report Draft. This draft, which must be at least six (6) pages, will receive substantive comments by the TA. Drafts shorter than six pages will not be accepted. Students who fail to complete the Project Report Draft will receive a zero on the Project Report Final Version. Students who turn in the Project Report Draft late will have five (5) points removed from their Final Report grade for each day the Draft is late. If a student puts in an unacceptable effort on the Draft, points will be removed from the Project Report Final Version at the TA’s discretion. Bottom Line: We take the Draft seriously and hope that students will as well. A peer review will be held in recitation on Friday, March 22nd; the Draft is due on Wednesday, March 27th.

Project Report Final Version
Students will revise and resubmit their project report. A peer review will be held in recitation on Friday, April 19th. The Project Report Final Version is due before midnight on Monday, April 22nd. This assignment must be at least six (6) pages in length.

To improve technical writing skills, please visit the Undergraduate University Writing Center, located in the Evans Library.

Exams
There will be one mid-term and one final exam. The mid-term will include both short-answer essay and multiple choice questions. Essay questions will involve real or hypothetical cases. Students will be asked to identify the moral questions raised in a case and then provide analysis of how to answer these questions using specified ethical frameworks. The final exam will be multiple choice.

Evaluation

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<td>Participation and Attendance in Recitation Sessions</td>
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<td>Quizzes</td>
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<td>Personal and Professional Ethical Statement</td>
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<td>Ethical Analysis Paper</td>
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<td>Project Report Final Version</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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Grading

- A: 90% - 100%
- B: 80% - <90%
- C: 70% - <80%
- D: 60% - <70%
- F: <60%

This is a Writing Intensive course. According to guidelines, failure to earn an average of at least a D on the writing assignments (Personal and Professional Ethical Statement and the Project Report Final Version) will result in a grade of F in the course, regardless of other grades.
GRADE COMPLAINTS

We will be more than happy to discuss and possibly change grades. First, you must wait at least 24 hours after you get the assignment back. Take this time to carefully review all the comments given by instructors. Second, you must come with a written statement about why they think there is a discrepancy between the quality of the work and the grade it received. Third, you must present the written statement within one week of the date the assignment is returned.

AGGIE HONOR CODE & ACADEMIC INTEGRITY

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

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

Submitting an assignment late is far better than plagiarizing. Late assignments will be penalized 5% for each day late.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

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<th>Week</th>
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<th>Topic for this meeting</th>
<th>Responsible Instructor</th>
<th>Assigned Reading</th>
<th>Assignment(s) Due</th>
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<td>1</td>
<td>Mon 26-Aug-19</td>
<td>Introduction</td>
<td>PHIL</td>
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<td>Wed 28-Aug-19</td>
<td>Common Morality, Personal &amp; Professional Ethics</td>
<td>PHIL Ch. 1</td>
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<td>Fri 30-Aug-19</td>
<td>Recitation: Introductory, Assign Personal and Professional Ethical Statement, Writing exercises, Introduction to cases</td>
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<td>Mon 3-Sep-19</td>
<td>Moral problems: Analyzing into four components; creative middle views</td>
<td>PHIL Ch. 2</td>
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<td>Wed 5-Sep-19</td>
<td>Three phases of Western ethics</td>
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<td>Fri 7-Sep-19</td>
<td>Presentation: case studies, outlining papers</td>
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<td>Unethicalism and respect for Persons</td>
<td>PHIL</td>
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<td>Engineering communication—essential to protect the public health, safety, and welfare (and for your professional success)</td>
<td>ENGR</td>
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<td>Fri 14-Sep-19</td>
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<td>ENGR Ch. 3</td>
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<td>Recitation: Case studies; writing instructions</td>
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<td>Mon 22-Sep-19</td>
<td>Professional responsibilities: The Mackenzie River and the loss of the Deepwater Horizon</td>
<td>ENGR Case 46</td>
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<td>Wed 24-Sep-19</td>
<td>&quot;Henry's Daughter&quot; (Act 2)</td>
<td>ENGR Ch. 3</td>
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<td>Fri 26-Sep-19</td>
<td>Recitation: Assign and discuss Project Reports; Review Outline exercise</td>
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<td>Mon 29-Sep-19</td>
<td>Risk Management: The Engineering viewpoint</td>
<td>ENGR Ch. 6</td>
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<td>Wed 1-Oct-19</td>
<td>Risk Management: Leve public and governmental regulator viewpoint</td>
<td>ENGR</td>
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<td>ENGR Ch. 5</td>
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<td>Professional email due to TA</td>
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<td>Fri 18-Oct-19</td>
<td>Recitation: Peer review for Project Report Daily; discussion of case studies</td>
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<td></td>
<td>Mon 21-Oct-19</td>
<td>Privacy and computing</td>
<td>TA</td>
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<td></td>
<td>Wed 23-Oct-19</td>
<td>Technology and ownership—Intellectual property issues</td>
<td>Dr. Ricardo Bertoll, Dept. of Comp Sci and Engr</td>
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<td></td>
<td>Fri 25-Oct-19</td>
<td>Recitation:</td>
<td>TA</td>
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<td>8</td>
<td>Mon 28-Oct-19</td>
<td>Engineers as employees</td>
<td>PHIL Ch. 7</td>
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<td>Wed 30-Oct-19</td>
<td>ROVAY LECTURE</td>
<td>TA</td>
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<td>9</td>
<td>Fri 1-Nov-19</td>
<td>Recitation: Case studies; discussion</td>
<td>TA</td>
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<td></td>
<td>Mon 4-Nov-19</td>
<td>Current issues in environmental ethics</td>
<td>Dr. Mark Hollzapple, P.E., Dept. of Chemical Engr</td>
<td>Ch. 8</td>
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<td></td>
<td>Wed 6-Nov-19</td>
<td>Current issues in environmental ethics</td>
<td>Dr. Mark Hollzapple, P.E., Dept. of Chemical Engr</td>
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<td>Fri 8-Nov-19</td>
<td>Recitation:</td>
<td>TA</td>
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<td>10</td>
<td>Mon 11-Nov-19</td>
<td>Sustainable engineering</td>
<td>Dr. Robin Asten-Klett, P.E., Dept of Civil Engnr</td>
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<td>Wed 13-Nov-19</td>
<td>Sustainable engineering</td>
<td>Dr. Robin Asten-Klett, P.E., Dept of Civil Engnr</td>
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<td>Fri 15-Nov-19</td>
<td>Recitation: Case studies</td>
<td>TA</td>
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<td>11</td>
<td>Mon 18-Nov-19</td>
<td>International engineering</td>
<td>PHIL Ch. 9</td>
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<td></td>
<td>Wed 20-Nov-19</td>
<td>&quot;Incident At Abercorn&quot; (Act 2)</td>
<td>ENGR</td>
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<td>Fri 22-Nov-19</td>
<td>Recitation: Case studies; Peer review for Project Report</td>
<td>TA</td>
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<td></td>
<td>Mon 25-Nov-19</td>
<td>Professional ethics</td>
<td>PHIL</td>
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<td>Wed 27-Nov-19</td>
<td>Service learning and experiential ethics—inputs from students involved in service learning projects</td>
<td>TA</td>
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<td></td>
<td>Fri 29-Nov-19</td>
<td>Thanksgiving Holiday—no class</td>
<td>TA</td>
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<tr>
<td>12</td>
<td>Mon 2-Dec-19</td>
<td>Recitation: Case studies; discussion</td>
<td>TA</td>
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TBA Final Exam | All |
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Religious Studies Program

2. Course prefix and number: RELS 317  ANTH 317

3. Texas Common Course Number: N/A

4. Complete course title: Introduction to Biblical Archaeology

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication  ☐ Creative Arts
☐ Mathematics  ☐ American History
☐ Life and Physical Sciences  ☐ Government/Political Science
☒ Language, Philosophy and Culture  ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes  ☒ No

8. How frequently will the class be offered? Every spring

9. Number of class sections per semester: 2

10. Number of students per semester: 50-60 expected

11. Historic annual enrollment for the last three years: SP 2013 = 50  SP 2012 = 61  SP 2011 = 60

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

13. Submitted by:

Shelley Wood  03 MAY 13

Course Instructor

14. Department Head:

Patricia A. Hurley  6/19/13

Date

15. College Dean/Designee:

Date

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

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

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

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

RELS 317, Introduction to Biblical Archaeology, which has been taught almost annually since 1998, is proposed for inclusion in the Language, Philosophy and Culture Foundational Component Area of Texas A&M University's (TAMU) Core Curriculum. This course instills in the student an appreciation for the complexity and diversity of the cultures that peopled the Levant in biblical times. Students discover the rich tapestry of ethnic groups that form the milieu of the Bible and inform its narrative. The course begins with an in-depth introduction to the methodologies and the tools employed in archaeological research in general, and more specifically in the archaeology of biblical lands (i.e. tells/tells, which are mounds of settlements, one atop the other). This begins with the basics, thus placing all students—irrespective of their backgrounds—on common ground. Following this, the course takes the student on a guided tour of the peoples and lands that form the Biblical matrix, beginning with the Neolithic agricultural revolution down to the first century AD. In each of these units the students learns about the ethnic groups as seen through their unique material cultures, while exploring how this evidence reflects the complexity of the various populations. When applicable both Biblical and extra-Biblical texts sources, as well as contemporaneous iconography are also considered. During the semester the student is introduced to a panoply of peoples: Sumerians, Canaanites, Mycenaean (Bronze Age) Greeks, Israelites, Philistines, Assyrians, Babylonians, Persians, Romans and others. In each case the students learns about the imprint and significance of these ethnic groups.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

Although RELS 317 is essentially a lecture course, each unit requires the student to grapple with interpreting evidence. Thus, by its nature, the course is a critical inquiry into the relevant source materials. While the course focuses on the archaeological evidence, it is also informed by textual evidence as well as iconography: Each of these sources must be analyzed: The course fully emphasizes the complexity of issues, and presents alternate views and interpretations. One example—of many—is the discussion regarding to when to assign the period of the Patriarchs as described in Genesis. This analysis requires the student to address issues such as the price of slaves and the comparison of treaties and covenants as they appear in the Bible versus those appearing in contemporaneous extra-Biblical economic documents. Throughout the semester the student is repeatedly required to investigate, evaluate and synthesize these data, as well as critically assessing theories and
interpretations based on the presented materials. One assignment and three tests measure the student's progress. The assignment requires the creation of a tel (ancient mound) and a section through it. To do this the student must think creatively, as the tel can be a real one, or one that s/he must create of their choosing ("Tel Aggie" is a perennial favorite) and discuss within this scenario stratigraphic problems that might confuse the site's levels during an excavation. The 200-level Honors version of the course also requires that the student write a critical term paper.

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

RELS 317 Introduction to Biblical Archaeology is a lecture class. As archaeology is a visual discipline, the course is based primarily on slide lectures given in Keynote®, the Apple version of Powerpoint. These lectures develop the student's visual communication and comprehension skills. The slides are short on text and long on visual prompts that challenge the student to see and, more importantly, to understand topics at a deeper level. The student is introduced both during the lectures, as well as in course readings, to artifacts, maps, chronologies and charts that synthesize archaeological or historical data.

The lectures are posted online in the Electronic Course Reserves: at the beginning of the semester the students are instructed to download and print out the lectures, or to mark them up on their digital devices, so that they have a visual record as an aid to learning the materials covered in class and to preparing for tests.

Sessions are dedicated to two instructional programs: "Archaeology from the Ground Down," a Biblical Archaeology Society production, which summarizes methodologies and issues of Biblical Archaeology, and the award-winning NOVA Program, "Voyage to Antiquity," which tells the story of the discovery, excavation and research on the 3,300-year-old Uluburun shipwreck, the oldest known coherent shipwreck in the Mediterranean Sea. There is also one visiting lecture, dealing with the impact of the Neolithic agriculture revolution and how this effects our eating habits and health today.

Class participation accustoms the student to understanding and evaluating images and data sets critically. During the semester these different types of information—archaeology, texts and iconography—are compared to facilitate comprehensive understanding of lecture topics. For example, the study of repose decoration on a small silver chalice, the 4,000-year-old Ayn Samya Goblet discovered north of Jerusalem, reveals that it represents part of the Mesopotamian creation myth (the enuma elish). Interpreting this single artifact requires A) combining two forms of evidence and B) a realization of the flow and ebb of cultural connectivity in the ancient Near East.

Obviously, the ability to engage the student in oral communication is largely inversely proportional to the size of the class. Nevertheless the course, irrespective of class enrollment, is carried out in an interactive environment in which the student is constantly encouraged to take part in discussions and questions framed by the curriculum.

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

The materials covered in this course aims to strengthen the student in each of these three aspects of social interaction. As the course is grounded in the land and period of the Bible, by definition it supplies each student with a basic background to the milieu that led to the actual foundations of the Judeo-Christian ethic, which serves as a prime base for all Western civilization. The student's growing awareness of this setting contributes to her/his knowledge of civic responsibility in times past and promotes engagement on local, national and international levels. Awareness of the great variety of ancient cultures covered in the course nurtures greater cultural sensitivity: A byproduct of this is a better understanding of local ethnic diversity.
Texas A&M University

Core Curriculum

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

Discussions on problems related to antiquity theft lead to civic issues of site and artifact protection as a civic duty on a personal, national and global scales. Questions regarding the private versus the communal ownership of artifacts, the movement of artifacts between countries and issues of repatriation raise awareness to the complexities of archaeological patrimony. During the course the student addresses issues that speak to cultural traditions, thus aiding them to see their own place within the local and global society.

Social responsibility may be difficult to evaluate in the classroom. Despite this, tests can evaluate the student’s widening awareness to the rich fabric of past human diversity, as one of the main foci of the course is the interplay among ancient Near Eastern cultures.

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

The deep association of this course with the roots of biblical society, which is at the very heart of modern ethics as understood in Western Culture, gives the student a solid grounding in its background. From Patriarchs to prophets, the student is introduced to the actual world in which these ideas were first manifest.

Additionally, from the first meeting this course treats the student as an adult. The primary rule of adulthood states that a person must take responsibility for her/his own actions. The course stresses the responsibility of the individual student, beginning with class attendance, focus during class and culminating with preparation for tests.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
INTRODUCTION TO BIBLICAL ARCHAEOLOGY
ANTH/RELS 317 (200) (Honors)

SYLLABUS

SPRING 2013 (Tuesdays and Thursdays 2:20-3:35 PM)

Psychology Building, Room 337

Shelley Wachsmann, Ph.D.
Meadows Professor of Biblical Archaeology
Nautical Archaeology Program, Department of Anthropology, Texas A&M University

Office hours: Wednesdays 3:00-5:00 PM, or by appointment at the
Nautical Archaeology Program, Anthropology Department, Room 121
Telephone (979) 847-9257; E-mail: swachsmam1@tamu.edu

This course is designed to introduce the student to the archaeology and material culture of the Land of the Bible. The course has the following objectives: A) To acquaint students with the rich matrix of material culture related to the peoples of biblical times in that region, B) To integrate these physical remains into an overall humanistic understanding of the biblical world, C) To supply the student with the tools to evaluate archaeological discoveries in relation to the biblical narrative, D) To familiarize the student to the interrelationship of various sources—texts, artifacts, iconography, etc.—for interpreting and understanding the past. There are no prerequisites to taking this course.

We will cover the period from the Epi-Paleolithic period (ca. 10,000-8,500 B.C.) till the 1st-century A.D. Classes will be devoted primarily to Keynote lectures. We will also see video presentations. The final grade will be based on the total grades earned by the student from one assignment (5 points), three tests (two mid-term examinations and a final examination, each worth 25 points) and a term paper (20 points) due the last day of class (Thursday, April 25). The assignment will be given on our third meeting (Tuesday, January 22nd) and will be due on our fifth meeting (Tuesday, February 29th). Late submissions will not be accepted.

As term paper topic selection can be a difficult process, and lead to procrastination, I encourage you to look over the material that we will cover and select a topic for your term paper early in the semester. Please see me to discuss your topic ideas. You will be expected to submit a 250-word (1-page double spaced) abstract together with a preliminary bibliography no later than our tenth meeting (February 14th). Remember, deadlines are our friends.

The second mid-term, and the final test, will include only material covered since the previous test. The class session prior to each test will be spent in reviewing and discussing the material covered in the test. Letter grades assigned will follow the standard TAMU scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F. Sometimes students do not do well on a midterm. Should this happen the student will have the option to take a final exam covering all the material of the entire semester. This test will count for the final and will replace the lower of the two midterm test grades (50 point value). Anyone wishing to take this option must register to do so.
later than our last meeting (Thursday, April 25th). Note that this possibility should be viewed as an opportunity of last resort.

As a textbook for the first part of the course we will be using Amihai Mazar’s *Archaeology of the Land of the Bible: 10,000-586 B.C.E. (The Anchor Bible Reference Library)* New York, Yale University Press (2009). Additional readings will be found at Evans E-reserve. The majority of additional readings for this course are found in a journal entitled *Biblical Archaeology Review*. This resource is available online at Libcat. To access these internet resources you must either use a university computer, or, if you are off campus, you may be required to sign into your university account.

**CLASS LECTURES ON LINE**
Class lectures are available on-line as downloadable pdf files on the Electronic Course Reserves. Students should download these files and print them out (multiple slides per printed page) as a convenient aid in taking notes. *These lecture files do not replace class attendance.*

**CLASS ID NUMBERS**
For reasons of identity security neither Social Security numbers nor UIN numbers will be used when posting grades. For this purpose each student will receive a unique class ID number.

**THE 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 Department of Disability Services in Room B118, Cain Hall. Tel. 845-1637. Website: (http://disability.tamu.edu/).

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

**ACADEMIC INTEGRITY**
*An Aggie does not lie, cheat or steal, or tolerate those who do.* For more information regarding academic integrity, please visit the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu).
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<th>WEEK</th>
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<tr>
<td>1</td>
<td>Tuesday, January 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction to Biblical Archaeology I</td>
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<td>Thursday, January 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction to Biblical Archaeology II</td>
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<td>Tuesday, January 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Introduction to Biblical Archaeology III (Assignment given)</td>
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<td>Thursday, January 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction to Biblical Archaeology IV (Video presentation: Archaeology From the Ground Down)</td>
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<td>Tuesday, January 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction to Biblical Archaeology V (Assignment returned, 5 points)</td>
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<td>Thursday, January 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Introduction to Biblical Archaeology VI &amp; The First Agriculturists: The Epi-Paleolithic and Neolithic Periods</td>
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<td>4</td>
<td>Tuesday, February 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The First Agriculturists: The Epi-Paleolithic and Neolithic Periods (Contd.)</td>
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<td>Thursday, February 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review</td>
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<td>5</td>
<td>Tuesday, February 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Mid-term examination #1 (30 points)</td>
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<td>Thursday, February 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>On Writing Reports and Term Papers (250-word term paper abstracts due)</td>
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<td>NB</td>
<td>Students are invited to Professor Vaughn Bryant’s lecture to ANTH/RELS 317 (500), The Paleolithic Health Club: Where Have We Gone Wrong? (3:55 PM, Harrington Educational Center)</td>
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<td>Tuesday, February 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Innovative Communities of the Fourth Millennium: The Chalcolithic Period</td>
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<td>Thursday, February 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>The Emergence of Cities: The Early Bronze Age</td>
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<td>Tuesday, February 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Early Bronze Age (Contd.)</td>
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<td>Thursday, February 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>An Interlude: The Early Bronze IV/Middle Bronze Age I</td>
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<td>8</td>
<td>Tuesday, March 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Mighty Canaanite City-States: The Middle Bronze Age II</td>
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<td>Thursday, March 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Middle Bronze Age II (Contd.) &amp; In the Shadow of Egyptian Domination: The Late Bronze Age</td>
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WEEK 9

SPRING BREAK. NO CLASSES.

WEEK 10
(17) Thursday, March 19th ➔ Late Bronze Age (Contd.)
(18) Thursday, March 21st ➔ Review

WEEK 11
(19) Tuesday, March 26th ➔ Mid-term examination #2 (30 points)
(20) Thursday, March 28th ➔ Seafaring in the Late Bronze Age: The Uluburun Shipwreck

WEEK 12
(21) Tuesday, April 2nd ➔ A Voyage to Antiquity: (Video presentation)
(22) Thursday, April 4th ➔ The Days of the Judges: Iron Age I

WEEK 13
(23) Tuesday, April 9th ➔ The Sea Peoples and the Philistines: The Iron Age I
(24) Thursday, April 11th ➔ The United Monarchy: The Reigns of Saul, David and Solomon: Iron Age IIA, ca. 1000-925 B.C.

WEEK 14
(25) Tuesday, April 16th ➔ The Divided Monarchy: Iron Age IIB-C
(26) Thursday, April 18th ➔ Historical Overview: From the Persian to the Early Roman Periods & A Tour of the Second Holy Temple in Jerusalem in the Time of Jesus

WEEK 15
(27) Tuesday, April 23rd ➔ The Backdrop to the Ministry of Jesus: Seafaring on the Sea of Galilee
(28) Thursday, April 25th ➔ Review

Final examination: Wednesday, May 8th, 1:00-3:00 PM (35 points)
INTRODUCTION TO BIBLICAL ARCHAEOLOGY
Mazar, A., Archaeology of the Land of the Bible, pp. 1-34 (Ch. 1).

NEOLITHIC PERIOD

THE CHALCOLITHIC PERIOD

EARLY BRONZE AGE

EARLY BRONZE IV/MIDDLE BRONZE AGE I

MIDDLE BRONZE AGE II
LATE BRONZE AGE


THE ULUBURUN SHIPWRECK


IRON AGE I: THE ISRAELITE CONQUEST AND SETTLEMENT


IRON AGE I: THE PHILISTINES & THE SEA PEOPLES


IRON II: THE UNITED & DIVIDED MONARCHYS


FROM THE PERSIAN TO THE EARLY ROMAN PERIODS


A TOUR OF THE SECOND TEMPLE IN JERUSALEM


THE SEA OF GALILEE BOAT


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Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies

2. Course prefix and number: THAR 156

3. Texas Common Course Number: n/a

4. Complete course title: Dress, Culture, and Society

5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? Every fall

9. Number of class sections per semester: 1

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years: n/a (new course)

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

13. Submitted by:

   Course Instructor: [Signature] Date: 5/21/13

   Approvals:
   Department Head: [Signature] Date: 6/3/13
   College Dean/Designee: [Signature] Date: 9/3/13

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

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

Every day humans the world over make decisions about how to dress. Humans use dress as a means of communication and personal expression. This course explores the social, psychological, and cultural aspects of dress and appearance, including the relationship of dress to physical and social environments, aesthetic and personal expression, and cultural ideals and values. Dress cannot be isolated from the political, economic and social surroundings of the time. We will explore sources of information of dress from a wide range of disciplines such as anthropology, sociology, psychology, politics, economics, biology, chemistry, art history and history.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

Students use critical thinking skills when employing the scientific language of the classification system of dress, evaluating the strengths and weakness of sources of information about dress, analyzing how variations in human appearance affect choices in dress, and investigating the relationship between costume and the lighting, staging and content of the performance they are required to attend. This is applied in the assigned Production Response.

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

Effective written communication is critical to course assignments including the "Understanding Race" Response Paper and Production Response Paper. These written assignments are graded based on the following criteria: writing – organization, clear communication of ideas and meaning; mechanics – grammar and punctuation; correct use of course concepts and vocabulary; and citation of sources.

The Course Concept Collage assignment requires groups of students to translate knowledge of course concepts into images and communicate comprehension in a visual manner.

In-class discussions of reading assignments, as well as group assignments, such as Rules for Dress, require students to verbally express course concepts and relate those concepts to their own experiences.
Texas A&M University

Core Curriculum

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

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

Students are challenged to develop intercultural competence through the recognition that the meanings of dress vary from society to society, regionally, nationally, and globally. They explore the impact of the fashion industry and technology on humans, animals, and the environment and how the fashion industry is introducing sustainability. In conjunction with attendance at a performance of the Department of Performance Studies Theatre Arts production, class discussion covers appropriate audience behavior and etiquette in order to effectively engage in the performance. This assignment also aids in the discovery of dress as an art form and an integral part of visual, performing, and literary arts.

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

Students make connections between their personal choices in dress and the consequences for the global community through topics such as the second-hand clothing trade and technology and sustainability in dress and fashion. Reading and discussing “Helping or Hindering?” helps students see that donating unwanted clothing is actually a political act with economic ramifications in a global economy. Students discuss the costs (including natural resources, labor, and transport) to produce the clothing they wear and a variety of fashion designers embracing sustainability and green practices in “EcoFashion”.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Performance Studies

THAR 156 Dress, Culture, and Society

Request for International and Cultural Diversity (ICD) Designation

This course presents the relationship of dress to humans as biological, aesthetic, and social beings. Everyday humans around the globe make decisions about how to dress. Humans use dress as a means of communication and personal expression. Both wearers and observers of dress make many assumptions about the meanings involved in what they perceive, but do not always think consciously about these assumptions because they are enculturated. We perceive similarities and differences between groups of humans, whether it is social cliques on a college campus, or between peoples of different religions and lifestyles, based on appearance and dress.

This course introduces tools, such as the classification system of dress and the scale of world cultures, that enable students to explore the phenomenon of dress more objectively. Each scale of culture influences a person’s dress, both as individuals and as members of a group. The concepts of social and cultural scale offer tools for limiting ethnocentric bias in the study of dress and in the cross-cultural interaction that is inevitable in today’s global-scale society.
THAR 156: Dress, Culture, and Society  
Department of Performance Studies  
Spring 201X

Instructor: Rayna Middleton Dexter, M.F.A.  
E-mail: rdexter@tamu.edu  
Phone: (979) 845-5001 (no voicemail)  
Office: 259 LAAH  
Office Hours: TBA  
Class Meeting Times: TBA  
Class Meeting Location: TBA

Course Description  
Relationship of dress to humans as biological, aesthetic, and social beings; dress as cultural performance. There are no prerequisites for this course.

Course Introduction  
Every day humans the world over make decisions about how to dress. Humans use dress as a means of communication and personal expression. This course explores the social, psychological, and cultural aspects of dress and appearance, including the relationship of dress to physical and social environments, aesthetic and personal expression, and cultural ideals and values. Dress cannot be isolated from the political, economic and social surroundings of the time. We will explore sources of information of dress from a wide range of disciplines. Dress is a distinctive art form. Dress is also used as an integral part of a wide variety of art forms, and a means of expression for many artists.

Course Outcomes  
Through this course students will:

• Identify dress as a behavioral process involving all the senses of perception.
• Recognize that the meanings of dress vary from society to society and analyze these variations.
• Describe the ways in which affinities and conflicts are expressed, in part, in dress when people of different cultures come in contact.
• Develop skill in the use of data sources for research and analysis of dress.
• Evaluate the differing strengths and weaknesses of dress evidence found in dress artifacts, representations of dress, and written documentation of dress.
• Relate dress and specific physical and social environments.
• Explore how dress can alter or enhance the form of the physical body to meet personal or cultural needs.
• Discover dress as an art form and an integral part of visual, performing, and literary arts.
• Analyze the differences and similarities between costume and everyday dress.

To successfully complete this course you must:

• Attend and participate in all class meetings.
• Attend and review the Department of Performance Studies’ semester production (multiple dates TBA).
• Complete all reading and written assignments.
• Become familiar with the eLearning website as important course information and communication will be posted there.

Resources and Required Materials:
• *The Visible Self: Global Perspectives on Dress, Culture, and Society*, 3rd edition, Joanne B. Eicher, Sandra Lee Evanson and Hazel A. Lutz
• An 8 1/2 x 11 gray scantron sheet and a number 2 pencil for each test

Assignments and Grading
All grades will be posted on the eLearning website. Please review your grade throughout the semester. If you have grade related questions or concerns, please see me during office hours or make an appointment. In accordance with The Family Education Rights and Privacy Act (FERPA) I will not discuss grades in the classroom or via e-mail.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Written Assignments</td>
<td>25%</td>
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<tr>
<td>(Includes homework and in-class assignments)</td>
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<tr>
<td>Production Response</td>
<td>5%</td>
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<tr>
<td>Online Quizzes</td>
<td>25%</td>
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<tr>
<td>Test 1</td>
<td>15%</td>
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<tr>
<td>Test 2</td>
<td>15%</td>
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<tr>
<td>Test 3</td>
<td>15%</td>
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</table>

• A (90-100) – Excellent. Your work is turned in on time, complete, appropriate to the assignment, and demonstrates thoughtful application of the materials covered in class. Your work demonstrates thoughtful preparation, and presentation.
• B (80-89) – Good. Your work is turned in on time, complete, appropriate to the assignment, and demonstrates application of the materials covered in class.
• C (70-79) – Satisfactory. Your work is turned in on time and complete. Your work meets the requirements of the course work.
• D (60-69) - Passing. Your work is turned in on time, but is incomplete or does not meet the requirements of the course work.
• F (0-59) - Failing. Your work is not turned in on time or does not meet the requirements of the course work.

Reading Assignments: Please complete all assigned reading before the next class so you will be familiar with the general information to be covered.

Written Assignments: Detailed instructions for homework assignments will be posted on eLearning. All homework assignments are due at the beginning of the class session and must be submitted online through eLearning. In-class assignments must be turned in at the end of the class session. Late assignments will not be accepted except in the case of an excused absence.
The following is a list of written assignments:

- Library Scavenger Hunt
- Classifications of Dress Bingo
- Sources of Information Worksheet
- Preliminary Research Worksheet
- "Understanding Race" Response Paper
- Rules for Dress
- Concept Collage

Production Response: You are required to attend a performance of the Department of Performance Studies semester production. You will then write a 2-3 page essay discussing the role of dress in supporting the characters and actors as well as the similarities and differences between costumes in the performing arts and dress in everyday life.

Assessments:
You will be responsible for taking online quizzes through the Assessments tab on eLearning. You are welcome to use your course packet and notes from class while taking quizzes, but these are the only approved resources. Please adhere to the Aggie Honor Code and refrain from using any unauthorized materials or assistance from classmates.

In addition to online quizzes there will be a total of three tests taken in class. The final exam is not comprehensive, but simply the third test. You will need the gray 8.5"x11" scantron form (Form no.: NCS MP90051, NCS Pearson MM90051-2 or Scantron form No.0-101607-TAMU) and a No. 2 pencil for each test. Your textbook and notes may not be used during in-class tests. Tests and quizzes will cover the assigned reading as well as lecture material.

Campus Resources:
I would like to introduce you to some useful campus resources which may enhance your learning experience. Items are listed by topic/content area, and corresponding resource units are hyperlinked.

- Study Skills: Student Learning Center, Student Counseling Service
- Tutoring: Student Learning Center, University Writing Center, Department of Multicultural Services
- Career/Major: Student Counseling Service, Career Center
- Crisis: Student Assistance Services

Policies
Classroom Atmosphere
Please respect your fellow students and the instructor by arriving to class on time. Please silence your cell phones before class begins. For more information regarding classroom behavior please see Student Rule 21.

In this course, each voice in the classroom has something of value to contribute to class discussion. We will often engage difficult and controversial issues and it will be our collective responsibility to make sure that our classroom interaction is respectful and supportive of the views, experiences and expertise of others at all times. Please respect the different experiences,
beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. I reserve the right to remove anyone from class who acts in a rude or disruptive manner.

The Texas A&M University Commitment to Diversity Statement

Attendance
The best way to be successful in this course is to attend class. The University views class attendance as the responsibility of an individual student. I will not accept late assignments without an excused absence. If you do miss a class for any reason you are responsible for obtaining notes and information regarding assignments from your classmates.

As per University policy, a student must notify me in writing (an acknowledged e-mail is acceptable) prior to the absence if possible, but no later than the end of the second working day after the absence in order to be excused. In most cases I will ask for documentation substantiating the reason for the absence. You must provide the documentation within one week of the last day of absence in order to be excused. See http://student-rules.tamu.edu/rule07

Academic Integrity
Aggie Honor Code
"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. See http://aggiehonor.tamu.edu

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

If you believe that you have a disability that is affecting your level of participation or success in this course, please do not hesitate to see me. I will be happy to help you find the resources you need to help you succeed in this course.
COURSE SCHEDULE

The following is a tentative outline of the course activities and project due dates. The instructor reserves the right to adjust the schedule as needed to enhance learning opportunities. If any changes are necessary, they will be clearly communicated in advance.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction and Syllabus</td>
<td>Reading Assignment: 1. course syllabus</td>
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<td>Defining Dress</td>
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<td>Motivations for Dress</td>
<td>Reading Assignment: 1. <em>The Visible Self</em> Ch. 1</td>
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<tr>
<td>Week 2</td>
<td>Library Presentation</td>
<td>Syllabus Quiz Due</td>
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<td>The Classification System of Dress</td>
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<td>In class: <em>Classifications of Dress Bingo</em></td>
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<td>Week 3</td>
<td>Records of Dress</td>
<td>Reading Assignment: 1. <em>The Visible Self</em> Ch. 3</td>
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<td>In class: <em>Sources of Information Worksheet</em></td>
<td>2. <em>Many Disciplines, Many Rewards</em></td>
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<td>Written Interpretations of Dress</td>
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<tr>
<td></td>
<td>In class: <em>Sources of Information Worksheet</em></td>
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<td>Quiz 1 Due</td>
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<td>Week 4</td>
<td>Dress, Culture and Society</td>
<td>Reading Assignment: 1. <em>The Visible Self</em> Ch. 2</td>
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<td>Dress, Culture and Society</td>
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<td>Week 5</td>
<td>Dress in Domestic-scale Cultures</td>
<td>Reading Assignment: 1. <em>Eurocentrism in the Study of Ethnic Dress</em></td>
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<td>Dress in Political-scale Cultures</td>
<td>Preliminary Research Worksheet Due</td>
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<td>Week 6</td>
<td>Dress in Commercial-scale Cultures</td>
<td>Reading Assignment: 1. <em>Documenting the Origins of Somali Folk Dress</em></td>
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<td>Test 1</td>
<td>1. <em>In Service of the Dragon Throne</em></td>
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<td>Week 7</td>
<td>Quiz 2 Due</td>
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<td>Physical Appearance and Dress</td>
<td>Reading Assignment: 1. <em>Helping or Hindering?</em></td>
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<td>The Body in Cultural Context</td>
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<td>Reading Assignment: 1. AAA Statement on &quot;Race&quot;</td>
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<td>Week</td>
<td>Reading Assignment</td>
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<td>8</td>
<td>1. The Visible Self Ch. 5 “Understanding Race” Response Due</td>
<td>1. The Sweetness of Fat Reading Assignment:</td>
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<td>1. The Visible Self Ch. 11 Quiz 3 Due</td>
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<td>9</td>
<td>Conformity and Individuality In class: Rules for Dress Reading Assignment:</td>
<td>1. Look Like a Lady; Act Like a Man; Work Like a Dog</td>
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<td>Dress and the Arts Reading Assignment:</td>
<td>1. The Visible Self Ch. 13 2. Signature Style</td>
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<td>10</td>
<td>Dress and the Arts In class: Fashion in Film Reading Assignment:</td>
<td>1. Dressed: A Century of Hollywood Costume Design Introduction</td>
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<td>Test 2</td>
<td>Reading Assignment:</td>
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<td>11</td>
<td>Dress and Gender Reading Assignment:</td>
<td>1. Size Matters: “Man in His Perfection” 2. Becoming a Gendered Body: Practices of Preschools Quiz 4 Due</td>
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<td>Effects of Dress on the Body Reading Assignment:</td>
<td>1. Feminist Dress Reform 2. Pressure of Menswear</td>
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<td>12</td>
<td>Body, Dress, and Environment In class: Everest: The Death Zone Reading Assignment:</td>
<td>1. The Visible Self Ch. 6 2. Innerskins/Outerskins Production Response Due</td>
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<td>Body, Dress, and Environment Reading Assignment:</td>
<td>1. Wardrobe for Space</td>
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<td>13</td>
<td>Dress and Technology Reading Assignment:</td>
<td>1. The Visible Self Ch. 14 2. Cyborgs, New Technology, and the Body</td>
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<td>Dress and Technology Reading Assignment:</td>
<td>1. “Green Is the New Black” Quiz 5 Due</td>
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<td>Week 14</td>
<td>Sustainable Dress</td>
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<td>Course Conclusion and Final Exam Review</td>
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<td>In class: Course Concept Collages</td>
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<tr>
<td>Finals Week</td>
<td>Test 3</td>
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