



College of Architecture
DEPARTMENT OF CONSTRUCTION SCIENCE

A. COURSE:

Title and Number: **COSC 222 Cultural and Social Issues in the History of the Construction Environment: From Antiquity to Today**

Term: **Fall, 2020**

Meeting Times and Locations: **TUESDAYS for large lecture and THURSDAYS for small group discussions**

Instruction type and Method: **Lecture: Traditional- Face-to-Face; Possible On-line for portion**

B. DESCRIPTION AND PREREQUISITES

Introduction to cultural and social issues in construction from pre-historic to modern times; Exploration of how individual and collective ideas, values and beliefs are expressed in the construction environment; How the field of construction internalizes and thinks about these values across cultures and how authority, majorities and privilege affect creativity of the built environment. Lectures and small group sessions emphasize civil discourse to help students recognize their own positionality and work collaboratively in a multicultural society. Writing Intensive Designated. (3-0).Credit

C. MINIMUM REQUIRED LEARNING OUTCOMES

University Student Learning Outcomes:

- Upon successful completion of the course, students should be able to:
 1. Identify biases and discriminatory practices throughout history in the built environment disciplines and distinguish between culture, race and ethnicity while recognizing bias, prejudice and discrimination in the modern day construction industry.
 2. Express through writing, a personal understanding of values, beliefs and biases that influences creative activities in the construction of the natural, built and virtual environment
 3. Identify and apply multicultural perspectives and inclusive practices in construction while articulating personal understanding of inclusion and tolerance and when intolerance is appropriate.
 4. Explain how advancements in technologies have allowed construction techniques to refine culture in all corners of the world, and recognize the symbolic as well as functional aspects of the built environment.
 5. Conduct analysis of the underlying critical thinking and problem solving skills instrumental in creating the greatest building accomplishments in the world, including the antiquities such as the Great Pyramids of Egypt, the Great Wall of China, and the Temples of Southeast Asia and Latin America and apply similar skills for functioning in today's global construction issues.
 6. Understand the human condition across cultures in their business models, entrepreneurship, creative thinking, resources and leadership that have created conflict and infused the construction models of modern day world.
 7. Understand the role of modern day building codes in protecting public health, safety and general welfare of society and how cultural and societal changes merge with an expanded body of construction knowledge.
 8. Discuss contentious issues respectfully
 9. Master the form of writing and speaking most commonly associated with and essential to the construction field of study.

10. Understand that proficiency in writing and speaking requires practice and an investment of time and energy.

ACCE Student Learning Outcomes:

- Understanding and proper analysis of issues commonly faced by professionals in the construction industry.
- NEED TO DISCUSS WITH SHANNON

Additional Core Curriculum Objectives:

Students will develop and demonstrate the following core objectives:

- Critical Thinking Skills
- Communication Skills
- Personal Responsibility
- Social Responsibility

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Rubrics:

- Written
- Ethical Reasoning
- Cultural Discourse

D. INSTRUCTOR INFORMATION

Name: Debra Ellis
Email: dellis@arch.tamu.edu
Phone Number: 979-
TAMU Office Hours:
TAMU Office Location: Francis Hall Third Floor –316

E. COMMUNICATION

Instructor will communicate with students primarily through assigned class hours. Instructor may also communicate with students through eCampus. Students are *required* to have an active email/contact in eCampus, as Instructor will from time to time email students directly (individually or as a class) through the eCampus email feature. Instructor will also use eCampus to post supplemental course material, to communicate grades and for turning in any assignments.

F. TEXTBOOKS & COURSE MATERIALS

For purposes on this class only, NO LAPTOPS will be allowed. Instead you will take handwritten notes in a journal substantially similar to this: https://www.amazon.com/Notebook-JARBO-Classic-Journal-Softcover/dp/B07MVR8T29/ref=sr_1_28?keywords=writing+journal&qid=1557334174&refinements=p_72%3A2661618011&rnid=2661617011&s=gateway&sr=8-28 It is \$7.00 on Amazon. This one has 96 pages so you will need to order another one before midterm. It does NOT have to be this one, but NO SPIRAL NOTEBOOKS please. Get a quality journal for this class. There is NO textbook for this course so this is your main expense. Splurge a little.

The journals will be checked each week in the Small Group meeting by Instructor for completion. You will read below that there are many different things that will be kept in the journal each week:

- *Your notes over the readings to be done BEFORE class
- *Your notes DURING class
- *Your reflections/questions AFTER class
- *Your analysis of WEEKLY critical thinking about decision making
- *Your answers/thoughts on the WATCH TedTalks.

This course will be using excerpts from various published books, reports, and websites. All materials will be available online for students as posted to this syllabus or posted via eCampus.

THIS IS A WRITING INTENSIVE COURSE: Additional Writing Resources are provided below to help you improve your writing throughout the semester. Formative feedback will be provided by the Instructor on the first seven writing assignments (THINK assignments) with the opportunity to resubmit a final draft for full credit.

<https://prowritingaid.com> - (can try for free, then subscription if you choose to do so)

<https://www.grammarly.com> - (free)

<http://writingcenter.tamu.edu> - The University Writing Center

G. GRADING POLICIES

Class Participation	10%
Weekly Quizzes	5%
Journal Entries	15%
Small group assignments/THINK WRITING (Major Grades)	50%
Aggie Experience (participation 3 x 5%)	15%
Final Exam (Walking Tour)	5%
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Total	100%

Grading scale

A = 89.9 – 100—Impressive, consistently excellent, “professional” quality work

B = 79.9 – 89.4—Solid Performance, better than average work.

C = 69.9 – 79.4—Average, reasonably acceptable work, but not impressive.

D = 59.9 – 69.4—Barely enough to scrape a passing grade.

F = lower than 59.9 is totally inadequate and you will get to try this again.

Assessment

Your grade in COSC 222 will be *earned* according to the criteria described below.

Class Participation/Discussion Leaders: We seek not to provide a “safe space” but a “courageous space” to express and hear things that may make you uncomfortable. Your grade will be based upon attendance and *active participation* in all activities, both in and outside of class (group activities, small discussions, one minute writes –see below, and other in-class activities). A student who attends all classes and activities, has prepared written and oral responses to the assigned questions, contributes to discussion, and demonstrates their engagement with the material and their peers will earn an A for participation. This includes respectfully discussing and responding to questions posed in the large lectures as well as small group discussions. Students

will be responsible for discussion questions based on readings/lectures during the week – 2 leaders per week will be assigned. If you have relevant questions in addition to the ones proposed for that topic, please circulate questions to class and Instructor 24 hrs before class. You may add the “To Ponder” questions to the topical discussions as well as the questions over the readings, and any others you would like to add 24 hours prior to class. Class participation will count for 10% of the final grade.

Reading Assignments: ALL reading assignments should be completed **BEFORE** the large group lecture for each week. You should take your notes in your journal over the reading before you come to the first class of the week. In your notes provide evidence that you have critically thought about the material – This could be through linking it to something we have discussed in a prior class, posing questions that arise and remain unanswered (so you can participate in class), or musing on how this information may be relevant to something yet to be discussed in the topical areas. You may also have additional assignments due in the Small Group sessions based on the same readings, but for class lecture/discussion you will not be able to meaningfully participate or understand the lecture without completion of your readings before class. Nor will you pass the weekly quizzes that will come from the readings for each week. This applies to EVERY reading listed on the syllabus. This is part of your journal grade.

Watch: On certain weeks you will be assigned TedTalks to watch before class along with the readings. You should answer the question posed in your journal. This is part of your journal grade.

Journal Entries: You should write your thoughts about the readings PRIOR to coming to the first class of the week. Note questions you may have, ideas that have come to mind, where you are confused etc. During class you should write your notes about the lecture material as it is being presented. Note questions, comments and concerns you have. After class you should review all your notes on the topic and write your thoughts, where do you still have questions, concerns, or note where you want to do further discovery on an issue or bring up in small group discussion. Each week (Last class day of week, which will probably be the small group discussion class period) the Instructor will check your journals for notetaking and for evidence of critical thinking development. You must date EACH entry and have an Instructor sign off on it each week. “Journal” will count for 10% of your total grade. YOU SHOULD BRING YOUR JOURNAL TO EVERY LECTURE, INCLUDING SMALL GROUP LECTURE.

Weekly Critical Thinking Development: EACH week after the last class you should reflect on a decision that you had to make that week, or a problem that you resolved. What were the factors you used to help you make that decision? Clarify the problem you faced, the evidence (or lack of evidence) you had available to make that decision. Did you use due diligence in assessing EVERY side of the problem to help you come to the BEST/CLEAREST decision, even if went against what you wanted to do/accomplish/initially believed. Focus on learning HOW you think through problems. There are five intellectual aspects that will be discussed in class: Analyze/question/evaluate/complicate/conclude - Identify your weaknesses and develop your strengths. Use this evaluation in all of your reading, watching TV, listening to others, engaging in class. This should be kept in your journal with the rest of that week’s requirements. It will be checked weekly, and is a part of your Journal Entries grade.

One Minute Writes: At the end of each class you will be given one minute (or so) to answer a question that allows you to succinctly demonstrate your understanding/self evaluation on the topic of class. Your opinions may have changed or been strengthened over the course of reading, listening and discussing throughout the week. You will learn to succinctly summarize your thoughts in these reflective end-of-week opportunities. These will be graded (and if necessary re-discussed in the next class period) and added into your Class Participation Grade.

Weekly Quizzes: Each week in the large lecture you should expect a quiz to be conducted. If you have completed your reading and taken notes over it PRIOR to class, you should easily be able to answer the question posed. Your diligence in keeping up with reading PRIOR to class and making notes in the journal on those readings will allow you to ace the weekly quizzes. This portion of your grade is an EASY A if you just take care of business and logically think about the material before class. The quizzes will not be announced and will count for a total of 5% of the final grade.

THINK Writings: There will be fourteen writing THINK assignments. These are separately typed assignments to turn in. You will be required to prepare your assigned tasks prior to the small group discussion. The final response will be submitted online through eCampus and to turnitin.com PRIOR to the small group class meeting. Your THINK papers will be graded according to the writing rubric provided, and you may resubmit them with corrections up to one week from when they are returned to you. Your personal thoughts will be shared with the Instructor(s) only. The THINK papers must be between 250-500 words, utilizing proper grammar, English, spelling, etc. You must provide a works cited page when you are required to research information. You may use whatever sources you like, however, be prepared to defend whether your source is credible. Wikipedia might be an idea launching page, but just like high school, this is not a foolproof reliable source of information. This category will count for a total of 50% of the final grade.

Aggie Experience Activities: Students will be required to participate in activities outside of the classroom that are designed to use collaborative teamwork to respond to challenges faced by people today, to explore how history shapes contemporary society, and how to build consensus in responding to difficult issues while working within intercultural groups. There will be at least six different “Aggie Experience Activities” that the student is responsible for choosing and scheduling during the semester. Each student will be required to participate in three activities and submit a written feedback response regarding the experience answering at a minimum these questions: What was my expectation before engaging in this activity? Why did I choose this activity? What did I learn about the topic through this activity? What did I learn about myself through participation in this activity? How was my expectation met, not met, exceeded? What problems did I encounter and what identifiable critical thinking skills did I incorporate to resolve them? This response should be a minimum of two pages double spaced, professionally typed. Ask yourself- would I be embarrassed if my English teacher/boss/parent/etc read this? Is this my best work? See *Writing Rubric attached*. You may submit throughout the semester however **ALL THREE MUST BE COMPLETED AND SUBMITTED BY THE FRIDAY OF WEEK 13 to receive credit. NO LATE SUBMISSIONS WILL BE ACCEPTED.** The response to each must be submitted online through eCampus and to turnitin.com. Participation in each event will count for 5% for a total of 15% of the final grade.

Final Exam: Your Final Exam will be a Historical Walking Tour of Campus. It will take place DURING the scheduled final exam period for this course and will last the entire two hours. You will tour with your small group members and be required to respond orally to questions posed by the Instructor/guide. You may also contribute relevant observations at each site that relates to what you have learned about the topics in this course. Your active participation will determine your grade for the Final Exam. The Final Exam counts as 5% of your total grade.

TO PONDER: These are questions for you to think about on your own. Not everything you do in life will earn extrinsic credit. Some things are just for your own internal value.

Late Assignment Policy: Late assignments (except for the Aggie Experiences) will be accepted without question for excused absences as defined by University regulations. Any written assignments without an excused absence will not be accepted.

Instructor is aware that all people, Instructor included, have different strengths and weaknesses, and has accordingly endeavored to “quantify” students understanding of course material by using multiple different categories of assignments to assess students’ performance. Instructor believes every student has the opportunity to be successful in this course, and encourages students to come and speak with Instructor anytime a student has an issue or concern regarding this course.

Instructor will never round or “bump” students down a letter grade. However, Instructor reserves the right to round or “bump” a student’s grade up a letter grade in cases of extraordinary effort and attitude by a student.

Texas A&M University Student Rules (<http://student-rules.tamu.edu/>)

Attendance: Texas A&M views class attendance as an individual student responsibility. Attendance is essential to complete the course successfully. University rules concerning excused absences may be found at <http://student-rules.tamu.edu/rule07>.

H. CALENDAR OF ACTIVITIES AND MAJOR ASSIGNMENTS

This calendar is a general guide for the semester. It is difficult if not impossible for Instructor to know exactly how every class period will run prior to the beginning of the semester. Moreover, while it is important to have a plan for the course and material to be covered, Instructor believes modifying this schedule as the semester develops can enhance the educational experience for students. Instructor will inform students of updates to the course schedule during regular class meetings, and via the communication policy of this syllabus. Students should address questions about the course schedule to Instructor; *however, students should consider that dates given by Instructor in class or via eCampus throughout the semester are more current than dates listed in the syllabus.* Instructor will make additional materials available through eCampus.

PLEASE NOTE: THIS SCHEDULE IS SUBJECT TO CHANGE DEPENDING ON GUEST LECTURER AVAILABILITY, ADDITIONAL CASE DISCUSSIONS, AND OTHER DISCUSSIONS THAT MAY TAKE PLACE DURING CLASS. IT IS YOUR RESPONSIBILITY TO ATTEND CLASS TO NOTE SCHEDULE ADJUSTMENTS

Class Date	Large Class Session	Small Group Session
Week 1	<p>GENERAL: BACKGROUND: Course intro, terminology, class guidelines and rules for discussion. Discuss details and entertain questions regarding syllabus.</p> <p>START CLASS WITH VIDEO: (2 minutes) <i>How do we define ourselves? Builders Not Bullies</i> (www.worksafeBC.com)</p> <p>Class Collaboration: <i>Rules for Discourse assignment- negotiate the rules for the course discussions in a shared power forum.</i></p> <p>HISTORICAL CONTENT TOPICN: Materials, tools and technologies: Mud huts to stone monoliths, copper plates to cranes, and Bessemer to BIM: How did historical peoples think about building and the technologies that drove those ideas? Specifically- Jericho: Rammed Earth: the first human settlement</p> <p>Set Up Small Group Discussion: What is critical thinking and how can we develop better skills?</p> <p>TO PONDER: Should we judge prior actions by today’s standards? What is meant by “History is a foreign country”</p> <p>READING: ECampus: Undoing the Dis-Education of the Millennial (See attached questions for small group discussion)</p> <p>Naming and Framing Difficult Issues to Make Sound Decisions: http://ncdd.org/rc/wp-content/uploads/2010/08/NamingAndFraming.pdf</p>	<p>INTRODUCTIONS: Pair up and interview a classmate. At the end of 4 minutes you will introduce them to the class. (15 min)</p> <p>BE PREPARED to negotiate and finalize class discussion rules and sign contract. (15 min)</p> <p>DISCUSS: Be prepared to share your THINK notes on the assigned reading. Bring the articles (as well as included charts) to class with you (15 min)</p> <p>DISCUSS (Led by Instructor): Undoing the Dis-Education of the Millennial. (10 min)</p> <p>PRACTICE: How can we improve our decision making in all aspects of life? CRITICAL THINKING DEFINED (5 min)</p> <p>CRITICAL THINKING EXERCISE (10 min)</p> <p>REMINDE: Discussion Leaders assigned for course. (Posted to Ecampus)</p> <p>1 minute WRITE: Turn in to Instructor before you leave class: What is one thing you learned about someone who is different from you today?</p>

Class Date	Large Class Session	Small Group Session
	<p>Setting Ground Rules: https://www.uscourts.gov/educational-resources/educational-activities/setting-ground-rules-civil-discourse-and-difficult</p> <p>THINK: Annotate the readings above. For the Millennial reading, specifically note the “Who, What, Why, When and How” of the article. For the Naming and Framing reading be prepared to explain the nuances of WHY the article says political polarization occurs, WHAT are the major challenges that have to be met for citizens to make sound decisions, EXPLAIN what both “naming” and “reframing” means in the article, HOW does exposing all sides to an issue lead to better decision making?</p>	

Class Date	Large Class Session	Small Group Session
Week 2	<p>GENERAL: Typical STEREOTYPES in the construction industry.</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORICAL CONTENT TOPIC: Multicultural Global Societies: From Babylon to Barcelona. Construction of Notre Dame de Paris: the role of the “Master Builders” and the historical origination of stereotypes in the built environment.</p> <p>TO PONDER: How, as an industry, do we change the perception of the industry?</p> <p>WATCH: TedTalk: Francis Frei “Building Trust” Answer: Why is it important to build trust among people?</p> <p>READING: Body Ritual of the Nacirema by Horace Minor (See attached questions for small group discussion)</p> <p>THINK: Prepare a THINK paper to bring to Small Group Session based on your thoughts about this society. What do you think about it? How would you describe it to your parents and friends? Would you want to be a part of this society? Give factual details from the article to support your description. ALSO think about typical negative stereotypes attributed to the construction industry. Would you want those attributed to yourself?</p> <p>Don’t forget the Weekly Critical Thinking JOURNAL entry!</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: Article by Horace Minor. Be prepared to share THINK notes. How do you feel about this society? What language would you use to convince your parents/ friends that would approve/ disapprove of this society? (15 min)</p> <p>IN-CLASS READING: <i>reading/discussion (led by Instructor): Kiss, Bow, or Shake Hands, Introduction and Cultural Orientation, “NORTH AMERICA”</i> personal take on culture and perception. (15 min)</p> <p>PRACTICE: Break into Groups of 5: As a team, think of a profession other than construction/a culture/a region of the US or some identifying FACT about a group of people. Then as a team agree on ONE stereotype for that group. Be prepared to back up your answer with well thought out reasons for that choice, using appropriate language to engage. (10 min)</p> <p>DISCUSS: Team Facts/Stereotypes- what do other teams think about your profession/stereotype? Now as a group - What are the typical stereotypes of the construction industry. Where did these originate, and how can they be changed? (30 min)</p> <p>1 Minute Write: Everyone has bias or prejudice in some ways. The key is to understand that and redirect with knowledge and empathy. What bias or prejudice did you discover you held about the group stereotype your team analyzed? How would you describe your “attitude” towards any of the groups/stereotypes discussed now? What is your responsibility to educate yourself rather than operate on “generalizations”?</p>

Class Date	Large Class Session	Small Group Session
Week 3	<p>GENERAL: GLOBAL CORRUPTION: Perception vs. Reality</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORICAL CONTENT TOPIC: How cultural differences affect buildings around the world:</p> <p>TO PONDER: When is intolerance appropriate?</p> <p>WATCH: TedTalk: Charmian Gooch – “Meet Global Corruption’s Hidden Players.” Answer: How do “global facilitators” perpetuate corruption? (14:23 min)</p> <p>READING: Cultural differences in housing. What is the difference in homes in Turkey, Israel, Norway, and Iran?</p> <p>Global Corruption Index: https://www.transparency.org/news/feature/corruption_perceptions_index_2017</p> <p>Transparency.org - current article: Urging Leaders to Act Against Corruption in the Americas, April 2018. https://www.transparency.org/news/feature/leadership_corruption_in_the_americas https://www.transparency.org/news/pressrelease/a_world_built_on_bribes_corruption_in_construction_bankrupts_countries_and</p> <p>THINK: Prepare a THINK paper to bring to Small Group Session. THINK on last week’s small group discussion regarding Body Ritual of the Nacirema. Write your own version explaining/describing your perception of the construction culture based on the model set forth by Horace Minor. Try to imagine how someone unfamiliar with the industry might find it strange or disturbing. Prepare to share in small group this week.</p> <p>Don’t forget the Weekly Critical Thinking JOURNAL entry!</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: THINK papers: How is our society viewed by others within this class/around the country, around the world? What are the attributes of Americans that may perpetuate that perception? How can we promote a positive image of America to the rest of the world? (20 min)</p> <p>Compare and contrast your version of “Construction Culture” with others. Do you agree or disagree with other opinions? How do you account for similarities and differences among the views discussed? What behaviors lead to the stereotypes discussed and should they be tolerated? (20 min)</p> <p>IN-CLASS: Define corruption. What behaviors lead to negative perceptions and how/why is that behavior tolerated? (10 min)</p> <p>IN-CLASS DISCUSSION (Instructor led) select readings from Kiss, Bow or Shake Hands: Business practices around the world: What’s right is right and what’s wrong is wrong... Or is it? Does a government system or cultural style take priority in distributing power/authority? If something is not seen as corruption should we judge it by our own standards to say it is? What is the value of diversity in the construction industry? (20 min)</p> <p>1 Minute Write: “I used to think..... but now I think.....”</p>

Class Date	Large Class Session	Small Group Session
Week 4	<p>GENERAL: POWER AND AUTHORITY in the Construction Industry: “The King can do no wrong.”</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORICAL CONTENT TOPIC: Abuses of power throughout construction in the world: How have those in power positions influenced the build environment? Discuss the popes’ (“the King”) abuse of power in construction of New St. Peter’s Basilica (approx. 1506).</p> <p>TO PONDER: Do Relationships matter in business? How do you give necessary constructive feedback that allows you to maintain those relationships?</p> <p>READING: https://www.forbes.com/sites/lizryan/2016/12/19/the-ugly-truth-about-constructive-feedback/#255719cf6ddd https://www.dictionary.com/e/s/political-euphemisms/#comfort-or-deceit (Political Euphemisms)</p> <p>THINK: Prepare a THINK paper to bring to Small Group Session. Based on the readings and your own personal communication style, analyze how do you tend to give and receive criticism? Think of a time when you had to give it or you received it. Specifically try to think of a situation where it involved someone of a different power/authority status (teacher/you, you/younger sibling, etc) What might you have done differently if you had been the person on the opposite side?</p> <p>Don’t forget the Weekly Critical Thinking JOURNAL entry!</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: THINK papers and then discuss how to talk to people who have power over you (boss, department head, judge, etc.) Have you ever had a “run-in” with someone in a traditional power position that you would like to share? What was your perspective vs. that of law enforcement? Did cultural barriers play a role? What might you have done differently? (20 min)</p> <p>IN CLASS: Define “Constructive” Criticism. Is there such a thing? What does it look like to you? Does the language change depending on cultural/social differences?</p> <p>HANDOUT: Constructive Criticism: How to give it, how to take it- group dynamics and authority figures. (20 min)</p> <p>PRACTICE: Constructive Criticism- Modeling language that produces successful “criticism.” Break into teams of 5- read the scenarios presented and pair up. The odd person in the group should monitor spoken words and body language and give written feedback to the parties on their ability to give/receive constructive criticism in the role-play. Take turns with the role-play until each person has had the opportunity to be the “odd man out” and give written feedback to a pair. (30 min)</p> <p>1 Minute Write: From the role- play, what is one trait you now see in yourself that you need to learn to manage in conflict situations?</p>

Class Date	Large Class Session	Small Group Session
Week 5	<p>GENERAL: CULTURE shapes the rules for building.</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORICAL CONTENT TOPIC: The legal construct of building: Code of Hammurabi to City Ordinances</p> <p><u>Q/A with Guest Speaker: Kyle Davis</u> Local Attorney- Discourse with authority. How to communicate with the law: a primer for understanding</p> <p>TO PONDER: Does Ethics equal Legal?</p> <p>WATCH: TedTalk: Ihsan Fethi: “Iraq's Destroyed Cultural Heritage.” Answer: What lesson for the rest of the world about preserving history is the speaker giving? (5:48)</p> <p>READING:</p> <p>THINK: Prepare a THINK paper to bring to Small Group Session. Look up the “Good Samaritan” laws in the state of Texas. Why do you think we have these laws? Do you believe they are needed, go too far, far enough? Think of a reason you feel to it to be unjust, or why it is necessary.</p> <p>Don't forget the Weekly Critical Thinking JOURNAL entry!</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: THINK papers and Does Ethics equal Legal? How does “Authority” control the built environment? What control do you have over “Authority?” Should the government regulate our daily behavior? What is your personal responsibility in responding to authority? What’s ethical/legal for one society may not correlate to another... (20 min)</p> <p>IN-CLASS (Instructor led) select readings from Kiss, Bow or Shake Hands: Business practices around the world: That’s Unethical! Or is it? Should we judge another society’s ethics by our own standards? (20 min)</p> <p>PRACTICE: Handout/Exercise: Ethical Dilemmas: What should I do? Break into teams of 5- read the scenarios presented and pair up. As a team, analyze each situation and critically think through how to resolve the issue. (20 min)</p> <p>DISCUSS: Ethical Dilemma Solutions- How did you come up with that?? (10 min)</p> <p>1 Minute Write: What is something you can do to be a “Good Samaritan” that you do not need a law to tell you to do?</p>

Class Date	Large Class Session	Small Group Session
WEEK 6	<p>GENERAL: DIVERSITY in the Built Environment</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORICAL CONTENT TOPIC: What social constructs have different people enacted to promote “fairness” in the construction industry? What are the cultural shifts that precipitated laws?</p> <p>TO PONDER: What does “diversity” mean in today’s society?</p> <p>READING: Construction Data USA: What does the data tell us about diversity in the USA Construction Industry? https://datausa.io/profile/naics/23/</p> <p>THINK: Prepare a THINK paper to bring to Small Group Session. Look through the CIAC member construction company list to find a “diversity” or “inclusion” type statement/department (for example google “Gilbane Construction and see their “Diversity and Inclusion” policy- find one OTHER than Gilbane) Critique whether this corporate policy reflects societal values. Pick a couple of the specific details that may be unique and discuss WHY you think they are included.</p> <p>Don’t forget the Weekly Critical Thinking JOURNAL entry!</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: THINK Papers - In addition, What do the most recent statistics tell us about the diversity or lack of diversity in construction? What are some ways you believe the goal of a more inclusive and diverse workplace can be addressed, by individuals, institutions, and businesses? How does “Upper Management” play a role in setting the “tone” for business atmosphere? Is it different here than for other countries? (20 min.)</p> <p>DISCUSS: compare/contrast the various diversity statements found. Why do you think they are different from/same as one another? What behaviors can you identify that conflict with the majority’s views that possibly led to these policies? Are there cultural/geographical/political/size, etc factors that come into consideration? Who has the final say on how these are worded and implemented? (20 min)</p> <p>HANDOUT: <i>Deceptive Language: 4 Types of Language Exercise 1: The Emotive Power of Language.</i> Break into teams of 5- read the scenario presented and find the Emotive Language in the article as modeled in the exercise. (20 min) https://www.annenbergclassroom.org/resource/language-of-deception/</p> <p>DISCUSS: Compare language found by each group.(10 min)</p> <p>1 Minute Write: What personal trait you admire most in the leaders you have seen in your life and how might you strive to develop that trait in yourself?</p>

Class Date	Large Class Session	Small Group Session
Week 7	<p>GENERAL: DISCRIMINATION AGAINST WOMEN throughout Construction History: wages, labor roles, sexual harassment</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORICAL CONTENT TOPIC: Cultural Ideologies that kept power in male possession; Women on medieval construction sites; Events that caused major culture shifts regarding women’s roles in the construction industry. Discussion of historical times when women were put into stereotypical male roles and the forces that made that role shift socially acceptable. These times include WWII, the Great Depression, after the Civil War etc.</p> <p>TO PONDER: Are women limited in the role of construction laborer? Why are women paid less than men?</p> <p>READING: Historical aspects of Women in Building: https://www.arct.cam.ac.uk/Downloads/ichs/vol-1-35-60-clarke.pdf</p> <p><i>Women in Construction: Still Breaking Ground</i> https://nwlc.org/resources/women-construction-still-breaking-ground/</p> <p><i>Women in Construction: #MeToo in the Building Trades?</i> https://iwpr.org/women-construction-metoo-building-trades/</p> <p><i>Women in the Construction Trades: Earnings, Workplace Discrimination, and the Promise of Green Jobs</i> (Download the report and be prepared to discuss with small groups) https://iwpr.org/publications/women-in-the-construction-trades-earnings-workplace-discrimination-and-the-promise-of-green-jobs/</p> <p>THINK: Prepare a THINK paper to bring to Small Group Session based on the information provided by the EEOC in this</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: THINK Papers. What control do the “victims” in a sexual harassment situation have over it? Do you believe harassment is underreported? If so, why? What is your responsibility to respond to identifiable harassment? (20 min)</p> <p>Handouts:</p> <p>Identifying Sexual Harassment and Sexual Harassment Questionnaire (10 min)</p> <p>Four Forms of Sexual Harassment Exercise (10 min)</p> <p>PRACTICE: responding to inappropriate scenarios. Break into teams of 5- take turns pairing up and role-playing the scenarios presented. Discuss language and body language as well as alternative methods to resolve. (20 min)</p> <p>DISCUSS: Compare how each group resolved the dilemmas. (10 min)</p> <p>1 Minute Write: What is one thing that confused or bothered you about this exercise and why?</p>

Class Date	Large Class Session	Small Group Session
	<p>link: https://www.eeoc.gov/eeoc/task_force/harassment/risk-factors.cfm</p> <p>What are your thoughts on the reading? Then answer one of the following:</p> <ul style="list-style-type: none"> * Have you observed or encountered harassment that can be identified by any of the risk factors listed? Did the perceived authority of one party have any bearing on the situation? *COMPARE/CONTRAST what you have learned about discrimination against women in the construction industry in historical with current issues facing women according to the assigned reading. Does the perceived authority of one party have any bearing on the situation? <p>Don't forget the Weekly Critical Thinking JOURNAL entry!</p>	

Class Date	Large Class Session	Small Group Session
Week 8	<p>GENERAL: ENVIRONMENT: Sustainable construction throughout history</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORIAL CONTENT TOPIC: Examining sustainable practices in ancient civilizations: Cambodian Temple (Angkor Wat) Chinese Solar Power Persian Wind Towers Roman Gravity Aqueducts Jerusalem Gray-Water Plumbing Roman Thermal Baths Greek Passive Solar Heating Native American Cliff Dwelling Solar Shade Igloos to Geodesic</p> <p>TO PONDER: Does the Construction Industry have a duty to develop and implement materials and practices for sustainability?</p> <p>WATCH: TedTalk - Robert Hammond: "Building a Park in the Sky." (5:26 min) Answer: How does this idea enhance urban life and the environment? Can you think of something similar in a location you are familiar with?</p> <p>READING: https://www.momtastic.com/webecoist/2009/01/25/ancient-green-architecture-alternative-energy-design/ https://e360.yale.edu/features/the_greenhouse_gas_that_nobody_knew https://esub.com/the-importance-of-sustainable-construction/</p> <p>THINK: Prepare a THINK paper to bring to Small Group Session – Historically, what was the overall view of the building industry towards the environment? What sustainable practices have we abandoned? What issues have we overcome? Today what is the</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: Respond to the question posed at the beginning of the Yale reading for this week. Is climate change something with which the construction industry should be concerned? What responsibility does the industry have if so? What is your own personal responsibility? (20 min)</p> <p>DISCUSS: THINK Paper- Is there more that the construction industry could be doing to preserve resources and protect the environment? How do countries who do not enforce environmental controls affect the rest of the world and what can be done to standardize regulations for the protection of the global community? (20 min)</p> <p>PRACTICE: Break into Groups of 5: As a team, think of a ways you believe the construction industry wastes natural resources. Then as a team agree on ONE major way the industry can implement measures on a global basis to preserve or protect that resource. Be prepared to back up your answer with reasons for that choice. (20 min)</p> <p>IN-CLASS: React: Stemming the Plastic Tide: 10 Rivers Contribute Most of the Plastic in the Oceans https://www.scientificamerican.com/article/stemming-the-plastic-tide-10-rivers-contribute-most-of-the-plastic-in-the-oceans/ (10 min)</p>

Class Date	Large Class Session	Small Group Session
	<p>corporate responsibility towards the environment and what is the construction industry doing to fulfill that responsibility? Should more be done and if so how?</p> <p>Don't forget the Weekly Critical Thinking JOURNAL entry!</p>	<p>1 Minute Write: What action will you take/do differently to protect the environment as a result of this learning today?</p>

Class Date	Large Class Session	Small Group Session
Week 9	<p>GENERAL: Legal/Illegal Immigration: Challenges for the 21st Century.</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORICAL CONTENT TOPIC: Immigration issues in Construction: privilege, oppression and discrimination</p> <p><u>Wednesday: Q & A with Guest Speaker: Stan Marek: Effect of Immigration Laws on Texas Construction</u></p> <p>TO PONDER: Immigration laws were very restrictive in the 1920s and became less restrictive in the 1960s. Why was it in the national interest to change the policy? What national or global issues might have influenced the change?</p> <p>WATCH: TedTalk: Eric Liu – How to Revive Your Belief in Democracy. Answer in your journal “What is Civic Religion?” (14:33 min)</p> <p>READING: How U.S. immigration laws have changed through history (Pew Research Center) http://www.pewresearch.org/fact-tank/2015/09/30/how-u-s-immigration-laws-and-rules-have-changed-through-history/ New York Times Immigration Explorer: https://archive.nytimes.com/www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html</p> <p>8 U.S. Code section 1324a- Unlawful employment of aliens- Immigration and Customs Enforcement (ICE) https://www.ice.gov/worksite</p> <p>THINK: Prepare a THINK paper to bring to Small Group Session. What did you learn from the guest speaker? Do you agree/disagree and be prepared to back up your claims with quotes from speaker, assigned readings and any other credible</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: THINK Paper: How do you believe illegal workers affect the construction industry? Have your opinions changed during the course of the lectures? One common argument against immigration is that a government should take care of “its own” first. How much does a democratic government owe its own? What responsibility, if any, does that government have to immigrants from other countries? What could be the goals of the immigrants and how do we deal with those interests? Does the language used to describe this segment of the population help or hurt the conversation? (25 min)</p> <p>PRACTICE: <i>Handout: Deceptive Language: 4 Types of Language Exercise 3: Detecting Euphemism.</i> Break into teams of 5- read the scenario presented and identify and rewrite the euphemistic language in the article as directed in the exercise. https://www.annenbergclassroom.org/resource/language-of-deception/ (20 min)</p> <p>DISCUSS: Compare the findings of the groups. (10 min)</p> <p>1 Minute Write: What is something you can take from today that you incorporate into your life using language that facilitates cooperation rather than conflict?</p>

Class Date	Large Class Session	Small Group Session
	<p>source. What is something you learned that you didn't already know?</p> <p>Don't forget the Weekly Critical Thinking JOURNAL entry!</p>	

Class Date	Large Class Session	Small Group Session
Week 10	<p>GENERAL: LABOR: slaves, and craftsmen around the world</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORICAL TOPIC CONTENT: A historical definition of “labor” in the built environment: From antiquity to modern day UK and Middle Eastern practices, including how projects have historically been built through various “labor” forms, involving slavery, Freemasons and modern day Union practices. A historical look at specific laws relating to US immigration affecting the construction industry: Chinese Exclusion Act of 1882, Immigration Act of 1924, Bracero Program (1942-64), Immigration Act of 1965, Immigration Reform and Control Act of 1986, Real ID Act of 2005 (ETC to be vetted...)</p> <p>TO PONDER: Historically slavery existed in the open and was accepted by society. Does modern day slavery exist in the construction industry? Does it live in the open and is it culturally accepted today?</p> <p>WATCH: TedTalk: Cameron Sinclair “The Refugees of Boom and Bust.” Answer: What good is it to build a zero-carbon energy efficient complex when the labor used to produce it is unethical?” (3 min)</p> <p>READING:</p> <p>Modern Slavery: https://policy.ciob.org/wp-content/uploads/2016/02/CIOB-Research-The-Darkside-of-Construction.pdf?_ga=2.265259087.1908089324.1557261094-1346681414.1557261094</p> <p>https://www.lexisnexis.com/communities/lexisnexis_biz/b/bizblog/archive/2017/01/12/stro- ng-risk-of-modern-slavery-in-construction-industry.aspx</p>	<p>Class Discussion Leaders:</p> <hr/> <p>IN-CLASS: Modern Day Slavery in the Construction Industry: Watch “Construction Protocol” https://www.gla.gov.uk/i-am-a/i-use-workers/construction-protocol/</p> <p>Video Questions:</p> <ul style="list-style-type: none"> • Define the “Construction Protocol” • How is the UK protecting vulnerable workers in the construction industry? • What can be done in the United States? <p>(20 min)</p> <p>DISCUSS: In-class video and THINK papers. Where and why is it socially acceptable for slavery to exist today? Do certain governments/authorities facilitate modern day slavery? Why? What can further be done to prevent modern day slavery? Is there a distinction between “freedom” to work and exploitation of labor? Where do you draw that line? (30 min)</p> <p>1 Minute Write: How is your view of “slavery” different today than it was yesterday?</p>

Class Date	Large Class Session	Small Group Session
	<p>https://sarahemilybond.com/2016/05/02/monumental-mausolea-building-projects-and-slave-labor-from-antiquity-to-the-world-cup/ https://www.theguardian.com/world/2013/sep/25/revealed-qatars-world-cup-slaves</p> <p>Union Facts: https://www.unionfacts.com/article/crime-and-corruption/discrimination-by-unions/</p> <p>THINK: Prepare a THINK paper to bring to Small Group Session. Open the two links below. Read the article then review the chart: Does this information align with what you were taught about slavery in the United States? Research what role these governments/societies (“authority”) played in promoting slavery. What role does “authority” play in modern day slavery?</p> <p>Historical records of slave numbers in the U.S.: https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/how-many-slaves-landed-in-the-us/</p> <p>Slave voyage estimates: https://www.slavevoyages.org/assessment/estimates</p> <p>Don’t forget the Weekly Critical Thinking JOURNAL entry!</p>	

Class Date	Large Class Session	Small Group Session
Week 11	<p>GENERAL: Political Concerns in the Built Environment</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORICAL CONTENT TOPIC: Historical economic/political policies that affect the built environment such as communism, socialism, and capitalism. Specific case studies on the Moscow Metro: Socialism Gleam, and other soviet construction, Venezuela socialist cities, Chinese capitalism construction (asia builds tallest buildings in world now that they have adopted more capitalistic economies...</p> <p>TO PONDER: What are your views on Socialism, Communism and Capitalism. Spend some time thinking about WHY you hold those views.</p> <p>WATCH: TedTalk: Marwa Al-Sabouni “How Syria’s Architecture Laid the Foundation for War” Answer: How does the speaker answer this? (10:13)</p> <p>READING:</p> <p>Big Soviet Construction: https://www.rbth.com/history/326170-big-soviet-construction</p> <p>Moscow Metro: http://eds.b.ebscohost.com.srv-proxy1.library.tamu.edu/eds/pdfviewer/pdfviewer?vid=5&sid=2043e2ec-0f35-4c33-96ac-31abc84f68af%40pdc-v-sessmgr03</p> <p>The Peculiar Past and Present of a Socialist Skyscraper: https://www.sixthtone.com/news/1002125/the-peculiar-past-and-present-of-a-socialist-skyscraper</p> <p>Venezuela “Socialist Cities” https://marketurbanism.com/2008/06/13/socialist-cities/</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: THINK papers. Is one form of economic/political system better than another? How do you know it works/does not work? Who controls resources in each type discussed? Can a Capitalist owned company operate in a socialist/communist country? Vice versa? (20 min)</p> <p>PRACTICE: Handout: <i>Deceptive Language: 4 Types of Language Exercise 2: Think About Language or Language Might Think for You.</i> Break into teams of 5- read the scenario presented and identify and rewrite the emotive language in the article as directed in the exercise. https://www.annenbergclassroom.org/resource/language-of-deception/ (20 min)</p> <p>DISCUSS: Compare the findings of the groups. (10 min)</p> <p><i>Student leaders from various student groups come discuss what their parent organization does for industry (20 min)</i></p> <p>1 Minute Write: What have you learned about your responsibility to be involved in some level of government?</p>

Class Date	Large Class Session	Small Group Session
	<p>THINK: Prepare a THINK paper to bring to Small Group Session. After the Large Group lecture, what did you learn about how global economic and political systems affect society and in particular the construction industry? Why do you think it is important to maintain a say in your own political structures? How do political organizations maintain power and authority? What are the various trade organizations that you could affiliate with and why is your responsibility to do so? (hint: some are student organizations in the COSC department.)</p> <p>Don't forget the Weekly Critical Thinking JOURNAL entry!</p>	

Class Date	Large Class Session	Small Group Session
Week 12	<p>GENERAL: Recognition of racism in the construction industry.</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORICAL CONTENT TOPIC: Ethnic, cultural and racial discrimination in the construction industry including the use of Chinese and slave labor to build U.S. (and Brazos County) railroads; Discrimination and Segregation through the physical design of the built environment; Anti-Semitism; Architecture as Regulation: Racial zoning and restrictive covenants, physical barriers to access.</p> <p>TO PONDER: Is racism an issue in this country? How about other countries? Where do you get your information about this topic from and is it reliable?</p> <p>WATCH: TedTalk: Stephen DeBerry- “Why the Wrong Side of the Tracks is Usually the East Side of Cities.” Answer: What is redlining? What does the author propose to benefit everyone? (6:50)</p> <p>READING: Chinese Railroad Labor Strike: https://www.nbcnews.com/news/asian-america/150-years-ago-chinese-railroad-workers-staged-era-s-largest-n774901</p> <p>Racism, Railroad Unions, and Labor Regulations: https://www.independent.org/pdf/tir/tir_05_2_bern.pdf</p> <p>Mohawk SkyWalkers: https://www.theglobeandmail.com/news/national/why-the-mohawks-are-no-longer-walking-the-high-steel/article13941326/</p> <p>From Notre Dame to Prague: Anti-Semitism is Carved in Stone:</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: Why is it so hard to talk about race? READ prompt https://www.nytimes.com/2017/09/27/learning/why-is-it-so-hard-to-talk-about-race.html?module=inline (20 min)</p> <p>Teaching Tolerance cartoon: https://www.tolerance.org/classroom-resources/tolerance-lessons/editorial-cartoon-racism</p> <p>What does the cartoon describe? What is your perception of the message about racism the cartoonist is trying to convey? (10 min)</p> <p>DISCUSS: THINK Papers: Those who want to share their experiences only. The rest of the class should listen for understanding and then discuss factors that led to the issue presented as well as potential alternate resolutions. (30 min)</p> <p>PRACTICE: Trashcan Privilege and Discussion- https://www.youtube.com/watch?v=2KlmvmuXzYE&feature=youtu.be&list=PLrMqXQ2J_13tBCDSP0NwUfzy-9RtM0HAU (10 min)</p> <p>1 Minute Write: Whose story resonated with you the most from today’s discussion and why?</p>

Class Date	Large Class Session	Small Group Session
	<p data-bbox="285 180 873 285">https://www.jta.org/2015/03/20/archive/from-notre-dame-to-prague-europes-anti-semitism-is-literally-carved-in-stone</p> <p data-bbox="285 327 846 464">Selected reading from: Architectural Exclusion: Discrimination and Segregation Through Physical Design of the Built Environment, Schindler, Yale Law Review)</p> <p data-bbox="285 537 865 978">THINK: Prepare a THINK paper to bring to Small Group Session. Describe a time when you felt discriminated against (or witnessed someone else in that situation). What was it based on? (racial/gender/etc) Describe WHY you felt it was discrimination and how you handled it. Did you have any responsibility/opportunity to act in the situation? What would you do differently? Did the perceived power/authority of the parties contribute to the situation and/or to your response?</p> <p data-bbox="285 1020 862 1083">Don't forget the Weekly Critical Thinking JOURNAL entry!</p>	

Class Date	Large Class Session	Small Group Session
Week 13	<p>GENERAL: Gentrification and Poverty: Should/Do Societal concerns trump economics?</p> <p>Weekly: Builders Not Bullies Video</p> <p>HISTORICAL CONTENT TOPIC: How have the poor historically been housed globally? Roman Insulae, Slums of Dar es Salaam, Tanzania, German Zeilenbau, Tiong Bahru housing Singapore, El Techo Columbia, Section 8 Chicago, 19th Century American Poorhouses. What has been/is being done to help people displaced by “revitalization” of urban areas? London Council housing rules for construction, HUD restrictions in the United States, commercial enterprises running out mom & pop businesses.</p> <p>TO PONDER: Rich countries tend to set higher poverty lines than poor countries. With that in mind, how would you define “poverty” in the United States?</p> <p>WATCH: TedTalk: Antón García-Abril – “How Pre-Fab Homes can Transform Affordable Housing.” Answer – Explain the claim the speaker makes. (7:28)</p> <p>READING:</p> <p>Jerzyk, Matthew. <i>Gentrification's Third Way: An Analysis of Housing Policy & Gentrification in Providence</i>. Harvard Law & Policy Review. Jul2009, Vol. 3 Issue 2, p413-429. 17p.</p> <p>Huning, Sandra and Schuster, Nina. 'SOCIAL MIXING' OR 'GENTRIFICATION'? <i>Contradictory Perspectives on Urban Change in the Berlin District of Neukölln</i>. International Journal of Urban & Regional Research. Jul2015, Vol. 39 Issue 4, p738-755. 18p.</p> <p>19th Century American Poorhouses: http://www.poorhousetory.com/history.htm</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: Think Papers. Should the construction industry share the burden for housing the “poor”? Historically were there any successes in this endeavor? How can this be accomplished on a global level? What would be conflicts or barriers to these solutions? (20 min)</p> <p>PRACTICE: Exercise - Where do I stand on gentrification? (Powerpoint and handout) Break into teams of 5 to take notes over presentation, then work on exercise provided as a team. (25 min).</p> <p>PRACTICE: Continue in teams- Brainstorm about how to stop gentrification. Be prepared to discuss your top three suggestions. (Compare to https://shelterforce.org/2014/05/23/7_policies_that_could_prevent_gentrification/) (25 min)</p> <p>1 Minute Write: How does “poverty” affect your community and what can you do to help?</p>

Class Date	Large Class Session	Small Group Session
	<p>Global Poverty Standards: https://www.forbes.com/sites/timworstall/2014/08/27/by-global-standards-there-are-no-american-poor-all-in-the-us-are-middle-class-or-better/#1cefa3565cb5</p> <p>https://www.nationalreview.com/2018/03/third-world-poverty-in-us-mythical/</p> <p>THINK: Prepare a THINK paper to bring to Small Group Session. In looking at the facts presented in the Global Poverty reading, does this change your perception of poverty in the United States? Why or why not? What are the reasons the construction industry (you) should help alleviate “poverty” in this country/around the world? What are the reasons it should have no obligation to do so?</p> <p>Don’t forget the Weekly Critical Thinking JOURNAL entry!</p>	

Class Date	Large Class Session	Small Group Session
Week 14	<p>GENERAL: Disability</p> <p>HISTORICAL TOPIC CONTENT: How the disabled have been represented in the built environment: From builders to consumers; overview of history of disabled and disability laws in the United States (Case Study: TAMU Student in 1970's).</p> <p><u>POSSIBLE: Q/A with _____</u></p> <p>TO PONDER: What is your opinion about disability accommodations? How far should societal mandates go?</p> <p>READING: Selected reading from: Architectural Exclusion: Discrimination and Segregation Through Physical Design of the Built Environment, Schindler, Yale Law Review)</p> <p>The veteran and the labradoodle: How a service dog helped a TEDActive attendee step back out into the world by Becky Chung. https://blog.ted.com/the-veteran-and-the-labradoodle/</p> <p>THINK: Prepare a THINK paper to bring to Small Group Session. Research customs/laws in another country regarding the disabled. Do any seem to go further than those in the United States? Compare/contrast what you find to your beliefs on what would be reasonable. Propose solutions to problems discovered.</p>	<p>Class Discussion Leaders:</p> <hr/> <p>DISCUSS: How far should we go to accommodate? Are there some who should not receive “accommodations” and if so why? What is reasonable? Who should pay for accommodations? (20 min)</p> <p>PRACTICE: Read the following short article. On what level do you relate to the bias the author discusses towards the disabled? https://www.forbes.com/sites/denisebrodey/2018/10/16/6-surprising-ways-to-ditch-disability-bias-in-the-workplace/#26c5810831ef (30 min)</p> <p>For Fun: Look up unusual examples of “Emotional Support” Animals (15 min)</p> <p>1 Minute Write: Maybe you have a service animal, or maybe you know someone who does or could use one. What would be the perfect service animal for you and why?</p>

Class Date	Large Class Session	Small Group Session
Week 15	<p>GENERAL: Constructing my University</p> <p>HISTORICAL TOPIC CONTENT: The Building of Texas A&M Construction: A Look into a Foreign Country</p> <p>Historical Construction Walking tour of TAMU Campus (Mr. Bill Page, TAMU Libraries)</p> <p>TO PONDER: How do you think Texas A&M Campus has changed both physically and psychologically throughout the ages? Do you believe the “Traditions” are a driving force for our Aggie community? What historical events changed the campus? What is meant by “From the outside looking in, you can’t understand it, and from the inside looking out, you can’t explain it”?</p> <p>READING: Materials posted to ECampus regarding news articles on historical events surrounding the construction of Texas A&M University.</p> <p>THINK: Summarize your thoughts on this course. What did you learn? Have any of your beliefs altered or have you been inspired to research any of these topics further? Turn in to Small Group Leader</p> <p>NO Weekly Critical Thinking JOURNAL entry!</p>	<p>ROUND ROBIN: 6 minutes to a Topic: Here is your opportunity to 1) present discussion on any issue or question raised that we did not have time to fully discuss, and 2) present discussion on any ethical/political/cultural issues that have not been covered in the class. PLEASE submit a list of those topics prior to class (24 hours prior) to the Instructor. Try to think of some that would be covered by the Aggie Code of Honor/Core Values. Come to class prepared to discuss.</p> <p>PROBABLY NO SMALL GROUP THIS WEEK SO THIS IS ONLY IF MEET</p>

Class Date	Large Class Session	Small Group Session

Aggie Experience Activities Fall 2019

Brazos Valley African American Museum

<http://www.bvaam.org/>

Visit the Brazos Valley African American Museum and write a THINK paper on what you have learned about the African American experience in the Brazos Valley and how this has changed your perception of the community.

Veterans Memorial Park (City of College Station Veterans Park and Athletic Complex)

<http://www.bvvm.org>

Visit Veteran's Park and create a photo documentary to be shared online that explores the identity and representation of individuals and events in Veterans Memorial Park.

Bryan/College Station Habitat for Humanity

<https://habitatbcs.org/> Volunteer to work with local Habitat for Humanity building homes for local families.

Rebuilding Together: Bryan/College Station

<http://www.rebuildingtogetherbcs.org/our-programs>

Volunteer to help with small repair projects for local homeowners in need with their Safe at Home program or help with maintenance at community centers in low-income neighborhoods through their Community Center Improvement Program.

Preservation and Conservation Students Society Campus Tour

Participate in PACSS campus tour that explores campus identity of minorities and women at Texas A&M.

Be a hero to a child. Give an hour to help with homework or just hang out with a child at the Boys and Girls Club of the Brazos Valley (<https://www.bgcbv.org/>)

Attend a minimum of one hour of live courtroom action. You may attend locally at the Brazos County Courthouse (five courtrooms) or in your hometown. Write a response about your experience there. What were the rules, the language and the attitudes in the courtroom? How did these things contribute to the atmosphere and was the dialogue conducive to conciliation or inflammatory? What would you have done different?

Help someone develop their critical thinking skills by teaching them to read. Bryan ISD and College Station ISD both have volunteer reading program. The Bryan Mounce Public Library has an Adult Literacy Volunteer Program (<https://www.bcslibrary.org/family-literacy/adult-literacy-program/>)

I. SPECIAL PROVISIONS

Excused absences: **A list of excused absences can be found in Student Rule 7.1** Except for absences due to religious obligations, the student must notify his or her Instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the Instructor must either provide the student with an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. **NOTE: The Texas A&M University Excused Statement of Absence Form will NOT be accepted as an adequate verification for an excused absence.**

Excused Absences for Religious Holy Days: Texas House Bill 256 (effective 9/1/03) states “An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable amount of time after the absence.”

Academic Integrity: Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Texas A&M University students are responsible for authenticating all work submitted to an Instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the Instructor request it, is sufficient grounds to initiate an academic dishonesty case.

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

<http://aggiehonor.tamu.edu>

=> Each assignment that you turn in for this class must include your signature and the following statement. “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Classroom Behavior: Texas A&M University supports the principle of freedom of expression for both Instructors and students. The university respects the rights of Instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Classroom behavior that seriously interferes with either (1) the Instructor's ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive classroom behavior may be subject to disciplinary action. If a student's behavior in class is sufficiently disruptive to warrant immediate action, the Instructor is entitled to remove a student on an interim basis, pending an informal hearing with the Head of the Department offering the course. This hearing must take place within three working days of the student's removal. This rule and supporting information may be found at <http://student-rules.tamu.edu/rule21>.

Defacement of University Property: "It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)" The words damage or deface refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment.

Americans with Disabilities Act (ADA)

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

Copyright: The Instructor reserves copyright to all materials used in this course. This means all materials generated for this class, which includes but is 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 any material, unless expressly granted written permission.

Plagiarism

It is very important to read other people's work and to use their ideas in developing theses, professional papers, or otherwise completing academic requirements. This is called scholarship and is highly rewarded because it builds a cumulative body of knowledge. When other scholars share their ideas, they expect that others will give them credit when making use of their ideas. It is critically important for students to understand the rules for properly crediting other people's ideas when writing a thesis or professional paper or otherwise completing academic requirements.

If you use someone else's idea without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary.

If you use someone else's exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number).

Plagiarism also applies to information found on the web; it is equally important to cite a web source and the rules above pertain. Consequently, if there are not quotation marks around the text and no source is cited, Instructors will assume that you intend for them to conclude that any ideas, especially the specific words, that you presented in your work are your own.

Thus, if the idea or the exact words are taken from another source and you do not indicate the source of the idea, you are representing another person's ideas as if they were your own. This is called plagiarism and is a very serious offense.

All paper submittals need to have a cover sheet with *turnitin.com* report showing a score less than 10%. See the Evans library for more information since it is at no cost for our students.

Personal Laptop Requirement

"The College of Architecture requires all students to have a personal laptop. This laptop is required to perform classroom activities. See <http://www.arch.tamu.edu/inside/services/information-technology->

[services/recommended-laptop-enrolled-students/](#) for additional information. **WHILE THIS IS A COLLEGE REQUIREMENT, FOR PURPOSES OF THIS CLASS YOU WILL NOT USE YOUR COMPUTER. YOU WILL TAKE HAND WRITTEN NOTES AND WRITE IN A JOURNAL AS REQUIRED ABOVE.**

Legal Advice Disclaimer

Instructor is NOT giving any legal advice to students, and no attorney/client relationship is formed in this class. Instructor (who is a licensed, but NON-PRACTICING attorney) and Students will be discussing many legal topics in this class, some of which Students may, or may have experience(d) in their personal lives. Legal issues are extremely complex and for every legal rule there are usually many exceptions. Further every situation with implications in the criminal or civil legal system is unique and fact specific.

The material covered in this course is not intended to, and should not serve as a substitute for properly informed legal advice. An attorney can only give legal advice after establishing an attorney-client relationship and investigating the facts and the law of a particular matter completely. Instructor's lectures are never to be considered legal advice and Instructor cannot and will not represent you as your lawyer. Students should seek legal advice from a practicing attorney if they are faced with a legal issue.

ETHICS RUBRIC					
	Ethical Issue Recognition		Application of Ethical Perspectives/Concepts		
Exceptional	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.		Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.		
Satisfactory	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.		Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.		
Unsatisfactory	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships		Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).		
WRITING RUBRIC					
	Sources	Organization	Style	Correctness	Formatting, Docur
Exceptional	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	The organization of the writing furthers understanding of the ideas presented	I see sophisticated sentence structures, diction, and tone that enhance appreciation of the writer's thinking	If there are errors, they are isolated and typographical; virtually error free	Virtually flawless
Satisfactory	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Easy to follow how the thinking progresses from the first assertion to the final conclusion	There is clear structure, diction, and tone that allow the reader to understand the writer's thinking	There are clear errors in grammar and/or syntax but they do not impede my understanding of the writer's thinking	Allowing for some largely observes ne conventions.
Unsatisfactory	Demonstrates an attempt to use sources to support ideas in the writing but are not reliable or are insufficient	Difficult to see how the thinking progresses from the first assertion to the final conclusion. And/or the paper is essentially a list	Contains sentence structure, diction and tone that hinder the reader's understanding of the writer's thinking	Contains patterns of error(s) in grammar and /or syntax that impede the reader's ability to understand the writer's thinking,	Errors persist that : understanding of p

Cultural Discourse Scoring Rubric

Cultural Discourse Goals	Insufficient (0)	Sufficient (1)	Excellent (2)	Score
1) Hold respectful discussions and discourse on difficult topics	Course has minimal opportunities for students to hold respectful discussions and discourse on difficult topics.	Holding respectful discussions and discourse on difficult topics is connected to the course content. Course includes an average of 20 minutes per week of small group discussions.	Holding respectful discussions and discourse on difficult topics is clearly connected to this course in both content and assignments or activities. Course includes an average of 30 minutes per week of small group discussions.	
2) Understand self, including personal bias and prejudices	Course has minimal opportunities for students to understand self, including personal bias and prejudices.	Course includes at least one assignment or activity that requires students to understand self, including bias and prejudices.	Understanding self, including personal bias and prejudices, is clearly connected to this course in both content and assignments or activities. Course includes at least three examples of this topic and provides reflection and feedback opportunities.	
3) Understand how power or authority is distributed within organizational systems, including recognizing potential forms of privilege, oppression, and discrimination	Course has minimal opportunities for students to understand how power or authority is distributed within organizational systems, including recognition of potential forms of privilege, oppression, and discrimination.	Course includes at least one assignment or activity that requires students to understand how power or authority is distributed within organizational systems, including recognition of potential forms of privilege, oppression, and discrimination.	Understanding how power or authority is distributed within organizational systems, including recognition of potential forms of privilege, oppression, and discrimination is clearly defined in the course content and assignments or activities, with multiple opportunities for students to apply these concepts. Course includes at least three examples of this topic and provides reflection and feedback opportunities.	
4) Understand, as an overarching goal, how to use and promote informed dialogue to overcome issues dividing, not uniting, individuals and humankind.	Course has minimal opportunities for students to understand, as an overarching goal, how to use and promote informed dialogue to overcome issues dividing, not uniting, individuals and humankind.	Course includes at least one assignment or activity that requires students to understand, as an overarching goal, how to use and promote informed dialogue to overcome issues dividing, not uniting, individuals and humankind.	Understanding, as an overarching goal, how to use and promote informed dialogue to overcome issues dividing, not uniting, individuals and humankind is clearly defined in the course content and assignments or activities, with multiple opportunities for students to apply these concepts. Course includes at least three examples of this topic and provides reflection and feedback opportunities.	
5) Understand tolerance and intolerance and have knowledge of when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies.	Course has minimal opportunities for students to understand tolerance and intolerance and have knowledge of when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies.	Course includes at least one assignment or activity that requires students to understand tolerance and intolerance and have knowledge of when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies.	Understanding tolerance and intolerance and having knowledge of when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies is clearly defined in the course content and assignments or activities, with multiple opportunities for students to apply these concepts. Course includes at least three examples of this topic and provides reflection and feedback opportunities.	

Learning Outcome	Insufficient (0)	Sufficient (1)	Excellent (2)	Score
6) Understand how to function effectively in a multicultural and global society.	Course has minimal opportunities for students to understand how to function effectively in a multicultural and global society.	Course includes at least one assignment or activity that requires students to understand how to function effectively in a multicultural and global society.	Understanding how to function effectively in a multicultural and global society is clearly defined in the course content and assignments or activities, with multiple opportunities for students to apply these concepts. Course includes at least three examples of this topic and provides reflection and feedback opportunities.	
7) Understand conflict from multiple viewpoints	Course has minimal opportunities for students to understand conflict from multiple viewpoints.	Course includes at least one assignment or activity that requires students to understand conflict from multiple viewpoints.	Understanding conflict from multiple viewpoints is clearly defined in the course content and assignments or activities, with multiple opportunities for students to apply these concepts. Course includes at least three examples of this topic and provides reflection and feedback opportunities.	
8) Incorporates "Aggie Experience Activities" into the course	Course does not indicate Aggie Experience Activities and/or how these are incorporated into the grading scheme.	Course indicates that the Aggie Experience Activities are to be completed as part of the course. This is evident in the grading scheme.	The course clearly indicates how Aggie Experience Activities are incorporated into the course with clear connections to the course content. This is evident in the course calendar and in the grading scheme.	
9) Incorporates small group discussions into the course	Course does not indicate small group discussion and/or how these discussions are incorporated into the grading scheme.	Course indicates that the small group discussions are to be completed as part of the course. This is evident in the grading scheme.	The course clearly indicates how small group discussions are incorporated into the course with clear connections to the course content and Aggie Experience Activities. These are evident in the course calendar and in the grading scheme.	
Total Score:				
Must earn an average score of 9 or better, with minimum rating of "Sufficient" in all categories from those attending the Core Curriculum Council meeting.				