

CUL 2323 World Cultures

Core Curriculum

CUL 2323 satisfies the three-semester credit hour Angelo State University Core Curriculum requirement in Language, Philosophy & Culture.

Foundational Component Area: Language, Philosophy & 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.

Student Learning Outcomes

Critical Thinking 1: Gather, analyze, evaluate, and synthesize information regarding exactly how and why culture is important in the world around them (final exam).

Critical Thinking 2: Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions involving both similarities and differences among world cultures (final exam).

Communication 1: Develop, interpret, and express ideas about world cultures through effective written communication (midterm and final exam).

Social Responsibility 1: Demonstrate intercultural competence through an increased understanding of world cultures (final exam).

Social Responsibility 2: Demonstrate knowledge of civic responsibility by utilizing both historical and contemporary specific case studies to highlight positive and negative examples of social interactions between world cultures (final exam).

Social Responsibility 3: Demonstrate the ability to engage effectively in the campus, regional, national or global communities by reinforcing the importance of social responsibility within a cultural context (final exam).

Personal Responsibility 1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making by examining the important role that individuals play both within their own culture and in interactions between different cultures (midterm exam).

Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below. By checking the "Mark Reviewed" link below, you are

indicating the following: You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s). You have read, understood, and will comply with class policies and procedures as specified in the online [Student Handbook](#). You have read, understood, and will comply with computer and software requirements as specified with [Browser Test](#). You have familiarized yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#).

CUL 2323 World Cultures

Introduction

In this course, students will analyze the importance of culture around the world. Students will be introduced to cultures in different regions, including but not limited to Africa, Asia, Europe, Latin America and the Middle East, and their historical, contextual, and cultural differences. Basic concepts related to culture will be introduced and their relevance illustrated through case studies on how culture has impacted the world. Among the questions explored are how culture shapes political systems, economic development, internal security, group conflict, and religious influence in each region. By the end of the class the student should have an appreciation of the multi-dimensional character of different global cultures and how they shape overall political, social and economic development.

Course objectives

As a result of completing this course, the student will be able to:

Comprehend the details and priorities of the political, cultural, and security issues in key regions of the world.

Analyze the role of the international community and the United States when it comes to regional security issues.

Analyze and articulate the events and changing paradigms that have occurred since the end of the Cold War in key regions.

Grading Policies

Assignment, Percent of Grade, Due Date

Engaged Participation (discussion) 30 percent. **Weekly**. Initial student postings are due **Fridays by 9 P.M. Central Standard Time**. Responses to other students' posts are due **Mondays by 11 A.M. Central Standard Time**. There are no discussion questions for the weeks with the midterm PowerPoint presentation and the final essay exam.

Midterm PowerPoint Presentation (5 -7) slides, 30 percent, due **9:00 P.M. Central Standard Time of the Sunday ending Week 5.**

Final Exam 40 percent, due **9:00 P.M. Central Standard Time of the Wednesday of Week 8.**

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

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

Midterm PowerPoint

Type: Individual Presentation Length: 5 - 7 slides (not including cover slide), each with accompanying notes. Due: 9:00 P.M. Central Standard Time of the Sunday ending Week 5. Please have a cover page for this assignment. Resources:

Any material to include, but not limited to, course readings and discussions. Adhere to bibliographic and citation guidelines. ***SOURCES MUST BE CITED ON THE SLIDES. THERE MUST BE AN INTRODUCTION SLIDE, A CONCLUSION SLIDE, AND A BIBLIOGRAPHY SLIDE.***

Final exam

The assignment is to answer three out of five questions (approximately 300 words for EACH answer) analyzing world cultures.

Course structure

Lesson One: Introduction to the Context and Broad-Based Issues in World Cultures
In order to gain an understanding of world cultures, one must first grasp what is meant by the word "culture." In 1871, the English anthropologist Sir Edward B. Tylor defined culture as "That complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society." The general aspects of culture can include historical context, language, religion, ethnicity, nationalism, and modernization, among other factors.

Lesson Two: Culture, Politics, and Security: Fundamental Concepts
Culture informs a society's view of the world. It also allows for more informed policy in the realm of national and international security. This lesson introduces students to some of the literature relating culture to security issues and examines several case studies of contemporary security issues in the world.

Lesson Three: Culture, Politics, and Security in Europe

Culture matters. Nowhere is that more readily apparent than Europe. The diversity of culture to include various languages, religions, ethnicities, and national alliances in Europe is truly staggering. Compounding this cultural diversity is the emergence of the European Union. In order to understand world cultures, one must first understand the conceptual framework of politics and security issues in the region and how culture impacts it throughout Europe.

Lesson Four: Culture, Politics, and Security in the Middle East

The Middle East is a region that is often in the news. It is also a region that has unique culture, politics, and especially security issues. The United States has been heavily involved in the Middle East for decades, which the two wars in Iraq testify to. Religion, ethnicity, nationalism, geography, and modernization are all significant influences throughout the region. For example, Arab nationalism (sometimes referred to as Pan-Arabism) became popular in the region during the 1950s and 1960s. Although linked with socialism at the time, it was also a reaction against European colonialism. Historically, Arab nationalism was generally secular in nature (socialist and anti-imperialist). Over time, opposition to the state of Israel became a unifying theme. Eventually the movement shifted to support for the Palestinian cause. The events of the Arab Spring are significant for the region. Beginning on 17 December 2010, protests in Tunisia led to the toppling of the Tunisian president, spread to Egypt, Yemen, Bahrain, Libya, and Syria.

Lesson Five: Culture, Politics, and Security in Africa.

Africa is a large and diverse continent. It has over fifty countries and over 900 million people. As a result, culture, politics, and contemporary security issues in Africa are also quite diverse. The objective of this lesson is to introduce students to Africa, the defining security issues in Africa, and how these issues affect the United States. As such, we must begin with the African continent.

Lesson Six: Culture, Politics, and Security in Latin America.

Latin America is an important region of the world. It encompasses vast territory, by most estimates almost 7.5 million square miles. This territory represents more than ten percent of the land mass of the entire world. In addition to vast territory, Latin America also includes a massive population. The twenty nations of the region combine for a total population of more than 600 million people. This total is nearly twice the population of the United States. Specifically, regarding the United States, Latin America is critical due to its location. The proximity of the region presents both opportunities and challenges for the United States.

Lesson Seven: Culture, Politics, and Security in Asia.

Culture plays an important role throughout Asia. The region encompasses many diverse societies that are all unique. The many of the countries in the region have also seen dramatic economic growth as a result of globalization. Asia also has significant contemporary security issues with implications for both U.S. and international security. Specific examples include a growing and militarizing China, North Korean nuclear proliferation, and a remilitarizing and increasingly nationalist Japan.

Lesson Eight: Assessment:

In CUL 2323 World Cultures, you have learned about current and major issues dealing with culture, politics, and security around the world. You have engaged in critical analysis

of current issues and examined the broader conceptual context and analytical frameworks that frequently explain interactions within regions and the international arena. Finally, you have looked at key nation-states within those regions and the security challenges that they are facing in the context of international geopolitics and regional cooperation. Your mission during this week will be to tie all that you have learned about World Cultures, to your own critical analysis, and use it to craft your final exam.

Course Bibliography and Required Readings:

- Agarwal, B. S. "[Korea as an Epicentre of Northeast Asian Power Politics: A Historical and Geopolitical Perspective.](#)" *Indian Journal of Political Science*, vol. 67, no. 2 (2006): 261–278.
- Ahmed, Akbar "[To Understand Europe's Immigration Crisis, Listen to the Voiceless Illegals,](#)" Huffington Post, updated April 22, 2015.
- Bates, Robert H., *When Things Fell Apart: State Failure in Late-century Africa*, Cambridge Studies in Comparative Politics, (Cambridge, UK: Cambridge University Press, 2008).
- Bernard Lewis, "[Freedom and Justice in the Modern Middle East,](#)" *Foreign Affairs*, vol. 84
- Bilgin, Pinar. "[Individual and Societal Dimensions of Security,](#)" *International Studies Review* (2003) 5, 203–222.
- Biscop, Sven. "[Peace without Money, War Without Americans: Challenges for European Strategy.](#)" *International Affairs* 89/5 (2013): 1125-42.
- Boot, Max. "[The New American Way of War,](#)" *Foreign Affairs*, vol. 82, no. 4 (2003): 41–58.
- Brookings Podcast, "[Yemen and the Fight against a Resurgent al Qaeda.](#)" *Brookings Institution* 89/5 (2013): 1125-42.
- Brown, William. "[A Question of Agency: Africa in International Politics.](#)" *Third World Quarterly*, vol. 33, no. 10 (2012): 1889–1908.
- Castaneda, Jorge G. , "[Latin America's Left Turn,](#)" *Foreign Affairs*.
- Center for Army Lessons Learned, "[Chapter 4. Afghan Cultural Influences,](#)" US Army Combined Arms Center, Fort Leavenworth, Kansas, September 2010.
- Central Intelligence Agency. The World Factbook: "[European Union.](#)"
- Cilliers, Jakkie, Barry Hughes, and Jonathan Moyer, "[African Futures 2050: The Next Forty Years,](#)" *Institute for Security Studies*, Monograph 175, January 2011.
- Cohen, Stephen P. and Robert Ward. "[Asia Pivot: Obama's Ticket out of Middle East?](#)" *Brookings Institute*.
- Combating Terrorism Center at West Point, "[Al-Qa'ida's \(Mis\)Adventures in the Horn of Africa,](#)" *Harmony Project*.
- Cornish, Paul and Geoffrey Edwards. "[The Strategic Culture of the European Union: A Progress Report.](#)" *International Affairs* 81/4 (2005): 801-20.

Csernaton, Raluca. “The Asia-Pacific Security Complex—Rewriting the Regional Security Architecture.” *ISIS blog*, 17 April 2014.

Desch, Michael C. “Culture Clash: Assessing the Importance of Ideas in Security Studies.” *International Security*, vol. 23, no. 1 (Summer 1998): 141–170.

“The Failed States Index, 2013,” *Foreign Policy*.

Gasparini, Leonardo and Guillermo Cruces, “Poverty and Inequality in Latin America: A Story of Two Decades,” *Journal of International Affairs*, vol. 66, no. 2 (Spring/Summer 2013).

Goïta, Modibo. “West Africa’s Growing Terrorist Threat: Confronting AQIM’s Sahelian Strategy.” *Africa Center for Strategic Studies*. Africa Security Brief, no. 11, February 2011.

Herbst, Jeffrey and Greg Mills, “The Fault Lines of Failed States: Can Social Science Determine What Makes One State Fail and Another Succeed?” *Foreign Policy*, August 15, 2011

Ikenberry, G. John. “The Illusion of Geopolitics.” *Foreign Affairs*.

James C. Clad, “Wasting the Golden Hour in America’s Iraq Meltdown.” *National Interest*, vol. 126 (July/August 2013): 10-21.

Kimenyi, Mwangi S., and John Mukum Mbaku, “South Sudan: Avoiding State Failure,” *Brookings Institution*, July 8, 2011.

Leonard, Mark and Hans Kundnani. “Think Again: European Decline.” *Foreign Policy* 200 (2013): 46-50.

Manyin, Mark E. et al. “Pivot to the Pacific? The Obama Administration’s ‘Rebalancing’ Toward Asia.” *Congressional Research Service*. 28 March 2012.

Marcella, Gabriel. “The Transformation of Security in Latin America: A Cause for Common Action” *Journal of International Affairs*, vol. 66, no. 2 (Spring/Summer 2013): Read all.

Marshall, Monty G., “Conflict Trends in Africa, 1946–2004: A Macro-Comparative Perspective,” Center for Systemic Peace, Report Prepared for the Africa Conflict Prevention Pool (ACPP), Government of the United Kingdom, October 14, 2005.

McMenamin, Iain. “Varieties of Capitalist Democracy: What Difference Does East-Central Europe Make?” *Journal of Public Policy* 24/3 (2004): 259-74.

Mix, Derek E. “The United States and Europe: Current Issues.” *Current Politics and Economics of Europe*, vol. 22, no. 4 (2011).

Nathan, Andrew J., and Andrew Scobell. “How China Sees America: The Sum of Beijing’s Fears.” *Foreign Affairs*.

Oh, Kongdan. “Understanding North Korea.” *Brookings Institute*.

Pace, Julie, “With Personal and Political Motivation, Obama Seeks Increased Engagement with Africa in 2011,”

Associated Press, January 3, 2011.

PBS video, "[Latin America Expert Shannon O'Neil](#)," 10 June 2013.

PBS, "[Jeffrey Gettleman on the Prospects for Peace and Stability in East Africa](#)," PBS video.

Pollack, Kenneth M. "[The Political Battle in Iraq](#)." *Brookings Institute*. 30 June 2010.

Richard N. Haass, "[The New Middle East](#)," *Foreign Affairs*, vol. 85, no. 6 (November–December 2006): 2-11.

Saban Center at Brookings-United States Central Command Conference, "[Beyond the Arab Awakening: A Strategic Assessment of the Middle East](#)," 28-29 August 2012.

Sullivan, Mark P., "[Latin America and the Caribbean: Key Issues for the 113th Congress](#)," Congressional Research Service, 15 February 2014.

Tow, William and Richard Rigby. "[China's Pragmatic Security Policy: The Middle-Power Factor](#)." *China Journal*, no. 65 (January 2011): 157–178.

Trinkunas, Harold and Fred Dews, "[What You Should Know about the Rise of Brazil and the Rest of Latin America](#)," Brookings Institution, 9 May 2014.

U.S. Army Africa, *The Promise of AFRICOM Video*, DoD Special Report.

United States Army Combined Arms Center, *Insurgencies and Countering Insurgencies, Field Manual 3-24/Marine Corp Warfighting Publication 3-33.5*, 13 May 2014.

Video, CBS, "[Panetta: African Terrorists a Real Concern](#)," *CBS News* video, October 17, 2011.

Video. "[Marines Get Crash Course in Afghan Culture in California Model Village](#)," *PBS Newshour*.

Video. "[The Miracle of Asia: Singapore Documentary](#)." *YouTube*.

Video. "[Inside Story—Is an Armed Conflict Looming in East Asia?](#)"

Video. [European Union](#).

Video. [European Union](#).

Video. [Swiss Minaret Ban](#).

Video. [Swiss Minaret Ban](#).

Website. "Every Culture." [Everyculture.com](#)

Whelan, Theresa. "[Why AFRICOM](#),"

Williams, Paul D., "[State Failure in Africa: Causes, Consequences and Responses](#),"

YouTube Video, "[Yemeni Futures: Middle East & North Africa Modernization](#)," 31 July 2012

Office Hours/Contacting the Instructor

University Policies

Academic Integrity. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation. Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting: Office of Student Affairs University Center, Suite 112, 325-942-2047 Office, 325-942-2211 FAX

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.