

Course Syllabus and Policy Requirement Statement

Your access the course materials implies 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 3310 Introduction to Cultural Competence: Making Sense of the World I

Course Description/Overview

This course serves as an introduction to various analytical approaches for understanding the dynamics of global interaction. Students will explore the variety of "worlds" made visible through the lens of theory. The course aims to foster critical thinking about how conceptual tools shape our understanding of the world and attempted solutions to global problems.

Course Textbooks/Daily Reviews

Required Texts: All required readings are listed below and in the weekly instructional narratives

Course Objectives/Learning Outcomes

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

- Comprehend how cultural competency enables American foreign policy and better understanding of nation-states and non-state actors.
- Analyze the cultural factors that lead to a critical analysis of other nations and peoples.
- Analyze the differences and similarities in regional cultures and how this affects the United States.

Grading Policies

Assignment	Percent of Grade	Due Date and Requirements
Engaged participation (discussion)	30%	Weekly. There are no discussion questions for the weeks with the midterm powerpoint presentation and

		the final essay exam.
Midterm PowerPoint Presentation	30%	9:00 P.M. Central Standard Time of the Sunday ending Week 5. The midterm powerpoint presentation is approximately 5 - 7 slides in length. Any late assignments will be graded accordingly.
Final Essay Exam	40%	9:00 P.M. Central Standard Time of the Friday of Week 8. The final essay exam is approximately 5-7 pages in length. Any late assignments will be graded accordingly. The topics for the final essay exam will be posted in BlackBoard on the Monday of Lesson 6.

Late assignments will be graded accordingly.

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.

Course Organization/Bibliography/ Required Readings:

Lesson One: What is Culture? The *Air Command and Staff College* (of the Air University) defines culture as follows, "Strategic Culture is that set of shared beliefs, assumptions, and modes of behavior, derived from common experiences and accepted narratives (both oral and written), that shape collective identity and relationships to other groups, and which determine appropriate ends and means for achieving security objectives. It can explain individual countries security policies, describe entire geographic regions, or even give insight into particular security institutions, such as NATO. Academics involved in studying strategic culture attempt to create a framework that can explain why certain states pursue particular security policy options."

Lesson Two: Cultural Factors: This lesson will address four cultural factors that lead to conflict and/or differences between nation-states, groups, and alliances. The four factors are: 1) religion; 2) ethnicity and nationalism; 3) modernization; and 4) geography. If one is to study and analyze each of these factors it will enhance knowledge of a methodology that can be used - in general - to analyze many, if not most, cultures that are in existence. Tied in with the first lesson, this methodology will serve as a baseline for conducting analysis of cultures in various regions of the globe as we continue our lessons in following weeks.

Lesson Three: Europe and the West: Europe is a region of the world that has very important cultural, social, economic, and political ties to the United States - perhaps more so than any other region on earth. These ties are important and they have an impact on American culture and policy. In this lesson, the ties to Europe and the factors that are important in the changing European cultural landscape will be analyzed.

Lesson Four: The Middle East: The Middle East is a region that has risen in importance to the national security of the

United States. The reasons for this are multiple. The largest reserves of oil in the world sit in the Middle East. Terrorists who have attacked the United States hail from the Middle East. And the United States has fought a large-scale war in Iraq twice in the past 20 years. All of these issues are important and they have an impact on American culture and policy. In this lesson, the ties to the Middle East will be examined - with a particular emphasis on the culture of the Arabic Middle East.

Lesson Five: Africa: Africa is a region that has largely fallen "off the screen" of the priorities of the national security of the United States. The reasons for this are multiple. During the "zero-sum" time period of the Cold War, proxy wars were often fought in Africa. Those conditions no longer exist. Africa is very poor in many of its regions and thus not considered a high priority (with some important exceptions) to the United States. And the tragic wars and ethnic conflict that continue to exist in Africa are not seen by mainstream Americans as something that should be a high priority in light of other more "compelling" conflicts and threats that the United States has to address elsewhere. In this lesson, the ties to the Africa will be examined - with a particular emphasis on the reasons why Africa will become more important for American policy in coming years. The focus on this lesson will be sub-Saharan Africa - as North Africa was largely covered in our previous lesson on the Middle East.

Lesson Six: Latin America: The reasons for understanding culture in Latin America are obvious. It is the region that sits in America's backyard. It is a region that has huge impact on our own culture and politics because more immigrants come to the United States from Latin America than any other region in the world. And because of the close economic ties that the United States has with many of the countries there, Latin America has important security ties to us.

Lesson Seven: Asia: The region known as Asia is as diverse and complicated - or more - as any region on earth. In fact, the borders for what comprises Asia have often been debated. Because Asia is such a large continent and so diverse, for the purposes of this lesson, we will look at what is commonly known as "East Asia." East Asia has become an important part of American policy because of China's rising military, North Korea's rogue nation behavior, and close economic ties between America and key nations in the region - such as Japan, Korea, Thailand, the Philippines, etc.

Lesson Eight: Assessment: This week is set aside for the student to complete a 5-7 page essay assignment. The purpose of this assignment is to measure student mastery of the course objectives.

Bibliography/ Required Readings:

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Blank, Stephen J., Lawrence E. Grinter, Karl P. Magyar, Lewis B. Ware, and Bynum E. Weathers. [Conflict, Culture, and History: Regional Dimensions](#). Maxwell AFB, AL: Air University Press, 1993.

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Morrisette, Jason and Douglas Borer. "[Where Oil and Water Do Mix: Environmental Scarcity and Future Conflict in the Middle East and North Africa.](#)" *Parameters* (Winter 2004-05).

Mufti, Hania and Peter Bouckaert. "[Claims in Conflict: Reversing Ethnic Cleansing in Northern Iraq.](#)" *Human Rights Watch* 16, no. 4(E) (August 2004): 1-78.

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Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

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.

Title IX

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.

Director of Title IX Compliance/Title IX Coordinator

Mayer Administration Building, Room 210

325-942-2022

michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center* at 325-942-2173 or the *ASU Crisis Helpline* at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.