

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 (CT): Gather, analyze, evaluate, and synthesize information relevant to a question or issue and construct a logical position (i.e. perspective, thesis, and/or hypothesis) that acknowledges ambiguities or contradictions.
- Communication Skills (CS): Develop, interpret, and express ideas through effective written, oral, and visual communication.
- Empirical/Quantitative Skills (EQ): Manipulate and analyze quantitative and qualitative data in order to arrive at an informed conclusion.
- Teamwork Skills (TW): Consider different viewpoints as a member of a team in order to work effectively with others to support and accomplish a shared goal.
- Attitudes and Behaviors Displaying Social Responsibility (SR): Demonstrate intercultural competence, knowledge of civic responsibility, and engagement in the campus, regional, national or global communities.
- Attitudes and Behaviors Displaying Personal Responsibility (PR): Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.

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%	Weekly. 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%	9:00 P.M. Central Standard Time of the Sunday ending Week 5.
Final Exam	40%	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:

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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).

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- Desch, Michael C. "[Culture Clash: Assessing the Importance of Ideas in Security Studies.](#)" *International Security*, vol. 23, no. 1 (Summer 1998): 141–170.
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- 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*.
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- Leonard, Mark and Hans Kundnani. "[Think Again: European Decline.](#)" *Foreign Policy* 200 (2013): 46-50.
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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.