

# Sociology Markets and Culture

SMU-in-Taos Campus



# Curriculum and Classes

## Required Courses for Both Majors

SOCI 2377: Introduction to Markets and Culture

SOCI 3311: Social Science Research Methods

## Elective Courses for Both Majors

SOCI 3372: Contemporary Issues in the American  
Southwest

## University Curriculum Alignments

SOCI 3311: PRIE2, W

SOCI 3372: IIC2, CE, HD

# Promoting the Classes



## SOCI and MKCL Courses

We are very excited to offer a new opportunity to sociology and markets and culture majors and premajors. You can now make significant progress over the summer while studying at the SMU-in-Taos campus. Why study in Taos, NM? You will enjoy beautiful landscape, great faculty, small class sizes, and unique academic opportunities. Additionally, reduced tuition and the Friends of Taos Scholarship Fund make these courses more affordable.

We will be holding an open house so that you can drop by and learn more about these classes, the Taos campus, and different types of financial support.

★ Wednesday, April 1 from 11 – 2 ★  
3<sup>rd</sup> floor of Hyer Building

### May Term (May 11 – May 30)

SOCI 3377 Introduction to Markets and Culture taught by Dr. Branch

### June Term (June 1 – July 2)

SOCI 3371 Contemporary Issues in the American Southwest taught by Dr. Branch  
SOCI 3311 Social Science Research Methods taught by Dr. Kunovich  
SOCI 4393 Individual Research supervised by Dr. Kunovich  
SOCI 4379 Markets and Culture Internship supervised by Dr. Kunovich  
SOCI 4398 Sociological Internship supervised by Dr. Kunovich

### July Research or Internship Experience (July 5– Aug 1)

Maximum 4 credit hours

SOCI 4393 Individual Research supervised by Dr. Kunovich  
SOCI 4398 Sociological Internship supervised by Dr. Kunovich

**The Markets and Culture Taos Experience:** Students already majoring in or considering a major in Markets and Culture can earn up to 15 hours over the summer while living in Taos, NM. As part of this course work students can gain professional experience (SOCI 4379) and/or skills applicable to business by simultaneously pursuing the minor in business.

**The Sociology Experience in Taos:** Students already majoring in or considering a major in Sociology can earn up to 12 hours over the summer while living in Taos, NM. As part of this course work students can gain professional experience through an internship experience (SOCI 4398) and/or advanced their research skills by designing an independent research study (SOCI 4393).



## Summer Courses at SMU-in-Taos:

### Markets and Culture Majors

**The Markets and Culture Taos Experience:** Students already majoring in or considering a major in Markets and Culture can earn up to 15 hours over the summer while living in Taos, NM. As part of this course work students can gain professional experience (SOCI 4379) and/or skills applicable to business by simultaneously pursuing the minor in business.

Pursuing the MKCL Major while in Taos

May Term (May 11– May 30): Enroll in SOCI 3377 *Introduction to Markets and Culture* or enroll in one of two possible electives counting towards the MKCL major and the Minor in Business. *Maximum 4 credit hours.*

June Term (June 1 – July 2): Enroll in SOCI 3311 *Social Science Research Methods* and choose from 5 other Markets and Culture courses during June Term. *Maximum 7 credit hours.*

- SOCI 3377 Introduction to Markets and Culture ONLINE
- SOCI 3372 Contemporary Issues in the American Southwest by Dr. Branch
- SOCI 4393 Individual Research
- ADV 4317 Consumer Behavior
- CFB 3381/MNO4371 Leadership and Culture in the Southwest
- MKTG 3343 Consumer Behavior

July Term (July 5–August 1): Declared majors may apply to enroll in a guided internship experience or may complete an individual research project. *Maximum 4 credit hours.*

- SOCI 4393 Individual Research
- SOCI 4379 Markets and Culture Internship

August Term (Aug 4–Aug 21): Enroll in one of five possible Markets and Culture elective courses. *Maximum 4 credit hours.*

- ADV 3362 Marketing Principles of Advertising
- BL 3335 Business Law
- BLI 3302 Business Communication and Leader Development
- CFA/ANTH 3350 Good Eats and Forbidden Flesh
- MKTG 3340 Fundamentals of Marketing

Questions? Please contact the SMU-in-Taos Office.

Stop by Blanton 338, call 214-768-3657 or email [smutaos@smu.edu](mailto:smutaos@smu.edu).

# Supporting Students

- Curriculum Requirements
- Required and Elective Courses
- Engaged Learning Grants
- Requests to Student Senate
- Time before and during Taos experience





# Social Science Research Methods

## Taos, New Mexico



# Benefits of Short-Term Class

Innovation and experimentation in my assignments

Group work and research collaboration

Daily meetings

Fewer social distractions

No work conflicts



# Benefits of SMU-in-Taos Campus

- Encouraged to take field trips which provided rich opportunities for field research
- Easily identifiable and accessible “other”
- Opportunities for out of class engagement and discussion
- The campus is beautiful and relaxing
- Two of my majors had NEVER spent any time in the woods

# Content Analysis in Museums





# Harwood and Millicent Rogers Museums

Whose art is valued at the Harwood?

- Tour with Harwood Personnel focusing on acquisition and museum placement
- Conclusions, overwhelmingly white male artists on first floor and the “other” is found on the second floor

Whose art is valued at the Millicent Rogers museum?

- Self-paced tour because “education” is already on the placards
- Conclusions, native crafts and arts are valued throughout but owned by the overwhelmingly white art establishment

## **Blumenschein House and the Martinez Hacienda**

How are the life-styles represented acknowledging the different periods of time?

Which museum is more highly valued by the Taos community?

How does the museum perpetuate or challenge pre-existing ideas of how these two families lived?

# Field Research Opportunities



# The Ethical Dilemma

Understanding and operationalizing the “tourists gaze”

## **Earthships**

Guided tour of rental homes

Earthships organized and approved

## **Ohkay Owingeh and Taos Pueblos**

Taos Pueblo, guided tour clearly stated rules

Ohkay Owingeh, self-guided experience, very unclear rules



# SOCI 3372: Contemporary Issues in the American Southwest

Community Engagement in Taos

Habitat for Humanity

Not Forgotten

St. James Episcopal Church



# Unexpected Benefits

My students saw me parenting.

Met some of the coolest people.

Improvements in classes for Fall term.

Time for writing.

“Taos Time”



# Moving Forward

1. Develop major specific sources of support
2. Increasing the number of majors  
2015, 15 majors
3. Promoting the Classes Beyond SMU  
Texas Christian University  
Baylor  
New Mexico and Colorado universities

# Preparing for the Experience

Attended TAOS information sessions for students

Spoke with faculty who previously taught out there

Research field trip opportunities

Read pedagogical studies on experiential learning  
and research methods



# Teaching Research

Meisel, Joshua S. 2008. "The Ethics of Observing: Confronting the Harm of Experiential Learning." *Teaching Sociology* 36 (3): 196-210.

In this article I explore the ethical terrain of experiential learning activities drawing on my experiences leading college students on field trips into criminal justice settings. Though there are numerous educational benefits to adopting experiential learning activities, the rewards must be evaluated in light of the potential harms to nonstudent participants. Student observations of criminal justice settings can reinforce common stereotypes of prisoners as scary and dangerous while reifying the legitimacy of state power exercised through agents of social control. More broadly, experiential learning activities can also highlight the shame and embarrassment of subordinate groups when such activities devolve into voyeuristic spectacles of human misery. In light of these potential harms to nonstudent groups, this article proposes guiding questions for educators to address in designing experiential activities. These questions draw attention to the following issues: the vulnerability of participants, the relative social power of nonstudent participants, whether participation is truly voluntary, the accessibility of the setting to outside observers, group size, benefits to nonstudent participants, duration of activity, protection of confidentiality, the role of students in the activity, and the curricular focus of the experience.

# Teaching Research

Teixeira-Poit, Stephanie, Abigail E. Cameron, Michael D. Schulman. 2011. "Experiential Learning and Research Ethics: Enhancing Knowledge through Action." *Teaching Sociology* 39(3): 244-258.

How can instructors use experiential learning strategies to enhance student understanding of research ethics and responsible research conduct? In this article, the authors review literature on using experiential learning to teach research ethics and responsible research conduct. They present a three-step exercise for teaching research ethics and responsible research conduct using experiential learning strategies. Their primary teaching and learning objective is to broaden student understanding of ethical behavior beyond notions of "right" and "wrong" to a conception of ethical behavior involving thinking critically about all stages of the research process. The authors present assessment data that suggest that participation in the exercise increased knowledge about ethical guidelines and broadened understandings of ethical behavior.

# Teaching Research

Lowney, Kathleen S. 2014. "Ask Teaching Sociology: What Should Faculty Consider Before Having Students Conduct Research in a Class." *Teaching Sociology* 42(3): 24-244.

There are many things that faculty have to consider as we begin to plan a course: the learning goals and objectives and how they fit with the program's goals and objectives; the type of students who will be enrolled and their sociological background; what kinds of assignments and other learning activities will assist our students in reaching those goals and objectives; what type of readings/videos and other instructional supports will students be offered; how all of this "plays" on your institution's learning management system, if you are using one; are you using the principles of universal design in order to make all materials accessible to all students? —and the list could go on! In this brief note, I want to suggest that there is another pedagogical concern that many of us need to factor in as we design a course that will include students gathering research: how to teach your students about the ethics of conducting research, including how to follow your campus's institutional review board (IRB) process. No institution's IRB process will be exactly like another's, but there are some common pedagogical issues that all of us need to ponder.