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
3rd floor of Hyer Building

May Term (May 11 – May 23)
SOCI 1377 Introduction to Markets and Culture taught by Dr. Branch

June Term (June 5 – July 7)
SOCI 1377 Contemporary Issues in the American Southwest taught by Dr. Branch
SOCI 4993 Individual Research supervised by Dr. Krammich
SOCI 4791 Markets and Culture Internship supervised by Dr. Krammich
SOCI 4792 Sociological Internship supervised by Dr. Krammich

**Labor Research or Internship Experience (June 4 – Aug 1)**
- Maximum 4 credit hours
- SOCI 4793 Individual Research supervised by Dr. Krammich
- SOCI 4792 Sociological Internship supervised by Dr. Krammich

The Markets and Culture Term Experience: Students already majoring in or considering a major in Markets and Culture can earn up to 11 hours over the summer while living in Taos, NM. As part of this course work students can gain professional experience (SOCI 5793) 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 11 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 4793) and/or advance their research skills by designing an independent research study (SOCI 4792).

SMU IN TAOS

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 4793) 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 23) Enroll in SOCI 1377 Introduction to Markets and Culture as one of two possible electives counting towards the MKCL major and the Minor in Business. Maximum 4 credit hours.

June Term (June 5 – July 7) Enroll in SOCI 377 Social Science Research Methods and choose from 2 other Markets and Culture courses during June Term. Maximum 7 credit hours.
- SOCI 1377 Introduction to Markets and Culture ONLINE
- SOCI 377 Contemporary Issues in the American Southwest by Dr. Branch
- SOCI 4993 Individual Research
- ADV 4993 Consumer Behavior
- CFB 383/384 MKCL 5793 Leadership and Culture in the Southwest
- MKTG 3544 Consumer Behavior

July Term (July 1 – August 11) Declared majors may apply to enroll in a guided internship experience or may complete an individual research project. Maximum 4 credit hours.
- SOCI 4993 Individual Research
- SOCI 4792 Markets and Culture Internship

August Term (Aug 4 – Aug 18) Enroll in one of two possible Markets and Culture electives courses.
- Maximum 4 credit hours
  - ADV 356 Marketing Principles of Advertising
  - BL 355 Business Law
  - BLI 360 Business Communications and Leadership Development
  - CFA/ANTH 355 Good Eyes and Forbidden Fashions
  - MKTG 3345 Fundamentals of Marketing

Questions? Please contact the SMU-in-Taos Office.
Stop by Blanton 330, call 244-768-3567 or email smuintaos@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
SOCL 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
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.
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


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.