RESUBMISSIONS
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Ecosystem Science and Mgmt, Wildlife and Fisheries Science

2. Course prefix and number: RENR 215

3. Texas Common Course Number: none


5. Semester credit hours: 1

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [x] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] No

8. How frequently will the class be offered? Fall and Spring

9. Number of class sections per semester: 14

10. Number of students per semester: max of 196, 14 per section

11. Historic annual enrollment for the last three years: 2010 - 376 2011 - 390 2012 - 381

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   - Course Instructor
   - Date: 1/23/13
   - Approvals:
   - Date: 1/31/13
   - Department Head
   - Date: 2/6/13
   - College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Life and Physical Sciences

In the box below, describe how this course meets the Foundational Component Area description for Life and Physical Sciences. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

How does the proposed course specifically address the Foundational Component Area definition above?

The objective of RENR 215 is to introduce students to the general principles, methods, and equipment for field-based investigation of the biotic and abiotic components of an ecosystem and their interactions, specifically: (1) Introduce the design and procedure of field ecological investigation, data analysis and report writing for quantitative description of ecosystems consisting of biological communities (interacting plant, animal and microbial populations) and their abiotic environment. (2) Acquaint students with the variety of ecosystems found in Texas, as well as a variety of species and some of their special adaptations to their environments.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students are introduced to (or have reinforced from previous introduction, e.g., in RENR 205) basic theories and measurement techniques in ecological science, with a focus on the use of measurements to learn about the structure and function of ecological systems. These tools are then used to build a dataset that will be analyzed and results synthesized in a final ecological report. The data for that report come from four separate lab sessions, three of which involve field data collection. Students collect their own data, must identify relevant questions to ask and assess and analyze the data collected in the context of those questions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students are asked to communicate their understanding orally and in writing throughout the course. Particular assignments meant to develop communication skills include the ecological report and a final oral presentation on an ecological topic. Each student writes their own report in phases, each phase is graded by the instructor and the student can then improve the next draft, including the final, based on feedback received. The final oral presentation is also done individually on a topic chosen by the student, in consultation with the instructor. These skills are also being developed in written assignments and through dialog encouraged in lab as methods are learned and data being collected.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

This course is strongly empirically-based. Students begin to collect their own data early on, are introduced to analytical tools that require basic statistical assumptions, and use data analysis and graphing tools throughout the semester. In multiple sessions, student must collect data, provide summaries and graphical representations of those data, and then
Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The course activities are all structured as group activities (with the exception of the brief introductory lectures provided to orient and provide general instruction). Students must cooperate, especially during field data collection, including shared duties like making a measurement and recording it, setting up measurement quadrats, transects, and sharing and sometimes debating the identities of the biota they are tasked with reporting on. Teamwork is essential in completing the course activities and objectives. Teamwork is evaluated throughout the course informally by the instructor providing feedback to students on data collection activities, record-keeping, and data analysis. Since all data collection is conducted in small groups and then organized and synthesized in in-class assignments, as well as in a final report, feedback and evaluation of teamwork effectiveness is also provided through written assessments of these assignments during the semester by the instructor.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number  RENR 215
Term  Fall Spring 2013
Meeting times and location  ANIN 115

Course Description and Prerequisites

This course will introduce students to the general principles, methods, and equipment for field-based investigation of the biotic and abiotic components of an ecosystem and their interactions, specifically:

1. Introduce the design and procedure of field ecological investigation, data analysis and report writing for quantitative description of ecosystems consisting of biological communities (interacting plant, animal and microbial populations) and their abiotic environment.

2. Acquaint students with the variety of ecosystems found in Texas, as well as a variety of species and some of their special adaptations to their environments.

Prerequisites: None

Learning Outcomes or Course Objectives

1. Describe the basic components of coupled socio-ecological systems and interpret processes at the organism, population, community, ecosystem, landscape and global levels.
   - Define the functions of the different levels
   - Describe how and why plants compete and how competition can be measured
   - Describe plant growth processes
   - Describe how and why plants compete and how competition can be measured
   - Discuss spatial and temporal scaling in ecosystems
   - Describe population dynamics and interactions between organisms, including competition, predation, mutualism, etc.
   - Explain the differences and similarities of organism, population, community, and ecosystem scales

2. Identify plants and other organisms in their genetic and evolutionary context.
   - Recognize and organize adaptations and functional relationships
   - Discuss the implications of genetic change in the environment
   - Discuss the importance genetic variation within species and populations
   - Describe how and why landscape fragmentation affects biodiversity and conservation (e.g., endangered, invasive species)
   - Relate paleoecology to climate

3. Evaluate conceptual, statistical, and quantitative ecological models and systems thinking.
   - Draw a basic flow chart to represent ecological processes
Describe key components of a model and the modeling process

4. Design management strategies for restoring and sustaining ecosystem goods and services and adaptive management concepts.
   - Describe principles of ecosystem resilience

5. Illustrate critical thinking and demonstrate problem solving skills
   - Apply critical thinking elements to demonstrate intellectual integrity
   - Recognize problematic situations and predict possible outcomes
   - Forecast a range of outcome that may arise from climate change

6. Demonstrate environmental stewardship and professional and ethical behavior.
   - Demonstrate environmental stewardship
   - Design a sound management plan that sustains natural resource uses
   - Identify current and past practices and or policies that have led deleterious effects

7. Recognize the need for lifelong learning and exhibit the skills necessary to acquire, organize, and reorganize new knowledge.
   - Desire to continue education and knowledge in your field, and discuss current topics with your peers
   - Read professional literature and apply information to the solution of real world problems
   - Read professional literature and apply information to the solution of real world problems
   - Locate the research papers available on the (USDA, P-2 Southern) web site

Instructor Information

Name: Jason West
Telephone number: 979-845-3772
Email address: jbwest@tamu.edu
Office hours: TBA
Office location: ANIN 413

Textbook and/or Resource Material


Work Book – iBook, also available as an Adobe pdf on eLearning course page.

Grading Policies

(A: 90-100%; B: 80-89%; C: 70-79%; D:60-69%; F: <60%)

Attendance* (1st absence-5 pts, 2nd-5 pts, 3rd-10 pts) 20 points
Quizzes (4 @ 10 pts each) 40 points
Lab Assignments (points vary by assignment) 85 points
Ecological Report (Final Draft) 60 points
Topic Review Presentation 20 points
Total (100%) 225 points
Extra Credit Assignment +15 points

No late work will be accepted, except in the case of a university excused absence.
*Missing a lab without a written excuse will be counted as an absence.

Attendance Policy

"The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07."

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Quiz/Work due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 29</td>
<td>Introduction; Natural regions of Texas</td>
<td></td>
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<tr>
<td>Sep 5</td>
<td>Plant and animal adaptations (lab)</td>
<td>Assign. 1 (PAA) due</td>
</tr>
<tr>
<td>Sep 12</td>
<td>Environmental factors (lab &amp; field)</td>
<td>Quiz 1 (NRT &amp; PAA)</td>
</tr>
<tr>
<td></td>
<td>Assign. 2 (EF) due</td>
<td></td>
</tr>
<tr>
<td>Sep 19</td>
<td>Population studies (lab)</td>
<td>Quiz 2 (EF)</td>
</tr>
<tr>
<td></td>
<td>Assign. 3 (PS) due</td>
<td></td>
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<tr>
<td>Sep 26</td>
<td>Lentic Ecosystems (field)</td>
<td></td>
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<tr>
<td>Oct 3</td>
<td>Lotic Ecosystems (field)</td>
<td>Quiz 3 (L/L)</td>
</tr>
<tr>
<td></td>
<td>Assign. 4 (L/L) due</td>
<td></td>
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<tr>
<td>Oct 10</td>
<td>Oak Woodlands Ecosystems - I. Reconnaissance (field)</td>
<td>Assign. 5 (LCPT) due</td>
</tr>
<tr>
<td>Oct 17</td>
<td>Introduction to sampling Community sampling methods (lab)</td>
<td>Assign. 6 (Intro) due Assign. 7 (SM) due</td>
</tr>
<tr>
<td>Oct 24</td>
<td>Oak Woodlands Ecosystems - II. Plant community - savannah (field)</td>
<td>Quiz 4 (SM)</td>
</tr>
<tr>
<td>Oct 31</td>
<td>Oak Woodlands Ecosystems - III. Plant community - bottomland</td>
<td></td>
</tr>
</tbody>
</table>
forest (field)

Nov 7                  Oak Woodlands Ecosystems - IV. Animal communities (lab/field) Assign. 8 (PC) due

Nov 14                 Oak Woodlands Ecosystems - V. Ecosystem restoration & mgt
                        Topic Review Presentations
                        Assign. 9 (ER) due
                        Presentations due

Nov 21                 Thanksgiving week (no lab)

Other Pertinent Course Information

Much of the work done in RENR 215 is conducted in the field, regardless of weather conditions. Whenever field (outdoor) labs are scheduled, students should wear appropriate field clothing. If a field lab is scheduled and inclement weather occurs, the lab will move to a classroom. However, students should never assume a field lab would be moved indoors. A university van will be used for field trips.

If a university excused absence occurs, students should immediately make arrangements with their TA to make up the lab before the end of the week or make other arrangements if that is not possible. All excuses must be registered within a week after the student returns to class. For absences without proper written excuse, up to 20 attendance points will be taken off the grade total and no make-ups will be given.

Ecological Report

The series of labs on Oak Woodland Ecosystems is designed, through field investigation and data analysis, to characterize the structure of the ecosystems, and to understand how the interactions of biotic and abiotic components as well as human activities, shape the structure of these ecosystems. Detailed investigation will focus on the upland savannah and bottomland forest ecosystems. The findings, as well as approaches used, will be documented in an ecological report. Below is a general guideline for the structure and content of this report. The instructor will provide additional instructions throughout the semester.

I. Introduction and Study Area
   - Describe the general environmental and biotic characteristics of the study area.
   - State the general goal of the investigation and why it is important or relevant to understanding the ecology and management of the ecosystems
   - State the specific objective(s) of the study.

II. Methods
   - Accurately describe the materials and procedures used in field sampling and data analysis. The description should contain sufficient information for others to repeat the procedure.
III. Results and Discussion

- Present the results of field sampling and data analysis in summary tables and/or figures. Refer to the figures and tables explicitly in the text.

- Address key questions, such as:
  - What similarities/differences exist between the upland and bottomland areas?
  - What is the ecological meaning and significance of the results?
  - What patterns of ecosystem structures were revealed through comparison of the biotic and abiotic components of different ecosystems?
  - What are the influences of human activities on the structure of these ecosystems?

- Recommend future studies needed to better our understanding of the system, and management approaches needed for the conservation and/or restoration of the ecosystems.

IV. References

- List any references, such as our lab manual and other books and papers that you cited in any of the above sections in a standard reference format.

- The finished report should be 4-6 pages long (1 inch margins, 1.5 line-spaced, no larger than 12-point fonts), plus Tables and/or Figures.

- Individual sections of the ecological report will be written as weekly assignments and revised based on the feedback provided by the instructor. Revised sections must be turned in for grades.

- Each of these writing assignments, for individual sections as well as the complete Ecological Report, must be emailed to your TA. In sending the files, the following formats should be followed:

  - The report must be saved in Microsoft Word, Open Office, or Adobe pdf format.

  - File names should include the initials of your first and last name and the last 4 digits of your UID number, plus the letter “A” and assignment number (without the “A#” for the complete Ecological Report).

  - Example – for Assignment 5 (Introduction section), the file name should be JD9944A5 for student John Doe whose UID is 454459944 (just JD9944 for the complete Ecological Report). Note there are no dashes or spaces. Follow this format exactly.

  - Files will be stored in a central database and may be checked for plagiarism (e.g., with resources such as Turnitin.com). Use of old reports or reports from other RENR 215 students will result in pursuit of an immediate grade of “F” for the class. See also the Aggie Honor Code discussed above.
Ecological Report Grading Sheet

Correct format: all parts with headings 10 pts
Word usage (correct grammar, complete sentences) 5 pts
Overall neatness and legibility 5 pts
Introduction and Study Area 15 pts
Methods 15 pts
Results & Discussion 10+20 pts
Total 80 pts

How to cite References
by Tamara McGuire

When you use a quote, fact, or idea that is not your own, you need to reference the source of that information. If not, you are plagiarizing someone else’s work, regardless of your intention. Referencing gives credit where credit is due, and provides your readers with a way to learn more about your subject and to verify your facts. Sometimes it is difficult to know when to reference something. If in doubt, go ahead and reference. It is not necessary to reference information that is common knowledge. For example, if you were to say in a report, “elephants are very large mammals”, there is no need to reference this. However, if you were to write, “Elephants in the country of Gabon weigh a maximum of 500 kg and can reach 3.5 m in height”, you should refer to the source of this information, as it is doubtful that you measured this yourself.

When you research your paper, it is a good idea to get into the habit of writing down the reference information in addition to the facts. It will help you later in making your list of references if you decide to use the information in your paper, and will give you a paper trail to follow if you need to go back and re-check something. It may also save you the embarrassment of mistaking an idea as your own, when it was actually already “claimed” by someone else (there is nothing wrong with agreeing, disagreeing, or expanding on someone else’s idea, just be sure to reference).

In order to reference, you will need to note the author(s), title of the article or book, the name of the journal in which it is published, the page numbers of the article, the year of publication, and the publisher. If you are citing a chapter in a book that has many contributors, you will have to list the editor of the book. There are different styles of referencing literature; in this class, we will only discuss one. This system is often called the Harvard system (Day 1988).

In the body of your paper, list the author’s last name and year of publication in parentheses after the item you are referencing. If there are two authors, list them both.

Ex. River dolphins are listed as a vulnerable species (Klinowska 1991).

Ex. River dolphins weigh 150 kg (Leatherwood and Reeves 1983).

If there are more than two authors, use only the last name of the first author, followed by the words “et al.” (which basically means “and others”), then the year of publication.

Ex. Dolphin populations were clustered along the Amazon River (Magnusson et al. 1980).

You will give the full reference citation at the end of your paper, in the part called
“References” or “Literature Cited”. Citations should be arranged alphabetically, according to the first letter of the last name of the first author (confused yet?).

All this means is that a list of the following authors would look like this:


Magnusson, W. E., R. C. Best, and V. M. F. da Silva. 1980. Number and behavior of Amazon dolphins, Inia geoffrensis and Sotalia fluviatilis in the Rio Solimoes, Brazil. Aquatic Mammals, 8:27-32. (These numbers indicate that the article was found in volume 8, pages 27-32).

Double check that any reference you used in your paper is in the “References” section, and that you didn’t list any papers in the ‘References” section that you didn’t actually refer to in your paper.

Recommended Readings (Evans library has both of them):


Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): English

2. Course prefix and number: ENGL 210

3. Texas Common Course Number: 2311

4. Complete course title: Technical and Business Writing

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences
   - [ ] current core - Yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] No

8. How frequently will the class be offered? every fall, spring and summer semester

9. Number of class sections per semester: 18 (some large; some @ 30)

10. Number of students per semester: 580 - 780

11. Historic annual enrollment for the last three years: 1375 1151 1189

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
   - [Signature]
   - Course Instructor
   - 3/5/13
   - Date
   - [Signature]
   - Department Head
   - 3/5/13
   - Date
   - [Signature]
   - College Dean/Designee
   - Date

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See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**English 210** provides practice in business, technical, or workplace writing, such as memoranda, proposals, reports, instructions, email, and correspondence (business letters,) graphics, and document design (to enhance readability), and oral presentations that use PowerPoint. The course emphasizes practice in teamwork and individualized learning. The research process will be presented to aid students in developing assignments. The course emphasizes use of standard rhetoric: analysis of audience(s), purpose(s), and context(s); how to choose and employ the most appropriate means of persuasion for any situation. The ethics of correct citation will be emphasized, along with ethics as stated by the Society of Technical Communication.

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**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

To emphasize critical thinking, the course will use regular reading assignments, online and/or study group discussion, and writing assignments, as listed in the opening paragraph above. Several will require database research that will require locating, assessing, and synthesizing information that best serves the goal of the document under development. Because each written assignment will have specific goals that reflect critical thinking, faculty will determine how well students have achieved the goals of each assignment.

**Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):**

The course is designed to strengthen students’ communication skills through writing a variety of documents, designing graphics (when needed), and choosing visual design to enhance clarity and readability of documents. Students will also discuss their work online and in study groups and will follow principles of respect in their dealings with other students.

**Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):**

The course helps students learn to work in teams by providing regular opportunities to discuss readings, written work or the planning of written work. For example, the course uses standard assignments where students are divided into
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

groups whereby they interact collectively to review and respond to course readings and to their own writing; student interactivity is tracked by the online Learning Management System so that students can also be held individually accountable for contributing to the group goal.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Discussion of the need for correct citation and adherence to the STC Code of Ethics (Society of Technical Communication) will help students develop their assignments to fit these two forms of ethics. Students will also learn that every discipline has ethical codes which they must follow. Students will also learn the possible legal ramifications of failures to follow ethical guidelines required in a business or technical workplace. The STC emphasizes the following: legality, honesty, confidentiality, quality, fairness, and professionalism—integrity, standards, and performance: http://www.iit.edu/departments/csep/codes/coe/Society_for_Technical_Communication_Ethical_Guidelines.html

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number:
ENGL 210: Technical and Business Writing

Section: 
Term: 
Meeting times and location: 
(web-based: online)
Instructor: Dr. Christine Murray
Office: 545 LAAH
Email: chris_murray@tamu.edu
Office Hours: M W Tn 12:00-2:00

Catalog Course Description and Prerequisites:
Focus on writing for professional settings: correspondence and researched reports fundamental to the technical and business workplace—memoranda, business letters, research proposals and presentations, use of graphical and document design. Assignments emphasize audience awareness, clarity of communication and collaborative team-work.

Course Description
English 210 provides intensive study and practice in writing for professional settings. The course focuses on the types of documents fundamental to the technical and business workplace, such as, memoranda, proposals, reports, instructional manuals, online correspondence (email as well as ethical responding in social media), business letters, graphics and the elements of document design. The course emphasizes practice in collaborative team-work and individualized-learning by means of understanding and employing research process; writing to explain complex problems and solutions; analysis of relevant issues. The course emphasizes use of conventional rhetorical elements, such as, how to anticipate audience; how to employ the most appropriate and ethical means of persuasion for various types of writing; and how to determine and make use of the rhetorical situation while proposing written and oral-presentational solutions to problems and issues in the technical and business workplace. Assignments consist of a sequence of in-depth, interconnected writing projects designed to foster skills necessary to succeed rhetorically in communications of the business and technical workplace.

Learning Outcomes:
At the end of the semester, students will be able to do the following:

- locate, evaluate, and incorporate pertinent information for business and technical purposes
- recognize, analyze, and accommodate diverse audiences and rhetorical situations
- analyze the ethical responsibilities involved in technical and business communications
- develop materials with the necessary rhetorical awareness and in various modes: verbal, visual, graphical, and text-only, in both collaborative team-work and as individual projects
- compose documents appropriate to purposes in technical and business professions
- compose documents appropriate to audiences in technical and/or business settings
- proficiently use a variety of technological and business tools to support online communication, the drafting and sharing of various workplace documents
- revise and edit with the goal of utmost clarity; meeting the standards of appropriate purpose, style, conventions of English usage; grammatical correctness, including studied attention to word choice (diction), sentence structures, the utility of punctuation
• read and edit with an awareness of various differences in spelling for the globalized workplaces of English (primarily American or British)

Core Curriculum Objectives:

• **Critical Thinking Skills (CTS):** The course will enhance critical thinking skills through regular reading, online and/or study group discussion, and writing assignments focused on key ideas about technical and business discourse.

• **Communication Skills (CS):** The course promotes communication skills through practice in small and large group discussion of presentational forms of discourse in, issues related to, and professional conventions fundamental to technical and business writing.

• **Teamwork (T):** The course enhances the ability to work in teams by providing students with regular opportunities both within and outside the online-class to collaborate with classmates on relevant technical, researched and/or business-oriented projects employing interpretive and written skills.

• **Personal Responsibility (PR):** The course teaches personal responsibility by enhancing students' understanding of and practice in how to employ ethical business practices in professional communications; the course teaches personal responsibility by offering practice in how to use sources ethically while composing, citing and documenting technical reports and/or business correspondence.

Assessment of Core Objectives:

• **CTS:** The assessment of critical thinking skills will be based on written work, quizzes, exams, presentations, and regular participation in class discussions online.

• **CS:** The assessment of communication skills will be based on written work, exams, presentations, and participation during online and/or study group discussions.

• **T:** The assessment of teamwork ability will be based on participation in collaborative learning projects, making interactive, cooperative use of differing points of view in course readings, writing assignments, and presentational skills to support a shared purpose or goal.

• **PR:** The assessment of personal responsibility will be based on assignments in which students are expected to cite ethically another person's work in writing technical and business correspondence, proposals, reports and in delivering presentations.
Required Textbooks (available at the University Bookstore)
The following resources are required of all students in web-based ENGL 210:

- Online Writing and Grammar Resource: Purdue OWL: [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)

Grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Grade%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes</td>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>Regular Discussion and Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Major Writing Project 1</td>
<td>Formal Proposal</td>
<td>25%</td>
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<tr>
<td>Major Writing Project 2</td>
<td>Analytical Report Project</td>
<td>30%</td>
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<tr>
<td>Major Writing Project 3</td>
<td>Resume with Cover Letter</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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</table>

Requirements for the 3 Major Writing Assignments: Students will receive a formal assignment instruction prompt for each of the major projects. The sequence of major written projects is: Formal Proposal (including graphic figures and data, and analytical exposition of 1250 words); Analytical Report (on the same topic as the Proposal, developing the ideas to the length of 2500 words, along with a condensed version in PowerPoint for presentation); and Resume with Cover Letter (for professional employment applications, 850-1000 words). The sequence is designed to lead student writers through a systematic, integrated development of the major types of technical and business writing.

Format of the Major Written Projects: All work must be typed on a computer and formatted according to guidelines chosen from the instructor from one of the following types of citation and documentation: IEEE (Institute of Electrical and Electronics Engineers), CSE (Council of Scientific Editors), APA (American Psychological Association), CMS (Chicago Manual of Style), or MLA (Modern Language Association). Guides to these types of documentation can be found in the required textbooks for the course. The ethics of appropriate citation and documentation are covered in the early part of the course. Grading of the Major Writing Projects is based on clarity of communication, informed analytical use of data to support proposals and reports, accurate, ethical citation of all sources, and appropriate use of the grammar and mechanics of English. Make-up work for absences is only acceptable with university-approved documentation. Other reasons for late work are unacceptable and will be graded as zero. See university Rule # 7 at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Participation Requirements: (10%)
Students are expected to keep up with the course readings, activities, grouped-teamwork, writings, and other assignments. The participation grade is based on evidence of preparation, demonstration of proficiency in use of data and analysis in discussions, regularly (twice weekly) signing in and working on the website’s assignments, and engaging in cooperative teamwork with classmates.

Numerical Grade Equivalents:

- A 90-100
- B 80-89
- C 70-79
- D 60-89
- F 59 or less

Major Assignment Due Dates

<table>
<thead>
<tr>
<th>Project</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Project</td>
<td>Week 5</td>
</tr>
<tr>
<td>Analytical Report Project</td>
<td>Week 10</td>
</tr>
<tr>
<td>Resume and Cover Letter Project</td>
<td>Week 14</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu
**Academic Integrity—Consequences of Plagiarism and/or Dishonesty**


**Engl. 210 Course Topics, Calendar of Activities, Major Assignments:**

<table>
<thead>
<tr>
<th>Weeks/Dates</th>
<th>Topics</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome to Technical Writing</td>
<td>MM 2-16, 40-55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ABO 46-47, 544-45</td>
</tr>
<tr>
<td>2</td>
<td>Ethics and Technical Communication; Audience, Context &amp; The Rhetorical Situation</td>
<td>MM 17-39, 84-109</td>
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<tr>
<td></td>
<td></td>
<td>Handout: Lloyd Bitzer, Rhet.Sit.</td>
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<tr>
<td></td>
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<td>ABO 180-82, 395-96</td>
</tr>
<tr>
<td>3-4</td>
<td>Proposals and Writing Collaboratively</td>
<td>MM 56-82, 439-465</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ABO 433-53, 476-86, 508-10, 544-5</td>
</tr>
<tr>
<td>5</td>
<td>Correspondence (Project 1 due)</td>
<td>MM 227-258, 370-397</td>
</tr>
<tr>
<td></td>
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<td>ABO 109-13, 164-9, 318-23</td>
</tr>
<tr>
<td>6</td>
<td>Creating and Using Graphics</td>
<td>MM 305-348</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ABO 233035, 455, 576-581</td>
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<tr>
<td>7</td>
<td>Instructions and Documentation</td>
<td>MM 563-603</td>
</tr>
<tr>
<td></td>
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<td>ABO 148-155, 268-273, 385-392, 463-467</td>
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<td>ABO 198-220, 312-317, 422-25, 430-32</td>
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<td>ABO 474-475, 542-44</td>
</tr>
<tr>
<td>11-12</td>
<td>Resumes and Letters of Application</td>
<td>MM 398-437</td>
</tr>
<tr>
<td></td>
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<td>ABO 38-42, 114, 490-508</td>
</tr>
<tr>
<td>13-14</td>
<td>Social Media, Professional Presenting</td>
<td>MM 76-7, 92-94, 605-658</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ABO 301-2, 412-21</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

1. Request submitted by (Department or Program Name):
   Department of English

2. Course prefix, number and complete title of course:
   ENGL 210 SCNTFIC & TECH WRTNG

3. Change requested
   a. Prerequisite(s):
      From: ENGL 104
      To: None
   b. Withdrawal (reason):___________________________
   c. Cross-list with:___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:___________________________

5. Complete current course title and current catalog course description:
   Scientific and Technical Writing. Principles of composition, rhetoric, and document design applied to the basic genres of research-based scientific and technical writing, including the report, proposal, manual, resume and professional correspondence. Appropriate for all majors. Computer sections available.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Technical and Business Writing. Focus on writing for professional settings: correspondence and researched reports fundamental to the technical and business workplace—memoranda, business letters, research proposals and presentations, use of graphical and document design. Emphasis on audience awareness, clarity of communication and collaborative team-work.

7. a. As currently in course inventory:
   Prefix   Course #   Title (excluding punctuation)
   ENGL 210 SCNTFIC & TECH WRTNG
   Lect. Lab Lab SCH CIP and Fund Code Admin. Unit FICE Code Level
   0 3 0 0 0 3 2 3 1 3 0 3 0 0 0 1 0 9 9 0 0 3 6 3 2 2

   b. Change to:
   Prefix   Course #   Title (excluding punctuation)
   ENGL 210 TECHNICAL BUSINESS WRTNG
   Lect. Lab Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code Level
   0 3 0 0 0 3 2 3 1 3 0 3 0 0 1 0 9 9 0 1 4 - 1 5 0 3 6 3 2 2
   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Date
   Chair, GC or UCC Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 02/11
MEMORANDUM

Date: March 11, 2013

To: Chair
   University Curriculum Committee

Through: Mike Stephenson, Associate Dean
         College of Liberal Arts
         Undergraduate Instruction Committee

From: Nancy Warren, Head
      Department of English

The Undergraduate Studies Committee of the Department of English recommends changing the course title, course description and prerequisite of the following course:
ENGL 210: Scientific and Technical Writing
The department has already submitted a request to withdraw ENGL 301: Technical Writing and is requesting these changes to ENGL 210 so that it can be considered for the core curriculum.
Please let me know if you have additional questions regarding this request.
Sandra Williams

From: Stephenson, Michael T. <mstephenson@tamu.edu>
Sent: Thursday, April 04, 2013 2:16 PM
To: Sandra Williams; 'Tim Scott (tim@science.tamu.edu)'
Subject: FW: ENGL 210

Sandra, can you include this memo with our ENGL 210 submission when it routes to Faculty Senate? Thanks, Mike

-----Original Message-----
From: Loudder, Martha [mailto:mloudder@mays.tamu.edu]
Sent: Thursday, April 04, 2013 2:07 PM
To: Stephenson, Michael T.
Subject: RE: ENGL 210

We have no objections to the title change. Does this count as a W course? Our USBU students are having a hard time finding two W's.

Marty

Martha L. Loudder, PhD
Associate Dean, Mays Business School
(979) 845.1807

-----Original Message-----
From: Stephenson, Michael T.
Sent: Monday, March 18, 2013 3:57 PM
To: mloudder@tamu.edu
Subject: ENGL 210

Dear Marty,

This is the ENGL course I mentioned to you at Faculty Senate. I need to know of the newly proposed title is acceptable. The syllabus needs some tweaking to meet UCC guidelines and I am working on that. The course title is the main issue.

Mike

Sent from my iPhone

Begin forwarded message:

> 
> > Sent from my iPhone
Request for a Course Addition to the Fall 2014 Core Curriculum

1. Department of Hispanic Studies
2. HISP 204
3. TCCNS: N/A
4. HISP 204 Spanish and Spanish-American Literature in Translation
5. 3 SCH
6. Foundational Component Area: Creative Arts
7. To be considered for International and Cultural Diversity
8. Course to be taught once per academic year
9. One section to be taught per academic year
10. HISP 204 will enroll 75 students each time it is taught
11. Previous enrollments have been: HISP 204 is a new course
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
   Dr. Richard K. Curry, Director of Undergraduate Programs

14. Signature of Department Head: Dr. Steven Oberhelman

15. Signature of College of Liberal Arts Dean or Designee:

Ket Submitted Feb. 2015
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**HISP 204** is the study of the literary tradition of the Hispanic/Spanish-speaking world. Through the study of major and representative artifacts of Spanish language literature in translation, students learn to appreciate these works in terms of their creative contribution and to understand them in relationship to the culture that produced them. As students read and interpret works of literature from Spain and Spanish America, they synthesize and critique their expression through explicit and implicit comparisons and contrasts with their previous other literary studies. Literary readings put students in contact with different aesthetic and intellectual perspectives on creativity and innovation, as well as themes universal to the human condition (life, love, death, beauty, religion, nation, identity...).

---

**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

Students read literary texts, and they are presented with explanations of national and regional histories and artistic movements. Students comprehend and analyze these literary texts in terms of both content and style. Synthesis and analysis of readings offer opportunities for critical thinking because they require evaluation of content and style. Inquiry into the context surrounding these texts offers opportunities for critical thinking because it implies understanding the text/context relationship as well a comparison and contrast with the student’s own linguistic/literary and cultural experience.

**Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):**

Two of this course’s principal learning outcomes target effective communication. Through the study of Spanish-language literature, students competently will write an extended exposition using basic technical terms of literary criticism, and they will orally report expository information about an author or work studied. These outcomes are targeted by ongoing interpretation of literary texts and the oral and written expression of ideas about them throughout the course. At appropriate junctures in the conduct of the courses, students will view video interpretations of discussed literary characters, styles, and works (i.e. Don Quixotes, magical realism, Martin Fierro, Golden Age theater, etc.), or they will view paintings illustrative of period aesthetics (i.e. Baroque, Romanticism, avant garde, etc.)
Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The literary and cultural texts studied provide exposure to and insights into many different ideological, temporal, thematic, and cultural points of view. Studying, analyzing, evaluating and appreciating those differences build tolerance, which is an attribute necessary to teamwork and social responsibility. The conduct of the course involves small group discussions and reporting, a practice which fosters and depends on teamwork concepts because it requires the individual to participate actively towards the group’s success.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course promotes intercultural competence because students learn to understand, appreciate and evaluate Spanish language literature and to understand Hispanic culture through the study of representative literary/cultural texts. The achievement of objectives of cultural competence prepares students to more effectively engage the glocal community. Glocal -- > “global” in the sense of world Hispanism, and “local” in the sense that their own local communities and state, Texas, are increasing Hispanic.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
TEXAS A & M UNIVERSITY
DEPARTMENT OF HISPANIC STUDIES
HISP 204 Spanish and Spanish American Literature in Translation
Fall 2013
Dr. Richard Curry  ACAD 200  845-2125
MWF 3:00-3:50  Office hours: MWF 11:00 - 12:00
r-curry@neo.tamu.edu and by appointment
http://hisp.tamu.edu/people/curry/index.html

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in room B118 of Cain Hall. The phone number is 845-1637. See http://disability.tamu.edu.

"An Aggie does not lie, cheat, or steal or tolerate those who do." Academic integrity is essential to the academic life of this or any university. Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at http://www.tamu.edu/aggiehonor/.

Course Description: This course surveys literature from the Spanish-speaking world from the first literary manifestations in Middle Age Spain to the present. Studied are English translations of masterpieces of literature representing multiple genres and the many literary and cultural movements which compose the development of Hispanic culture from Spain and Spanish America, including the United States. Prerequisite: ENGL 104.

Learning outcomes: As a result of this course, student will be able to: 1) describe important literary works of Spanish and Latin American cultural history, 2) list some important contributions made by Spanish and Latin American literature to world literature, 3) describe themes and styles relevant to Spanish and Spanish American literature in terms of their relationship to a determined historical-cultural period, and 4) analyze Hispanic literature in terms of general themes and styles.

Texts: (Readings due the first class day of each week)


A required anthology prepared by the professor includes all other assignments to be read throughout the semester.

Grading: The student's final course grade will be determined by performance in the following areas and according to the following weighted values:

mid-term exam 100 points
class participation (including small group) 50 points
quizzes 100 points
comprehensive final exam 150 points
Scale: Final course grades will be assigned according to the following scale:

A - 400 - 360  B - 359 - 320  C - 319 - 280  D - 279 - 240  F - below 240

Attendance & Participation:

This course requires the student’s active participation. In order to participate, a student must be present. For that reason, excessive absence (defined here as more than three absences without a University-approved excuse) will negatively affect the final grade in the form of a 4-point reduction of “class participation” for each absence beyond three. For more information regarding student absence, you may consult http://student-rules.tamu.edu/rule07. “Participation” itself means not only the student’s physical presence in the classroom, but her/his active contribution with the instructor and classmates. It is a balance among the quality of a student’s contribution to class discussions and the quality of her/his analyses, the equitable contribution to small group activities, and the frequency of those contributions. A student who always attends class and meets with her/his small group and never or rarely contributes, though her/his gestures and non-verbal communication show involvement, can only aspire to 35 to 39 points for class participation. On the other hand, a student who always attends class and always meets with her/his small group, frequently asks good questions, frequently answers the instructor’s questions well, and contributes to group success, can expect 45 to 50 points for class participation. Participation evaluated at between 40 and 44 points falls somewhere in between the previous two descriptions, while participation of 30 to 34 points reflects show little or no verbal or non-verbal involvement and/or a lack of responsibility to small group work. And fewer than 30 points for class participation reflect a general lack of engagement by the student.

Course organization: The three weekly sessions of the course will be organized according to this general plan, following which is a more detailed course outline with activities and assignments included.

1st and 2nd sessions: lectures and presentations by professor
3rd session: small group discussion/analysis of readings, quizzes, periodic small group presentations

Quizzes: Quizzes will be given in small group sessions every other week. Each will be about the literature studied the previous days. There are no make-up quizzes for work missed due to unexcused absence.

Course outline: Weekly Breakdown of Readings and Class Discussions

WEEK ONE + WEEK TWO: Origins. Middle Ages

Introduction; Read: Poem of my Cid [fragment]; Gonzalo de Berceo [fragment]; The Book of Good Love [selections]; Romances (Ballads) [selections]; Jorge Manrique [fragment]; The Celestina [selections]

WEEK THREE: Golden Age. Poetry

Garcilaso; Fray Luis de León; San Juan de la Cruz; Góngora; Quevedo

WEEK FOUR: Golden Age. Poetry + Narrative

Sor Juana; Picaresque [Lazarillo de Tormes]

WEEK FIVE: Golden Age. Narrative
Cervantes: don Quijote [selections] + Exemplary Novels [selection]
Picaresque

WEEK SIX: Golden Age. Theater

Lope de Vega 'The Sheep's Well'; Calderón de la Barca [Life is a Dream]

WEEK SEVEN:

Mid-term exam

WEEK EIGHT: Independence and the Nationalist Period. Romanticism

Esteban Echeverría, El matadero; Domingo Faustino Sarmiento,
Clorinda Matto, Leopoldo Lugones, Baldomero Lillo,
Horacio Quiroga, Pedro Henrínquez Ureña, José Carlos Mariátegui [selections]

WEEK NINE: Independence and the Nationalist Period

Gaucho literature; José Hernández Martín Fierro [selections]; Ricardo Palma

WEEK TEN: Realism

Galdós [selection]

WEEK ELEVEN: 20th Century. Generation of '98 and Modernism

Unamuno [The Tragic Sense of Life]; José Martí; Rubén Darío

WEEK TWELVE: 20th Century. Poetry

Nicolás Guillén; Pablo Neruda; Delmira Agustini; Gabriela Mistral; Alfonsina Storni; César Vallejo; Vicente Huidobro; Garcia Lorca; Jorge Guillen, Vicente Aleixandre;

WEEK THIRTEEN: 20th Century. Poetry and Narrative

Miguel Ángel Asturias; Jorge Luis Borges [selected short stories]
Camilo Jose Cela [The Family of Pascual Duarte]

WEEK FOURTEEN: 20th Century. Narrative

García Marquez [100 Years of Solitude];

DEAD WEEK:

Last Day of Class = Review.

*FINAL EXAM 12/11, 3-5 p.m.
Request for a Course Addition to the Fall 2014 Core Curriculum

1. Department of Hispanic Studies
2. **HISP 205**
3. TCCNS: N/A
4. HISP 205 Don Quixote and the Other Arts
5. 3 SCH
6. Foundational Component Area: **Creative Arts**
7. To be considered for International and Cultural Diversity
8. Course to be taught once per academic year
9. One section to be taught per academic year
10. HISP 205 will enrol 75 students each time it is taught
11. Previous enrollments have been: New Course (offered 12A w/ 12 students)
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
   Dr. Richard K. Curry, Director of Undergraduate Programs

   [Signature]

14. Signature of Department Head:
   Dr. Steven Oberhelman

15. Signature of College of Liberal Arts Dean or Designee:
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**HISP 205** is the study of the literary tradition of perhaps the best known work of literature from the Hispanic/Spanish-speaking world, Cervantes’ *Don Quixote*. Through the study of this major work and representative manifestations and representations of it in other arts, students learn to appreciate these works in terms of their creative contribution and to understand them in relationship to the cultures and times that produced them. As students read, view, listen to, and interpret creative works, they synthesize and critique their expression through explicit and implicit comparisons and contrasts among them and with their own previous other literary and artistic studies. Given the variety of creative works studied, this course involves different aesthetic and intellectual perspectives on creativity and innovation in literature, film, music, and the visual arts.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students read literary texts, they view paintings and films, and they listen to music; and they are presented with explanations of national and regional histories and artistic movements. Students comprehend and analyze these literary/visual/auditory texts in terms of both content and style. Synthesis and analysis of these texts offer opportunities for critical thinking because they require evaluation of content and style. Inquiry into the context surrounding these texts offers opportunities for critical thinking because it implies understanding the intertextual relationships as well as a comparison and contrast with the student’s own linguistic/literary and cultural experience.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Course learning outcomes involve an understanding and appreciation of various forms of artistic communication, and they target students’ effective communication. Through the study of multiple artistic texts, students competently will write extended exposition using basic critical terms and discipline-specific format (MLA), and they will orally report expository information about an author, movement or work studied.
Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The literary and cultural texts studied provide exposure to and insights into many different ideological, temporal, thematic, and cultural points of view. Studying, analyzing, evaluating and appreciating those differences build tolerance, which is an attribute necessary to teamwork and social responsibility. The conduct of the course involves small group discussions and reporting, a practice which fosters and depends on teamwork concepts because it requires the individual to participate actively towards the group’s success.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course promotes intercultural competence because students learn to understand, appreciate and evaluate works of Spanish language literature and to understand Hispanic culture through the study of representative literary/cultural texts. The analysis and understanding of artistic representations of Don Quixote in other cultures also contributes to intercultural competence. The achievement of objectives of cultural competence prepares students to more effectively engage glocal society. Glocal – > “global” in the sense of various world cultures, and “local” in the sense that their own local communities are increasingly multicultural.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Don Quixote and the Other Arts
HISP 205 / Fall 2012

Prof. Eduardo Urbina

Texts


Course description:

Course Objectives:

☐ situate the text and its author in the appropriate literary, cultural and sociohistorical context and be familiar with the authors’ biographical information and literary trajectory
☐ identify and interpret common themes in the works under investigation
☐ correctly identify and utilize terminology appropriate for the analysis of the Quijote as a literary text
☐ name key art works showing the influence and impact of the Quijote and place in genres and periods
☐ properly employ MLA style

Course Learning Outcomes:

1) to introduce students to significant aspects of the Quijote in the context of the creation of the novel as a genre
2) to provide students with the analytical tools needed to interpret the impact of the Quijote in other genres
3) to expose students to the cultural and historical contexts in which the text and art works were created
4) to develop and engage students’ critical thinking skills through written and oral textual interpretation
5) to encourage reading and develop and refine students’ strategies for approaching the connection between the literary text and the other arts

Program of Classes

1) 30 Agosto: 1 sept.
   Introducción al curso; requerimientos, objetivos y actividades.
   Cervantes’ times; a socio-historical and cultural overview
   Great Books: Don Quijote (The Learning Channel, 1997); TV documentary
2) 6 sept.  8 sept.
Cervantes: the man and his works; biographical survey
Cervantes as dramatist and the Spanish *comedia*; *The Marvelous Puppet Show* (El retablo de las maravillas)
---*Cervantes and his works*

3) 13 sept.  15 sept.
Cervantes and 16th century narrative; *The Exemplary Novels*
The novel before the novel
---*Cervantes and the Spanish Golden Age*; Video

4) 20 sept.  22 de set.
The invention of *Don Quixote*; Parody and satire
Imitation and Intertextuality; *DQ's* structure and organization
---*La Mancha de Don Quixote* (San Antonio: Babbit, 1995)

5) 27 sept.  29 sept.
*DQ I*: Prologue & chaps. 1-5; (*Ingenio* and madness)
*DQ I* chaps. 7-9; (Playing with words; chivalry)
---*Don Quijote de la Mancha*, cartoon series (Madrid: TVE, 1997)

6) 4 oct.  6 oct.
*DQ I* chaps. 11-14; (Laughter and humor)
---*Don Cerebro*, Episode from Pinky and the Brain TV series
*DQ I* chaps. 20-23; (The grotesque)
---*Iconography and illustrations of Don Quixote; 17th century*

7) 11 oct.  13 oct.
*DQ I* chaps. 25-31; (Characters and characterization; Sancho Panza)
---*Iconography and illustrations of Don Quixote; 18th century*
*DQ I* chaps. 46-47 y 52; (DQ's development and ending)
---*Iconography and illustrations of Don Quixote; 19th and 20th century*

8) 18 oct.  20 oct.
*MID TERM*
*DQ II*: Prologue & chaps. 1-3; (Truth, fiction and metafiction)

9) 25 oct.  27 oct.
*DQ II* chaps. 8-10; (Dulcinea enchanted, chivalric motifs)
FILM: *Don Quijote de la Mancha* (Spain, 1947)

10) 1 nov.  3 nov.
*DQ II* chaps. 12-15 (Reflections and reflexivity)
*DQ II* chaps. 16-18; (DQ on trial)
---*Man of La Mancha*, Film based on Musical by M. Leigh and D. Wasserman (1964)

11) 8 nov.  10 nov.  
*DQ II* chaps. 21-23 and 29; (dreams and the subconscious)
---FILM: *Don Quijote de la Mancha* (Rusia, 1957)

12) 15 nov.  17 nov.
*DQ II* chaps. 30-35 and 41-43; (alienation and marginality)
*DQ II* chaps. 45-53 y 59-60; (Fortune and glory)
---*Don Quichotte*, Suite by Georg Phillip Telemann (1761)
---*Don Quichotte*, Opera by Jules Massenet (1910)

13) 22 nov.
*DQ II* chaps. 64-74 (end and beginning)
---*Don Chisciotte*, Opera buffa de Giovanni Paisiello (1769)
---*Don Quixote*, Fantastic Variations on a Theme of Knightly Character, Richard Strauss (1897)

14) 29 nov. Don Quixote as myth; FILM: *Monsignor Quixote* (England, 1984)
1 dic. The Fortunes of Don Quixote; realism and the modern novel
---*The Further Adventures of Don Quixote* (London: BBC, 1995)

6 dic. Review + *Don Quixote* in the postmodern world; Kathy Acker, *Don Quixote, which was a dream* (New York, 1986) and Paul Auster’s *Book of Illusions* (New York, 2002)
Basis for evaluation and grades:

Quizzes (8) 20% (80 points)  
Midterm 20% (80 points)  
Discussion of readings & brief reports 20% (80 points)  
Paper 20% (80 points)  
Final exam 20% (80 points)

Discussion of readings & brief reports

This component of student responsibilities involves small group work in order to make brief reports to the entire class. Small group participation means not only the student’s physical presence in the group and in the classroom, but her/his active contribution with classmates. It is a balance among the quality of a student’s contribution to group discussions and the quality of her/his analyses, the equitable contribution to small group activities, and the frequency of those contributions. A student who always attends meets with her/his small group and never or rarely contributes, though her/his gestures and non-verbal communication show involvement, can only aspire to 56 to 63 points for “discussions and brief reports.” On the other hand, a student who always attends group and class, frequently asks good questions, frequently answers the instructor’s questions well, and contributes to group success, can expect 72 to 80 points for “discussions and brief reports.” Participation evaluated at between 64 and 71 points falls somewhere in between the previous two descriptions, while participation of 48 to 55 points reflects show little or no verbal or non-verbal involvement and/or a lack of responsibility to small group work. And fewer than 30 points for “discussions and brief reports” reflect a general lack of engagement with group objectives by the student.

Grading scale:

A: 90-100 -- > 360 – 400 points  
B: 80-89 -- > 320 – 359 points  
C: 70-79 -- > 280 – 319 points  
D: 60-69 -- > 240 – 279 points  
F: Below 60 -- > Below 240 points

Dr. Eduardo Urbina  
Academic 301A  
845-0464; E-mail: e-urbina@tamu.edu  
Office hours: T 10-11 am & TH 2-3 pm, and by appointment

Disabilities:

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability
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AGGIE HONOR CCDE

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Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name):  General Academics

2. Course prefix and number: HIST 242

3. Texas Common Course Number: None

4. Complete course title: United States Maritime History

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences
   □ Current core - Yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes  □ No
   x

8. How frequently will the class be offered? Every Fall semester

9. Number of class sections per semester: One

10. Number of students per semester: 100+

11. Historic annual enrollment for the last three years: N/A

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. **Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.**

12. Submitted by:
   
   Course Instructor

   Course Instructor

   Approvals:

   April 5, 2013

   Date

   4-5-13

   Date

   4-12-13

   Date

   For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

   See form instructions for submission/approval process.
HIST 242

Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and 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.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

HIST 242, will focus on the consideration of past events ideas, values, beliefs, and other expressions of cultural expression that led to and shaped the maritime history of the United States from colonial times to the present.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course will enhance critical thinking skills of students through regular classroom lectures, assigned readings, class discussion, audio and visual presentations that re enforce the students understanding of United States maritime history. The evaluation of critical thinking skills will be based on the students ability to identify and analyze the different cultural, social, economic and political developments that molded the maritime history of the United States. This will be determined through the use of exams, both online and in class, and/or participation in class discussions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course will address the development of and application of communication by requiring students to evaluate and synthesize lectures and discussion material. This will be done in through small and large group discussion, both outside the classroom and/or online, of major ideas, issues and questions central to the development, interpretation, and personal analysis of the major topics of United States maritime history. The evaluation of the students communication skill will be based on exams, both online and in class, and/or participation in class discussions.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This class promotes social responsibility by requiring students to identify (in lectures and reading material) the cultural economic, social and political differences that arose between the various groups who vied for power within the United States maritime industry. Students will be asked to synthesize then evaluate the arguments made by each group,
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

(labor, management, government) and apply them to of the economic, strategic and theoretical dynamic of the global economy. Students will also be asked to analyze and evaluate the racial and gender disparities that arose within the United States maritime industry and apply them to present days scenarios. The evaluation of social responsibility skill will be based on exams, both online and in class, and/or participation in class discussions.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to analyze and evaluate (through lectures, discussion and reading materials) how political, economic and legal choices in the United States maritime world influenced the politics and social organization of nations around the globe. Students also will be asked to reflect on how the ethical decision making processes outlined in class, particularly as they applied to racial and gender discrimination, may or may not be applied to their own contemporary contexts. Student learning will be evaluated through the use of exams, both online and in class, and/or participation in class discussions.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course Syllabus

Course Title: United States Maritime History.
Course Number: HIST 242.
Course Term: Fall 2013.
Meeting Time: T.B.A.
Meeting Location: Galveston campus.

Course Description: History 242, United States Maritime History is a survey of American maritime history from Colonial America to the present with a focus on the American flagged merchant marine. The class will focus on the major events, technological achievements and legislation that has shaped the American Merchant marine.

Course Prerequisites: None.

Learning Outcomes:
1-Graduates will be able to describe and discuss the major events that have shaped American maritime history.
2-Graduates will be able to describe and analyze the major Supreme Court cases that have shaped the American merchant marine.
3-Graduates will be able to identify and interpret the major federal legislation that has influenced American maritime history.
4-Graduates will be able to describe and criticize American maritime labor.
5-Graduates will be able to recognize and explain the major technological achievements that have changed the American merchant marine.

Instructor Information:
Name: Dr. Donald Willett.
Telephone Number: 409 740-4722.
Email address: willettd@tamug.edu
Office: CLB 131.
Office Hours: T.B.A.

Textbook and/or resource material:
Philbrick In the Heart of the Sea.
Jordan Lone Star Navy.
Moses At All Cost.
Junger The Perfect Storm.

Grading policy: http://student-rules.tamu.edu/
There will be three one hour exams and a final. Each hour exam will be worth one hundred
points and the final, which is cumulative will be worth two hundred points. The instructor will announce the exact structure of each test. Each student must provide their own test taking material. All students must take the final exam at the regularly scheduled time. A student who misses an exam will be allowed to take a make-up test only if the student had prior approval of the instructor or a doctor's excuse. All make-up exams will be administered on the reading day prior to final exams.

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60</td>
</tr>
</tbody>
</table>

Course topics, calendar of activities, major assignment dates:

<table>
<thead>
<tr>
<th>Week</th>
<th>Test Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction.</td>
</tr>
<tr>
<td>2</td>
<td>Colonial America.</td>
</tr>
<tr>
<td>3</td>
<td>The American Revolution.</td>
</tr>
<tr>
<td>4</td>
<td>The Early Republic, finish Philbrick, End Test I.</td>
</tr>
<tr>
<td>5</td>
<td>Test I.</td>
</tr>
<tr>
<td>6</td>
<td>The Golden Age of the American Merchant Marine.</td>
</tr>
<tr>
<td>7</td>
<td>The Civil War, finish Jordan, End Test II.</td>
</tr>
<tr>
<td>8</td>
<td>Test II.</td>
</tr>
<tr>
<td>9</td>
<td>The Dark Age of American Oceanic Enterprise.</td>
</tr>
<tr>
<td>10</td>
<td>Alfred Thayer Mahan.</td>
</tr>
<tr>
<td>11</td>
<td>World War I, finish Moses, End Test III.</td>
</tr>
<tr>
<td>12</td>
<td>Test III.</td>
</tr>
<tr>
<td>13</td>
<td>World War II.</td>
</tr>
<tr>
<td>14</td>
<td>Postwar Merchant Marine, finish Junger, End Test IV.</td>
</tr>
<tr>
<td>15</td>
<td>Final.</td>
</tr>
</tbody>
</table>

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Statement on Academic Dishonesty: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)
For many years Aggies have followed a Code of Honor, which is stated in this very simple verse: 'Aggies do not lie, cheat, or steal, nor do they tolerate those who do.' As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course.
Request for a Course Addition to the Fall 2014 Core Curriculum

1. Department of Hispanic Studies
2. **SPAN 201**
3. TCCNS SPAN 2311
4. SPAN 201 Intermediate Spanish I
5. 3 SCH
6. Foundational Component Area: **Language, Philosophy and Culture**
7. To be considered for International and Cultural Diversity
8. Course to be taught every fall, every spring, and every summer session I
9. Eighteen sections to be taught per academic year
10. SPAN 201 will enroll 30 students per section each time it is taught (Total 540)
11. Previous enrollments have been: 2009-2010: 521; 2010-2011: 505; 2011-2012: 460
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
    Dr. Richard K. Curry, Director of Undergraduate Programs

[Signature]

Dr. Steven Oberhelman

15. Signature of College of Liberal Arts Dean or Designee:
16. [Signature]

*Submitted* Feb., 2013
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and 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.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

Central to **SPAN 201** is the study of how members of another historical-cultural-linguistic background, specifically Hispanic/Spanish-speaking culture(s), express themselves, and how the Spanish language affects the expression of Hispanic culture. As students study the Spanish language with the objective of language acquisition, they explore expression through explicit and implicit comparisons and contrasts with their own language. Literary and cultural readings put students in contact with different aesthetic and intellectual perspectives on creativity and history, as well as themes universal to the human condition (love, death, family, religion, ethnicity, geography, identity...).

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**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

In pursuit of active skill competence, students must speak and write in Spanish, creating and expressing themselves in the language which they are working to acquire. Students read literary texts, they read descriptions of aspects of Hispanic culture, they are exposed to visual realia, and they listen to authentic and varied audio material. Students comprehend and analyze these literary and cultural forms in terms of both content and style. Inquiry into the context surrounding these texts, and synthesis of “reading” offer implicit opportunities for critical thinking because always implied is a comparison and contrast with the student’s own linguistic and cultural experience.

**Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):**

Students receive instruction in guided writing, and they write formal compositions expressing their ideas relative to pertinent cultural topics. With daily oral participation, students frequently must express their thoughts relative to literary and artistic texts, current events, customs, world views, etc. Their writing and speaking are evaluated as to content, style and formal correctness.
Texas A&M University  
Core Curriculum  

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students learn to use the Spanish language and to understand Hispanic culture through the study of the language and literary/cultural texts. The achievement of objectives of language and cultural competence prepares students to more effectively engage the global community. “Glocal” -- > “global” in the sense of world Hispanism, and “local” in the sense that their own local communities and state, Texas, are increasing Hispanic.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

While some of the literary and cultural texts studied provide insights into and opportunities for discussion of personal responsibility, the conduct of the course relates more directly to personal responsibility objectives. Though tutorial help and online translators are available to them, students must make the proper ethical choice of presenting their own work to express their opinions and in order to satisfy course requirements. While it may be tempting for them to offer others’ words and expressions as their own, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

The conduct of the course indexes personal responsibility by bringing students’ to an understanding of how to use sources ethically while composing a oral arguments or written compositions in answer to formally posed questions about literary or cultural themes; the course involves practice individually and in teams and group discussion about sources for language and literary ideas and issues. The assessment of personal responsibility can be assessed in assignments in which students ethically cite others’ work in presentations and/or written compositions.

The normal conduct of the course includes periodic (approximately 5 times per semester) short in-class quizzes, which are graded immediately following testing. As students grade their own quizzes, they receive immediate feedback and there are opportunities for discussion. Grading their own work offers students an opportunity for ethical decision-making, and while it may be tempting for students to give themselves an inflated grade, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Antes de clase</th>
<th>En clase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Miércoles 4/10</strong></td>
<td>#5-2, p. 173</td>
<td>Post-test del cap. 4</td>
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<tr>
<td></td>
<td>Estudia el vocabulario, p. 175</td>
<td>SAM: 5-1, 5-2</td>
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<tr>
<td></td>
<td></td>
<td>Rumbo a España</td>
</tr>
<tr>
<td></td>
<td></td>
<td>La apariencia física y el carácter</td>
</tr>
<tr>
<td><strong>Viernes 4/12</strong></td>
<td>Lee Nuestra imagen y los pronombres, p. 179</td>
<td>GT: “Direct object pronouns”</td>
</tr>
<tr>
<td></td>
<td>#5-11, p 180</td>
<td>SAM: 5-6, 5-7</td>
</tr>
<tr>
<td></td>
<td>Estudia la p. 182</td>
<td>Nuestra imagen y los pronombres</td>
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<td></td>
<td>Pronombres de objeto directo</td>
</tr>
<tr>
<td><strong>Lunes 4/15</strong></td>
<td>Estudia la p. 185</td>
<td>GT: “Indirect object pronouns”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAM: 5-8, 5-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronombres de objeto indirecto y de objetos dobles</td>
</tr>
<tr>
<td><strong>Miércoles 4/17</strong></td>
<td>ECH 6 (pp. 39-48)</td>
<td>SAM: 5-13, 5-14</td>
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<tr>
<td></td>
<td></td>
<td>Pronombres dobles (repaso)</td>
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<td></td>
<td></td>
<td>ECH 6</td>
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<tr>
<td><strong>Viernes 4/19</strong></td>
<td>Estudia el vocabulario, p. 189</td>
<td>SAM: 5-15, 5-19</td>
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<tr>
<td></td>
<td></td>
<td>La moda y la expresión personal</td>
</tr>
<tr>
<td><strong>Lunes 4/22</strong></td>
<td>Estudia las pp. 196-197</td>
<td>GT: “Gustar and similar verbs”</td>
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<tr>
<td></td>
<td></td>
<td>SAM: 5-21, 5-23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verbos como ‘gustar’</td>
</tr>
<tr>
<td><strong>Miércoles 4/24</strong></td>
<td>Lee El destape en España, p. 193</td>
<td>SAM: 5-26, 5-27</td>
</tr>
<tr>
<td></td>
<td>#5-36, p 194</td>
<td>El destape en España</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verbos como ‘gustar’ (repaso)</td>
</tr>
<tr>
<td><strong>Viernes 4/26</strong></td>
<td></td>
<td>¡A repasar y a avanzar!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>¡A ver!</td>
</tr>
<tr>
<td><strong>Lunes 4/29</strong></td>
<td>Post-test del cap. 5</td>
<td>Repaso para el examen final</td>
</tr>
</tbody>
</table>
DEPARTMENT OF HISPANIC STUDIES
SPAN 201: INTERMEDIATE SPANISH I
Section ______________  Spring 2013

Instructor:
E-mail:
Office:
Office hours:

***************************************************************************
A student enrolling for the first time in a Texas A & M Spanish language course who has previously acquired knowledge of the language, whether acquired through high school study or cultural/family experience, and who has not received college credit for the language MUST have taken a placement test to determine the appropriate course for his/her level of ability.
***************************************************************************

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
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PREREQUISITES
The prerequisite for this course is SPAN 102 or SPAN 140 with a grade of C or better. Students who are enrolled in this class must have already taken the departmental placement test or college level prerequisite courses. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

COURSE LEARNING OUTCOMES
Through the review of existing communicative skills in Spanish and the acquisition of new ones, students are expected to be capable of the following by the end of the course: 1) demonstrate comprehension of Spanish spoken at normal speed on a variety of selected topics; 2) demonstrate the use of conversational skills in a variety of communicative situations, such as narrating in the past, making comparisons, dealing with invitations, and discussing likes and dislikes; 3) demonstrate accurate reading comprehension of level-appropriate cultural and literary material; and 4) produce written Spanish to meet practical needs as well as creative expression.

REQUIRED TEXTS AND TECHNOLOGY PACKAGE


**Grading Scale**

Grades will be assigned on the basis of the following scale (http://student-rules.tamu.edu/rule10):

- A 90 – 100%
- B 80 – 89
- C 70 - 79%
- D 60 - 69%
- F 0 – 59%

**Assessment**

The student’s final course grade will be determined by performance on the following (See below for further explanation):

- Midterm: 20%
- Final exam: 30%
- Compositions (2): 20%
- Participation: 10%
- Quizzes: 5%
- Homework (Online homework = 10% + Online post-tests = 5%): 15%

**Exams:** Tests will consist of listening, reading and writing sections. The midterm exam will cover chapters 1-2. The final exam is comprehensive (chapters 1-5).

**Compositions:** You will write two 250-300 word-long compositions during the semester. You will have to write two drafts for each composition:

- **First draft:**
  - 100% of the total composition grade
  - Written in class, during the last 30 minutes of the period.
  - You will only be allowed to use your notes from the pre-writing activities to help you write the composition.

- **Second draft:**
  - Correction and delivery ensures recording of the total composition grade
  - Correction based on instructor feedback
  - Written at home. Must be typed and double-spaced.
  - You must turn in both drafts and your pre-writing activities on the day assigned on the calendar. No credit will be given for a final version that is handed in without the first draft or the pre-writing activities.
  - No late compositions will be accepted unless you provide your instructor with university-authorized documentation (http://student-rules.tamu.edu/rule07).

**Homework:**

- **Daily online homework (SAM: Student Activities Manual):** You are responsible for completing the assigned online activities before each class (see course outline). These activities are computer-graded.
- **Online post-tests (Diagnostics):** After finishing each chapter, you will have to complete an online post-test on the material covered on that specific chapter. These tests are computer-graded.
- **Other homework:** Additional homework from your SAM, textbook or other sources may be assigned.

**Participation:** Please be aware that "participation" means not only your physical presence in the classroom, but also your active contribution to the class and interaction with the instructor and classmates.

**Quizzes:** During the semester, there may be short quizzes on vocabulary, grammar and/or on the assigned readings.

**Attendance**

Each university-unauthorized absence beyond three will result in a 1% reduction of your final grade PER ABSENCE beyond three. Also, without a university-authorized excuse, (1) tardiness or leaving class early will be counted as ½ an absence, and (2) arriving more than 15 minutes late will be counted as an absence. Please, familiarize yourself with TAMU attendance policies [See http://student-rules.tamu.edu/rule07].
**MAKE-UPS AND LATE-WORK POLICY**

No make-ups will be permitted for work missed due to unexcused absences. No late work will be accepted unless there is a university-approved excuse in writing.

**HELP**

Instructor office hours are listed above. You are strongly encouraged use that time if you are having trouble with a particular chapter or grammatical concept. Help is also available in the Language Support Office (LSO) in room 124 Academic. You are encouraged to visit the LSO to consult language problems you may be having, to practice with material from Rumbos, or to practice with the LSO staff.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Capítulo 1: LOS HISPANOHABLANTES</th>
<th>ANTES de clase</th>
<th>EN CLASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUNES 1/14</td>
<td></td>
<td></td>
<td>Introducción al curso</td>
</tr>
<tr>
<td>MIERCOLES 1/16</td>
<td>#1-2, p.5</td>
<td></td>
<td>Rumbo a los Estados Unidos</td>
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<td>Estudia el vocabulario¹, p. 7</td>
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<td>La geografía y el clima</td>
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<td>VIERNES 1/18</td>
<td>Lee <em>Diversidad racial en el mundo hispano</em>, p. 11</td>
<td>GT²: “Present indicative tense”, “Present...: spelling-change &amp; irregular verbs” y “Present...: stem-changing verbs”. SAM: 1-6, 1-8</td>
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<td>VIERNES 1/25</td>
<td>Estudia el vocabulario, p. 23</td>
<td>SAM: 1-15, 1-17, 1-18</td>
<td>Los hispanos en los Estados Unidos ECH 1</td>
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<td>Lee <em>Las contribuciones de los hispanos</em>, p. 27</td>
<td>GT: “Adjectives”</td>
<td>Las contribuciones de los hispanos</td>
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<tr>
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<td>SAM: 1-19, 1-22, 1-23</td>
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¹ Practice pronunciation by listening to the vocabulary words on the vocabulary pages of your e-book.
² SAM = Student Activities Manual
³ GT = Grammar Tutorial. You may access the GTs within ‘Enrichment’ OR by going to the grammar pages (‘Estructura y uso’) of your e-book and clicking on the video camera icon.
# Capítulo 2: LA FAMILIA

<table>
<thead>
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<tr>
<td>VIERNES 2/1</td>
<td>#2-2, p. 47</td>
<td>'Post-test' del cap. 1</td>
<td>Escritura #1: primera versión</td>
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<tr>
<td></td>
<td>Estudia el vocabulario, p. 49</td>
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<td>Rumbo a Guatemala, Honduras y Nicaragua</td>
</tr>
<tr>
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<td>LUNES 2/4</td>
<td>Estudia el vocabulario, p. 49</td>
<td>SAM: 2-1, 2-2</td>
<td>Familias y tradiciones</td>
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<td></td>
<td>ECH 2 (pp. 9-13)</td>
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</tr>
<tr>
<td>MIÉRCOLES 2/6</td>
<td>Lee ¿Qué es una familia?, p. 53</td>
<td>GT: “The preterite vs. the imperfect”</td>
<td>¿Qué es una familia?</td>
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<tr>
<td></td>
<td>#2-12, p. 54</td>
<td>SAM: 2-9, 2-13</td>
<td>Pretérito e imperfecto: diferencias básicas</td>
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<tr>
<td></td>
<td>Estudia las pp. 56-57</td>
<td></td>
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<tr>
<td>VIERNES 2/8</td>
<td>Estudia la p. 60</td>
<td>SAM: 2-14, 2-15</td>
<td>Pretérito e imperfecto juntos</td>
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<td>Estudia la p. 61</td>
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<td>MIÉRCOLES 2/13</td>
<td>Estudia el vocabulario, p. 65</td>
<td>SAM: 2-17, 2-18</td>
<td>Ritos, celebraciones y tradiciones familiares</td>
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<td>VIERNES 2/15</td>
<td>Estudia las pp. 72-73</td>
<td>SAM: 2-21, 2-22, 2-23</td>
<td>Palabras negativas e indefinidas</td>
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<tr>
<td>LUNES 2/18</td>
<td>Lee Una quinceañera, p. 69</td>
<td>SAM: 2-A1, 2-A2, 2-A3-A, 2-A3-B, 2-A4</td>
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<td>¡A repasar y a avanzar!</td>
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<td>ECH 3 (pp. 16-21)</td>
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<td>¡A ver!</td>
</tr>
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<td>'Post-test' del cap. 2</td>
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# Capítulo 3: LOS VIAJES

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<td>MIDTERM</td>
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<tr>
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<td>#3-2, p. 89</td>
<td>SAM: 3-1, 3-3</td>
<td>Rumbo a México</td>
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<tr>
<td></td>
<td>Estudia el vocabulario, p. 91</td>
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<td>Estudiar en el extranjero</td>
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<tr>
<td>MIÉRCOLES 2/27</td>
<td>Lee La UNAM, p. 95</td>
<td>GT: “Por vs. Para”</td>
<td>La UNAM</td>
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<tr>
<td></td>
<td>#3-11, p. 96</td>
<td>SAM: 3-5, 3-8</td>
<td>Por/Para</td>
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<tr>
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<td>Estudia las pp. 98-99</td>
<td></td>
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</tr>
<tr>
<td>VIERNES 3/1</td>
<td>Estudia las pp. 102-103</td>
<td>GT: “Reflexive verbs and pronouns”</td>
<td>Verbos reflexivos y recíprocos</td>
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<tr>
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<td>Estudia el vocabulario, p. 107</td>
<td>SAM: 3-15, 3-16, 3-17</td>
<td>Viajando en el extranjero</td>
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<td>Estudia las pp. 114-115 ECH 4 (pp. 22-28)</td>
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<td>MIÉRCOLES 3/20</td>
<td>Lee Los autobuses y el metro en México, p. 111</td>
<td>#4-2, p.131</td>
<td>Escritura #2: primera versión</td>
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<td>LUNES 3/25</td>
<td>Estudia las pp. 140-141</td>
<td>#4-12, p.138</td>
<td>El subjuntivo en cláusulas sustantivas</td>
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<td>Lee La “cocina fusión” original, p. 153</td>
<td>VIERNES 3/29</td>
<td>La cocina</td>
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<td>Lee Los autobuses y el metro en México, p. 111</td>
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Request for a Course Addition to the Fall 2014 Core Curriculum

1. Department of Hispanic Studies
2. SPAN 202
3. TCCNS: SPAN 2312
4. SPAN 202 Intermediate Spanish II
5. 3 SCH
6. Foundational Component Area: Language, Philosophy and Culture
7. To be considered for International and Cultural Diversity
8. Course to be taught every fall, every spring, and every summer session I
9. Eighteen sections to be taught per academic year
10. SPAN 202 will enroll 30 students per section each time it is taught (Total 540)
11. Previous enrollments have been: 2009-2010: 503; 2010-2011: 468; 2011-2012: 474
12. See attached syllabus
13. This course will be taught by multiple faculty members. Departmental signature is from:
   Dr. Richard K. Curry, Director of Undergraduate Programs

[Signature]

14. Signature of Department Head: Dr. Steven Oberhelman

[Signature]

15. Signature of College of Liberal Arts Dean or Designee:

[Signature]

*Submit Feb. 2015*
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and 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.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

Central to SPAN 202 is the study of how members of another historical-cultural-linguistic background, specifically Hispanic/Spanish-speaking culture(s), express themselves, and how the Spanish language affects the expression of Hispanic culture. As students study the Spanish language with the objective of language acquisition, they explore expression through explicit and implicit comparisons and contrasts with their own language. Literary and cultural readings put students in contact with different aesthetic and intellectual perspectives on creativity and history, as well as themes universal to the human condition (love, death, family, religion, ethnicity, geography, identity...).

---

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

In pursuit of active skill competence, students must speak and write in Spanish, creating and expressing themselves in the language which they are working to acquire. Students read literary texts, they read descriptions of aspects of Hispanic culture, they are exposed to visual realia, and they listen to authentic and varied audio material. Students comprehend and analyze these literary and cultural forms in terms of both content and style. Inquiry into the context surrounding these texts, and synthesis of “reading” offer implicit opportunities for critical thinking because always implied is a comparison and contrast with the student’s own linguistic and cultural experience.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students receive instruction in guided writing, and they write formal compositions expressing their ideas relative to pertinent cultural topics. With daily oral participation, students frequently must express their thoughts relative to literary and artistic texts, current events, customs, world views, etc. Their writing and speaking are evaluated as to content, style and formal correctness.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students learn to use the Spanish language and to understand Hispanic culture through the study of the language and literary/cultural texts. The achievement of objectives of language and cultural competence prepares students to more effectively engage the glocal community. Glocal -- > “global” in the sense of world Hispanism, and “local” in the sense that their own local communities and state, Texas, are increasing Hispanic.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

While some of the literary and cultural texts studied provide insights into and opportunities for discussion of personal responsibility, the conduct of the course relates more directly to personal responsibility objectives. Although tutorial help and online translators are available to them, students must make the proper ethical choice of presenting their own work to express their opinions and in order to satisfy course requirements. While it may be tempting for them to offer others’ words and expressions as their own, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

The conduct of the course indexes personal responsibility by bringing students’ to an understanding of how to use sources ethically while composing a oral arguments or written compositions in answer to formally posed questions about literary or cultural themes; the course involves practice individually and in teams and group discussion about sources for language and literary ideas and issues. The assessment of personal responsibility can be assessed in assignments in which students ethically cite others’ work in presentations and/or written compositions.

The normal conduct of the course includes periodic (approximately 5 times per semester) short in-class quizzes, which are graded immediately following testing. As students grade their own quizzes, they receive immediate feedback and there are opportunities for discussion. Grading their own work offers students an opportunity for ethical decision-making, and while it may be tempting for students to give themselves an inflated grade, the consequences for doing so negatively impact their adherence to scholarly ethics as well their ability to achieve course and Core objectives.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Instructor:
E-mail:
Office:
Office hours:

A student enrolling for the first time in a Texas A & M Spanish language course who has previously acquired knowledge of the language, whether acquired through high school study or cultural/family experience, and who has not received college credit for the language MUST have taken a placement test to determine the appropriate course for his/her level of ability.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in Cain Hall, or call 845-1637. For additional information, visit http://disability.tamu.edu.

ACADEMIC INTEGRITY STATEMENT
"An Aggie does not lie, cheat, or steal or tolerate those who do."
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students may be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor

PREREQUISITES
The prerequisite for this course is SPAN 102 or SPAN 140 with a grade of C or better. Students who are enrolled in this class must have already taken the departmental placement test or college level prerequisite courses. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

COURSE LEARNING OUTCOMES
Through the review of existing communicative skills in Spanish and the acquisition of new ones, students are expected to be capable of the following by the end of the course: 1) demonstrate comprehension of Spanish spoken at normal speed on a variety of selected topics; 2) demonstrate the use of conversational skills in a variety of communicative situations, such as narrating in the past, making comparisons, dealing with invitations, and discussing likes and dislikes; 3) demonstrate accurate reading comprehension of level-appropriate cultural and literary material; and 4) produce written Spanish to meet practical needs as well as creative expression.

REQUIRED TEXTS AND TECHNOLOGY PACKAGE


GRADING SCALE
Grades will be assigned on the basis of the following scale (http://student-rules.tamu.edu/rule10):

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<tr>
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ASSESSMENT
The student's final course grade will be determined by performance on the following (See below for further explanation):

- Midterm: 20% Participation 10%
- Final exam: 30% Quizzes 5%
- Compositions (2): 20%

Homework (Online homework = 10% + Online post-tests = 5%) 15%

Exams: Tests will consist of listening, reading and writing sections. The midterm exam will cover chapters 1-2. The final exam is comprehensive (chapters 1-5).

Compositions: You will write two 250-300 word-long compositions during the semester. You will have to write two drafts for each composition:

- First draft:
  - 100% of the total composition grade
  - Written in class, during the last 30 minutes of the period.
  - You will only be allowed to use your notes from the pre-writing activities to help you write the composition.

- Second draft:
  - Correction and delivery ensures recording of the total composition grade
  - Correction based on instructor feedback
  - Written at home. Must be typed and double-spaced.
  - You must turn in both drafts and your pre-writing activities on the day assigned on the calendar. No credit will be given for a final version that is handed in without the first draft or the pre-writing activities.
  - No late compositions will be accepted unless you provide your instructor with university-authorized documentation (http://student-rules.tamu.edu/rule07).

Homework:

- Daily online homework (SAM: Student Activities Manual): You are responsible for completing the assigned online activities before each class (see course outline). These activities are computer-graded.
- Online post-tests (Diagnostics): After finishing each chapter, you will have to complete an online post-test on the material covered on that specific chapter. These tests are computer-graded.
- Other homework: Additional homework from your SAM, textbook or other sources may be assigned.

Participation: Please be aware that "participation" means not only your physical presence in the classroom, but also your active contribution to the class and interaction with the instructor and classmates.

Quizzes: During the semester, there may be short quizzes on vocabulary, grammar and/or on the assigned readings.

ATTENDANCE
Each university-unauthorized absence beyond three will result in a 1% reduction of your final grade PER ABSENCE beyond three. Also, without a university-authorized excuse, (1) tardiness or leaving class early will be counted as ½ of an absence, and (2) arriving more than 15 minutes late will be count as an absence. Please, familiarize yourself with TAMU attendance policies [See http://student-rules.tamu.edu/rule07].
MAKE-UPS AND LATE-WORK POLICY
NO make-ups will be permitted for work missed due to unexcused absences. No late work will be accepted unless there is a university-approved excuse in writing.

HELP
Instructor office hours are listed above. You are strongly encouraged use that time if you are having trouble with a particular chapter or grammatical concept. Help is also available in the Language Support Office (LSO) in room 124 Academic. You are encouraged to visit the LSO to consult language problems you may be having, to practice with material from Rumbos, or to practice with the LSO staff.

COURSE OUTLINE

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<td>MIERCOLES 1/16</td>
<td>#6-2, p. 213, Estudia la p. 215</td>
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<td>Lee Er busca de trabajo, p. 219, #6-11, p. 220, Estudia la p. 222</td>
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<td>GT: “Formal and nosotros commands” Mandatos con ‘nosotros’</td>
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\(^{6}\text{SAM = Student Activities Manual} \)
\(^{7}\text{GT = Grammar Tutorial. You may access the GTs within ‘Enrichment’ OR by going to the grammar pages (‘Estructura y uso’) of your e-book and clicking on the video camera icon.} \)
### Capítulo 7: LA JUSTICIA

<table>
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<td>En tu libro</td>
<td>Tarea en línea</td>
</tr>
<tr>
<td>LUNES 2/8</td>
<td>#7-2, p. 253</td>
<td>SAM: 7-1, 7-2</td>
</tr>
<tr>
<td></td>
<td>Estudia la p. 255</td>
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<tr>
<td>LUNES 2/11</td>
<td>Estudia las pp. 262-263</td>
<td>GT: “The subjunctive vs. the indicative in adjective clauses”</td>
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<td>SAM: 7-5, 7-7, 7-8</td>
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<td>MIERCOLES 2/13</td>
<td>Lee La situación indígena, p. 259</td>
<td>GT: “The subjunctive in adverbial clauses”</td>
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<td></td>
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<td>SAM: 7-12, 7-13</td>
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<tr>
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<td>ECH (pp. 120-128)</td>
<td>Cl. adverbiales (cont.) ECH “Emma Zunz”</td>
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<td>Estudia la p. 271</td>
<td>SAM: 7-19, 7-20</td>
</tr>
<tr>
<td>MIERCOLES 2/20</td>
<td>Estudia las pp. 278-279</td>
<td>GT: “The present perfect tense”</td>
</tr>
<tr>
<td>VIERNES 2/22</td>
<td>Lee Hacia otro tipo de justicia, p. 275</td>
<td>Hacia otro tipo de justicia</td>
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<tr>
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<tr>
<td>LUNES 2/25</td>
<td></td>
<td>Escritura #1: primera versión</td>
</tr>
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<td>¡A ver!</td>
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<tr>
<td>MIERCOLES 2/27</td>
<td>Estudia las pp. 304-305</td>
<td>El imperfecto de subjuntivo</td>
</tr>
<tr>
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<td>¡A repasar y a avanzar! Repaso para el examen parcial</td>
</tr>
<tr>
<td>VIERNES 3/1</td>
<td><strong>MIDTERM</strong></td>
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</tr>
</tbody>
</table>

### Capítulo 8: LAS ARTES

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<thead>
<tr>
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</tr>
<tr>
<td>LUNES 3/4</td>
<td>#8-2, p. 295</td>
<td>SAM: 8-3, 8-5</td>
</tr>
<tr>
<td></td>
<td>Estudia la p. 297</td>
<td></td>
</tr>
<tr>
<td>MIERCOLES 3/6</td>
<td>Estudia las pp. 304-305</td>
<td>GT: “The imperfect subjunctive”</td>
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<td></td>
<td></td>
<td>SAM: 8-6, 8-7</td>
</tr>
<tr>
<td>VIERNES 3/8</td>
<td>Lee La arquitectura venezolana de ayer y de hoy, p. 301 #8-12, p. 302</td>
<td>El imperfecto de subjuntivo (repaso)</td>
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<td>SAM: 8-8, 8-9, 8-10</td>
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<td></td>
<td>Estudia las pp. 308-309</td>
<td>ECH (pp. 138-146)</td>
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<td></td>
<td>GT: &quot;Relative clauses&quot; SAM: 8-12, 8-13</td>
<td>SAM: 8-14, 8-15</td>
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<tr>
<td>Lunes 4/8</td>
<td>Estudia la p. 345</td>
<td>GT: “The present perfect and the past perfect subjunctive” SAM: 9-20, 9-22</td>
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<td>Viernes 4/12</td>
<td>Lee <em>La tecnología como arma de doble filo</em>, p. 350 #9-30, p. 352</td>
<td>SAM: 9-26</td>
</tr>
<tr>
<td>Lunes 4/15</td>
<td></td>
<td></td>
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<tr>
<td>Viernes 4/19</td>
<td></td>
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<tr>
<td>Miércoles 4/24</td>
<td>ECH (págs. 178-187)</td>
<td>‘Post-test’ del cap. 9</td>
</tr>
<tr>
<td>Viernes 4/26</td>
<td></td>
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<tr>
<td>Lunes 4/29</td>
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Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Physics and Astronomy

2. Course prefix and number: ASTR/PHYS 109  3. Texas Common Course Number: 

4. Complete course title: Big Bang & Black Holes  5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   ☒ Communication  ☐ Creative Arts
   ☐ Mathematics  ☐ American History
   ☒ Life and Physical Sciences  ☐ Government/Political Science
   ☐ Language, Philosophy and Culture  ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☐ Yes  ☒ No

8. How frequently will the class be offered? fall and spring semesters

9. Number of class sections per semester: 2

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years: 172, 184, 162

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:  
    Course Instructor  2/27/2013
    Approvals:  
    Gene R. Welch  4/1/2013

14. Department Head  4/1/2013

15. College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Life and Physical Sciences

In the box below, describe how this course meets the Foundational Component Area description for Life and Physical Sciences. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course is designed to give an intuitive understanding of the Big Bang and Black Holes, without mathematics, and de-mystify it for non-scientists. The primary goal is for students to use critical thinking about the origin and evolution of the universe and communicate their understanding using their own words to a lay audience. They will use deductive and empirical reasoning to do evidence based-decision making.

---

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Before lecture students are required to do the reading and ask critical questions before the lecture period. This naturally aids in the synthesis of material. They then bring those questions to class, where the normal lecture period time is done in a manner of Interactive Engagement, including iClicker questions and synthesis of information. Their primary assignments are short, written documents which require them to synthesize information into a succinct summary in lay language and explain their decision making pedagogy.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students communicate a number of ways throughout the course. In particular, they are required to write multiple papers in a way that they must communicate modern scientific information in lay language. They must interpret data through graph during the reading, and there are many times during the lecture time where they must discuss their thoughts with peers during clicker question times.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

The students must bring in empirical data and observational facts to explain their evidence-based reasoning in their course in the context of established scientific theories such as Quantum Mechanics and
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

General Relativity.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The team work portion of the course activities are designed to mimic how undergraduate, graduate, postdoctoral and faculty interact in a research environment as a team. This is done in two ways: To discuss the issues, and to work together on the production of a scientific document.

Discussion teamwork: To facilitate discussion between students on science issues as is done in a typical research team, pairs of students are given a conceptual question (in class) and they are to discuss and work together to understand the question and determine the correct answer. They are required to discuss verbally as a two or three person team, but (for evaluation purposes) enter their own answer during lecture with a iClicker. Often these discussion involve discussions with the lecturer for clarification and hints. Thus, like in real research teams they probe the ideas to arrive at a common, and correct understanding.

Written teamwork: As much of science is done in written fashion, where much of the learning comes during the iteration process, a central part of the course is in writing. As is often done in science, especially in physics and astronomy, a typical paper is done where multiple authors collaborate on a single document, but with a lead author and collaborating authors. In this course we include writing assignments where each student interacts and collaborates, in written fashion, with multiple reviewers. While this is not done in person (although that option is available as students draft their original paper), each student writes their own paper and submits it to the Calibraterec Peer Review (CPR) system (http://people.physics.tamu.edu/toback/109/WritingAssignments/Why_use_CPR.pdf). This system facilitates the process of teaching students how to evaluate documents using example papers and rubrics. After training for each assignment, each student provides written commentary on the work of others, and is typically expected to incorporate written commentary into their own work. In particular, they give and receive feedback from their peers on their writing assignments and use this feedback for revisions to improve their writing communication skills. As in any building up of competent team members, students are evaluated on the quality of their writing, how well the assess the quality of a document, and how well they provide useful feedback to others. As a side benefit, they learn how to incorporate the value of team work by learning to be a better team member to themselves.

In this context, the discussion-in-class activity supports teamwork directly as students verbally discuss different points of view and work effectively with others to support a shared purpose/goal. Similarly, the team activity of providing written feedback to team members (and incorporating feedback from others) builds better teamwork skills as students development of excellent papers. Indeed, giving and using written feedback as part of a team further gives the opportunity to give and receive different points of view and to learn the difficult skill of effectively incorporating feedback from team members into a document.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ASTR/PHYS 109: Big Bang and Black Holes

Fall 2013

Course objectives: This course is designed to give an intuitive understanding of the Big Bang and Black Holes, without mathematics, and de-mystify it for non-scientists. The primary goal is for students to use critical thinking about the origin and evolution of the universe and communicate their understanding using their own words to a lay audience. They will use deductive and empirical reasoning to do evidence based-decision making.

Prerequisites: None

Instructor: Prof. David Toback
Office: Mitchell Institute (MIST), Room M425
Email: toback@tamu.edu
Course website: http://faculty.physics.tamu.edu/toback/109

Textbook: “Big Bang, Black Holes, No Math,” by Toback (Web download)
Recommended books:
“A Brief History of Time,” by Hawking and Mlodinow
“Theory of Everything,” by Hawking
“Stephen Hawkings’s Universe,” by Filkin
“The First Three Minutes,” by Weinberg
Other readings to be downloaded from the web

Course Work and Grading: The bulk of the grade for this course is in the writing component. A premium will be placed on the ability to understand and convey the excitement about science, cosmology and the physical universe to the lay reader. Note that you cannot pass the course without completing all the assignments. Some portions of the assignments will be pass/fail, and there will be few assignments where you will be required to pass in order to pass the course. By percentage, the grade is based on:
- Short papers: 90%
- In-class quizzes/pre-lecture reading questions: 5%
- End-of-Chapter online quizzes: 5%
Answer to frequently asked questions about grading can be found at http://people.physics.tamu.edu/toback/109/109FAQ.shtml

Students in the Honors Sections: The regular sections and honors section meet together during the regular class period. However, each honors student will have an additional Research Paper that will be part of their paper grade. More information about it can be found at http://faculty.physics.tamu.edu/toback/109/honors.shtml

Description of the writing instruction: Each paper assignment will submitted online and graded using the Calibrated Peer Review system (cpr.tamu.edu) which we will refer to as CPR. Many students find using CPR to be the most difficult and unpleasant portion of the course. The instructor believes reviewing papers, as a way of learning to critique your own work, is the most
important part of the class and one of the best ways to improve your writing. We will spend time discussing each paper in class.

We are here to help you get excellent grades if you will put in the time and effort required. Before each paper is due, students will be encouraged to submit drafts to the TA for feedback with enough time for the TA to respond with comments. This will help produce an excellent final draft paper. Getting help from the TA's during both the writing and the Calibration stages of CPR will be encouraged. In the case that you don't get the grade you want on the full paper score, you will be encouraged to resubmit your paper. However, doing so requires doing the full the CPR process again. In general, we will take the average of the two scores as long as the first draft shows a "good-faith" effort. Exceptions will be made in rare cases.

Since many students are not used to working with the CPR system, the first paper will be graded pass/fail. A student must pass both the text portion as well as the Calibration stages in order to pass the assignment. Students will be required to resubmit the first paper until they receive a passing grade in order to pass the course.

**ADA Policy:** The American's with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services in Cain Hall B118, call 845-1637, or e-mail disability@tamu.edu. Additional information is available at http://disability.tamu.edu.

**Honor Code:** The Aggie Honor Code states, “An Aggie does not lie, cheat, or steal or tolerate those who do.” Further information regarding the Honor Council Rules and Procedures may be found on the web at http://www.tamu.edu/aggiehonor. The plagiarism statement for the course can be found at http://faculty.physics.tamu.edu/toback/109/WritingAssignments/plagiarism.shtml

**50-Word Summary:** This course is designed to give an intuitive understanding of the Big Bang and Black Holes, without mathematics, and de-mystify it for non-scientists.
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): ATMO

2. Course prefix and number: ATMO 201 3. Texas Common Course Number: ________________

4. Complete course title: Atmospheric Science 5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [X] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [X] No

8. How frequently will the class be offered? every semester, including summer

9. Number of class sections per semester: 4 during fall and spring, 2 during summer

10. Number of students per semester: ~300 during fall and spring, ~60 during summer

11. Historic annual enrollment for the last three years: 660 736 601

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
   
   Course Instructor

   Approvals:

   [X] [________________________] (for PR)

   Date

   Department Head

   Date

   College Dean/Designee

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Life and Physical Sciences

In the box below, describe how this course meets the Foundational Component Area description for Life and Physical Sciences. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

How does the proposed course specifically address the Foundational Component Area definition above?

- From droughts to flooding, severe storms to climate change, the behavior of the atmosphere has important impacts on both societies and individuals. In fact, weather affects every person, every day, around the world.
- Specific objective of the class include:
  - To understand how the scientific method underpins research in atmospheric sciences.
  - To understand typical meteorological products and data and make simple forecasts of weather conditions based on these tools.
  - To be able to use your knowledge of atmospheric science principles to interpret the weather you experience every day.
  - To provide the basis for assessing the implications of weather and climate variability on business, policy, and society.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The atmosphere is a complex physical system. To understand it requires an application of concepts from physics, math, and chemistry. Weather and climate have important impacts on human systems (e.g., drought conditions and fire danger, lightning and aviation safety, flooding and insurance.) Ideas from social sciences such as psychology, economics, and geography are also relevant to this course. Inquiry in atmospheric sciences requires the integration of concepts and ideas from a wide range of fields and the synthesis and evaluation of a range of data and models. Gains in critical thinking in the context of atmospheric sciences will be measured through student ability to answer higher-order, problem-based questions on tests.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will be asked questions daily (orally in class and in writing via quizzes, tests, or teaching technology devices) that synthesize material from the current or previous lecture. Students will ask questions during class to add depth and complexity to the lecture. Students will share and explain relevant weather stories, illustrated visually by appropriate pictures and maps, which will be displayed by the professor at the beginning of class. Samples of student writing and other work will be collected over the course of the semester and used to assess changes in communication skills.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students will make basic mathematical calculations to understand concepts and physical laws fundamental to the atmosphere (e.g., how temperature changes with elevation or altitude, determining relative humidity, understanding the exponential increase in damage with increasing hurricane category). In their assignments students will be asked to routinely interpret maps and accompanying graphs of relevant weather variables, developing quantitative and communication skills simultaneously. These products will serve as evidence of student learning.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Students will interact with one another when questions are asked in class and during small-group activities. Students will work together on larger group projects. In these projects teamwork will be encouraged through the recognition of multiple points of view as students discuss how to evaluate sources of uncertainty in scientific understanding and the role of such uncertainties in operational weather forecasting. Student participation will be assessed by a teamwork rubric.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number: ATMO 201 Atmospheric Science, Section 503
Term: Spring 2013
Meeting times and location: MWF 1:50 PM-2:40 PM, Eller O&M 112

Course Description

This course covers the physical processes (and the underpinning concepts) that define and produce weather and climate. Key concepts emphasized in the course include pressure, temperature, clouds, and precipitation. Processes emphasized include the formation of weather phenomena such as fronts, severe storms, hurricanes, and tornadoes.

Learning Outcomes

At the conclusion of the course, the student will be able to:
- define and describe atmospheric science principles;
- apply typical meteorological tools to interpret data;
- draw conclusions from analyses of data using scientific methods to make forecasts of weather conditions; and
- use this knowledge to interpret and assess the implications of weather and climate variability on business, policy, and society, short term and long term.

Core Objectives

Critical thinking
The atmosphere is a complex physical system. To understand it requires an application of concepts from physics, math, and chemistry. Weather and climate have important impacts on human systems (e.g., drought conditions and fire danger, lightning and aviation safety, flooding and insurance.) Ideas from social sciences such as psychology, economics, and geography are also relevant to this course. The integration of concepts and ideas from such a wide range of fields involves synthesis and evaluation from diverse intellectual areas and points of view.

Communication
Students will be asked questions daily (orally in class and in writing via quizzes, tests, or teaching technology devices) that synthesize material from the current or previous lecture. Students will ask questions during class to add depth and complexity to the lecture. Students will share and explain relevant weather stories, illustrated visually by appropriate pictures and maps, which will be displayed by the professor at the beginning of class.

Empirical and quantitative skills
Students will make basic mathematical calculations to understand concepts and physical laws fundamental to the atmosphere (e.g., how temperature changes with elevation or altitude, determining relative humidity, understanding the exponential increase in damage with increasing hurricane category). Students will be asked to routinely interpret maps and accompanying graphs of relevant weather variables, developing quantitative and
communication skills simultaneously.

**Teamwork**
Students will work in teams to produce the weather stories and when problems are presented in class. They will also work together on larger group projects. This class is associated with ATMO 202, a laboratory in which teamwork is also featured.

**Instructor Information**

Name: Dr. Courtney Schumacher  
Contact: 979 845 5622, cosehu@tamu.edu  
Office hours: MW 3:00-5:00 PM or by appointment  
Office location: Eller O&M 1007B

**Textbook**


**Grading Policies**

Your grade will be determined based on the following standard grading scale where 90 and above = A, 80-89% = B, 70-79% = C, 60-69% = D, and 59 and below = F. Grades will be posted on elearning.tamu.edu.

- Three exams: 20% each  
- Final exam: 20%  
- Quizzes/class assignments: 10%  
- Class participation: 10%

**Exams**

Three semester exams and one final exam will be given in Room 112 of Eller O&M. **Exams missed for reasons other than a university excused absence will be given a grade of zero.** Make-up exams will only be given for university excused absences and will be part essay format. All material presented in the lectures and required readings will be testable. The final exam is scheduled for Tuesday, May 7 from 3:30-5:30 PM and will cover topics taught since the third exam. While the final exam will not directly test material covered prior to the third exam, some questions may apply the older material to the newer concepts.

**Aggie Honor Code**

*An Aggie does not lie, cheat, or steal, or tolerate those who do."

**For additional information please visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)**

**Americans with Disabilities Act (ADA)**

ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for
reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit disability.tamu.edu
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<thead>
<tr>
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<th>Chapter</th>
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<tbody>
<tr>
<td>1/14</td>
<td>1</td>
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<tr>
<td>1/16</td>
<td>1</td>
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<tr>
<td>1/18</td>
<td>1</td>
<td>The Turbulent Atmosphere</td>
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<td>1/21</td>
<td></td>
<td>MLK DAY-NO CLASS</td>
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<tr>
<td>1/23</td>
<td>2</td>
<td>Energy that Drives the Storms</td>
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<td>1/25</td>
<td>2</td>
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<td>1/28</td>
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<td>1/30</td>
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</tr>
<tr>
<td>2/1</td>
<td>3</td>
<td>Temperature and Humidity Extremes</td>
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<tr>
<td>2/4</td>
<td>3</td>
<td>Temperature and Humidity Extremes</td>
</tr>
<tr>
<td>2/6</td>
<td>3</td>
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</tr>
<tr>
<td>2/8</td>
<td></td>
<td>EXAM ONE (Chapters 1-3)</td>
</tr>
<tr>
<td>2/11</td>
<td>15</td>
<td>The Earth's Changing Climate</td>
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<td>15</td>
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<td>2/15</td>
<td>4</td>
<td>Condensation in the Atmosphere</td>
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<tr>
<td>2/18</td>
<td>5</td>
<td>Clouds and Stability</td>
</tr>
<tr>
<td>2/20</td>
<td>5</td>
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<tr>
<td>2/22</td>
<td>5</td>
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</tr>
<tr>
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<td>Precipitation Extremes</td>
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<td>2/27</td>
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<td>3/1</td>
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<td>Optics</td>
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<td>3/4</td>
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<td>EXAM TWO (Chapters 15, 4-6)</td>
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<td>3/6</td>
<td>7</td>
<td>Atmospheric Motions</td>
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<td>3/8</td>
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<td>3/11-15</td>
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<td>SPRING BREAK-NO CLASS</td>
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<td>3/18</td>
<td>7</td>
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<td>3/20</td>
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<td>3/22</td>
<td>8</td>
<td>Wind Systems</td>
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<td>3/25</td>
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<td>3/27</td>
<td>8</td>
<td>Wind Systems</td>
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<td>3/29</td>
<td></td>
<td>READING DAY-NO CLASS</td>
</tr>
<tr>
<td>4/1</td>
<td>9</td>
<td>Air Masses and Fronts</td>
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<tr>
<td>4/3</td>
<td>10</td>
<td>Mid-Latitude Cyclonic Storms</td>
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<td>4/5</td>
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<td>4/8</td>
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<td>Mid-Latitude Cyclonic Storms</td>
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<td>4/10</td>
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<td>EXAM THREE (Chapters 7-10)</td>
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<td>4/12</td>
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<td>Texas Climate</td>
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<td>4/15</td>
<td>14</td>
<td>Weather Forecasting</td>
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<td>4/17</td>
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<td>4/19</td>
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<td>4/26</td>
<td>13</td>
<td>Hurricanes</td>
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<td>4/29</td>
<td>13</td>
<td>Hurricanes</td>
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<td>4/30</td>
<td>13</td>
<td>REDEFINED DAY-Hurricanes</td>
</tr>
<tr>
<td>5/7</td>
<td></td>
<td>FINAL EXAM (Chapters 11-14) TUE 3:30-5:30 PM</td>
</tr>
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Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): ATMO

2. Course prefix and number: ATMO 202

3. Texas Common Course Number:

4. Complete course title: Atmospheric Science Laboratory

5. Semester credit hours: 1

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [x] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

   [ ] Current Core - Yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] No

8. How frequently will the class be offered? every semester, including summer

9. Number of class sections per semester:
   - Fall: 8; Spring: 10; Summer: 1 or 2

10. Number of students per semester:
    - Fall: ~200; Spring: ~220; Summer: ~20

11. Historic annual enrollment for the last three years:
    - 400 442 449

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

   [Signature]

   Course Instructor

   Date: 3/1/13

13. Approval:

   [Signature]

   Department Head

   Date: 3/11/13

14. College Dean/Designee

   [Signature]

   Date: 3/19/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Life and Physical Sciences

In the box below, describe how this course meets the Foundational Component Area description for Life and Physical Sciences. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

How does the proposed course specifically address the Foundational Component Area definition above?

The atmosphere is a complex and fascinating physical system, and its behavior can have important impacts on both societies and individuals. In ATMO 202, students explore atmospheric processes by working hands-on with real-world weather and climate data. By the end of the course, students should be able to:

- Analyze data on pressure, temperature, humidity, and winds, and use this data to infer the state of the atmosphere.
- Use upper-air and surface meteorological charts to interpret and explain the evolution of weather systems.
- Identify cloud types, and explain how certain types are associated with specific weather patterns.
- Summarize the operation, accuracy and precision of the various instruments used to take meteorological data.
- Apply these skills to make informed decisions about weather forecasting, prediction of extreme events, and implications of weather and climate on human safety and security and understand how the scientific method underpins research and discovery in atmospheric sciences.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The atmosphere is a complex system, requiring contributions from a number of physical and chemical disciplines. In the course students are introduced to the basic discipline-based principles and then they apply their understanding to interpret real-world weather events. Weekly exercises are given in which students must analyze and interpret data from actual, observed weather systems and/or climate trends. These exercises will be evaluated to provide evidence of improved critical thinking skills in the context of atmospheric sciences.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Students are asked to make at least one brief, in-class oral presentation on a current or historical weather event of their choice. Weekly exercises and exams are given including numerous short-answer questions, asking students to explain in writing the reasoning behind their responses. These oral and written presentations, illustrated by appropriate visuals including maps and graphs, will be evaluated to measure student achievement.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students are introduced to a variety of quantitative physical and chemical relationships, and then use these relationships to make inferences and predictions. Data is presented in a variety of formats, including tables, line graphs, contour and gradient plots, vector plots, meteograms, and isosurfaces. Student fluency in interpretation and ability to apply data-driven conclusions will be assessed by lab reports.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Students will work together in small groups to prepare short in-class oral presentations on weather events. Students are also encouraged to develop teamwork skills by working together on weekly lab assignments. Weekly laboratory assignments feature using the scientific method in atmospheric sciences and include exercises requiring consensus answers from small groups of students and discussions of sources of uncertainties in analysis techniques. Student participation will be assessed by a teamwork rubric.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ATMO 202: Atmospheric Science Laboratory
Section 504

Lab: 11:10 -- 1:00 R, O&M 1107
Professor of Record: Dr. Courtney Schumacher
cschu@tamu.edu
Laboratory Instructor: John Orcutt, 1013 O&M
jmo94@tamu.edu
Office Hours: 3:00 - 4:00 M, 10:00 -- 11:00 WF (or by appointment)

Course Description
The atmosphere is a complex and fascinating physical system, and its behavior can have important impacts on both societies and individuals. In ATMO 202, students will explore atmospheric processes by working hands-on with real-world weather and climate data. By the end of this course, students should be able to:

- Analyze data on pressure, temperature, humidity, and winds, and use this data to infer the state of the atmosphere.
- Use upper-air and surface meteorological charts to interpret and explain the evolution of weather systems.
- Identify cloud types, and explain how certain types are associated with specific weather patterns.
- Summarize the operation, accuracy and precision of the various instruments used to take meteorological data.

Core Curriculum Objectives

Critical Thinking: The atmosphere is a complex system, requiring contributions from a number of physical and chemical disciplines. In the present course, students are introduced to the basic principles of the atmosphere and then asked to apply this understanding to interpret real-world weather events. Weekly exercises are given in which students must analyze and interpret data from actual, observed weather systems and/or climate trends.

Communication: Students are asked to make at least one brief, in-class oral presentation on a current or historical weather event of their choice. The presentation must include an analysis of a map or other appropriate visual, including video. Weekly exercises and exams are given including numerous short-answer questions, asking students to explain in writing and through the use of graphics the reasoning behind their responses.
**Empirical and quantitative skills:** Students are introduced to a variety of quantitative physical and chemical relationships, and then use these relationships to make inferences and predictions. Data is presented in a variety of formats, including tables, line graphs, contour and gradient plots, vector plots, meteograms, and isosurfaces.

**Teamwork:** Students will work together in small groups to prepare short in-class oral presentations on weather events. Students are also encouraged to work together on weekly lab assignments, with some exercises requiring consensus answers from a group. Team members evaluate each other and make suggestions on how to improve cooperation and collaboration.

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**Textbooks:** A Laboratory Manual for this course is available for purchase from the campus bookstore. Please purchase the manual before the second week of class.

Access to a basic meteorology text (such as your ATMO 201 textbook) may be helpful, but is not required.

**Course Webpage:** http://atmo.tamu.edu/courses/atmo202/

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**Grading:** Please write legibly when answering questions. To assign a grade, I must be able to read your answers. Your class average will be based on the assignments and exams, according to the following percentages:

- **Avg. of Exercises:** 40%
- **Exam 1:** 20%
- **Exam 2:** 20%
- **Exam 3:** 20%

Your final grade for the course will be based on the standard grading scale, as given by:

- 90 – 100 A
- 80 – 89  B
- 70 – 79  C
- 60 – 69  D
- < 60    F

I reserve the right to adjust the grade cutoffs downward if necessary, to achieve a fairer distribution of grades.

**Late policy:** Lab assignments are due at the beginning of the first class following the week in which the assignment is introduced. Late assignments (including those turned in at the end of class) will be accepted with a penalty of 20%. In the case of excused absences, late assignments will be accepted without penalty until one week after the last day of the excused absence.

**Missed exams:** Make-up exams will only be allowed for excused absences, as defined at http://student-rules.tamu.edu/rule07.
Plagiarism: You are encouraged to work together on the lab exercises, but you should nonetheless do your own work. There is a significant difference between working in groups and copying from a fellow classmate. Mindlessly copying another student’s answers will not be tolerated and will result in zero credit. Dividing up an assignment and swapping answers will also be considered cheating and will also result in zero credit.

As required by University policy, all incidences of plagiarism or other academic dishonesty will be reported to the Honor Council.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall, or call 845-1637. For additional information visit http://disability.tamu.edu

Copyright Policy:
All materials used in this class are copyrighted. These materials include but are not limited to quizzes, exams, homework assignments, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Academic Integrity Statement and Policy:
“An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of TAMU community from the requirements or the processes of the Honor System. Students who violate the University rules on academic dishonesty may be assigned a failing grade for the course and face additional sanctions as described in the University Regulations.

For additional information please visit: http://aggiehonor.tamu.edu/

See schedule on back page!
### Section 504 Schedule:
Thursday 11:10 AM – 1:00 PM

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/19</td>
<td>Introduction &amp; Clouds</td>
</tr>
<tr>
<td>2</td>
<td>1/26</td>
<td>Finish Clouds</td>
</tr>
<tr>
<td>3</td>
<td>2/2</td>
<td>Visual and Graphical Tools in Meteorology I</td>
</tr>
<tr>
<td>4</td>
<td>2/9</td>
<td>Visual and Graphical Tools in Meteorology II</td>
</tr>
<tr>
<td>5</td>
<td>2/16</td>
<td>Temperature &amp; Radiation</td>
</tr>
<tr>
<td>6</td>
<td>2/23</td>
<td>EXAM I (Clouds &amp; Visual Tools I &amp; II)</td>
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<tr>
<td>7</td>
<td>3/1</td>
<td>Pressure</td>
</tr>
<tr>
<td>8</td>
<td>3/8</td>
<td>Upper Air Charts / Surface Charts (two labs; due at end of class)</td>
</tr>
<tr>
<td>9</td>
<td>3/15</td>
<td>Spring Break</td>
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<tr>
<td>10</td>
<td>3/22</td>
<td>Atmospheric Moisture</td>
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<tr>
<td>11</td>
<td>3/29</td>
<td>EXAM II (Temperature, Pressure, Upper Air &amp; Surface Charts)</td>
</tr>
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<td>12</td>
<td>4/5</td>
<td>Wind and Pressure</td>
</tr>
<tr>
<td>13</td>
<td>4/12</td>
<td>Forecasting</td>
</tr>
<tr>
<td>14</td>
<td>4/19</td>
<td>Severe Weather (Due at end of class)</td>
</tr>
<tr>
<td>15</td>
<td>4/26</td>
<td>EXAM III (Moisture, Wind &amp; Pressure, Forecasting, Severe Weather)</td>
</tr>
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</table>

**Schedule subject to change**
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Physics and Astronomy

2. Course prefix and number: ASTR/PHYS 109  

3. Texas Common Course Number: 

4. Complete course title: Big Bang & Black Holes  

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Life and Physical Sciences
   - Communication
   - Mathematics
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? fall and spring semesters

9. Number of class sections per semester: 2

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years: 172, 184, 162

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature]

   Course Instructor

   Date 2/27/2013

14. Department Head

   [Signature]

   Date 4/1/2013

15. College Dean/Designee

   [Signature]

   Date 4/1/11/3

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
In the box below, describe how this course meets the Foundational Component Area description for Life and Physical Sciences. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course is designed to give an intuitive understanding of the Big Bang and Black Holes, without mathematics, and de-mystify it for non-scientists. The primary goal is for students to use critical thinking about the origin and evolution of the universe and communicate their understanding using their own words to a lay audience. They will use deductive and empirical reasoning to do evidence-based-decision making.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Before lecture students are required to do the reading and ask critical questions before the lecture period. This naturally aids in the synthesis of material. They then bring those questions to class, where the normal lecture period time is done in a manner of Interactive Engagement, including iClicker questions and synthesis of information. Their primary assignments are short, written documents which require them to synthesize information into a succinct summary in lay language and explain their decision making pedagogy.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students communicate a number of ways throughout the course. In particular, they are required to write multiple papers in a way that they must communicate modern scientific information in lay language. They must interpret data through graph during the reading, and there are many times during the lecture time where they must discuss their thoughts with peers during clicker question times.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

The students must bring in empirical data and observational facts to explain their evidence-based reasoning in their course in the context of established scientific theories such as Quantum Mechanics and
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

General Relativity.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The team work portion of the course activities are designed to mimic how undergraduate, graduate, postdoctoral and faculty interact in a research environment as a team. This is done in two ways: To discuss the issues, and to work together on the production of a scientific document.

Discussion teamwork: To facilitate discussion between students on science issues as is done in a typical research team, pairs of students are given a conceptual question (in class) and they are to discuss and work together to understand the question and determine the correct answer. They are required to discuss verbally as a two or three person team. But (for evaluation purposes: enter their own answer during lecture with an iClicker. Often these discussion involve discussions with the lecturer for clarification and hints. Thus, like in real research teams they probe the ideas to arrive at a common, and correct understanding.

Written teamwork: As much of science is done in written fashion, where much of the learning comes during the iteration process, a central part of the course is in writing. As is often done in science, especially in physics and astronomy, a typical paper is done where multiple authors collaborate on a single document, but with a lead author and collaborating authors. In this course we include writing assignments where each student interacts and collaborates, in written fashion, with multiple reviewers. While this is not done in person (although that option is available as students draft their original paper), each student writes their own paper and submits it to the Calibratoc Peer Review (CPR) system (http://people.physics.tamu.edu/toback/109/WritingAssignments/Why_use_CPR.pdf). This system facilitates the process of teaching students how to evaluate documents using example papers and rubrics. After training for each assignment, each student provides written commentary on the work of others, and is typically expected to incorporate written commentary into their own work. In particular, they give and receive feedback from their peers on their writing assignments and use this feedback for revisions to improve their writing communication skills. As in any building up of competent team members, students are evaluated on the quality of their writing, how well the assess the quality of a document, and how well they provide useful feedback to others. As a side benefit, they learn how to incorporate the value of team work by learning to be a better team member to themselves.

In this context, the discussion-in-class activity supports teamwork directly as students verbally discuss different points of view and work effectively with others to support a shared purpose/goal. Similarly, the team-activity of providing written feedback to team members (and incorporating feedback from others) builds better teamwork skills as students development of excellent papers. Indeed, giving and using written feedback as part of a team further gives the opportunity to give and reive different points of view and to learn the difficult skill of effectively incorporating feedback from team members into a document.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ASTR/PHYS 109: Big Bang and Black Holes

Fall 2013

Course objectives: This course is designed to give an intuitive understanding of the Big Bang and Black Holes, without mathematics, and de-mystify it for non-scientists. The primary goal is for students to use critical thinking about the origin and evolution of the universe and communicate their understanding using their own words to a lay audience. They will use deductive and empirical reasoning to do evidence based-decision making.

Prerequisites: None

Instructor: Prof. David Toback
Office: Mitchell Institute (MIST), Room M425
Email: toback@tamu.edu
Course website: http://faculty.physics.tamu.edu/toback/109

Textbook: “Big Bang, Black Holes, No Math,” by Toback (Web download)
Recommended books:
“A Briefer History of Time,” by Hawking and Mlodinow
“Theory of Everything,” by Hawking
“Stephen Hawking’s Universe,” by Filkin
“The First Three Minutes,” by Weinberg
Other readings to be downloaded from the web

Course Work and Grading: The bulk of the grade for this course is in the writing component. A premium will be placed on the ability to understand and convey the excitement about science, cosmology and the physical universe to the lay reader. Note that you cannot pass the course without completing all the assignments. Some portions of the assignments will be pass/fail, and there will be a few assignments where you will be required to pass in order to pass the course. By percentage, the grade is based on:

- Short papers: 90%
- In-class quizzes/pre-lecture reading questions: 5%
- End-of-Chapter online quizzes: 5%

Answer to frequently asked questions about grading can be found at http://people.physics.tamu.edu/toback/109/109FAQ.shtml

Students in the Honors Sections: The regular sections and honors section meet together during the regular class period. However, each honors student will have an additional Research Paper that will be part of their paper grade. More information about it can be found at http://faculty.physics.tamu.edu/toback/109/honors.shtml

Description of the writing instruction: Each paper assignment will submitted online and graded using the Calibrated Peer Review system (cpr.tamu.edu) which we will refer to as CPR. Many students find using CPR to be the most difficult and unpleasant portion of the course. The instructor believes reviewing papers, as a way of learning to critique your own work, is the most
important part of the class and one of the best ways to improve your writing. We will spend time discussing each paper in class.

We are here to help you get excellent grades if you will put in the time and effort required. Before each paper is due, students will be encouraged to submit drafts to the TA for feedback with enough time for the TA to respond with comments. This will help produce an excellent final draft paper. Getting help from the TA’s during both the writing and the Calibration stages of CPR will be encouraged. In the case that you don’t get the grade you want on the full paper score, you will be encouraged to resubmit your paper. However, doing so requires doing the full the CPR process again. In general, we will take the average of the two scores as long as the first draft shows a "good-faith" effort. Exceptions will be made in rare cases.

Since many students are not used to working with the CPR system, the first paper will be graded pass/fail. A student must pass both the text portion as well as the Calibration stages in order to pass the assignment. Students will be required to resubmit the first paper until they receive a passing grade in order to pass the course.

**ADA Policy:** The American's with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services in Cain Hall B118, call 845-1637, or e-mail disability@tamu.edu. Additional information is available at http://disability.tamu.edu.

**Honor Code:** The Aggie Honor Code states, “An Aggie does not lie, cheat, or steal or tolerate those who do.” Further information regarding the Honor Council Rules and Procedures may be found on the web at http://www.tamu.edu/aggiehon. The plagiarism statement for the course can be found at http://faculty.physics.tamu.edu/toback/109/WritingAssignments/plagiarism.shtml

**50-Word Summary:** This course is designed to give an intuitive understanding of the Big Bang and Black Holes, without mathematics, and de-mystify it for non-scientists.
Texas A&M University  
**Core Curriculum Cover Sheet**  
*Initial Request for a course to be considered for the Fall 2014 Core Curriculum*

1. This request is submitted by (department name):  
   Economics

2. Course prefix and number  
   ECON 202

3. Texas Common Course Number:  
   ECON 2302

4. Complete course title:  
   Principles of Economics

5. Semester credit hours:  
   3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Creative Arts
   - [ ] Mathematics
   - [ ] American History
   - [ ] Life and Physical Sciences
   - [ ] Government/Political Science
   - [ ] Language, Philosophy and Culture
   - [x] Social and Behavioral Sciences
   *Current Core: Yes*

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] No

8. How frequently will the class be offered?  
   Each semester

9. Number of class sections per semester:  
   1-12 (usually 7)

10. Number of students per semester:  
    100-1250

11. Historic annual enrollment for the last three years:  
    2513 (2011-12)  
    2419 (2010-11)  
    2400 (2009-10)

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. **Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.**

12. Submitted by:  
   [Signature]
   **Course Instructor**

   [Signature]
   **Date**  
   3/19/13

13. Approvals:  
   [Signature]
   **Department Head**

   [Signature]
   **Date**  
   3/20/13

14. [Signature]
   **College Dean/Designee**

   [Signature]
   **Date**  
   3/20/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at  
www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**ECON 202** (Principles of Economics: Microeconomics) covers elementary principles of microeconomics. It studies the market system, which refers to the interaction of households and firms in the market. The effects of the government interventions into the market system are studied. To analyze these issues, quantitative methods are used. Students actively use graphs and formulas to describe the behavior of consumers and firms and the economic effects of public policies. The application of the economic models is illustrated with empirical data. Public policies and outcomes of the different market structures are analyzed from a social welfare point of view.

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**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

Critical thinking is essential in this course. During the course students analyze the behavior of consumers and firms, and then synthesize their knowledge to understand how the interaction of demand and supply leads to market equilibrium. They perform comparative analysis of different market structures, with the focus on downsides and upsides of each market structure (economic efficiency, consumer and producer surplus, research and development possibilities, product variety). They analyze the effect of different public policies (taxation, price regulation, antitrust laws) on the well-being of the consumers and producers, and on social welfare and the distribution of income. For example, students learn how to critically assess the impact of government price controls on consumers, producers, and on society as a whole. This will be assessed on exams, assignments, and classroom discussion.

**Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):**

Most communication in this course occurs between the instructor and students visually during lectures and exams, orally during one-on-one discussions between the instructor and students, and in writing via email between the instructor and students. Students are assigned practice problems to learn how to effectively communicate the key concepts learned in the course in writing. For example, students learn how to effectively communicate the economic efficiency characteristics of perfectly competitive markets. This will be assessed on exams, assignments, and in classroom discussions.

**Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):**
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

At the principles level, microeconomic models are taught using graphs. Students learn how to construct graphical models and use these models to quantify changes in market prices, social welfare, economic efficiency, and firms' revenues, costs, and profits among other things. Basic algebra and geometry are used in conjunction with graphs. Calculation of demand and supply elasticities, production, cost and profit measures, social welfare, shortages and surpluses, and opportunity costs are among the quantitative skills students learn. For example, students use graphical analysis and geometry to identify a firms' revenues, costs, and profits. This will be assessed on exams, assignments, and classroom discussion.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

One of the main issues in microeconomics is the trade-off between efficiency and equity. Students learn that economically efficient outcomes might not conform to their ideas of fairness, and that some government policies may decrease economic efficiency for the sake of equity. They learn to analyze the social welfare implications of government policies, such as taxation. The course includes analysis of the labor market and in particular economic discrimination based on such personal characterizes as race, gender, nationality. Students learn how to identify the impact of externalities, such as pollution, on markets and how government policies might be used to improve social well-being in the presence of these externalities. Students also learn how markets fail to provide the efficient level of public goods, and how government provision of public goods can lead to a more efficient outcome. Students learn how to use economic principles to find unintended consequences associated with public policies. For example, students learn how markets do not allocate resources efficiently when negative externalities are present, and how Pigovian taxes can correct this inefficiency. This will be assessed on exams, assignments, and classroom discussion.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Econ 202 Section 502
Principles of Microeconomics
Spring 2013
MWF 10:20-11:10

Instructor: Jeff Edwarsson
Office: ALLN 3092
Phone: 845-9345
Email: edwarsson@ecormail.tamu.edu
Twitter: @EdwardsonEcon
Office hours: Mondays 3:45-5:15 and Thursdays 3:00-4:30 or by appointment.

Course description
Microeconomics is the study of individual behavior, that of households, businesses and government units, and how they interact. In this course we will cover several aspects of this behavior, including scarcity and choice, opportunity cost, demand and supply, consumer behavior, firm behavior in perfect and imperfect markets, and additional topics as time permits.

Learning objectives
Upon successful completion of this course, students will:

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.

2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.

3. Summarize the law of diminishing marginal utility; describe the process of utility maximization.

4. Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and demonstrate the relationship between elasticity and total revenue.

5. Describe the production function and the Law of Diminishing Marginal Productivity; calculate and graph short-run and long-run costs of production.

6. Identify the four market structures by characteristics; calculate and graph the profit maximizing price and quantity in the output markets by use of marginal analysis.

7. Determine the profit maximizing price and quantity of resources in factor markets under perfect and imperfect competition by use of marginal analysis.

8. Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.

9. Identify the benefits of free trade using the concept of comparative advantage.

Required text
The required text is a “custom” textbook based on Hubbard and O’Brien’s Microeconomics, 3rd edition, and is available at local bookstores. The ISBN is 1256234159. If you wish to use a study guide, there is a study guide for the Hubbard and O’Brien text, ISBN 0136022014. The study guide is optional.

Tentative Outline of Topics: All dates are subject to change. Any changes will be announced in class.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Tentative Dates</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter One: Economics – Foundations and Models</td>
<td>1/16</td>
<td>Read pp. 2-20</td>
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<tr>
<td>Chapter Two: Tradeoffs, Comparative Advantage, and the Market System</td>
<td>1/18-1/21</td>
<td>Read pp. 39-60</td>
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<td>Chapter Three: Demand and Supply</td>
<td>1/23-1/28</td>
<td>Read pp. 69-94</td>
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<td>Chapter Four: Economic Efficiency,</td>
<td>1/30-2/1</td>
<td>Read pp. 103-126</td>
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<td>Government Price Setting, and Taxes</td>
<td>2/4-2/11</td>
<td>Read pp. 141-168</td>
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<tr>
<td>Chapter Five: Externalities,</td>
<td>2/15-2/20</td>
<td>Read pp. 177-204</td>
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<td>Environmental Policy, and Public</td>
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<td>Chapter Six: Elasticity</td>
<td>2/25-3/1</td>
<td>Read pp. 263-286</td>
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<td>Chapter Seven: Consumer Choice</td>
<td>3/4-3/8</td>
<td>Read pp. 307-334</td>
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<td>and Behavioral Economics</td>
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<td>Chapter Eight: Technology,</td>
<td>3/18-3/22</td>
<td>Read pp. 343-364</td>
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<td>Production, and Costs</td>
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<td>Chapter Nine: Firms in Perfectly</td>
<td>3/25-4/1</td>
<td>Read pp. 375-396</td>
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<tr>
<td>Competitive Markets</td>
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<td>Chapter Ten: Monopolistic</td>
<td>4/5-4/8</td>
<td>Read pp. 407-432</td>
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<td>Competition</td>
<td>4/10-4/15</td>
<td>Read pp. 441-462</td>
</tr>
<tr>
<td>Chapter Eleven: Oligopoly</td>
<td>4/17-4/22</td>
<td>Read pp. 469-498</td>
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**Grades**
Your grade will be determined by the average of three exam scores. You may substitute your lowest exam score with your score on an optional, comprehensive final exam. Course grades will be awarded as follows: 90+ = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F. Exam scores are the sole criteria used to determine grades. This means that extenuating circumstances will not be considered in the determination of grades. There is no extra credit.

**Exam dates**
Midterm 1: 2/13
Midterm 2: 3/22
Midterm 3: 4/24
Optional Final Exam: 5/7 8:00-10:00 a.m.

**Missed Exams:** Students who miss an exam may be allowed to take a makeup exam. Makeup exams will differ in both form and content from regularly scheduled exams. Makeup exams are typically in essay format. If you miss an exam and have not received my permission prior to the regularly scheduled exam, you must satisfy all of the following requirements in order to take a makeup exam:
1) You missed the exam due to illness or university-excused absence.
2) You must have a written excuse that I can keep in my files explaining the reason for missing the test. For example, if you were ill, you must have a written excuse from your physician or from the University Health Center stating that you were too ill to take an exam. In the event of a death in the family, you must provide written verification. (Note: I verify any written excuses to confirm they satisfy the first requirement above.)
3) You must notify me by the end of the second working day after the missed test. The easiest way to notify me is to call 845-7351 during business hours, or via electronic mail at edwardson@econmail.tamu.edu.
4) I will maintain a list of students who are eligible for a makeup and wish to take it. You need to make sure you get on this list if you wish to take a makeup.

Students who miss an exam and do not meet each of the four requirements above will receive a score of zero for the exam.

**General class guidelines:**
1. All students are expected to follow the Aggie Code of Honor. Academic dishonesty of any kind will be dealt with in a draconian manner.
2. You are expected to act courteously toward your classmates. Refrain from any behavior that might distract a classmate. Show up on time. Don’t leave early. Turn off your cellular telephone before entering the classroom. Text messaging during class is prohibited.
3. Regular attendance is expected. You are also expected to keep up with all reading assignments and assigned exercises. If the event you miss class, you should obtain any lecture notes you need from a classmate.

**Calculators:**
1. Simple mathematical operations (addition, subtraction, multiplication, division) may be necessary on exams. While I'm certain that you can manage these by hand, you may use an electronic calculator if you wish.

2. Programmable calculators are not permitted. Graphing calculators are not permitted. Calculators that allow you store text are not permitted. You may not use your cellular telephone or any other wireless communication device as a calculator. No exceptions.

3. The sharing of calculators is forbidden.

**Academic Resources:** The Department of Economics offers both a free tutoring lab (located in ALLN 3002) and fee-based private tutors. You can find more information about both by calling 845-7351. Your textbook publisher offers several ancillary study aids, both online and in print.

**ADA Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Aggie Honor Code:** "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Economics

2. Course prefix and number: ECON 203

3. Texas Common Course Number: ECON 2301


5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication
☐ Mathematics
☐ Life and Physical Sciences
☐ Language, Philosophy and Culture
☐ Creative Arts
☐ American History
☐ Government/Political Science
☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes
☒ No

8. How frequently will the class be offered? Each semester

9. Number of class sections per semester: 1-5 (usually 5)

10. Number of students per semester: 25-1100

11. Historic annual enrollment for the last three years: 1594 (2011-12) 1881 (2010-11) 1482 (2009-10)

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

Course Instructor

Date 3/20/2013

13. Approvals:

Date 3/20/2013

14. Department Head

Date 3/20/2013

15. College Dean/Designee

Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**ECON 203 (Principles of Economics: Macroeconomics)** Macroeconomics studies human behavior in the economy as a whole, exploring how individuals interact in the aggregate economy. Topics include the measurement and determination of national income, employment, and the price level. Macroeconomics studies the business cycle, monetary and fiscal policy responses to the business cycle, the effect of government deficits and debt, determinants of inflation, and causes and effects of economic growth. Empirical evidence is presented and interpreted, and graphs and formulas are used to describe macroeconomic behavior.

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Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

Critical thinking is essential in the Macroeconomics course. Students analyze the behavior of macroeconomic aggregates such as consumption, investment, government spending, and net exports, and synthesize their knowledge in understanding how the interaction of these components determine aggregate output. Students examine the impact of various changes in the economy and how they affect the equilibrium level of aggregate output. They analyze the effect of monetary and fiscal policies on equilibrium output and on economic growth. Introduction of real world applications, data and news on each subject increases students' analytical skills, critical thinking and appreciation for the materials. These skills will be evaluated by answering test questions and random quizzes.

**Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):**

Most communication in this course happens between the instructor and students during lectures, on homeworks, on exams, in office hour conversations, and via email between the instructor and students. Students have the ability to ask questions and seek feedback during lectures and receive immediate feedback on submitted homework answers (on-line assignments allow students (and instructors) to evaluate their weaknesses and strengths immediately). Students learn to evaluate different arguments presented through different modes of communication: statistical or mathematical representation, verbal, written, and visual. Using graphs, simple formulas and some actual data give students a better understanding about different macroeconomic topics. The instructor uses the homework results to help students understand what material they know well and what material they do not know well. Results on homeworks also inform the instructor on topics that may need further emphasis or coverage. Students develop the ideas through reading the textbook,
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

solving textbook problems, completing the worksheets in class, and oral communication with the instructor. They interpret and express ideas by completing homework assignments, orally responding to instructor queries in class, and on exams. Students are able to comprehend the materials by simply watching a video in class and participating in the following discussion. These communication skills will be evaluated by by answering test questions, on-line assignments and in-class-practice questions.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

A critical component of all economics involves understanding and analyzing empirical data. Students will be able to interpret tables and graphs and assess the definition and development of various sources of data regarding human behavior in the macro economy. Students will learn to understand and manipulate mathematical and graphical models of economic behavior. Assessment is based primarily on exams, homeworks, and in-class discussion.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students of macroeconomics learn how individuals behave and interact in the aggregate economy, and how their actions and the actions of policy makers impact not just individuals but the entire economy. Students learn that policy actions require tradeoffs between competing goals, and policy actions may have differential impacts across macroeconomic groups. While the course is focused on the US economy, examples of the macroeconomic situation and macroeconomic behavior in other countries is provided. This is assessed through homeworks and in-class discussion.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Principals of Economics: Macroeconomics
Spring 2013

ECON 203 (504)  Dr. Ghazal (Hazel) Bayanpour-Tehrani
Harrington Educ Ctr Classrooms 207  bayanpour@tamu.edu
MWF 12:40 pm - 1:30 pm  ALLN 3064 (979) 862-3857
Office Hours:  W 10:30 am- 11:30 am or by appointment

Optional Text: Brief Principals of Macroeconomics, by N. Gregory Mankiw (any edition)

Course Prerequisites: ECON 202 or approval of undergraduate advisor

Course Description:
Economics is the study of how individuals and societies make choices to use scarce resources to satisfy their unlimited wants. Macroeconomics is one the main branch of economics which studies the behavior of economic as a whole. In this class, we study how the overall economy works. This course also studies the economy at the aggregate level and analyzes the effect of the government's different policies on total output and related level of productivity. In This course we will introduce some basic economics models to explain macroeconomics phenomena like GDP, unemployment, inflation, economic growth, etc.

Course Objectives:
The purpose of this course is to develop a basic understanding of economic concepts and theories and related governmental challenges. This course will help you to understand economics by looking at several components and definitions. Besides, it is expected that students will recognize and have insight into major issues like GDP, Unemployment, Business cycle, etc. It also enhances your critical analysis skills.

Class Rules:
- As a courtesy to everyone in class, please do NOT come to class late and do NOT leave it early. If you need to leave earlier, let me know at the beginning of a class.
- Please turn off your cell phones during lectures and tests.
- All students must check their e-learning accounts daily for any announcement, assignments, etc. Students are responsible for being aware of any announcements that are made in the class or on e-learning.

Assignments:
There will be some on-line homework assignments. Students have a week to submit their assignments from the day it has been posted on e-learning. For example, if a homework is given out on Friday at 5:00 pm, it will be due the following Friday at 5:00 pm. After submitting each homework, it will be graded automatically and you should be able to see your grade and the correct answers. If you want to keep a copy of the homework for future practice/review, I strongly encourage you to print out the completed homework RIGHT AFTER submission. I will not post any homework later on. If you miss any homework, a grade of zero will be recorded automatically. You may not do the assigned homework after its due date under any circumstance. So, please plan accordingly. I will drop the two lowest homework’s grades at the end of the semester. All the homeworks are meant as a guideline on how well students understand the material presented in class and in the textbook. It has been my experience that those students who make an effort to do all the assignments do better on exams.

Attendance:
Your attendance in class is required and very important in your understanding. Some practice –in-class problems will be given from time to time that are helpful in students’ learning. Students are encouraged to participate/volunteer in solving/explaining them in class.
Exams:

Midterms and Final: There will be two midterm exams for this course and a Final exam.

- If you miss any midterm exam, a grade of zero will be recorded for that test. No make-up exams will be given without a university-approved and documented excuse. In case of accident or illness, I will not accept a doctor appointment note (or similar document) as an excuse. The excuse notes from doctor, nurse, hospital, etc should state the date, time and the reason of your absence. To schedule a make-up exam, you may contact the teaching assistant of the course AFTER my approval.
- According to Student Rule 7, students must notify me prior to the exam in writing (e-mail is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. I will NOT accept any excuse afterwards. This notification should include an explanation of why notice could not be sent prior to the class.
- No early exam(s) will be arranged under any circumstance. Please do not ask.
- If you miss the final exam, you will get an NG (No Grade) for the course. There will be no make-up or any other arrangement to take the final at any time other than that listed in the official registrar’s schedule.
- All students must bring a pencil, eraser, scantron (gray one), student ID card and a non-programmable calculator to all the exams. Using cell phones as a calculator is NOT permitted. Sharing calculators are NOT allowed as well.
- All the exams are given in multiple choice questions version. Answer key to each test will be posted on e-learning after each exam.
- Cheating will not be tolerated in my class. If any student caught cheating on any test, he/she will get zero in that test and will be reported to the University for further disciplinary actions.

Tips for success:

- Read both the textbook materials and lecture notes. Work on the questions at the end of each chapter and practice questions that are given on e-learning from time-to-time.
- Review all the lecture notes that will be posted on e-learning AFTER each lecture.
- Do all the home works. If you have problem with the material, stop by my office during my office hours. Or see the Teaching Assistant for the course. Please do NOT send me your questions via email.
- I will NOT answer any email/discussion sent via e-learning. Contact me via my TAMU email only, if you have any question or concern.
- There will be three review sessions before each test that review highlights of each chapter. Students’ attendance in these sessions is recommended.
- If you need private tutoring, please go to Economics department office, ALLN 3035 and ask for the list of tutors.

Tentative Schedule of exams time:

Midterm1: Monday, February 25
Midterm 2: Monday, April 1
Final Exam: Monday, May 6 at 10:30 am- 12:30 pm (check TAMU calendar for any change or update)

Course Grading:

20% Homeworks, 25% Midterm 1, 25% Midterm 2 and 30% Final Exam.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Final score</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>&lt;59</td>
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American with Disabilities Act Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or dial 845-1637.

Academic Integrity Statements:

AGGIE HONOR CODE

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Tentative Course Outline: The following is a tentative class schedule of the subjects that is planned to cover. Following the lecture notes will give you a better idea about the updated schedule on the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1/14</td>
<td>1. Introduction and Definitions And Economics way of thinking (Ch.1)</td>
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<td>1/16</td>
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<td></td>
<td>1/18</td>
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<td>2</td>
<td>1/21</td>
<td>Martin Luther King, Jr. Day.</td>
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<td>2</td>
<td>1/23</td>
<td>2. Economic way of thinking (Ch. 1), The US and Global Economy and Circular Flow (Ch. 2)</td>
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<td>3</td>
<td>1/28</td>
<td>3. Economic Problem (Ch. 3), Specialization &amp; Trade( Ch. 3)</td>
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<td>4</td>
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<td>Market Demand &amp; Supply (Ch. 4)</td>
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<td>5</td>
<td>2/11</td>
<td>Market Equilibrium (Ch. 4), GDP (Ch. 5)</td>
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<td>6</td>
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<td>Measuring GDP, The Use &amp; Limitation of RGDP (Ch. 5)</td>
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<td>Review for Midterm Exam 1</td>
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<td>Job &amp; Unemployment (Ch. 6)</td>
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<td>8</td>
<td>3/4</td>
<td>Unemployment &amp; RGDP (Ch. 6), CPI &amp; Cost of Living (Ch. 7)</td>
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<td>3/20</td>
<td>Labor Market, Potential GDP &amp; Natural Unemployment Rate (Ch. 8)</td>
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<td>11</td>
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<td>3/29</td>
<td>Review for Midterm Exam 2</td>
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<td>Financial and Loanable Funds Markets (Ch. 10)</td>
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<td>4/8</td>
<td>The Monetary System (Ch. 11), Money Market and Inflation (Ch. 12)</td>
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<td>14</td>
<td>Brief word on Fiscal Policy (Ch. 16) and Monetary Policy (Ch. 17), Aggregate Demand &amp; Supply (Ch. 13)</td>
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<td>Aggregate Demand &amp; Supply (cont.) (Ch. 13)</td>
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<td>Review for Final Exam</td>
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**Final Exam: May 6 – 10:30 am-12:30 pm**

Good Luck!
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health and Kinesiology – ED

2. Course prefix and number: HLTH 236

3. Texas Common Course Number: NA

4. Complete course title: Race Ethnicity and Health

5. Semester credit hours: 3 SCH

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

   Current Core: Yes
   Current ICD: Yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes [x] No [ ]

8. How frequently will the class be offered? Every semester, including summer
   At least two sections per semester, one online and one face-to-face; but we also offer majors only sections and honors sections.

9. Number of class sections per semester: Approximately 850 during the fall and spring semesters.
   2012/2013-1764
   2011/2012-1633
   2010/2011-1610

10. Number of students per semester: students (summer estimated)

11. Historic annual enrollment for the last three years:

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    Susan Ward
    Course Instructor
    Date 3/27/13

    Approvals:
    Date 3/27/13

14. Department Head
    Date 3/29/13

15. College Dean/Designee
    Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at: www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course is designed to provide a broad overview of the issues relating to health and healthcare access that influences health disparities and the overall quality of life experienced by all persons in the United States. During the semester the course will include topics such as White/Caucasian Health, African American Health, American Indian and Alaskan Native Health, Asian and Pacific Islander Health, and Hispanic/Latino Health. The learning outcomes follow.

- Understand basic terms used in the field as well as a basic understanding of the complexity of the issues that give rise to inequities in the U.S. Health System
- Introduction to the many factors that contribute to racial/ethnic disparities in health
- Identify critical contexts, complexities, and nuances of race and health
- Comprehensive overview of the nature, magnitude, and causes of racial/ethnic disparities in health
- Examine the specific health issues confronting various racial and ethnic groups
- Learn health promotion and disease prevention strategies
- Identify health services and resources related to disparities.
- Discuss scientific method, data collection, specific health-related statistics, and specific research and their ramifications.
- Communicate information regarding health among people of different races and ethnicities.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

In each module, students read carefully selected articles from peer reviewed professional journals and analyze which information from the articles relates to the module learning objectives. Module objectives specified for critical thinking and the selected readings follow. Assessment of all objectives is conducted through module quizzes and exams.

Module 1 - Discuss the impact of race and gender on health behaviors of Americans
Socioeconomic Disparities in Health in the United States: What the Patten Tells Us
Module 2 - Explain the Tuskegee cases' impact on African Americans' trust of the medical establishment.
The US Public Health Service Syphilis Study at Tuskegee
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Module 3 - Discuss the sociological contribution to racial and ethnic health disparities
Understanding Racial-ethnic Disparities in Health: Sociological Contributions
Racial Residential Segregation: A Fundamental Cause of Racial Disparities in Health

Module 4 - Understand the migration and its relation to racial/ethnic US composition by region of the US
Motion Chart Series - Immigration Data by Race/Ethnicity

Module 5 - Discuss how socioeconomic status affects health
Socioeconomic Status, and Health: Complexities, Ongoing Challenges, and Research Opportunities and
Socioeconomic Disparities in Health in the United States: What the Patterns Tell Us

Module 7 - Discuss how race and ethnicity affect health outcomes among US population
Racial Differences In the Use Of Cardiac Catheterization After Acute Myocardial Infarction

Module 8 - Identify inappropriate racial and ethnic labeling in health research and propose appropriate variations
White, European, Western, Caucasian, or What? Inappropriate Labeling in Research on Race, Ethnicity, and Health

Module 9 - Identify how segregation and poverty affect African American health.
Segregation, Poverty, and Empowerment: Health Consequences for African Americans

Module 13 - Compare and contrast institutionalized racism, personally mediated racism, and internalized racism.
Levels of Racism: A Theoretic Framework and a Gardener’s Tale

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will demonstrate their ability to communicate their thoughts about health among people of different races and ethnicities through a course project. In this project, each student will be asked to prepare a 90 second oral presentation that also contains a visual representation of their thoughts such as a handout of a chart or PowerPoint slide with a picture. Students will also be required to submit a written report on the same subject. The oral presentation will be graded on organization, language, delivery, supporting material and message. The written report will be graded on organization, grammar and style, APA format and content. In-house student students will make oral presentations in small groups and be given feedback by their peers. An oral presentation rubric will be provided for peers to use in providing feedback. Online students will prepare 90 second YouTube videos that will be submitted via the course website and graded by the course graduate assistant. Reports for both classes will be graded by course graduate assistants.

The teaching strategies used in the course were selected to teach students about various means of communication. These strategies include presentations made by individuals with expertise in the area of study (audio and video recordings for the online sections and face-to-face presentations for in-house sections), readings from the professional literature and motion charts. The motion charts were created using data from national surveillance surveys. The charts use bubbles of varying size and colors to illustrate differences in specific health issues between racial/ethnic groups and they are put in motion to help students understand how numbers have changed over time. Module objectives selected specifically for communication and the teaching strategies follow. Assessment of all objectives is conducted through module quizzes and exams.
Module 2 - Identify and describe ways to improve the relationship between African Americans and the medical world.

Presentation - The US Public Health Service Syphilis Study at Tuskegee
Module 6 - Discuss how race and ethnicity affect health behavior among US populations.
Presentation - The Impact of Socioeconomic Status on Health
Module 7 - Understand access to and use of health care by race and ethnicity
Reading - Racial-Ethnic Disparities in Stroke Care: The American Experience
Module 9-11 - Understand the major health risks and health issues among ...(each module covers one racial/ethnic group).
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Presentations – Each Module has a specific presentation.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students will study the scientific method, data collection, specific health-related statistics, specific research and their ramifications. Although all modules cover this core objective; the HLTH 236 module objectives specified for empirical and quantitative skills and the teaching strategies follow. Assessment of all objectives is conducted through module quizzes and exams.

Module 3 - Identify the proper use of race and ethnicity as data collection and explain when it is appropriate for studies to use race and ethnicity.

  Reading – ‘Population Profiling’ and Public Health Risk: When and How Should We Use Race/Ethnicity?

Module 4 - Explain why infant mortality is an important measure of health status of the US.

  Chart Series - Infant Mortality Data by Race/Ethnicity

Module 5 - Differentiate between measures of socioeconomic status

  Identify the current SES disparities among all racial groups in the US and the link to health outcomes

  Understand epidemiology and indicator statistics

  Explain the current US demography of persons below poverty level by race and ethnicity

  Identify the patterns and distribution of disease within the US

  Presentation - Introduction to the Scientific Methods and Epidemiology

  Motion Chart Series - SES Data by Race/Ethnicity

  Modules 8-11 Describe the death rates and causes of death among....(each module covers one racial/ethnic group).

  Motion Chart Series – A motion chart is available for each module

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The HLTH 236 module objective specified for the social responsibility core and the teaching strategies follow.

Module 1 - Explain potential ways to reduce social inequalities in the US to improve health outcomes among all racial/ethnic subgroups.

  Presentation - Introduction to Race, Ethnicity & Health

Module 6 - Understand risk and protective factors for mental health problems and mental disorders and Understand risk behavior, prevention behavior, and illness behaviors.

  Presentation - Health Behaviors by Race/Ethnicity

Module 7 - Understand how cultural appropriateness of health care can affect the health of all races and ethnicities

  Presentation - Healthcare Utilization of Various Race/Ethnicities

Module 9 - Discuss racism as a stressor for African Americas

  Reading - Racism as a Stressor for African Americans

Module 13 - Discuss how the measures for cultural competencies may support and improve cultural competency within the health care system.

  Presentation - Cultural Competency
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Race, Ethnicity, & Health
HLTH 236 – 599 (Web-Based)
_________ Semester
Division of Health Education
Texas A&M University

This section of HLTH 236 – 599 is the online version of the course and is designed for students to work independently to master course content and skills.

Instructor: Jeffrey Guidry, Ph.D.
Associate Professor
Department of Health and Kinesiology
College of Education and Human Development
Texas A&M University

Graduate Assistant: Andrea McDonald, MS
Office Hours: Blocker 316
Office Hours: Please email to schedule appointment during the following days/times.
M 1:00pm-3:00pm
W 10:00am -12 noon
R 10:00am-12:00 noon
F 10am- 4pm
Telephone: 979-847-9587
Fax: 979-862-2672
Email: hlth236@hlkn.tamu.edu

Please contact the course GA if you have any course-related questions using one of the contact methods listed above. The Office of Digital Learning Technologies is open during regular business hours (9:00am to 5:00pm) and all concerns will be addressed within 48 business hours. Please do not expect prompt contact over the weekends or university holidays.

Written Communication Policy:
Web-based and distance education courses often times require students to communicate with professors, staff, and graduate assistants through email or online forums. Thus, effective written communication is crucial to the success of online learning. To assist students with written communication, The Office of Digital Learning Technologies has posted some guidelines for effective online communication at http://onlinecourses.tamu.edu/Siteupdate/other/netiquette.html.

Online Orientation for Online Students: http://onlinecourses.tamu.edu/orientation/2362013A.html
This orientation video lasts approximately 10 minutes. Students are encouraged to watch this video because it introduces them to their course GA, demonstrates how to use the course website, and addresses any logistical concerns about the course that they may have.
Course Overview and Learning Outcomes:

Race, Ethnicity, & Health (HLTH 236) course will explore in-depth the racial, ethnic, and cultural dimensions that underlie health and health disparities. Special attention will be paid to culture, social economic status, and governmental policies as they influence the adaptation of health practices. The aim of this course is to introduce students to important health issues that face individuals of different racial and ethnic backgrounds. This course will address and explore a range of issues related to the health status of various racial and ethnic groups.

This is an introductory health course offered to all undergraduate students at Texas A&M University. As such, it is designed to provide a broad overview of the issues relating to health and access to healthcare access and the influences that these disparities have on the quality experienced by all persons in the United States. During the semester the course will include topics such as African American Health, American Indian and Alaskan Native Health, Health Care Access and Differences in Health, etc. For a full list of topics, please see the course lectures listed below.

Upon completion of this course, each student will have attained the following objectives:

1. Comprehensive overview of the nature, magnitude, and causes of racial/ethnic disparities in health.
2. Introduction to the many factors that contribute to racial/ethnic disparities in health.
3. Understand basic terms used in the field as well as a basic understanding of the complexity of the issues that give rise to inequities in the U.S. Health System.
4. Identify critical contexts, complexities, and nuances of race and health.
5. Examine the specific health issues confronting various racial and ethnic groups.
7. Identify health services and resources related to disparities.
8. Discuss scientific method, data collection, specific health-related statistics, and specific research and their ramifications.
9. Communicate information regarding health among people of different races and ethnicities.

Prerequisite: None

Course Materials:
- Readings, video lectures and notes will be available on the course website. Note: Please keep in mind that as you work through the course materials, you may contact the graduate assistants if you need clarification on any of the course content.

Course Website for Online Students: http://courses.education.tamu.edu
All lectures, notes, and materials for this course are provided on the course website. To log on:
1. Go to http://courses.education.tamu.edu
2. Click “Login for Texas A&M Faculty, Staff, and Students”
3. When prompted, enter your NetID and password
4. Then click on the link for “HLTH 236- Race, Ethnicity, and Health”
5. Once logged into the course, use the links on left side of the course menu to navigate through the course content.
Required Software for Online Students:
- Internet Browser
  - Firefox and Google Chrome are recommended
- NEO Email Account
  - All course emails will be sent to your NEO/TAMU account
- Flash Plug-in
- Adobe Reader

Technical Support for Online Students:
If you experience any technical problems with the website or the course lectures, please contact your course GA. If you have limited internet access or will be away from an internet connection for an extended period of time, you may request from your GA a CD/DVD, which includes all lectures and notes on the course website.

Course Grades:
Course grades are determined by accumulating points earned on the course project and quizzes, and exams. All due dates for coursework are listed in the timeline at the end of the syllabus and on the calendar on the course website.

Course Project: Each of you will prepare a 1 page written report and 90 second oral presentation with at least one visual (a chart, graph or picture on a handout). The topic of the report and presentation may be any aspect of the course of interest to you but must be related to one of the course learning outcomes. The written report will be done in APA format and must use at least two citations. The written report and oral presentation may be the same topic. In-house student students will make oral presentations in small groups and be given feedback by their peers. An oral presentation rubric will be provided for peers to use in providing feedback. Online students will prepare 90 second YouTube videos that will be submitted via the course website and graded by the course graduate assistant. Reports for both classes will be graded by course graduate assistants.

Quizzes: The 14 online quizzes are designed to help you assess your mastery of module material and to expose you to the types of questions you may expect to see on the exams. Each quiz has 10 questions and is worth 10 points. You have 30 minutes to complete each quiz and are only allowed one attempt. All online quizzes must be individual efforts. If you are suspected of completing coursework with another person or within a group, you will be notified and given the option for adjudication.

The link to each module quiz is at the bottom of each module page. Click on this link to access quiz instructions, and then click the “Attempt quiz now” button when you are ready to begin. To submit your quiz for grading, click the “Next” button at the bottom of the page. A summary page now shows you the questions you have answered, flagged, and left blank. When you are ready to submit your work, click on the “Submit all and finish” button. Unless you click “Submit all and finish,” your answers will not be saved or submitted.

When you complete the quiz, only your score is displayed. You may review the quiz questions, your responses, and where to find the correct answers after the quiz due date has passed. To access this review, click on the link to the quiz, then on the “Review” link under the summary of your previous attempts. If you have any questions about the correct responses, feel free to contact your GA for clarification.
You are responsible for completing each module quiz **no later than 5:00pm on the due date.** Remember: any quizzes can be taken early. Unless you have a university-approved excuse for missing a quiz, no attempts are allowed after the quiz has closed. All quiz due dates are located in the timeline at the end of the syllabus and on the calendar on the course website.

**Exams:** The 2 exams are designed to assess your mastery of course material. The exam is closed-notes, non-cumulative, and all course materials including lectures, PowerPoint presentations, and readings are subject to testing. Each exam is worth 100 points.

Exams for online students are administered online the second floor of the **Student Computing Center (SCC).** Please bring a #2 pencil and your university ID with you to the testing site.

You have 60 minutes to complete each exam. Please arrive at the exam 15 minutes before your start time so you have time to sign in, log onto a computer, and hear exam directions.

The exam begins promptly at 6:00pm or 7:30pm, depending on your last name. If you arrive late, you will only be given the time remaining on the clock to complete the exam. However, if you arrive after the first person has completed the exam, you will NOT be allowed to begin the exam and points will be deducted for taking the exam late.

Online students exam dates and times are listed below and also in the course timeline at the end of the syllabus:

- **Exam 1** covers Modules 1-7 and is worth 100 points.
  - **Wednesday, 6:00pm:** Last Names: A – D
  - **6:30pm:** Last Names: E – K
  - **Thursday, 6:00pm:** Last Names: L – P
  - **6:30pm:** Last Names: Q - Z

- **Exam 2** covers Modules 8-12 and is worth 100 points.
  - **Wednesday, 6:00pm:** Last Names: Q – Z
  - **6:30pm:** Last Names: L – P
  - **Thursday, 6:00pm:** Last Names: E – K
  - **6:30pm:** Last Names: A – D

**Exam Rescheduling Procedures:**
Please take note of your designated exam date and time listed above. If you have any university-approved conflicts with either of your scheduled exam dates, you must email hlth236@hlkn.tamu.edu to reschedule your exam before 12pm Tuesday, February 26, 2013 for Exam 1 and before 12pm Monday, April 15, for Exam 2 with an excused absence for rescheduling your exam.

Rescheduled exams are administered in Blocker 309, and the dates and times of rescheduled exams are on a first-come, first-serve basis. Please check your other course syllabi for any exam conflicts and contact
your GA as soon as possible if you realize you need to reschedule. All requests to reschedule your exam must be approved by your GA. Examples of acceptable rescheduling reasons are listed below:

- **Acceptable Rescheduling Reasons**
  - Have a university class at the same time (submission of class schedule required)
  - Have three exams scheduled on the same day (submission of class syllabi required)
  - Conflict with employment (letter from supervisor required)
  - Documented illness or injury (doctor's note required)
  - Any reason for which you can provide university-excused absence documentation

- **Unacceptable Rescheduling Reasons**
  - Would like to take the exam at a prior date/time
  - Conflict with extracurricular activities
  - Undocumented personal illness (see the excused absence section below regarding the Explanatory University Excused Absence Form)
  - Conflict with athletic practices

It is your responsibility to provide proper documentation to your course GA at least 48 business hours prior to the testing night to verify that your absence is excused according to Texas A&M University regulations. Requests after this deadline may result in a 5-point penalty per day that you do not reschedule. If you do not reschedule your exam as outlined above but come to a different testing night or time, 15 points may be deducted from your exam score.

**When a test is not taken on or before the scheduled exam night, and/or documentation of your absence is not provided to your GA, a grade of "0" will be given.**

Those students who have an approved rescheduling for their exams will take the exam designated as Makeup Exam on the course website. This is the same exam; however, only those students rescheduling their exams will take this makeup exam. Obviously, for those students who take the Makeup Exam, you will receive only a grade for the Makeup Exam in the course grade-book just as those students who took the regularly scheduled exam will receive a grade for only that exam and not the makeup exam in the course grade-book. Everyone is being graded the same.

**Missed Quizzes, Assignments, or Exams:**
No work is accepted late without a university-approved excuse. If you have a university-approved reason for missing any quiz, assignment, or exam deadlines, documentation must be given to your course GA no later than 2 business days after you are allowed to return to work or school. All university-excused notes need to include full contact information, as we reserve the right verify your excused absence. After documentation has been received and verified, you have 7 business days from the date of your excuse to complete any missed work.

The instructor of this course has chosen to only accept the Explanatory Statement of Absence from Class form if it is accompanied by additional documentation. If you cannot produce sufficient documentation to accompany this form, it will not be accepted and no assignments can be completed.

**Final Grades:**

Grades in HLTH 236 will be determined according to the following course point structure:
Exam 1 100 points
Final Project 100 points
Exam 2 100 points
Quizzes 140 points

Total Points 440 points

Letter grades will be assigned according to the following course point structure:
A = 440-396 points
B = 395-352 points
C = 351-280 points
D = 279-240 points
F = 239 points and below

It is your responsibility to earn your letter grade in this course. No quiz grades are dropped, no curves are given, and unless otherwise notified, no extra credit is offered for the course. Do not contact your GA with requests for extra credit or opportunities for additional points.

Study & Preparation Suggestions:
- HLTH 236 – Race, Ethnicity, & Health is a challenging course to which you should allow yourself at least 4-6 hours per week to learn the materials.
- Watch the course orientation video and contact hlth236@hlnk.tamu.edu if you have questions.
- You may use course materials while taking the quizzes. However, studying the material before you attempt the quiz will help you commit the information to memory.
- Watch the video lectures and take notes based on what the lecturer says so you have a deeper understanding of the lecture notes.
- Use the study guides that will be posted on the website at least one week prior to the exam.
- Write your own exam practice questions based on course materials.
- Regularly check the website and your NEO account for any updated course information.
- Ask any questions you may have regarding the course content and readings. The GAs are always here to help you throughout your online course experience.

Course Activity Reports:
The course website tracks all course activity and progress. This information is used to examine possible cases of academic dishonesty and to settle potential grading concerns. The activity report records login times, login problems, access to course materials, IP addresses, and any similar web activity. If you have questions about the tracking functionality of the course website, please contact your course GA.

Academic Honesty:
The Aggie Honor Code states:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. Please think about what this honor code means, and let it shape and guide your behavior. For additional information, please visit http://aggiehonor.tamu.edu.

Academic Dishonesty Procedures:
If you are suspected of academic dishonesty, the course instructor will refer the matter to the Honor Council. You will be notified via phone or e-mail of the intent to submit the case to the Honor Council. Texas A&M University is required by law to discuss these matters only with the student. The instructors, staff, and GAs of the Office of Digital Learning Technologies cannot and will not discuss any academic issues with anyone other than the student, including parents and/or guardians.

American Psychological Association (APA) format:
All course assignments should be completed in APA style format when citing outside resources. This ensures that work is original and nothing is plagiarized. Assignments will be graded for proper APA citations and reference list. APA formatting guidelines can be found from the Publication Manual of the American Psychological Association (6th edition) or accessed through the APA Formatting and Style Guide on the Purdue Online Writing Lab website: http://owl.english.purdue.edu/owl/resource/560/01/. Please be sure to explore these resources and your course GA with any questions regarding the formatting of citations and reference lists.

Student Services for Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please visit the Disability Services website at http://disability.tamu.edu or call 979-845-1637 for more information. If you are already registered with Disability Services, please make sure we receive the required paperwork so that we can make proper accommodations for any course assessments.

Student Rules:
Each student must be fully acquainted with and ready to comply with the Texas A&M University Student Rules. More specific rules, information, and procedures may be found in various publications pertaining to each particular service or department. Please visit http://student-rules.tamu.edu/ for more information.

Copyrighted Materials:
Most of the readings and lecture materials used in this course are copyrighted (including but not limited to the syllabus, exams, notes, and any web-based materials). These are legally protected documents. Do not reproduce these materials for any use other than those related to this course.

Disclaimer:
Should you have any problems or comments that you would like to share about the online courses, please contact Dr. Bruce Hanik, Assistant Director for the Office of Digital Learning Technologies, by email at bhanik@hlkn.tamu.edu or by phone at 979-862-7656.

Caveat:
The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

EXAM 1 OUTLINE

<table>
<thead>
<tr>
<th>Syllabus Quiz due by Wednesday,</th>
<th>by 5 pm</th>
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<tr>
<td>Module 1</td>
<td>Lectures:</td>
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<td>Module 1 Quiz due by Wednesday, by 5 pm</td>
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<tr>
<td><strong>Introduction to Race, Ethnicity, &amp; Health</strong></td>
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<tr>
<td>Lectures:</td>
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<tr>
<td>• Introduction to Race, Ethnicity, &amp; Health by Amber Muenzenberger, MS, CHES</td>
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<tr>
<td>• Introduction to the Motion Charts</td>
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<thead>
<tr>
<th>Module 2 Quiz due by Wednesday, by 5 pm</th>
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<tbody>
<tr>
<td><strong>History of Race/Ethnicity</strong></td>
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<tr>
<td>Lectures:</td>
</tr>
<tr>
<td>• Historical Background by Beth McNeill, PhD, CHES</td>
</tr>
<tr>
<td>• The US Public Health Service Syphilis Study at Tuskegee by B. Lee Green, PhD</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Required Readings</th>
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<tbody>
<tr>
<td>• Under the Shadow of Tuskegee: African Americans and Health Care</td>
</tr>
<tr>
<td>• The Classification of Races in Europe and North America: 1700-1850</td>
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</tbody>
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<thead>
<tr>
<th>Module 2 Quiz due by Monday, by 5 pm</th>
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<tbody>
<tr>
<td><strong>Defining Race/Ethnicity</strong></td>
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<tr>
<td>Lectures:</td>
</tr>
<tr>
<td>• Concepts in Race/Ethnicity by E. Lisako McKyer, PhD</td>
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<tr>
<td>• Census Data by Race/Ethnicity</td>
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<tr>
<th>Required Readings</th>
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<tbody>
<tr>
<td>• Understanding Racial-Ethnic Disparities in Health: Sociological Contributions</td>
</tr>
<tr>
<td>• Racial Residential Segregation- A fundamental Cause of Racial Disparities in Health</td>
</tr>
<tr>
<td>• ‘Population profiling’ and public health risk: When and how should we use race/ethnicity?</td>
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<tr>
<th>Module 3 Quiz due by Monday, by 5 pm</th>
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<tbody>
<tr>
<td><strong>Demographics</strong></td>
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<tr>
<td>Lectures:</td>
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<tr>
<td>• Demographics by E. Lisako McKyer, PhD</td>
</tr>
<tr>
<td>• Infant Mortality Data by Race/Ethnicity</td>
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<td>• Immigration Data by Race/Ethnicity</td>
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<thead>
<tr>
<th>Required Readings</th>
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<tbody>
<tr>
<td>• Overview of Race and Hispanic Origin: 2010</td>
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<tr>
<th>Module 4 Quiz due by Monday, by 5 pm</th>
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<tr>
<td><strong>Epidemiological Profile of the United States</strong></td>
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<td>Lectures:</td>
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<tr>
<td>• Introduction to Epidemiology and the Scientific Method by Susan Ward, PhD</td>
</tr>
<tr>
<td>• The Impact of Socioeconomic Status on Health by Andrea DeMaria, PhD</td>
</tr>
<tr>
<td>Module 6 Quiz due by Wednesday, by 5 pm</td>
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<tr>
<td><strong>Module 6 Health Behaviors by Race/Ethnicity</strong></td>
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<tr>
<td>Lectures:</td>
</tr>
<tr>
<td>- Health Behaviors by Race/Ethnicity by E. Lisako McKyer, PhD</td>
</tr>
<tr>
<td>- Leading Causes of Death by Race/Ethnicity</td>
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<tr>
<td>Required Readings</td>
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<tr>
<td>- The Relationships among body size, biological sex, ethnicity, and healthy lifestyles in adolescents</td>
</tr>
<tr>
<td>- Specifying Race-Ethnic Difference in Risk for Psychiatric Disorder in a USA National Sample</td>
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<tr>
<td>- Racial Disparities in Awareness of the Human Papillomavirus</td>
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<tr>
<th>Module 7 Quiz due by Wednesday, by 5 pm</th>
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<tr>
<td><strong>Module 7 Race/Ethnicity &amp; Health</strong></td>
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<tr>
<td>Lectures:</td>
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<tr>
<td>- Healthcare Utilization of Various Race/Ethnicities by Mary Odum, PhD</td>
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<tr>
<td>- Healthcare Utilization Data by Race/Ethnicity</td>
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<tr>
<td>Required Readings</td>
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<tr>
<td>- Racial differences in the use of cardiac catheterization after acute myocardial infarction</td>
</tr>
<tr>
<td>- Racial-Ethnic Disparities in Stroke Care: The American Experience</td>
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</table>

**EXAM 1** – Exam 1 will cover modules 1-7. This includes all content included in the lectures, the notes, and the required readings. Please bring your student ID. If you have any conflicts with the exam times below, please contact the graduate assistants at hlth236@hltn.tamu.edu. The Exam 1 date is as follows:

- **Exam 1 covers Modules 1-7 and is worth 100 points.**
  - **Wednesday,** ____________
    - 6:00pm; Last Names: A – D
    - 7:30pm; Last Names: E – K
  - **Thursday,** ____________
    - 6:00pm; Last Names: L – P
    - 7:30pm; Last Names: Q - Z
## EXAM 2 OUTLINE

**Module 8**
**Caucasian/White Health Issues**

**Lectures:**
- Caucasian/White Health Issues by Jeff Guidry, PhD
- Leading Causes of Death for Caucasians/Whites

**Required Readings**
- White, European, Western, Caucasian, of What? Inappropriate Labeling in Research on Race, Ethnicity, and Health

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**Module 9**
**Quiz due by Wednesday, by 5 pm**

**African Americans Health Issues**

**Lectures:**
- African American Health Issues by Jeff Guidry, PhD
- Leading Causes of Death for African Americans

**Required Readings**
- Racism as a Stressor for African Americans
- Segregation, Poverty, and Empowerment: Health Consequences for African Americans

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**Module 10**
**Quiz due by Monday, by 5 pm**

**American Indians and Alaskan Native Health Issues**

**Lectures:**
- American Indian and Alaskan Native Health Issues by Jeff Guidry, PhD
- Leading Causes of Death for American Indian/Alaskan Natives

**Required Readings**
- Childhood Obesity in American Indians
- Indian Health Service Innovations Have Helped Reduce Health Disparities Affecting American Indian And Alaska Native People

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**Module 11**
**Quiz due by Wednesday, by 5 pm**

**Asian and Pacific Islanders Health Issues**

**Lectures:**
- Asian and Pacific Islander Health Issues by Jeff Guidry, PhD
- Leading Causes of Death for Asian/Pacific Islanders

**Required Readings**
- Exploring the Socioeconomic and Immigration Health Contexts of Asian Americans
- Health Literacy and Poor Health Status in Asian Americans and Pacific Islanders in Hawai’i
- Conceptual Parameters of Acculturation Within the Asian and Pacific Islander American Populations: Applications for Nursing Practice and Research

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**Module 12**
**Quiz due by Wednesday, by 5 pm**

**Hispanic Health**

**Lectures:**
- Hispanic Health Issues by Jeff Guidry, PhD
<table>
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<tr>
<th>Issues</th>
<th>• Leading Causes of Death for Hispanic/Latinos</th>
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<tbody>
<tr>
<td></td>
<td>Required Readings</td>
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<tr>
<td></td>
<td>• Latino Terminology: Conceptual Bases for Standardized Terminology/</td>
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<td></td>
<td>• Conceptions of Acculturation: A Review and Statement of Critical Issues</td>
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<tr>
<th>Module 12 Quiz due by Monday,</th>
<th>by 5 pm</th>
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<tr>
<th>Module 13 Cultural Competence</th>
<th>Lectures:</th>
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<tbody>
<tr>
<td></td>
<td>• Cultural Competency by Dr. Rhonda Lewis</td>
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<td>Required Readings</td>
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<tr>
<td></td>
<td>• Levels of Racism: A Theoretic Framework and a Gardener’s Tale</td>
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<td>• Cultural competence: a priority for performance improvement action</td>
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<tr>
<th>Module 13 Quiz due by Wednesday,</th>
<th>by 5 pm</th>
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**EXAM 2** – Exam 2 will cover modules 8 – 13. This includes all content included in the lectures, the notes, and the required readings. Please bring your student ID. If you have any conflicts with the exam times below, please contact the graduate assistant at hlth236@hlkn.tamu.edu. The Exam 2 date is as follows:

- **Exam 2** covers Modules 8-12 and is worth 100 points.
  - **Wednesday,**
    - 6:00pm; Last Names: Q – Z
    - 7:30pm; Last Names: L – P
  - **Thursday,**
    - 6:00pm; Last Names: E – K
    - 7:30pm; Last Names: A – D

**Final Course Project due by** [insert date]
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Educational Psychology

2. Course prefix and number: INST 210

3. Texas Common Course Number: NA

4. Complete course title: Understanding Special Populations

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No
   - 2 Approval: 5/14

8. How frequently will the class be offered? This course is offered every semester.

9. Number of class sections per semester: 5-6

10. Number of students per semester: 150 (as 310)

11. Historic annual enrollment for the last three years: 2012-13/293 2011-12/452 2010-11/461

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
   - Course Instructor
   - Date: 3-7-13
   - Approvals:
   - Date: 3/7/13
   - Department Head
   - Date: 3/29/13
   - College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The focus of INST 310 is exceptionality and characteristics of exceptionalities and how these exceptionalities impact daily life and specifically education with an emphasis on scientifically-based interventions. Culture has a large impact on how exceptionalities are perceived and this is explored, particularly in the context of the family and their participation in the education system.

---

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Exams consist of scenarios where problem solving and application of course content is required. Lab activities typically require additional reading of research in the field, synthesis of the articles and analysis within groups. Groups then must use the information to determine applications related to education of children with exceptionalities.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will complete lab activities in small groups where they will be required to synthesize and analyze information. There is a group presentation in which students must prepare a written handout of their topic, present orally and include a media presentation of their topic. Students also participate in a debate related to inclusion of children with disabilities.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students must evaluate research articles and use this information to come to conclusions. They must be able to support their position with valid arguments based on research in the field.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The focus of the course is on human exceptionality and how to educate children with exceptionalities and work with their families. Consideration of cultural differences in regard to exceptionality are also considered.
Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
International and Cultural Diversity

INST 210 Understanding Special Populations is a course that studies exceptionalities including all types of disabilities and giftedness. The course includes historical information related to exceptionalities from approximately 1960 when the field of special education was just beginning and description of how practice has changed over the years, including relevant current legislation and case law. The course also includes cultural diversity as relates to differing abilities and how to accommodate for children and youth with exceptionalities. The whole class focus is on diversity.
INST 210 Understanding Special Populations
MW 3:00 - 3:50, HECC 207

Instructor: Patricia Lynch
Office Hours: MW 1:30-2:30, by appointment

Office: 701A Harrington, 979-845-9462
Email: psllynch@tamu.edu

Teaching Assistants: Myracle Primus
(Sec. 504, 505, 506)
mpprime78@neo.tamu.edu
701C Harrington
Office: W 1:00-2:45, by appt.

Kaci Sheridan
(Sec. 501, 502, 503)
kacis224@neo.tamu.edu
701C Harrington
Office: M 1:00-2:45, by appt.

Course Description. Referral, assessment and categorization of special populations including physical, cognitive and affective characteristics; cultural, ethnic, economic and linguistic differences; giftedness; special education and compensatory programs; awareness of legislative history that results in rights for special populations.

Learning Outcomes
1. Define and identify individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
2. Identify and explain the major pieces of legislation, judicial proceedings, political and sociocultural movements, and historical events that led to the creation of special education and disability awareness as it exists today and to the provision of services to individuals with disabilities across the life span.
3. Describe the rights and responsibilities of students, parents, teachers, and other professionals and schools related to exceptional learning needs.
4. Describe the educational implications of characteristics of various exceptionalities.
5. Describe the effects exceptional condition(s) can have on an individual's life.
6. Identify barriers to accessibility and acceptance of individuals with disabilities.
7. Identify and explain the process for identifying students (ages birth-21 years) with disabilities, including the pre-referral and referral process.
8. Describe advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities.
9. Practice within one’s skill limit and obtain assistance as needed.
10. Access information on exceptionalities.

Required Text/Resource Material

iClicker or iClicker 2
Participation/Quizzes: There will be in class quiz/participation opportunities through the presentation and answering of questions interactively using i-Clickers© throughout lecture
times. Video quizzes will be presented through Blackboard Learn for each video. (230 points - 15%)  

Midterm Exam: The midterm exam will consist of 24 TExES-type questions related to content covered in the first half of the course. The exam will be taken on-line in designated computer labs and proctored by lab instructors. (24 points - 20%)  

Final Exam: The final exam will consist of 48 TExES-type questions related to content covered throughout the course (i.e., it is comprehensive). The exam will be taken on-line in designated computer labs and proctored by the lab instructors. (48 points - 25%)  

Lab Activities: Students will complete a variety of activities during Friday labs, including developing education plans, analyzing cases, modifying lessons, and presenting a group project. Each lab is worth 20 points. Please see Lab Details for greater description. (240 points - 30%)  

Professional Development: Students will participate in professional development activities related to the education of individuals with exceptionalities. A reflection will be developed explaining how the professional development will impact practice. Please see Professional Development Expectations and Rubric. (20 points - 10%)  

Absence Policy: Attendance in both class and lab is required. Each class will include work that contributes to your grade. A University-approved excuse is required to make-up missed assignments. Documentation of your University-approved excuse must be provided within two working days of your absence, according to University policy. Please see the link below for University Approved Excused Absences:  

The following reasons are considered excused by Texas A&M University (Section 7.1 from student rules [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) )  

Missed Work: If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. It is the student’s responsibility to make arrangements to make up work; please contact your lab instructor to schedule make-up work.  

Course Grades  
Grades will be assigned as follows: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F.  
**Extra credit will NOT be provided or considered under any circumstance during the semester.**  

Technology  
Technology can be difficult, allow yourself and your group plenty of time to turn in assignments. Please call or email the Technology Help Desk for technological difficulties 979-845-8300 or helpdesk@tamu.edu.
<table>
<thead>
<tr>
<th>Student Expectations</th>
<th>Expectations from Professor and TAs</th>
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<tbody>
<tr>
<td>Demonstrate independent learning and problem solving</td>
<td>Facilitate independent learning and problem solving</td>
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<tr>
<td>Allow 2 work days for response to email</td>
<td>Respond to emails within 2 work days</td>
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<tr>
<td>Submit assignments on time through Blackboard Learn</td>
<td>Grade assignments submitted on time through Blackboard Learn within one week</td>
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<tr>
<td>Demonstrate professional behavior when asking questions or emailing Professor and TAs</td>
<td>Respond to students with respect and professional behavior</td>
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<tr>
<td>Take initiative in learning the material</td>
<td>Guide and support student learning</td>
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<tr>
<td>Email professor or TAs to schedule a meeting during designated office hours</td>
<td>Schedule an agreed upon meeting time with students</td>
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</table>

Students with Special Needs
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

Professional Behavior Expectations
Professional behavior is an essential skill for educators and crucial for success during both coursework and field work in the Special Education program. In order to prepare you for your professional career, the Special Education Program faculty expects the following professional behaviors to be displayed: giving maximum effort; actively participating/taking initiative; displaying a respectful attitude in all settings and to all people; using electronic devices appropriately; using effective, appropriate, timely and, courteous communication to your peers, the TAMU faculty, guest speakers, school personnel, and students with whom you work; and ensuring confidentiality. In the event professional behavior is not exhibited, it is at the discretion of the TAMU faculty member how violations are handled. Consequences include but are not limited to redirection, confrontation, Growth/Probation plan, appearing before the Undergraduate Committee, and/or dismissal from the Special Education Program.

Statement Regarding Class Handouts
The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst
academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty."

**Aggie Honor Code**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/). On course work, assignments, and examinations at Texas A&M University, you may be asked to sign the following Honor Pledge: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Readings</th>
<th>Monday Class</th>
<th>Wednesday Class</th>
<th>Friday Lab Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ch 1 Overview of Today’s Special Education</td>
<td>Introduction and Review of Syllabus and class expectations</td>
<td>Class Discussion of Today’s Special Education</td>
<td>Introduction Assignment of Projects Comparison of SPED laws NCLB &amp; ESEA</td>
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<td>8/26</td>
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<tr>
<td>Week 2</td>
<td>Ch 2 Ensuring Progress in Gen.Ed Curriculum UDL &amp; Inclusion</td>
<td>MLK Holiday - no class</td>
<td>Class Discussion of UDL &amp; Inclusion</td>
<td>Identification of IEP components Development of IEP’s for students with disabilities</td>
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<td>Week 3</td>
<td>Ch 3 Today’s Multicultural, Bilingual, and Diverse Schools</td>
<td>Class Discussion of Multiculturalism, Bilingualism, and Diversity in Schools</td>
<td>Disproportionality and cultural differences in Special Education Discussion</td>
<td>Ecological activity to framework cultural values</td>
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<tr>
<td>Week 4</td>
<td>Ch 4 Today’s Families and Their Partnerships with Professionals</td>
<td>Class Discussion of Today’s Families</td>
<td>Guest Speakers: General Education Teachers</td>
<td>Encouraging and supporting parent involvement and communication in ARD meetings</td>
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<td>9/16</td>
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<tr>
<td>Week 5</td>
<td>Ch 5 Understanding Students with Learning Disabilities Watch film: <em>How Difficult Can this Be? (media matrix)</em></td>
<td>Class Discussion of Learning Disabilities Video Quiz to be completed by Midnight</td>
<td>Discussion of Dyslexia and activity</td>
<td>Using RTI framework to evaluate student scenarios.</td>
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<td>9/23</td>
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<td>Week 6</td>
<td>Ch 7 Understanding students with Emotional or Behavioral Disorders</td>
<td>Class Discussion of EBD</td>
<td>Guest Speaker: Scaling Behavioral Goals</td>
<td>Complete module on PBIS and develop a behavior intervention plan over assigned scenario</td>
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<td>9/30</td>
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<tr>
<td>Week 7</td>
<td>Ch 9 Understanding Students with Intellectual Disabilities Watch film: <em>Unforgotten (media matrix)</em></td>
<td>Class Discussion of Intellectual Disabilities Video Quiz to be completed by Midnight</td>
<td>Discussion and activity on modifying assessments for children with intellectual disabilities</td>
<td>Person Centered Planning activity</td>
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<td>10/7</td>
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<tr>
<td>Week 8</td>
<td>Ch 8 Understanding Students with ADHD</td>
<td>ADHD and Section 504</td>
<td>Jigsaw activity: ADHD</td>
<td>Midterm Exam (taken in computer labs, locations TBA)</td>
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<td>10/14</td>
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<tr>
<td>Week 9</td>
<td>Ch 11 Understanding Students with Autism</td>
<td>Class Discussion on Autism</td>
<td>Guest Speaker: Teacher for students with autism in self-contained classrooms</td>
<td>Modify Lessons to address needs of students with autism</td>
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<td>10/21</td>
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<tr>
<td>Date</td>
<td>Readings</td>
<td>Monday</td>
<td>Wednesday</td>
<td>Friday</td>
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<tr>
<td>Week 10 10/28</td>
<td>Ch 6 &amp; 14 Understanding Students with Communication Disorders and Hearing Loss</td>
<td>Class Discussion on Communication Disorders and Hearing Loss</td>
<td>Guest speaker: Deaf culture</td>
<td>Create a social story</td>
</tr>
<tr>
<td>Week 11 11/4</td>
<td>Ch 10 &amp; 12 Understanding Students with Multiple and Physical Disabilities</td>
<td>Class Discussion on Multiple and Physical Disabilities</td>
<td>Articles discussing quality of life, self-determination, and transition</td>
<td>GROUP PRESENTATIONS A, B, C</td>
</tr>
<tr>
<td>Week 12 11/11</td>
<td>Ch 13 Understanding Students with Traumatic Brain Injury</td>
<td>Class Discussion on Traumatic Brain Injuries</td>
<td>Guest speaker: Living with a Traumatic Brain Injury</td>
<td>GROUP PRESENTATIONS D, E</td>
</tr>
<tr>
<td>Week 13 11/18</td>
<td>Ch 16 Understanding Students who are Gifted</td>
<td>Class Discussion on children who are Gifted</td>
<td>Gifted learning models to evaluate lesson plans</td>
<td>Modification of Lessons to address needs of gifted and talented students</td>
</tr>
<tr>
<td>Week 14 11/25</td>
<td>Ch 15 Understanding Students with Visual Impairments</td>
<td>Class Discussion on Visual Impairments</td>
<td>No Class - Thanksgiving Holiday</td>
<td>No Class - Thanksgiving Holiday</td>
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<td></td>
<td>Watch film: <em>Eyes of Me</em> (media matrix)</td>
<td>Video Quiz to be completed by Midnight</td>
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<td></td>
<td>PROFESSIONAL DEVELOPMENT DUE!</td>
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<tr>
<td>Week 15 12/2</td>
<td>Inclusion Debate</td>
<td>(Monday is redefined Friday)</td>
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<tr>
<td>Tuesday 12/6-10</td>
<td><strong>ATTEND FRIDAY LAB TIME for last day of class.</strong></td>
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</table>

*Final Exam at ASSIGNED LOCATIONS (to be announced)*

*The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.*
Chapter 1 Lab: Legislation

1) Review text information about the IDEA principles (p. 11) and the ESEA (p. 19).
2) Review websites provided in Chapter 1 learning module related to legislation.
3) In your group, create a document that includes the following:
   i) How do IDEA and ESEA align to address the principle of accountability?
   ii) What is meant by the principle of scientifically-based intervention under ESEA and IDEA?
   iii) Both IDEA and ESEA address parent participation and choice. How does each law address this?
   iv) Explain and analyze the four goals/outcomes for students with disabilities as set by congress in these laws.
   v) Complete a table (3 columns) that synthesizes the differences/similarities between ESEA and IDEA (IDEA only, IDEA and ESEA, ESEA only).
4) Answer the following questions in a summary statement:
   (1) What is the purpose of this activity?
   (2) Does knowledge of these laws and others discussed in your text increase your awareness of students/adults with disabilities?
   (3) In future employment opportunities, why would it be important to know about these laws and people diagnosed with disabilities?
5) Provide a description of each group member's participation in this lab activity.
   Students with limited participation will not receive full credit for the lab.

Chapter 2 Lab: Inclusion

1) Review the components of an IEP (p. 43, Figure 2.5) and resource documents/websites provided in the Chapter 2 learning module.
2) As a group, complete the following:
   a) Create goals and objectives for each of the two scenarios provided (see Chapter 2 Lab Scenarios).
   b) Answer the following questions in a summary statement:
      i) What is the purpose of this activity?
      ii) How did this activity help increase your awareness of students with disabilities and their needs in educational settings?
      iii) How do characteristics of the two students differ when considering placement and development of instructional goals?
      iv) What other considerations could be made for both students to enhance instruction and learning?
   c) Provide a description of each group member's participation in this lab activity.
      Students with limited participation will not receive full credit for the lab.
Chapter 3 Lab: Ecological Layers

1) Review information about ecological layers in the text (pp. 69-71; Figure 3.5; Box 3.6).
2) Review the scenario assigned to your group (See Chapter 3 scenarios).
3) As a group submit a document that includes the following:
   a) An ecological analysis of your group’s scenario.
   b) The answer to the specific question assigned to your group scenario.
   c) Answers to the following questions:
      i) What is the purpose of this activity?
      ii) How does knowledge of diverse populations and of the ecological layers discussed in your test increase your awareness of students/adults with disabilities?
      iii) In future employment situations, why would it be important to know about these diverse populations with disabilities?
      d) Provide a description of each group member’s participation in this lab activity. Students with limited participation will not receive full credit for the lab.

Chapter 4 Lab: Family Partnerships

1) Review the articles in the Chapter 4 Learning Module and Figures 4.2 (p. 85) and 4.4 (p. 90) in your text. You may divide the articles among group members to read.
2) Come to lab prepared with a summary of main points related to parent partnerships from the readings.
3) As a group, create a document that includes the following:
   a) Determine the main implications for teachers for encouraging partnerships from the articles and list those.
   b) Provide strategies to support families' quality of life in each of the domains listed in Figure 4.2, using documentation from the articles.
   c) Provide strategies to create effective partnerships with families related to the principles listed in Figure 4.4 using documentation from the articles.
   d) Answer the following questions:
      i) What is the purpose of this activity?
      ii) How does what you learned through discussing with your group impact how you will work with families when you are a teacher?
      iii) Discuss the benefits of having partnerships with your students' families.
   e) Provide a description of each group member's participation in this lab activity. Students with limited participation will not receive full credit.

Chapter 5 Lab: Learning Disabilities

1) Read the assigned scenario for your group and review Chapter 5.
2) As a group, create a document that includes the following:
a) Answers to the questions included in your scenario.
b) Responses to the following:
   i) What is the purpose of this activity?
   ii) How do we determine appropriate services for students with disabilities?
   iii) How does this procedure change after graduating from high school?
   iv) What is the importance of teaching students with learning disabilities self-determination strategies?
c) Provide a description of each group member’s participation in this lab activity.
   Students with limited participation will not receive full credit for the lab.

Chapter 7 Lab: Emotional/Behavior Disorders

1) Read your assigned scenario (Iris Center Case Study Unit) and review Chapter 7.
2) As a group, create a document that includes the following:
   a) The assignment associated with your scenario in the Case Study Unit (see bottom of page).
   b) Create a Behavior Intervention Plan for each scenario.
   c) Answer the following questions:
      i) What is the purpose of this activity?
      ii) How does knowledge of emotional and behavior disorders increase your awareness of students/adults with disabilities?
      iii) In future employment situations, why would it be important to know about emotional and behavior disorders?
      d) Provide a description of each group member’s participation in this lab activity.
         Students with limited participation will not receive full credit for the lab.

Chapter 9 Lab: Intellectual Disabilities

1) Read your assigned case study and review Chapter 9.
2) As a group, complete a wiki page that includes the following:
   a) Completed Person Centered Planning (PCP) frames for your case study student (see PCP forms).
   b) Completed action plan provided within the PCP frames.
   c) Answer the following questions:
      i) What is the purpose of this activity?
      ii) What findings or goals did your group create for the assigned scenario?
      iii) What conclusions can your group make from the Person Centered Planning process and the developed goals?
      iv) How do you think you will be able to apply the PCP process in your classroom as a future general or special educator?
3) Name your page by chapter, topic, section, and group (e.g., Chapter 9 PCP - 501B)
4) After your page is complete, post a detailed description of each group member’s contribution (use first and last names) to the lab at the bottom of your page.
Chapter 11 Lab: Autism

1) Read assigned articles and student scenarios and review Chapter 11.
2) As a group, complete a document that includes the following:
   a) Complete questions pertaining to the assigned student and lesson plan
      (strengths, limitations, potential activities, accommodations, modifications,
      assistive technology).
      i) Name 5 strengths of the lesson plan.
      ii) Name 5 limitations of the lesson plan.
      iii) Name 4 activities the student may have problems completing within the
           activity.
      iv) What are some accommodations the student could use for the activity?
      v) What are some modifications for this activity?
      vi) What are the assistive technology devices that would be appropriate to use
           for this activity?
   b) Answer the following questions in a summary statement:
      i) What is the purpose of this activity?
      ii) What is the difference between an accommodation, a modification, and an
          AT device?
      iii) What conclusions can your group make about the characteristics of students
           with autism and involving students with autism in classroom activities?
   c) Provide a description of each group member's participation in this lab activity.
      Students with limited participation will not receive full credit for the lab.

Ch 14/6 Lab: Social Stories

1) Read your assigned social story scenario and review Chapters 6 and 14.
2) Review the document How to Write a Social Story.
3) As a group, complete the following:
   a) Complete social story for your group's assigned scenario.
      i) Answer the following questions in a summary statement:
      ii) What is the purpose of this activity?
      iii) What findings or goals did your group create for the assigned scenario?
      iv) What conclusions can your group make from creating a social story for your
          assigned scenario?
      v) How did this activity increase your awareness of the difficulties deaf and hard
          of hearing people may experience?
   b) Provide a description of each group member's participation in this lab activity.
      Students with limited participation will not receive full credit for the lab.
Chapter 16 Lab: Giftedness

1) Read the lesson plan assigned for your group and review Box 16.3 on page 381 of your text, related to differentiated instruction.

2) As a group, complete a document that includes the following:
   a) Redesign of your assigned lesson by application of the autonomous learning model (Box 16.5, p. 383) to your lesson plan (i.e., adapt the lesson to address each of these 5 considerations).
   b) A list of five characteristics of GT students and five limitations that you need to consider when planning a lesson.
   c) A description of how you would differentiate instructions to the lesson that would effectively and meaningfully engage your students who are GT.
   d) An explanation of how the extensions you develop will challenge the students who are GT.
   e) A description of assistive technology devices, accommodations, and/or modifications that could provide to support to GT students with limitations (i.e., twice exceptional).
   f) Answer the following questions in a summary statement:
      i) What is the purpose of this activity?
      ii) Why is it important to consider GT student characteristics when developing lesson differentiation?
      iii) What conclusions can your group make about the importance of extending or enriching learning for GT students?
      iv) How did this activity help you better understand children and adults with gifted abilities?
   g) Provide a description of each group member's participation in this lab activity. Students with limited participation will not receive full credit for the lab.

Group Presentation

1. Research your group’s assigned disability
2. Identify the following (Information in A-F should be completed for Outline):
   a. Prevalence - Definition, Characteristics, and Prevalence (boys vs girls, age, graduation, go on to work, go on to college, etc..)
   b. Eligibility and disability criteria through IDEA
   c. Eligibility criteria through 504 (if services through IDEA were not needed)
   d. Researched Based/Evidenced Based Interventions
   e. Resources which provide evidence based interventions. (websites, books, Journals such as Journal of Applied Behavior Analysis, CEC, etc..) Google Scholar can be very helpful
   f. Resources for parents (Check book for resources to get you started also look back at the Power Points)
3. Create a PowerPoint presentation as a group to share during your assigned lab time. Each team member will need to present during the presentation. Keep presentations 10-15 minutes long. Include 3 questions for the class to answer.
4. Include no more than 10 slides
   A. Description & definition of the disability
   B. Prevalence rates
   C. Services provided through IDEA & Section 504 such as common accommodations and modifications
   D. Research based/evidence based interventions with relevant examples
5. Develop a reader-friendly handout which gives an overview of the assigned disability and where to find resources on evidence-based interventions will be provided to your lab section. Handouts should give each lab section a quick reference sheet of the assigned disability and where to find information on evidence based interventions and treatments. (A-F above)

Inclusion Debate Guidelines

Prior to class

Read the following articles (at least one person in each group should read one article and make notes regarding points related to inclusion practices):


In-class Preparation (5 minutes)

Teams A, C, and E will brainstorm arguments supporting inclusion. Teams B, D, and F will brainstorm arguments against inclusion.
While each team is presenting, teams that will follow in subsequent rounds should be taking notes to develop rebuttals to arguments previous teams have made.

**Round 1:** Make logical points for your side of the argument

1. Team A – 3 minutes to present argument FOR inclusion
2. Team B – 3 minutes to present argument AGAINST inclusion

**Round 2:** Make counterpoints for each argument posed in the first round.

1. Team C – 3 minutes to present argument FOR inclusion
2. Team D – 3 minutes to present argument AGAINST inclusion

**Round 3:** Restate the strongest points and make a concluding statement.

1. Team E – 3 minutes to summarize “for” and “against” arguments and determine the winning argument; provide justification.

**Discussion**

1. What were the most convincing points on the FOR inclusion side?
2. What were the most convincing points on the AGAINST inclusion side?
3. What were the weakest points on either side?
MEMORANDUM

To:        Dr. Tin Scott, Chair
           Undergraduate Curriculum Committee

From:      Dr. David A. Byrd, Asst. Dean
           College of Education and Human Development

Re:        Re-numbering of INST 310 and Consideration in the new Core

Date:      March 29, 2013

The College respectfully submits to UCC for consideration the attached revision to INST 310. The College’s curriculum committee and the Council on Teacher Education have approved the re-numbering of this course to INST 210. Analysis of the enrollment patterns for this course for the past three years indicate that the majority of students have been lower-division students and there is a community college equivalent to this course — EDUC 2301. We are also submitting this course for consideration in the new core as a Social and Behavioral Science course and ask that the prerequisite requirement for this course be removed in the catalog.

Thank you for your time and consideration.

Cc: Sandra Williams
February 21, 2013

MEMORANDUM

TO: College Curriculum Committee, CEHD

THROUGH: David Bryd, Ph.D.
Assistant Dean, College of Education and Human Development

FROM: Victor Willson, Ph.D.
Professor and Head

SUBJECT: Course Changes – INST 310

Attached, please find the appropriate paperwork for changing the course number for INST 310 to INST 210.

Pursuant to the directives of the College, the following information is provided:

1. Rationale: INST 310 traditionally has allowed sophomores and freshman level students to be enrolled in the course through force requests. An equivalent course from community colleges, which is 200 level, is also substituted for INST 310. Pedagogically this course should be taught at the 200 level prior to methods and upper level teacher training courses as it provides foundational knowledge for teaching children of differing abilities.

2. Vote by the Program: The changes have the unanimous support of our department.

We appreciate your consideration of this course. Please contact us should you require any additional information.
Application for CEHD Undergraduate Curriculum Committee Action Items

In addition to this application and requisite forms from Curricular Services, a memorandum and any supporting documents with appropriate signatures should be submitted. Curricular issues require formal approval (i.e. the UCC, Faculty Senate, Provost, and President). Please indicate the type of curricular issue you are submitting for consideration:

☐ New course  ☐ New degree programs
☐ Deletion of a course  ☐ Prerequisite changes
☐ Course credit change  ☐ Non-substantive requests such as name changes for a program or Department or degree
☐ Contact hour change (lab and lecture)  ☐ Catalog revisions
☐ Course title change  ☐ Admission Requirements for transfer and upper-division including GPA and/or course completion
☐ Course description change  ☐ Other: __________________________
☐ Course number change
☐ Course prefix change
☐ Curriculum changes which increase credit hours required to complete a degree

Faculty will be invited to attend the CUCC meeting to provide further justification and/or clarification as necessary.

Date: 2/21/1 Submitted by: Kristie Stramaski

Department: EPSY Division: CEHD

Justification for Request (Attach supporting or additional documents as necessary): INSTY 310 has traditionally allowed both sophomore and freshman students to enroll through force requests. An equivalent course from community college, which is 200 level, is also accepted for transfer for INST 310. Pedagogically this course should be taught at the 200 level as it provides the foundation for methods and upper level teacher training courses as it provides instruction on teaching children of differing abilities. Course needs to be added to Core curriculum.  

Department Head: Victor Willson, Ph.D. Signature: __________________________

To be completed by CUCC:
Date Considered: __________________________
Approved: __________________________
Not Approved: __________________________
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Educational Psychology

2. Course prefix, number and complete title of course: INST 310 Understanding Special Populations

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________________________________________________
   c. Cross-list with: _______________________________________________________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: ____________________________

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

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b. Change to:

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Approval recommended by: ____________________________

Chair, College Review Committee: ____________________________ Date: 4/9/13

Department Head or Program Chair (Type Name & Sign): ____________________________ Date: 4/9/13

Department Head or Program Chair (Type Name & Sign): ____________________________ Date: 4/9/13

Chair, GC or UCC: ____________________________ Date: ____________________________ Effective Date: ____________________________

Submitted to Coordinating Board by: ____________________________

Associate Director, Curricular Services: ____________________________ Date: ____________________________
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): PSYCHOLOGY

2. Course prefix and number: PSYC 107

3. Texas Common Course Number: PSYC 2301

4. Complete course title: Introduction to Psychology

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - □ Communication
   - □ Mathematics
   - □ Life and Physical Sciences
   - □ Language, Philosophy and Culture
   - □ Creative Arts
   - □ American History
   - □ Government/Political Science
   - X Social and Behavioral Sciences
   - Current Core - yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - □ Yes
   - X No

8. How frequently will the class be offered? Each semester (fall and spring) and each summer session

9. Number of class sections per semester: 17 sections per long term, 2 sections per summer

10. Number of students per semester: 2750 per semester (400 per summer)

11. Historic annual enrollment for the last three years: 2011-12: 4169 2010-11: 4353 2009-10: 4381

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.


   Course Instructor

   Date

   Approvals:

   [Signature]  3/27/2013

   Date

14. Department Head

   [Signature]  3/27/2013

   Date

15. College Dean/Designee

   [Signature]  3/27/2013

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

PSYC 107 Introductory Psychology requires the integration of skills in critical thinking, social responsibility, empirical and quantitative methods, and communication in the pursuit of understanding how human thinking and behavior emerge. Students will consider information on the complex influences of nature (such as genetic and physiological mechanisms) and nurture (such as other individuals, groups, institutions, events, socio-economic status, and socio-cultural context) that interact to shape the human condition. Students will practice applying critical thinking strategies and ethics to evaluate both internal and external influences on human behavior, to consider social challenges from a scientific perspective, and to identify the neural and behavioral processes that enable normal perception, thinking, learning, and behavior, as well as the disrupted processes that underlie the abnormal behaviors associated with psychological disorders. Students will practice basic empirical and scientific methods that will allow them to properly locate and assess research reports that explore nature-nurture interactions and their influences on human behavior, and to communicate these assessments in oral and written form. At least one of these reports will be conducted in a group format, allowing students to achieve the course goals in both individual and team environments.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Learning Outcome 1. Students will receive instruction on and will gain a foundation of knowledge and skills in objective, scientific methods of inquiry, investigation, analysis, and evaluation of the numerous factors that interact to predict human thinking and behavior. Specific activities include a) participation in active research projects to provide firsthand insight into the implementation of these methods in a working lab, b) completion of at least 2 independent research debriefing sessions demonstrating the creative thinking and innovation involved in designing research on human psychological characteristics, c) completion of a research reflection on published research and written in the style of the psychology discipline.

Learning Outcome 2. Students will practice applying these skills to understanding and solving personal and social issues. Specific activities include synthesizing all the elements of critical thinking to develop an original psychology research proposal.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Learning Outcome 3. Students will receive instruction on and be able to evaluate and interpret professional and popular media reports, with a focus on the effects and interpretation of different communicative framings that will make them more effective and responsible consumers of research communications. Activities include reading, comparing, and contrasting professional and popular media reports on the same research study.

Learning Outcome 4. Students will use these skills to develop and express an original research proposal in small group teams. They will create a powerpoint presentation of their ideas and film themselves delivering the presentation, where each team member will contribute at least 2 minutes of film time.

Learning Outcome 5. Students will receive instruction on and will demonstrate skills in communication technology through the use of online databases to document sources of support for their research proposal, and the use of Learning Management System for disseminating their final audiovisual report and written reference list following the professional writing style of the psychology discipline.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Learning Outcome 6. Students will receive instruction on and gain a broad understanding of basic empirical and quantitative practices, including descriptive statistics, that identify correlational and causative relationships. Activities include completing objective examinations on published research in the psychology discipline.

Learning Outcome 7. Students will be able to identify appropriate application of accepted strategies for analyzing and interpreting psychological data or observations to understand, describe, predict, and manage psychological characteristics. Activities include the development of an original research proposal that includes the type of data to be collected and the type of statistic(s) appropriate for analyzing the data.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Learning Outcome 8. Students will receive instruction on and will be able to identify important interactions among elements of nature and nurture that underlie differential development of belief systems and cultural norms, including different civic and gender roles. Activities include discussion and objective examination of ways cultural norms develop and change as a function of information provided about social influences such as socioeconomic status, unemployment, education, war, regional industry, and current world events, as well as how recognizing the validity of different belief systems promotes functionality and productive cooperation among and between regional, national, and global communities.

Learning Outcome 9. Students will receive instruction on and will be able to identify reasons supporting the critical importance of applying standards of ethical conduct and treatment during the design and implementation of psychological research and practice. Activities include experience with active research projects, participation in an Internal Review Board workshop presentation, and discussion of landmark psychological studies, such as the Stanford Prison Experiment.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
SYLLABUS
INTRODUCTORY PSYCHOLOGY
PSYC 107-511 – Fall 2013
Section 511 TR 9:35 – 10:50am in PSYC 338

Instructor: Dr. Rachel Hull
Course website: http://people.tamu.edu/~rhull/
Email: rhull@tamu.edu (always put your name, course, and section # in the subject line)
Office Hours: Tues 1:30 – 2:30pm and Thurs 2:30-3:30pm in Psychology Bldg RM 233
Phone: 979-845-3069 (but do voicemail, so email is the best way to reach me)

COURSE DESCRIPTION:
Introductory course dealing with elementary principles of human behavior (TCCN PSYC 2301).

LEARNING OUTCOMES:
The foundation elements of this course with regard to your understanding of human thinking and behavior are to teach you to think critically, communicate effectively, develop basic scientific inquiry skills, and practice social responsibility. By the end of this course, successful students will:

- gain a foundation of knowledge and skills in objective, scientific methods of inquiry, investigation, analysis, and evaluation of the numerous factors that interact to predict human thinking and behavior,
- practice applying these skills to understanding and solving personal and social issues,
- be able to evaluate and interpret professional and popular media reports, with a focus on the effects and interpretation of different communicative framings that will make you a more effective and responsible consumer of research communications,
- use these skills to develop and express an original research proposal in small group teams,
- demonstrate skill in communication technology through the use of online databases to document sources of support for your research proposal, and the use of Learning Management System for disseminating your final audiovisual and written reports; the written reports will follow the professional writing style of the psychology discipline,
- gain a broad understanding of basic empirical and quantitative practices, including descriptive statistics that identify correlational and causative relationships,
- be able to identify appropriate application of accepted strategies for analyzing and interpreting psychological data or observations to understand, describe, predict, and manage psychological characteristics,
- be able to identify important interactions among elements of nature and nurture that underlie differential development of belief systems and cultural norms, including different civic and gender roles,
- be able to identify reasons supporting the critical importance of applying standards of ethical conduct and treatment during the design and implementation of psychological research and practice.

REQUIRED TEXT AND MATERIALS:

- Access to and frequent use of your official TAMU email account and an internet-connected computer (available in the libraries and SCC if you do not have your own)
- Access to and ability to use a video recording device (cell phone is ok if you don’t have a vidcam)
**GRADING:** Grades will come from 5 sources:
- Discussion Boards 7.5%
- Written Reflections 7.5%
- Quizzes 15%
- Exams 45%
- Research Proposal 25%

To compute your final grade:
- Take the average of your Discussion Board activities and multiply it by .075 (do not round up)
- Multiply your written reflection grade by .075 (do not round up)
- Take the average of your best 5 quizzes and multiply it by .15 (do not round up)
- Take the average of your 3 exams and multiply it by .45 (do not round up)
- Multiply your research proposal grade by .25 (do not round up)

Add the 5 numbers. That sum is your final grade.

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59

I have full confidence and expectations that you will all practice academic integrity. However, for the record, cheating in any form, including plagiarism or letting someone else copy from your work, will be reported to the Honor Council. Appropriate sanctions will be imposed, and the offense will appear on your official transcript. For details, see the Honor Council Rules and Procedures at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**Academic Integrity Statement**

**AGGIE HONOR CODE**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

**ASSIGNMENTS:** We will use the eCampus learning management system for numerous class assignments and for grade posting. I will also use eCampus to post various instructions, project rubrics, and note outlines for you; please bookmark the site now at [http://ecampus.tamu.edu/](http://ecampus.tamu.edu/)

- **Discussion Boards** (7.5%). We will have approximately 8 current events discussion boards on our eCampus site in which we will relate course material to contemporary research articles and popular media reports (e.g., newspaper, science magazine) with a focus on cultural diversity and global awareness. Everyone will be expected to participate in each discussion board. For each topic, you must submit one “exam” question, and you must respond to at least 2 questions posted by others. This activity is designed to give you the chance to apply your critical thinking skills to some of the most
important and interesting topics in this field. Hint: some questions may actually appear on the real exams, so it is worth your time to consider them carefully. This discussion board task will be worth 7.5% of your final grade.

- **Written Reflections (7.5%).** In addition to the group discussions, everyone will have to submit a written research reflection about your favorite discussion topic during the semester, written in the style of the psychology discipline. This writing task will be worth 7.5% of your final grade. A specific rubric will be posted on eCampus, but briefly, these reflections will require you to address the following questions:
  a. What were the purpose and hypotheses (including IV and DV) of the professional article?
  b. Who and how many participated in the study? What does this tell us about generalizability of findings? Do popular media authors appropriately generalize findings?
  c. Was the design of the study correlational or experimental? What does design tell us about causality? Do popular media authors take this into account?
  d. What statistics did the researchers use to test their hypotheses (i.e., descriptive, inferential, both)?
  e. What were the study findings? Did the findings support the hypotheses?
  f. How did the popular magazine article summarize those findings, and were they accurately conveyed to readers?
  g. What are the implications of the study for the population represented in the sample? Did the popular magazine authors do a reasonable job of conveying?

1. **Quizzes (15%):** There will be 7 quizzes supplementary articles and readings posted on eCampus over the course of the semester. Your two lowest quiz grades will be dropped. These quizzes have several purposes, including keeping you on track with your reading and comprehension thereof, as well as identifying areas that you might not understand prior to exams and the production of your research proposal. Each quiz will have 5-10 multiple choice questions.

2. **Research Proposal (25%):** Students will be assigned to small groups in which you will use the critical thinking, communication, quantitative, and social responsibility skills learned in this class to develop and express an original research proposal. A specific rubric is available on our eCampus site, but briefly, you will brainstorm a professionally appropriate experiment or observational study, use online databases to document sources of support for your research question, and create a reference list of these sources written in the style of the psychology discipline. You will also create a powerpoint presentation of your proposal including how the study would be conducted (hypotheses, adherence to ethical conduct and treatment, type of data to be collected, type of statistic(s) appropriate for analyzing the data, methods of collecting data, sample composition, etc.), and film yourselves delivering the presentation as a group. Each team member will contribute at least 2 minutes of film time. Finally, you will upload the final audiovisual and written products to eCampus.

**Exams:** There will be 3 multiple-choice exams during the semester, each covering approximately 1/3 of the course material. You will need an 8 ½ x 11” gray scantron for each, and each exam is worth 15% of your final grade (45% total). All exams are closed book and closed notes. You must attend ALL classes and complete ALL reading assignments to obtain ALL the information you are responsible for knowing for the exams. Each exam will be given in the regular lecture room.

**Exam dates:** All exam dates are listed on the attached semester calendar. These dates will not change. You are expected to take each exam at the scheduled time.

**Makeup policy:** The University and I expect students to attend all classes and complete all assignments on time. Missing a graded assignment is a serious event. To be provided an opportunity to make up missed...
work, you must provide written documentation of a University-approved absence, and you must do so in a timely manner. Besides personal illness, a few other acceptable excused absences are allowed with appropriate documentation (e.g., student athletes). These are detailed in University rule #7 [http://studentrules.tamu.edu/rule07](http://studentrules.tamu.edu/rule07).

**RESEARCH PARTICIPATION:** An important and interesting way to learn about the study of psychology is to participate in active research studies. This participation will give you a unique opportunity to learn firsthand about the methods and tools used in scientific psychology research and will provide insight into many of the course topics not easily revealed by lecture and readings alone. **All PSYC 107 students must carry out a research experience completion component that is IN ADDITION to the graded components of the course.**

Your research experience will consist of:

1. Participating in 7 hours (14 credits) of psychology experiments, including completion of debriefing sessions (see Research Participation Credits link on our eCampus site for details)
2. OR you may write 7 critical review papers in APA format on topics of my choice (see Research Writing Credits link on our eCampus site).
3. You may mix and match 1 and 2, but if you ONLY choose option 2, you must contact an active researcher on the SONA list and complete a minimum of 2 debriefing sessions with them.
4. ALL participation credits and/or papers must be completed by the last class day of the semester TBA.

Research credit experiments and/or papers are COMPLETION credits — they do not compute into your course grade, but you cannot receive a course grade unless you complete all 7 hours. Because research participation and writing opportunities are available throughout the entire 15-week semester, individual class absences cannot excuse this completion requirement. **If you do not carry out the entire completion component, YOU WILL RECEIVE AN F IN THE COURSE.**

**ALL QUESTIONS REGARDING THE POSTING OF YOUR INDIVIDUAL RESEARCH CREDITS ON SONA** should be directed to the particular researcher running the study or to the subject pool coordinator – I do not have access to the individual researchers’ SONA research credit system, so only those individuals can enter your credits.

Research Credit email: tamu.subjectpool@gmail.com

Research Credit Sign-up site (SONA): [http://tamupsycho.ology.sona-systems.com](http://tamupsycho.ology.sona-systems.com)

**RESEARCH PROPOSAL DEVELOPMENT WRITING ASSISTANCE:** The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers individual consultations to writers. **UWC consultations are highly recommended** as you produce your research proposal. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. When you visit the UWC, take a copy of your writing assignment and a hard copy of your draft and any notes you may have. To find out more about UWC services or to schedule an appointment, call 979-458-1455, visit the web page at [writingcenter.tamu.edu](http://writingcenter.tamu.edu), or stop by the UWC in person.

**DIFFICULTIES:** This is not an easy course. If you are having difficulties understanding course material, come and see me right away. Such difficulties cannot be remedied if you wait until the last minute to deal with them. Likewise, any student with a disability or special circumstances that may limit his or her ability to perform to full potential in this course should contact me personally as soon as possible.

**RESPECT FOR DIVERSITY:** It is my intent that ALL students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a university education. Therefore, **our classroom is a designated safe zone of respect**, including toward diversity in gender, sexual orientation, religion, disability, age, socio-economic status,
ethnicity, race, culture, political views, etc. Please let me know if you have suggestions about how to improve the value of diversity in this course; your comments will be welcomed.

**Important University Required Information**

1. The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, including online materials, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, take extra copies, or lend copies to other students or departments.

2. As commonly defined, plagiarism consists of passing as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

3. The Americans with Disabilities Act (ADA) The American's with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services in Cain Hall B118, call 845-1637, or e-mail disability@tamu.edu. Additional information is available at [http://disability.tamu.edu](http://disability.tamu.edu).

4. If you need help with note-taking, reading comprehension, or writing skills please call Student Counseling Learning Skills Center at 845-4427, ext. 108, or the Center for Academic Enhancement at 845-2568.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Welcome, course overview, &amp; introduction</td>
<td>Chapter 1</td>
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<tr>
<td>Week 2</td>
<td>Methods</td>
<td>Chapter 2</td>
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<td>Quiz 1</td>
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<tr>
<td>Week 3</td>
<td>Biology &amp; Behavior</td>
<td>Chapter 3</td>
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<tr>
<td>Week 4</td>
<td>Biology &amp; Behavior</td>
<td>Chapter 3</td>
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<td>Quiz 2</td>
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<td>Week 5</td>
<td>Sensation &amp; Perception</td>
<td>Chapter 4</td>
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<td>Quiz 3</td>
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<td>Week 6</td>
<td>EXAM 1</td>
<td>Chapters 1-4</td>
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<td></td>
<td>Review</td>
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<td>Week 7</td>
<td>Cognitive and Social Development</td>
<td>Chapter 5, 9</td>
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<td>Quiz 4</td>
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<td>Week 8</td>
<td>Consciousness</td>
<td>Chapter 6</td>
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<td>Quiz 5</td>
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<td>Week 9</td>
<td>Memory</td>
<td>Chapter 7</td>
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<td>Quiz 6</td>
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<td>Week 10</td>
<td>EXAM 2</td>
<td>Chapters 5-7, 9</td>
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<td></td>
<td>Review</td>
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<td>Week 11</td>
<td>Learning</td>
<td>Chapter 8</td>
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<td></td>
<td>Quiz 7</td>
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<tr>
<td>Week 12</td>
<td>Psychological Disorders</td>
<td>Chapter 15</td>
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<td>Week 13</td>
<td>Research Proposals</td>
<td>Readings in eCampus</td>
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<tr>
<td></td>
<td>THANKSGIVING BREAK – NO CLASSES</td>
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<tr>
<td>Week 14</td>
<td>Research Proposals</td>
<td>Readings in eCampus</td>
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<tr>
<td>Week 15</td>
<td>Research Proposals</td>
<td>Readings in eCampus</td>
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<td></td>
<td>Reading Day - NO CLASS</td>
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<td></td>
<td>FINAL EXAM</td>
<td>Date and Time TBD</td>
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Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Sociology

2. Course prefix and number: SOCI 205

3. Texas Common Course Number: 

4. Complete course title: Introduction to Sociology

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Current Core: Yes
   - Current ICD: No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No - Approved 5/29

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: Average is 11

10. Number of students per semester: Average is 1,093

11. Historic annual enrollment for the last three years: 2329

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. 

13. Submitted by:
   Course Instructor
   by Sue Sell
   Date 3/13/2013

14. Approvals:
   Department Head
   Date 3/13/2013

15. College Dean/Designee
   Date 3/20/13
   resubmitted 6/18

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process. Texas A&M University for Undergraduate Studies
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course is an overview course of sociology, which is the scientific study of the social behavior of individuals in groups. Different approaches to study of human behavior are considered and compared. All of these different approaches share the assumption that theories must be evaluated using empirical evidence. Additionally different empirical methodologies commonly used in sociology are explored including experiments, survey research, comparative historical research, participant observation. The interplay among individuals, primary groups, organizations and societies are explored. The impact of culture and societal structure are emphasized and applied to a variety of topics including: family, religion, group identity, economic institutions, demography, and stratification and inequality. While historical evidence is covered, most of the course is devoted to contemporary trends occurring in the last 20 years.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will learn the general concepts and methods of sociological analysis. They will learn to evaluate different arguments on both logical and empirical grounds. They will learn to apply sociological principles to new questions and issues. This will be assessed by class discussion and exercises, as well as exams.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will learn to evaluate different arguments presented through different modes of communication: statistical or mathematical representation, verbal, written, and visual. So for example, students are required to learn how to write about and explain statistical evidence and they engage in class discussions about different sources of evidence and argument. Students learn about different cultures’ norms and forms of interactions and how these varieties lead to different types of communication. Assessment will occur through class discussion and exams.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

A critical component of all sociology involves developing, critiquing, organizing and analyzing empirical data. Students will be able to interpret tables and graphs and assess the general reliability and validity of particular sources of data regarding human behavior. Assessment will be based primarily on exams, in-class or online discussion and exercises.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will learn to appreciate different cultural views of the same events. Students will learn how different concerns of different stakeholders can lead to cooperation or competition. Students will learn of successful and unsuccessful attempts to influence change in different settings. This will be assessed through group discussion and in-class exercises.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology
SOCI 205: Introduction to Sociology
Request for International and Cultural Diversity Designation

This course is an overview of the sociological perspective. It is designed to introduce students to some general themes that are explored from a diversity of perspectives that include cultural perspectives both within the United States and in the larger global community. General topics include family with an emphasis upon the diversity of different family forms, sociological analysis of religion and different forms of religion, demographic trends which entail comparisons across country and across time, the development and maintenance of norms in different contexts, and educational and socialization systems at both the micro and macrolevel. Emphasis is upon contemporary studies and applications, particularly in the last 20 years.
Sociology 205: Introduction to Sociology  
Spring 2013

Instructor: Robert Mackin, Ph.D.  
Office: 428 Academic Building  
Office hours: Wednesdays 2pm – 3pm and by appointment  
Phone: (979) 862-1548  
Email: mackin@tamu.edu

“The difficulty, in sociology, is to manage to think in a completely astonished and 
disconcerted way about things you thought you had always understood.”  
French Sociologist Pierre Bourdieu

Course Description and Prerequisites:

This course provides an introduction to the discipline of sociology. While there are many 
definitions of sociology, as the quote from Bourdieu suggests, sociology is fundamentally 
about rethinking “common sense.” Sociological research at times confirms and 
sometimes challenges commonly held views about society. The goal of this course is to 
expose you to how sociologists study society and the ways that society structures our 
lives. To that end, most of our time will be spent reading some of the best, well-written 
research on current debates and themes in sociology. There are no prerequisites for this 
class.

Learning Outcomes

By the end of the semester, students should be familiar with the following:

- The building blocks of sociological inquiry, including sociological theories of 
  status, social class, inequality, racial and ethnic relations, gender, culture, religion, 
  and organizations.
- An array of research methods so that they are able to critically assess social 
  science research.

Required books:


All books have been ordered through the MSC Bookstore. Some readings will be 
available via elearning.tamu.edu only.
Course Format, Expectations, and Grading Policy:

I believe learning is a shared experience. My goal is to personalize this large introductory course by combining lecture, discussion and small group dynamics. To this end, I expect you to participate in class by being prepared to discuss readings, asking and answering questions, breaking into small groups for discussion and partaking in different group activities.

The class meets three times per week and each meeting will combine lecture and discussion of topics covered in the readings in order to encourage dialog between sociological theories, works we are reading, and our everyday lives. Your final grade will be based on exams and attendance. Please make an appointment to see me if you have any questions or want to further discuss a grading issue.

Attendance is required. It is an important element of creating a community of learning. Let me warn you that it is almost impossible to pass the course if you miss many classes. I will be making a seating chart and a sign-in sheet the first week of classes, which I will use to mark weekly attendance. I will begin to subtract grade points after three university unexcused absences. For more information on what is considered a university excused absence, go to http://student-rules.tamu.edu/rule07. All cell phones should be turned off. Lastly, please come to class on time and do not leave early out of respect for your fellow students and myself.

Grading Policies:

Four (4) non-cumulative exams (100 points each)
You will have 4 exams over the course of the semester, with the last one being a final exam. No make-up exams will be given unless you have a legitimate and documented reason. You must notify me prior to the exam.

Make-up exams will be permitted, at my discretion, in cases of severe (documented) illness or serious family emergencies. Students not excused from a missed exam will receive an F for that exam. Hand-held computers, PDA’s, cell phones, or similar devices are not permitted during exams. When you finish an exam, you must give both your scantron sheet and exam booklet to your proctor. Please bring your student ID to all exams. If you see other students cheating during exams, please notify a proctor immediately.

Attendance & Participation (30 points)
You will be permitted to miss three classes. After that you will be docked 5 points for each unexcused absence. If you miss a class, obtain notes from a classmate. You are responsible for the material covered in class. In order to gauge participation, I will randomly select student names and ask questions on the readings. You may earn up to 30 points for attendance and class participation.
NB: If I determine that students are inadequately prepared for class I reserve the right to administer pop quizzes on course material. More details will be provided in class.

**Extra Credit (4 points)**

There will be one opportunity for extra credit, worth three (4) points. The extra credit points will be added to your total points. More information will be provided in class.

In summary:

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<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>First Exam</td>
<td>100</td>
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<tr>
<td>Second Exam</td>
<td>100</td>
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<tr>
<td>Third Exam</td>
<td>100</td>
</tr>
<tr>
<td>Fourth Exam</td>
<td>100</td>
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<tr>
<td>Attendance</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

Grades will be based on the following scale: 

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

In other words, you must earn 387 of the 430 total points to receive an A, 344 of the total points to receive a B, 301 of the total points to receive a C, 258 of the total points to receive a D, and 257 total points or less will result in an F. Everyone is responsible for all of the material covered in lectures, assigned readings, videos and audio programs.

**A Note on Academic Dishonesty**

As members of a community of learning, it is imperative that all students be aware of and abide by the rules of academic integrity. These can be downloaded at [http://student-rules.tamu.edu/rule20](http://student-rules.tamu.edu/rule20). Furthermore, as of September 1, 2004 the Aggie Honor Code is in effect ([http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)). In short, it states that students and faculty will refuse to participate in or tolerate plagiarism, cheating or falsification of information.

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

**A Note on Disability**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
<table>
<thead>
<tr>
<th>Week</th>
<th>COURSE SCHEDULE (SUBJECT TO CHANGE)</th>
<th>READING ASSIGNMENT BY DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Week 1</strong></td>
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<tr>
<td></td>
<td>Jan 14 Introduction to the course</td>
<td>TB: ch. 1; E: Brandt</td>
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<tr>
<td></td>
<td>Jan 16 What is Sociology?</td>
<td></td>
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<td></td>
<td>Jan 18 Social Theory</td>
<td>No Reading</td>
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<td></td>
<td><strong>Week 2</strong></td>
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<tr>
<td></td>
<td>Jan 21 MLK Holiday: Class does not meet</td>
<td>TB: ch. 2; R: ch. 64-Lovaglia, ch. 67-Schuman</td>
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<tr>
<td></td>
<td>Jan 23 Research Methods</td>
<td>Video: People Like Us (mediamatrix)</td>
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<td></td>
<td>Jan 25 Class in America</td>
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<td><strong>Week 3</strong></td>
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<td></td>
<td>Jan 28 Social Stratification</td>
<td>TB: ch. 8; No reading</td>
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<td></td>
<td>Jan 30 Stratification &amp; Class, an Introduction</td>
<td>E: Brookings Institution; R: ch. 24-Herring</td>
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<tr>
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<td>Feb 1 Social Stratification and Class II</td>
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<td>Feb 1 Social Mobility in the United States</td>
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<td><strong>Week 4</strong></td>
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<td>Feb 4 Education &amp; Inequality I</td>
<td>TB: ch. 16 (pp. 529-552); R: ch. 11- Downey &amp; Gibbs</td>
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<td>Feb 6 Education &amp; Inequality II; Review for Quiz 1</td>
<td>No reading</td>
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<td>Feb 8 Quiz 1</td>
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<td><strong>Week 5</strong></td>
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<td>Feb 11 Gender</td>
<td>TB: ch. 4 (pp. 89-108); E: Karp et al.</td>
</tr>
<tr>
<td></td>
<td>Feb 13 Gender &amp; Socialization</td>
<td>No reading</td>
</tr>
<tr>
<td></td>
<td>Feb 15 Social Construction of Gender</td>
<td>TB: ch. 10; E: Jacobs</td>
</tr>
<tr>
<td></td>
<td>Feb 18 Housework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb 20 Gender &amp; Family</td>
<td>TB: ch. 15 (pp. 495-507); R: ch 9-Edin &amp; Kefalas</td>
</tr>
<tr>
<td></td>
<td>Feb 22 Biology &amp; Race</td>
<td>R: ch. 29- Gerson &amp; Jacobs</td>
</tr>
<tr>
<td></td>
<td><strong>Week 6</strong></td>
<td>Video: Race: Power of an Illusion (mediamatrix)</td>
</tr>
<tr>
<td></td>
<td>Feb 25 Race &amp; Ethnicity</td>
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<tr>
<td></td>
<td>Feb 27 Declining Significance of Race?</td>
<td>R: ch. 33 Tomaskovic-Devey &amp; Warren</td>
</tr>
<tr>
<td></td>
<td>March 1 Segregation and Urban Life</td>
<td>TB: ch. 19 (pp. 661-672); E: Lui</td>
</tr>
<tr>
<td></td>
<td><strong>Week 7</strong></td>
<td>E: Farley &amp; Squires</td>
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<tr>
<td></td>
<td>March 4 Immigration</td>
<td></td>
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<tr>
<td></td>
<td>March 6 Immigration II; Review for Quiz 2</td>
<td>No reading</td>
</tr>
<tr>
<td></td>
<td>March 8 <strong>Week 8</strong></td>
<td>TB: ch. 11 (esp. 340-360); R: ch 34-Telles</td>
</tr>
<tr>
<td></td>
<td><strong>Week 9</strong></td>
<td>No reading</td>
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<tr>
<td></td>
<td>March 18 MARCH 11-15 SPRING BREAK</td>
<td></td>
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<tr>
<td></td>
<td>March 20 Culture</td>
<td></td>
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<tr>
<td></td>
<td>March 22 Culture: An Introduction</td>
<td>E: Elijah Anderson; R: ch. 17-Harkness</td>
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<tr>
<td></td>
<td>March 20 Individualism &amp; Commitment in the US</td>
<td>E: Wuthnow</td>
</tr>
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<td></td>
<td>March 22 Globalization &amp; Culture</td>
<td>Reading tba</td>
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<td></td>
<td><strong>Week 10</strong></td>
<td></td>
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<tr>
<td></td>
<td>March 25 Religion</td>
<td>TB: ch. 17; R: ch 40-Chaves;</td>
</tr>
<tr>
<td></td>
<td>March 27 Religion and Social Change in America</td>
<td>R: ch. 39-Wilcox</td>
</tr>
<tr>
<td></td>
<td>March 29 Religion and Social Movements</td>
<td></td>
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<td></td>
<td><strong>Week 11</strong></td>
<td></td>
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<td></td>
<td>March 29 Reading Day: Class does not meet</td>
<td></td>
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<td></td>
<td><strong>Week 12</strong></td>
<td></td>
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<tr>
<td></td>
<td>April 1 Sport</td>
<td>E: Mackin &amp; Walther</td>
</tr>
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<td></td>
<td>April 3 Sport and Stratification I</td>
<td>No Reading</td>
</tr>
<tr>
<td></td>
<td>April 5 Sport and Stratification II, Review for Quiz 3</td>
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<td></td>
<td><strong>Week 12</strong></td>
<td></td>
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<td></td>
<td>April 8 Deviance</td>
<td>TB: ch. 7</td>
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<tr>
<td></td>
<td>April 10 Deviance at Salem</td>
<td>No reading</td>
</tr>
<tr>
<td></td>
<td>April 12 Labeling Theory</td>
<td>R: ch. 54- Western &amp; Pettit</td>
</tr>
<tr>
<td>Week 13</td>
<td>Work &amp; Organizations, an Introduction</td>
<td>TB: ch. 6; R: E: Sanchez Jankowski</td>
</tr>
<tr>
<td>April 15</td>
<td>Work &amp; Organizations II</td>
<td>R: ch. 1- Erickson</td>
</tr>
<tr>
<td>April 17</td>
<td>Video: Is Wal-Mart Good for America?</td>
<td>No Reading</td>
</tr>
<tr>
<td>April 19</td>
<td>Week 14</td>
<td>Work &amp; Organizations</td>
</tr>
<tr>
<td>April 22</td>
<td>Work &amp; Organizations III</td>
<td>E: Thompson</td>
</tr>
<tr>
<td>April 24</td>
<td>Flexible Specialization</td>
<td>No reading</td>
</tr>
<tr>
<td>April 26</td>
<td>Precarious Work</td>
<td>E: McDonald &amp; Sirianni</td>
</tr>
<tr>
<td>Week 15</td>
<td>Review for final/Course Wrap-Up</td>
<td>No Reading</td>
</tr>
<tr>
<td>April 29</td>
<td>FINAL (Quiz 4)</td>
<td></td>
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<tr>
<td></td>
<td>Section 509 (MWF 9:10am)</td>
<td>Monday, May 6, 8am-10am</td>
</tr>
</tbody>
</table>
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Sociology

2. Course prefix and number: SOCI 206

3. Texas Common Course Number: 

4. Complete course title: Global Social Trends

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

   Current Core - Yes
   Current ICD - No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: 2

10. Number of students per semester: On the average 90

11. Historic annual enrollment for the last three years: 120 175 259

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature]

   Date: 3/17/13

14. Department Head: [Signature]

   Date: 3/19/13

15. College Dean/Designee: [Signature]

   Date: 3/20/13

   (resubmitted 10.18)

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course studies the interactions between groups, institutions and events in shaping society and culture by reviewing the core literature in macrosociology and relating the findings in this literature to the empirical configurations of actual historical societies. A broad range of social scientific dependent variables is considered including economic growth, the rational bureaucratic administration of institutions, crime, ethnic mobilization, social protest and the forces of cohesion and division in society. Empirical materials and materials involving rigorous social scientific methodology are used to illustrate the scientific generation of propositions concerning social change at the national and global level. Emphasis is upon how theories of human and institutional behavior are tested and evaluated with empirical evidence. While historical patterns are analyzed, emphasis is upon global change that has occurred in the last 50 years. In particular, new technologies and their effect upon global interactions (including war and conflict) are analyzed.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The course is offered in two versions – a writing intense version and a non-writing intense version. In the writing intense version, students are given paper assignments that involve selecting among alternative models of social change and applying these models to concrete historical cases given in the reading. The first task teaches analysis; the second task teaches synthesis of information and application of theoretical knowledge to new settings. In the exam-based version of the course – shorter and easier versions of these tasks are given to be responded to spontaneously in essay form.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The writing intensive version of this course involves the writing of several papers, plus formal lecture and classwork on the techniques of effective writing and presentation. The exam version of the course evaluates students' capacity to explain complex sociological ideas, to describe actual historical societies and social formations and to explain sociological reasoning on simpler questions on a more impromptu basis. Oral communication is developed and assessed through class discussion (especially in small classes) and through class presentations. Visual communication is developed through analysis of charts, graphs, and content analysis of documents and videos. This is assessed with presentations, exams and papers.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Both versions of the class present quantitative indicators of social development and social performance. Furthermore, empirical skill in macrosociology often involves historical literacy rather than numeracy per se. Students have to be able to accurately describe societies and social formations that are not their own and do so without "Americanizing" or "falsely modernizing" the distinctive characteristics of the culture and time. This will be assessed through in class discussion, analyses in papers and exams.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course devotes substantial attention to questions of global poverty, crime, corruption, overt conflict and towards the end of the course, genocide. The course material covers causes of these problems and addresses potential solutions. Explicit attention is given towards what individuals can do to interact with the great forces that turn the wheels of history. This is assessed through in-class discussions and exercises.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology
SOCI 206: Global Social Trends
Request for International and Cultural Diversity Designation

This is a course in the socio-historical dynamics of societies and how such societies evolve and change. The cultural and structural dynamics of a large range of societies including Western and Eastern societies, societies in the developed core and those in the less developed periphery are investigated. The course examines problems such as poverty, corruption, crime, ethnic warfare and ecological crisis. The course involves analysis of how new ideas and cultures are created, how institutions of social adaption are created and how they fail, and the forces leading to unity and division in issues requiring global cooperation. Well over half of the course material involves a detailed consideration of the history, sociology and distinctive institutions of nations other than the United States. Emphasis is upon global change that has occurred in the last 50 years, especially with respect to technology and economy.
SOCIOLOGY 206
GLOBAL SOCIAL TRENDS
PROFESSOR SAMUEL COHN
SPRING 2012
T,R 2:20-3:35
Harrington 204
Office: 417 Academic
Office Phone: 845-0814
Home Phone: (512) 454-8802

OFFICE HOURS
W 1-5

Mon 10:00 AM - 10:00 PM; Fri 10:00 AM - 5:00 PM; Sat 1:00-10:00 PM; Sun 1:00-10:00 PM
If I am not home during these hours, leave a message on my machine and I will return your call as soon as possible.

OVERVIEW

This is a course in the socio-historical dynamics of societies and how such societies evolve and change. We consider the internal cultural and structural dynamics of a large range of societies including Western and Eastern societies, societies in the developed core and those in the less developed periphery, those of ancient times, of post-Renaissance history and of the present day. We address the differential cultures of these societies by addressing the common sociological forces that lead to cultural differentiation and the production of institutions and ideologies that are different from our own. We also address the social problems that faced by these societies and the forces that lead to either the successful overcoming of these obstacles or the society’s dissolution and defeat. We consider such problems as poverty, corruption, crime, ethnic warfare and ecological crisis. We address how new ideas and cultures are created, how institutions of social adaption are created and how they fail, and the forces leading to unity and division in issues requiring global cooperation. Over 85% of the course material involves a detailed consideration of the history, sociology and distinctive institutions of nations other than the United States.
LEARNING OBJECTIVES

1. Learn the causes of social change and the determinants of the features of societies and world systems.

2. Learn to use historical and cross cultural materials to understand contemporary American phenomena.

3. Understand the distinctive properties of societies and cultures in regions and other historical periods other than our own — and appreciate how these are similar to or different from those of the contemporary United States.

4. Critically assess claims about what types of social institutions or social policies promote improvements in societal well-being.

5. Explain macrosociological and macrohistorical processes clearly, without confusion, using correct sociological terminology and historically accurate descriptions of social conditions.

6. Correctly interpret social indicators and other quantitative measures of social well being.

7. Demonstrate social responsibility by identifying significant social problems and demonstrating some familiarity with their causes and remedies.

GRADING AND EVALUATION

Grades are based on four exams. These involve a mix of multiple choice items and essays.

On any five multiple choice questions per exam, students can write an explanation of their answer. They get credit for the question if either they choose the right answer, or their explanation is reasonable.

The exams are Tuesday February 5, Tuesday March 5, Tuesday April 9, and Wednesday May 8. The May 8 final exam is at 1 PM.

Each exam counts as 25% of the grade.

READINGS

Most of the readings for the course can be found in the electronic course reserve section of the library. There will be a special section of the course reserves webpage with the material for this class.
There are also a number of books which students are expected to purchase. You can purchase these on the internet just as well as a bookstore can – so get on line and buy up what you need.

Here are the books that you will need.


AGGIE HONOR STATEMENT

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor

ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Week 1:

Class A: Administrative Introduction to Class & Short Lecture on the Life Span of Civilizations

Class B: The Determinants and Limits of Secularization

The reading is a preparation for next week rather than a coverage of Week 1 material.


Week 2:

Class A: Social Network Models of Ideological Change

Class B: Organizational Models of Religious Change


Read the rest of the book.


Selections to be announced.

Week 4: World Systems Theory

Class A: EXAM

Class B: The Historical Interrelation Between the Core and Periphery of World Systems


Chapter 3. Pp. 44-52 ONLY.


Week 5. Underdevelopment and Recovery

Class A: Classical Underdevelopment Theory: How Eastern Europe, Indonesia and the Middle East Became Poor

Class B: The Secrets of Successful Late Economic Developers


Chapters 2-5. Pp. 40-121.

This is one of the most left-wing readings you will get in the course. Actually, the author is a Korean economist at Cambridge University in England ... and in South Korea, these positions are enthusiastically endorsed by the business community. “Left” and “Right” don’t always mean the same thing in other cultures as they do in the United States. That said, many Texas students will find Chang’s arguments very radical. The question that has to be asked is whether his facts beck him up.
Week 6: The State and Social Functioning

Class A: Big Government and Economic Growth in the United States

Class B: The State, the Rise of Science and the Historical Decline of Violent Crime


Week 7: Crime and Corruption

Class A: Sociological Determinants of Crime Rates
Class B: Sociological Determinants of Corruption


(Note: This is available through Electronic Reserve as a pdf made by the electronic librarian himself. You can also get this directly from the Economist website. If you do this, be aware. British Websites are often organized incompetently, and the site for the Economist is no exception. In particular, the article is filled with false End of Article marks, along with bogus requests if you wish to move to the next article. To get the real whole article, you have to keep flashing 'See Next Article' over and over and over again. Don't stop seeing next article until the next article stops talking about Nigeria. The pdf made for our library reserve page should be clean enough.)

Week 8: State Strength and State Weakness

CLASS A EXAM
Class B: Determinants of State Strength and State Weakness


SPRING BREAK

Week 9: Revolutions and Agrarian Uprisings

Class A: Determinants of Revolutions

Class B: Determinants of Agrarian Uprisings


Week 10: Protest

Class A: Resource Mobilization Models - Resources
Class B: Resource Mobilization Models — Mobilization


Chapter 2. Pp. 23-50 only. (Note: This is a chapter on what doesn’t work, not what does.)

Chapter 3. All. (The chapter on what does work.)

Week 11: Intensive Labor Conflict /Intensive Ethnic Conflict

Class A: Sturmthalian Crises  
Class B: Materialist Models of Ethnic Conflict


Week 12: Kondratieff Cycles

CLASS A EXAM

Class B: Kondratieff Cycles


   Chapter 11. Pp. 269-83 ONLY.

Week 13: Core Model of Social Decline

Class A: Theory
Class B: Applications


Week 14: Additional Sources of Potential Crisis

Class A: Ecological Crises

Class B: The Newest Challenge to Economic Growth


FINAL EXAM DURING FINAL EXAM PERIOD
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Sociology

2. Course prefix and number: SOCI 207

3. Texas Common Course Number: 

4. Complete course title: Introduction to Gender and Society

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences
   ✔ current core - yes
   ✔ current ICD - yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes     □ No

8. How frequently will the class be offered? Every Fall and Spring

9. Number of class sections per semester: Average is 4

10. Number of students per semester: 171

11. Historic annual enrollment for the last three years: 314 455 412

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    
    Course Instructor
    
    Approvals:
    
    Department Head
    
    College Dean/Designee
    
    Date 3/13/2013
    
    Date 3/13/2013
    
    Date 3/20/13
    
    Resubmitted 10/18

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course is an overview course that examines the roles of men and women and how they vary across different times and different places. It is a social and behavioral science because it emphasizes the social aspects of gender and considers how empirical evidence relates to the theoretical conjectures about the principles. There is emphasis upon the careful construction of principles related to human behavior and then the use of scientific methods to test these principles. The course examines the very concept of gender and differentiates it from sexuality, sex category, and biology. It explores the role of gender in and across primary groups, organizations, institutions and societies. While historical comparisons are used to illustrate principles, most of the course deals with contemporary issues, particularly how evidence from the last 20 years, from experimental social and biological studies, relates to the idea of gender.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will learn the general concepts and methods of sociological analysis, especially as these relate to gender dynamics. They will learn to evaluate different arguments on both logical and empirical grounds. They will learn to apply sociological principles to the analysis of issues related to how men and women interact in both the private and public spheres. Assessment will be based on in-class discussion and exams.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will learn to evaluate different arguments presented through different modes of communication: statistical or mathematical representation, verbal, written, and visual. Through exams and in-class exercises, students will be required to assess evidence from charts, graphs and tables to come to conclusions. Verbal communication will occur through in-class discussions and exercises that involve discussing responses to questions posed. Students learn about different cultures’ norms and forms of interactions as they relate to gender and how these varieties lead to different types of communication.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

A critical component of all sociology involves developing, critiquing, organizing and analyzing empirical data. Students will learn to interpret tables and graphs and assess the general reliability and validity of particular sources of data as they relate to gender in particular. Students will be examining data from U.S. sources as well as international sources. Assessment will be based primarily on exams, and in-class discussions and exercises.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will learn to appreciate different cultural views of gender and interaction. Students will be able to assess consequences of different gender stratification systems. They will also learn how different programs have or have not been successful in modifying or changing gender stratification. This will be assessed through group discussion and in-class exercises.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology
SOCI 207: Introduction to Gender and Society
Request for International and Cultural Diversity Designation

This course focuses on the sociological analysis of gender: how is gender differentiated from sex, sex category and sexuality. It explores the roles of men and women and how they vary across different cultures and subcultures. It explores the role of gender in and across primary groups, organizations, institutions, and society. While historical comparisons are used and analyzed, the course primarily deals with research from the last 20 years.
Sociology 207/WGST 207

Jane Sell
305 Academic
843-6120
Office Hours: Tuesday 11-12:30 and Wednesday 1:30-3:00 or by appointment
j-sell@tamu.edu

The course and course objectives: The course is designed as an introduction to thinking about gender and sex from a sociological perspective. We will be covering several broad areas within the sociology of gender. Because there will be students with very different backgrounds in the course, I expect that we will have wide-ranging discussions. While you may disagree with some views expressed, the classroom should be a safe space and so we will agree on some basic ground rules for discussion. The course is designed to involve differing learning techniques so there will be lectures, some discussions, and some focused activities.

By the time you finish the course, you should be able to understand various sociological perspectives, differentiate among them and apply them to different contexts. Additionally, you will be able to evaluate and critique different arguments using a sociological perspective.

Assignments and Tests: There will be four exams and 2 assignments. Each of the exams is worth 100 points, and three are counted in your final grade. You can choose to drop your lowest grade of the four, or you can choose to not take one of the exams. There are no make-up exams unless arrangements are made with me well in advance. The exams are half multiple choice and half short essay. Dates under each section are meant as guidelines; we may take more or less time on particular topics.

The assignments are each worth 50 points each. Assignments should be typed. (The paper should have a coversheet with only your first and last name and the SOCI 207 or WMST 207 on it.) These assignments will include data analysis and short “field studies” to address material we discuss in class. You may consult each other or me about the assignments. Assignments are posted on elearning and must be turned in by the announced due date. The assignments and the due dates for assignments will be posted on elearning.

Class participation and attendance are extremely important for the course. I will not take official attendance, but the readings are not always covered in the class and the class material is not always covered in the readings. I will often ask for participation in class.

Occasionally in class, we will engage in activities in which different class points may be awarded. Other than these activities there is no extra credit.

Communications: I will sometimes post notices or send notes. To do this, I will ordinarily send emails over howdy so make sure to check your tamu account regularly.
**Grading:** Final grades are based on 3 out of 4 exams (100 points each) and 2 assignments (50 points each) for a total of 400 points. Grades are assigned based on the totals: 360 and above=A, 320 and above=B, 280 and above=C, 240 and above=D, below 240=F.

**Readings:** There are two books and accompanying readings. (The readings will be on elearning for each section).


Other readings are listed below and can be found in the section titled folders in elearning.

**Note on handouts and plagiarism:** The handouts used in this course are copyrighted. By that is meant all materials generated for this class, which include but are not limited to syllabi, exams and assignments, in-class materials, review sheets, etc. Because these materials are copyrighted, you do not have the right to copy the handouts unless permission is expressly granted.

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. You are also committing plagiarism if you present another's work as your own (for example by close paraphrasing) if you do not give clear attribution (for example by using quotation marks or otherwise indicating that the idea came from someone else, even if you include the person in your bibliography). If in doubt, give attribution. Failure to do so may result in serious sanctions. If you have questions about plagiarism, consult the website for Texas A&M University Student Rules. http://student-rules.tamu.edu/part1.htm

**Aggie Honor Code:** “An Aggie does not lie, cheat or steal, or tolerate those who do”
For further information on academic integrity see:
http://compliance.tamu.edu/CodeConduct.aspx

**ADA.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 Cain Hall, MS 1224 (345-1637)
http://disability.tamu.edu/
Tentative Course Schedule:

Section 1. Theory, Methodology, Sociology as a Field of Study

8/27-9/10 (class 1-4)
Jay Stephen Gould, excerpt from *The Panda’s Thumb*
Includes “Wide Hats and Narrow Minds” and “Women’s Brains” (elearning, Sell, Sociology 205)

Barry Markovsky, “The Structure of Theories,” Pp. 3-24 from *Group Processes*
elearning

Section 2. What is Gender, Sex, Sex Category, Sexual Orientation? (and how are standards developed?)
9/14-9/21, class 5-7

AWB, Chapters 1 and 2


Zinn Reader: Messner, Becoming 100% straight, 227-232

*Test #1 — September 24th*  
(class 8)

Section 3. Gender Diversity across space and time

9/26—Oct 1 (class 9 and 10)

Zinn Reader:  
Zinn, ‘Introduction: Sex and Gender through the prism of difference’, pp. 1-7, end of first paragraph.  

Section 4. Learning Gender, Learning Power? (different perspectives on learning)

10/3-10/8-10/10 (class 11-13)
AWB, Chapter 3.

ASSIGNMENT 1: Field exercise: Everyday life and categorization (due on October 15th
Turn in during class on the 15th)

Section 5. Sexualities
10/15 (Class 14)

AWB, Chapter 4.

Section 6: Gendered Families
10/17-10/22 (Class 15 and 16)

AWB, Chapter 7

Zinn Reader: Edin, “What do low-income single mothers say about marriage?” 365-382

Motherhood and Fatherhood

Shariel Thurer, The Myths of Motherhood: How Culture Reinvents the Good Mother
(Boston: Houghton-Mifflin, 1994), Introduction and 225-301 (elearning, Sell, Sociology 207)

Hondagneu-Sotelo and Avila, “I’m Here, but I’m There” pp. 308-322.

Test #2, Class 17 (October 24th)

Section 7: Education
Class 18 (October 29)

AWB, Chapter 5

Zinn Reader, ‘How working class chicas get working class lives’ 447-464

Section 8. Media and Gender; Body Image
October 31, November 5th and November 7 (class 19, 20, 21)

AWB, Chapter 11

Elizabeth Haik, Venus Envy: A History of Cosmetic Surgery, Johns Hopkins
University press, 1997, pp. 175-227 (elearning, Sell, Sociology 207)
Zinn Reader
   Zones, Beauty myths and realities..., p. 65-80
   Lamm, It's a big fat revolution, 81-86

Movie: *Tough Gaise*

(short video clip) Margaret Cho

Assignment 2. Media and Gender Analysis—Turn in during class on November 12

**Section 9. Economy and Work**
November 12 (class 22)

AWB, Chapter 6

Zinn Reader,
   Levin, ‘Gendering the Market’ 385-391
   Guiffre and Williams, ‘Boundary Lines,’ 392-406
   Hossfield, “Their Logic Against Them”

Film clip from *The Office*—Sexual Harassment

Test # 3—November 14th (class 23)

**Section 10. Crime, Violence and Gender**
November 19 and Nov 21 (class 24 and 25)

AWB, Chapter 8

World Health Organization Study on Women’s Health and Domestic Violence against
Women (elearning, Sell, Sociology 207)

*Thanksgiving Holiday, No class on Thursday the 28th*

**Section 11. Gender and Global Issues**
November 26-December 3 (class 26 and 27)
Zinn reader:
   Bales, ‘Because she looks like a child’ pp. 193-202
Global Health Issues

AWB, Chapter 9

http://www.who.int/en/

4th Test—Final Exam Schedule
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Sociology

2. Course prefix and number: SOCI 211

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Sociology of Deviance

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   ☐ Communication
   ☐ Mathematics
   ☐ Life and Physical Sciences
   ☐ Language, Philosophy and Culture
   ○ Creative Arts
   ☐ American History
   ☐ Government/Political Science
   ☒ Social and Behavioral Sciences
   Search Core - Yes
   Search ICD - No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☐ Yes - Approved 5/29

8. How frequently will the class be offered? Each semester

9. Number of class sections per semester: On the average, 2

10. Number of students per semester: 130

11. Historic annual enrollment for the last three years: 242 364 411

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by: Holly Justin

13. Date 3/13/2013

14. Approvals:

15. Department Head

Date 3/20/13

Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course is an overview of what constitutes deviance in society and the explanations for deviance. Self-report, victimization data, and police data are used to determine patterns of deviance including substance use, sexual behaviors, crime, sexual harassment, suicide and mental illness. Theoretical explanations emphasize the role of societal factors, institutional and individual factors affecting deviant behavior. The course also covers basic concepts in deviance theories including social control of deviant behavior (both formally through institutions and informally in terms of individual interactions), subcultures in groups, and individual deviant careers. Data from empirical studies are evaluated in the course in terms of evidence for theories of deviance examined. Determining how social facts are established in deviance literature through a range of methodologies used in research is discussed.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will learn the concepts and methods involved in understanding deviance in society. They will learn how to use empirical evidence to evaluate course theories. They will learn how to derive policy and prevention implications for some types of deviance from course theories and others materials. They will learn when theoretical integration is appropriate in understanding deviance. This will be assessed through in class exercises and exams.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will learn to evaluate deviance theories and empirical research using statistical methods and patterns of statistical trends as illustrated through visual representation of charts, graphs and statistical tables. They will also learn from qualitative information, such as written ethnographies or filmed documentaries provided in deviance research. Their understanding of this visual and oral material will be assessed through exams and short written exercises. In class discussions within small groups will allow students to practice oral skills. This will be assessed through group presentations of exercises.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students will be able to interpret tables, figures, and qualitative narrative information regarding deviance in society. They will gain a sense of understanding the concept of causality, and reliability and validity of studies conducted. They will understand the different strengths of multiple forms of data for understanding deviance. This will be assessed through in class exercises and examinations.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will learn how deviance is socially constructed in different times and places. They will learn to assess different strategies for understanding and addressing deviance in society. They will be able to make sense of real-world examples and major issues facing society. This will be assessed though in class discussions, and in-class and out of class exercises.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology
SOCI 211: Sociology of Deviance
Request for International and Cultural Diversity Designation

The purpose of this course is to determine how and why some attributes and behaviors are defined as deviant, the consequences of deviant labels, and how norms, values and rules are enforced. The focus of the first section of the course is on basic concepts in deviance theories and research including social control, subcultures and deviant careers. The second section considers sociological theoretical explanations of deviant behavior and societal reaction. In this section, cultural and international variation is emphasized. In the final section of the course in substantive areas of types of deviance are considered by addressing crime, organizational and occupational deviance, substance use, sexuality, suicide, disability and mental illness in different cultural and historical contexts. Although historical patterns are considered, emphasis is upon the last 50 years, especially as it relates to dramatically changing policies and perceptions.
Texas A & M University
Sociology -211
SOCIOLOGY OF DEVIANCE

Professor Holly Foster, Ph.D.
Office Location: #425A Academic Building
Office Hours: Wednesday 1-3:00 pm, Thursday 2:30-3:30pm or by appointment
Office Phone: 979-458-2268
E-mail: hfoster@temu.edu

Course Description:

The purpose of this course is to determine how and why some attributes and behaviors are defined as deviant, the consequences of deviant labels, and how norms, values and rules are enforced. The course is divided into four components: Part I: The focus of the first section of the course is basic concepts in deviance theories and research including social control, subcultures and deviant careers; Part II: The second component delves into a range of sociological theoretical explanations of deviant behavior and societal reaction Part III: The third part of the course explores methodology and how “social facts” of deviance are determined. Finally, in Part IV: Case studies in substantive areas of types of deviance are considered addressing crime, organizational and occupational deviance, substance use, sexuality, suicide, disability and mental illness.

Required Texts:


Course Goals and Learning Objectives:

1) To understand how deviance is defined and produced.
2) To comprehend, compare, differentiate, and critically evaluate among major theories of deviance.
3) To apply the conceptual tools of theories of deviance to understanding case studies.
4) To critically evaluate institutional responses to deviance and control.
Grading:

Evaluation will be based on four examinations that together will comprise your overall course grade as indicated in the list below. Specific due dates are given for each test in the detailed course outline that follows and summarized below.

1) 15% in-class examination #1 covers Part I of Course
2) 35% in-class examination #2 covers Part II of Course
3) 15% in-class examination #3 covers Part III of Course
4) 35% final examination covers Part IV of Course

- Exams will be comprised of a combination of multiple choice, essay, and short answer questions and will cover lecture material and assigned readings. To succeed in this course you must keep up with assigned readings for each lecture and attend lectures and regularly. Detailed notes should be made by students during lectures of material covered. Major points will be highlighted on the slides but further discussion of the material will be communicated in the lecture.
- Course power-point slides will not be made available to students, please ask a fellow student for course notes if you have to miss a lecture. Students must ensure they have fully prepared by covering all assigned course materials including lecture materials and assigned readings to successfully pass course examinations.

Each test and final grade will be based on the following grading system:
A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  0-59%

Course Policies:

- AGGIE HONOR CODE: “An Aggie Does Not Cheat, Steal, or Lie, or Tolerate those who do.” For additional information please visit: http://www.tamu.edu/aggiehonor/
- Make up exams will only be provided to students with university excused absences as defined at: http://student-rules.tamu.edu, or due to illness with a signed note from a medical doctor.
- Texas A & M University Regulations regarding Academic Honesty will be observed as described in the Student Handbook available at: http://student-rules.tamu.edu (University Relations: Part I: Academic Rules, Section 20)
- No extra credit assignments will be given in this class.
- AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
**CLASS SCHEDULE AND ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS AND EXAMS</th>
</tr>
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<tbody>
<tr>
<td><strong>PART 1: CORE CONCEPTS, DEVIANCE, CONTROL AND CAREERS</strong></td>
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<tr>
<td>1. Defining Deviance</td>
<td>Introduction, Overview, and Welcome</td>
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<td></td>
<td>Social Facts and Social Constructions</td>
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</tbody>
</table>
| 2. Defining Deviance | • Defining Deviance  
• Adler and Adler Introduction, pp. 1-10.  
• Adler and Adler Ch. 1: Erikson, On the Sociology of Deviance pp. 17-24 | |
| 3. Social Controls and Deviant Careers | • Adler and Adler: Ch. 2: Heckert and Heckert, Typology of Deviance, pp.25-40.  
• Adler and Adler Ch. 43: Deciding to Commit a Burglary pp. 526-535. | |
| 5. Subcultures and Power | • Adler and Adler Ch. 21, Chambliss, Saints and Roughnecks. Pp. 223-236.  
• Adler and Adler. Social Organization of Deviance p. 381-388. | |
| 6. Exam #1 | • Exam on material between Lectures 1-5 | Exam #1 Worth 15% of Final Grade |
| **Part II: THEORIES OF DEVIANCE AND SOCIETAL REACTION** | | |
| 7. Individualistic versus Sociological Theories | • Adler and Adler: Theories of Deviance, pp. 57-72.  
• Adler and Adler, Ch. 33: Self-Injurers as Loners, pp. 401-408. | |
| 8. Functionalism vs. Anomic Theories | • Adler and Adler, Ch. 6: Durkheim, The Normal and the Pathological, pp. 73-77.  
• Adler and Adler, Ch. 7: Social Structure and Anomie, pp. 78-84. | |
<table>
<thead>
<tr>
<th>9. Conflict and Threat Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adler &amp; Adler, Ch. 5. Quinney. Conflict Theory of Crime, pp. 51-56.</td>
</tr>
<tr>
<td>• Adler &amp; Adler, Ch. 10. Chesney-Lind, Feminist Theory, pp. 98-104.</td>
</tr>
</tbody>
</table>
## CLASS SCHEDULE AND ASSIGNMENTS:

<table>
<thead>
<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS AND EXAMS</th>
</tr>
</thead>
</table>
• Adler & Adler, Ch. 4, Hendershott, pp. 46-50. | |
• Adler & Adler, Ch. 8. Sutherland And Cressey, Differential Association pp. 85-88. | Exam 2 Worth 35% of Final Grade. |
| 12. | • Exam on Material from Lectures 7-11 | |

### PART III: METHODS AND STATISTICS

<table>
<thead>
<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS AND EXAMS</th>
</tr>
</thead>
</table>
• Adler & Adler, Ch. 13, Laumann et al. Survey of Sexual Behavior, pp. 122-131 | |
| 15. | • Exam 3 Covers Classes 13-14 | Exam worth 15% of Final Grade |

### PART IV: DEVIANCE AND CASE STUDIES

<table>
<thead>
<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Heteronormativity and Gender Norms</td>
<td>• Adler &amp; Adler, Ch. 24. Weinberg et al., Becoming Bisexual, pp. 268-278.</td>
<td></td>
</tr>
<tr>
<td>21. Sexual Deviance, Stigma and Sex Work</td>
<td>• Adler &amp; Adler, Ch. 39, Draus and Carlson, Sex for crack, pp. 475-484.</td>
<td></td>
</tr>
<tr>
<td>22. Sexual Deviance, Stigma and Sex Work</td>
<td>• Adler &amp; Adler, Ch. 45 Williamson &amp; Cluse-Tolar, Pimp-Controlled Prostitution, p. 550-561.</td>
<td></td>
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<tr>
<td>23. Sexual Harassment</td>
<td>• Lecture only</td>
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<tr>
<td>24. Substance Use</td>
<td>• Adler &amp; Adler, Constructing Deviance, pp. 149-158.</td>
<td></td>
</tr>
<tr>
<td>25. Substance Use</td>
<td>• Adler &amp; Adler, Ch. 32, Sires, Drug Use and Disordered Eating among College Women, pp. 389-400.</td>
<td></td>
</tr>
<tr>
<td>27. Stigma Management</td>
<td>• Adler &amp; Adler, Ch. 23, Degher and Hughes, The “Fat” Identity, pp. 257-267.</td>
<td></td>
</tr>
<tr>
<td>28. Identity Transformation and Deviant Careers in Mental Illness</td>
<td>• Adler &amp; Adler, Ch. 47, Howard, Obstacles to Exiting Emotional Disorder Identities, pp. 575-585.</td>
<td></td>
</tr>
<tr>
<td>29. Conclusions</td>
<td>• Lecture Only</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>• Material covers Lecture 16-Lecture 29</td>
<td>Final Exam: Worth 35% of Final Grade</td>
</tr>
</tbody>
</table>
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies
2. Course prefix and number: MUSC 222
3. Texas Common Course Number:
4. Complete course title: Music of the Americas
5. Semester credit hours: 3 SCH
6. This request is for consideration in the following Foundational Component Area:
   - [x] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences
7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No
8. How frequently will the class be offered? Fall, Spring
9. Number of class sections per semester: 2
10. Number of students per semester: 200
11. Historic annual enrollment for the last three years: 186 495 394

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: Rollins
   Course Instructor
   Date: 3-28-13

   Approvals:
   [Signature]
   Date: 3/29/13

14. Department Head
   [Signature]
   Date: 4/6/13

15. College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

How does the proposed course specifically address the Foundational Component Area definition above?

MUSC 222 Music of the Americas:
This course examines the musical evolution of the Americas and the Caribbean. It traces the influence of three large differing groups of peoples (natives, people of forced relocation, and people from European communities) and the syncretic process of music making. Students engage in discussions and exercises that equip and assess them in communicating about the impacts of these factors on works of art.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will analyze, evaluate, and synthesize information about musical genres drawn from a variety of sources. Their blog project requires them to identify and make proper use of reliable primary resources while making connections between musical and social movements and identifying media that effectively demonstrate their points. The listening exams require students to reflect on and hone their listening habits in order to discern the specific musical properties discussed in class.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students practice communicating effectively in class discussions about the musical qualities they perceive in listening exercises. Students write about such musical relationships in their group projects and incorporate visual media in order to effectively communicate their points.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

- Students work in groups to consider each other’s interpretations of their musical selections, consider their relationships to the socio/cultural movements discussed in class, and build a web page that communicates their group’s analysis.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Students are tested on their understanding of how civic issues are reflected and challenged by performance, including political activism, exile, revolutions, and establishment of cultural identity. This course addresses a wide variety of cultural performance situations (e.g., literature and contexts, social and sacred) each of which considers a different set of behaviors to be appropriate and finds others offensive. Students practice this intercultural competence through performing in class, attending live performances while applying behaviors appropriate to the culture and context at hand, and writing reflections on their performance experiences. The issues of intersecting cultures covered by these discussions, tests, writings, and performances equip student to engage effectively in these regional, national, and global communities.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Performance Studies

MUSC 222 Music of the Americas

Request for International and Cultural Diversity (ICD) Designation

A study of the music of the western hemisphere starts with European discovery. The impact of cultures founded on forced relocation, native inhabitation, and European colonization create new syncretic communities. The effect of folkloric traditions transformed through these groups create new musical activities. The folkloric traditions transform into popular culture as the nineteenth century and industrialization cause rural communities to move to urban areas. The impact of rural traditions and music making create twentieth century popular music style. This course discusses the transformation of rural folk traditions to modern popular music making.

By studying the diverse groups of people associated with the New World and focusing on how their intersections have culminated in contemporary practices, students will gain a greater understanding of cultures and groups of people distinct from themselves. Study of each region begins with a short historical overview, a small discussion of music prior to recording technology, and a primary emphasis on recorded music of the Twentieth century. Such early discussions are only to focus on the primary goal of current trends in music and how they are influenced by their predecessors. The majority of the content is based on late twentieth century trends in music.

Students are tested on their understanding of how civic issues are reflected and challenged by performance, including political activism, exile, revolutions, and establishment of cultural identity. This course addresses a wide variety of cultural performance situations (e.g., literature and contexts, social and sacred) each of which considers a different set of behaviors to be appropriate and finds others offensive. Students practice this intercultural competence through performing in class, attending live performances while applying behaviors appropriate to the culture and context at hand, and writing reflections on their performance experiences. The issues of intersecting cultures covered by these discussions, tests, writings, and performances equip student to engage effectively in these regional, national, and global communities.
Music of the Americas

MUSC 222
Locations and Meeting Times: TBA

Professor: Dr. Ian Rollins
Email: irollins@tamu.edu
Office: Academic 402CD
Office hours: TBA

Course Description
Evolution of music of the Americas and the Caribbean; influence of natives, people of forced relocation, and people from European communities; the syncretic process of music making.

Prerequisites - None

Learning Outcomes
- Identify styles of music through listening exams
- Discuss the evolution of musical style in popular, folk, and classical traditions
- Apply listening skills in assessments

This course satisfies Texas A&M’s International and Cultural Diversity requirement. As individual and national destinies become progressively more interconnected, the ability to survive and succeed is increasingly linked to the development of a more pluralistic, diverse and globally aware populace. By studying the diverse groups of people associated with the New World and focusing on how their intersections have culminated in contemporary practices, students will gain a greater understanding of cultures and groups of people distinct from themselves. Study of each region begins with a short historical overview, a small discussion of music prior to recording technology, and a primary emphasis on recorded music of the Twentieth century. Such early discussions are only to focus on the primary goal of current trends in music and how they are influenced by their predecessors. The majority of the content is based on late twentieth century trends in music.

- This course fulfills the following Core Objectives in Creative Arts (CA)
- Critical Thinking: Students will analyze, evaluate, and synthesize information about musical genres drawn from a variety of sources.
- Communication Skills: They will be able to effectively communicate through class discussions qualities associated with musical examples. Students will also write about such musical relationships in their group projects.
- Teamwork: Students work in groups to consider each other’s interpretations of
their musical selections, consider their relationships to the socio/cultural movements discussed in class, and building a web page that communicates their groups analysis.

- **Social Responsibility**: Students are tested on their understanding of how civic issues are reflected and challenged by performance, including political activism, exile, revolutions, and establishment of cultural identity. This course addresses a wide variety of cultural performance situations (e.g., literature and contexts, social and sacred) each of which considers a different set of behaviors to be appropriate and finds others offensive. Students practice this intercultural competence through performing in class, attending live performances while applying behaviors appropriate to the culture and context at hand, and writing reflections on their performance experiences. The issues of intersecting cultures covered by these discussions, tests, writings, and performances equip student to engage effectively in these regional, national, and global communities.


**eLearning and Email** – All testing and materials will be available on eLearning. You are also expected to check your TAMU email and eLearning at least once a day. Make sure your computer is ready to take the online listening exams by taking the practice listening exam online. I would suggest that you take the practice listening exam before you start every listening exam. It is your responsibility to have a healthy computer when exams are available.

**Grades** – Grading will be administered through tests covering the lectures and listening exams. All testing will be administered on eLearning unless otherwise specified. The mid-term and final will be administered in class. The final exam will only cover material that was presented after the mid-term. **DO NOT TAKE ONLINE EXAMS IN GROUPS! THIS IS CONSIDERED CHEATING.**

GRADE SCALE: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

<table>
<thead>
<tr>
<th>Performance Studies Events Reviews</th>
<th>5%</th>
</tr>
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<tbody>
<tr>
<td>Team Project</td>
<td>20%</td>
</tr>
<tr>
<td>Lecture Quizzes</td>
<td>30%</td>
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<tr>
<td>Listening Exams</td>
<td>15%</td>
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<tr>
<td>Mid-term Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
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</tbody>
</table>
Attendance
Attendance is expected for every lecture. The best way to make a great grade in this course is regular attendance.
For those who have university approved absences that you know will occur in advance (i.e. competing in a swim tournament, giving a paper at a national conference), you are required to tell the professor at least one class period in advance or make up exams will not be administered.
If you become ill and are unable to attend class, you must present an official note from your doctor by the next class meeting to be excused from the class. If you will be missing more than one class, please send an e-mail after the first class period that you miss and submit your doctors note at your earliest convenience (by e-mail or in person). All attendance concerns must comply with rule 7 of the student rules http://student-rules.tamu.edu/rule07.

Department of Performance Studies Events – You are required to attend TWO Department of Performance Studies events and write a 300 word synopsis of the event. The allowed events are found at http://perf.tamu.edu/events/. The paper is due within 48 hours of the performance. You must turn in a ticket stub or program to Dr. Rollins for proof. The paper will be submitted online in the “Assessments” section of the eLearning site.

Team Project – Students will create a blog (suggested easy to use blog sites: blogger or wordpress). The topic discussed must concern musical movements and their associations with social movements. Contributors will have their own page in the blog.
1. Each member will write a minimum 300-word blog entry on his or her own page (no maximum). Put your name on the article where I can visibly see and associate it to the grade book.
2. Each member needs to have at least two primary sources generated from library research. This means you must quote or paraphrase these sources in your writing. Examples of primary sources are: a book written by a known author, a periodical/journal article, dissertations/theses. Sources that are not primary include: articles where the
author is unknown, and encyclopedia articles (including wikipedia). You need to cite these sources at the bottom of your article in any recognized format (CMS, APA, or MLA).

3. Each member will include at least three embedded media. Youtube or dailymotion are great sources. Any embedded source from anywhere across the internet or from your own personal uploads are fine. Create your own videos or audio if you so choose!

4. The group will make sure their individual contributions work as a whole to the subject matter. This requires group discussions and meetings to achieve a cohesive goal.

---

Calendar and topics discussed – Online quizzes close at 10:00PM the final day. Midterm and Final will be in class.

**Week 1**

*T:* Overview Lecture: Ch. 1

*R:* Overview Lecture: Ch. 2

**Week 2**

*T:* Overview Lecture Quiz

*R:* Mexico Lecture: Ch. 3

**Week 3**

*T:* Mexico Lecture: Ch. 3 con’t

*R:* Mexico Lecture: Ch. 3 con’t

**Week 4**

*T:* Mexico Lecture Quiz

*R:* Mexico Listening Quiz

**Week 5**

*T:* Spanish Speaking Caribbean Lecture: Ch. 4

*R:* Spanish Speaking Caribbean Lecture: Ch. 4 con’t

**Week 6**

*T:* Spanish Speaking Caribbean Lecture and Listening Quiz

*R:* English and French Speaking Caribbean Lecture: Ch. 5
Week 7
T: English and French Speaking Caribbean Lecture Quiz
R: English and French Speaking Caribbean Listening Quiz

Week 8
T: Review for Midterm
R: Midterm

Weeks 9-10
T: Brazil Lecture: Ch. 6
R: Brazil Lecture: Ch. 6 con't

Week 11
T: Group Blog Project Due; Brazil Lecture and Listening Quiz
R: Colombia and Argentina Lecture: Ch. 7–8

Week 12
T: Performance Reviews Due; Colombia and Argentina Lecture Quiz
R: Colombia and Argentina Listening Quiz

Week 13
T: U.S. Music Lecture: Instructor's notes
R: U.S. Music Lecture: Instructor's notes con't

Week 14
T: Performance reviews due; U.S. Music Lecture Quiz
R: U.S. Music Listening Quiz

Finals Week—Final Exam

Copyright Statement
All of the materials that are used in this class are copyrighted. That includes all of the class notes, assignments, tests, and any other materials that I will make available to you throughout the semester. You have the right to print off copies of these materials for your own use during this course, but you do not have the right to copy or distribute any of the materials to others.

Electronic devices in the classroom
Cell phones must be turned off and completely out of sight. If I see a cell phone you will be asked to leave the classroom. Laptops are allowed as long as they are ONLY used for taking notes. Use of a laptop to do anything other than taking notes is very disruptive to other students and, to be blunt, very rude, so do the right thing. Keep earphones out of ears.

**AGGIE HONOR CODE**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu

**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

* Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Performance Studies

2. Course prefix, number and complete title of course: MUSC 222 Music of the Americas

3. Catalog course description (not to exceed 50 words): Evolution of music of the Americas and the Caribbean, influence of natives, people of forced relocation, and people from European communities; the syncretic process of music making.

4. Prerequisite(s): None

   Cross-listed with: \( \text{None} \)

   Stacked with: \( \text{None} \)

   Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course? \( \square \) Yes \( \blacksquare \) No

   If yes, from _____ to _____

6. Is this a repeatable course? \( \square \) Yes \( \blacksquare \) No

   Will this course be repeated within the same semester? \( \square \) Yes \( \blacksquare \) No

   If yes, this course may be taken _____ times.

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   B.A. in Music, Minor in Music, undergraduate general academics.

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix | Course # | Title (excluding punctuation)
---------|----------|----------------------------------
MUSC 222 | Music of the Americas

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>SCL</th>
<th>CLP and Fund Code</th>
<th>Admin Limit</th>
<th>Acad Year</th>
<th>HCC Code</th>
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<td>1 4 - 1 5</td>
<td>0 0 3 6 3 2</td>
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</tbody>
</table>

Approval recommended by:
Claudia Nelson, Interim Head
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Request Committee Date

Dean of College Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Date: Chair, GC or UCC
Effect Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10

RECEIVED APR 25 2013 CURRICULAR SERVICES
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Sociology

2. Course prefix and number: SOCI 207 / WEST 207s. Texas Common Course Number:

3. Complete course title: Introduction to Gender and Society 5. Semester credit hours: 3

4. This request is for consideration in the following Foundational Component Area:
   ☐ Communication  ☐ Creative Arts
   ☐ Mathematics    ☐ American History
   ☐ Life and Physical Sciences  ☐ Government/Political Science
   ☐ Language, Philosophy and Culture ☐ Social and Behavioral Sciences

5. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☐ Yes  ☐ No

6. How frequently will the class be offered? Every Fall and Spring

7. Number of class sections per semester: Average is 4

8. Number of students per semester: 171

9. Historic annual enrollment for the last three years: 314 455 412

10. This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

11. Submitted by:
   Course Instructor:
   Approvals:

12. Department Head

13. College Dean/Designee

14. Date 3/13/2013

15. Date 3/20/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at:
www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The course is an overview course that examines the roles of men and women and how they vary across different times, and different places. It is a social and behavioral science because it emphasizes the social aspects of gender and considers how empirical evidence relates to the theoretical conjectures about the principles. There is emphasis upon the careful construction of principles related to human behavior and then the use of scientific methods to test these principles. The course examines the very concept of gender and differentiates it from sexuality, sex category, and biology. It explores the role of gender in and across primary groups, organizations, institutions and societies. While historical comparisons are used to illustrate principles, most of the course deals with contemporary issues, particularly how evidence from the last 20 years, from experimental social and biological studies, relates to the idea of gender.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will learn the general concepts and methods of sociological analysis, especially as these relate to gender dynamics. They will learn to evaluate different arguments on both logical and empirical grounds. They will learn to apply sociological principles to the analysis of issues related to how men and women interact in both the private and public spheres. Assessment will be based on in-class discussion and exams.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will learn to evaluate different arguments presented through different modes of communication: statistical or mathematical representation, verbal, written, and visual. Through exams and in-class exercises, students will be required to assess evidence from charts, graphs and tables to come to conclusions. Verbal communication will occur through in-class discussions and exercises that involve discussing responses to questions posed. Students learn about different cultures’ norms and forms of interactions as they related to gender and how these varieties lead to different types of communication.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

A critical component of all sociology involves developing, critiquing, organizing and analyzing empirical data. Students will learn to interpret tables and graphs and assess the general reliability and validity of particular sources of data as they relate to gender in particular. Students will be examining data from U.S. sources as well as international sources. Assessment will be based primarily on exams, and in-class discussions and exercises.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will learn to appreciate different cultural views of gender and interaction. Students will be able to assess consequences of different gender stratification systems. They will also learn how different programs have or have not been successful in modifying or changing gender stratification. This will be assessed through group discussion and in-class exercises.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology
SOCI 207: Introduction to Gender and Society
Request for International and Cultural Diversity Designation

This course focuses on the sociological analysis of gender: how is gender differentiated from sex, sex category, and sexuality. It explores the roles of men and women and how they vary across different cultures and subcultures. It explores the role of gender in and across primary groups, organizations, institutions, and society. While historical comparisons are used and analyzed, the course primarily deals with research from the last 20 years.
Sociology 207/WGST 207

Jane Sell
305 Academic
845-6120
Office Hours: Tuesday 11-12:30 and Wednesday 1:30-3:00 or by appointment
j.sell@tamu.edu

The course and course objectives: The course is designed as an introduction to thinking about gender and sex from a sociological perspective. We will be covering several broad areas within the sociology of gender. Because there will be students with very different backgrounds in the course, I expect that we will have wide-ranging discussions. While you may disagree with some views expressed, the classroom should be a safe space and so we will agree on some basic ground rules for discussion. The course is designed to involve differing learning techniques so there will be lectures, some discussions, and some focused activities.

By the time you finish the course, you should be able to understand various sociological perspectives, differentiate among them and apply them to different contexts. Additionally, you will be able to evaluate and critique different arguments using a sociological perspective.

Assignments and Tests: There will be four exams and 2 assignments. Each of the exams is worth 100 points, and three are counted in your final grade. You can choose to drop your lowest grade of the four, or you can choose to not take one of the exams. There are no make-up exams unless arrangements are made with me well in advance. The exams are half multiple choice and half short essay. Dates under each section are meant as guidelines; we may take more or less time on particular topics.

The assignments are each worth 50 points each. Assignments should be typed. (The paper should have a coversheet with only your first and last name and the SOCI 207 or WMST 207 on it.) These assignments will include data analysis and short "field studies" to address material we discuss in class. You may consult each other or me about the assignments. Assignments are posted on elearning and must be turned in by the announced due date. The assignments and the due dates for assignments will be posted on elearning.

Class participation and attendance are extremely important for the course. I will not take official attendance, but the readings are not always covered in the class and the class material is not always covered in the readings. I will often ask for participation in class.

Occasionally in class, we will engage in activities in which different class points may be awarded. Other than these activities there is no extra credit.

Communications: I will sometimes post notices or send notes. To do this, I will ordinarily send emails over howdy so make sure to check your tamu account regularly.
Grading: Final grades are based on 3 out of 4 exams (100 points each) and 2 assignments (50 points each) for a total of 400 points. Grades are assigned based on the totals: 360 and above=A, 320 and above=B, 280 and above=C, 240 and above=D, below 240=F.

Readings: There are two books and accompanying readings. (The readings will be on elearning for each section).


Other readings are listed below and can be found in the section titled folders in elearning.

Note on handouts and plagiarism: The handouts used in this course are copyrighted. By that is meant all materials generated for this class, which include but are not limited to syllabi, exams and assignments, in-class materials, review sheets, etc. Because these materials are copyrighted, you do not have the right to copy the handouts unless permission is expressly granted.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. You are also committing plagiarism if you present another's work as your own (for example by close paraphrasing) if you do not give clear attribution (for example by using quotation marks or otherwise indicating that the idea came from someone else, even if you include the person in your bibliography). If in doubt, give attribution. Failure to do so may result in serious sanctions. If you have questions about plagiarism, consult the website for Texas A&M University Student Rules. http://student-rules.tamu.edu/part1.htm

Aggie Honor Code: “An Aggie does not lie, cheat or steal, or tolerate those who do” For further information on academic integrity see: http://compliance.tamu.edu/CodeConduct.aspx

ADA. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 Cain Hall, MS 1224 (845-1637)
http://disability.tamu.edu/
Tentative Course Schedule:

Section 1. Theory, Methodology, Sociology as a Field of Study

8/27-9/10 (class 1-4)
Jay Stephen Gould, excerpt from *The Panda’s Thumb*
Includes “Wide Hats and Narrow Minds” and “Women’s Drains” (Sociology 205)

Barry Markovsky, “The Structure of Theories,” Pp. 3-24 from *Group Processes* (Sociology 301)

Section 2. What is Gender, Sex, Sex Category, Sexual Orientation? (and how are standards developed?)
9/14-9/21, class 5-7

AWB, Chapters 1 and 2


Zinn Reader: Messner, Becoming 100% straight, 227-232

*Test #1—September 24th*
(class 8)

Section 3. Gender Diversity across space and time

9/26—Oct 1 (class 9 and 10)

Zinn Reader:
- Zinn, ‘Introduction: Sex and Gender through the prism of difference’, pp. 1-7, end of first paragraph.

Section 4. Learning Gender, Learning Power? (different perspectives on learning)

10/3-10/8-10/10 (class 11-13)
ASSIGNMENT 1: Field exercise: Everyday life and categorization (due on October 15th. Turn in during class on the 15th)

Section 5. Sexualities
10/15 (Class 14)

AWB, Chapter 4.

Section 6: Gendered Families
10/17-10/22 (Class 15 and 16)

AWB, Chapter 7

Zinn Reader: Edin, “What do low-income single mothers say about marriage?” 365-382

Motherhood and Fatherhood


Hondagneu-Sotelo and Avila, “I’m Here, but I’m There” pp. 308-322.

Test #2, Class 17 (October 24th)

Section 7: Education
Class 18 (October 29)

AWB, Chapter 5

Zinn Reader, ‘How working class chicas get working class lives’ 447-464

Section 8. Media and Gender; Body Image
October 31, November 5th and November 7 (class 19, 20, 21)

AWB, Chapter 11

Zinn Reader

Zones, Beauty myths and realities..., p. 65-80
Lamm, It's a big fat revolution, 81-86

Movie: Tough Guise

(short video clip) Margaret Cho

Assignment 2. Media and Gender Analysis—Turn in during class on November 12

Section 9. Economy and Work
November 12 (class 22)

AWB, Chapter 6

Zinn Reader,
Levin, ‘Gendering the Market’ 385-391
Guiffre and Williams, ‘Boundary Lines,’ 392-406
Hossfield, “Their Logic Against Them”

Film clip from The Office—Sexual Harassment

Test # 3—November 14th (class 23)

Section 10. Crime, Violence and Gender
November 19 and Nov 21 (class 24 and 25)

AWB, Chapter 3

World Health Organization Study on Women’s Health and Domestic Violence against Women (elearning, Sell, Sociology 207)

Thanksgiving Holiday, No class on Thursday the 28th

Section 11. Gender and Global Issues
November 26-December 3 (class 26 and 27)

Zinn reader:
Bales, ‘Because she looks like a child’ pp. 193-202
Global Health Issues

AWB, Chapter 9

http://www.who.int/en/

4th Test—Final Exam Schedule
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies

2. Course prefix and number: MUSC 221

3. Texas Common Course Number:

4. Complete course title: Guitar Heroes

5. Semester credit hours: 3 SCH

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [X] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [X] Yes
   - [ ] No

8. How frequently will the class be offered? Fall, Spring

9. Number of class sections per semester: 2

10. Number of students per semester: 200

11. Historic annual enrollment for the last three years: 368 395 395

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by: [Signature]
    Date: 3/28/13

13. Course Instructor

14. Department Head
    Date: 4/21/13

15. College Dean/Designee
    Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

How does the proposed course specifically address the Foundational Component Area definition above?

MUSC 221 Guitar Heroes:
This course addresses the Creative Arts Foundational Component Area in the following ways:
- It creates and develops both writing and oral skills that focus on the appreciation and analysis of musical works of art.
- It allows students to make interpretative observations based on both subjective and objective parameters using adequate learned musical vocabulary.
- It enables critical, creative and innovative communication through listening, reflection, discussions, writing and group assignments where a musical composition is the central focus. The course assignments promote creative, critical and innovative thinking as students explore the ways in which musical components relate to feeling, historical significances, symbolism and aesthetics.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

- This portion of the course objectives is fulfilled through the weekly listening assignments, exams, concert reports and class/blog participation. Students will need to apply critical thinking and inquiry in order to link the musical, social, historical and aesthetic factors affecting the musical discourse of the works discussed in class (Page 2). Each exam will allow students to provide a synthesis of the information learned throughout the semester. Analysis of musical works will be both objective and subjective (Concert reports, listening assignments and blog/class participations) giving each student a unique opportunity to craft, evaluate and connect abstract musical concepts creatively.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

- Learning about the terminology of music and ways to effectively communicate musical concepts within a piece of music, are integral parts of the course. The blog and class participation aspects of the curriculum encourage, develop and train students to effectively communicate their ideas within the context of a newly learned musical vocabulary. Weekly assignments will focus on one or two new musical concepts. Class discussions will give students the opportunity to orally communicate, explain and develop ideas about the newly learned material. Students will use terminology that is relevant to the musical work. In addition, the writing component of concert reports, listening assignments and blog entries, allow students to interpret musical concepts and express their findings through a written medium. Furthermore, group projects,
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Presentations, discussions and demonstrations take advantage of visual, aural, oral and motor skillsets to both absorb and communicate musical ideas (e.g. understanding, explaining and reproducing rhythms).

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

- Teamwork is encouraged via a group project where students also have a chance to present their findings in class at the end of the semester. This activity provides an opportunity to collaborate with others, consider different points of view, work towards a common goal, use critical thinking and inquiry, be creative and learn about musical works using visual, oral and written mediums.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

- The course studies musical compositions from different cultures that expose students to different points of view where they exercise skills in making observations and commentary that are sensitive to the given cultural context and values. In order to understand a particular style/genre/style of music, students learn how it developed from a particular culture and the specific cultural components that are involved in this development. Through this process, students expand their worldview. For example, lectures on Flamenco culture and Cante Hondoe present students with a form of performance that grew from such diverse sources as Spanish and Arabic musical elements. In order for students to effectively communicate and formulate ideas and critique a flamenco performance, it is imperative that they understand that the raspy and hoarse character of a flamenco singer is derived from a fusion of Arabic, Jewish and Gregorian chant traditions that all combine to evoke emotion. As a student learns how these influences come together in this style, they learn about other cultures, how they work together and contribute to a world community.

- Additionally, in concert attendance, students exercise what they have learned about appropriate etiquette specific to each form of performance: what is expected in some contexts of cultural performance is considered disrespectful or insulting in others. This course presents students a unique opportunity to learn about social, intercultural competence and the ability to effectively and respectfully engage in discussions about other cultures through the study the guitar, its music and personalities. Beyond its social, cultural economic and geographical boundaries, the guitar is an excellent medium to understand different cultures and build bridges between communities.

- These aspects of the course are evaluated through group/listening activities, participation in class discussions, contributions to blog discussions, and concert reports (all of which are graded).

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Performance Studies

MUSC 221 Guitar Heroes

Request for International and Cultural Diversity (ICD) Designation

This course focuses on the ways in which a musical instrument very well known today, the guitar, has played a part in various social, cultural and aesthetic transformations throughout history. Many of these developments saw the guitar used in defining cultural identities. The course focuses on the impacts of Latin American and Flamenco rhythms, performance practice and styles upon broader cultural identity and how they helped to shape what the classical guitar has come to represent in the 20th century through today. By studying key figures, we will examine how performers have altered society’s attitudes.

The course studies musical compositions from different cultures and religions that expose students to different points of view where respectful observations and commentary require a sensitive understanding of the given cultural context. During the study of Flamenco music, for example, observations about the hoarse delivery of the singing have to be made within the cultural and religious contexts that it reflects, drawing together elements of Arabic, Jewish and Gregorian chant traditions that all combine to create something new. Tracing the categories and evolutions of Latin American rhythms exposes students to a large variety of cultural influences that range from African drumming to native indigenous dances.

A significant portion of the course focuses on cultural developments that occurred in the last fifty years. Epochs earlier than that are compared in discussions to our modern understanding of the role of the guitar in society. Music from those earlier epochs is now part of the modern repertoire: they are now the ways each respective country defines, preserves and communicates its cultural identity to new generations. Starting in week 9, the course focuses on the last fifty years and is pertinent to today.
Course Syllabus

Guitar Heroes:
Musical Trends and Personalities of the Guitar through the History of Western Art Music.
Classroom: HECC 100
MUSC 200 – 532: Tues/Thurs. 3:55 – 5:10PM
MUSC 200 – 533: Tues/Thurs. 11:10 – 12:25PM

Lecturer: Dr. Isaac Bustos, D.M.A
Office: 123 LAAH
Office Hours: By appointment
E-mail: ibustos@neo.tamu.edu
Phone: 979-845-7927-Dept of Performance Studies

Catalog Description:

Survey of social, cultural, and aesthetic transformations of music history centered on important classical guitarists; exploration of their performance and compositional/musical styles; analysis of how their contributions gave rise to and revived the guitar’s popularity as a concert-level instrument in both the classical and folk idioms.

Prerequisites: None.

Introduction:

The breadth and depth of Western Art Music is expansive. While this course focuses on the social, cultural and aesthetic transformations that determine musical developments through each era, a special emphasis is placed on the most important classical guitar personalities within the history of music. “Guitar Heroes” pays tribute to the importance of these characters as we explore their roles through a historical exploration of performance, compositional/musical styles, and analyze how their contributions gave rise and, in some cases, revived the guitar’s popularity as a concert-level instrument in both the classical and folk idioms.

Learning outcomes:

1. Identify and discuss music[s] from different social, historical and cultural backgrounds through the guitar.
2. Objectively discuss musical works through the development of musically appropriate communication skills and language.
3. Apply oral, auditory and musical skills needed to recognize and understand key musical concepts through both presentations and engaged/creative listening and writing exercises.
4. Apply critical thinking skills in order to identify the links between musical aesthetics and styles and how they develop from social, cultural and historical influences.
5. Identify different musical styles and music from different historical periods.
6. Work in teams to explain a common musical concept
7. Analyze social situations (concert attendance) and make ethical decisions based on appropriate concert etiquette standards thus increasing competency of social skills and personal responsibility.
Requirements:

Exams: There will be two total exams; a midterm and final. Each exam will consist of two parts: A listening portion and a multiple-choice portion. All exams will be taken using the 8.5 x 11 Grey Scanntron sheets. It IS YOUR RESPONSIBILITY to have a Scanntron sheet with you at all times. I will test you on terms, dates, personalities (composers/performers), musical compositions, historical significance and listening proficiency and competence. The final exam will be cumulative and will consist of all material covered through the semester with special emphasis with the information discussed after the midterm. Test Reviews will be posted on e-learning.

Group/Listening Activities:
Group and listening activities will reinforce the information learned in lectures. The object of these assignments is to prepare you for the listening portions of quizzes/exams, promote teamwork within a musical context and gauge your individual auditory abilities. There will be a total of 10 listening activities plus 1 group project. Instructions for these activities will be posted on e-learning.

In-class Listening and Participation: In-class listening exercises are an integral part of the course. It will be from these sessions that you will learn the most about the music studied during class. Prior to lectures, you will be given a composition(s) that you must familiarize yourselves with in order to discuss it in class. Participation during lectures is part of your grade and not contributing in-class discussions will be detrimental to how well you do in the class and to your absorption of the material. A minimum number of participatory entries are required from all students (see “grading” below). All listening examples will be put on reserve at: http://mediamatrix.tamu and/or via YouTube. A list will also be available on e-learning. Daily and frequent listening is strongly encouraged. Please remember that most of the music, if not all, will be unfamiliar to you. Thus, listening portions during exams/quizzes can be extremely challenging when it comes to recognizing and/or making intelligent observations during tests. Please make music-listening a part of your routine and do not try to cram listening sessions before an exam—it will not work.

Blog Participation: In addition to in-class participation, students will also be required to engage in online discussions via e-learning. Online participation will be graded and a minimum number of entries will be required from all students (see “grading” below). Blog contributions will be led by questions that can be either a continuation of class discussion(s) or pre-lecture issues. Blog entries must demonstrate understanding of the material; questions must illustrate critical thinking and also show critical thinking. Developing the necessary language skills to effectively communicate musical concepts and ideas is a fundamental goal of this course.

Concert reports:
All students are required to attend two live classical guitar performances outside of class and write a concert report of their experience. The report will address the following issues: social setting of the event, surroundings, objective descriptions of the event, music and performers, formal/harmonic/rhythmic recognition of any relevant concepts studied in the course. Lastly, you will give a subjective narrative of your concert experience. Concert etiquette and report guidelines are posted on e-learning.

Attendance:
Attendance is required in order to do well in the course. Due to the large number of students, the class will be conducted in a lecture-style format but will include interactive discussions. You can assume that All of the information given in class will be on the exams. Therefore, attendance is an essential part of the course if you want to receive a good grade. The student rules state: Excused absences -- The student is responsible for providing evidence to the instructor to substantiate the reason for absence consistent with TAMU Student Rule 7 (http://student-rules.tamu.edu/rule7.htm).
It is not my responsibility to provide you with lecture notes if you are absent or to let you know what you missed in class. If you miss the concerts provided and do not have proper documentation to excuse your absence, it is your responsibility to find suitable performances that fit the criteria and scope of the class. It is your responsibility to obtain this information and present the instructor with possible substitutions for approval. For more information as to what constitutes an excused absence please see the following website: http://student-rules.tamu.edu/rule7.htm

Grading:
10 listening activities @ 10pts each 100pts
20 Blog Discussions 60pts
(Blog entries must be responses to questions)
10 In-class Participation 40pts
Group activity 30pts
2 Concert Reports 70pts
Midterm 350 - 399 = C (70% - 79.8%)
75pts
Final 300 - 349 = D (60% - 69.8%)
125pts
Total points: 500pts

Grading Scale:
450 - 500 = A (90% +)
400 - 449 = B (80% - 89.8%)
350 - 399 = C (70% - 79.8%)
300 - 349 = D (60% - 69.8%)
299 - Below = Failing

Common Courtesy: Turn Cell phones off and please refrain from your addiction to text messaging during lectures. Coming to class and leaving before lecture is over is unacceptable. If you need to leave, please e-mail and/or talk to me before class. If you arrive more than minutes after class has started, you will be asked to leave. Talking during lectures and/or while the musical examples are being played, is not only disrespectful to the Professor but also inconsiderate to your fellow students. Sleeping in class is unacceptable. Students engaging in any of the above-mentioned behaviors will be asked to leave the classroom and a letter grade will be deducted for each occurrence. Discussion during class will deal with other cultures, religious, artistic and aesthetic points of view. I welcome and encourage intelligent rhetoric on these subjects but will not tolerate under any circumstances demeaning and/or derogatory statements of any kind towards me or another student. For more information about University policies on classroom behavior please refer to TAMU rule 21. Classroom Behavior: http://student-rules.tamu.edu/rule21

Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Northern Student Center, or call (409)740-4587.

Academic Integrity Statements
AGGIE HONOR CODE
"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/
Course Schedule FALL 201X
**This is a tentative outline and is subject to change**

**Week 1:**
Course Introductions, Syllabus and music basics.
Music Basics – Development of a musical language and awareness

**Week 2:**
Music Basics (con’d) – Listening Assignment 1 DUE

**Week 3:**
- Renaissance and the Spanish Vihuelistas – Listening Assignment 2 DUE
- Historical perspectives – Vihuela vs. Lute – Vihuela as symbol of Spanish Renaissance Identity
- Vihuela Playing Techniques of Luis Milán, Alonso Mudarra and Luyz de Narvaez
- Renaissance Dances: Pavanas, Galliardos and Diferencias.
- Renaissance Fantasia – Historical background – compositional freedom.

**Week 4:**
- Baroque – Listening assignment 3 DUE
- Historical Perspectives – Five Course Guitar – playing techniques and style
- Spanish Baroque Suite vs. European Baroque Suite – Rhythmic differences and Nationalistic styles
- Baroque masters: Vivaldi, Bach and Scarlatti

**Week 5:**
- Classical Period (Golden Age of the Guitar) – Listening Assignment 4 DUE
- Historical Perspective - The rise of the 6-string guitar
- Role transformations through the music of Carulli, Giuliani Sor and Aguado.
- Italian, Spanish and French playing styles.
- Study of form and Style through the music of Mozart and Beethoven

**Week 6:**
- 19th Century and Romantic Guitar – Listening Assignment 5 DUE
- Historical Perspectives – 19th Century romanticism in the music of Mertz, Legnani and Regondi
- Nationalism and the Guitar in the music of Albeniz, Granados and Tárrega – (1900’s)
- Revival of the guitar at the turn of the 20th Century

**Week 7:**
- Listening Assignment 6 DUE
- Agustin Barrios the “Paganini of the Guitar from the Jungles of Paraguay” (1885-1944)
- Study of Religious, Nationalistic and Imitative aspects in Barrios’ music.
- Segovia and his Legacy

**Week 8:**
MID-TERM REVIEW SESSION
MIDTERM EXAM
Week 9:
- 20th Century – Historical Perspectives
- Andres Segovia (1893–1987) and his legacy – **Listening Assignment 7 DUE**
- Segovia and his role in the transformation and rise of the guitar to a concert-level instrument.
- Nationalism and neo-classical tendencies in the new repertoire of the 20th century.

Week 10:
- Post-Segovia Guitarists (Bream, Williams, Barrueco) – **Listening Assignment 8 DUE**
- Analysis of playing styles, aesthetics and repertoire after Segovia through today.

Week 11:
- Flamenco music and the guitar – **Listening Assignment 9 DUE**
- Cultural and Historical background – Study of Arabic, Gypsy, Spanish and Latin American Influences
- Role reversal of the *Toque* and *Cante* in Flamenco tradition through the efforts of Ricardo Montoya, Niño Ricardo, Sabicas and Paco de Lucia

Week 12:
- Paco de Lucia (b. 1944) – **Listening Assignment 10 DUE**
- Compositional periods
- Flamenco Fusion of Jazz and other world musics!
- Transformation and revolution of playing styles!

Week 13:
**Group Presentations**

Week 14:
**Group Presentations**

**Finals week:**
**FINAL EXAM**
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Performance Studies

2. Course prefix, number and complete title of course: MUSC 221 Guitar Heroes

3. Catalog course description (not to exceed 50 words): Survey of social, cultural, and aesthetic transformations of music history centered on important classical guitarists; exploration of their performance and compositional/musical styles; analysis of how their contributions gave rise to and revived the guitar's popularity as a concert-level instrument in both the classical and folk idioms.

4. Prerequisite(s): None

5. Is this a variable credit course? No

6. Is this a repeatable course? No

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation): MUSC 221 Guitar Heroes

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
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<th>Admin Unit</th>
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Approval recommended by:

Claudia Nelson, Interim Head

Department Head or Program Chair (Type Name & Sign) Date Chair, College Review Committee

Department Head or Program Chair (Type Name & Sign) Date Dean of College

Submit to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

Curricular Services 1490

RECEIVED
APR 25 2013
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies

2. Course prefix and number: MUSC 222

3. Texas Common Course Number:

4. Complete course title: Music of the Americas

5. Semester credit hours: 3 SCH

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? Fall, Spring

9. Number of class sections per semester: 2

10. Number of students per semester: 200

11. Historic annual enrollment for the last three years: 186 495 394

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
   - Course Instructor
   - Date 3-28-13

13. Approvals:
   - Department Head
   - Date 3-29-13

14. College Dean/Designee
   - Date 4-4-13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

How does the proposed course specifically address the Foundational Component Area definition above?

MUSC 222 Music of the Americas:
This course examines the musical evolution of the Americas and the Caribbean. It traces the influence of three large differing groups of peoples (natives, people of forced relocation, and people from European communities) and the syncretic process of music making. Students engage in discussions and exercises that equip and assess them in communicating about the impacts of these factors on works of art.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will analyze, evaluate, and synthesize information about musical genres drawn from a variety of sources. Their blog project requires them to identify and make proper use of reliable primary resources while making connections between musical and social movements and identifying media that effectively demonstrate their points. The listening exams require students to reflect on and hone their listening habits in order to discern the specific musical properties discussed in class.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students practice communicating effectively in class discussions about the musical qualities they perceive in listening exercises. Students write about such musical relationships in their group projects and incorporate visual media in order to effectively communicate their points.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

- Students work in groups to consider each other’s interpretations of their musical selections, consider their relationships to the socio-cultural movements discussed in class, and build a web page that communicates their group’s analysis.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Students are tested on their understanding of how civic issues are reflected and challenged by performance, including political activism, exile, revolutions, and establishment of cultural identity. This course addresses a wide variety of cultural performance situations (e.g., literature and contexts, social and sacred) each of which considers a different set of behaviors to be appropriate and finds others offensive. Students practice this intercultural competence through performing in class, attending live performances while applying behaviors appropriate to the culture and context at hand, and writing reflections on their performance experiences. The issues of intersecting cultures covered by these discussions, tests, writings, and performances equip student to engage effectively in these regional, national, and global communities.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Performance Studies

MUSC 222 Music of the Americas

Request for International and Cultural Diversity (ICD) Designation

A study of the music of the western hemisphere starts with European discovery. The impact of cultures founded on forced relocation, native inhabitation, and European colonization create new syncretic communities. The effect of folkloric traditions transformed through these groups create new musical activities. The folkloric traditions transform into popular culture as the nineteenth century and industrialization cause rural communities to move to urban areas. The impact of rural traditions and music making create twentieth century popular music style. This course discusses the transformation of rural folk traditions to modern popular music making.

By studying the diverse groups of people associated with the New World and focusing on how their intersections have culminated in contemporary practices, students will gain a greater understanding of cultures and groups of people distinct from themselves. Study of each region begins with a short historical overview, a small discussion of music prior to recording technology, and a primary emphasis on recorded music of the Twentieth century. Such early discussions are only to focus on the primary goal of current trends in music and how they are influenced by their predecessors. The majority of the content is based on late twentieth century trends in music.

Students are tested on their understanding of how civic issues are reflected and challenged by performance, including political activism, exile, revolutions, and establishment of cultural identity. This course addresses a wide variety of cultural performance situations (e.g., literature and contexts, social and sacred) each of which considers a different set of behaviors to be appropriate and finds others offensive. Students practice this intercultural competence through performing in class, attending live performances while applying behaviors appropriate to the culture and context at hand, and writing reflections on their performance experiences. The issues of intersecting cultures covered by these discussions, tests, writings, and performances equip student to engage effectively in these regional, national, and global communities.
Music of the Americas

MUSC 222
Locations and Meeting Times: TBA

Professor: Dr. Ian Rollins
Email: lrollins@tamu.edu
Office: Academic 402CD
Office hours: TBA

Course Description
Evolution of music of the Americas and the Caribbean; influence of natives, people of forced relocation, and people from European communities; the syncretic process of music making.

Prerequisites - None

Learning Outcomes
- Identify styles of music through listening exams
- Discuss the evolution of musical style in popular, folk, and classical traditions
- Apply listening skills in assessments

This course satisfies Texas A&M's International and Cultural Diversity requirement. As individual and national destinies become progressively more interconnected, the ability to survive and succeed is increasingly linked to the development of a more pluralistic, diverse and globally aware populace. By studying the diverse groups of people associated with the New World and focusing on how their intersections have culminated in contemporary practices, students will gain a greater understanding of cultures and groups of people distinct from themselves. Study of each region begins with a short historical overview, a small discussion of music prior to recording technology, and a primary emphasis on recorded music of the Twentieth century. Such early discussions are only to focus on the primary goal of current trends in music and how they are influenced by their predecessors. The majority of the content is based on late twentieth century trends in music.

- This course fulfills the following Core Objectives in Creative Arts (CA)
  - Critical Thinking: Students will analyze, evaluate, and synthesize information about musical genres drawn from a variety of sources.
  - Communication Skills: They will be able to effectively communicate through class discussions qualities associated with musical examples. Students will also write about such musical relationships in their group projects.
  - Teamwork: Students work in groups to consider each other's interpretations of
their musical selections, consider their relationships to the socio/cultural movements discussed in class, and building a web page that communicates their groups analysis.

- Social Responsibility: Students are tested on their understanding of how civic issues are reflected and challenged by performance, including political activism, exile, revolutions, and establishment of cultural identity. This course addresses a wide variety of cultural performance situations (e.g., literature and contexts, social and sacred) each of which considers a different set of behaviors to be appropriate and finds others offensive. Students practice this intercultural competence through performing in class, attending live performances while applying behaviors appropriate to the culture and context at hand, and writing reflections on their performance experiences. The issues of intersecting cultures covered by these discussions, tests, writings, and performances equip student to engage effectively in these regional, national, and global communities.


**eLearning and Email** – All testing and materials will be available on eLearning. You are also expected to check your TAMU email and eLearning at least once a day. Make sure your computer is ready to take the online listening exams by taking the practice listening exam online. I would suggest that you take the practice listening exam before you start every listening exam. It is your responsibility to have a healthy computer when exams are available.

**Grades** – Grading will be administered through tests covering the lectures and listening exams. All testing will be administered on eLearning unless otherwise specified. The mid-term and final will be administered in class. The final exam will only cover material that was presented after the mid-term. **DO NOT TAKE ONLINE EXAMS IN GROUPS! THIS IS CONSIDERED CHEATING.**

GRADE SCALE: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Performance Studies Events Reviews 5%
Team Project 20%
Lecture Quizzes 30%
Listening Exams 15%
Mid-term Exam 15%
Final Exam 15%
Attendance
Attendance is expected for every lecture. The best way to make a great grade in this course is regular attendance. For those who have university approved absences that you know will occur in advance (i.e. competing in a swim tournament, giving a paper at a national conference), you are required to tell the professor at least one class period in advance or make up exams will not be administered.
If you become ill and are unable to attend class, you must present an official note from your doctor by the next class meeting to be excused from the class. If you will be missing more than one class, please send an e-mail after the first class period that you miss and submit your doctors note at your earliest convenience (by e-mail or in person). All attendance concerns must comply with rule 7 of the student rules http://student-rules.tamu.edu/rule07.

Department of Performance Studies Events – You are required to attend TWO Department of Performance Studies events and write a 300 word synopsis of the event. The allowed events are found at http://perf.tamu.edu/events/. The paper is due within 48 hours of the performance. You must turn in a ticket stub or program to Dr. Rollins for proof. The paper will be submitted online in the “Assessments” section of the eLearning site.

Team Project – Students will create a blog (suggested easy to use blog sites: blogger or wordpress). The topic discussed must concern musical movements and their associations with social movements. Contributors will have their own page in the blog. 1. Each member will write a minimum 300-word blog entry on his or her own page (no maximum). Put your name on the article where I can visibly see and associate it to the grade book.
2. Each member needs to have at least two primary sources generated from library research. This means you must quote or paraphrase these sources in your writing. Examples of primary sources are: a book written by a known author, a periodical/journal article, dissertations/theses. Sources that are not primary include: articles where the
author is unknown, and encyclopedia articles (including wikipedia). You need to cite these sources at the bottom of your article in any recognized format (CMS, APA, or MLA)

3. Each member will include at least three embedded media. Youtube or dailymotion are great sources. Any embedded source from anywhere across the internet or from your own personal uploads are fine. Create your own videos or audio if you so choose!

4. The group will make sure their individual contributions work as a whole to the subject matter. This requires group discussions and meetings to achieve a cohesive goal.

Calendar and topics discussed – Online quizzes close at 10:00PM the final day. Midterm and Final will be in class.

Week 1
T: Overview Lecture: Ch. 1
R: Overview Lecture: Ch. 2

Week 2
T: Overview Lecture Quiz
R: Mexico Lecture: Ch. 3

Week 3
T: Mexico Lecture: Ch. 3 con’t
R: Mexico Lecture: Ch. 3 con’t

Week 4
T: Mexico Lecture Quiz
R: Mexico Listening Quiz

Week 5
T: Spanish Speaking Caribbean Lecture: Ch. 4
R: Spanish Speaking Caribbean Lecture: Ch. 4 con’t

Week 6
T: Spanish Speaking Caribbean Lecture and Listening Quiz
R: English and French Speaking Caribbean Lecture: Ch. 5
Week 7
T: English and French Speaking Caribbean Lecture Quiz
R: English and French Speaking Caribbean Listening Quiz

Week 8
T: Review for Midterm
R: Midterm

Weeks 9-10
T: Brazil Lecture: Ch. 6
R: Brazil Lecture: Ch. 6 con’t

Week 11
T: Group Blog Project Due; Brazil Lecture and Listening Quiz
R: Colombia and Argentina Lecture: Ch. 7–8

Week 12
T: Performance Reviews Due; Colombia and Argentina Lecture Quiz
R: Colombia and Argentina Listening Quiz

Week 13
T: U.S. Music Lecture: Instructor’s notes
R: U.S. Music Lecture: Instructor’s notes con’t

Week 14
T: Performance reviews due; U.S. Music Lecture Quiz
R: U.S. Music Listening Quiz

Finals Week—Final Exam

Copyright Statement
All of the materials that are used in this class are copyrighted. That includes all of the class notes, assignments, tests, and any other materials that I will make available to you throughout the semester. You have the right to print off copies of these materials for your own use during this course, but you do not have the right to copy or distribute any of the materials to others.

Electronic devices in the classroom
Cell phones must be turned off and completely out of sight. If I see a cell phone you will be asked to leave the classroom. Laptops are allowed as long as they are ONLY used for taking notes. Use of a laptop to do anything other than taking notes is very disruptive to other students and, to be blunt, very rude, so do the right thing. Keep earphones out of ears.

**AGGIE HONOR CODE**

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**Americans with Disabilities Act (ADA) Policy Statement**

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

* Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Performance Studies

2. Course prefix, number and complete title of course: MUSC 222 Music of the Americas

3. Catalog course description (not to exceed 50 words): Evolution of music of the Americas and the Caribbean, influence of natives, people of forced relocation, and people from European communities; the syncretic process of music making.

4. Prerequisite(s): None

Stacked with: n/a

Cross-listed with: n/a

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes [X] No

If yes, from _____ to _____

6. Is this a repeatable course? □ Yes [X] No

If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? □ Yes [X] No

7. This course will be:

a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history)

b. An elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B.A. in Music, Minor in Music, undergraduate general academics.

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix: MUSC

Course #: 222

Title (excluding punctuation): Music of the Americas

Lect. 0

Lab 3

SCE 0

CLP 0

Fund Code 009

Credit 2

Admin Unit 1961

Acad Year 14-15

HCC Code 003632

Approval recommended by:

Claudia Nelson, Interim Head

Department Head or Program Chair (Type Name & Sign) 4/12/13

Chair, College/Division Committee 4/14/13

Date

Date

Department Head or Program Chair (Type Name & Sign)

(if cross-listed course)

Dean of College

Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845.8201 or sandy.williams@aggie.tamu.edu.

Curricular Services – 3/10

CURRICULAR SERVICES

RECEIVED

APR 25 2013
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health and Kinesiology

2. Course prefix and number: SPMT 220

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Olympic Studies

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Poltical Science
   □ Social and Behavioral Sciences

   Current Core: No
   Current ICD: No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   X Yes  □ No

8. How frequently will the class be offered? Every fall, spring, and summer term

9. Number of class sections per semester: One; can also be developed as an online course

10. Number of students per semester: 30 per semester; more once developed as an online course

11. Historic annual enrollment for the last three years: New course

12. This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   Course Instructor

   Approval

14. Department Head

   Date

15. College Dean/Designee

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and 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.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

In this course, Olympic Studies, students will study the ancient and modern Olympic games. Through this they will be exposed to the variety of cultures throughout these time periods. Lectures, discussions, assignments, and exams will be designed for students to explore, analyze, compare, and contrast human behavior within their cultures during these Olympic time periods.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning at each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Lectures and class discussions will be designed to expose the student to the specific cultures within each Olympic time period. Further, there will be two papers designed for students to display their critical thinking abilities. The first paper will have the students compare and contrast two cultures from the Olympic games. The second paper will have the students discover how an Olympiad culture defined the epitome of being a human. The students, if needed, will have the opportunity through lecture, discussion, and assignment to be brought to a level of critical thinking for successful completion of these papers.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

There will be an expectation of discussion within the course. Discussions will occur within small groups and the group at large. As expressed earlier, two papers will be completed by each student. These papers will lead to discussions for small groups as they share their thoughts and findings. As part of the written assignments, the students will develop charts and maps visualizing what has been learned. These charts and maps will be shared with classmates during class discussions.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The Olympics are global by nature. The aspect of Olympism which Pierre de Coubertin, the founder of the modern games, expressed as a “philosophy of life”. This concept along with the Olympic movement provided an opportunity for global cultural awareness and the development of man. The concept of social responsibility takes on a new perspective as students explore the relationships, trials, and political issues the Olympics carry. Lectures and
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

discussions will be exciting as they discuss morals and ethics of different cultures; further, the discussions will debate moral behavior. In evaluating social responsibility of students written and oral discussions, portions of the civic engagement, intercultural knowledge, and global learning rubrics will be used to assess the progress of the students.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

As expressed earlier, the students will have opportunities to explore and share their opinions of the morals and ethics surrounding the Olympic games. Imagine the discussion the 1972 Munich Olympics, the 1968 Mexico City Olympics, the 1936 Berlin Olympics, or the boycotted Olympics will allow for the students to reflect on personal responsibility. In evaluating personal responsibility of students’ written and oral discussions, portions of the ethical reasoning and global learning VALUE rubrics will be used to assess the progress of the students.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
To: Core Curriculum Council

From: Paul Keiper, Ed.D.

Date: June 14, 2013

Subject: SPMT 220 Olympic Studies

It is my desire to have SPMT 220 Olympic Studies join the core curriculum and be included as an International and Cultural Diversity (ICD) course. After receiving your feedback regarding SPMT 220, I have made the following changes to hopefully fulfill the core curriculum requirements.

1. Visual communication – this was addressed on the syllabus and the core curriculum form. The students are required to develop a chart and map as part of their paper. These items will be shared with classmates. Further, these items will illustrate their findings and locations of their chosen cultures.

2. Evaluation of personal and social responsibility – this was addressed on both the syllabus and form as well. Students will be evaluated from their discussions and papers using an adapted version of several of the AAC&U VALUE rubrics. These are listed on the form.

I hope that I have fulfilled the requirements for inclusion into the core curriculum. If these requirements have not been met, please allow me the opportunity to make the necessary adjustments. I feel this course has the potential to be an excellent opportunity for our students to learn.

**Also, I would like to request that this course be considered as an ICD.** In understanding the Olympics, it is important to begin at its inception. This course will begin with the Ancient Olympics held in Greece and move toward the Olympics we see today. As you can see from the syllabus over 75% of the course will be spent analyzing the Modern Olympic Games. In fact, a little more than 50% of the class will be studying the games from 1936 (Berlin with Jesse Owens and Adolf Hitler) to the present. The 1936 Berlin Olympics are a significant point in world history in relation to the struggle against racism. From that point in history, in accordance with the guidelines for ICD courses, 30% of the class will feature the most recent games within the last 50 years. There will be a great deal of material, discussion, along with assignments covering numerous cultures and comparing them to the U.S. It is hoped that through this, the students at TAMU will benefit and grow as citizens from a global perspective.
INSTRUCTOR INFORMATION:
Name: Paul E. Keiper, Ed.D.
Off. Loc.: Blocker 342BC
Phone: 458-2724
Email: pkeiper@hlkn.tamu.edu
Off. Hours: MW 1:00-2:00, or by appointment
Class Time: T/R 9:35-10:50
Class Loc.: Blocker 302
Course Websites: www.elearning.tamu.edu (You must check this site often for updates and communication from me.)

COURSE DESCRIPTION
History of the Olympic Games and its development over time; analyze, compare, and contrast the relationship between the Olympics, cultures, and societies; examination of central problems, accomplishments, and collaborations revolving around the Olympics from a variety of viewpoints.

LEARNING OUTCOMES
After completing this course, you should be able to:

- Clarify social anthropology regarding ancient Greece and your own culture.
- Create a theory of human nature and being a human – philosophical anthropology.
- Describe the impact of sport, more specifically the Olympics, in society.
- Determine the significance that Olympic history has had on today’s cultural issues.
- Compare and contrast the Modern Olympics and the Ancient Olympics.
- Take the concept of Olympism and discuss its usefulness today.

COURSE READINGS – REQUIRED


POINT STRUCTURE:
Tests: 4 each worth 100 points keep your top 3 300 points
Paper x 2 100 points
Participation 100 points
Quizzes: 10 points x ≤ quizzes = 40 points
TOTAL 540 points

GRADING STRUCTURE:
483-540 A
429-482 B
375-428 C
321-374 D
≤ 320 F
COURSE POLICIES AND EXPECTATIONS

General Course Rules.

As instructor of this course, I will only allow make up work for excused absences. You may find the university excused absences at http://student-rules.tamu.edu/rule07.

Plagiarism Statement.

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Copyright Statement

The materials used in this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
POINT STRUCTURE AND GRADED MATERIAL:

1. **Exams or Tests (x4):** There will be four tests throughout the semester after each module. These tests will be based on materials discussed in class and on the readings. You will be able to drop your lowest test score. Test questions will be in any of the following formats: multiple choice, true-false, matching, and short answer. You will need the green Scantron 882 form for each test.

2. **Papers (x2):** You will develop and research a topic based on the general backgrounds given below. Each paper will require you to expound on the given topic. You will compile the data you discover into a 2-4 page paper (at least 600 words in the body and no more than 1200). You are expected to draw on outside materials to support your findings and arguments in the report; at least three references should be used not including the text or Wikipedia. **Do not plagiarize!** See previous rule regarding plagiarism. Again, the reports are to be between 2-4 pages of text (at least 600 words), plus additional pages for any references, tables, or figures. Style and formatting should be in accordance with the standards set forth by the *American Psychological Association Publications Manual* (6th ed.). A copy is available in the library. **You must submit this online via elearning and the turnitin.com link. A rubric will be used to evaluate your papers.**

   - **Paper #1:** Social Anthropology – how humans behave in their culture.
     - You will need to compare and contrast two cultures from the Olympic games. Ex. USA today vs. Ancient Greece B.C.
     - As part of your paper, you will complete a map and chart that can be shared with classmates which illustrates your findings and locations of the cultures.

   - **Paper #2:** Philosophical Anthropology – analyzing human behavior within the environment and individually.
     - You will need to discover how an Olympiad culture defined the epitome of being a human. Ex. An ancient Greek champion was revered, why? How did the culture determine who was the perfect human? You will need to argue your opinion of their determination and defend your stance.

3. **Participation:** There are 100 total points for participation. To receive these points you are expected to come prepared by having the material read for that day; 50% of the points are awarded based on how well you have prepared for class. Further, you are expected to actively participate in the class discussions; 50% of the points are awarded based on your active participation in the class discussion. Failure to prepare for class and failure to actively participate in class discussions will result in a deduction of participation points. A rubric will be used to evaluate your participation including the quality of participation.

4. **Quizzes:** Four quizzes will be administered throughout the semester on elearning, one during each section. These quizzes will be based on the readings. The quizzes will be in multiple choice, short answer, and/or true-false format. Each quiz is worth 10 points.
Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Origins and History of Ancient Games</td>
<td>Faulkner Chapter 1 and 4</td>
</tr>
<tr>
<td>2</td>
<td>776 B.C. – 393 A.D.</td>
<td>Faulkner Chapter 2 and 7</td>
</tr>
<tr>
<td>3</td>
<td>Famous Figures; PAPER DUE</td>
<td>Faulkner Chapter 6</td>
</tr>
<tr>
<td>4</td>
<td>Mythology, Culture, Politics; TEST</td>
<td>Faulkner Chapter 3 and 5</td>
</tr>
<tr>
<td>5</td>
<td>Pierre de Coubertin, IOC</td>
<td>Girginov Chapter 1</td>
</tr>
<tr>
<td>6</td>
<td>Modern Games Early Years</td>
<td>Girginov Chapter 3</td>
</tr>
<tr>
<td>7</td>
<td>Olympism and the Olympic Movement; TEST</td>
<td>Girginov Chapter 4 and 11</td>
</tr>
<tr>
<td>8</td>
<td>Years after W.W. II</td>
<td>Girginov Chapter 9</td>
</tr>
<tr>
<td>9</td>
<td>Commercialization and Amateurism</td>
<td>Girginov Chapter 6</td>
</tr>
<tr>
<td>10</td>
<td>Marketing and Economics; TEST</td>
<td>Girginov Chapter 7 and 8</td>
</tr>
<tr>
<td>11</td>
<td>Politics</td>
<td>Girginov Chapter 10</td>
</tr>
<tr>
<td>12</td>
<td>Social Issues</td>
<td>Girginov Chapter 5 and 13</td>
</tr>
<tr>
<td>13</td>
<td>Ethics; PAPER DUE</td>
<td>Girginov Chapter 11 and 12</td>
</tr>
<tr>
<td>14</td>
<td>Anthropology and the Olympics; TEST</td>
<td>Girginov Chapter 14</td>
</tr>
</tbody>
</table>

Topics or Modules:

1. The Ancient Olympics (Weeks 1 – 4)
   a. Origins and History
   b. 776 B.C. – 393 A.D.
   c. Interesting and famous figures of the Ancient Games
   d. Mythology, Culture, Politics, and Events
   e. Social Anthropology (Greece) - Paper
   f. Test

2. Beginning of The Modern Olympics (Weeks 5 – 7)
   a. Pierre de Coubertin
   b. Early Years 1896 – World War II
   c. Olympism, Olympiad, Olympics, The Olympic Movement
   d. IOC
   e. Test

3. Growth of the Olympics (Weeks 8 – 10)
   a. The years following World War II to present
   b. Commercialization
   c. Amateurism
   d. Marketing
   e. Economics
   f. Test

4. Societal Aspects of the Games (Weeks 11 – 14)
   a. Politics
   b. Social Issues
      i. Paralympics
   c. Ethics
   d. Philosophical Anthropology (What is a human being?) - Paper
   e. Test
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Educational Psychology

2. Course prefix and number: EPSY 321

3. Texas Common Course Number: NA

4. Complete course title: Adolescent Development for Educators

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Current Core: Yes
   - Current ICD: No

7. This course should also be considered for International and Cultural Diversity (ICD) designation: Yes

8. How frequently will the class be offered? This course is offered every semester

9. Number of class sections per semester: 1

10. Number of students per semester: 20-30

11. Historic annual enrollment for the last three years: 2012-13/34 2011-12/50 2010-11/73

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

   Course Instructor

   Approved

   Department Head

   College Dean/Designee

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

Apr 01 2013

Texas A&M University

See form instructions for submission/approval process.
Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course provides a detailed empirical look at the period of human development known as adolescence. Students will learn about the biological, cognitive, and social developmental milestones that typify this dynamic stage of life and how they interact to move one from childhood to adulthood. Theoretical approaches to studying adolescence will be conveyed, with an emphasis on how adolescence is culturally defined and contextually experienced. The structural and transitional changes that the family unit, peer group, and school go through and their influences on the teenager will be explored. The impact of media on attitudes, behaviors, and actions will be explored. Finally, the burgeoning psychosocial manifestations of autonomy, identity, intimacy, and sexuality will be covered with regards to both their origins and expressions.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course utilizes a fully interactive “My Virtual Teen” computer simulation program by which a student will “give birth” to a child and then be in charge of their child’s development throughout the semester. The program calls for them to evaluate the different parenting choices available to them for a variety of different life circumstances that are unique to the adolescent period of life (early stages of puberty, first dates, alcohol and drug use, etc.) and they must synthesize what they have learned in class to try and and optimize their virtual teens physical health, cognitive development, and socialization. It is an innovative way for the classroom concepts we talk about in class to present themselves in a “real world” context as is a great opportunity for both reflection and introspection.

EVALUATION: Critical Thinking will be evaluated through monitoring the progression of each student through the My Virtual Teen program and how they respond (both in the choices they make and the justification they provide as to their thought processes behind it) to their teen’s growing physical stature, cognitive capacities, and social expression. In addition, three unit exams will be given for each of the major units (Fundamental Changes of Adolescence, Contexts of Adolescence, and Psychosocial Development of Adolescence) that will call for the students to answer scenario and contextually based questions that will call for them to use their course knowledge along with critical thinking skills to derive the correct answer.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

The course calls for students to utilize a variety of different communication styles across several assignments and projects. Weekly written attendance assignments help students make a personal connection with the subject matter so that they can bring a textbook theory or lecture topic to life by relating it to their own adolescent experiences. The final “audio adolescence” project incorporates an audio component by which students search for a collection of songs that each, individually, represent a chapter that we covered in class during the semester. Drawing from the lyrics, historical era, band background, etc. the students must relate the music to the material and draw out important terms, theories, or other essential aspects that are represented by the songs they selected.

EVALUATION: Communication will be evaluated through the grading of the periodic attendance assignments and judging how well students were able to effectively and persuasively provide their reaction and commentary to a lecture topic, video, or other class aspect that they were asked to respond to. Class discussion on current adolescent topics will also be incorporated into the course so that dialogue and discourse can occur on events that correspond to units we cover in class.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

This class features in-depth examinations that call for the students to use higher order thinking and reasoning skills to answer scenario-based multiple choice questions. Terminology, theories, and other related content are implicitly embedded and included in each question (and not explicitly stated). Students must recognize and observe the pertinent and relevant material so that they then might be able to deduce or reach an informed conclusion as to what the correct response might be.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course is aimed at preparing students to work with, educate, or better understand “youths” in our society. Regardless the domain, based on their knowledge of the unique facets and features of this particular cohort, students will be equipped to effectively engage and reach adolescents in an educational, professional, or recreational setting.

EVALUATION: The evaluation of social responsibility occurs in tandem with a field trip to Bryan High School whereby they have the opportunity to interact with current freshman, sophomore, junior, and senior level high school students and learn about the issues currently facing them in an academic, social, and home environment. All of my students are required to submit thoughtful questions that they would like to pose to the BHS students and are evaluated on the degree of completeness and appropriateness. At the same time, my class is able to share their transition experiences from high school to college and an open dialogue is created in which the two groups (my class and the student panel) are able to share their thoughts on a wide range of topics from curfew to parent involvement. EPSY 321 students are required to write a reaction paper on the quality of this discussion that asks them to introspectively examine the answers the BHS students provided and how they would deal with these if those students were in their class (teacher perspective) or in their home (parent perspective).

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
COURSE OUTLINE and SYLLABUS
EPSY 321: Adolescent Development (Spring 2013)

Instructor:
Dr. Robert S. Woodward, Jr. “JAY”
Office 602 Harrington Tower
Office phone: 845-1802
Email: drjay@tamu.edu
Office Hours: TBD (by appointment)

Textbook:
(ISBN: 9780073532035)

Course Purpose: This course provides an overview of research and theory on adolescent development, with a special emphasis on introspective and interactive learning experiences to broaden the understanding and deepen the impact of what is learned and discussed in class.

Course Objectives:
1. Develop an understanding of the psychological, biological, emotional, and sociological issues that an individual encounters during adolescence, with special attention to the specific problems today’s adolescents must cope with.
2. Compare and contrast “textbook” applications of adolescent developmental theories to “real-life” practices and approaches.
3. Use your critical thinking skills, your knowledge of self and subject matter, and your creativity to fully develop your own personal concept of what aspects are essential and uniquely inherent to adolescence
4. Raise your own virtual teen using the principles discussed in class to guide your parenting practices and decision making

Course Evaluation: Your grade in this course will be determined by the following:

Attendance Assignments (5 @ 6 pts. each) 30 pts.
My Virtual Teen (Cyber Parenting) 51 pts.
Semester Project
epsy-TUNES: “Audio Adolescence” 60 pts.
“A” “Q” uiz on “K” nowledge, “W” isdom, & “A” dolescent “R” eadings / “D” iscussions (3 @ 60 pts. each) 180 pts.

TOTAL 321 pts.

Grading: Letter grades will be assigned on the following basis:
A = 285 - 321 pts.
B = 250 - 284 pts.
C = 225 - 249 pts.
D = 200 - 224 pts.
F = anything below 200 pts.
Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled “Scholastic Dishonesty.”

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Disability Services in Cain Hall B118. You may call 845-1637 or email disability@tamu.edu. Additional information is available at http://disability.tamu.edu

Students with Special Needs

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

Explanation of Assignments:

- **"Attendance Assignments"**
  - **Due Dates: T.B.D.**
    - Based on what you read, saw or experienced in class, write a short reaction detailing how it aided, improved, or expanded upon your previous notions of that area of adolescence:

      While there is no set page limit for these assignments, you will need to clearly articulate your reaction in an appropriate, thoughtful manner (that should certainly exceed a paragraph!). Do not recapitulate or repeat (verbatim) what we learned in class, rather, I am looking for your personal thoughts on the material based on your teenage experiences or other relevant notions.

      Your reaction paper will be due in class the week after the assignment is announced.
      **No electronic copies (a.k.a. email) will be accepted, and all submissions must be typed out and turned in before class.**

      Attendance assignments cannot be made up unless the student provides a university excused reason for their absence. Specific to absences, as this course only meets once a week, attendance at each scheduled class meeting is required and expected for every student.

      Any unexcused absences will result in an automatic 15 pt. deduction of points from your final semester grade.
MY VIRTUAL TEEN
My Virtual Teen is an interactive web-based simulation that allows you to raise a child from birth to age 18, with a specific focus on the teenage years, and monitor the effects of your parenting decisions over time. This engaging website lets you apply the key concepts that you are learning in your adolescent development class.

You will be responsible for keeping up with your parenting practices as we study different components of adolescence and use the knowledge you have gained in class to raise the best teen that you can.

At the end of each age, there will be summary questions that you will need to complete based on your teen’s development, your classroom knowledge, and the experience you “both” are facing.

A.Q.K.W.A.R.D:

Scheduled Dates:
I – February 13th (Intro. + Chapters 1, 2 & 3)
II – March 20th (Chapters 4, 5, 6 & 7)
III – April 17th (Chapters 8, 9, 10, 11, & 13)

These quizzes will be used to assess your knowledge on all things adolescence and will contain questions from all assigned readings / textbook chapters, class discussions, current event presentations, video screenings, and other related course content.

The quiz format will be a multiple choice and students will need to bring a grey 8.5” x 11” TAMU scantron to class. Though called a quiz, these assessments are similar both in point value and content to a “standard” test and require an in-depth knowledge of the material (both book and lecture) to do well. Please plan and prepare accordingly.

Semester Project: Audio Adolescence
Due on/before May 10th

Using the concepts, traits, definitions, and other salient research findings or notions discussed in class or in your readings, identify a “six pack” of songs that, through the lyrics, background/history, or other identifiable and arguable characteristic, address a key issue of adolescence specific to eight of your textbook chapters.

The song can be from any era, genre, or style of music – there are no limitations.

Prepare a comprehensive written summary analyzing each of the songs (6 songs total from chapters of your choosing) from a creative viewpoint specific to the chapter being discussed (from your Steinberg textbook). What features of the song call to mind that particular area? What references (direct or indirect) allude to specific characteristics/theories/terminology discussed in the chapter? How does this song typify this area or adolescence? What is inherent in the lyrics (specifically mention) that describe and depict this particular stage or area? What is the contemporary relevance to how the song might have been perceived that accentuates its relation to adolescence?

You can choose to address these questions or any related questions of your choice to fully describe each of your songs. You must cite any information you use from your text, lecture notes or other sources!

The best way to complete this project is to work on it gradually throughout the semester while the material from each chapter/lecture is fresh in your mind. It is more time consuming to try and do this all in one sitting at the end of the semester.

DON'T WAIT TO THE LAST MINUTE TO GET STARTED ON THIS PROJECT!
# TENTATIVE CLASS SCHEDULE

EPSY 321 meets on Wednesday from 12:40 – 3:30 p.m. in Harrington Tower (EDCT) Room 632

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Assigned Readings</th>
<th>Due Dates/Class Info.</th>
</tr>
</thead>
</table>
| Jan 16    | Course Overview<br>

*Intro to Adolescence*<br>

**FUNDAMENTAL CHANGES OF ADOLESCENCE**<br><br>
| Jan 23    | Chapter One<br>

*Biological Transitions*<br>

| Jan 30    | Chapter Two<br>

*Cognitive Transitions*<br>

| Feb 6     | Chapter Three<br>

*Social Transitions*<br><br>
**Feb 13**<br>

*AQxWARD 1*<br>

**THE CONTEXTS OF ADOLESCENCE**<br><br>
| Feb 20    | Chapter Four<br>

*Families*<br>

| Feb 27    | Chapter Six<br>

*Schools*<br>

| March 6   | Chapter Five<br>

*Peer Groups*<br><br>
**March 13**<br>

*AQxWARD 2*<br>

**PSYCHOSOCIAL DEVELOPMENT IN ADOLESCENCE**<br><br>
| March 27  | Chapter Eight & Nine<br>

*Identity & Autonomy*<br><br>
| April 3   | Chapter Ten & Eleven<br>

*Intimacy & Sexuality*<br>

| April 10  | Chapter Thirteen<br>

*Psychosocial Problems*<br><br>
**April 17**<br>

*AQxWARD 3*<br><br>
| April 24  | Semester Grade Return / Semester Project Review |

**Monday, May 10th**<br><br>
*(10:30 a.m. – 12:30 p.m. – turn in at office)*
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies

2. Course prefix and number: THAR 407

3. Texas Common Course Number: N/A

4. Complete course title: Performing Literature

5. Semester Credit Hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Creative Arts
   - Mathematics
   - American History
   - Life and Physical Sciences
   - Government/Political Science
   - Language, Philosophy and Culture
   - Social and Behavioral Sciences
   - Current Core - Yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes [ ]
   - No [X]

8. How frequently will the class be offered? Twice per year

9. Number of class sections per semester: 2

10. Number of students per semester: 35

11. Historic annual enrollment for the last three years: 0 0 0

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by: [Signature]
    Course Instructor
    Date

13. Approvals:
    [Signature]
    Date

14. Department Head
    [Signature]
    Date

15. College Dean/Designee
    [Signature]
    Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

THAR 407 “Performing Literature” requires the student to effectively analyze texts and make informed decisions about communicating analytical decisions to an audience. This course explicitly requires students to master oral, aural, written, and visual literacy skills, which come together in the act of analytical performance. Students must adapt their performance choices to time limits, the constraints of specific works of literature and nonfiction, analytical decisions about these texts, and the audience. Audiences actively participate through peer reflection and review assignments.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students create and deliver performances that will be evaluated by: 1. Ability to apply the vocabulary of performance studies to a literary text, with particular emphasis on point of view, character, figurative language, pacing, and relationship to audience; 2 ability to present creative solutions to textual elements by synthesizing elements of staging, character development, movement, and pacing, and 3. Articulate their decision-making processes in analytical essays that tie their textual analyses to performance practice.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will demonstrate communication skills by presenting oral performances that effectively convey their interpretations of selected texts. Effective performances are characterized by evidence of clear decision-making regarding character behavior, attitude toward the audience, pacing, and visual elements including space and movement, as well as by delivery that is well-prepared. In addition to oral performances, students will present written papers linking their interpretive decision-making about this issues to performance choices.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Group performances will be evaluated by the overall quality and cohesiveness of the presentations themselves (clarity of decision-making, evidence of rehearsal, interrelationship of characters), individual written accounts of the rehearsal process (how members of the group considered different points of view, how decisions were made, how dissent was
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

addressed), and a group self-assessment requiring students to reflect on key aspects of performance collaboration.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course examines literature as a tool of criticism and how performance decisions regarding the presentation of this literature can change how it is interpreted. Analytical papers requiring students to link their interpretations of particular texts to performance decisions, and to justify these connections as responsible critical representations of the literature, will be used to assess this element.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
THAR 407: Performing Literature

Fall, 2013
Dr. J. Hamera, Professor
Phone: 979-845-7938
Email: jhamera@tamu.edu
Office hours: T 11 am – 12:30 pm, R 12:15 – 1:30 pm, or by appointment
LAAH 211

Catalog description: Credit 3. Analysis and performance of poetry, prose and drama; emphasis on translating analytical decisions into performance; solo performance, readers theatre, chamber theatre, and technology in/as performance.

Prerequisites: Junior or senior classification.

Learning Outcomes:

- Analyze literature as a critical and communication tool.
- Apply theories of performance studies that support performances of literature.
- Identify links between critical decisions about genres of literature and performance choices.
- Present critically informed performances in the genres of personal narrative, poetry, prose, and drama.
- Apply interpretive decision making about literature in communicative performances.
- Discuss and respond critically to others’ performances using their own readings of literature.

Required Readings


All other required readings and viewings for this course are available through TAMU E-Learning in the modules given on the syllabus. These are listed under the class period in which they will be discussed; “for discussion” indicates the materials should be prepared for that particular class day. In addition to the required materials listed, students are expected to adhere to the style guide of their choice: APA, Chicago Style, or MLA.
Assignments and Grading

Note: Assignment descriptions, including objectives and evaluation rubrics, will be distributed during the first week of class.

Class participation .......................................................... 10 points
Performance 1 - Personal Narrative .................................... 15 points
Paper 1 - Performance centered analysis - Poetry .................. 15 points
Performance 1 - Poetry .................................................... 20 points
Paper 2 - Analysis and Adaptation of Prose ......................... 20 points
Performance of Prose ..................................................... 30 points**
**group project
Peer review responses to Prose Performance ....................... 20 points
Drama/Chamber Theatre Performance ................................. 30 points
Drama/Chamber Theatre Reflection Paper ........................... 20 points
Final Exam ................................................................. 20 points

Total: 200 points

200 - 180 points: A. You have consistently gone above and beyond simply meeting the class requirements. You have added both extra effort and originality to all assignments with virtually no problems. Your written and oral presentations have been stylistically and grammatically correct, with detailed analyses and appropriate bibliography that reflects considerable independent research. Your participation has evidenced systematic engagement with the course readings. The class learned something valuable from you.

179 - 159 points: B. While you have exceeded expectations on some assignments, there have been a few significant errors, or a number of smaller or recurring ones. Analyses may have been less detailed; written and oral presentations may not demonstrate the level of polish commensurate with “A” work. Participation may have been inconsistent or not substantial, bibliographies may have demonstrated less than thorough searches, or arguments or examples may have lacked needed nuance. This is solid work that has the potential to improve.

158 - 138 points: C. A “C” is average work. You have done what was expected of a student in this course: no more, no less.

137 - 127: D. You have done less than expected of a student in this course. There may have been multiple errors in multiple assignments, neglect of opportunities to improve, missed assignments, or problems with consistency over the course of the term.

126 - 0: F. You have not completed sufficient work, or completed it with sufficient quality, to pass this course.
What Does "Class Participation" Mean?

Class participation is respectful of different points of view, is specific, and advances the larger intellectual project of this class. Attendance also affects class participation. It will not be possible to secure full participation credit with more than two unexcused absences. (This does not mean, by the way, that simply showing up for every class insures full credit.) An excused absence is accompanied by Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu presented immediately upon your return to class, even if the illness or injury results in an absence of less than three days.

Questions about what constitutes an excused absence should be directed to TAMU Student Rule 7: http://student-rules.tamu.edu/rule07

Students are responsible for securing any information missed due to absences or lateness.

Written Assignment Requirements

Grammar and writing style are components of grades for all written assignments, excluding in-class quizzes or exams. Written assignments must include appropriate documentation (APA, Chicago, or MLA) of all sources used. Point deductions will be made for grammar, writing style, and documentation errors in each evaluation category affected. Assignments are due in hard copy at the beginning of the specified class period. No late submissions are allowed except as specified in TAMU Student Rule 7.

Americans with Disabilities Act (ADA) Policy Statement. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic integrity statement. Academic honesty is of great importance to all students at TAMU. In this and all classes, you must follow the Aggie Honor Code.

Aggie Honor Code

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System [...]. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M community from
the requirements or the processes of the Honor System. For more information, see http://aggiefonor.tamu.edu.

Schedule of Topics and Major Assignments

Unit 1: Getting Started

Week 1
August 27  Course Introduction – From Oral Interpretation to Analysis and Performance of Literature

August 29  Theories of Performance, Performance as Research
For discussion:
  Bell, *Theories of Performance*, Chapters One and Two
  Stera and Henderson, *Learning to Perform*, Chapter One

Week 2
September 3  Performing Texts
For discussion:
  Bell, *Theories of Performance*, Chapter Three

September 5  Personal Narrative Performance
For discussion:
  Bell, *Theories of Performance*, Chapters Six and Seven
  Personal Narrative module, TAMU e-learning

Week 3
September 10  Personal Narrative Performance, continued
For discussion:
  Stern and Henderson, *Learning to Perform*, Chapters Five, Two, and Four

September 12  Identity, Culture, and Critique in Personal Narrative Performance
For discussion:
  Bell, *Theories of Performance*, Chapter 5

Week 4
September 17  Personal Narrative Performance

September 19  Personal Narrative Performance
Unit 2: Performing Poetry

Week 5
September 25       Poetry Performance as Critical Analysis
        For discussion:
        Stern and Henderson, *Learning to Perform*, Chapter 6
        "Poetry 1" folder and Javon Johnson media module, TAMU e-learning

September 26       Poetry, continued
        For discussion:
        Stern and Henderson, *Learning to Perform*, Chapter 7
        "Poetry 2" folder, TAMU e-learning

Week 6
October 1          Poetry and performing difference
        For discussion:
        Stern and Henderson, "The Body as Text: Race, Gender, and Sexuality in the
        Performance of Literature," TAMU e-learning

October 3          Peer Editing Session: Performance Analysis of Poetry drafts
        For discussion:
        DRAFT Poetry papers to be exchanged and discussed
        Groups and texts assigned for prose performance

Week 7
October 8          Poetry Performances – 1 (papers due on day of performance)
October 10         Poetry Performances – 1 (papers due on day of performance)

Week 8
October 15         Poetry Performances – 1 (papers due on day of performance)

Unit 3: Prose Performance

October 17         Prose and Voice – Solo performance and adaptation
        For discussion:
        Stern and Henderson, *Learning to Perform*, Chapter 8
        "Prose 1" folder, TAMU e-learning

Week 9
October 22         Prose and Voice, continued
        For discussion:
        Stern and Henderson, *Learning to Perform*, Chapter 9
        "Prose 2" folder and "Narration On Stage" module, TAMU e-learning
October 24  Prose and Voice in Nonfiction Performance
For discussion:
   Bell, *Theories of Performance*, Chapter 8
   Stern and Henderson, *Learning to Perform*, Chapter 12
   "Performing Nonfiction" module, TAMU e-learning

*Week 10*
October 29  Prose Performances, Groups 1 and 2
             Adaptation Papers due on day of performance
October 31  Prose Performances, Groups 3 and 4
             Adaptation Papers due on day of performance

*Unit 4: Drama/Chamber and Readers Theatre*

*Week 11*
November 5 What’s “Chambery” and “Readerly” about Theatre?
For discussion:
   Stern and Henderson, *Learning to Perform*, Chapters 10 and 11
   Peer Response Papers due.

November 7  Oral Interp Wins Tony™ Awards
For discussion:
   Zimmerman, *Metamorphoses*
   *Metamorphoses* module, TAMU e-learning

*Week 12*
November 12 Chamber Theatre and Technology
For discussion:
   Bell, *Theories of Performance*, Chapter 9
   "Performance Art" module, TAMU e-learning

November 14  Group previews – peer discussion
For discussion:
   Goals and techniques for final performances

*Week 13*
November 19  Final Performances, Groups 1 and 2
November 21  Final Performances, Groups 3 and 4

*Week 14*
November 26  Performance postmortem and peer reflections
November 28  No class today. Campus closed.
Redefined Week

December 3  
Course Conclusion and Exam Review
Reflection Papers due

December 7  12:30 – 2 pm – (Final Exam Schedule): Final Exam
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
Submit original form and attachments.

Form Instructions
1. Request submitted by (Department or Program Name): Performance Studies

2. Course prefix, number and complete title of course: THAR 407: Oral Interpretation

3. Change requested
   a. Prerequisite(s): From: 3 credits of literature at 200-level or above To: Junior or senior classification
   b. Withdrawal (reason):
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: N/A

5. Complete current course title and current catalog course description:
   THAR 407: Oral Interpretation
   Instruction and practice in the art of oral interpretation of poetry, prose and drama. Includes readers theatre and chamber theatre

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   THAR 407: Performing Literature
   Analysis and performance of poetry, prose and drama; emphasis on translating analytical decisions into performance; solo performance, readers theatre, chamber theatre, and technology in/as performance.

7. a. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation) |
   ------ | --------- | ------------------------------ |
   THAR   | 407      | ORAL INTERPRETATION |

   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
  ------- | ---- | ---- | ----------------- |------------- | --------- |------ |
   03     | 00   | 03   | 231 304 0001     | 2196003632  | 3         | 4    |

   b. Change to:

   Prefix | Course # | Title (excluding punctuation) |
   ------ | --------- | ------------------------------ |
   THAR   | 407      | PERFORMING LITERATURE |

   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
  ------- | ---- | ---- | ----------------- |------------- |------------ |-----------|
   03     | 00   | 03   | 231 304 0001     | 2196141500  | 3632       |          |

   Approval recommended by:

   [Signature]

   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College, Review Committee Date

   Dean of College Date

   [Signature]

   Department Head or Program Chair (Type Name & Sign) Date

   (If cross-listed course)

   Submitted to Coordinating Board by:

   [Signature]

   Chair, GC or UCC Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

   Curricular Services – 02/11
Department of Performance Studies

THAR 407

Request for Change in Prerequisites, Course Title, and Course Description

We would like to adjust the course title and description to add detail and more clearly reflect the 400-level maturity of thought expected in the course.

We would also like to remove the prerequisite of 3 credits of literature at 200-level or above in order to be compliant with core curriculum requirements. Adding the now-required prerequisite of junior or senior classification should be satisfactory in its place.
Texas A&M University
Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Anthropology

2. Course prefix and number: ANTH 324
   Cross-list MUSC 324

3. Texas Common Course Number: 

4. Complete course title: Music in World Cultures

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   ☐ Communication
   ☐ Mathematics
   ☐ Life and Physical Sciences
   ☐ Language, Philosophy and Culture
   ☰ Creative Arts
   ☐ American History
   ☐ Government/Political Science
   ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☰ Yes ☐ No

8. How frequently will the class be offered? Every Fall and Spring semester

9. Number of class sections per semester: 3

10. Number of students per semester: 297

11. Historic annual enrollment for the last three years: 460 424 719

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. **Representative from department:**

12. Submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   Emily Annmanus
   Course Instructor

   Approval:
   [Signature]

14. Department Head
   [Signature]

15. College Dean/Designee
   [Signature]

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at [www.thecb.state.tx.us/corecurriculum2014](http://www.thecb.state.tx.us/corecurriculum2014)

*See form instructions for submission/approval process.*
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

ANTH/MUSC 324: This is an interdisciplinary course that applies methodologies from ethnomusicology and cultural anthropology. Students will learn how to analyze musical performances from across the globe, to think critically about cultural similarities and differences, to engage in ethical cross-cultural dialogue employing cultural relativity, and to analyze human behavior using techniques used in the sciences.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Through an Observation Report on a musical performance and a Blog Entry reflecting on an experience investigating a culture outside one’s own, as well as through written exams, students will compare and contrast how different cultures use music to structure social, cultural, religious, and political belief systems, describe cultural similarities and differences in ways that illustrate nuance and depth of thought, identify and describe musical systems, genres, instruments, and performers, and apply the musical terminology learned in class to empirically document and analyze musical performances. These experiences guide students in synthesizing course concepts in the analysis and evaluation of musical performance in relation to its cultural context.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Through oral class discussion, students will develop their skills in ethical and responsible cross-cultural communication. Through a written Observation Report, students will apply musical terminology and techniques for the observation of human behavior to analyze a musical performance, and articulate their results. Through a Blog Entry, students will discuss engagement with a culture outside one’s own. Analysis techniques applied in all of these activities includes detecting and interpreting non-verbal (i.e., visual) forms of communication.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Students will work in teams to observe and analyze a musical performance, discuss and consider each other’s interpretations of the musical and other performative elements at work, and develop a consensus analysis in a written Observation Report.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Through the Observation Report, Blog Entry, written exams, and class discussions, students exercise techniques for ethical and responsible cross-cultural dialogue to develop intercultural competence, apply critical thinking skills to analyze how different cultures use music to structure social, cultural, religious, and political belief systems to develop their knowledge of civic responsibility, and use the knowledge and skills acquired in class to foster greater understanding of and appreciation for local, national, and international diversity to enable them to effectively engage in communities in those scopes.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Performance Studies

ANTH/MUSC 324 Music in World Cultures

Request for International and Cultural Diversity (ICD) Designation

Music in World Cultures uses music as a tool to investigate a wide variety of contemporary local and global cultures. Students learn how to ethically and responsibly approach, analyze, and discuss cultural similarities and differences in regions ranging from Africa to the Americas and Europe to Asia. The course guides students in probing music being performed today within various cultures.
MUSIC IN WORLD CULTURES
ANTH/MUSC 324
Fall 2012

Instructor: Dr. Emily J. McManus
Email: emily.mcmanus@tamu.edu
Office: LAAH 215
Office Phone: 579-845-0344
Office Hours: MWF 10:30-11:30 AM

Course Number: MUSC 324
Section Number: Section 500
Course Time: MWF 9:10-10:00 AM
Course Location: HECC 100

Catalog Description: Examination of music from an ethnomusicological perspective focusing on musical performance and the complex interrelationship of music to culture, society, and daily life; examination of music from a variety of cultures through a series of case studies.

Prerequisite: Junior or senior classification or approval of instructor.

Introduction: Welcome to Music in World Cultures! This course explores ethnomusicology and the anthropological study of music. In addition to a thematic overview of the basic issues in ethnomusicology, this class will guide students in critical discussions concerning the diversity of ways in which music, sound, and music making are organized in world cultures. Topics include music making and the performance event, music and identity, music and nationalism, and music and globalization. We will start each unit by discussing how “music” is understood and defined by the people who perform it and will then critically analyze how music relates to identity, politics, religion, migration, and diaspora, among a variety of other theoretical topics. We will also learn how ethnomusicologists study music and culture and will practice techniques for the empirical documentation and analysis of music in conjunction with the observation and analysis of human behavior. Technical knowledge of Music or Anthropology is not required to participate in this course. Because of the intellectual maturity of class discussions on international and cultural diversity, junior or senior classification is required (or approval of the instructor).

Learning Outcomes:

- Identify key characteristics of musical systems, genres, instruments, and performers
- Compare and contrast how different cultures use music to structure social, cultural, religious, and political belief systems
- Employ cultural relativity during class discussion and practice techniques for ethical cross-cultural oral communication in ways that: consider and respect multiple perspectives; and demonstrates personal responsibility and accountability
- Analyze a musical performance using the musical terminology learned in class and communicate the results of your analysis in a written Observation Report
- Apply empirical techniques for the observation, documentation, and analysis of human behavior at a musical performance and articulate the results of your analysis in a written Observation Report
- Practice effective team-work skills in the observation of a musical performance and work collaboratively to articulate the results of your observations in a written Observation Report
- Describe cultural similarities and differences in ways that exhibit strong social responsibility and that demonstrate your ability to ethically and effectively engage with an increasingly globalized world
- Apply the knowledge and skills learned to foster a greater understanding of and appreciation for cultural diversity in your local, national, and international community

Required Course Materials:
- Course Reading is available on electronic reserve at Evans Library
- Course Handouts and Powerpoint are available on class eLearning website
- Audio Examples are located at mediamatrix.tamu.edu

Assignments and Assessment: Our classes will consist of lectures, class discussion, and occasional classroom music-making and dancing. Assignments are as follows:

- **3 Exams:** You will have three exams in the class. All exams are non-cumulative, mixed-format exams. Each exam will include a listening component. Exams will cover all lectures, reading assignments, and listening assignments.
- **Terminology Assignment:** You will have one assignment over music terminology. This assignment will assess your knowledge of musical terminology and your ability to apply it in the analysis of a musical performance.
- **Observation Report:** You are required to observe and analyze a musical event according to the techniques learned in class. These include techniques for the empirical documentation and analysis of music in conjunction with the empirical documentation and analysis of human behavior. This project will be completed in groups of 4 students and will result in a written Observation Report.
- **Blog Entry:** You will write one blog entry in which you will reflect on your experience learning about a culture outside of your own. Blog entries must employ cultural relativity and must be written in a style that is accessible to the broader public. Blog entries must also exhibit an understanding of the ethical considerations necessary to cross-cultural dialogue and must demonstrate personal and social responsibility in your discussion of cultural difference.

**Assessments, Due Dates, and Grading**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Date</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminology Assignment</td>
<td>September 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>50</td>
</tr>
<tr>
<td>Exam 1</td>
<td>October 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>100</td>
</tr>
<tr>
<td>Observation Report</td>
<td>October 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>November 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>100</td>
</tr>
<tr>
<td>Blog Entry</td>
<td>November 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>50</td>
</tr>
<tr>
<td>Exam 3</td>
<td>December 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>100</td>
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**Total Points: 500**
Grading Scale:

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>450-500</td>
<td>90%-100%</td>
<td>A</td>
</tr>
<tr>
<td>400-449</td>
<td>80%-89.9%</td>
<td>B</td>
</tr>
<tr>
<td>350-399</td>
<td>70%-79.9%</td>
<td>C</td>
</tr>
<tr>
<td>300-349</td>
<td>60%-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>299 and below</td>
<td>59.9% and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Participation and Attendance: Your participation in classroom music making and discussions is encouraged, as both activities will greatly aid in your overall understanding and comprehension of the course material. You will not be graded on attendance. You are responsible for knowing all material covered in the reading assignments, listening assignments, and in lecture.

Late Policy and Makeup Exams: In the event of a university excused absence, late assignments will be accepted without penalty. Makeup exams will be administered in the event of a university excused absence. For more information on what constitutes a university excused absence, please see: http://student-rules.tamu.edu/rule07.

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# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic</th>
<th>Assessment Due</th>
<th>Reading</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Monday, Aug. 27th</td>
<td>Introduction to Course</td>
<td>Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wednesday, Aug. 29th</td>
<td>Defining and Discussing “Music”</td>
<td>Nettl 2012. <em>Excursions in World Music</em>. “Stamps” and “Blackbirds”</td>
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<td></td>
<td>Friday, Aug. 31st</td>
<td>Musical Terminology</td>
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<td></td>
<td>Monday, Sept. 3rd</td>
<td>Musicology Terminology Continued</td>
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<td></td>
<td>Friday, Sept. 7th</td>
<td>Defining and Discussing Culture</td>
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<td>Monday, Sept. 10th</td>
<td>Observing and Documenting Human Behavior</td>
<td>Tilton and Beck 2009. “Discovering and Documenting a World of Music,” 533-</td>
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<tr>
<td>The Americas</td>
<td><strong>Wednesday, Sept. 12th</strong></td>
<td>Cultural &amp; Musical Hybridity in the Americas</td>
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<td>Anglo-American Folk Music &amp; Shape Note Singing</td>
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<td><strong>Friday, Sept. 21st</strong></td>
<td>Tango along the Río de la Plata</td>
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<td>“La Cumparsita,”</td>
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<td><strong>Monday, Sept. 24th</strong></td>
<td>The Blues, Jazz, and Early Rock &amp; Roll</td>
<td></td>
<td>“St. Louis Blues,” “Poor Boy Blues”</td>
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<tr>
<td>Review Session</td>
<td>Review for Exam 1</td>
<td>Review Sheet</td>
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<td><strong>Exam 1</strong></td>
<td><strong>Monday, Oct. 1st</strong></td>
<td><strong>Exam 1</strong></td>
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<tr>
<td><strong>Sub-Saharan Africa</strong></td>
<td><strong>Wednesday, Oct. 3rd</strong></td>
<td><strong>Music, Colonization, and Politics in Sub-Saharan Africa</strong></td>
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<td><strong>Friday, Oct. 5th</strong></td>
<td><strong>Atsiagbekor of the Ewe</strong></td>
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<td><strong>Monday, Oct. 8th</strong></td>
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<td><strong>Wednesday, Oct. 10th</strong></td>
<td><strong>Music of the Mande Jali</strong></td>
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<td><strong>Friday, Oct. 12th</strong></td>
<td><strong>South African Isicathamiya</strong></td>
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<td><strong>Monday, October 15th</strong></td>
<td><strong>Shona Mbira of Zimbabwe</strong></td>
<td><strong>&quot;Chaminuka We&quot;</strong></td>
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<td><strong>The Middle East</strong></td>
<td><strong>Friday, Oct. 19th</strong></td>
<td><strong>Music in the Middle East</strong></td>
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<td></td>
<td><strong>Observation Report Due</strong></td>
<td><strong>&quot;Waslah&quot; &quot;Dastgah Mahur&quot;</strong></td>
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<td>Date</td>
<td>Topic</td>
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<td>&quot;Signs of Sadness&quot;</td>
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<tr>
<td>Wednesday, Oct. 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Palestinian Wedding Music</td>
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<td>&quot;Song of Praise &amp; Joy&quot;</td>
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<tr>
<td>Wednesday, Oct. 31&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Women, Popular Music, and the Iranian Revolution Continued</td>
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</table>

**Review Session**

Friday, Nov. 2<sup>nd</sup> Review for Exam 2

**Exam 2**

Monday, Nov. 5<sup>th</sup> Exam 2 Exam 2

**India**

Wednesday, Nov. 7<sup>th</sup> Introduction to India "Vedas"
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Friday, Nov. 9th</td>
<td>Hindustani Classical Music</td>
</tr>
<tr>
<td>Monday, Nov. 12th</td>
<td>Performing and Analyzing Hindustani Classical Music</td>
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<tr>
<td>Wednesday, Nov. 14th</td>
<td>Sufism, Mysticism and Qawwali</td>
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<td>Friday, Nov. 16th</td>
<td>Popular Music of India</td>
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<td>Indonesia</td>
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<tr>
<td>Monday, Nov. 19th</td>
<td>Introduction to Indonesia</td>
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<tr>
<td>Wednesday, Nov. 21st</td>
<td>Performing and Analyzing Javanese Gamelan</td>
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<tr>
<td>Wednesday, Nov. 28th</td>
<td>Kecak, Tourism, and Musical Adaptation</td>
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<tr>
<td>Thursday, Nov. 22nd</td>
<td><strong>Blog Entry Due</strong></td>
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<tr>
<td>Friday, Nov. 23rd</td>
<td>Thanksgiving Break – No Class</td>
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<tr>
<td>Monday, Nov. 26th</td>
<td>Performing Wayang Kulit</td>
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<tr>
<td>Wednesday, Nov. 28th</td>
<td>“Raga Khamaj Alap” and “Raga Khamaj Gat”</td>
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<td>Tuesday, Nov. 27th</td>
<td>“Qawwali” and “Man Kunto Maula”</td>
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<td>Thursday, Nov. 29th</td>
<td>“Jhummar” “Aao Nachiyre”</td>
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<td>Review Session</td>
<td>Monday, Dec. 3rd</td>
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<tr>
<td>Exam 3</td>
<td>Monday, Dec. 10th</td>
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- Friday, Nov. 30th
- Dangdut


"Qur'an dan Koran"
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
* Submit original form and attachments *

Form Instructions
1. Request submitted by (Department or Program Name): Anthropology
2. Course prefix, number and complete title of course: ANTH 324 Music in World Cultures
   [Attach a brief supporting statement for changes made in items 3 through 6 below.]
3. Change requested
   a. Prerequisite(s): From MUSC 102 or approval of instructor To: instructor
   b. Withdrawal (reason):
   c. Cross-list with:
      [Cross-listed courses require the signature of both department heads.]
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked: N/A
5. Complete current course title and current catalog course description:
   Examines music from an ethnomusicological perspective focusing on musical performance and the complex interrelationship of music to culture, society, and daily life; surveys music from a variety of cultures through a series of case studies.
6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Examination of music from an ethnomusicological perspective focusing on musical performance and the complex interrelationship of music to culture, society, and daily life; examination of music from a variety of cultures through a series of case studies.

7. a. As currently in course inventory:
   Prefix | Course # | Title (excluding punctuation) |
   Lect | Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
   [Complete table as needed]
   b. Change to:
   Prefix | Course # | Title (excluding punctuation) |
   Lect | Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
   [Complete table as needed]

   Approval recommended by:
   [Signatures and dates]

   Department Head or Program Chair (Type Name & Sign) Date
   [Signature and date]
   Dean of College Review Committee Date
   [Signature and date]

   Submitted to Coordinating Board by:
   Chair, GC or UCC Date
   [Signature and date]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 02/11

RECEIVED APR 25 2013 CURRICULAR SERVICES
Department of Performance Studies

ANTH/MUSC 324 Music in World Cultures

Request for Change in Prerequisites and Course Description

We would like to remove the prerequisite of MUSC 102 in order to be compliant with core curriculum requirements. Adding the now-required prerequisite of junior or senior classification should be satisfactory in its place.

We have also updated the course description for compliance with the current style guide.
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies

2. Course prefix and number: MUSC 324

3. Texas Common Course Number: 324

4. Complete course title: Music in World Cultures

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - ☒ Creative Arts
   - ☐ American History
   - ☐ Government/Political Science
   - ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - ☒ Yes
   - ☐ No

8. How frequently will the class be offered? Every Fall and Spring semester

9. Number of class sections per semester: 3

10. Number of students per semester: 297

11. Historic annual enrollment for the last three years: 460 424 719

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    Emily ornaments
    Course Instructor

    Approvals:
    Chadil Wilson
    Department Head
    4/4/13

13. Date

15. College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

ANTH/MUSC 324: This is an interdisciplinary course that applies methodologies from ethnomusicology and cultural anthropology. Students will learn how to analyze musical performances from across the globe, to think critically about cultural similarities and differences, to engage in ethical cross-cultural dialogue employing cultural relativity, and to analyze human behavior using techniques used in the sciences.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Through an Observation Report on a musical performance and a Blog Entry reflecting on an experience investigating a culture outside one’s own, as well as through written exams, students will compare and contrast how different cultures use music to structure social, cultural, religious, and political belief systems, describe cultural similarities and differences in ways that illustrate nuance and depth of thought, identify and describe musical systems, genres, instruments, and performers, and apply the musical terminology learned in class to empirically document and analyze musical performances. These experiences guide students in synthesizing course concepts in the analysis and evaluation of musical performance in relation to its cultural context.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Through oral class discussion, students will develop their skills in ethical and responsible cross-cultural communication. Through a written Observation Report, students will apply musical terminology and techniques for the observation of human behavior to analyze a musical performance, and articulate their results. Through a Blog Entry, students will discuss engagement with a culture outside one’s own. Analysis techniques applied in all of these activities include detecting and interpreting non-verbal (i.e., visual) forms of communication.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Students will work in teams to observe and analyze a musical performance, discuss and consider each other’s interpretations of the musical and other performative elements at work, and develop a consensus analysis in a written Observation Report.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Through the Observation Report, Blog Entry, written exams, and class discussions, students exercise techniques for ethical and responsible cross-cultural dialogue to develop intercultural competence, apply critical thinking skills to analyze how different cultures use music to structure social, cultural, religious, and political belief systems to develop their knowledge of civic responsibility, and use the knowledge and skills acquired in class to foster greater understanding of and appreciation for local, national, and international diversity to enable them to effectively engage in communities in those scopes.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Performance Studies

ANTH/MUSC 324 Music in World Cultures

Request for International and Cultural Diversity (ICD) Designation

Music in World Cultures uses music as a tool to investigate a wide variety of contemporary local and global cultures. Students learn how to ethically and responsibly approach, analyze, and discuss cultural similarities and differences in regions ranging from Africa to the Americas and Europe to Asia. The course guides students in probing music being performed today within various cultures.
MUSIC IN WORLD CULTURES
ANTH/MUSC 324
Fall 2012

Instructor: Dr. Emily J. McManus
Email: emily.mcmanus@tamu.edu
Office: LAAH 215
Office Phone: 979-845-0344
Office Hours: MWF 10:30-11:30 AM

Course Number: MUSC 324
Section Number: Section 500
Course Time: MWF 9:10-10:00 AM
Course Location: HECC 100

Catalog Description: Examination of music from an ethnomusicological perspective focusing on musical performance and the complex interrelationship of music to culture, society, and daily life; examination of music from a variety of cultures through a series of case studies.

Prerequisite: Junior or senior classification or approval of instructor.

Introduction: Welcome to Music in World Cultures! This course explores ethnomusicology and the anthropological study of music. In addition to a thematic overview of the basic issues in ethnomusicology, this class will guide students in critical discussions concerning the diversity of ways in which music, sound, and music making are organized in world cultures. Topics include music making and the performance event, music and identity, music and nationalism, and music and globalization. We will start each unit by discussing how “music” is understood and defined by the people who perform it and will then critically analyze how music relates to identity, politics, religion, migration, and diaspora, among a variety of other theoretical topics. We will also learn how ethnomusicologists study music and culture and will practice techniques for the empirical documentation and analysis of music in conjunction with the observation and analysis of human behavior. Technical knowledge of Music or Anthropology is not required to participate in this course. Because of the intellectual maturity of class discussions on international and cultural diversity, junior or senior classification is required (or approval of the instructor).

Learning Outcomes:

- Identify key characteristics of musical systems, genres, instruments, and performers
- Compare and contrast how different cultures use music to structure social, cultural, religious, and political belief systems
- Employ cultural relativity during class discussion and practice techniques for ethical cross-cultural oral communication in ways that: consider and respect multiple perspectives; and demonstrates personal responsibility and accountability
- Analyze a musical performance using the musical terminology learned in class and communicate the results of your analysis in a written Observation Report
- Apply empirical techniques for the observation, documentation, and analysis of human behavior at a musical performance and articulate the results of your analysis in a written Observation Report
- Practice effective teamwork skills in the observation of a musical performance and work collaboratively to articulate the results of your observations in a written Observation Report
- Describe cultural similarities and differences in ways that exhibit strong social responsibility and that demonstrate your ability to ethically and effectively engage with an increasingly globalized world
- Apply the knowledge and skills learned to foster a greater understanding of and appreciation for cultural diversity in your local, national, and international community

**Required Course Materials:**
- Course Reading is available on electronic reserve at Evans Library
- Course Handouts and Powerpoint are available on class eLearning website
- Audio Examples are located at mediamatrix.tamu.edu

**Assignments and Assessment:** Our classes will consist of lectures, class discussion, and occasional classroom music-making and dancing. Assignments are as follows:

- **3 Exams:** You will have three exams in the class. All exams are non-cumulative, mixed-format exams. Each exam will include a listening component. Exams will cover all lectures, reading assignments, and listening assignments.
- **Terminology Assignment:** You will have one assignment over music terminology. This assignment will assess your knowledge of musical terminology and your ability to apply it in the analysis of a musical performance.
- **Observation Report:** You are required to observe and analyze a musical event according to the techniques learned in class. These include techniques for the empirical documentation and analysis of music in conjunction with the empirical documentation and analysis of human behavior. This project will be completed in groups of 4 students and will result in a written Observation Report.
- **Blog Entry:** You will write one blog entry in which you will reflect on your experience learning about a culture outside of your own. Blog entries must employ cultural relativity and must be written in a style that is accessible to the broader public. Blog entries must also exhibit an understanding of the ethical considerations necessary to cross-cultural dialogue and must demonstrate personal and social responsibility in your discussion of cultural difference.

**Assessments, Due Dates, and Grading**

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<thead>
<tr>
<th>Assessment</th>
<th>Due Date</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Terminology Assignment</td>
<td>September 5th</td>
<td>50</td>
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<tr>
<td>Exam 1</td>
<td>October 1st</td>
<td>100</td>
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<tr>
<td>Observation Report</td>
<td>October 19th</td>
<td>100</td>
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<tr>
<td>Exam 2</td>
<td>November 5th</td>
<td>100</td>
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<tr>
<td>Blog Entry</td>
<td>November 21st</td>
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<tr>
<td>Exam 3</td>
<td>December 10th</td>
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**Total Points: 500**
Grading Scale:  

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<th>Percentage</th>
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<tr>
<td>450-500</td>
<td>90%-100%</td>
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<td>400-449</td>
<td>80%-89.9%</td>
<td>B</td>
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<td>350-399</td>
<td>70%-79.9%</td>
<td>C</td>
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<tr>
<td>300-349</td>
<td>60%-69.9%</td>
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<tr>
<td>299 and below</td>
<td>59.9% and below</td>
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Participation and Attendance: Your participation in classroom music making and discussions is encouraged, as both activities will greatly aid in your overall understanding and comprehension of the course material. You will not be graded on attendance. You are responsible for knowing all material covered in the reading assignments, listening assignments, and in lecture.

Late Policy and Makeup Exams: In the event of a university excused absence, late assignments will be accepted without penalty. Makeup exams will be administered in the event of a university excused absence. For more information on what constitutes a university excused absence, please see: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Academic Integrity: "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/). It is your responsibility to be familiar with the definitions of academic misconduct ([http://aggiehonor.tamu.edu/Student%20Rules/definitions.html](http://aggiehonor.tamu.edu/Student%20Rules/definitions.html)).

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit [http://disability.tamu.edu/](http://disability.tamu.edu/).
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic</th>
<th>Assessment Due</th>
<th>Reading</th>
<th>Listening</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>Monday, Aug. 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Introduction to Course</td>
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<td>Syllabus</td>
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<td>Wednesday, Aug. 29&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Tango along the Río de la Plata</td>
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<td>&quot;La Cumparsita,&quot;</td>
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<td>Monday, Sept. 24th</td>
<td>The Blues, Jazz, and Early Rock &amp; Roll</td>
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<td>&quot;St. Louis Blues,&quot; &quot;Poor Boy Blues&quot;</td>
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<td>Exam 1</td>
<td>Monday, Oct. 1st</td>
<td>Review for Exam 1</td>
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<td>Sub-Saharan Africa</td>
<td>Wednesday, Oct. 3rd</td>
<td>Music, Colonization, and Politics in Sub-Saharan Africa</td>
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<td>Friday, Oct. 5th</td>
<td>Atsiagbekor of the Ewe</td>
<td>“Atsia Suite”</td>
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<td>Monday, Oct. 8th</td>
<td>Performing &amp; Analyzing Atsiagbekor</td>
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<td>Friday, Oct. 12th</td>
<td>South African Isicathamiya</td>
<td>“Mbube”</td>
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<td>Monday, October 15th</td>
<td>Shona Mbira of Zimbabwe</td>
<td>“Chaminuka We”</td>
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<td>The Middle East</td>
<td>Friday, Oct. 19th</td>
<td>Music in the Middle East</td>
<td>Observation Report Due</td>
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<td>“Waslah” “Dastgah Mahur”</td>
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<tr>
<td>Wednesday, Oct. 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Palestinian Wedding Music</td>
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<td>“Song of Praise &amp; Joy”</td>
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<td>Wednesday, Oct. 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Women, Popular Music, and the Iranian Revolution Continued</td>
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<td>Review Session</td>
<td>Review for Exam 2</td>
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<td>Exam 2</td>
<td>Monday, Nov. 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Exam 2</td>
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<td>India</td>
<td>Wednesday, Nov. 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Introduction to India</td>
<td>“Samaveda”</td>
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<td><strong>Friday, Nov. 9th</strong></td>
<td>Hindustani Classical Music</td>
<td>“Raga Khamaj Alap” and “Raga Khamaj Gat”</td>
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<td><strong>Monday, Nov. 12th</strong></td>
<td>Performing and Analyzing Hindustani Classical Music</td>
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<td><strong>Friday, Nov. 16th</strong></td>
<td>Popular Music of India</td>
<td>“Jhummar” “Aao Nachiyé”</td>
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<td><strong>Indonesia</strong></td>
<td>Monday, Nov. 19th</td>
<td>Ladrang Pangkur” and “Gending Pengalang”</td>
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<td><strong>Wednesday, Nov. 21st</strong></td>
<td>Performing and Analyzing Javanese Gamelan</td>
<td>Blog Entry Due</td>
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<td><strong>Friday, Nov. 23rd</strong></td>
<td>Thanksgiving Break – No Class</td>
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<td><strong>Monday, Nov. 26th</strong></td>
<td>Performing Wayang Kulit</td>
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<td><strong>Wednesday, Nov. 28th</strong></td>
<td>Kecak, Tourism, and Musical Adaptation</td>
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<td>Review Session</td>
<td>Monday, Dec. 3rd</td>
<td>Review for Exam 3</td>
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<td>Friday, Nov. 30th</td>
<td>Dangdut</td>
<td>&quot;Qur'an dan Koran&quot;</td>
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<td>Monday, Dec. 10th</td>
<td>Exam 3 8:00-10:00 AM</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate * Graduate * Professional
Submit original form and attachments

Form Instructions
1. Request submitted by (Department or Program Name): Performance Studies
2. Course prefix, number and complete title of course: MUSC 324 Music in World Cultures

   Attach brief supporting statement for changes made to items 3 thru 6 and 7 below.

3. Change requested
   a. Prerequisite(s): From MUSC 102 or approval of instructor To: instructor
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

4. For informational purposes only, please indicate course number if this course will be stacked: N/A

5. Complete current course title and current catalog course description:
   Examines music from an ethnomusicological perspective focusing on musical performance and the complex interrelationship of music to culture, society, and daily life; surveys music from a variety of cultures through a series of case studies.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Examination of music from an ethnomusicological perspective focusing on musical performance and the complex interrelationship of music to culture, society, and daily life; examination of music from a variety of cultures through a series of case studies.

7. a. As currently in course inventory:

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   b. Change to:

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</table>

   Approval recommended by:
   Claudia Nelson 4/11/13

   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee 4/15/13

   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College 4/24/13

   Submitted to Coordinating Board by:
   Chair, GC or UCC

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

   Curricular Services – 02/11
Department of Performance Studies

ANTH/MUSC 324 Music in World Cultures

Request for Change in Prerequisites and Course Description

We would like to remove the prerequisite of MUSC 102 in order to be compliant with core curriculum requirements. Adding the now-required prerequisite of junior or senior classification should be satisfactory in its place.

We have also updated the course description for compliance with the current style guide.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies

2. Course prefix and number: PERF 301
   (cross-list with TITAN + MUSC 301)

3. Texas Common Course Number: 

4. Complete course title: Performance in World Cultures

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - ☑ Communication
   - ☐ Mathematics
   - ☐ Life and Physical Sciences
   - ☐ Language, Philosophy and Culture
   - ☑ Creative Arts
   - ☐ American History
   - ☐ Government/Political Science
   - ☐ Social and Behavioral Sciences
   - current core: YES
   - current ICD: NO

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - ☑ Yes
   - ☐ No

8. How frequently will the class be offered? Every fall

9. Number of class sections per semester: 

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 58 0 0

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.


13. Course Instructor

14. Department Head [Signature] 4/1/13

15. College Dean/Designee [Signature] 4/1/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

MUSC/PERF/THAR 301 Performance and World Cultures teaches students specific methods for analyzing and evaluating dance, film, theatre, and solo performance art. Students apply those analytic skills in papers, quizzes, and class discussions, enabling critical communication about works of art. In addition, the course culminates in a group project that enables students to use their own creative skills to develop a performance of their own.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students must apply specific rubrics for analyzing various works of art, evaluating and synthesizing information. They must complete a group project that is inquiry-based, researching and re-performing a cultural performance. This further enables both their critical and creative thinking.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The assignments in the class stress both written and verbal communication. The discussion labs first ask students to communicate via the WebCT blackboard, expressing their ideas in writing. Then, they must synthesize those ideas and present them to the class. In addition, the class has regular small group question sessions, so that students talk with each other and then the whole group as well as a final paper that communicates their experience with the performance project and incorporates their research into cultural performance. The processes of analyzing and creating performance address effective visual communication as they either involve visual media directly or they involve visual, nonverbal cues that contextualize the given performance and give clues to its structure and the values represented in it.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The group performance project is a very effective means of synthesizing and applying course concepts. Students work together to select, interpret, and demonstrate a cultural practice from some cultural heritage, filtered through one of the intercultural theories presented in the course. Teamwork is essential in order to create a proposal for the project, negotiate meeting time and space, create textual and visual materials, research its foundations, and determine appropriate interpretations and presentation methods.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students examine a wide variety of performance forms from several ethnic and geographic traditions, which demands that they engage in both their own community (by integrating their responses to other cultures) and build the ability to engage in the global community (by applying knowledge of different cultural traditions) through in-class graded discussion labs, quizzes, a performance project with written analysis, and a final exam. Through these experiences, students discover how and why performance develops communities and reinforces civic responsibility.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Performance Studies

MUSC/PERF/THAR 301 Performance in World Cultures

Request for International and Cultural Diversity (ICD) Designation

Performance and World Cultures takes the process of cultural transfer and transformation as its subject matter. Studying performances from every inhabited continent, students look at how performance practices develop specific cultural communities and inform cultural identity. At the same time, students learn to think critically about performance traditions, including dance, film, music, theatre, and performance art, as they make comparisons across cultures. The class includes US cultural performance as well as global performances. All of the course readings were written in the last fifty years (most in the last decade) and 80% of the performances we consider took place in the last fifty years.
Course title and number: MUSC/PERF/THAR 301: Performance and World Culture
Term (e.g., Fall 202X): Spring 201X
Meeting times and location: TBA

Course Description and Prerequisites

Catalog Description: Application of the tools of performance studies to explore the enactment of the arts in world cultures and the ways the people of every society express themselves in performance; examination of different genres of performance through music, theatre, verbal art, and dress.

Prerequisite: Junior or senior classification or permission of the instructor.

We all know that it's a small world: Houston is one of the fastest growing multicultural cities in the US, College Station has two sushi restaurants, and TAMU has a campus in Qatar. Many of us have family and friends living outside the US, most of us have a few stamps in our passports, and some of us call another nation home. As we travel to and from other cultures (eating their foods, dancing their dances, wearing clothes inspired by their folk costumes, visiting their national landmarks), we transfer our culture to new locations and peoples, and new cultures transfer to us.

Performance studies scholars understand dance, performance art, plays, music, and everyday acts as performances of cultural identity. In this class, we'll explore the roots of various "American" performance genres and styles by reading, watching, talking, and writing about a variety of cross-cultural performances, paying particular attention to how performance frames and creates national, ethnic, sexual, and social identity. We'll look at how performance traditions change between cultures and throughout time, and how these traditions build a sense of cultural heritage. This course will familiarize students with the field of performance studies and explore the enactment of the arts in world culture.

Learning Outcomes

We'll spend the majority of our class time evaluating and analyzing a variety of performances understood as cross-cultural because of their style, narrative content, intended audience, or production process. When you finish this course, you will:

- analyze representative cross-cultural performances and performances
- apply theories of cross-cultural performance in discussions and a project
- explain how performance facilitates cultural transfer
- synthesize course concepts by devising cross-cultural performance situations
- critically evaluate a variety of performance styles and genres.

We will measure our mastery of these course objectives through:
- in-class, graded discussion labs
- three quizzes
- final exam
- group performance project and written analysis.
Instructor Information

Name: Kirsten Pullen
Telephone number: 845-2899
Email address: kpullen@tamu.edu
Office hours: TR 11-12
Office location: LAAH275

Textbook and/or Resource Material

Required Texts: All texts are available online on WebCT. I expect you to print each document and bring it to class so that we can refer to it, read from it, perform it, or otherwise explore its ideas.

Required Performances: You must see two live performances this term, Kharif Powell (18 February; 7:30pm; Rudder Forum Theatre) and My Children! My Africa! (15-17 April at 8:00pm and 18 April at 2:00pm; Rudder Forum Theatre; $5.00 students). You must also see three films (Devadas; Crouching Tiger, Hidden Dragon; and The Color Purple). These are on reserve at EDMS and available through Media Matrix.

Grading Policies

Participation (25): Class works when we’re all engaged. I expect you to attend every class, to have completed and considered all the readings, and to participate in all discussions, small group work, guest artist residencies, and other activities. Except for the three full-length films, we view performances in class. This facilitates cross-viewing (where the experience is informed by the reactions of other audience members) and allows us to develop an interpretive community through which we’ll interrogate performances of culture. Because learning happens in the classroom, I take attendance; each unexcused absence results in 2.5 points subtracted from your participation grade.

Discussion Labs (25): In your performance groups, you will discuss a specific question about a reading or screening. These discussions may take place over email, in person, or on the WebCT discussion board and will integrate the readings and viewings associated with the question. When you’ve completed your discussion, one group member will synthesize the responses into a 250-word page paper and posting it on WebCT. In class, you’ll all discuss your question with reference to this paper and to your own notes. There are 5 discussions this term, and group members may earn up to five points for each discussion. The group member who takes on the synthesis role of synthesis may earn up to six points – s/he will earn a bonus point for the administrative tasks associated with the assignment.

Quizzes (125): We will take three short, in-class quizzes over the course of the term. These quizzes will cover lectures, required readings, in-class viewings, guest artist residencies, films, and performances. The first two quizzes are worth 50 points; the final quiz (over My Children! My Africa!) is worth 25 points.

Group Project (200): Working in groups of 4-6 students, you will perform culture. You might present a cultural practice from your own or other group members’ heritage; you might stage a portion of a play (either original or canonical) filtered through one of the intercultural theories we’ve studied; you might take on another cultural position and present one of its cultural products; you might come up with a better idea yourselves! We’ll view these performances in class. In addition to the performance itself, your group will submit a performance proposal (500 words) that includes your style and genre of performance, your topic, and your theoretical and artistic contexts as well as a project plan with a timetable, rehearsal schedule, identification and allocation of tasks, and other relevant information about your process. After you complete your performance, you’ll each write a performance analysis (1000 words) that identifies and contextualizes your cultural performance, explains your artistic aims, analyzes
your intended and actual outcomes, details your technical and geographic constraints, and develops your artistic and theoretical contexts. You'll also submit a revised project plan that reflects the actual work done by group members on the performance. Proposals and preliminary project plans are due 23 March (25 points); analyses and revised plans are due 12 May (75 points), and performances will take place in class 27 and 29 April (100 points).

**Final Exam (25):** We'll take an exam as scheduled by the registrar's office, on May 12. It will cover readings, in-class screenings, discussions, artist residencies, performances, and activities from the entire course.

*You are responsible for all in-class viewings, lectures, guest-artist residencies, and performances. All readings and screenings are due on the date indicated. No work will be accepted via email without prior arrangement. No late assignments, no extra credit.* In the case of excused absences, refer to TAMU Student Rule 7 at [http://studentrules.tamu.edu/rule07](http://studentrules.tamu.edu/rule07).

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<td>Performance</td>
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<td>Final</td>
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A=500-450 Exceptional ability to conceptualize and present ideas; effort beyond meeting basic criteria; you have sought out new ideas and information; your work is thorough and original; your work shows initiative and imagination; there are few to no errors in your written work; overall your work shows a trajectory of development and growth. You have exceeded expectations for research, writing, or speaking at the upper division level in a Research I university.

B=449-400 Solid work; meets basic requirements; evident language competency; few errors; you are able to engage but generally do not go beyond information and ideas readily accessible through class, readings, and discussions. Your research, writing, and speaking are commensurate with upper division standing in a Research I university.

C=399-350 Marginal work; writing assignments and discussions demonstrate limited ability or effort to engage ideas and information; written assignments have many errors (sentence structure, spelling, grammar, etc.) and/or are underprepared. Your research, writing, and speaking are slightly below expectations for students with upper division standing in a Research I university and should be improved with additional effort.

D=349-300 Quantity and quality of work falls far below the expectations of upper division students in a Research I university. You are either not expending enough effort or you need help to accomplish the work required.

F=below 300 Fails to achieve any of the above.
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Devdoox


The Color Purple


Crouching Tiger/Hidden Dragon


Ordaz, Evangelina. *Visitor’s Guide to Ariveca (Map Not to Scale)*


Kushner, Tony. *Homebody/Kabul*


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**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**

*For additional information please visit* [http://aggleshonor.tamu.edu](http://aggleshonor.tamu.edu)

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
# Texas A&M University

## Departmental Request for a Change in Course

### Undergraduate ✤ Graduate ✤ Professional

- Submit original form and attachments

### Form Instructions

1. **Request submitted by (Department or Program Name):** Performance Studies
2. **Course prefix, number and complete title of course:** PERF 301 Performance and World Cultures
3. **Change requested**
   a. **Prerequisite(s):** From __________ To: __________
   b. **Withdrawal (reason):**
   c. **Cross-listed with:**
      - MUSC 301
      - THAR 301
4. **For informational purposes only, please indicate course number if this course will be stacked:** N/A
5. **Complete current course title and current catalog course description:**
   - In music or dance, clothing or drama, the people of every society express themselves in performance. This course will familiarize students with the field of performance studies and explore the enactment of the arts in world cultures. Units on music, theater, verbal art, and dress examine different genres of performance.
6. **Complete proposed course title and proposed catalog course description (not to exceed 50 words):**
   - Application of the tools of performance studies to explore the enactment of the arts in world cultures and the ways the people of every society express themselves in performance; examination of different genres of performance through music, theatre, verbal art, and dress.

### Course Inventory

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### Approval recommended by:

- Claudia Nelson
- 4/13

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<th>Department Head or Program Chair (Type Name &amp; Sign)</th>
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### Chair, College Review Committee (Type Name & Sign)

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### Dean of College (if cross-listed course)

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### Chair, GC or UCC

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Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Department of Performance Studies

MUSC/PERF/THAR 301 Performance and World Cultures

Request for Cross-listings and Change and Course Description

We would like to cross-list PERF 301 with MUSC 301 and THAR 301 to reflect the significant involvement of music and theatre arts in the course and its relevance to the MUSC and THAR programs.

We have also updated the course description for compliance with the current style guide.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): General Academics - Galveston

2. Course prefix and number: ENGL 335

3. Texas Common Course Number: none

4. Complete course title: Literature of the Sea

5. Semester credit hours: 03 SCH

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

   CURRENT TAMU Core - Yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] No

8. How frequently will the course be offered? Every spring semester

9. Number of class sections per semester: 1

10. Number of students per semester: 15-30

11. Historic annual enrollment for the last three years: 25 25 22

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: Stephen Curley

   Course Instructor

   Date 26 Apr 2013

   Approvals:

14. Department Head

   Date 5-3-13

15. College Dean/Designee

   Date 5-3-13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and 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.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

English 335, Literature of the Sea, is a thematic survey of how the sea has been used in literature (chiefly American and British) in various eras. The course focuses on fictional (novels, short stories, plays and/or poems) and one non-fictional account in which the sea plays a major role as background, setting, image, symbol, and the like. The course reveals how our interaction with the sea reflect ideas, values, and beliefs that affect human experience. The course helps students develop an appreciation for what the study of literature of different societies and eras can teach us about ourselves and our shared humanity.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through reading and class discussion of key ideas in various literary treatments of the sea. The evaluation of critical thinking skills will be based on written work and class participation. Essay exams and an out-of-class essay will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion and journal entries will focus on helping students better understand the nuances and complexities of literary works about the sea.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication Skills (CS): The course will enhance communication skills through small and large group discussion and writing about sea-related ideas, issues, questions, and themes. Material from this course will include written texts and such visual representations as paintings, photographs, or films. The course will help students learn how to develop a greater understanding of the meaning of the sea as setting and symbol. The evaluation of communication skills will be based on class participation in discussion and on written exams, essays, and journal entries.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history and broad social forces have shaped literary uses of the sea. The evaluation of social responsibility will be based upon written assignments throughout the semester, including journal entries on each class day's reading, two essay exams, and a researched out-of-class essay that deal with their understanding of the way differing histories, cultures and philosophical outlooks shape the developments of a literary tradition based on the sea.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision making):

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral issues that arise in class readings. Students will be given the opportunity to reflect upon personal responsibility through such sea-related topics as interpersonal relationships on board a ship, the interrelated roles of leadership and loyalty, consequences of action and inaction, ethical uses of the sea, and voyages of quest. The evaluation of personal responsibility will be based upon how well students explore these topics through group discussion, writing assignments, and exams. Students will be expected to use sources ethically to support their interpretations.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL 335-401: Literature of the Sea

Dr. Stephen Curley, spring 2012
Office: CLB 129; Office hours: NW 2:30-3:20; TR 1-1:30
Phone: (409) 740-4501; Email: curley@tamug.edu
Class meetings: CLB 215, TR 2:30-3:45

Description and Learning Outcomes
ENGL 335. Credit 3. Literature of the Sea. Significance of the sea in fictional and factual accounts such as novels, short stories, poems, and narratives of sailors and seafaring life. Prerequisite: 3 credits of literature at 200-level or above.

The journal tests your ability to:
- Write entries, each class day, of at least 150 words about the reading assignment.

Quizzes (multiple-choice, true-false questions) tests your ability to:
- Identify key characters, events, ships, and settings in the assigned readings.

The exam essays and out-of-class essays evaluate your ability to:
- Formulate a thesis that interprets how a theme, character, event, plot element, symbol, or setting is significant;
- Quote, paraphrase and summarize detailed evidence from the text, cited in MLA format, to support your thesis;
- Write structured and fluent prose at a college level;
- Organize your interpretation logically into coherent paragraphs; and
- For the out-of-class essay, cite published criticism in MLA format.

Core Curriculum Objectives
- Critical Thinking Skills (CTS): The course will enhance critical thinking skills through reading and class discussion of key ideas in various literary treatments of the sea.
- Communication Skills (CS): The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading.
- Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history and broad social forces have shaped literary uses of the sea.
- Personal Responsibility (PR): The course will teach personal responsibility by enhancing students' understanding of how to ethically use sources to craft a persuasive argument.

Core Curriculum Evaluation
- Critical Thinking Skills (CTS): The evaluation of critical thinking skills will be based on written work and class participation. Essay exams and an out-of-class essay will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion and journal entries will focus on helping students better understand the nuances and complexities of literary works about the sea.
- Communication Skills (CS): The evaluation of communication skills will be based on class participation in discussion and on written exams, essays, and journal entries. Students will demonstrate an understanding of the impact of the sea on each text assigned.
- Social Responsibility (SR): The evaluation of social responsibility will be based upon written assignments throughout the semester, including journal entries on each class day's reading, two essay exams, and a researched out-of-class essay that deal with their understanding of the way differing histories, cultures and philosophical outlooks shape the developments of a literary tradition based on the sea.
- Personal Responsibility (PR): The evaluation of personal responsibility will be based upon an out-of-class essay in which students will be expected to ethically cite another person's work to support their own original thesis. The instructor will offer concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument.
Assignments
The assigned reading is substantial. I recommend you read ahead when you have time available. At the start of class, you
will be quizzed about that day’s reading assignment.
You will write in-class essays on given topics during two exams.
You will write an out-of-class essay that marshals evidence from one or two of the texts assigned and published
criticism to support your interpretation of what you’ve read.
You will keep a reader’s journal of twenty-four 150-word entries about the day’s assignment. You will be asked to
read an entry aloud during the semester.

Texts

Grade Determination
Here’s how I will determine your final grade:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENT</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Researched Essay</td>
<td>35%</td>
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<tr>
<td>Journal</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Point-Grade Equivalents: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 or below.

Regulations

Academic Integrity
Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University at Galveston, you immediately assume a commitment to
uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor
System. You will be required to state your commitment on examinations, research papers, and other academic work.
Ignorance of the rules does not exclude any member of the TAMUG community from the requirements or the processes
of the TAMUG Honor System. You may read more about the Honor System at http://www.tamu.edu/honor/code.

Academic dishonesty (like plagiarism) may result in a reduced grade or a grade of zero for the assignment, failure
for the term, or worse.

1 You must submit your essay electronically to Turnitin.com and in hard copy to me.
2 Work is due at the start of class; late work is penalized. Failure to complete a major assignment results in a semester grade of F.
3 I will drop your lowest quiz grade.
4 You earn 4 points for each complete entry, plus 4 points for reading one entry aloud.
5 An overall average of 90% exempts you from the final exam.
6 Honor Code violations will be handled as outlined in TAMUG regulations.
Disabilities Act
The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.siu.edu/studentaffairs/disabilities/disabilities.php.

Late Work
Submitting an assignment after the due date will result in a lateness penalty of 5 points per day for the first nine weekdays. On the tenth day, the grade for the missing assignment will be entered as a zero. Failure to complete a major assignment will result in a semester grade of F.

To be eligible to submit an assignment late for a situation beyond your control, you must notify me of your excuse in writing (acknowledged e-mail is acceptable) on the due date (or as soon as possible if it is impossible to contact me that day).

Incomplete Work
Only complete work will be given full credit.

The grade of a shorter-than-assigned essay will be reduced by its relative incompleteness. For example, an 1800-word essay is only 90% of the assigned 2000-word minimum. So its original grade, say 80, would be multiplied by 90%, resulting in a reduced grade of 72.

Attendance
If you are not in class when roll is called, you will be marked absent. To be marked late instead, you must inform me of your presence immediately after that class meeting.

To be eligible to make up lost credit for an excused absence, you must notify me in writing (acknowledged e-mail is acceptable) before the date of absence. When advance notification is not possible (e.g., accident or emergency), you must notify me by the end of the second weekday after the absence: include an explanation of why notice could not be sent before class. You may be dropped from the class for excessive absences, even if excused:


Electronics: computers, cell phones, earpieces, etc.
During class you may use devices like laptops, handhelds or PDAs only to take notes or read textbooks but not to text, email, play games, or surf the Web.

During class you must turn off and keep out of sight devices like cell phones, pagers, media players, and earpieces.

Exception: For an emergency, explain the situation to me before class—then I will permit you to turn on your cell phone to its noiseless mode.

Week  Topic and Assignments (Tuesday & Thursday classes)

1 Introduction. Instructor’s presentation: “The Voyage of Life.”
   Homer, The Odyssey, bk I-VIII. Discuss research essay. [Mon: drop/add deadline.]

2 Homer, The Odyssey, bk IX-XVI.
   Homer, The Odyssey, bk XVII-XXIV.

3 Melville, Moby Dick, Etymology-ch 17.
   Melville, Moby Dick, ch 18-45.


   Instructor’s presentation: “Poetry of John Masefield.” Email to curleys@tamug.tamu.edu the topic of your research essay.

8 Kipling, *Captains Courageous*, ch 1-5. Return exams.
   Kipling, *Captains Courageous*, ch 6-10.

9 Instructor’s presentation: chanteys.” Email to curleys@tamug.tamu.edu an annotated bibliography of 3 sources for your research essay.


11 Hughes, *A High Wind in Jamaica*, ch 1-4. Visit the writing lab sometime this week. Email to curleys@tamug.tamu.edu the thesis of your researched essay with 3-5 sources in MLA format.
   Hughes, *A High Wind in Jamaica*, ch 5-10. [Mon: submit essay to Turnitin.com.]

   No class (instructor attending a conference on Sea Literature, History & Culture).

13 Forester, *Beat to Quarters*, ch. 8-16.

   Last class. Greenlaw, *Hungry Ocean*, ch 8-appendix. Return essay and journals. Discuss the final exam and predicting your semester grade.

15 5:00-7:00 p.m.: FINAL EXAM. Bring a blue book.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health & Kinesiology

2. Course prefix and number: SPMT 336

3. Texas Common Course Number: N/A

4. Complete course title: Diversity in Sport Organizations

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   ☐ Communication
   ☐ Mathematics
   ☐ Life and Physical Sciences
   ☐ Language, Philosophy and Culture
   ☐ Creative Arts
   ☐ American History
   ☐ Government/Political Science
   ☒ Social and Behavioral Sciences

7. This course should also be considered for international and Cultural Diversity (ICD) designation:
   ☒ Yes  ☐ No

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: 1 or 2

10. Number of students per semester: +/- 200 average

11. Historic annual enrollment for the last three years: 455 457 470

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Date

13. Submitted by:
   Course Instructor
   John N. Singer
   March 29, 2013

14. Approvals:
   Date
   3-29-13

15. Department Lead
   Date
   4/12/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

SPMT 336 (Diversity in Sport Organizations) examines an encompassing perspective of diversity within North American and international sport organizations. Specifically, the course provides students with an analysis and understanding of the various ways that people within sport organizations can differ, and how power differences based on this diversity impact life and work experiences and outcomes. The course treats issues of the non-dominant, historically under-represented elements of U.S. society, with a particular emphasis placed on racial, ethnic, and gender issues.

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Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical thinking will be addressed by requiring students to read short articles (i.e., from both the academic and popular press) and write reaction papers to the readings. More specifically, students will not only have to provide a brief summary of the article key points, but most importantly, critically reflect on the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications. In addition, students will also be required to conduct a critical “racial awareness autobiography” (or similar assignments, e.g., “cultural awareness autobiography”) detailing how they came to know themselves as a racialized, human being, and the implications this has for their life experiences and career aspirations. Students will be assessed in a similar manner to how they would be for the reaction papers.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication will be addressed by requiring students to write papers (e.g., reaction papers to various topics related to diversity in sport). A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing. Students (in live-classes) will be required to give short oral presentations on various topics related to diversity in sport and physical activity. In this case, students will be graded/evaluated on a) how well and clearly they convey their message, and b) level of
Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory in the diversity and diversity management literature, and conduct brief field studies (i.e., interviews and observations) of social phenomena related to diversity in sport. Multiple chapters in the book we use discuss the importance of research and theory related to diversity in sport. Students’ knowledge of these skills will primarily be tested/evaluated on exams and quizzes (i.e., multiple choice and true/false).

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility will be addressed primarily by having students read about various topics related to diversity (e.g., religion, race, ethnicity, sex, gender, sexual orientation, social class, age, appearance, physical and mental ability, legal issues) in sport. Students will be encouraged and required to complete a “becoming a minority” assignment, where they place themselves in a setting for a period of time where they are the the “minority” (i.e., member of a marginalized population) and write and talk about the experience. Students will be evaluated primarily on exams (i.e., multiple choice and true/false). In the case of the becoming a minority assignment, a rubric will be created to evaluate students’ adherence to a) site visit, and b) brief written responses to questions about the experience.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University
SPMT 336 (500): Diversity in Sport Organizations (3 credits)
Tuesday and Thursday, 12:45-2:00 PM-BLOC 306
Fall 2012

INSTRUCTOR INFORMATION:
Associate Professor, Division of Sport Management
Dr. John N. Singer, Ph.D.
355B Blocker
979-845-5497
singerjn@hlkn.tamu.edu

Office Hours: Tuesdays and Thursday, 10:30am to 12:30pm; Wednesday, 2-3 pm; by appointment

Course Website: http://elearning.tamu.edu

DIVERSITY QUOTES:

“The capacity to live with difference is, in my view, the coming question of the twenty-first century”
-British scholar, Stuart Hall

“We have a right to a diversity of voices. We are diverse. We don’t all have to agree on everything”
-Writer, Jill Nelson

“Differences are not intended to separate, or to alienate. We are different precisely in order to realize our need for one another”
-Activist and Anglican Bishop, Desmond Tutu

REQUIRED TEXTBOOK:


COURSE SCOPE AND RATIONALE:

This course examines an encompassing perspective of diversity within North American and international sport organizations. Specifically, the course provides students with an analysis and understanding of the various ways that people within sport organizations can differ, and how power differences based on this diversity impact life and work experiences and outcomes. The course treats issues of the non-dominant, historically under-represented elements of U.S. society, with a particular emphasis placed on racial, ethnic, and gender issues.
COURSE OBJECTIVES:
After completing this course, students will be able to:

1. provide an overview of diversity, including a definition of diversity and diversity management, and discuss the various reasons for the emphasis on diversity;
2. differentiate between the various ways of studying diversity;
3. provide an overview of the three major theory classes used to study diversity: managerial, sociological, and social psychological;
4. discuss the basic tenets of prejudice and discrimination and how they inform discussions of diversity in sport organizations;
5. understand and discuss the categorical effects of diversity, including how people differ based on race, sex, gender, (dis)ability, age, weight, appearance, sexual orientation, religious beliefs, social class, and so forth;
6. outline how diversity within a group influences subsequent processes and outcomes;
7. discuss how being dissimilar from others in a dyad or group influences subsequent attitudes, beliefs, and behaviors;
8. highlight the equal employment opportunity laws affecting diversity in the workplace;
9. discuss different methods for managing diversity in the organizational setting;
10. provide an overview of the categorization-based strategies that can be used to manage diverse groups;
11. discuss the different factors influencing the delivery of diversity effective training programs;
12. think and write critically about the concept of diversity and its impact on you and other individuals within the sport and society

NATURE OF THE COURSE:

This class will place a heavy emphasis on critical dialogue and discussion; very little lecture will take place, with the exception of the early portion of the course (to set the foundation). Class discussions will be centered on the assigned readings and other outside readings, the experiences and insights of the instructor and students, and critical questions posed by the instructor and the students. It is of utmost importance that each student fully participates in this course by: 1) attending class on a regular basis, 2) doing the assigned readings and other assigned activities before class, and 3) being reflective and critical during class discussions and dialogue. Students are strongly encouraged to generate questions before and after class sessions as a way to help facilitate the educational process. Additionally, students might also consider viewing sport programs (e.g., ESPN Outside the Lines; HBO Real Sports) and engaging in independent research pertaining to course topics. This class is all about expanding your horizons and learning more about yourself and others, and the implications this has for your life in general, and career in the (sport) workforce.
COURSE POLICIES AND EXPECTATIONS:

PLAGIARISM STATEMENT. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

AGGIE HONOR CODE. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT. The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637. Additional information is available at http://disability.tamu.edu.

HARRASSMENT AND DISCRIMINATION. Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Please visit following website (http://student-rules.tamu.edu/statement.htm) for more information on the harassment and discrimination policy.
ATTENDANCE, MISSED ASSIGNMENTS, AND QUIZZES. The attendance policy for this class will be administered in accordance with Student Rule #7: http://student-rules.tamu.edu/rule07.

WRITTEN ASSIGNMENTS. All assignments are to be typed, using 1 inch margins, 12 point font, following APA formatting guidelines (double-spaced, in text references, reference list). Spelling, grammar, and formatting mistakes will count against the overall grade for the assignment. See the American Psychological Association Publications Manual (6th ed.). This is available at the campus bookstore or online at www.apa.org. Take advantage of the TAMU computer services and writing center at http://writingcenter.tamu.edu/.

EMAIL PROFESSIONALISM. Consistent with Student Rule 61, email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it.
**POINT STRUCTURE:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Point</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (13*20)</td>
<td>260</td>
<td>46%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>560</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**GRADING STRUCTURE:**

90-100%  A  
80-89%  B  
70-79%  C  
60-69%  D  
≤ 59%  F

**ASSIGNMENTS:**

**Quizzes** - Beginning in week 2, students will take quizzes on the assigned readings (see course calendar for dates). The quizzes will be multiple choice, true/false, and/or short answer and will cover the key points from each chapter and relevant readings. In many cases, these quizzes will serve as the basis of our class discussions for the day’s topic. There are a total of 15 assigned quizzes, but only the 13 best scores will be counted toward your final grade. The quizzes are worth 20 points apiece.

**Participation/Attendance** - If students are not present for class and not generally invested (mentally, physically, or otherwise) in the course throughout the entire semester, they will not be in a position to reap the benefits of taking this course; therefore, in-class and out of class assignments have been created to encourage full participation and investment in this course. Although there will be no official attendance policy per se, the instructor will keep track of student attendance by circulating an excel spreadsheet for students to sign during each class meeting. Students can earn up to 100 points in participation/attendance. Judgment as to whether or not individual students have satisfactorily met the requirements for participation points will be left ultimately to the instructor.

**Group Project & Presentation** - Students will work in groups of approximately five. Each group will choose a particular sport organization to focus on; your groups will be required to present on the following: 1) overview and background history of the organization; 2) diversity issues and challenges facing this organization; 3) potential strategies for addressing these issues and challenges; 4) a case study of an individual, group, and/or event (this could include historical or present-day figures or happenings) within the organization that has impacted diversity within the organization, and the implications this has for diversity management within this organization and others similar to it. Students should create something tangible that could be used and disseminated for educational purposes (e.g., poster, trading cards, book markers, etc.). More details on this activity will be offered throughout the semester.

**Final Exam** - This will cover content from our readings, class discussions and assignments, videos, guest presentations, and other related materials. More details are forthcoming.
COURSE CALENDAR AND ACTIVITIES

NOTE: This calendar is tentative (subject to change, pending circumstances)

Week 1 (August 28 & 30)
- Introductions and overview of course syllabus and expectations (Aug. 28)
- “Pie Chart” exercise and discussion (Aug. 30)
- Students given “Becoming a Minority” assignment
- Students assigned to groups

Week 2 (September 4 & 6)
- Lecture and Discussion on “Diversity Matters” (Read Chapter 1) Quiz 1 (Tues, Sept. 4)
- Theoretical Tenets of diversity (Read Chapter 2) Quiz 2 (Thurs, Sept 6)

Week 3 (September 11 & 13)
- Prejudice and Discrimination (Read Chapter 3); Quiz 3 (Tues, Sept 11)

Week 4 (September 15 & 20)
- Race and Ethnicity (Read Chapter 4); Quiz 4 (Tues, Sept. 18)
- Racial Awareness Autobiography Due

Week 5 (September 25 & 27)
- Sex and Gender (Read Chapter 5); Quiz 5 (Tues, Sept. 25)

Week 6 (October 2 & 4)
- Sexual Orientation (Read Chapter 10); Quiz 6 (Tues, Oct. 2)

Week 7 (October 9 & 11)
- Religion (Read Chapter 9); Quiz 7 (Tues, Oct. 9)

Week 8 (October 16 & 18)
- Appearance (Read Chapter 8); Quiz 8 (Tues, Oct. 16)

Week 9 (October 23 & 25)
- Age (Read Chapter 6); Quiz 9 (Tues., Oct. 23)
- Mental and Physical Ability (Read Chapter 7); Quiz 10 (Thurs., Oct. 25)

Week 10 (October 30 & November 1)
- Social Class (Read Chapter 11); Quiz 11 (Tues., Oct. 30)

Week 11 (November 6 & 8)
- Legal Aspects of Diversity (Read Chapter 12); Quiz 12 (Tues., Nov. 6)
Week 12 (November 13 & 15)
- Managing Diverse Organizations (Read Chapter 13); Quiz 13 (Tues., Nov. 13)
- Managing Diverse Groups (Read Chapter 14); Quiz 14 (Thurs., Nov. 15)

Week 13 (November 20 & 22)
- Diversity Training (Read Chapter 15); Quiz 15 (Tues., Nov. 20)
- No Class on Thursday, November 22 (Thanksgiving holiday observed)

Week 14 (November 27 & 29)
- “Becoming a Minority” Assignment Due; class discussion (Tues, Nov. 27)
- Student Presentations (Thurs., Nov. 29)

Week 15 (December 4 & 6)
- Student Presentations (Tuesday is last day of classes)
- No class on Thursday; Redefined day

Final Exam: Wednesday, December 12, 8-10 am
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health & Kinesiology

2. Course prefix and number: SPMT 337

3. Texas Common Course Number: N/A

4. Complete course title: International Sport Business

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences
   ☑ Current Core - Yes
   ☑ Current ICD - Yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☑ Yes    □ No

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: 1 or 2

10. Number of students per semester: +/- 275 average

11. Historic annual enrollment for the last three years: 529    696    697

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
    Gregg Bennett
    Course Instructor
    Date: 3-29-13

    Approval:
    Date: 4/1/13

14. Department Lead
    Date:

15. College Dean/Designee
    Date:

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at
www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Associate Provost
for Undergraduate Studies

Texas A&M University
Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The main objective of SPMT 337 (International Sport Business) is to make students aware of the magnitude of the global expansion and development of sport, to familiarize them with major “players” (firms and organizations) on the global scene, major issues in global sports, and to emphasize the business opportunities that are created internationally. Thus, the exploration of behavior and interactions among people, groups, institutions and events is central to this course.

It should be noted that we are currently updating the course and plan to have two separate syllabi for summer course offerings this summer. The course is delivered online, two sections will be offered. One will be the traditional online course (599 sections) the other A2G.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical thinking will be addressed by requiring students to read current academic and mainstream literature (i.e., from both the academic and popular press). More specifically, students will be assessed on the readings via examinations and quizzes. The A2G sections of the course will have reflective paper writing assignments that assess their ability to respond to higher order thinking questions via short answer responses following readings. For example, students will provide a brief summary of the key points of the article, but more importantly, critically reflect upon the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

In the both the A2G and traditional sections of the course, communication will be addressed by engaging students in written, verbal, and visual communication.
Written: In the A2G sections, students will be required to respond to essay and short answer exam questions. These questions will be designed to assess their capacity to communicate well with written expression.
A2G sections will also be required to complete a research paper titled sports across the globe. In this paper, students will research the development and current status of a sport in a different country, while providing a general profile of the country investigated (location, population, language, religion, political status, major industries); historical background of sports and athletic competitions in that country; popular participation and spectator sports, major competitions in that country; national governing bodies; political conditions that have had a significant impact on the organization of sport in that country; government involvement in the organization of sport; the sport’s influence in the country and across the globe (if applicable). Students will be instructed to clearly develop their ideas by incorporating relevant content while integrating concepts learned in class. Additionally, students will provide support for their ideas by citing five credible sources pertinent to the topic and subject matter. A rubric will be created to test/evaluate how well students communicate their purpose and understanding of the topic; the construction and development of ideas; the organization, grammar, and formatting; the inclusion of five sources and adherence to APA guidelines; and overall quality of written communication (language use and clarity).

Traditional S99 sections will construct reaction responses to current global sports issues that they post in an online discussion forum two times during the semester. These responses will be assessed based upon the students ability to provide a grammatically sound reaction to the complex problem described.

Oral and visual: Once A2G students finish their “Sports Across the Globe” papers, they will be asked to expand on their ideas via an oral presentation. Since this course is offered online, all students will video their presentations, and submit both their video and PowerPoint slides. At the beginning of the presentation, each student will be expected to briefly describe the country and sport they researched. The purpose of this presentation is to enhance students’ knowledge about international sport business and demonstrate a thorough understanding of the concepts and reading materials presented in class. Students will be graded on the composition and cohesiveness of the presentation; use and style of language and creativity regarding their video presentations; preparation and ability to engage the audience; the integration of relevant examples and credible sources; and their capacity to construct a powerful message and clearly articulate thoughts and ideas.

Students in the S99 sections will post a video response to one of the reaction papers for a total of three reaction paper responses for the semester. A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing. Students will be graded/evaluated on a) how well and clearly they convey their message, and b) level of knowledge/understanding of topic.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory involving international sport business. Students’ knowledge of these skills will primarily be tested/evaluated on exams (i.e., multiple choice and true/false). Students in the A2G sections, as part of the sports across the globe assignment, will be asked to compare the sports they research with popular sports in America by quantifying participation numbers by athletes, revenue produced by the sport, and spectator participation numbers (i.e. attendance). Students will be encouraged to provide comparisons via charts, graphs or geometric figures. For students in the S99 sections, the third video reaction paper will mirror this portion of the A2G sports across the globe assignment. That is, they will be asked to research a global sport and compare it to a traditional, popular sport in America with a specific focus on participation numbers, revenue produced, and spectator participation numbers. A rubric will be developed to assess how well the students obtain and subsequently compare and analyze the empirical and quantitative data.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility will be addressed primarily by having students read about various topics related to international sport. Topics and course objectives include intercultural competence, civic responsibility and the ability to engage in global communities as core tenets of the class.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
TEXAS A&M UNIVERSITY
Department of Health and Kinesiology

SPMT 337 –A2G
International Sport Business
Fall 2013

Instructor: Gregg Bennett, Ed.D.
Associate Professor and Director of CSMRE
Blocker 338
gbennett@hlkn.tamu.edu
979.845.0156
http://csmre.net/
Department of Sport Management
Texas A&M University

Graduate Assistants: Courtney Hodge, Jami Lopbies, and Brandon Brown
Office: 341 Blocker
Office Hours: By appointment only
Email: courtneyhmhodge@neo.tamu.edu (best method of contact)

ATTENTION: Dr. Bennett is the instructor on record for SPMT 337. If you have any questions, please contact him at GBennett@hlkn.tamu.edu. You can also contact Courtney Hodge at courtneyhmhodge@neo.tamu.edu.

Course Overview:
The main objective of this course is to make students aware of the magnitude of the global expansion and development of sport, to familiarize them with major “players” (firms and organizations) on the global scene, major issues in global sports, and to emphasize the business opportunities that are created internationally. An underlying thesis focuses on the contrasts from the US (and yes, Texas) sport industry to foreign markets.

Objectives
- Understand the body of knowledge in international sport business
- Develop a knowledge base regarding international sport business research
- Become aware of the regional, national, and geographic sports culture
- Develop a knowledge base regarding international sporting events
- Appreciate the complexity of international governing bodies of sport
- Understand the historical development of international sport business and global sport expansion
- Describe U.S. global sport exportation and importation
- Comprehend international monetary systems
- Discuss economic integration as it relates to global markets
- Learn concepts, principles, and terminology as it relates to international sport marketing
- Critically examine the promotion of international sports products
- Understand the complexity of licensing and merchandizing of sport in international markets
- Understand the historical development and importance of The Olympic Movement
• Obtain an understanding of the plethora of opportunities for a career in the international sport business industry
• Identify major social, cultural, ethical, and business issues facing international sport business

Course Materials:
• Video lectures and notes will be available on the course website.
• There is no book required for this course

Please keep in mind that as you work through the course materials, you may contact Courtney Hodge if you need clarification on any of the course content.

Course Website:
This section of SPMT 337 is the on-line version of the course and is designed for students to work independently to master course content and skills. The lectures, notes, and materials for this course are provided on the course website: http://courses.cehd.tamu.edu (please bookmark this site). To access the course content please follow these steps:

1. Go to http://courses.cehd.tamu.edu
2. Click on “Login for Texas A&M Faculty, Staff, and Students”
3. When prompted, enter your NetID and password
4. Then click on the link for “SPMT 337 International Sport Business”
5. Once logged into the course you will use the links located in the course menu on the homepage to navigate through the course content.

Required Software:
• Internet Explorer or Firefox
• Windows Media Player
• NEO
• Adobe Reader (most recent version)

**A link is provided on the course website in the “Course Menu” under “Required Materials.” If you need any assistance with the required software please contact Courtney Hodge

Technical Support:
If you are experiencing any technical problems with the website or the course lectures please contact Courtney Hodge @ courtneymhodge@neo.tamu.edu. This is the quickest way to receive technical assistance regarding issues with the website or software required for the course.

Course Grades:
The grade received on your quizzes and exams will be counted as total course points towards your final grade. The total class points will be 100; 10 points for quizzes (with lowest score being dropped) and 90 points for exams (each exam is 30 points). Note: The exams are not cumulative. All assignments are posted and must be completed on the course website no later than 5:00pm on the due date. Any assignments that are emailed to the course email address will not be accepted. **Completion of all assignments is up to you, please take note of all due dates and exam times now. Make up exams will only be given to students with University Excused absences. If you have a University Excused absence, please notify the instructor as soon as possible to ensure the exam is made up in a timely manner. For more information on
the University's Attendance and Absence policy, please visit http://student-rules.tamu.edu/rule07.

Grades in SPMT 337 will be determined according the following course point structure:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20 points</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20 points</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20 points</td>
</tr>
<tr>
<td>Video Presentation</td>
<td>10 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100 points</td>
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</table>

Letter grades will be assigned according to the following course point structure:

- **A** = 90 - 100 points
- **B** = 80 - 89 points
- **C** = 70 - 79 points
- **D** = 60 - 69 points
- **F** = 60 points and below

**It is your responsibility to earn the grade you would like to receive in this course, therefore no extra credit opportunities will be given throughout the duration of the course. Please do not contact Courtney or Dr. Bennett to request extra credit, as the entire class will be notified should an extra credit opportunity become available. In addition, the grade you earned is the grade you will be given. If you email Courtney or Dr. Bennett requesting a curve, asking if you have another point or two, or anything similar to that, we will not respond.**

Study & Preparation Suggestions:
- SPMT 337 is a challenging course and you should expect to spend at least 20-30 hours per week on this course.
- Listen to the online orientation or schedule an appointment by e-mailing courtneymhodge@neo.tamu.edu to discuss any questions or problems with the course content.
- Complete all readings as assigned.
- Print out the notes and take detailed notes from the lecture. You must listen to the lecture.
- Regularly review your slides and class notes.
- Locate the testing room the night before the exam.
- Regularly check the website and your neo account for any updated course information.
- Ask any questions you may have regarding the course content and readings. The graduate assistant is always here to help you throughout the entire course.

**Quizzes (10 points):** There will be three “open-book” reading quizzes throughout the semester. Quizzes will be proctored through the Moodle course website (see address above). These online quizzes are designed to help you assess your mastery of chapter material and to
expose you to the type of questions you may expect to see on the exams. In addition, it is our way a making sure you are keeping up with the course. That is why you are only asked questions from the first few lectures and readings.

All online quizzes are to be individual assignments. If you are suspected to be completing course assignments with another person or within a group, as determined by activity reports on the course website, you will be contacted and given the option for adjudication. At the bottom of each module page, you will find the link to each module quiz. Once you click on the link you will be redirected to the module quiz, complete with directions and another link to take the quiz when you are ready. **You will be given 15 minutes to complete each quiz and you will only have one attempt.** To complete the quiz and submit it for grading you must click on the “submit all and finish button.” If you click on the “save without submitting” button the timer will continue to count down and at the end of 15 minutes your quiz will automatically be submitted even if you log off the course website. When you complete the quiz, you will see only your quiz score. If you want to review your quiz you will have to go to Courtney Hodge’ office hours. You will be responsible for completing each module quiz by the assigned due date. Each quiz has questions and is worth 5 points. **The lowest scored quiz will be dropped.**

**Warning:** On all quizzes there is a 15 minute time limit. You will receive a zero if you do not submit your grade before the time limit is up. Remember to save your answers before submitting your quiz.

**Quiz 1 due on or before Monday, February 4th.**

Quiz 1 only covers:

- **Video:** Course Intro file
- **Lecture Video:** It is not in the triangle? An overview of International Sport Business (ISB) file
  - Notes: It is not in the triangle? An overview of International Sport Business (ISB) PDF document
  - Reading: The Globalization of North American major sports leagues -- it can't be stopped file
  - Reading: Economic globalization of sport PDF document
- **Lecture Video:** They did all that without the Internet? History of ISB file
  - Notes: They did all that without the Internet? History of ISB PDF document
  - Reading: Ambassadors in Pinstripes PDF document

**Quiz 2 due before Friday, March 8th.**

Quiz 2 only covers:

- **Lecture Video:** International Sports Events (Part 1) file
  - Notes: International Sporting Events I PDF document
  - Reading: Rings Side Seat PDF document
  - Reading: International Olympic Committee file
- **Lecture Video:** International Sports Events (Part 2) file
  - Notes: International Sporting Events II PDF document
  - Reading: History of FIFA PDF document
  - Reading: History of Formula One file

**Quiz 3 due on or before Monday, April 15th.**

Quiz 3 only covers:

- **Lecture Video:** Case Study Brazil file
  - Notes: Case Study Brazil PowerPoint presentation
- **Lecture Video:** Case Study Cuba file
  - Notes: Case Study Cuba PowerPoint presentation
- **Lecture Video:** Case Study England file
  - Notes: Case Study England PowerPoint presentation
"Sports Across the Globe" Research Paper (20 Points): Each student will develop a research paper over the development and current status of a sport in a different country, while providing a general profile of the country investigated (location, population, language, religion, political status, major industries); historical background of sports and athletic competitions in that country; popular participation and spectator sports; major competitions in that country; national governing bodies; political conditions that have had a significant impact on the organization of sport in that country; government involvement in that organization of sport; the sport's influence across that country and across the globe (if applicable). You must provide a MINIMUM of 5 credible sources (academic journals) pertinent to the topic and subject matter. Each student will be graded on their ability to communicate their purpose and understanding of the topic; the construction and development of ideas; the organization, grammar, and use of formatting; the inclusion of five sources and adherence to APA guidelines; and overall quality of written communication. A detailed rubric can be found on the course website.

Papers are due April 30th by 11:59 PM. Failure to turn in your paper by the due date will result in a 10 point reduction. Papers turned in three days late will not be accepted.

"Sports Across the Globe" Video Presentation (10 points): You will each use your "Sports Across the Globe" research papers to develop a video and PowerPoint presentation. Videos and slides must be uploaded to the course website by April 30th by 11:59 PM. In the presentation, you will be expected to briefly describe the country and sport you chose to research, and demonstrate a thorough understanding of your topic and how it applies to course concepts. PowerPoint presentations must have a minimum of 10 slides (excluding title slides). You will be graded on the composition and cohesiveness of your presentation; your use and style of language; creativity; preparation and your ability to engage the audience; integration of relevant and credible sources; and your capacity to construct a powerful message and clearly articulate your thoughts. For a detailed outline of the rubric and presentation objectives, please visit the course website.

Presentations are due April 30th by 11:59 PM. Failure to turn in your paper by the due date will result in a 5 point reduction. Presentations turned in three days late will not be accepted.

Exams and Procedures (60 points): Three examinations, each covering one learning module, will be opened for 24 hour periods on the course website. Each module will have one examination and will be worth 20 points each. The exams consist of 50 multiple choice questions. While exams are taken online, you are not to use your notes or text book on the exam. Exams will be taken on the computer. Students must take exams within each 24 hour time period allotted. Each exam will be worth 20 points of your final course points. You will be given 45 minutes to complete each exam and you will only have one attempt. (Note: the times below show that you only get 30 minutes. This is done because many people finish within 30 minutes. Regardless of your time, you will get 45 minutes if you want it.)

Please take note of your designated exam date and time. If you are unable attend on your designated time, you must email courtneymhodge@neo.tamu.edu 48 hours prior to the first night of testing with an excused absence (please see acceptable rescheduling reasons below). In the very rare instance where a student cannot take the test in a 24 hour period, the teaching assistant will create a make up exam with password access
unique to the student taking the exam late.

**Exam 1 (Module I): Friday, February 22nd** covers Module 1 and is worth 20 points. The exam 1 times will be based on students' last names:

<table>
<thead>
<tr>
<th>Exam 1 (Module I) schedule</th>
<th>Time &amp; Date Exam Opens:</th>
<th>Time &amp; Date Exam Closes:</th>
<th>All exams will be taken on your computers. Exams are closed note/closed book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, February 21st -</td>
<td>February 23rd 12:00 PM</td>
<td>February 22nd 12:00 PM</td>
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<tr>
<td>Friday, February 22nd</td>
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**Exam 2 (Module II): Thursday, March 28th** Module 2 and is worth 20 points. The exam 2 times will be based on students' last names:

<table>
<thead>
<tr>
<th>Exam 2 (Module 2) schedule</th>
<th>Time &amp; Date Exam Opens</th>
<th>Time &amp; Date Exam Closes</th>
<th>All exams will be taken on your computers. Exams are closed note/closed book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, March 28th -</td>
<td>March 28th 12:00 PM</td>
<td>March 29th 12:00 PM</td>
<td></td>
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<tr>
<td>Friday, March 29th</td>
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</tbody>
</table>

**Exam 3 (Module III): Thursday May 2nd** covers Module 3 and is worth 20 points. The exam 3 times will be based on students' last names:

<table>
<thead>
<tr>
<th>Exam 3 (Module 3) schedule</th>
<th>Time &amp; Date Exam Opens</th>
<th>Time &amp; Date Exam Closes</th>
<th>All exams will be taken on your computers. Exams are closed note/closed book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, May 2nd -</td>
<td>May 2nd 12:00 PM</td>
<td>May 3rd 12:00 PM</td>
<td></td>
</tr>
<tr>
<td>Friday, May 3rd</td>
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</table>

When a test is not taken prior to the scheduled exam date, you fail to take the exam on the approved date and/or documentation of absence is not provided to your graduate assistant, a grade of "0" will be given.
If you have any conflict with either of your scheduled exam dates please read the rescheduling instructions located below:

- **Acceptable Rescheduling Reasons:** Please note that it is your responsibility to provide proper documentation to substantiate that your absence is excused (according to Texas A&M University regulations). **You MUST provide documentation of your acceptable excuse at least 48 business hours prior to the first testing night.** Below are some examples of the acceptable rescheduling reasons:
  - Have a class at the same time (your official class schedule will need to be submitted)
  - Documented illness or injury (doctor’s note needs to be submitted)
  - Any reason for which you can produce a university excused absence

- **Unacceptable Rescheduling Reasons:** If you have an unacceptable reason that prevents from taking the exam on the schedule night, please contact your graduate assistant to make other arrangements prior to exam night. If you do not have an acceptable reason for rescheduling your exam and you do not take your exam early, you will receive a zero for an exam grade.
  - Conflict with extracurricular activities
  - Undocumented personal illness
  - Conflict with athletic practices

- **Make up Exams for Acceptable Rescheduling Reason:**
  - You will be allowed to take the exam in our office before the scheduled exam nights or on exam days. The day and time of your rescheduled exam will need to be approved by your graduate assistant.
  - If you miss your scheduled exam date and cannot provide documentation of an approved excuse, you will not be allowed to make up the exam. A score of 0 will be given

**Academic Honesty:**
The Aggie Honor Code states:

*“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*

Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. Please think about what this honor code means, and let it shape and guide your behavior. For additional information please visit: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

**Academic Dishonesty Procedures:**
Should you be suspected of academic dishonesty, the course instructor will have the option to send the matter to the Honor Council or can adjudicate the case through the department. You will be notified via e-mail of the intent to submit the case to the Honor Council or of the appropriate steps to take to adjudicate the matter through the department. Texas A&M University is required by law to discuss these matters only with the student. The instructors, staff, and graduate assistants of the Office of Health Informatics cannot and will not discuss any academic issues with anyone other than the student including parents and/or guardians.

There is no cheating permitted. During the exam only one window that of the class website (exam) is allowed open. If multiple windows during the exam this is cheating. We are able to check website activity.
Student Services for Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Department of Student Life, Services for Students with Disabilities, in Room 118 in the Cain Building or call 979-845-1637.

The exams will not be comprehensive. The specific content to be covered on each exam is outlined below.

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- Video: Course Intro file
- Lecture Video: It is not in the triangle? An overview of International Sport Business (ISB) file
  - Notes: It is not in the triangle? An overview of International Sport Business (ISB) PDF document
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  - Reading: Economic globalization of sport PDF document
- Lecture Video: They did all that without the Internet? History of ISB file
  - Notes: They did all that without the Internet? History of ISB PDF document
  - Reading: Ambassadors in Pinstripes PDF document
- Module 1 Quiz
- Lecture Video: The Cowboyization of Sport: Sport as a Globalization Agent file
  - Notes: The Cowboyization of Sport: Sport as a Globalization Agent PDF document
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  - Reading: Soccer vs. McDonald PDF document
- Lecture Video: It's like Art Vandelay's line of work: Importing and Exporting American Sport file
  - Notes: It's like Art Vandelay's line of work: Importing and Exporting American Sport PDF document
- Lecture Video: We play futbol too: Cultural Implications in ISB file
  - Notes: We play futbol too: Cultural Implications in ISB

EXAM 1– The Exam 1 will cover MODULE 1. Please bring your student ID. Please see the dates and times above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneymhodge@neo.tamu.edu

EXAM 2 OUTLINE

- Lecture Video: International Sports Events (Part 1) file
  - Notes: International Sporting Events I PDF document
  - Reading: Ringside Seat PDF document
  - Reading: International Olympic Committee file
- Lecture Video: International Sports Events (Part 2) file
  - Notes: International Sporting Events II PDF document
  - Reading: History of FIFA PDF document
  - Reading: History of Formula One file
- Module 2 Quiz 2
- Lecture Video: International Sports Marketing (Part 1) file
  - Notes: International Sport Marketing I PDF document
  - Reading: Global Brand Equity PDF document
- Lecture Video: International Sports Marketing (Part 2) file
  - Notes: International Sport Marketing II PDF document
- Lecture Video: Global Sport Sponsorship file
Exam 3 OUTLINE

- Lecture Video: Case Study Brazil file
  - Notes: Case Study Brazil PowerPoint presentation
- Lecture Video: Case Study Cuba file
  - Notes: Case Study Cuba PowerPoint presentation
- Lecture Video: Case Study England file
  - Notes: Case Study England PowerPoint presentation
- Quiz 3
- Lecture Video: Case Study Japan file
  - Notes: Case Study Japan PowerPoint presentation
- Lecture Video: Case Study Canada file
  - Notes: Case Study Canada PowerPoint presentation
- Lecture Video: Case Study Australia file
  - Notes: Case Study Australia PowerPoint presentation

EXAM 3 – The Exam 3 will cover MODULE 3. Please bring your student ID. The Exam dates and times are listed above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneymhodge@neo.tamu.edu

Copyrigted Materials:
Most of the handouts and lecture materials used in this course are copyrighted (including but not limited to syllabus, exams, and web-based materials). These are legally protected documents, so please do not reproduce these materials for any use other than those related to this course.

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Caveat:
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Texas A&M University
Department of Health and Kinesiology

SPMT 337 -Section 599
International Sport Business
Fall 2013

Instructor: Gregg Bennett, Ed.D.
Associate Professor and Director of CSMRE
Blocker 338
gbennett@hlkn.tamu.edu
979.845.0156
http://csimre.net/
Department of Sport Management
Texas A&M University

Graduate Assistants:  Courtney Hodge, Jami Lopbries, and Brandon Brown
Office: 341 Blocker
Office Hours: By appointment only
Email: courtneymhodge@neo.tamu.edu (best method of contact)

Attention: Dr. Bennett is the instructor on record for SPMT 337. If you have any questions, please contact him at GBennett@hlkn.tamu.edu. You can also contact Courtney Hodge at courtneymhodge@neo.tamu.edu.

Course Overview:
The main objective of this course is to make students aware of the magnitude of the global expansion and development of sport, to familiarize them with major "players" (firms and organizations) on the global scene, major issues in global sports, and to emphasize the business opportunities that are created internationally. An underlying thesis focuses on the contrasts from the US (and yes, Texas) sport industry to foreign markets.

Objectives
• Understand the body of knowledge in international sport business
• Develop a knowledge base regarding international sport business research
• Become aware of the regional, national, and geographic sports culture
• Develop a knowledge base regarding international sporting events
• Appreciate the complexity of international governing bodies of sport
• Understand the historical development of international sport business and global sport expansion
• Describe U.S. global sport exportation and importation
• Comprehend international monetary systems
• Discuss economic integration as it relates to global markets
• Learn concepts, principles, and terminology as it relates to international sport marketing
• Critically examine the promotion of international sports products
• Understand the complexity of licensing and merchandizing of sport in international markets
• Understand the historical development and importance of The Olympic Movement
• Obtain an understanding of the plethora of opportunities for a career in the international sport business industry
• Identify major social, cultural, ethical, and business issues facing international sport business

Course Materials:
• Video lectures and notes will be available on the course website.
• There is no book required for this course

Please keep in mind that as you work through the course materials, you may contact Courtney Hodge if you need clarification on any of the course content.

Course Website:
This section of SPMT 337 is the on-line version of the course and is designed for students to work independently to master course content and skills. The lectures, notes, and materials for this course are provided on the course website: http://courses.cehd.tamu.edu (please book mark this site). To access the course content please follow these steps:

1. Go to http://courses.cehd.tamu.edu
2. Click on “Login for Texas A&M Faculty, Staff, and Students”
3. When prompted, enter your NetID and password
4. Then click on the link for “SPMT 337 International Sport Business”
5. Once logged into the course you will use the links located in the course menu on the homepage to navigate through the course content.

Required Software:
• Internet Explorer or Firefox
• Windows Media Player
• NEO
• Adobe Reader (most recent version)

**A link is provided on the course website in the “Course Menu” under “Required Materials.” If you need any assistance with the required software please contact Courtney Hodge

Technical Support:
If you are experiencing any technical problems with the website or the course lectures please contact Courtney Hodge @ courtneymhodge@neo.tamu.edu. This is the quickest way to receive technical assistance regarding issues with the website or software required for the course.

Course Grades:
The grade received on your reaction papers, individual video responses to reaction papers, quizzes and exams will be counted as total course points towards your final grade. The total class points will be 100; 10 points for reaction papers (5 points each), 5 points for a video response on a reaction paper posted on the class discussion board, 10 points for quizzes (with lowest score being dropped) and 75 points for exams (each exam is 30 points). Note: The exams are not cumulative. All assignments are posted and must be completed on the course website no later than 5:00pm on the due date. Any assignments that are emailed to the course email address will not be accepted. Completion of all assignments is up to you, please take note of all due dates and exam times now. Make up exams will only be given to students with
University Excused absences. If you have a University Excused absence, please notify the instructor as soon as possible to ensure the exam is made up in a timely manner. For more information on the University’s Attendance and Absence policy, please visit http://student-rules.tamu.edu/rule07.

Grades in SPMT 337 will be determined according the following course point structure:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction papers (2)</td>
<td>10</td>
</tr>
<tr>
<td>Reaction paper responses</td>
<td>5</td>
</tr>
<tr>
<td>Exam 1</td>
<td>25</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25</td>
</tr>
<tr>
<td>Exam 3</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following course point structure:

A = 90 - 100 points
B = 80 - 89 points
C = 70 - 79 points
D = 60 - 69 points
F = 60 points and below

**It is your responsibility to earn the grade you would like to receive in this course, therefore no extra credit opportunities will be given throughout the duration of the course. Please do not contact Courtney or Dr. Bennett to request extra credit, as the entire class will be notified should an extra credit opportunity become available. In addition, the grade you earned is the grade you will be given. If you email Courtney or Dr. Bennett requesting a curve, asking if you have another point or two, or anything similar to that, we will not respond.**

**Study & Preparation Suggestions:**

- SPMT 337 is a challenging course and you should expect to spend at least 20-30 hours per week on this course.
- Listen to the online orientation or schedule an appointment by e-mailing courtneymhodge@neo.tamu.edu to discuss any questions or problems with the course content.
- Complete all readings as assigned.
- Print out the notes and take detailed notes from the lecture. You must listen to the lecture.
- Regularly review your slides and class notes.
- Locate the testing room the night before the exam.
- Regularly check the website and your neo account for any updated course information.
- Ask any questions you may have regarding the course content and readings. The graduate assistant is always here to help you throughout the entire course.

**Quizzes (10 points):** There will be three “open-book” reading quizzes throughout the
semester. Quizzes will be proctored through the Moodle course website (see address above). These online quizzes are designed to help you assess your mastery of chapter material and to expose you to the type of questions you may expect to see on the exams. It addition, it is our way a making sure you are keeping up with the course. That is why you are only asked questions from the first few lectures and readings.

All online quizzes are to be individual assignments. If you are suspected to be completing course assignments with another person or within a group, as determined by activity reports on the course website, you will be contacted and given the option for adjudication. At the bottom of each module page, you will find the link to each module quiz. Once you click on the link you will be redirected to the module quiz, complete with directions and another link to take the quiz when you are ready. **You will be given 15 minutes to complete each quiz and you will only have one attempt.** To complete the quiz and submit it for grading you must click on the “submit all and finish button.” If you click on the “save without submitting” button the timer will continue to count down and at the end of 15 minutes your quiz will automatically be submitted even if you log off the course website. When you complete the quiz, you will see only your quiz score. If you want to review your quiz you will have to go to Courtney Hodge’s office hours. You will be responsible for completing each module quiz by the assigned due date. Each quiz has 5 questions and is worth 5 points. **The lowest scored quiz will be dropped.**

Warning: On all quizzes there is a 15 minute time limit. You will receive a zero if you do not summit your grade before the time limit is up. Remember to save your answers before submitting your quiz.

**Quiz 1 due on or before Monday, September 25th.**
Quiz 1 only covers:

- Video: Course Intro file
- Lecture Video: It is not in the triangle? An overview of International Sport Business (ISB) file
  - Notes: It is not in the triangle? An overview of International Sport Business (ISB) PDF document
  - Reading: The Globalization of North American major sports leagues - it can’t be stopped file
  - Reading: Economic globalization of sport PDF document
- Lecture Video: They did all that without the Internet? History of ISB file
  - Notes: They did all that without the Internet? History of ISB PDF document
  - Reading: Ambassadors in Pinstripes PDF document

**Quiz 2 due before Friday, October 15th.**
Quiz 2 only covers:

- Lecture Video: International Sports Events (Part 1) file
  - Notes: International Sporting Events I PDF document
  - Reading: Rings Side Seat PDF document
  - Reading: International Olympic Committee file
- Lecture Video: International Sports Events (Part 2) file
  - Notes: International Sporting Events II PDF document
  - Reading: History of FIFA PDF document
  - Reading: History of Formula One file

**Quiz 3 due on or before Monday, Nov. 18th.**
Quiz 3 only covers:

- Lecture Video: Case Study Brazil file
  - Notes: Case Study Brazil PowerPoint presentation
- Lecture Video: Case Study Cuba file
  - Notes: Case Study Cuba PowerPoint presentation
Reaction Papers (10 points): Students will 2 construction reaction responses to current global sports issues. You will post these responses in an online discussion forum two times during the semester. These responses will be assessed based upon the student's ability to provide a grammatically sound reaction to the complex problem described. For a detailed look at the assignment, see the rubric posted on the course website.

Video Response (5 points): Students will post a video response to one of the reaction papers. Students will be evaluated on (a) how well and clearly they convey their message and (b) level of knowledge and understanding of the topic presented. For a detailed look at the assignment, see the rubric posted on the course website.

Exams and Procedures (75 points): Three examinations, each covering one learning module, will be proctored throughout the semester. Each module will have one examination and will be worth 25 points each. The exams consists of 50 multiple choice questions. Exams will be given on the second floor of the Student Computing Center (SCC 210F). Please bring your university ID with you. Exams will be taken on the computer. Each exam will be worth 25 points of your final course points. You will be given 45 minutes to complete each exam and you will only have one attempt. (Note: the times below show that you only get 30 minutes. This is done because many people finish within 30 minutes. Regardless of your time, you will get 45 minutes if you want it.)

Please take note of your designated exam date and time. If you are unable attend on your designated time, you must email courtneymhodge@neo.tamu.edu 48 hours prior to the first night of testing with an excused absence (please see acceptable rescheduling reasons below). In the very rare instance where a student cannot make it to campus, it is possible to arrange a proctor to oversee the exam. The proctor's name and contact information (i.e., phone, email, fax, and location) must be provided to the instructor at least one week prior to the exam. A copy of the exam will then be sent to the proctor, who will in turn administer it to the student. Taking the exam from a proctor is contingent upon instructor approval. Proctors can be found at organizations such as Sylvan Learning Center, local universities, and the like.

Exam 1 (Module I): Thursday, September 28th covers Module 1 and is worth 25 points. The exam times will be based on students' last names:

<table>
<thead>
<tr>
<th>Exam 1 (Module I) schedule</th>
<th>Last Name</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, Sept. 28th</td>
<td>A - I</td>
<td>6:00pm</td>
</tr>
<tr>
<td></td>
<td>J - Q</td>
<td>6:35pm</td>
</tr>
<tr>
<td></td>
<td>R - Z</td>
<td>7:05pm</td>
</tr>
</tbody>
</table>

All exams will be held on the second floor of the Student Computing Center (SCC RM 210 F).

Exam 2 (Module II): Thursday, October 24th Module 2 and is worth 25 points. The exam 2 times will be based on students' last names:
Exam 2 (Module 2) schedule

<table>
<thead>
<tr>
<th>Thursday, Oct. 24th</th>
<th>Last Name</th>
<th>Time</th>
<th>All exams will be held on the second floor of the Student Computing Center (SCC RM 210 F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - I</td>
<td>6:00pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J - Q</td>
<td>6:35pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R - Z</td>
<td>7:05pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exam 3 (Module III): Thursday, November 21st covers Module 3 and is worth 25 points. The exam times will be based on students’ last names:

Exam 3 (Module 3) schedule

<table>
<thead>
<tr>
<th>Thursday, Nov. 21st</th>
<th>Last Name</th>
<th>Time</th>
<th>All exams will be held on the second floor of the Student Computing Center (SCC RM 210 F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - I</td>
<td>6:00pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J - Q</td>
<td>6:35pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R - Z</td>
<td>7:05pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When a test is not taken prior to the scheduled exam night, you fail to take the exam on the approved exam night and/or documentation of absence is not provided to your graduate assistant, a grade of "0" will be given.

If you have any conflict with either of your scheduled exam dates please read the rescheduling instructions located below:

- **Acceptable Rescheduling Reasons**: Please note that it is your responsibility to provide proper documentation to substantiate that your absence is excused (according to Texas A&M University regulations). You **MUST provide documentation of your acceptable excuse at least 48 business hours prior to the first testing night**. Below are some examples of the acceptable rescheduling reasons:
  - Have a class at the same time (your official class schedule will need to be submitted)
  - Documented illness or injury (doctor’s note needs to be submitted)
  - Any reason for which you can produce a university excused absence

- **Unacceptable Rescheduling Reasons**: If you have an unacceptable reason that prevents from taking the exam on the schedule night, please contact your
graduates assistant to make other arrangements prior to exam night. If you do not have an acceptable reason for rescheduling your exam and you do not take your exam early, you will receive a zero for an exam grade.

- Conflict with extracurricular activities
- Undocumented personal illness
- Conflict with athletic practices

- Make up Exams for Acceptable Rescheduling Reason:
  - You will be allowed to take the exam in our office before the scheduled exam nights or on exam days. The day and time of your rescheduled exam will need to be approved by your graduate assistant.
  - If you miss your scheduled exam date and cannot provide documentation of an approved excuse, you will not be allowed to make up the exam. A score of 0 will be given.

Academic Honesty:
The Aggie Honor Code states:

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. Please think about what this honor code means, and let it shape and guide your behavior. For additional information please visit: http://www.tamu.edu/aggiehonor/

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- Lecture Video: It’s like Art Vandelay’s line of work: Importing and Exporting American Sport file
  - Notes: Its like Art Vandelay’s line of work: Importing and Exporting American Sport PDF document
- Lecture Video: We play futbol too: Cultural Implications in ISB file
  - Notes: We play futbol too: Cultural Implications in ISB

EXAM 1– The Exam 1 will cover MODULE 1. Please bring your student ID. Please see the dates and times above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneymhodge@neo.tamu.edu

EXAM 2 OUTLINE

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  - Notes: International Sporting Events I PDF document
  - Reading: Rings Side Seat PDF document
  - Reading: International Olympic Committee file
- Lecture Video: International Sports Events (Part 2) file
  - Notes: International Sporting Events II PDF document
  - Reading: History of FIFA PDF document
  - Reading: History of Formula One file
- Module 2 Quiz 2
- Lecture Video: International Sports Marketing (Part 1) file
  - Notes: International Sport Marketing I PDF document
  - Reading: Global Brand Equity PDF document
- Lecture Video: International Sports Marketing (Part 2) file
  - Notes: International Sport Marketing II PDF document
- Lecture Video: Global Sport Sponsorship file
  - Notes: Global Sport Sponsorship PDF document
  - Reading: The Global Age PDF document
  - Reading: Global Sport Sponsorship PDF document
- Lecture Video: Licensing & Merchandising file
  - Notes: Licensing and Merchandising PDF document
- Lecture Video: Internet and Competitive Advantage in Global Sports file
  - Notes: The Internet and Competitive Advantage in Global Sport PDF document

EXAM 2– The Exam 2 will cover MODULE 2. Please bring your student ID. The Exam dates and times are above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneymhodge@neo.tamu.edu

Exam 3 OUTLINE
EXAM 3— The Exam 3 will cover MODULE 3. Please bring your student ID. The Exam dates and times are listed above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneyhmhodge@nec.tamu.edu

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Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by [department name]: Performance Studies

2. Course prefix and number: PERE 301 MUSC 301

3. Texas Common Course Number: 

4. Complete course title: Performance in World Cultures

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

   Current Core: Yes
   Current ICD: No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? Every fall

9. Number of class sections per semester: 1

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 58 0 0

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.


13. Course Instructor

14. Department Head

15. College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

MUSC/PERF/THAR 301 Performance and World Cultures teaches students specific methods for analyzing and evaluating dance, film, theatre, and solo performance art. Students apply those analytic skills in papers, quizzes, and class discussions, enabling critical communication about works of art. In addition, the course culminates in a group project that enables students to use their own creative skills to develop a performance of their own.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students must apply specific rubrics for analyzing various works of art, evaluating and synthesizing information. They must complete a group project that is inquiry-based, researching and re-performing a cultural performance. This further enables both their critical and creative thinking.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The assignments in the class stress both written and verbal communication. The discussion labs first ask students to communicate via the WebCT blackboard, expressing their ideas in writing. Then, they must synthesize those ideas and present them to the class. In addition, the class has regular small group question sessions, so that students talk with each other and then the whole group as well as a final paper that communicates their experience with the performance project and incorporates their research into cultural performance. The processes of analyzing and creating performance address effective visual communication as they either involve visual media directly or they involve visual, nonverbal cues that contextualize the given performance and give clues to its structure and the values represented in it.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The group performance project is a very effective means of synthesizing and applying course concepts. Students work together to select, interpret, and demonstrate a cultural practice from some cultural heritage, filtered through one of the intercultural theories presented in the course. Teamwork is essential in order to create a proposal for the project, negotiate meeting time and space, create textual and visual materials, research its foundations, and determine appropriate interpretations and presentation methods.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students examine a wide variety of performance forms from several ethnic and geographic traditions, which demands that they engage in both their own community (by integrating their responses to other cultures) and build the ability to engage in the global community (by applying knowledge of different cultural traditions) through in-class graded discussion labs, quizzes, a performance project with written analysis, and a final exam. Through these experiences, students discover how and why performance develops communities and reinforces civic responsibility.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Performance Studies

MUSC/PERF/THAR 301 Performance in World Cultures

Request for International and Cultural Diversity (ICD) Designation

Performance and World Cultures takes the process of cultural transfer and transformation as its subject matter. Studying performances from every inhabited continent, students look at how performance practices develop specific cultural communities and inform cultural identity. At the same time, students learn to think critically about performance traditions, including dance, film, music, theatre, and performance art, as they make comparisons across cultures. The class includes US cultural performance as well as global performances. All of the course readings were written in the last fifty years (most in the last decade) and 80% of the performances we consider took place in the last fifty years.
Course title and number: MUSC/PERF/THAR 301: Performance and World Culture
Term (e.g., Fall 200X): Spring 201X
Meeting times and location: TBA

Course Description and Prerequisites

Catalog Description: Application of the tools of performance studies to explore the enactment of the arts in world cultures and the ways the people of every society express themselves in performance; examination of different genres of performance through music, theatre, verbal art, and dress.

Prerequisite: Junior or senior classification or permission of the instructor

We all know that it’s a small world: Houston is one of the fastest growing multicultural cities in the US, College Station has two sushi restaurants, and TAMU has a campus in Qatar. Many of us have family and friends living outside the US, most of us have a few stamps in our passports, and some of us call another nation home. As we travel to and from other cultures (eating their foods, dancing their dances, wearing clothes inspired by their folk costumes, visiting their national landmarks), we transfer our culture to new locations and peoples, and new cultures transfer to us.

Performance studies scholars understand dance, performance art, plays, music, and everyday acts as performances of cultural identity. In this class, we’ll explore the roots of various “American” performance genres and styles by reading, watching, talking, and writing about a variety of cross-cultural performances, paying particular attention to how performance frames and creates national, ethnic, racial, and sexual identity. We’ll look at how performance traditions change between cultures and throughout time, and how these traditions build a sense of cultural heritage. This course will familiarize students with the field of performance studies and explore the enactment of the arts in world culture.

Learning Outcomes

We’ll spend the majority of our class time evaluating and analyzing a variety of performances understood as cross-cultural because of their style, narrative content, intended audience, or production process. When you finish this course, you will:

- analyze representative cross-cultural performances and performers
- apply theories of cross-cultural performance in discussions and a project
- explain how performance facilitates cultural transfer
- synthesize course concepts by devising cross-cultural performance situations
- critically evaluate a variety of performance styles and genres.

We will measure our mastery of these course objectives through:

- in-class, graded discussion labs
- three quizzes
- final exam
- group performance project and written analysis.
Instructor Information

Name: Kirsten Pullen
Telephone number: 845-2899
Email address: kpullen@tamu.edu
Office hours: TR11-12
Office location: LAAH275

Textbook and/or Resource Material

Required Text: All texts are available online on WebCT. I expect you to print each document and bring it to class so that we can refer to it, read from it, perform it, or otherwise explore its ideas.

Required Performances: You must see two live performances this term, Kharif Powell (18 February; 7:30pm; Rudder Forum Theatre) and *My Children! My Africa!* (15-17 April at 8:00pm and 18 April at 2:00pm; Rudder Forum Theatre; $5.00/students). You must also see three films (*Deedar*, *Crushing Tiger*, *Hidden Dragon*, and *The Color Purple*). These are on reserve at EDMS and available through Media Matrix.

Grading Policies

Participation (25%): Class works when we’re all engaged. I expect you to attend every class, to have completed and considered all the readings, and to participate in all discussions, small group work, guest artist residencies, and other activities. Except for the three full-length films, we view performances in class. This facilitates cross-viewing (where the experience is informed by the reactions of other audience members) and allows us to develop an interpretive community through which we’ll interrogate performances of culture. Because learning happens in the classroom, I take attendance; each unexcused absence results in 2.5 points subtracted from your participation grade.

Discussion Labs (25%): In your performance groups, you will discuss a specific question about a reading or screening. These discussions may take place over email, in person, or on the WebCT discussion board and will integrate the readings and viewings associated with the question. When you’ve completed your discussion, one group member will synthesize the responses into a 2.500-word page paper and posting it on WebCT. In class, you’ll all discuss your question with reference to this paper and to your own notes. There are 5 discussions this term, and group members may earn up to five points for each discussion. The group member who takes on the synthesis role of synthesis may earn up to six points – s/he will earn a bonus point for the administrative tasks associated with the assignment.

Quizzes (125%): We will take three short, in-class quizzes over the course of the term. These quizzes will cover lectures, required readings, in-class viewings, guest artist residencies, films, and performances. The first two quizzes are worth 50 points; the final quiz (over *My Children! My Africa!* is worth 25 points.

Group Project (200%): Working in groups of 4-6 students, you will perform culture. You might present a cultural practice from your own or other group members’ heritage; you might stage a portion of a play (either original or canonical) filtered through one of the intercultural theories we’ve studied; you might take up another cultural position and present one of its cultural products; you might come up with a better idea yourselves! We’ll view these performances in class. In addition to the performance itself, your group will submit a performance proposal (500 words) that indicates your style and genre of performance, your topic, and your theoretical and artistic contexts as well as a project plan with a timetable, rehearsal schedule, identification and allocation of tasks, and other relevant information about your process. After you complete your performance, you’ll each write a performance analysis (1000 words) that identifies and contextualizes your cultural performance, explains your artistic aims, analyzes
your intended and actual outcomes, details your technical and geographic constraints, and develops your artistic and theoretical contexts. You'll also submit a revised project plan that reflects the actual work done by group members on the performance. Proposals and preliminary project plans are due 23 March (25 points); analyses and revised plans are due 12 May (75 points), and performances will take place in class 27 and 29 April (100 points).

Final Exam (125): We'll take an exam as scheduled by the registrar's office, on May 12. It will cover readings, in-class screenings, discussions, artist residencies, performances, and activities from the entire course.

*You are responsible for all in-class viewings, lectures, guest-artist residencies, and performances. All readings and screenings are due on the date indicated. No work will be accepted via email without prior arrangement. No late assignments, no extra credit.* In the case of excused absences, refer to TAMU Student Rule 7 at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

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<td>F</td>
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**A=500-450** Exceptional ability to conceptualize and present ideas; effort beyond meeting basic criteria; you have sought out new ideas and information; your work is thorough and original; your work shows initiative and imagination; there are few to no errors in your written work; overall your work shows a trajectory of development and growth. You have exceeded expectations for research, writing, or speaking at the upper division level in a Research 1 university.

**B=449-400** Solid work; meets basic requirements; evident language competency; few errors; you are able to engage but generally do not go beyond information and ideas readily accessible through class, readings, and discussions. Your research, writing, and speaking are commensurate with upper division standing in a Research 1 university.

**C=399-350** Marginal work; writing assignments and discussions demonstrate limited ability or effort to engage ideas and information; written assignments have many errors (sentence structure, spelling, grammar, etc.) and/or are underprepared. Your research, writing, and speaking are slightly below expectations for students with upper division standing in a Research 1 university and should be improved with additional effort.

**D=349-300** Quantity and quality of work falls far below the expectations of upper division students in a Research 1 university. You are either not expending enough effort or you need help to accomplish the work required.

**F=below 300** Fails to achieve any of the above.
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
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<tr>
<th>Week</th>
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<th>Required Reading</th>
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American with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1837. For additional information visit http://disability.tamu.edu

Academic Integrity

For additional information please visit http://aggiehonor.tamu.edu

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a Change in Course
Undergraduate  Graduate  Professional
* Submit original form and attachments *

Form Instructions
1. Request submitted by (Department or Program Name): Performance Studies

2. Course prefix, number and complete title of course: PERF 301 Performance and World Cultures

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: MUSC 301, THAR 301

   Cross-listed courses require the signed approval of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: N/A

5. Complete current course title and current catalog course description:
   In music or dance, clothing or drama, the people of every society express themselves in performance. This course will familiarize students with the field of performance studies and explore the enactment of the arts in world cultures. Units on music, theater, verbal art, and dress examine different genres of performance.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Application of the tools of performance studies to explore the enactment of the arts in world cultures and the ways the people of every society express themselves in performance; examination of different genres of performance through music, theatre, verbal art, and dress.

7. a. As currently in course inventory:

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   b. Change to:

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Approval recommended by:
Claudia Nelson  Claudia Nelson  1/13
Department Head or Program Chair (Type Name & Sign)  Date
Chair, College Ad Hoc Committee  4-15-13
Date

Department Head or Program Chair (Type Name & Sign)  Date
(if cross-listed course)
Dean of College  4-15-13
Date

Submitted to Coordinating Board by:
Chair, GC or UCC

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services  02/11
Department of Performance Studies

MUSC/PERV/THAR 301 Performance and World Cultures

Request for Cross-listings and Change and Course Description

We would like to cross list PERF 301 with MUSC 301 and THAR 301 to reflect the significant involvement of music and theatre arts in the course and its relevance to the MUSC and THAR programs.

We have also updated the course description for compliance with the current style guide.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Performance Studies

2. Course prefix and number: PERF 301

3. Texas Common Course Number:

4. Complete course title: Performance in World Cultures

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   ☐ Communication
   ☐ Mathematics
   ☐ Life and Physical Sciences
   ☐ Language, Philosophy and Culture
   ☑ Creative Arts
   ☐ American History
   ☐ Government/Political Science
   ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☑ Yes
   ☐ No

8. How frequently will the class be offered? Every fall

9. Number of class sections per semester: 1

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 58 0 0

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

   [Signature]
   [Date]

   Course Instructor

   [Signature]
   [Date]

   Department Head

   [Signature]
   [Date]

   College Dean/Designee

   [Signature]
   [Date]

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

MUSC/PERF/THAR 301 Performance and World Cultures teaches students specific methods for analyzing and evaluating dance, film, theatre, and solo performance art. Students apply those analytic skills in papers, quizzes, and class discussions, enabling critical communication about works of art. In addition, the course culminates in a group project that enables students to use their own creative skills to develop a performance of their own.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students must apply specific rubrics for analyzing various works of art, evaluating and synthesizing information. They must complete a group project that is inquiry-based, researching and re-performing a cultural performance. This further enables both their critical and creative thinking.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The assignments in the class stress both written and verbal communication. The discussion labs first ask students to communicate via the WebCT blackboard, expressing their ideas in writing. Then, they must synthesize those ideas and present them to the class. In addition, the class has regular small group question sessions, so that students talk with each other and then the whole group as well as a final paper that communicates their experience with the performance project and incorporates their research into cultural performance. The processes of analyzing and creating performance address effective visual communication as they either involve visual media directly or they involve visual, nonverbal cues that contextualize the given performance and give clues to its structure and the values represented in it.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The group performance project is a very effective means of synthesizing and applying course concepts. Students work together to select, interpret, and demonstrate a cultural practice from some cultural heritage, filtered through one of the intercultural theories presented in the course. Teamwork is essential in order to create a proposal for the project, negotiate meeting time and space, create textual and visual materials, research its foundations, and determine appropriate interpretations and presentation methods.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students examine a wide variety of performance forms from several ethnic and geographic traditions, which demands that they engage in both their own community (by integrating their responses to other cultures) and build the ability to engage in the global community (by applying knowledge of different cultural traditions) through in-class graded discussion labs, quizzes, a performance project with written analysis, and a final exam. Through these experiences, students discover how and why performance develops communities and reinforces civic responsibility.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Performance Studies

MUSC/PERF/THAR 301 Performance in World Cultures

Request for International and Cultural Diversity (ICD) Designation

Performance and World Cultures takes the process of cultural transfer and transformation as its subject matter. Studying performances from every inhabited continent, students look at how performance practices develop specific cultural communities and inform cultural identity. At the same time, students learn to think critically about performance traditions, including dance, film, music, theatre, and performance art, as they make comparisons across cultures. The class includes US cultural performance as well as global performances. All of the course readings were written in the last fifty years (most in the last decade) and 80% of the performances we consider took place in the last fifty years.
Course title and number:  MUSC/PERF/THAR 301: Performance and World Culture
Term (e.g., Fall 200X): Spring 201X
Meeting times and location: TBA

Course Description and Prerequisites

Catalog Description: Application of the tools of performance studies to explore the enactment of the arts in world cultures and the ways the people of every society express themselves in performance; examination of different genres of performance through music, theatre, verbal art, and dress.

Prerequisite: Junior or senior classification or permission of the instructor

We all know that it’s a small world: Houston is one of the fastest growing multicultural cities in the US, College Station has two sushi restaurants, and TAMU has a campus in Qatar. Many of us have family and friends living outside the US, most of us have a few stamps in our passports, and some of us call another nation home. As we travel to and from other cultures (eating their foods, dancing their dances, wearing clothes inspired by their folk costumes, visiting their national landmarks), we transfer our culture to new locations and peoples, and new cultures transfer to us.

Performance studies scholars understand dance, performance art, plays, music, and everyday acts as performances of cultural identity. In this class, we’ll explore the roots of various “American” performance genres and styles by reading, watching, talking, and writing about a variety of cross-cultural performances, paying particular attention to how performance framed and creates national, ethnic, racial, and sexual identity. We’ll look at how performance traditions change between cultures and throughout time, and how these traditions build a sense of cultural heritage. This course will familiarize students with the field of performance studies and explore the enactment of the arts in world culture.

Learning Outcomes

We’ll spend the majority of our class time evaluating and analyzing a variety of performances understood as cross-cultural because of their style, narrative content, intended audience, or production process. When you finish this course, you will
- analyze representative cross-cultural performances and performers
- apply theories of cross-cultural performance in discussions and a project
- explain how performance facilitates cultural transfer
- synthesize course concepts by devising cross-cultural performance situations
- critically evaluate a variety of performance styles and genres.

We will measure our mastery of these course objectives through
- in-class, graded discussion labs
- three quizzes
- final exam
- group performance project and written analysis.
Instructor Information

Name: Kirsten Pullen
Telephone number: 845-2899
Email address: kpullen@lamu.edu
Office hours: TR 11-12
Office location: LAAH 275

Textbook and/or Resource Material

Required Texts: All texts are available online on WebCT. I expect you to print each document and bring it to class so that we can refer to it, read from it, perform it, or otherwise explore its ideas.

Required Performances: You must see two live performances this term, Kharif Powell (18 February; 7:30pm; Rudder Forum Theatre) and My Children! My Africa! (15-17 April at 8:00pm and 18 April at 2:00pm; Rudder Forum Theatre; $5.00/students). You must also see three films (Devdas; Crashing Tiger, Hidden Dragon; and The Color Purple). These are on reserve at EDMS and available through Media Matrix.

Grading Policies

Participation (25): Class works when we're all engaged. I expect you to attend every class, to have completed and considered all the readings, and to participate in all discussions, small group work, guest artist residencies, and other activities. Except for the three full-length films, we view performances in class. This facilitates cross-viewing (where the experience is informed by the reactions of other audience members) and allows us to develop an interpretive community through which we'll interrogate performances of culture. Because learning happens in the classroom, I take attendance; each unexcused absence results in 2.5 points subtracted from your participation grade.

Discussion Labs (25): In your performance groups, you will discuss a specific question about a reading or screening. These discussions may take place over email, in person, or on the WebCT discussion board and will integrate the readings and viewings associated with the question. When you've completed your discussion, one group member will synthesize the responses into a 250-word page paper and post it on WebCT. In class, you'll all discuss your question with reference to this paper and to your own notes. There are 5 discussions this term, and group members may earn up to five points for each discussion. The group member who takes on the synthesis role of synthesis may earn up to six points — who will earn a bonus point for the administrative tasks associated with the assignment.

Quizzes (125): We will take three short, in-class quizzes over the course of the term. These quizzes will cover lectures, required readings, in-class viewings, guest artist residencies, films, and performances. The first two quizzes are worth 50 points; the final quiz (over My Children! My Africa!) is worth 25 points.

Group Project (200): Working in groups of 4-6 students, you will perform culture. You might present a cultural practice from your own or other group members’ heritage; you might stage a portion of a play (either original or canonical) filtered through one of the intercultural theories we've studied; you might take up another cultural position and present one of its cultural products; you might come up with a better idea yourselves! We'll view these performances in class. In addition to the performances itself, your group will submit a performance proposal (500 words) that indicates your style and genre of performance, your topic, and your theoretical and artistic contexts as well as a project plan with a timetable, rehearsal schedule, identification and allocation of tasks, and other relevant information about your process. After you complete your performance, you'll each write a performance analysis (1000 words) that identifies and contextualizes your cultural performance, explains your artistic aims, analyzes
your intended and actual outcomes, details your technical and geographic constraints, and develops your artistic and theoretical contexts. You’ll also submit a revised project plan that reflects the actual work done by group members on the performance. Proposals and preliminary project plans are due 23 March (25 points); mini-props and revised plans are due 12 May (75 points), and performances will take place in class 27 and 29 April (100 points).

Final Exam (15): We’ll take an exam as scheduled by the registrar’s office, on May 12. It will cover readings, in-class screenings, discussions, artist residencies, performances, and activities from the entire course.

You are responsible for all in-class viewings, lectures, guest-artist residencies, and performances. All readings and screenings are due on the date indicated. No work will be accepted via email without prior arrangement. No late assignments, no extra credit. In the case of excused absences, refer to TAMU Student Rule 7 at http://student-rules.tamu.edu/rule07.

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A = 500-450 Exceptional ability to conceptualize and present ideas; effort beyond meeting basic criteria; you have sought out new ideas and information; your work is thorough and original; your work shows initiative and imagination; there are few to no errors in your written work; overall your work shows a trajectory of development and growth. You have exceeded expectations for research, writing, or speaking at the upper division level in a Research I university.

B = 449-400 Solid work; meets basic requirements; evident language competency; few errors; you are able to engage but generally do not go beyond information and ideas readily accessible through class, readings, and discussions. Your research, writing, and speaking are commensurate with upper division standing in a Research I university.

C = 399-350 Marginal work; writing assignments and discussions demonstrate limited ability or effort to engage ideas and information; written assignments have many errors (sentence structure, spelling, grammar, etc.) and/or are underprepared. Your research, writing, and speaking are slightly below expectations for students with upper division standing in a Research I university and should be improved with additional effort.

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F = below 300 Fails to achieve any of the above.
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*Devdas*

*The Color Purple*

*Crouching Tiger, Hidden Dragon*

*Ordeza, Evangelina. Visitor’s Guide to Arivaca (Map Not to Scale)*

*Kushner, Tony. Homebody/Kabul*

**Americans with Disabilities Act (ADA)**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**
For additional information please visit [http://appletenon.tamu.edu](http://appletenon.tamu.edu)

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Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
+ Submit original form and attachments +

Form Instructions

1. Request submitted by (Department or Program Name): Performance Studies

2. Course prefix, number and complete title of course: PERF 301 Performance and World Cultures

3. Change requested
   a. Prerequisite(s): From: _________________________ To: _________________________
   b. Withdrawal (reason):
   c. Cross-list with: MUSC 301, THAR 301

4. Books, etc. (required): N/A

5. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in level.

6. Change in course title and description. Application of the tools of performance studies to explore the enactment of the arts in world cultures and the ways the people of every society express themselves in performance; examination of different genres of performance through music, theater, and dance.

7. a. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin Unit | PSC Code | Level
   ------ | -------- | ------------------------------ | ------ |---- | ----- | ----------------- | ---------- | -------- |------
   
   b. Change to:

   Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin Unit | PSC Code | Level
   ------ | -------- | ------------------------------ | ------ |---- | ----- | ----------------- | ---------- | -------- |------
   

Approval recommended by:

Claudia Nelson 4/11/13
Department Head or Program Chair (Type Name & Sign) Date

Dean of College 4/15/13
Chair, College Curriculum Committee Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curriculum Services – 02/11
Department of Performance Studies

MUSC/PERF/THAR 301 Performance and World Cultures

Request for Cross-listings and Change and Course Description

We would like to cross-list PERF 301 with MUSC 301 and THAR 301 to reflect the significant involvement of music and theatre arts in the course and its relevance to the MUSC and THAR programs.

We have also updated the course description for compliance with the current style guide.