Social and Behavioral Sciences
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 201

3. Texas Common Course Number: 2346

4. Complete course title: Introduction to Anthropology

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: 2-4

10. Number of students per semester: 200-250


   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: Michael Alvarado
    Course Instructor
    Approvals:
    Department Head
    College Dean/Designee

    Date: March 26, 2013
    Date: 3-26-2013
    Date: 3/27/13
    Date: mar. 28, 2013

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
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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?

ANTH 201, Introduction to Anthropology, is an existing course being proposed to be continued in the Social and Behavioral Sciences area of the TAMU Core Curriculum. This course examines anthropology as the holistic study of humankind. It provides students a survey of the four fields of anthropology: biological anthropology, archaeology, cultural anthropology, and linguistic anthropology. Three broad themes cross-cut these fields: evolution, culture, and diversity. While modern humans consist of a single biological species, their culture and biology varies across the globe. Students learn what makes us “human,” the combination of our shared common ancestry as well as the diverse cultural backgrounds that have emerged only within the past 15-10 millennia. The course covers empirical and scientific methods and theories used in the anthropologies as well as theoretical perspectives and knowledge borrowed from other social and behavioral sciences, and it calls upon scientific methods to explore and explain human behaviors (e.g., technologies, subsistence practices, land-use strategies, trade and exchange networks, symbols and belief systems, and gender roles) of the past and today. ANTH 201 gives students an appreciation for the complex web of behaviors and interactions among individuals, groups, institutions and events and further examines how these behaviors and interactions have impacted the individual, society, and culture. After completing this course, students have a well-rounded knowledge of humanity and human cultures both through time and across space. Lectures, readings and assignments are relevant, covering topics and problems faced by anthropologists today.

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 ANTH 201 students are required to examine problem-oriented topics in the four fields of anthropology. Every topic raised in readings and lectures is presented as a problem to be solved in which data and multiple interpretations of these data are discussed. Students must grapple with complex questions like “how do we know when humans first emerged,” instead of simply “when did humans first emerge” to “how and why do different cultural groups stigmatize disability” instead of just “when and where has disability been stigmatized among today’s human populations.” “How” and “why” questions typically reflect informed interpretations of evidence so students in class are repeatedly exposed to alternative theories and perspectives, instead of just observations and facts. Through the course students must learn to analyze, evaluate and synthesize new information, as well as critically evaluate interpretations and theories based on that information.
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Beyond being challenged to think critically during class lectures and discussions, students’ critical thinking skills are evaluated in two meaningful ways.

1) Written exams have essay questions that require students to defend a thesis by critically evaluating anthropological evidence, and diagram interpretation sections of exams require students to evaluate and synthesize the information provided in the associated chart, table, graph or map.

2) Article reviews challenge students to think outside the normal undergraduate box because students are given the opportunity to provide a “peer-review-style” critique of a professional scientific article. Students have to evaluate the work of others by identifying strengths and weaknesses of each article and the articles’ contributions to the discipline of anthropology and field of study—more specifically in (e.g. biological anthropology, archaeology, cultural anthropology or linguistic anthropology or combination of these).

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

Through course texts and lectures, students taking ANTH 201 learn to effectively describe and express anthropological information by using accurate and technical vocabulary appropriate to the topic. Students are evaluated on their communication skills on exams, written assignments, and in class discussions.

1) Students learn methods of visual communication, analysis and interpretation by working with various graphic representations of anthropological data, including learning how to assess charts and graphs, tables, maps and other diagrams.

2) Students learn methods of written communication by comparing anthropological data with selections of contemporary publications to interpret human behavior and its relationship to societal and cultural traditions and norms.

3) Students engage in oral communication by formulating accurate and suitable questions and responses during lectures and class discussions. The course lectures are interactive to encourage students to actively participate.

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

In this course students are exposed to specific research samples and case studies in lectures and the textbook. These examples demonstrate to students how manipulation and analysis of anthropological data can help us understand past human behaviors. Various types of anthropological data (e.g., morpho-metric traits, mtDNA haplogroups, stone tools, pottery, kinship, calories, morphemes, phonemes, cognates etc.) are presented, analyzed, and interpreted, showing students how to use these data to characterize various human behaviors such as levels of mobility, organization of technologies, subsistence practices, ancestry, language transmission, etc.

Students are also given opportunities to use these newly learned methods in three ways.

1) On exams students are given the opportunity to analyze and interpret data-rich graphs, tables, diagrams and charts. In essay questions, they are also asked to define and discuss anthropological evidence and critique that evidence.

2) In article reviews, students are expected to comment in meaningful ways on the data presented in scientific articles. Students are also asked to give insightful suggestions on how one could more effectively represent the data under consideration.

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

Social responsibility is an important part of being an anthropologist. Anthropologists have an ethical responsibility of championing intercultural competency, spreading knowledge of civic responsibility, and engaging effectively in regional, national, and global communities. Our goals are to educate people (and our students) about the rich diversity
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of humanity, why difference is not something to fear but something to embrace, and the benefits of living and working in a highly diverse community. Through readings, lectures, and assignments students of ANTH 201 are instilled with these values and expected to come away from this course with a sense of and appreciation for social responsibility. Below are several ways in which students learn about these values and are evaluated on their sense of social responsibility.

1) Course content repeatedly demonstrates humanity’s deep past (>3 million years) and rich diversity of global cultural traditions that exist today, thereby instilling a sense of intercultural competency and sensitivity to other ways of doing, thinking, and being.

2) Through lectures, readings, and assignments, students encounter the potential social and political power of anthropological and archaeological evidence, learning that many human societies use (and have used) anthropology to create a sense of ethnicity and nationalism, or to downplay another society’s claims to lands, resources, and traditions. Students walk away from this course with a sense of cultural sensitivity towards other peoples and cultures.

3) Lectures, readings, and assignments demonstrate how anthropology has evidenced the origins of the world’s major cultural traditions, providing students a means of becoming effective, educated members of a global community. This is especially important since the state and nation in which they live are increasingly becoming more and more diverse. Students leave ANTH 201 with a greater respect for other lifeways.

4) Student performance on exams and exercises is used as a proxy to gauge their knowledge of the world’s varied cultural traditions and emerging ability to function in a multi-cultural world.

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 (ICD)

ANTH 201
Introduction to Anthropology presents students with an overview of the discipline of anthropology. In doing so, both present-day and past cultures, on a global scale, are discussed. More than two thirds of the course content covers international cultures and cultural diversity of contemporary peoples, teaching students how to become socially responsible in an increasingly diverse regional, national, and global context.

ANTH 202
Introduction to Archaeology presents students with an overview of this field in anthropology and teaches students about human cultural diversity both past and present. More than fifty percent of this course’s content covers the development of the world’s contemporary cultural traditions and culture areas. Throughout the semester this course also challenges students to consider ways in which contemporary global society and local cultures interpret perceptions of human past.

ANTH 225
Biological Anthropology presents students with an overview of this field in anthropology. This course teaches students about the biocultural evolution of our species, showing them how the development of human culture has gone hand-in-hand with our biological evolution and giving them a broad appreciation of the biocultural complexity of humanity. Half of this course focuses on the deep ancestry of humans, the other half covers the rich and diverse nature of our species today, dealing with modern-day issues such as human adaptability and variation.
Anthropology 201
Introduction to Anthropology
Section 500
Spring 2013

Instructor: Dr. Michael S. Alvard
Office: Anthropology - Rm. 227
Telephone: Anthropology main office: 845-5242
e-mail: alvard@tamu.edu (email is the best way contact the instructor)
Office Hours: MWF 10:00-11:00 am and by appointment

Teaching Assistant: Negan Leigh Greenfelder
Office Number Read 154B
Greenfel@neo.tamu.edu

Class Time: 09:10am -10:00am MWF
Location: SC TS 208

Course Description:
Anthropology is a holistic study of humankind. This course is an introduction to the discipline of anthropology through the examination of its four sub-fields: biological anthropology (paleoanthropology, human variation, human osteology, primatology); archaeology (prehistory and the archaeology of historic societies); cultural anthropology (the study of living peoples and their cultures); and linguistic anthropology (language origins, language description and classification, and sociolinguistics). Three broad themes cross-cut these fields: evolution, culture, and diversity. While modern humans consist of a single biological species, their culture and biology varies across the globe.

Prerequisites: None.

Course Learning Outcomes:
During the semester we will explore human diversity in time and space. We will discuss the evolution of humans from small-brained, bipedal ancestors beginning some 4-6 million years ago. The key developments in human prehistory after bipedalism were the evolution of larger brain sizes, the use of tools, the development of language and culture, and the evolution of culture that allowed the creation of larger, more complex human societies. By the end of the semester, you will understand the key issues in each of these developments and how they relate to contemporary societies and global issues.

Core Curriculum Objectives for Social and Behavioral Sciences
This course meets the Social and Behavioral Sciences core curriculum requirement; therefore, students will learn to think creatively, innovate, and make inquiries and analyze, evaluate and synthesize anthropological information. Students will learn to effectively develop, interpret and express ideas about humanity through written, oral, and visual communication when conveying anthropological information. Students will be expected to analyze anthropological data and observable facts, resulting in formation of informed conclusions about human behaviors both past and present. Students will also be expected to develop intercultural competency, gain knowledge of civic responsibility, and effectively engage in regional, national and global communities.
Course Standards, Requirements, and Grading Policies:
This is a 200-level introductory course that meets for 50 minutes, three days each week of the semester. Class meetings will consist primarily of lectures, but time will also be spent discussing current topics in anthropology as well as exams and class assignments (i.e., readings and exercises). Class discussions will instill core objectives: critical thinking, communication, and empirical and quantitative skills as well as an appreciation for human cultural diversity and need for social responsibility. These skills are necessary so students can appreciate and effectively comprehend, evaluate, and synthesize the content of this course.

Three exams
Exams will test students on course content. Exams will also evaluate implementation of student learning outcomes and core objectives. Students will be tested on materials learned in class lecture, discussion, and from readings. The first two exams will consist of a combination of multiple choice, matching, diagram/chart analysis, and short answers and they are not cumulative. The final exam will have the same format as Exams 1 and 2, but it will also include a section that tests students’ comprehensive knowledge gained throughout the semester.

Two Article Reviews
Two article reviews will give students the opportunity to practice what they are learning from lectures and readings: critical thinking, effective communication, empirical and quantitative skills, and social responsibility. Students will write two 2-page article review essays. In each review, students will critically evaluate a scientific article. Article reviews will be submitted in class and are due on the days indicated in the course schedule. These assignments will afford students the opportunity to analyze, evaluate, and synthesize the data, analyses and interpretations of anthropologists publishing in the discipline. They will also provide them a means through which to effectively communicate on the written and visual work of others. For each article review, the scientific article will be uploaded to the course’s e-learning site two weeks prior to the due date of the respective review.

Grading Procedure for the Semester

<table>
<thead>
<tr>
<th>Points Possible for Term</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Article Reviews (2 x 50 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>Exams 1 and 2 (2 x 100 pts each)</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
<td>150</td>
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<td>450</td>
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</table>

Final grades will be based on a traditional scale of grading with an A grade given to students who earn 90-100% (405-450 pts) of the total, B to those earning 80-89% (360-404 pts), C to those earning 70-79% (315-359 pts), D to those earning 60-69% (270-314 pts), and F to those earning less than 60% (<270 pts) of the total points for the course.

Attendance
Following TAMU student rules on attendance, class attendance is viewed as an individual student responsibility. Students, therefore, are expected to come to class and complete all course assignments. Students are responsible for knowing the course schedule outlined in this syllabus, and in the case of an unavoidable absence are also responsible for providing satisfactory evidence of that absence. A list of acceptable excused absences is provided at http://student-rules.tamu.edu/rule07. Students with acceptable excused absences must provide written notification prior to the date of absence, or in cases where advanced notification is not possible (e.g., auto accident, other emergency), written notification must be made within two working days following the absence.
Required Texts:


****Note: Readings are to be completed before class lecture***

Americans with Disabilities Act (ADA) Policy Statement
The 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).

Department of Anthropology and TAMU Statement on Diversity
Respect for cultural and human biological diversity is at the core of study in Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences ([http://diversity.tamu.edu](http://diversity.tamu.edu/)).

Academic Integrity Statement and Policy
"An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, please consult the TAMU Honor Council Rules and Procedures at the following web site: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>01/14</td>
<td>Introduction</td>
<td>EEP- Chapter 1</td>
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<tr>
<td></td>
<td>01/16</td>
<td>What is Anthropology?</td>
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<td>01/18</td>
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<tr>
<td>Week 2</td>
<td>01/21</td>
<td>Martin Luther King, Jr. Day Holiday</td>
<td>EEP- Chapter 2, 15</td>
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<td>01/23</td>
<td>How We Discover the Past Genetics</td>
<td>EEP- Chapter 3</td>
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<td>01/25</td>
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<tr>
<td>Week 3</td>
<td>01/28</td>
<td>Evolution; human variation</td>
<td>EEP- Chapter 3, 12</td>
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<td>01/30</td>
<td>&quot;</td>
<td>EEP- Chapter 4</td>
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<td>02/01</td>
<td>&quot;</td>
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<tr>
<td>Week 4</td>
<td>02/04</td>
<td>Living primates</td>
<td>EEP- Chapter 4, 5</td>
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<td>02/06</td>
<td>The First Hominids</td>
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<td></td>
<td>02/08</td>
<td>(Article Review 1 due)</td>
<td>EEP- Chapter 6</td>
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<td>Week 5</td>
<td>02/11</td>
<td>02/13</td>
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<tr>
<td>Week 6</td>
<td>02/18</td>
<td>02/20</td>
<td>02/22</td>
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<td>Week 7</td>
<td>02/25</td>
<td>02/27</td>
<td>03/01</td>
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<td>Week 8</td>
<td>03/04</td>
<td>03/06</td>
<td>03/08</td>
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<td>Week 9</td>
<td>03/11</td>
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<td>03/15</td>
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<td>Week 10</td>
<td>03/18</td>
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<td>Week 11</td>
<td>03/25</td>
<td>03/27</td>
<td>03/29</td>
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<td>Week 12</td>
<td>04/01</td>
<td>04/03</td>
<td>04/05</td>
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<td>Week 13</td>
<td>04/08</td>
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<td>04/12</td>
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<td>Week 14</td>
<td>04/15</td>
<td>04/17</td>
<td>04/19</td>
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<tr>
<td>Week 15</td>
<td>04/22</td>
<td>04/24</td>
<td>04/26</td>
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<tr>
<td>Week 16</td>
<td>04/29</td>
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**Final Exam:** May 6, Monday, 8-10 a.m.
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 202

3. Texas Common Course Number: 2302

4. Complete course title: Introduction to Archaeology

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: 1-2

10. Number of students per semester: 150


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:

Signed: [Signature]
Course Instructor
Date: 3/27/13

13. Approvals:

Signed: [Signature]
Department Head
Date: 3/27/2013

14. College Dean/Designee

Signed: [Signature]
Date: 3/27/13

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

Mar 28, 2013
Texas A&M University

See form instructions for submission/approval process.
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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?

ANTH 202, Introduction to Archaeology, is an existing Texas A&M Core Curriculum course in Humanities. It is being proposed here for inclusions in the Social and Behavioral Sciences area of the Core Curriculum. This course examines the social and behavioral scientific field of archaeology. It provides students a survey of the fundamentals of archaeological practice by covering the empirical and scientific methods and theory used in archaeology as well as how archaeology is informed by theories and knowledge from other social and behavioral sciences. The course also provides an overview of the archaeological record from our beginnings to recent times, specifically considering past human behaviors such as technologies, subsistence practices, land-use strategies, trade and exchange networks, symbols and belief systems, and gender roles to name several. ANTH 202 gives students an appreciation for the complex web of behaviors and interactions among individuals, groups, institutions and events and further examines how these behaviors and interactions have impacted the individual, society, and culture. After completing this course, students have a well-rounded knowledge of past human cultures through time and across space. Lectures, readings and assignments are relevant, covering topics and problems faced by archaeologists today.

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 ANTH 202 students are required to examine problem-oriented topics in the field of archaeology. Every topic raised in readings and lectures is presented as a problem to be solved in which data and multiple interpretations of these data are discussed. Students must grapple with complex questions like “how and why did humans first domesticate plants and animals,” instead of simply “when and where did humans first domesticate plants and animals”. “How” and “why” questions typically reflect informed interpretations of evidence so students in class are repeatedly exposed to alternative theories and perspectives, instead of just observations and facts. Through the course students must learn to analyze, evaluate and synthesize new information, as well as critically evaluate interpretations and theories based on that information.

Beyond being challenged to think critically during class lectures and discussions, students’ critical thinking skills are evaluated in two meaningful ways.

1) Written exams have essay questions that require students to defend a thesis by critically evaluating archaeological evidence, and diagram interpretation sections of exams require students to evaluate and
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synthesize the information provided in the associated chart, table, graph or map.

2) Article reviews challenge students to think outside the normal undergraduate box because students are given the opportunity to provide a “peer-review-style” critique of a professional scientific journal article. Students have to evaluate the work of others by identifying strengths and weaknesses of each article and the articles’ contributions to the field of archaeology.

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

Through course texts and lectures, students taking ANTH 202 learn to effectively describe and express archaeological information by using accurate and technical vocabulary appropriate to the topic. Students are evaluated on their communication skills on exams, written assignments, and in class discussions.

1) Students learn methods of visual communication, analysis and interpretation by working with various graphic representations of archaeological data, including learning how to assess charts and graphs, tables, maps and other diagrams.

2) Students learn methods of written communication by comparing archaeological data with selections of contemporary publications to interpret past human behavior and its relationship to societal and cultural traditions and norms.

3) Students engage in oral communication by formulating accurate and suitable questions and responses during lectures and class discussions. The course lectures are interactive to encourage students to actively participate.

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

In this course students are exposed to specific research samples and case studies in lectures and the textbook. These examples demonstrate to students how manipulation and analysis of archaeological data can help us understand past human behaviors. Archaeological data (e.g., radiocarbon, optically stimulated luminescence and other forms of numerical dates, stone tool data, faunal and floral data, architectural data, spatial data, etc.) are presented, analyzed, and interpreted, showing students how to use these data to reconstruct timing of archaeological events and various human behaviors such as organization of technology, subsistence practices, settlement strategies, and ceremonial activities to name a few.

Students are also given opportunities to use these newly learned methods in three ways.

1) On exams students are given the opportunity to analyze and interpret data-rich graphs, tables, diagrams and charts.

2) In article reviews, students are expected to comment in meaningful ways on the data presented in scientific articles. Students are also asked to give insightful suggestions on how one could more effectively represent the data under consideration.

3) Exercises challenge students to collect their own data and use these data to better understand past human behaviors. For example, a seriation exercise asks students to collect tombstone data from a local cemetery and develop a chronology of the interments in that cemetery.

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

Social responsibility is an important part of being an archaeologist, specifically an anthropological archaeologist. Archaeologists have the ethical responsibility of championing intercultural competency, spreading knowledge of civic responsibility, and engaging effectively in regional, national, and global communities with regards to education of humanity’s past and the preservation of that past. Through readings, lectures, and assignments (article reviews and exercises) students of ANTH 202 are instilled with these values and expected to come away from this course with a
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

sense of and appreciation for social responsibility. Below are several ways in which students learn about these values and are evaluated on their sense of social responsibility.

1) Course content repeatedly demonstrates humanity’s deep past (>3 million years) and rich diversity of global cultural traditions that have emerged over the past 20,000-10,000 years, thereby instilling as sense of intercultural competency and sensitivity to other ways of doing, thinking, and being that can be felt on local, regional, national and global scales.

2) Through lectures, readings, and assignments, students encounter the potential social and political power of archaeological evidence and archaeological objects, learning that many human societies (and in some cases, archaeologists) use (and have used) archaeology to create a sense of ethnicity and nationalism, or to downplay another society’s claims of lands, resources, and even their past. Students learn that it is their civic responsibility as members of society to determine whether archaeological and historic monuments should be protected, and whether artifacts and objects of cultural patrimony should be possessed by individuals or society at large.

3) Lectures, readings, and assignments demonstrate how archaeology has evidenced the origins of the world’s major cultural traditions, providing students a means of becoming effective, educated members of a global community. This is especially important since the state and nation in which they live are increasingly becoming more and more diverse. Students leave ANTH 202 with a greater respect of other peoples and cultures.

4) Student performance on exams and exercises is used as a proxy of their knowledge of the world’s varied cultural traditions and emerging ability to function in a multi-cultural world.

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 (ICD)

ANTH 201
Introduction to Anthropology presents students with an overview of the discipline of anthropology. In doing so, both present-day and past cultures, on a global scale, are discussed. More than two thirds of the course content covers international cultures and cultural diversity of contemporary peoples, teaching students how to become socially responsible in an increasingly diverse regional, national, and global context.

ANTH 202
Introduction to Archaeology presents students with an overview of this field in anthropology and teaches students about human cultural diversity both past and present. More than fifty percent of this course’s content covers the development of the world’s contemporary cultural traditions and culture areas. Throughout the semester this course also challenges students to consider ways in which contemporary global society and local cultures interpret perceptions of human past.

ANTH 225
Biological Anthropology presents students with an overview of this field in anthropology. This course teaches students about the biocultural evolution of our species, showing them how the development of human culture has gone hand-in-hand with our biological evolution and giving them a broad appreciation of the biocultural complexity of humanity. Half of this course focuses on the deep ancestry of humans, the other half covers the rich and diverse nature of our species today, dealing with modern-day issues such as human adaptability and variation.
ANTH 202
Introduction to Archaeology
Section 500, Fall 2013, T-R, 11:10 am -12:25 pm, HECC 108

COURSE INSTRUCTOR
Kelly Graf: kgraf@tamu.edu
Office Phone: 979-845-0137
Office Location: Anthropology Building (ANTH), Center for the Study of the First Americans, Room 203.
Office Hours: T-R 2:00-5:00 pm

COURSE DESCRIPTION
This course examines the field of archaeology. It provides students a survey of the fundamentals of archaeological practice by covering the method and theory of archaeology as a behavioral science by focusing on the application of empirical and scientific methods that contribute to the understanding of what make us human. It also provides an overview of the archaeological record from our beginnings to recent times, giving students an appreciation for the diversity of world cultures through time and across space. Lectures, readings, examinations, and exercises will cover the basic topics and problems faced by archaeologists today.

Prerequisites: None.

COURSE LEARNING OUTCOMES

- Know fundamental methods and basic theoretical frameworks archaeologists use to reconstruct past cultures.
- Know and understand the major issues in world prehistory today, including evolution of early human behavior, origins and spread of modern humans, emergence of agriculture, and rise of complex societies.
- Know the major prehistoric archaeological cultures, phases, sites, and artifacts characterizing significant events in the human past in different regions of the world (including Africa, Europe, East Asia, North and South America).
- Appreciate the diversity and complexity of the world’s cultures, especially in terms of ecology, technology, architecture, and art.
- Demonstrate competence in presenting archaeological information in written and spoken word, following scientific report format.

CORE CURRICULUM OBJECTIVES FOR SOCIAL AND BEHAVIORAL SCIENCES

This course meets the Social and Behavioral Sciences core curriculum requirement. Therefore, students are expected to meet the following core objectives upon completing this course.

- Learn to think creatively, innovate, and make inquiries and analyze, evaluate and synthesize archaeological information.
- Learn to effectively develop, interpret, and express ideas about the human past through written, oral, and visual communication when conveying archaeological information.
- Learn to manipulate and analyze data or observable facts that will result in formation of informed conclusions about the archaeological record and past human behaviors.
- Develop intercultural competency, gain knowledge of civic responsibility and effectively engage in regional, national, and global communities.

**COURSE STRUCTURE, REQUIREMENTS, AND POLICIES**

This is a 200-level introductory course that meets for one hour and fifteen minutes, two days each week of the semester. Class meetings will consist primarily of lectures, but time will also be spent discussing current topics in archaeology as well as exams and class assignments (i.e., readings and exercises). Class discussions will instill core objectives: critical thinking, communication, and empirical and quantitative skills as well as an appreciation for human cultural diversity and need for social responsibility. Such skills are necessary for students to appreciate and effectively comprehend, evaluate, and synthesize the content of this course and what makes us human.

**Three exams** will test students on course content: details in both archaeological fundamentals and prehistory. Exams will also evaluate student skills related to specific course learning outcomes and course-curriculum objectives. Students will be tested on materials learned in class lecture, discussion, and readings. Each exam will contain objective (e.g., multiple choice, matching, true-false questions) and more subjective questions that require students to respond by writing brief paragraphs or essays. In addition, each exam will have a “visual-communication” component, in which students respond to questions relating to a graph, chart, table, or map similar to one encountered in class or readings. The exams are not cumulative; however, the final exam will include a section that tests students’ comprehensive knowledge of archaeology and prehistory gained throughout the semester.

**Two Article Reviews** will give students the opportunity to practice what they are learning from lectures and readings: critical thinking, effective communication, empirical and quantitative skills, and social responsibility. Students will write two 2-page article review essays. In each review, students will critically evaluate a scientific article. These assignments will give students the opportunity to analyze, evaluate, and synthesize data, analyses, and interpretations of archaeologists. They will also provide them a means through which to effectively communicate on written and visual work of others. Each scientific article for review will be uploaded to the course’s e-learning site one week prior to the due date of each review. Article reviews are due in class and due dates are indicated below in the course schedule.

**Two Take-Home Exercises** will examine how archaeologists analyze material remains to reconstruct past human behavior and cultures—technology, subsistence, settlement, social relationships, and ideology. Assignments will be posted at the course’s e-learning site one week prior to the due date of the respective exercise. Due dates are given below in the course schedule.

**Grading Procedure for the Semester**

<table>
<thead>
<tr>
<th>Points Possible for Term:</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises (2 x 25)</td>
<td>50</td>
</tr>
<tr>
<td>Article Reviews (2 x 25 pts each)</td>
<td>50</td>
</tr>
<tr>
<td>Exams 1 and 2 (2 x 100 pts each)</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
</tbody>
</table>

450
Final grades will be based on a traditional scale of grading with an A grade given to students who earn 90-100% (405-450 pts) of the total, B to those earning 80-89% (360-404 pts), C to those earning 70-79% (315-359 pts), D to those earning 60-69% (270-314 pts), and F to those earning less than 60% (<270 pts) of the total points for the course.

Attendance
Following TAMU student rules on attendance, class attendance is viewed as an individual student responsibility. Students, therefore, are expected to come to class and complete all course assignments. Students are responsible for knowing the course schedule outlined in this syllabus, and in the case of an unavoidable absence are also responsible for providing satisfactory evidence of that absence. A list of acceptable excused absences is provided at http://student-rules.tamu.edu/rule07. Students with acceptable excused absences must provide written notification prior to the date of absence or in cases where advanced notification is not possible (e.g., auto accident, other emergency) written notification must be made within two working days following the absence.

Electronics: Because they are disruptive, cell phones not allowed in class. Laptops and tablets are okay as long as they are used to take notes. If a student using an electronic device in class for purposes other than class note taking becomes distracting to the instructor or students and disruptive to the class in anyway, that student will be asked to leave class.

Americans with Disabilities Act (ADA) Policy Statement
The 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.

Department of Anthropology and TAMU Statement on Diversity
Respect for cultural and human biological diversity is at the core of study in Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (http://diversity.tamu.edu/).

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

REQUIRED COURSE TEXT


Additional readings (TBA and references for writing exercises) will be available online at e-learning or the library's e-journals link.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week (days)</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Aug 27) (Aug 29)</td>
<td>Introducing Archaeology and Prehistory Goals of Archaeology</td>
<td>Ch 1</td>
</tr>
<tr>
<td>2 (Sept 3) (Sept 5)</td>
<td>The Archaeological Record 1: Artifacts, Ecofacts, Features The Archaeological Record II: Formation Processes</td>
<td>Ch 2</td>
</tr>
<tr>
<td>3 (Sept 10) (Sept 12)</td>
<td>Acquiring the Record: Survey and Excavation Dating Archaeological Sites: Relative Dating Techniques</td>
<td>Ch 3</td>
</tr>
<tr>
<td>4 (Sept 17) (Sept 19)</td>
<td>Dating Archaeological Sites: Chronometric Dating Techniques Article Review 1 Due in class (Sept 17) How did People Live? Technologies</td>
<td>Ch 4</td>
</tr>
<tr>
<td>5 (Sept 24) (Sept 26)</td>
<td>How did People Live? Subsistence Exam 1</td>
<td>TBA</td>
</tr>
<tr>
<td>6 (Oct 1) (Oct 3)</td>
<td>Individuals and Interactions Studying the Intangible</td>
<td>Ch 5 Ch 6</td>
</tr>
<tr>
<td>7 (Oct 8) (Oct 10)</td>
<td>Explaining the Past Theory in Archaeology Exercise 1 Due in class (Oct 10)</td>
<td>Ch 7</td>
</tr>
<tr>
<td>8 (Oct 15) (Oct 17)</td>
<td>Human Origins: The First Hominins Emergence of Genus Homo</td>
<td>Ch 8</td>
</tr>
<tr>
<td>9 (Oct 22) (Oct 24)</td>
<td>African Exodus Neanderthals and Modern Human Origins</td>
<td>Ch 9</td>
</tr>
<tr>
<td>10 (Oct 29) (Oct 31)</td>
<td>Exam 2 The Great Diaspora: Eurasian Paleolithic Archaeology</td>
<td>Ch 10</td>
</tr>
<tr>
<td>11 (Nov 5) (Nov 7)</td>
<td>Peopling of Beringia and the Americas After the Ice Age: Mesolithic Hunter-Gatherers Article Review 2 Due in class (Nov 7)</td>
<td>Ch 10 TBA</td>
</tr>
<tr>
<td>12 (Nov 12) (Nov 14)</td>
<td>Emergence of Agriculture Archaeological Evidence for Plant and Animal Domestication</td>
<td>Ch 11</td>
</tr>
<tr>
<td>13 (Nov 19) (Nov 21)</td>
<td>New World Farmers New World Civilizations</td>
<td>Ch 14-15</td>
</tr>
<tr>
<td>14 (Nov 26) (Nov 28)</td>
<td>Old World Civilizations Exercise 2 Due in class (Nov 26) THANKSGIVING – NO CLASS!!</td>
<td>Ch 12-13</td>
</tr>
<tr>
<td>15 (Dec 3)</td>
<td>On Being an Archaeologist</td>
<td>Ch 17</td>
</tr>
</tbody>
</table>

**FINAL EXAM DURING SCHEDULE PERIOD**

*Fall 2013: Friday, December 6, 2013, 3-5pm*
1. This request is submitted by (department name): Economics

2. Course prefix and number: ECON 202

3. Texas Common Course Number: ECON 2302


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
   - [ ] Yes
   - [x] No

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

13. Approvals:

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: 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.

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, anti-trust 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 during lectures and exams, during one on one discussions between the instructor and students, and 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. For example, students learn how to effectively communicate the economic efficiency characteristics of perfectly competitive markets. This will be assessed on exams, assignments, and classroom discussion.

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 characteristics 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 Edwarsdon  
Office: ALLN 3092  
Phone: 845-9345  
Email: edwardson@econmail.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>
</tr>
<tr>
<td>Chapter Two: Tradeoffs, Comparative Advantage, and the Market System</td>
<td>1/18-1/21</td>
<td>Read pp. 39-60</td>
</tr>
<tr>
<td>Chapter Three: Demand and Supply</td>
<td>1/23-1/28</td>
<td>Read pp. 69-94</td>
</tr>
<tr>
<td>Chapter Four: Economic Efficiency</td>
<td>1/30-2/1</td>
<td>Read pp. 103-126</td>
</tr>
<tr>
<td>Government Price Setting, and Taxes</td>
<td>2/4-2/11</td>
<td>Read pp. 141-168</td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>------------------</td>
</tr>
<tr>
<td>Chapter Five: Externalities, Environmental Policy, and Public Goods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter Six: Elasticity</td>
<td>2/15-2/20</td>
<td>Read pp. 177-204</td>
</tr>
<tr>
<td>Chapter Eight: Technology, Production, and Costs</td>
<td>2/25-3/1</td>
<td>Read pp. 263-286</td>
</tr>
<tr>
<td>Chapter Ten: Monopolistic Competition</td>
<td>3/18-3/22</td>
<td>Read pp. 343-364</td>
</tr>
</tbody>
</table>

| Chapter Eleven: Oligopoly | 3/25-4/1 | Read pp. 375-396 |
| Chapter Twelve: Monopoly | 4/5-4/8 | Read pp. 407-432 |
| Chapter Thirteen: Price Discrimination | 4/10-4/15 | Read pp. 441-462 |
| Chapter Fourteen: Factor Markets | 4/17-4/22 | Read pp. 469-498 |

**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/Poltical Science
   - [x] Social and Behavioral Sciences
   - [ ] Other

   [ ] 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: 1-5 (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.

13. Submitted by: 3/20/2013
   Course Instructor

14. Department Head: 3/20/13

15. College Dean/Designee: 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 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.

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.

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 lecture, and receive immediate feedback on submitted homework answers. Students learn to evaluate different arguments presented through different modes of communication: statistical or mathematical representation, verbal, written, and visual. 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, 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.
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 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)
Harrington Educ Ctr Classrooms 207
MWF 12:40 pm - 1:30 pm
Office Hours: W 10:30 am- 11:30 am or by appointment

Dr. Ghazal (Hazel) Bayanpour-Tehrani
bayanpour@tamu.edu
ALLN 3064 (979) 862-8857

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 phenonena 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 ofce 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:

Midterm 1: Monday, February 25
Midterm 2: Monday, April 1
Final Exam: Monday, May 6 at 9:30 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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<td>F</td>
<td>&lt;59</td>
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</table>
**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**

"*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/](http://www.tamu.edu/aggiehonor/)

**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>
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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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<tr>
<td>1</td>
<td>1/16</td>
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<td>1</td>
<td>1/18</td>
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<tr>
<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>
<td>2/4</td>
<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>5</td>
<td>2/13</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>2/18</td>
<td>Measuring GDP, The Use &amp; Limitation of RGDP (Ch. 5)</td>
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<td>6</td>
<td>2/20</td>
<td>Review for Midterm Exam 1</td>
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<td>6</td>
<td>2/22</td>
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<td>7</td>
<td>2/25</td>
<td>Midterm Exam 1</td>
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<td>7</td>
<td>2/27</td>
<td>Job &amp; Unemployment (Ch. 6)</td>
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<td>3/1</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>8</td>
<td>3/6</td>
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<td>8</td>
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<td>9</td>
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<td><strong>Spring Break</strong></td>
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<td>10</td>
<td>3/18</td>
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<td>10</td>
<td>3/20</td>
<td>Labor Market, Potential GDP &amp; Natural Unemployment Rate (Ch. 8)</td>
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<td>10</td>
<td>3/22</td>
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<td>11</td>
<td>3/25</td>
<td>Economic Growth (Ch. 9)</td>
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<td>11</td>
<td>3/27</td>
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<tr>
<td>Date</td>
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</tbody>
</table>
| 3/29 | Review for Midterm Exam 2  
     | Good Friday |
| 4/1  | Midterm Exam 2 |
| 4/3  | Financial and Loanable Funds Markets (Ch. 10) |
| 4/5  |  |
| 4/8  | The Monetary System (Ch. 11), Money Market and Inflation (Ch. 12) |
| 4/10 |  |
| 4/12 |  |
| 4/15 |  |
| 4/17 | Brief word on Fiscal Policy (Ch. 16) and Monetary Policy (Ch. 17), Aggregate Demand & Supply (Ch. 13) |
| 4/19 |  |
| 4/22 | Aggregate Demand & Supply (cont.) (Ch. 13) |
| 4/23 | Review for Final Exam |
| 4/26 |  |
| 4/29 | Prep day |

**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 □ 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 students (summer estimated)
   — 2011/2012-1633 students
   — 2010/2011-1610 students

10. Historic annual enrollment for the last three years:

11. 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:
   — Susan Ward
   — Course Instructor

   Approvals:
   — " "
   — 3/27/13

14. Department Head
   — " "
   — 3/27/13

15. College Dean/Designee
   — " "
   — 3/29/13

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.

Associate Provost
Texas A&M University
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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.

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 Pattern 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

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
Texas A&M University

Core Curriculum

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

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):

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 - Understand the major health risks and health issues among ...(each module covers one racial/ethnic group).
- 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 study 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
Texas A&M University

Core Curriculum

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

- 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 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

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)
Spring 2013

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: 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 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.

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: [http://courses.education.tamu.edu](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](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:
- 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:**
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 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.

**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 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.

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, February 27, 2013**
    - 6:00pm; Last Names: A – D
    - 7:30pm; Last Names: E – K
  - **Thursday, February 28, 2013**
    - 6:00pm; Last Names: L – P
    - 7:30pm; Last Names: Q – Z

- **Exam 2** covers Modules 8-12 and is worth 100 points.
  - **Wednesday, April 17, 2013**
    - 6:00pm; Last Names: Q – Z
    - 7:30pm; Last Names: L – P
  - **Thursday, April 18, 2013**
    - 6:00pm; Last Names: E – K
    - 7:30pm; 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@hlktn.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 extra-curricular 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 the following course point structure:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>140</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>340</strong></td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following course point structure:

- A = 340-306 points
- B = 305-272 points
- C = 271-238 points
- D = 237-204 points
- F = 203 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 hlh236@hlkn.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 excuse 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](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/](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@hilkr.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.

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**EXAM 1 OUTLINE**

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Lectures:</th>
</tr>
</thead>
</table>
| Introduction to Race, Ethnicity, & Health | - Introduction to Race, Ethnicity, & Health by Amber Muenzenberger, MS, CHES  
- Introduction to the Motion Charts |

**Required Readings:**
- Socioeconomic Disparities in Health in the United States: What the Patterns Tell Us  
- The Interaction of Race and Gender: Changing Gender-Role Attitudes, 1974-2006

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<table>
<thead>
<tr>
<th>Module 2</th>
<th>Lectures:</th>
</tr>
</thead>
</table>
| History of Race/Ethnicity | - Historical Background by Beth McNeill, PhD, CHES  
- The US Public Health Service Syphilis Study at Tuskegee by B. Lee Green, PhD |

**Required Readings**
- Under the Shadow of Tuskegee: African Americans and Health Care  
- The Classification of Races in Europe and North America: 1700-1850
### Module 3 Quiz due by Wednesday, January 30, 2013, 2012 by 5 pm

**Module 3 Defining Race/Ethnicity**

**Lectures:**
- Concepts in Race/Ethnicity by E. Lisako McKyer, PhD
- Census Data by Race/Ethnicity

**Required Readings**
- Understanding Racial-Ethnic Disparities in Health: Sociological Contributions
- Racial Residential Segregation- A fundamental Cause of Racial Disparities in Health
- ‘Population profiling’ and public health risk: When and how should we use race/ethnicity?

### Module 4 Quiz due by Monday, February 4, 2013 by 5 pm

**Module 4 Demographics**

**Lectures:**
- Demographics by E. Lisako McKyer, PhD
- Infant Mortality Data by Race/Ethnicity
- Immigration Data by Race/Ethnicity

**Required Readings**
- Overview of Race and Hispanic Origin: 2010

### Module 5 Quiz due by Monday, February 4, 2013 by 5 pm

**Module 5 Epidemiological Profile of the United States**

**Lectures:**
- Introduction to Epidemiology by Susan Ward, PhD
- The Impact of Socioeconomic Status on Health by Andrea DeMaria, PhD
- SES Data by Race/Ethnicity

**Required Readings**
- The Influence of Race/Ethnicity and Socioeconomic Status on End-of-Life Care in the ICU
- Socioeconomic Disparities in Health in the United States: What the Patterns Tell Us
- Race, socioeconomic status and health: Complexities, ongoing challenges, and research opportunities

### Module 5 Quiz due by Wednesday, February 13, 2013 by 5 pm

**Module 6 Health Behaviors by Race/Ethnicity**

**Lectures:**
- Health Behaviors by Race/Ethnicity by E. Lisako McKyer, PhD
- Leading Causes of Death by Race/Ethnicity

**Required Readings**
- The Relationships among body size, biological sex, ethnicity, and healthy lifestyles in adolescents
- Specifying Race-Ethnic Difference in Risk for Psychiatric Disorder in a USA National Sample
- Racial Disparities in Awareness of the Human Papillomavirus
### Module 7 Quiz due by Wednesday, February 20, 2013 by 5 pm

**Module 7 Race/Ethnicity & Health**  
**Lectures:**  
- Healthcare Utilization of Various Race/Ethnicities by Mary Odum, PhD  
- Healthcare Utilization Data by Race/Ethnicity  

**Required Readings:**  
- Racial differences in the use of cardiac catheterization after acute myocardial infarction  
- Racial-Ethnic Disparities in Stroke Care: The American Experience

### Module 7 Quiz due by Wednesday, February 20, 2013 by 5 pm

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 hith236@hlkn.tamu.edu. The Exam 1 date is as follows:

- **Exam 1 covers Modules 1-7 and is worth 100 points.**  
  - **Wednesday, February 27, 2013**  
    - 6:00pm; Last Names: A – D  
    - 7:30pm; Last Names: E – K  
  - **Thursday, February 28, 2013**  
    - 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

#### Module 8 Quiz due by Wednesday, March 6, 2013 by 5 pm

**Module 9 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

#### Module 9 Quiz due by Monday, March 20, 2013 by 5 pm
| Module 10 | Lectures:  
| American Indians and Alaskan Native Health Issues | • 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  

**Module 10 Quiz due by Wednesday, March 27, 2013 by 5 pm**

| Module 11 | Lectures:  
| Asian and Pacific Islanders Health Issues | • 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  

**Module 11 Quiz due by Wednesday, April 3, 2013 by 5 pm**

| Module 12 | Lectures:  
| Hispanic Health Issues | • Hispanic Health Issues by Jeff Guidry, PhD  
| | • Leading Causes of Death for Hispanic/Latinos  
| Required Readings | • Latino Terminology: Conceptual Bases for Standardized Terminology  
| | • Conceptions of Acculturation: A Review and Statement of Critical Issues  

**Module 12 Quiz due by Monday, April 8, 2013, 2013 by 5 pm**

| Module 13 | Lectures:  
| Cultural Competence | • Cultural Competency by Dr. Rhonda Lewis  
| Required Readings | • Levels of Racism: A Theoretic Framework and a Gardener's Tale  
| | • Cultural competence: a priority for performance improvement action  

**Module 13 Quiz due by Wednesday, April 17, 2013, 2012 by 5 pm**

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, April 17, 2013**
• 6:00pm; Last Names: Q – Z
• 7:30pm; Last Names: L – P

Thursday, April 18, 2013
• 6:00pm; Last Names: E – K
• 7:30pm; Last Names: A – D
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: 

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
   - [ ] Yes
   - [ ] 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? 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.

13. Submitted by:
   - [Signature]
   - Course Instructor
   - [Signature]
   - Approvals:
   - [Signature]
   - Department Head
   - [Signature]
   - College Dean/Designee
   - Date: 3-7-13
   - Date: 3/7/13
   - Date: 3/24/13

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?

This course addresses characteristics of human exceptionalities, including criteria that define an exceptionality, ways the exceptionality impacts the individual’s life, and effective strategies for educating the individual based on his/her characteristics. The impact of the exceptionality is explored in terms of how it impacts others in society and strategies for effectively integrating individuals with exceptionalities in schools and community settings. Culture is also explored both in terms of the impact culture has on the understanding of the exceptionality and disproportionality issues in both special education and gifted and talented education. The impact of the exceptionality on the family, including specific issues related to developmental milestones in the individual’s life and transition periods are also explored.

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):

Several assignments include case studies where students are required to analyze the case and determine appropriate educational strategies. Lab assignments also include readings from current research literature that they have to analyze and apply to their assignments. Midterm and final exams consist of scenario-based questions where students have to apply knowledge to determine the best approach for solving the problem.

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

Students have weekly lab assignments related to different exceptionalities and they are required to submit written responses which address issues discussed. Writing skills are a component of each grading rubric. Students are also required to practice oral communication through group presentations at the end of the semester and participation in a debate about inclusion of individuals with disabilities in general education.

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

Students meet in weekly labs where the focus is on solving problems. Many times they have case studies to read and identify the salient aspects of the case, determine what the best solutions to problems are, and generate a response to the situation. They are also required to justify their answers, explain the purpose of each lab and describe how it will improve their skills as educators. They also occasionally have to read recent research literature and analyze how
Texas A&M University

Core Curriculum

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

that information applies to the lab problems.

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

The primary focus of the class is to develop competence in working with individuals with exceptionalities. Throughout discussion of exceptionality categories, cultural diversity is incorporated into the class discussion. There is also information related to how different cultures and nationalities view exceptionalities. Students in labs are required to develop skills needed to effectively work with diverse populations in schools and to locate resources to support these children and their families.

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

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

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

Teaching Assistants: Myracle Primus  
(Sec. 504, 505, 506)  
mprime78@neo.tamu.edu  
701C Harrington  
Office: W 1:00-2:45, by appt.
Erica Strickland  
(Sec. 501, 502, 503)  
Erica_strickland@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. Prerequisite: Sophomore classification or above.

Objectives
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 (220 points). (15%)

Midterm Exam: The midterm exam will consist of 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 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 educator plans, analyzing cases, modifying lessons, and presenting a group project. Please see LAB Expectations (240 points). (30%)

Professional Development: Students will participate in professional development activities related to the education of individuals with exceptionalities. 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 )

Missed Work: For any missed quizzes, email your assigned TA to schedule a time to take a paper version within one week of the missed class. Missed labs must be completed within one week of the absence. Excused absence documentation must be provided to make up any 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>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate independent learning and problem solving</td>
<td>Facilitate independent learning and problem solving</td>
</tr>
<tr>
<td>Allow 2 work days for response to email</td>
<td>Respond to emails within 2 work days</td>
</tr>
<tr>
<td>Submit assignments on time through <em>Blackboard Learn</em></td>
<td>Grade assignments submitted on time through <em>Blackboard Learn</em> within one week</td>
</tr>
<tr>
<td>Demonstrate professional behavior when asking questions or emailing Professor and TAs</td>
<td>Respond to students with respect and professional behavior</td>
</tr>
<tr>
<td>Take initiative in learning the material</td>
<td>Guide and support student learning</td>
</tr>
<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>
</tr>
</tbody>
</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."

Academic Integrity
"An Aggie does not lie, cheat, or steal or tolerate those who do." Please become familiar with the Honor
Council Rules and Procedures on the web at http://aggiehonor.tamu.edu. All assignments MUST be turned in
with the following statement typed on them and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

__________________________
Signature of Student
<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 1/14</td>
<td>Ch 1 Overview of Today's Special Education&lt;br&gt;Curriculum UDL &amp; Inclusion</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>
</tr>
<tr>
<td>Week 2 1/21</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>
</tr>
<tr>
<td>Week 3 1/28</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>
</tr>
<tr>
<td>Week 4 2/4</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>
</tr>
<tr>
<td>Week 5 2/11</td>
<td>Ch 5 Understanding Students with Learning Disabilities&lt;br&gt;Watch film: How Difficult Can this Be? (media matrix)</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>
</tr>
<tr>
<td>Week 6 2/18</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>
</tr>
<tr>
<td>Week 7 2/25</td>
<td>Ch 9 Understanding Students with Intellectual Disabilities&lt;br&gt;Watch film: Unforgotten (media matrix)</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>
</tr>
<tr>
<td>Week 8 3/4</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>
</tr>
<tr>
<td>Week 9 3/18</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>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Lecture/Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
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<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>3/25</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>
</tr>
<tr>
<td>11</td>
<td>4/1</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>
</tr>
<tr>
<td>12</td>
<td>4/8</td>
<td>Ch 15 Understanding Students with Visual Impairments</td>
<td>Class Discussion on Visual Impairments Video Quiz to be completed by Midnight</td>
<td><strong>No class: Prepare for group presentations</strong></td>
</tr>
<tr>
<td>13</td>
<td>4/15</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>
</tr>
<tr>
<td>14</td>
<td>4/22</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>
</tr>
<tr>
<td>15</td>
<td>4/30</td>
<td>Inclusion Debate</td>
<td><strong>ATTEND FRIDAY LAB TIME for last day of class.</strong></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>5/3-7</td>
<td>Final Exam at: ASSIGNED LOCATIONS (to be announced)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM

To: Dr. Tim 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
MEMORANDUM

TO: College Curriculum Committee, CEHD

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

FROM: Victor Wilson, 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
- [ ] Deletion of a course
- [ ] Course credit change
- [ ] Contact hour change (lab and lecture)
- [ ] Course title change
- [X] Course description change
- [ ] Course number change
- [ ] Course prefix change
- [ ] Curriculum changes which increase credit hours required to complete a degree
- [ ] New degree programs
- [ ] Prerequisite changes
- [ ] Non-substantive requests such as name changes for a program or Department or degree
- [ ] Catalog revisions
- [ ] Admission Requirements for transfer and upper-division including GPA and/or course completion
- [ ] Other: ____________________

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

Department Head: Victor Willson, Ph.D. Signature: [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:
   Prefix | Course | Title (excluding punctuation) | 0 3 0 0 3 1 3 1 0 0 0 4 0 9 2 0 0 0 3 6 3 2 2
   INST 310 Understand Special Popul

   b. Change to:
   Prefix | Course | Title (excluding punctuation) | 0 3 0 0 3 1 3 1 0 0 0 4 0 9 2 0 1 4 0 0 3 6 3 2 2
   INST 210 Understand Special Popul

Approval recommended by:

Victor Wilson, Ph.D.
Department Head or Program Chair (Type Name & Sign)
Date
Chair, College Review Committee
Date
Dean of College
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services
Date

Chair, GC or UCC
Date

Effective 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): Teaching, Learning and Culture

2. Course prefix and number: INST 222

3. Texas Common Course Number: (Enter text)

4. Complete course title: Foundations of Education in a Multicultural 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/P olitical Science
   - Social and Behavioral Sciences
   - (in both as 322)

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: 7 or 8

10. Number of students per semester: 250 (As 322)


   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 3/12/13

13. Course Instructor

14. Department Head [Signature] Date 3/12/13

15. College Dean/Designee [Signature] Date 3/21/13

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

INST 222 focuses on providing prospective teachers with background information and insights into the cultural, historical, and philosophical foundations of education in a multicultural society. Thus the course looks at the experiences of diverse individuals and groups and their interactions with the social institution of schooling. The course encourages students to deeply understand how these individuals and groups, through their history, culture and contributions to society, have impacted schools and vice versa.

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 encourages critical thinking in the following ways:

a. It is a discussion oriented course. Each week students or groups of students are given readings or other materials and then asked to produce a critical reflective response to them.

b. The course assignments are specifically directed towards critical thinking. For example, a major assignment in the course is for students to research their ancestry and create a family history. This assignment focuses on the skill of inquiry. Another major assignment calls for students to take a cultural plunge and do something radically culturally different from their own experiences and to reflect upon that process.

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

This course develops communication skills in the following ways:

Written communication is an essential part of the course. In the course, students complete a weekly online discussion posting, and write a family history paper. There are strict guidelines regarding the format for both the discussions as well as the paper. In addition they create at least two powerpoint presentations in the course and also record an audio narration for their family history projects.
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):

Empirical and quantitative skills are developed in the course through weekly responses to the readings. Many of the assigned readings are research-based articles that require students to read, comprehend and critically analyze empirical research studies. The family history project and the cultural plunge projects mentioned above also require students to observe facts and draw informed conclusions. For example, the family history project requires to engage in historical research about their own families and to synthesize the information they gather in the form of a family tree. Both exams in the course require students to draw informed conclusions from facts that they have studied in the class.

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

The development of intercultural competence and the ability to engage effectively with diverse groups of students is the most important goal of INST 222. Each week’s readings as well as the assignments all encourage students to reflect upon their own cultural histories as well as those of other individuals and groups. Most teachers in the United States are White females; yet the demographics show that the numbers of children from diverse cultural backgrounds continues to rise rapidly. This course focuses on giving prospective teachers the kinds of skills they will need to successfully interact and educate groups of children who have vastly differing family histories, backgrounds, life circumstances and cultures.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
INST 222 examines the cultural, historical and philosophical foundations of education in the United States, focusing on the pluralistic nature of American society. Students in this course become familiar with the educational experiences of various American ethnic groups and review the status of changing demographics of students and teachers in schools. Students are also required to explore various views on cultural diversity in the United States as related to schools and to recognize and examine the influence of social and cultural factors on the teaching and learning process. Thus this course completely fulfills the requirements for an ICD course.
DEPARTMENT OF TEACHING, LEARNING AND CULTURE
TEXAS A&M UNIVERSITY
COURSE SYLLABUS, Spring 2013
INST 222: Foundations of Education in a Multicultural Society

Instructor
Office Location:
Office Hours: By appointment
Mailbox: Harrington Tower 3rd Floor

ONLINE: Log on to this site for INST 222 to have an access to the materials and complete all of the assignments, discussions, exams and for course-related communication.
Blackboard course information and course materials: http://e-learning.tamu.edu/
Videos will be available on Media Matrix website https://mediamatrix.tamu.edu/ You will log in with your ID and password.

REQUIRED TEXT:
You may purchase either 8th or 9th edition of this text. For either edition, there is no need to purchase a textbook with Myeducationlab component or a DVD.
--OR--

ARTICLE READINGS:
These and more article readings can be found in the Article Reading folder on E-learning. You may download the articles, save them and read them ahead of the scheduled discussion time.

VIDEO COMPONENTS: These and other videos will be accessed through https://mediamatrix.tamu.edu
unless notified otherwise.

1) The Origins of Civil Rights: An Introductory Video to Multiculturalism
2) A Classroom Divided: A documentary about racism Available at
   http://www.youtube.com/watch?v=GouGUEB3fYs
3) A Fairer Sex: A short video clip demonstrating the gender biases in the American culture.
   Part 1 http://www.youtube.com/watch?v=NhlVO6sW188U
   Part 2 http://www.youtube.com/watch?v=iA3vGtMclUU&feature=remju
4) American Tongue: A documentary about linguistic variation in the country, dialects and culture
5) Paper Clips: A documentary about an extraordinary experiment in Holocaust education

ONLINE COURSE EVALUATION SURVEYS are required (both mid-term & final):

COURSE DESCRIPTION
This course is intended to provide prospective teachers with background information and insights into the cultural, historical, and philosophical foundations of education in a multicultural society. Multiple approaches to multicultural education will be discussed and critiqued.

GENERAL COURSE OBJECTIVE:
Students will become aware of issues that are pertinent to teaching culturally, linguistically, ethnically, and economically diverse (CLEED) students.

SPECIFIC COURSE OBJECTIVES:
Students will be able to:
1. Define multicultural education and explain its relevance to educational process.
2. Become familiar with the educational experiences of various American ethnic groups.
3. Review the status of changing demographics of students and teachers in schools.
4. Examine the interaction, social context, management, and organization of CLEED classrooms.
5. Discuss and examine the legal mandates related to equity and excellence issues in education.
6. Explore the various views on cultural diversity in the United States as related to schools.
7. Recognize and examine the influence of social and cultural factors on the teaching and learning process.
8. Review recent research studies on language-minority pupils and students in at-risk situations.
10. Explore processes to encourage more parental and community involvement in schools.
See Standards document for further details.
EXPECTATIONS FOR STUDENTS AND ASSIGNMENTS:
1. Be respectful to the members and different ideas, perspectives.
2. Read all assigned readings. You may complete the readings and work on all course assignments ahead of the time.
3. View the videos chosen for this course and complete the discussions online and complete all other online tasks assigned.
4. Complete the assignments, discussions, projects and exams according to the deadlines. Make up exams shall be given with medical or university excuses only.
5. Due to the online nature of the course, you are expected to make sure you receive the announcements, e-mails and all other notes sent by me and your class peers.
6. When needed, attend all course-related meetings, group meetings, online and in class discussions in a timely manner.

ATTENDANCE: Attendance in this class is mandatory. We could meet 3 days a week but we only meet 2 – allowing you to work from home one day. Therefore you will only be allowed 2 unexcused absences per semester. Any absence after that this unexcused – will result in one letter grade dropped for every absence over 2. Therefore, if you have an A in this course and have 3 unexcused absences – you will be dropped from an A to a B. The only acceptable documentation for “absences” is (a) official notification from the university of the student’s involvement in an activity, or (b) an original document showing the student’s name and date of the illness/appointment from a physician or a medical professional. Exams missed due to an undocumented absence cannot be made up. The university policy: http://student-rules.tamu.edu/rule7.htm

LATE POLICY: Missed discussions cannot be made up - you have one free week so save it in case you need it. Missed assignments will receive a 25% penalty each day it is late. After 4 days you will receive a 0. If you have an excused absence, you must email me as soon as you know you will miss the assignment and you will need to provide me the excuse before I will accept the assignment without penalty.

<table>
<thead>
<tr>
<th>COURSE COMPONENTS:</th>
<th>Possible Points</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Assignment: All About Me (First Week Self-Introduction &amp; Peer Response)</td>
<td>20 points</td>
<td>Jan 18 &amp; 20 by midnight</td>
</tr>
</tbody>
</table>

COURSE GRADING POLICY
By completing each course component, you collect points and this determines your letter grade as shown below.

A = 900 – 1000; B = 800-899; C = 700-799; D = 600-699; F = 599 – Below

No “extra” points or “extra” credit will be given. Do not request rounding points to the upper letter grade!
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Chapter, Article Video Discussion Board Participation (10 pts. x 20 discussion postings—10 personal, 10 peer-response)</td>
<td>200</td>
<td>Weekly</td>
</tr>
<tr>
<td>Assignment: Autobiography Paper</td>
<td>80</td>
<td>Feb 1 midnight</td>
</tr>
<tr>
<td>Exams 1 &amp; 2 (150 pts. each) 50 questions at 3 pts. each</td>
<td>300</td>
<td>March Feb 28-March 1 &amp; May 2-3</td>
</tr>
<tr>
<td>Cultural Plunge</td>
<td>100</td>
<td>Feb 8 midnight</td>
</tr>
<tr>
<td>Assignment: Finding Out Family Origins Project &amp; One Page Reflection</td>
<td>100</td>
<td>March 22 midnight</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>100</td>
<td>TBA</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE REQUIREMENTS:** You are expected to complete the following tasks according to the deadlines provided on the course calendar. Late submissions without medical or academic excuse will be accepted up to 4 days late with a penalty. See above for details.

1) **All About Me:** This is one of the first assignments you will complete in the semester. In this large-sized, online class you need to get to know your classmates and discussion board peers. With *All About Me*, you will introduce yourself to the classmates and the instructor via a 2-3 page PPT presentation. I already shared my “All About Me” in a folder in the course content, you may use it as an sample to model.

Secondly, share your expectations from this course. What do you hope to learn in this course? By the end of the semester, what kind of skills and knowledge do you like to gain in our course? Post your PPT introduction and comment on at least two peers’ self-introduction (e.g. greetings, asking further questions to get to know them).

*Post your All About Me PPT by Jan 18th by midnight.*

*Post a reflection on two & more peers by Jan 20th by midnight.*
RUBRIC FOR GRADING “ALL ABOUT ME”

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Introduction &amp; Photo (Possibly a portrait, one where your face could be identified)</td>
<td>10</td>
</tr>
<tr>
<td>Expectations from Our Multicultural Education Course Stated:</td>
<td>5</td>
</tr>
<tr>
<td>Multiple Peer Responses, Active Participation:</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

2) **Article, Chapter, Video Discussions** – Due each week by Sunday at midnight:

Book chapters, articles, videos and other materials will be the subject of online small group discussion boards.

- Read/watch the assigned material for the week and post a 200+ word, critical, evaluative response to the ideas presented in the material to an online discussion by 11:59 (by MIDNIGHT ALWAYS) on Sunday* of the week it is due (see schedule below).
- Make a second 100+ word post (your critical, evaluative response/comment/reaction to another classmate’s posting) by 11:59 (by MIDNIGHT) on Sunday of the assigned week.
- The purpose of the discussion board is to facilitate-
  1. critical thinking about the material;
  2. meaningful discussions among classmates;
  3. learning the material in preparation for the exams.

Discussion Posts: Each posting is worth 10 points (10 x 20= 200 points). They will be due on designated weeks throughout the semester. Each week that we have a chapter due – you will have a discussion. There are 11 chapters so you only have to participate during 10 weeks. That leaves you one week free. This is your Friday class participation.

**POINTS WILL BE DEDUCTED FOR POSTINGS THAT ARE IRRELEVANT** (mostly personal or not tied to the reading/topic of discussion) **NOT ORIGINAL** (not your own), **FEWER THAN 200/100 WORDS, and SUBMITTED LATE.**

To avoid point deduction on your weekly discussion postings, please read the material (textbook, supplementary articles) or view the relevant videos, compose an original and reflective posting by following the word count rules, and submit by the assigned due dates.

*Late posting will cause a deduction of 5 points. If you submit both the original and the peer-response late, this will cause 5 points deduction from each, 10-5-5 10-5-5 (that is if the postings are relevant, original and with the accurate word format).
3) **Autobiography Paper:** (3 pages double-spaced, 12 point font): Submit it to the assignment tab called Autobiography Project. You may submit as a Word Doc attachment or you can copy and paste into the message box. **Due: Feb 1 (Friday) midnight.**

**OBJECTIVE:** To share cultural/social experiences through an autobiography.
- As a part of this class, you are expected to share your cultural/social experiences you have encountered in your life.
- You are to write a 3 page autobiography paper of your social and cultural experiences. Begin with information about your family, school experiences, travel, and life/social experiences. In addition to your 3 pages, you must include a recent picture of yourself on the cover page.
- **Introduction:** Who are you?
- Include family information about your siblings, birth place, and ethnic identification cultural traditions.
- School experiences about elementary, secondary and college academic surroundings.
- Social/cultural experiences which have impacted your life.
- What you bring to work/school environment (e.g. what you have gained socially and culturally thus far and how does this affect your personality, abilities, knowledge and world/life perspectives).
- Name on each numbered page. Must be submitted as a Word attachment on WebCT (submit by the end of Feb 1 midnight).
- Do not forget to add the Aggie Honor Code: "**An Aggie does not lie, cheat or steal or tolerate those who do.**" The Honor Code should be on the cover page with your typed initials or full name whenever you drop a written assignment to assignment drop box.

### RUBRIC FOR GRADING AUTOBIOGRAPHY PAPER

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Info</td>
<td>15</td>
</tr>
<tr>
<td>School Experience</td>
<td>15</td>
</tr>
<tr>
<td>Social/Cultural Experiences</td>
<td>15</td>
</tr>
<tr>
<td>What you bring to environment</td>
<td>15</td>
</tr>
<tr>
<td>Grammar, Spelling, Formatting</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

4) **Exams I & II:** The online multiple choice exams will cover all chapters in the Gollnick & Chinn book and other course materials as indicated (a study guide will be provided one week prior to each exam). Expect to receive questions based on the videos and other supplementary materials as well.

**Exam 1 (chapters 1-5 + additional materials)** Exam 1 will be administered during the following time frame:

February 28 8:00AM - March 2, 2013 8:00 AM Saturday-Single Attempt (200 possible points)
Exam 2 (chapters 6-11 + additional materials) Exam 2 will be administered during the following time frame:

May-2-2013 8:00 AM - May-4-2013 8:00 AM - Single Attempt (200 possible points)

5) Group Presentations (100 points):

Each of you will be placed into a group. As a group, you will create a visual presentation of the chapter assigned for the week. Presentations will be on Wednesdays. Your presentation will include the following:

a. A visual – PPT or Prezi (must be engaging, interesting, and not simply read) – 50pts
b. An intro and conclusion activity – must get the audience involved – activate prior knowledge and wrap up the lesson. – 25pts.
c. Must include outside resources, videos, readings, etc. to supplement the chapter. 25 pts

6) Finding out Family Origins Project & One Page Reflection (March 22nd): With this project, we will be taking a look back in your family genealogy by checking your family background. You can either go to www.ancestry.com or use the free 14 day trial version or you can directly access to this system through our library.

Go to library.tamu.edu and login with your NetID – Hit Databases and type ancestry – You will be directed to ancestry library edition. You are ready for your search!

If ancestry does not work for you or for your family background, please contact the instructor as early as possible to discuss other possible options.

You are expected to get your family tree by searching for the names of grandparents and other ancestors. You will find public records, marriage records, yearbooks, census reports, phone and address directories. You will use each piece as an evidence to support your findings. This search will continue until you find out your country of origin, where you came from in the first generation. If going all the way back to the first generation is not possible, try at least going backward in your family line as far as you can. Provide names, occupation, country of origin, family information (wife, husband, children, siblings), languages spoken, being able to read and write in any language, the places of residency, the number of generations having lived, and any other type of information you think is important to know about your family background. Collect the photos of your family members you found in this online search or from family photo albums. (Just electronic copies or scanned photos). You may use photos from family albums and information you gathered from your older family
members.

The final stage of this project is to report and to reflect on this whole experience. With all the necessary information available, you are ready to report by using the link of NYTimes. To report, go to http://www.nytimes.com/interactive/us/family-trees.html?ref=raceremixed#index and take a look at the sample family trees. Once you have an idea, click on ‘Create Your Tree’ on upper right side. Plug in all of the information you have found to create your tree. After the family tree is created, you will present the family with sound. To do this, you will create an MP3 audio file that is less than 10MB and save it to your computer. Then you can hit ‘Choose an MP3 file’ to upload your sound file that will narrate your family history. The final product will be like this:


After the final product is ready, you will share your family trees with your group peers. You may simply copy-paste the link and people within your group will click on the link to get to know your family. Sharing the family tree link with your peers on the discussion board is due March 22 midnight.

In the written reflection part, let us know what you felt during this search, whether the information you found was unknown previously (or you learned something new), whether you had any difficulties during the search. Submit the report of this research, along with your reflection and photos or any other visuals in one Word.doc to the assignment drop box by March 22 midnight.

RUBRIC FOR GRADING FAMILY GENEALOGY PROJECT

<table>
<thead>
<tr>
<th>Search findings of family history</th>
<th>The findings are detailed, the report is well-organized, well-written and error-free: 30 pts</th>
<th>The findings are not clearly stated, not as detailed and informative, the report contains grammar and spelling errors: 15 pts</th>
<th>No findings reported: 0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included pictures, photos or other visuals</td>
<td>Included: 10 pts</td>
<td>Not included: 0 pts</td>
<td></td>
</tr>
<tr>
<td>Reflection on the Search Process</td>
<td>The reflection is detailed, well-written and error free: 30 pts</td>
<td>The reflection is not developed enough, contains grammar and spelling errors:</td>
<td>The student did not submit any written reflection on ancestry research</td>
</tr>
</tbody>
</table>
7) **Cultural Plunge:** Individually or as a pair or small group – no more than 4 of you can go to same place unless approved by the instructor – you will visit someplace that you have never been before. This can be a church of another faith, a campus activity, an cultural organization meeting, etc. You need to step out of your comfort zone and visit something new to you that will open your eyes to another culture. Go to https://studentactivities.tamu.edu/app/search to get an idea of the groups, associations available on Texas A&M campus.

You will complete a 1.5-2 page reflection on this experience.

Questions to consider:
- Where did you go?
- Who did you see?
- What was it like?
- How did you feel before you walked in?
- How did you feel during and when you left?
- How is this cultural experience different from what you are used to?
- Did this open your eyes to anything new?
- Would you do this again or be open to more cultural plunge’s in the future?

**Muslim Students’ Association**

http://msa.tamu.edu/

**Hindu Students Association**

http://hindu.tamu.edu
A&M Christian Fellowship or International Christian Fellowship
Chabad Jewish Student Group
Turkish Students’ Association
African Students’ Association
Persian Student Association
Mexican Student Association

Any other culture, ethic, racial, religious groups could be acceptable. Check with instructor.

RUBRIC FOR GRADING THE CULTURAL PLUNGE
Your visit Reflection
50 pts 50 pts.

Total 100 points

Participation (100pts) – this is an online class and your participation is vital to the success of this class. As your instructor, I reserve the right to adjust your participation grade based on your performance in this class. This grade is non-negotiable.

TENTATIVE COURSE CALENDAR SPRING 2013

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>G &amp; C: Gollnick &amp;Chinn</td>
<td>Syllabus review &amp; Introduction</td>
<td>Jan 18 &amp; Jan 20</td>
<td>20</td>
</tr>
<tr>
<td>Jan 14-18</td>
<td></td>
<td>All About Me PPT + Peer Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Read G &amp; C 1</td>
<td>Origins of Civil Rights Video Discussion # 1</td>
<td>Jan 21-22</td>
<td>20</td>
</tr>
<tr>
<td>Jan 22-25</td>
<td>Foundations</td>
<td>Group 1 will present Ch. 1 to Class on Wednesday</td>
<td>Jan 23</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Read G &amp; C 2</td>
<td>A Class Divided Video Discussion # 2 (1st post)</td>
<td>Jan 28</td>
<td>20</td>
</tr>
<tr>
<td>Jan 28-Feb 1</td>
<td>Ethnicity &amp; Race</td>
<td>Group 2 will present Ch. 2 to Class on Wednesday Autobiography Project Due</td>
<td>Jan 30 Feb 1</td>
<td>80</td>
</tr>
<tr>
<td>Week 4</td>
<td>Read G &amp; C 3 Class &amp;</td>
<td>Class &amp; SES Activities Discussion # 3</td>
<td>Feb 4</td>
<td>20</td>
</tr>
<tr>
<td>Feb 4-8</td>
<td>Socioeconomic status</td>
<td>Group 3 will present Ch. 3 to Class on Wednesday</td>
<td>Feb 6 Feb 8</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td>Description</td>
<td>Date</td>
<td>Points</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| Week 5    | Read G & C 4 | Monday No Class – we will meet Friday this week.  
Discussion Topic: Gender  
Group 4 will present Ch. 4 to Class on Wednesday | Feb 11 | 20     |
|           | Gender    | Korean teachers will visit our class                                        | Feb 15 |        |
| Week 6    | Read G & C 5 | Article 1 Discussion # 5                                                    | Feb 18 | 20     |
|           | Read Article 1 | Group 5 will present Ch. 5 to Class on Wednesday                            | Feb 20 |        |
| Week 7    | Read G & C 6 | Paper Clips Video Discussion # 6 (1st post)                                 | Feb 25 | 20     |
|           | Exceptionality | Group 6 will present Ch. 6 to Class on Wednesday  
EXAM 1 Available all day (24 hours One-Time Attempt)  
March 1 | Feb 27 | 150    |
|           | March 1    |                                                | Feb 28 |        |
| Week 8    | Read G & C 7 | American Tongues Video Discussion # 7 (1st post)                           | March 4 | 20     |
|           | March 4-8  | Group 7 will present Ch. 7 to Class on Wednesday                            | March 6 |        |
| March 11-15 |            | SPRING BREAK!                                                                |       |        |
| Week 9    | Read G & C 8 | Article 2 Discussion # 8 (1st post)                                         | March 18 | 20     |
|           | Read Article 2, Religion | Group 8 will present Ch. 8 to Class on Wednesday  
Family Origin (Ancestry) Project Due | March 19, 20 | 100    |
|           | March 18-22 |                                                | March 23 |        |
| Week 11   | Read G & C 9 | Article 3 Discussion # 9 (1st post)                                         | March 25 | 20     |
|           | Read Article 3 | Group 9 will present Ch. 9 to Class on Wednesday                            | March 27 |        |
|           | March 25-29 |                                                |       |        |
| Week 12   | Read G & C Ch 10 | Chapter Discussion # 10 (1st post)                                      | April 1 | 20     |
|           | April 1-5  | Group 10 will present Ch. 10 to Class on Wednesday                          | April 3 |        |
| Week 13   | Read G & C | Discussion topic TBD                                                         | April 8 |        |
|           | Ch. 11 - ed that is multicultural                                            | Group 11 will present Ch. 11 to Class on Wednesday                          | April 10 |        |
|           | April 11-12 |                                                |       |        |
| Week 14   |            | Cultural Plunge Share                                                        | April 15 | 100    |
|           | April 10-19 | Cultural Plunge Share cont.                                                  | April 19 |        |
| Week 15   |            | Wrapping up                                                                  | April 22 |        |
|           |           |                                                |       |        |
| Week 16   |            | EXAM II Available all day (24 hours - One-Time Attempt)                     | May 2-3 | 150    |

Note: Spring Break is from March 11-15.
I reserve the right to amend the course syllabus as needed

Plagiarism: Plagiarism by definition is to take ideas, writings, etc. from someone else and pass them off as one's own. You are committing plagiarism if you copy the work of another person and turn it in as your own without citing the source. Make certain to give credit to all sources used.

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: http://aggiehonor.tamu.edu

Americans with Disabilities Act: The American 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 for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Diversity Statement for the Department of Teaching, Learning, and Culture:

The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is dedicated to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination embraces the entire university community including faculty, staff, and students.

Notes on Posting Grades in a Secure System

The Family Educational Rights and Privacy Act (FERPA) requires student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course
management system like Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method
for distributing grades online at Texas A&M University.

Instructors may either enter grades directly into the Bb Vista Grade Book or upload grades into the
Grade Book from comma- or tab-delimited files that have been exported from spreadsheets. Note,
giving students access to shared grading spreadsheets from within Bb Vista is not a secure way to post
grades.

Students must log in to Bb Vista using their NetIDs, and all Web pages are delivered via SSL
encryption. Once logged in, students may only view their own grades as posted in the Grade Book, so
there is no chance of inadvertently releasing confidential student information. Since 2003, there have
been five separate incidents at Texas A&M reported to Computing and Information Services in which
confidential student information has been accidentally released. In one incident, a spreadsheet
containing confidential student information was accidentally sent as an email attachment to over 1,300
undergraduate students. In the other four incidents, grading spreadsheets containing randomly assigned
IDs that were posted on the Web also included personal information within either hidden columns or
additional worksheets (tabs). Anyone with access to the spreadsheets could basically unhide the
columns or view the confidential student information on the extra worksheets.

Based on the small number of these types of incidents, most faculty clearly understand university
regulations regarding the posting of student grades, and often the issue is essentially human error.
Instructional Technology Services (ITS) would like to remind faculty of the secure, online
technologies available on campus for delivering student grades. ITS is available to support faculty in
adhering to university regulations, especially in terms of incorporating new technologies. If you would
like more information about using the Bb Vista Grade Book, contact ITS at 862-3977 or email
its@tamu.edu

Handouts specifically written for Grade Book use are available on the ITS Web site:

http://itsinfo.tamu.edu/workshops/vista_handouts.htm

In addition, a university Standard Administrative Procedure (SAP) concerning notification of
unauthorized disclosure of sensitive personal information was approved July 27, 2006, and is posted on

Instructional Technology Services

004C Heldenfels Hall * Texas A&M University * 3002 TAMU

(979) 862-3977 * its@tamu.edu * http://itsinfo.tamu.edu
Texas A&M University
Department of Teaching, Learning, and Culture
Pre-Service Teacher Dispositions Checklist

The National Council for Accreditation of Teacher Education (NCATE) requires that teacher candidates exhibit professional dispositions. Students admitted to the College of Education and Human Development’s Early Childhood or Middle School Program must exhibit professionalism in their interactions with instructors and peers, as well as mentor teachers and students in public or private school settings in which they are assigned for field placements. Below is a checklist for each instructor of a teacher education course to use to evaluate a student’s professional strengths and weaknesses.
<table>
<thead>
<tr>
<th>Disposition</th>
<th>Exceeds Expectations (2)</th>
<th>Meets Expectations (1)</th>
<th>Below Expectations (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Punctuality</td>
<td>Perfect attendance</td>
<td>Rarely absent or tardy</td>
<td>Frequent unexcused absence, tardy, or leaves early</td>
</tr>
<tr>
<td>Initiative</td>
<td>Demonstrates self-initiative</td>
<td>Creative and resourceful</td>
<td>Passive, depends on others</td>
</tr>
<tr>
<td>Work habits</td>
<td>Responsible; follows syllabus</td>
<td>Rarely forgets an assignment</td>
<td>Assignments are incomplete or turned in late</td>
</tr>
<tr>
<td>Oral Communication Skills</td>
<td>Articulate, uses standard English grammar</td>
<td>Uses acceptable grammar</td>
<td>Frequent speaking errors</td>
</tr>
<tr>
<td>Written Communication skills</td>
<td>Always writes effectively</td>
<td>Organizes ideas effectively, correct grammar</td>
<td>Frequent grammatical errors</td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td>Uses analytical and evaluative thinking</td>
<td>Poses thoughtful questions</td>
<td>Avoids using analysis, evaluation, and comparison</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Goes beyond basic requirements</td>
<td>Completes specified requirements</td>
<td>Consistently submits poor work</td>
</tr>
<tr>
<td>Collegiality</td>
<td>Eagerly shares ideas and materials</td>
<td>Contributes to team activities</td>
<td>Unreliable in team activities</td>
</tr>
<tr>
<td>Respect for others in Classroom</td>
<td>Diplomatic, sensitive to other's needs and feelings</td>
<td>Listens to instructor and peers</td>
<td>Talks with peers or works on other assignments during class</td>
</tr>
<tr>
<td>Enthusiasm for Learning</td>
<td>Has high expectations for achievement</td>
<td>Reads text and assignment materials</td>
<td>Seeks inappropriate shortcuts to completing work</td>
</tr>
<tr>
<td>Interactions During Field Placement</td>
<td>Seeks extra opportunities at field site</td>
<td>Collaborates with mentor teacher</td>
<td>Distracted and apathetic during field placement</td>
</tr>
<tr>
<td>Professional attire</td>
<td>Always dresses professionally</td>
<td>Usually dresses appropriately</td>
<td>Frequently dresses inappropriately</td>
</tr>
<tr>
<td>Commitment to Excellence in Teaching</td>
<td>Eager to learn skills for effective teaching</td>
<td>Applies suggestions from instructor or mentor teacher</td>
<td>Displays little enthusiasm for improving teaching skills</td>
</tr>
</tbody>
</table>
Texas A & M University
Teaching, Learning and Culture
Concern/Oportunity/Acknowledgment Form (COAF)

Name ___________________________ UIN: ______-______ Date _____/____/____

Address

Street __________________________ City __________ Zip __________

Telephone:  Home (____) ______-______ Major _______________________

Work (____) ______-______ EMAIL _______________________

Class: __________________________

Circle Freshman Sophomore Junior Senior Graduate

Projected Graduation Semester __________ Year __________

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.):

If this is a concern what are the possible solutions?

a. ____________________________

b. ____________________________

Professor/Advisor/Mentor/Administrator Recommendation:

________________________________________ Date: _____/____/____

Advisor/Professor/Facilitator

Department Head Recommendation (yepingli@tamu.edu):

________________________________________ Date: _____/____/____

Department Head /Designee ___________________________ Date: _____/____/____

Yeping Li, Department Head

Action/Follow-up:
Disposition Checklist 11/15/03; Revised 4/25/05

The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. Students: Sign and date after seeing the completed form. Instructors: Provide supporting evidence. Add comments on the back or attach a separate sheet(s).
A. Attendance and punctuality
   1. Unacceptable absenteeism
   2. Frequently tardy or leaves early
   3. Rarely absent or tardy
   4. Perfect attendance

B. Initiative
   1. Passes, depends on others
   2. Has good ideas, works with limited supervision
   3. Creative and resourceful
   4. Demonstrates self-initiative and independence

C. Work habits
   1. Usually fails to complete assigned tasks
   2. Completed assignments turned in late
   3. Sometimes needs to be reminded of assignments
   4. Responsible, attends to syllabus, makes no excuses except under dire disease

D. Oral communication skills
   1. Makes frequent speaking errors
   2. Inarticulate, hesitates to express self
   3. Uses acceptable grammar
   4. Articulate, uses standard English grammar

E. Written communication skills
   1. Written work demonstrates frequent grammatical errors
   2. Writing is often unclear and unorganized
   3. Organizes and clearly expresses ideas
   4. Frequently and effectively communicates with others

F. Critical thinking skills
   1. Cannot analyze
   2. Struggles with initial analysis
   3. Puts thoughtless questions
   4. Distinguishes between relevant and irrelevant material

G. Quality of work
   1. Consistently hands in poor work
   2. Asks for help, then does nothing
   3. Completes the minimum required
   4. Reaches beyond the minimum and turns in excellent work

H. Collegiality
   1. Prefers to work alone
   2. Reluctant to work with others
   3. Works well on a team
   4. Freely shares ideas and materials

Additional comments
The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

☐ Positive attributes the student possesses related to teaching
☐ Obstacles to the student’s progress related to teaching:
☐ Has this student self-disclosed any disability that affects his/her disposition? If so, explain the disability and specific needs of the student.
☐ Extenuating circumstances expressed by the student and relative to the student’s coursework:
☐ Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
☐ Recommendations to the Director of Field Placement regarding this student:
☐ Follow-up Recommendations Attached.

Date __________________________ Date __________________________

I. Respect in and out of the classroom
   1. Creates classroom disruptions (such as cell phone ringing or rattling paper)
   2. Discusses inappropriate or personal topics
   3. Inappropriate remarks or actions
   4. Diplomatic, sensitive to others’ needs

J. Interactions with professors, fieldwork personnel, and children – if applicable
   1. Apathetic during field placement
   2. Often distracted during field placement
   3. Indifferent when talking with students or teachers
   4. Collaborates willingly with cooperating teacher during field placement

K. Professional dress during fieldwork – if applicable
   1. Always dresses inappropriately
2. Sometimes dresses inappropriately
3. Usually dresses professionally
4. Always dresses professionally

L. Attitude toward learners – if applicable
1. Lacks interest in subject content and/or learners
2. Makes negative comments regarding subject content and/or some students
3. Seeks help from cooperating teacher or instructor to increase understanding of content and/or to improve effectiveness of teaching
4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help learners attain higher order learning

M. Commitment to excellence in teaching – if applicable
1. No attempt to implement suggestions for improvement, defensive
2. Interested in teaching but displays little enthusiasm for improving one’s own skills
3. Applies suggestions from supervisors immediately
4. Appears committed to teaching

N. Appropriate attributes for morals, ethics, values for teaching
1. Exhibits behavior contrary to attributes
2. Makes verbal comments contrary to professional attributes
3. Responds to improvement to use positive attributes
4. Exemplary evidence of attributes in behavior

Additional comments
The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

☐ Positive attributes the student possesses related to teaching
☐ Impediment to the student’s progress related to teaching:
☐ Has this student self-disclosed any disability that affects his/her disposition? If so, explain the disability and specific needs of the student.
☐ Extenuating circumstances expressed by the student and relative to the student’s coursework:
☐ Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
☐ Recommendations to the Director of Field Placement regarding this student:
☐ Follow-up Recommendations Attached.

Date ___________________________ Date ___________________________

Individual completing this form

Student’s signature acknowledges and understands the comments.

Texas A & M University
Teaching, Learning and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name ___________________________ UIN: ___________ Date ___________

Address

Street ___________________________
City _____________________________ Zip ___________________________

Telephone: Home (_____ ) ———— Major ___________________________

Work (______ ) ———— EMAIL ___________________________

Class: ___________________________

Circle Freshman Sophomore Junior Senior Graduate

Projected Graduation Semester __________ Year __________

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.):

If this is a concern what are the possible solutions?

a. 
b.

Professor/Advisor/Mentor/Administrator Recommendation:

_________________________________________ Date: ___/___/____

Advisor/Professor/Facilitator

Department Head Recommendation (yepingli@tamu.edu):

_________________________________________ Date: ___/___/____

Department Head /Designee, Yeping Li, Department Head

Action/Follow-up:
Texas A & M (Draft 11/15/03)

Student’s Name __________________________
Instructor/Date __________________________ Date ______________

1.1 Teaching, Learning, and Culture

1.2 Disposition Checklist 11/15/03; Revised 4/25/05

The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. Students: Sign and date after seeing the completed form. Instructors: Provide supporting evidence. Add comments on the back or attach a separate sheet(s).
O. Attendance and punctuality
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   6. Frequently tardy or leaves early
   7. Rarely absent or tardy
   8. Perfect attendance

P. Initiative
   5. Passive, depends on others
   6. Has good ideas, works with limited supervision
   7. Creative and resourceful
   8. Demonstrates self-initiative and independence

Q. Work habits
   5. Usually fails to complete assigned tasks
   6. Completed assignments turned in late
   7. Sometimes needs to be reminded of assignments
   8. Responsible, attends to syllabus, makes no excuses except under dire distress

R. Oral communication skills
   5. Makes frequent speaking errors
   6. Inarticulate, hesitates to express self
   7. Uses acceptable grammar
   8. Articulate, uses standard English grammar

S. Written communication skills
   5. Written work demonstrates frequent grammatical errors
   6. Writing is often unclear and unorganized
   7. Organizes and clearly expresses ideas
   8. Frequently and effectively communicates with others

T. Critical thinking skills
   5. Cannot analyze
   6. Struggles with initial analysis
   7. Poses thoughtful questions
   8. Distinguishes between relevant and irrelevant material

U. Quality of work
   5. Consistently hands in poor work
   6. Asks for help, then does nothing
   7. Completes the minimum required
   8. Reaches beyond the minimum and turns in excellent work

V. Collegiality
   5. Prefers to work alone
   6. Reluctant to work with others
   7. Works well on a team
   8. Freely shares ideas and materials

Additional comments
The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

☐ Positive attributes the student possesses related to teaching
☐ Impediments to the student’s progress related to teaching:
☐ Has this student self-disclosed any disability that effects his/her disposition? If so, explain the disability and specific needs of the student.
☐ Extenuating circumstances expressed by the student and relative to the student’s coursework:
☐ Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
☐ Recommendations to the Director of Field Placement regarding this student:
☐ Follow-up Recommendations Attached.

[签署日期] [日期]
W. Respect (in action and speech) in and out of the classroom
5. Creating classroom disruptions (such as cell phone ringing or rattling paper)
6. Discusses inappropriate or personal topics
7. Inappropriate remarks or actions
8. Diplomatic, sensitive to others’ needs

X. Interactions with professors, field work personnel, and children – if applicable
5. Inauthentic during field placement
6. Often distracted during field placement
7. Indifferent when talking with students or teachers
8. Collaborates willingly with cooperating teacher during field placement

Y. Professional dress during fieldwork – if applicable
5. Always dresses inappropriately
6. Sometimes dresses inappropriately
7. Usually dresses professionally
8. Always dresses professionally

Z. Attitude toward learners – if applicable
5. Lacks interest in subject content and/or learners
6. Makes negative comments regarding subject content and/or some students
7. Seeks help from cooperating teacher or instructor to increase understanding of content and/or to improve effectiveness of teaching
8. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help learners attain higher order learning

AA. Commitment to excellence in teaching – if applicable
5. No attempt to implement suggestions for improvement, defensive
6. Interested in teaching but displays little enthusiasm for improving one’s own skills
7. Applies suggestions from supervisors immediately
8. Appears committed to teaching

BB. Appropriate attitudes for morals, ethics, values for teaching
5. Exhibits behavior contrary to attributes
6. Makes verbal comments contrary to professional attributes
7. Responds to improvement to use positive attributes
8. Exemplifies evidence of attributes in behavior

Additional comments
The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

☐ Positive attributes the student possesses related to teaching
☐ Impediments to the student’s progress related to teaching
☐ Has this student self-disclosed any disability that effects his/her disposition? If so, explain the disability and specific needs of the student.
☐ Externating circumstances expressed by the student and relative to the student’s coursework.
☐ Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
☐ Recommendations to the Director of Field Placement regarding this student.
☐ Follow-up Recommendations Attached.

Date

Student’s signature acknowledges and understands the

Date

Individual completing this form

comments.
MEMORANDUM

To: Dr. Tim Scott, Chair
Undergraduate Curriculum Committee

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

Re: Re-numbering of INST 322 and Consideration in the new Core

Date: March 29, 2013

The College respectfully submits to UCC for consideration the attached revision to INST 322. The College's curriculum committee and the Council on Teacher Education have approved the re-numbering of this course to INST 222. 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 1325. We are also submitting this course for consideration in the new core as a Social and Behavioral Science course.

Thank you for your time and consideration.

Cc: Sandra Williams

804 Harrington Education Center
4222 TAMU
College Station, TX 77843-4222
Tel. 979.845.5311 Fax. 979.845.6129
www.cehd.tamu.edu
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 Teaching, Learning and Culture

2. Course prefix, number and complete title of course: INST 322 Foundations of Education in a Multicultural Society

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: No

5. Complete current course title and current catalog course description:
INST 322 Foundations of Education in a Multicultural Society.
Historical, philosophical and cultural foundations of education emphasizing education for a multicultural society

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
INST 222 Foundations of Education in a Multicultural Society
Historical, philosophical and cultural foundations of education emphasizing education for a multicultural society

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
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<tr>
<td>INST</td>
<td>322</td>
<td>Foundations of Education</td>
<td>03</td>
<td>00</td>
<td>03</td>
<td>130 40 0004 2804</td>
<td>003632 3</td>
<td></td>
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b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
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<tr>
<td>INST</td>
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<td>Foundations of Education</td>
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<td>00</td>
<td>03</td>
<td>130 20 0004 2804</td>
<td>003632 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Yaping Li
Department Head or Program Chair 3/21/13

Chair, College Review Committee 3/21/13

Dean of College 3/25/13

Chair, GC or UCC 3/25/13

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Curriculum committee approved 3/21/2013
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): Journalism Studies

2. Course prefix and number: JOUR 102

3. Texas Common Course Number: COMM 1307

4. Complete course title: American Mass Media

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
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Current Core - 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? Each fall and spring semester

9. Number of class sections per semester: 1

10. Number of students per semester: 75 - 100

11. Historic annual enrollment for the last three years: 98 123 173

   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: 3/28/13

14. Department Head: [Signature]
    Date: 3/28/13

15. College Dean/Designee: [Signature]
    Date: Mar. 28, 2013

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?

American Mass Media is an introductory survey of mass communication media, their history and social role designed to provide an understanding of the development and importance of mass communication media in modern society. It explores the relationship between society and mass media, and between individuals and the messages carried by mass media. The course explores and explains the empirical and quantitative approaches used by social science researchers to understand the relationship between humans and mass media. It also introduces students to the specific relationship of journalism and society and provides a basis for critical analysis of the media world.

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 develop critical thinking skills associated with media literacy and written analysis. It will be evaluated through class discussion and exams that include both critical thinking questions and brief written elements.

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

This course will develop communication skills that include interpretation and expression of ideas through written, oral and visual communication. Evaluation of progress in written communication will be measured through brief writing elements of each exam. Progress in oral communication will be evaluated through ongoing class discussion and monthly breakout discussions that include oral reports. Progress in visual communication will be evaluated through required viewing of assigned videos as well as class discussion and exams that address video content, photojournalism, film and documentaries, broadcast journalism and graphic elements of advertising.

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

This course will examine empirical and quantitative research on communication model theories, including step-by-step explanation of how researchers collect and analyze data. Student understanding will be measured through class discussion and exams.
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):

This course will educate students in social responsibility and values held by journalists and other communicators as part of the informed democratic process, including ethical professional behavior and free expression. Student progress will be evaluated through class discussion and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
JOUR 102
Fall 2013
American Mass Media

Sect. 500    MWF 9:10 – 10 a.m.    Instructor: Dr. Ed Walraven
HECC 200    Office: Bolton Hall 302 G

Office Hours: By appointment; M-R 8-9 a.m.: MW 10:30 a.m.-1 p.m.; TR 11 a.m.- Noon, 2-2:30 p.m.
Contact Info.: *e-mail: e-walraven@tamu.edu

*E-MAIL: E-mail use should be reserved to inform the instructor of major extenuating circumstances such as medical or severe personal emergencies if you cannot inform me in person.

Course Description and Objective: American Mass Media is an introductory survey of mass communication media, their history and social role designed to provide an understanding of the development and importance of mass communication media in modern society. Prerequisite is freshman or sophomore classification, or approval of the program director.

Students completing the course should:

1) develop critical thinking skills associated with media literacy and written analysis, measured by class discussion and exam results that include both critical thinking questions and brief written elements;

2) observe various mass media messages delivered to various audiences, and analyze their impacts on individuals and society, measured by class discussion and exam results that allow brief written analysis;

3) examine empirical and quantitative research on communication model theories, including step-by-step explanation of how researchers collect and analyze data (student understanding to be measured through class discussion and exam results);

4) develop communication skills that include interpretation and expression of ideas through written, oral and visual communication (progress in written communication will be measured through brief writing elements of each exam; progress in oral communication will be measured through ongoing class discussion and monthly breakout discussions that include oral reports; progress in visual communication will be measured through required viewing of assigned videos as well as class discussions and exams that address video content, photojournalism, film and documentaries, broadcast journalism, and graphic elements of advertising);

5) be educated in the social responsibility and values held by journalists and other communicators as part of the informed democratic process, measured by class discussion and exam results that allow brief written discussion; and
6) be educated regarding individuals’ personal responsibilities stemming from understanding ethical professional behavior and free expression, measured by class discussion and exam results that allow brief written discussion.

**Required:**  *Media & Culture, 8th ed, Campbell, Martin and Fabos*  
At least 5 Scantrons (No. 882-E) for taking required exams*

*Students who show up for any exam without a Scantron will be allowed to take the exam, but will be penalized 5 points for the first occurrence, 10 points for the second, 15 for the third, etc. Other hand-grading (damaged Scantron, for example) also has 5-point incremental penalties.

**Grades:** Grades are based on the average of five multiple choice exams worth 20% each. Each exam will feature both multiple choice questions and a brief essay element that will be worth 5% of each exam.

A=91 thru 100;  B=81 thru 90.99;  C=71 thru 80.99;  D=61 thru 70.99;  F=60.99 or lower

Any “rounding up” or “curving” is at the discretion of the instructor and will occur only if a student is less than a half-point away from the next highest letter grade, has an excellent record of attendance, and shows improvement over time. In other words, a 60.0 average is an F, but a 60.6 might be a D with good attendance, effort shown, and improvement -- while 60.9 remains an F for students with unexcused absences and decline of grades.

**Exams:** The first exam is Wednesday, Sept. 4, and will taken exclusively from the two-disc PBS documentary, “News War” (see below). Remaining exams cover lecture, handouts, assigned video viewings, in-class videos*, assigned readings and even some cultural references, common knowledge or critical thinking it is assumed you should possess at this level that can help you determine the correct answer. Exams contain 45-48 questions each plus a brief written element worth 5% of the grade of each exam. How much weight is given to lecture vs. reading vs. viewing may vary, but it is difficult to succeed without attending, taking notes, and completing both the readings and assigned viewings.

**Assigned Viewings:** Students will be required to view streaming video out of class and prior to the lecture time listed. Note the deadlines on the tentative schedule. You should be able to view these by logging onto [http://mediamatrix.tamu.edu](http://mediamatrix.tamu.edu) With Media Matrix, students should be able to view the DVDs as streaming video on their computers, hand-held devices or from any campus computer. Alternately, and in case of problems, students may view the videos from any computer lab on campus or may go to the Educational Media Center on the 4th Floor of Evans Library Annex, check out the individual DVDs, and view them there.

**Required viewing:**
1. “News War” (“What’s Happening to the News)
2. “News War” (“Secrets, Sources and Spin”)
3. “Shattered Glass”
4. “All the President’s Men”
5. “Miss Representation”
6. “Bronze Screen: 100 Years of Latino Image in Hollywood”
8. “The Slanted Screen”
10. “Killing Us Softly 4”

**Accessing MediaMatrix:**
1. Access the Web site: [http://mediamatrix.tamu.edu](http://mediamatrix.tamu.edu)
2. In the upper right corner, log in with your Net ID and password.
3. When MediaMatrix says, “Welcome,” then click on “Home” – you should see your name and JOUR 102.
4. Scroll down to “Published to My Courses” tab.
5. Select video and click “Play Stream” button.
6. In case of technical problems, plan on repeating these steps on a campus network computer or by going to the Educational Media Center, 4th Floor Evans Library Annex, and check out the individual DVDs and watch them there if there is not a long waiting list to do so. Plan ahead.

Make-Up Exams: Students may make up a missed exam only under Student Rules Handbook, Sect. 7.5:
1) the absence must be defined as University Excused, [not excused are oversleeping, car troubles, parking woes, late buses, etc.] and 2) the instructor must be notified within 2 working days of the test missed (unless circumstances legitimately prevent students from doing so).

2) Students must provide documentation requested within 5 working days (unless excusable circumstances prevent). See www.student-rules.tamu.edu Make-up work or make-up exams are usually not possible if deadlines are missed, even if the absence is excused, unless legitimate reasons (hospitalization or distant travel for a family funeral, for example) prevented the student from meeting the deadline. In such a case, students are urged to contact the instructor as soon as possible so that appropriate credit for making up missed exams can be noted and make-up activities scheduled. Make-up tests may consist of short essay or brief identity questions that cover the same material, or a 10-page research paper related to the same material.

No Extra Credit is given. There is no need for additional credit if students attend lecture, take good notes, review, and keep up with readings. No grades of Incompletes are given except in cases of extreme personal/medical circumstances, and when a substantial portion of the course is already completed. Incompletes are not given because your exam average is lower than you wanted. Incompletes are not given because you missed a test by accident (including vehicle problems, late buses, oversleeping, etc.), nor are any make-up tests unless taken that same morning.

*IMPORTANT: Four ways you can hurt your grade:

1) Missing class: Students lose points off their final grade from more than two unexcused absences. Attendance will be monitored with “pop” enrollment sign-ins and quizzes, by roll call or assigned seating.

Students must provide documentation for any excused absences within the Student Rules (see previous section). Documents will not accepted any later than 5 working days unless legitimate circumstances prevented the student from obtaining or presenting such documents until a later time.

Unexcused absences can drop your grade a letter or more!

Two unexcused absences are allowed without penalty. After that, a student may expect to lose one point from the final grade for every unexcused absence. This could cost you a letter grade or more.
2) **Falsifying attendance:** Falsifying your attendance or the attendance of others is considered a case of academic dishonesty, and students who sign in for absent classmates, or who have others sign in for them, will both receive grade penalties.

Students should monitor their own number of absences. The instructor will not keep students updated on absences individually.

3) **Work on projects for other classes during this class:** Students routinely observed working on assignments for classes other than JOUR 102, or believed to be, or repeatedly spending time on social media unrelated to class, will lose points from their final grade, possibly enough to cost a full letter grade.

4) **Scholastic Dishonesty:** Honesty and integrity are expected of all university students. This is especially true of those studying journalism, in which honesty and credibility are everything. Any student violating the categories of Scholastic Dishonesty as outlined in the Student Rules Handbook, Sects. 20 & 24.3.14, may be given an automatic grade of Zero for the exam or assignment in question, or for the course, and the matter may be turned over to the *Aggie Honor Code* system for possible further sanctions. Consult the *Aggie Honor Code* Web sites for an explanation of possible sanctions/procedures at www.student-rules.tamu.edu/aggieceode and www.aggideonor.tamu.edu. The Code: “Aggies do not lie, cheat, steal or tolerate those who do.”

**Americans with Disabilities Act Information:** The *Americans with Disabilities Act* is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other provisions, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. Students who believe they have a disability requiring accommodation should contact The Department of Student Life: Services for Students with Disabilities, Room B118, Cain Hall, Phone 845-1637. Students requiring special assistance or accommodations for the course should meet with the instructor the first week.

**Tentative Schedule (subject to minor revision):**

<table>
<thead>
<tr>
<th>WEEK/DATE:</th>
<th>Topic:</th>
<th>Read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates for Fall 2013 To Be Announced:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Jan 15</td>
<td>Introduction, Definitions</td>
<td>Ch. 1</td>
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<tr>
<td>Jan 17</td>
<td>The Role of Journalism, Changes, etc.</td>
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<tr>
<td>VIEW: “News War,” Disc Two</td>
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<tr>
<td>How New Works (or used to)</td>
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<td></td>
</tr>
<tr>
<td>VIEW: “News War,” Disc One</td>
<td></td>
<td></td>
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<tr>
<td>2 Jan 22</td>
<td>Freedom of Press, Roles, Changes, cont’d.</td>
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<tr>
<td>Jan 24</td>
<td>TEST ONE (20%) – Bring small green Scantron</td>
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<td>3 Jan 29</td>
<td>Role of Freedom of the Press</td>
<td>Ch. 12</td>
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<td>Jan 31</td>
<td>Media Effects, Ethics</td>
<td>Ch. 14</td>
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<td>VIEW: “Shattered Glass”</td>
<td></td>
<td></td>
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<tr>
<td>4 Feb 5</td>
<td>Free Expression, Censorship (legal/social)</td>
<td>Ch. 15</td>
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<td>Feb 7</td>
<td>Media Bias, Balancing Elements</td>
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<td>Reporting’s Legal Limits/Ethics</td>
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<td>Event</td>
<td>Chapter</td>
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<td><strong>TEST TWO (20%) – Bring small green Scantron</strong></td>
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<td>Newspapers</td>
<td>Ch. 7</td>
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<td>VIEW:</td>
<td>“All the President’s Men”</td>
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<td>Feb 14</td>
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<td>Feb 19</td>
<td>Magazines</td>
<td>Ch. 8</td>
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<td>Feb 21</td>
<td>Magazines &amp; Books</td>
<td>Ch. 9</td>
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<td>Feb 26</td>
<td>Publishing Guest or TBA</td>
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<td>Feb 28</td>
<td>History and Media</td>
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<td>Mar 5</td>
<td><strong>TEST THREE (20%) – Bring small green Scantron</strong></td>
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<td>Mar 7</td>
<td>Music: its role and power</td>
<td>Ch. 3</td>
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<td>Mar 19</td>
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<td>Mar 21</td>
<td>Radio/Music/News</td>
<td>Ch. 4</td>
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<td></td>
<td>TV, cont’d. (politics, war)</td>
<td>Ch. 5</td>
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<tr>
<td>Mar 26</td>
<td>Folklore and Mass (Social) Media</td>
<td></td>
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<tr>
<td>Mar 28</td>
<td>Cable &amp; the “WeberNet” © 2003…new skins? or new wine?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>View: “Bronze Screen”</td>
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<td>View: “Small Steps, Big Strides”</td>
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<td>Apr 2</td>
<td><strong>TEST FOUR (20%) – Bring small green Scantron</strong></td>
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<tr>
<td>Apr 4</td>
<td>Q Drop Deadline</td>
<td>Ch. 6</td>
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<tr>
<td></td>
<td>Movies, their role, future, etc.</td>
<td></td>
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<tr>
<td></td>
<td>Films a “visual journalism”</td>
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<tr>
<td></td>
<td>Consult: 100 Greatest Movies: <a href="http://www.afi.com">www.afi.com</a> and click on AFI’s 100 Years Series</td>
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<tr>
<td></td>
<td>VIEW: “Imaginary Witness”</td>
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<td></td>
<td>VIEW: “Slanted Screen”</td>
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</tr>
<tr>
<td>Apr 2</td>
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<tr>
<td>Apr 9</td>
<td>Advertising</td>
<td>Ch. 10</td>
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<td>VIEW: “Killing Us Softly 4”</td>
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<td>Apr 11</td>
<td>Advertising, cont’d</td>
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<tr>
<td></td>
<td>“The miniskirt’s the current thing. Teeny-bopper is our newborn king.”</td>
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<tr>
<td></td>
<td>Are you a commodity instead of a consumer?</td>
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<td>Apr 16</td>
<td>Intro., Public Relations</td>
<td>Ch. 11</td>
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<td>Apr 18</td>
<td>Public Relations, cont’d</td>
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<td><strong>TEST FIVE (20%) – Bring small green Scantron</strong></td>
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<td>Apr 25</td>
<td>Guest or TBA, Final Observations…Who’ll be “Most Trusted”??</td>
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</tr>
<tr>
<td>Apr 30</td>
<td>Last Day of Classes…Redefined day…attend Friday class</td>
<td></td>
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</tbody>
</table>

**NO FINAL EXAM FOR THIS COURSE**
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): Marine Sciences - Galveston

2. Course prefix and number: MARS 210

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Marine Geography

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/Poliical 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: 2

10. Number of students per semester: ~75


   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:
    
    
    Robert J. Moeller
    Course Instructor

   Date

   Approvals:

   
    
    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.

Elec. Subm 3/21/13
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?

In this course students will learn about the human-coastal interface and factors which have led to the dominance of the coastal realm in human settlement preferences. Various cultures interact with the coastal and ocean environment differently, such as the value placed upon fish stocks and local fisheries, coastal wetlands, coastal armoring and water quality. The quantitative and empirical effects of climate, weather and oceanography on the coast and the human settlements and activities contribute to an overall appreciation of the importance of international cooperation to preserve and protect these resources.

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 students will be able to analyze the human-coastal interface with respect to the human perspective of what is meant by the coastal realm, how human settlements along the coast have developed and changed over time, how climate, weather and oceanographic processes and changes affect human settlements along the coast and what steps humans have taken to minimize or otherwise cope with these effects.

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

The students will be able to explain the human-coastal interactions of settlement, exploitation, and conservation along with human adaptations to keep pace with various stakeholder changes in attitudes about the coastal environment and the resources therein.

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

The students will utilize quantitative skills particularly through the study of population dynamics in coastal areas of the world, changes in fish stocks and commercial fisheries over time and water quality concerns.

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

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

The students will learn the effect of humans on the coastal and ocean environment, how laws have evolved to protect fisheries and other resources from exploitation and the impact and the societal responsibility to limit uncontrolled waste streams (run-off, dumping, other forms of pollution). The students will also study approaches various communities have taken to protect coastal areas (includes examination of ecological or soft protection versus hardening of the coastal areas through engineering structures) and associated ramifications.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
EXAMINATIONS - 5 one-hour examinations
5 exams @ 100 points each
500 possible points

For each test the grading scale consists of:  A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = <60

Grading based on the 5 exams:
450-500 A
400-449  B
350-399  C
300-349  D
<299    F

Course Description: Introduction to the physical and cultural patterns of the coastal zones of the world. Inter-relationships between the physical forms and processes and the cultural patterns are used to analyze human use and abuse of the sea. No prerequisites.

Physical forms and processes will include such things as various shapes of our coastlines and coastal environments and the processes which form them; continental drift (what caused the coasts to be in their current locations); climate affecting our coastal environments, and management techniques for the changing coastal environments as a result of population pressures as well as rising sea level. There is an examination of the cultural diversity/make-up and societal use of our coastal environments, especially as provided with the historical scrutiny of the book "Alongshore" where such things as: early use of salt marshes, development of harbors, coast-artillery emplacements, alongshore behavior of the "locals" (e.g., New England versus Texas Gulf Coast) and the changing of "local" perceptions and cultural use of coastal environments over time are discussed.

Text: Required -- Alongshore; Stilgoe, John R. 1994, Yale University Press.


Students will be responsible for all lecture materials as well as outside reading assignments and can expected to be tested on any segment thereof.

Cell phones are to remain off while class is in session.
EXPECTED LEARNING OUTCOMES

1. Describe how “perception” of the “Coastal Realm” has changed through time ... intertidal wilderness, hazards, small boating versus open ocean sailing
2. Analyze coastal settlement (population settlement patterns) through time
3. Discuss the utilization of the coastal and ocean resources (from fishing to mineral exploitation) ... utilization often varying with cultures
4. Develop an appreciation of the various “colloquialisms” concerning the “Coastal Realm” such as New England versus the Texas Gulf.
5. Generalize the mechanisms for continental drift and examine various earth cycles
6. Understand macro-scale ocean circulation systems and processes for formation of waves and tides
7. Describe ocean fisheries; sustainability versus exploitation and major players (nations) in the commercial fishing arena
8. Review development of “Ocean Laws”, UN Laws of the Sea, International laws/treaties and “common understandings concerning the High Seas” as well as identify state versus national laws regarding coasts and coastal waters
9. Explain susceptibility and vulnerability of the coastal waters to water pollution and the various methods pollution is distributed to these waters, such as by drainage systems
10. Identify various natural processes which shape our coasts and the seven common types of coastlines
11. Review weather and climate affecting our coasts
12. Examine changing climate and rising sea levels and resulting effects on the world’s coastal environments
13. Summarize methodologies to protect coastlines from erosion and rising sea levels (hard versus soft-coastal forms of protection)

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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| Week 1 | 1/15 | Introduction and Perceptions of the Sea  
Readings: Alongshore: Intro, Ch 1(Glim) and Ch 2(Hazards) |
| Week 2 | 1/22 | Cycles, Continental Drift;  
Readings: Alongshore: Ch 3(Guzzle)  
Blue Planet: p5-16, 118-133, 176-181, 476-478 & Ch 4 |
| Week 3 | 1/29 | Ocean Circulation, Waves & Tides  
Readings: Alongshore: Ch 4 (Salt Marshes)  
Blue Planet: Ch 11  
Review for Examination |
| Week 4 | 2/05 | Examination  
Fishery Resources & Ocean Law  
Readings: Alongshore: Ch 5 (Skiffs) |
| Week 5 | 2/12 | Water Pollution & Drainage Systems  
Readings: Alongshore: Ch 6 (Harbors)  
Blue Planet: p473-476 & Ch 19 |
| Week 6 | 2/19 | Landforms: Running Water & Glaciers  
Readings: Alongshore: Ch 7 (Wharves) |
Blue Planet: Ch 9 & Ch 10
Review for Examination

Week 7  2/26
Examination
Landforms: Wind & Waves
Readings: Alongshore: Ch 8 (Smudge)

Week 8  3/02
Landforms: Wind and Waves, concluded; Climate, Weather Phenomena
Readings: Alongshore: Ch 9 (Treasure)
Blue Planet: Ch 12

Week 9  3/12
Spring Break

Week 10  3/19
Climate, Weather Phenomena, concluded
Readings: Alongshore: Ch 10 (Quaintness)
Blue Planet: Ch 13, & p307-309
Review for Examination

Week 11  3/26
Examination
Changing Climates
Readings: Alongshore: Ch 11 (Bikinis)
Blue Planet: Ch 14

Week 12  4/02
Global Warming & Future Coasts
Readings: Alongshore: Ch 12 (Risk)
Blue Planet: p478-489

Week 13  4/09
Human Construction
Readings: Alongshore: Ch 13 (The Coastal Realm)

Week 14  4/16
Examination
Review for Final Exam

Week 15  4/23
Final Exam

AMERICAN WITH 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.tamug.edu/counsel/services/dssprocedures.htm.

ACADEMIC DISHONESTY

For many years Aggies have followed a Code of Honor: "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. Students are
responsible for familiarizing themselves with the standards, definitions, and procedures concerning academic dishonesty. Procedures are on the web:
http://www.tamu.edu/HonorSystem.

ABSENCES

Information concerning absences is contained in the University Student Rules Section 7 http://student-rules.tamu.edu/rule07. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

FAMILY EDUCATIONAL AND RIGHTS TO PRIVACY ACT (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPA or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

COURSE EVALUATIONS

The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for Texas A&M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is a critical component used to improve curriculum and teaching. Each faculty member values your input to improve his/her methodology. Your comments can also significantly impact the mix and membership of faculty. The PICA website is available at http://pica.tamu.edu, your howdy portal, or by scanning
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
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [x] 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? 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.

13. Submitted by: ____________
    Course Instructor
    ____________
    ____________
    ____________
    ____________
    Date

14. Approval: ____________
    Department Head
    ____________
    ____________
    ____________
    ____________
    ____________
    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.

Associate Provost
for Undergraduate Studies
Mar 2, 2013
Texas A&M University
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?

Elements of the Social Sciences Component Area will be met through 4 intersecting approaches:
1) Critical Thinking - understanding objective, scientific methods for investigating and assessing the numerous factors that interact to predict human thinking and behavior, and how to apply these methods to personal and social issues; developing an original research proposal based on these methods,
2) Communication - evaluating and interpreting both professional and popular media reports regarding psychological research and practice, including the effects of different communicative framings; presenting an original research proposal incorporating professional communication techniques, including written, oral, and visual expression of ideas,
3) Social Responsibility - identifying and discussing the interactions among elements of nature and nurture, including the complexities of cultural diversity, the functionality of global awareness, and the imperative for ethical conduct, and
4) Empirical and Quantitative Skills - understanding basic empirical and quantitative practices that identify correlational versus causative relationships used to understand, describe, predict, and manage characteristics of the human condition.

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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):

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.
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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):

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 skill 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 no 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:
- PSYC 107 TEXAS A&M UNIVERSITY Select Material from PSYCHOLOGY: Making Connections (Custom
Bookmark the companion study guide site at http://highered.mcgraw-
hill.com/sites/0073531839/student_view0/index.html
- 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

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/

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/

• 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://student-rules.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:** tamusubjectpool@gmail.com
**Research Credit Sign-up site (SONA):** [http://tamupsychology.sona-systems.com](http://tamupsychology.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, 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.
### Dr. Hull's Psyc 107 Semester Calendar Fall 2013

(Except for exam dates, this schedule is flexible if adjustments become necessary)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Welcome, course overview, &amp; introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Methods</td>
<td>Chapter 2</td>
</tr>
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<td></td>
<td>Quiz 1</td>
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<tr>
<td>Week 3</td>
<td>Biology &amp; Behavior</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>Biology &amp; Behavior</td>
<td>Chapter 3</td>
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<td></td>
<td>Quiz 2</td>
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<tr>
<td>Week 5</td>
<td>Sensation &amp; Perception</td>
<td>Chapter 4</td>
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<td></td>
<td>Quiz 3</td>
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<tr>
<td>Week 6</td>
<td>EXAM 1</td>
<td>Chapters 1-4</td>
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<tr>
<td></td>
<td>Review</td>
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<tr>
<td>Week 7</td>
<td>Cognitive and Social Development</td>
<td>Chapter 5, 9</td>
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<tr>
<td></td>
<td>Quiz 4</td>
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<tr>
<td>Week 8</td>
<td>Consciousness</td>
<td>Chapter 6</td>
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<td></td>
<td>Quiz 5</td>
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<tr>
<td>Week 9</td>
<td>Memory</td>
<td>Chapter 7</td>
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<td></td>
<td>Quiz 6</td>
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<tr>
<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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<tr>
<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>
</tr>
<tr>
<td>Week 13</td>
<td>Research Proposals</td>
<td>Readings in eCampus</td>
</tr>
<tr>
<td></td>
<td>THANKSGIVING BREAK – NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Research Proposals</td>
<td>Readings in eCampus</td>
</tr>
<tr>
<td>Week 15</td>
<td>Research Proposals</td>
<td>Readings in eCampus</td>
</tr>
<tr>
<td></td>
<td>Reading Day - NO CLASS</td>
<td></td>
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<tr>
<td></td>
<td>FINALEXAM</td>
<td>Date and Time TBD</td>
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</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 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

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 1783 1788

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
   - Dates: 3/18/2013
   - Approvals:
     - Dates: 3/18/2013
   - Department Head
     - Dates: 3/20/13
   - College Dean/Designee
     - Dates:

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
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 social behavior of individuals in groups. Different approaches to study of human behavior are considered and compared. 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.

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. 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.

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

An critical component of a 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.
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 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. Student will learn of successful and unsuccessful attempt 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.
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.
Sociology 205: Introduction to Sociology
Spring 2013

Instructor: Rober 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:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>First Exam</td>
<td>100 points</td>
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<tr>
<td>Second Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Third Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Fourth Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Attendance</td>
<td>30 points</td>
</tr>
<tr>
<td>Total points</td>
<td>430 points</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 1</th>
<th>Introduction to the course</th>
<th>TB: chapter 1; E: Brandt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14</td>
<td>What is Sociology?</td>
<td>No Reading</td>
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<tr>
<td>Jan 16</td>
<td>Social Theory</td>
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<tr>
<td>Jan 18</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>MLK Holiday: Class does not meet</td>
<td>TB: chapter 2; R: chapter 64-Lovaglia, chapter 67-Schuman</td>
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<tr>
<td>Jan 21</td>
<td>Research Methods</td>
<td>Video: People Like Us (mediamatrix)</td>
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<tr>
<td>Jan 23</td>
<td>Class in America</td>
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<tr>
<td>Jan 25</td>
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<tr>
<td>Week 3</td>
<td>Social Stratification</td>
<td>TB: chapter 8</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Stratification &amp; Class, an Introduction</td>
<td>No reading</td>
</tr>
<tr>
<td>Jan 30</td>
<td>Stratification and Class II</td>
<td></td>
</tr>
<tr>
<td>Feb 1</td>
<td>Social Mobility in the United States</td>
<td>E: Brookings Institution; R: chapter 24-Herring</td>
</tr>
<tr>
<td>Week 4</td>
<td>Education &amp; Inequality I</td>
<td>TB: chapter 16 (pp. 529-552); R: chapter 11-Downey &amp; Gibbs</td>
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<tr>
<td>Feb 4</td>
<td>Education &amp; Inequality II; Review for Quiz 1 Quiz 1</td>
<td>No reading</td>
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<td>Feb 6</td>
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<td>Feb 8</td>
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<tr>
<td>Week 5</td>
<td>Gender</td>
<td>TB: chapter 4 (pp. 89-108); E: Karp et al.</td>
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<tr>
<td>Feb 11</td>
<td>Gender &amp; Socialization</td>
<td>No reading</td>
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<td>Feb 13</td>
<td>Social Construction of Gender</td>
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<td>Feb 15</td>
<td>Gender Inequality</td>
<td>TB: chapter 10; E: Jacobs</td>
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<tr>
<td>Week 6</td>
<td>Housework</td>
<td>TB: chapter 15 (pp. 495-507); R: chapter 9-Edin &amp; Kefalas</td>
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<td>Feb 18</td>
<td>Gender &amp; Family</td>
<td>R: chapter 29-Gerson &amp; Jacobs</td>
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<td>Feb 20</td>
<td>Biology &amp; Race</td>
<td>Video: Race: Power of an Illusion (mediamatrix)</td>
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<td>Week 7</td>
<td>Race &amp; Ethnicity</td>
<td>R: chapter 33-Tomaskovic-Devey &amp; Warren</td>
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<td>Feb 25</td>
<td>Social Construction of Race</td>
<td>TB: chapter 19 (pp. 661-672); E: Lui</td>
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<td>Feb 27</td>
<td>Declining Significance of Race?</td>
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<tr>
<td>March 1</td>
<td>Segregation and Urban Life</td>
<td>E: Farley &amp; Squires</td>
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<tr>
<td>Week 8</td>
<td>Immigration</td>
<td>TB: chapter 11 (esp. 340-360); R: chapter 34-Telles</td>
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<td>March 4</td>
<td>Immigration II; Review for Quiz Quiz 2</td>
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<td>March 6</td>
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<td>March 8</td>
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<tr>
<td>Week 9</td>
<td>MARCH 11-15 SPRING BREAK</td>
<td>E: Elijah Anderson; R: chapter 17-Harkness</td>
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<tr>
<td>March 18</td>
<td>Culture</td>
<td>E: Wuthnow</td>
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<td>March 20</td>
<td>Culture: An Introduction</td>
<td>Reading tba</td>
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<tr>
<td>March 22</td>
<td>Individualism &amp; Commitment in the US</td>
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<tr>
<td>March 22</td>
<td>Globalization &amp; Culture</td>
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<tr>
<td>Week 10</td>
<td>Religion</td>
<td>TB: chapter 17; R: chapter 40-Chaves;</td>
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<td>March 25</td>
<td>Religion and Social Change in America</td>
<td>R: chapter 39-Wilcox</td>
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<td>March 27</td>
<td>Religion and Social Movements</td>
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<tr>
<td>March 29</td>
<td>Reading Day: Class does not meet</td>
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<tr>
<td>Week 11</td>
<td>Sport</td>
<td>E: Mackin &amp; Walther</td>
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<tr>
<td>April 1</td>
<td>Sport and Stratification I</td>
<td>No Reading</td>
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<tr>
<td>April 3</td>
<td>Sport and Stratification II, Review for Quiz Quiz 3</td>
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<td>April 5</td>
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<tr>
<td>Week 12</td>
<td>Deviance</td>
<td>TB: chapter 7</td>
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<td>April 8</td>
<td>Deviance and Social Control</td>
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<td>April 10</td>
<td>Deviance at Salem</td>
<td>R: chapter 54-Western &amp; Pettit</td>
</tr>
<tr>
<td>April 12</td>
<td>Labeling Theory</td>
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| Week 13 | Work & Organizations, an Introduction  
April 15 |  
Work & Organizations II  
April 17 | Video: Is Wal-Mart Good for America?  
April 19 |  
TB: ch. 6; R: E: Sanchez Jankowski  
R: ch. 1- Erickson  
No Reading |

| Week 14 | Work & Organizations  
April 22 |  
Work & Organizations III  
April 24 | Flexible Specialization  
April 26 | Precarious Work  
April 28 |  
E: Thompson  
No reading  
E: McDonald & Sirianni |

| Week 15 | Review for final/Course Wrap-Up  
April 29 |  
No Reading |

| FINAL (Quiz 4)  
Section 509 (MWF 9:10am) | Monday, May 6, 8am-10am |
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.

12. Submitted by:
   Course Instructor
   Date 3/17/13
   Approvals:
   Date 3/19/2013

13. Department Head
   Date 3/20/13

14. 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 course is an overview of the ways in which science and technology are affected at a fundamental level by social context. Attention will be given to the roles of unarticulated knowledge in work practice along with the ways in which society has gendered certain technological and scientific thought.

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. This will be assessed by class discussion and in-class exercises, as well as written papers.

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. Students will participate in debates related to new technologies and their development. Assessment will occur through class discussion and exams.

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

An critical component of a 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):
Texas A&M University
Core Curriculum

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

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. Student will learn of successful and unsuccessful attempt 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 206: Gender and Society
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, those of ancient times, of post-Renaissance history and of the present day are considered. 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.
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](http://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](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 back 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: ___________________________
    Date: 3/15/2013

    Course Instructor

    Approvals: ___________________________
    Date: 3/15/2013

    Department Head

    Date: 3/15/13

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. The course examines the very concept of gender and differentiates it from sexuality, sex category, and biology. It explores the role of gender in across primary groups, organizations, institutions and societies.

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. 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. Assessment will occur through class discussion and exams.

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

An 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 as it relates to gender in particular. Students will examine data from U.S. sources as well as International sources. Assessment will be based primarily on exams, in-class or online discussion and excercises.
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.
This course focuses on sociological analysis of gender. Issues of gender are explored from many different perspectives and include cultural and historical variation in how gender is defined and performed. Global perspectives are emphasized in topics related to socialization processes in different countries, the role of family, religion, educational institutions and economic institutions. Cross-cultural variations in men's and women's roles are emphasized.
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](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](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/](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

http://www.huffingtonpost.com/2010/07/06/caster-remenya-to-be-clea_n_636202.html


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

Sharil 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 Haiken, Venus Envy: A History of Cosmetic Surgery, Johns Hopkins 
University press, 1997, pp. 175-227 (elearning, Sell, Sociology 207)
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 210

3. Texas Common Course Number: __________

4. Complete course title: Sociology of Technology and Science

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? Every other semester

9. Number of class sections per semester: 1

10. Number of students per semester: Average is 26

11. Historic annual enrollment for the last three years: 0 25 29

   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] 3/19/2013
   Course Instructor
   Date

   [Signature] 3/13/2013
   Department Head
   Date

   [Signature] 3/20/13
   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 an overview of the ways in which science and technology are affected at a fundamental level by social context. Attention will be given to the roles of unarticulated knowledge in work practice along with the ways in which society has gendered certain technologies and scientific thought.

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. This will be assessed by class discussion and in-class exercises, as well as written papers.

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. Students will participate in debates related to new technologies and their development. Assessment will occur through class discussion and exams.

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

An 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):
Texas A&M University

Core Curriculum

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

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. Student will learn of successful and unsuccessful attempt 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 210: Sociology of Technology and Science
Request for International and Cultural Diversity Designation

This course is an overview of the ways in which science and technology are affected at a fundamental level by social context and culture. Attention will be given to the roles of unarticulated knowledge in work practice along with the ways in which different types of analysis are valued more so than others. There is an emphasis on different cultural views of the same events. Students will learn how different concerns of different stakeholders can lead to cooperation or competition. Case studies are utilized to examine successful and unsuccessful attempts to influence change in different countries and cultural contexts.
Soci 210-500, Fall 2010
Office: Academic 415

professor: Dr. Kathryn Henderson
hendrsm@tamu.edu or khenderson.soc@gmail.com

Soci 210: Sociology of TECHNOLOGY and SCIENCE
WRITING INTENSIVE
(dates tentative)

This is a Writing Intensive course. You will receive feedback and evaluation on your writing as well as the content of your assignments. Ways to improve your writing will be addressed during class as well as in conferences with the professor. Details below.

Course Description: This course examines the way in which both science and technology are affected at a fundamental level by the social contexts in which they develop, challenging the common view that technological change follows its own logic of progress, independent of human actors. Students will develop critical thinking skills to understand how engineered products and scientific theory are shaped by social factors as well as how they contribute to shaping society by examination of case studies ranging from military to household technologies, including such things as the bicycle, M-16 rifle, refrigerator and computer software. Attention will be given to the roles of unarticulated knowledge in work practice along with the ways in which society has gendered certain technologies and scientific thought. Finally, students will participate in a technology court to consider the development of new technologies and debate whether they should be developed in light of their ecological and social costs, drawing on concepts of environmentally sustainable development in the relationship between science, technology and democracy.

Writing Intensive Aspects: Since this is a W class, you will have the opportunity to re-write each of the writing assignments. Moreover, you will need to meet with me to discuss your essays in terms of content and writing style. The goal is for you to learn about the social shaping of science and technology while honing your writing and analytical skills. There are three types of assignments in this course. 1) 4 short essays based on applying concepts and theories to films and readings. 2) 5 clip journal entries which will be handed in for feedback throughout the term, to be revised and resubmitted as a whole set at the end of the term. 3) A team oral presentation on a new technology which the class will evaluate for desirability of development. Graded evaluation of your writing will reflect how thoroughly you apply theories and concepts from the course and support your conclusions with detailed data; the organization and clarity of your writing; and its grammatical correctness.

I am here to assist you in developing the skills necessary to become competent writers and scholarly writers in sociology. There are many other resources that you can take advantage of at Texas A&M University, one of which is the University Writing Center on the second floor of the Evans Library.

The University Writing Center (UWC) offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.
Course TEXTS:
Required:
  MacKenzie & Wajeman
  Henderson
  McDonough & Braungart
  Reading Packet
  Weber, Hoogma, Lane & Schot
  Writing Handouts

  The Social Shaping of Technology (2nd ed.)
  On Line and On Paper
  Cradle to Cradle

  Graphic Services (XP1)
  Experimenting with Sustainable Transport (XP2)

  Excerpts from A Guide to Writing Sociology Papers,
  American Sociological Association Style Guide,
  The Transitive Vampire: ultimate grammar handbook
  for the innocent, the eager, and the doomed,
  AND from TAMU University Writing Center

Introduction:
(Aug. 31 & Sept. 2)
WEEK 1: Introduction: The Social Shaping of Technology
READ: MacKenzie & Wijcman Part I – first half:
  Introduction
  Do Artifacts Have Politics?
  Edison and electric light
  Inventing personal computing

FILM: The Day the Universe Changed

(Sept. 7 & Sept. 9)
WEEK 2: Themes in Sociological and Historical Studies of Technology
READ: Finish MacKenzie & Wijcman: Part I
  Constructing a bridge
  Competing technologies and economic prediction
  The social construction of a technology

Technology of Production
(Sept. 14 & 16)
WEEK 3: The Technology of Production: Introduction
READ: MacKenzie & Wijcman Part 2 – first half
End of W3: #1 T&S Clip Journal due

(Sept. 21 & 23)
WEEK 4: The Technology of Production: Large Systems Theory
READ: finish MacKenzie & Wijcman, Part 2
  Pinch & Bijker: The Social Construction of Facts and Artifacts (XP1)
1st Short paper due at end of week 4, prompt one week in advance
FILM: *Metropolis*

Technology of Production (cont')
(Sept. 28 & 30)
WEEK 5: The Technology of Production: Network Analysis Theory
READ: Latour: "Where Are the Missing Masses?" (XP1)
       Law & Callon: "Life & Death of an Aircraft" (XP1)
End of W5: #2 T&S Clip Journal due

(Oct. 5 & 7)
WEEK 6: Networks and culture in engineering
READ: Ackrich: "The De-Scription of Technical Objects" (XP1)
       Henderson: *On Line and On Paper*: Ch. 1
       Henderson: "The Aura of High Tech in a World of Messy Practice" ch. 8

2nd Short paper due at end of week 6, prompt one week in advance
FILM: *Taken for a Ride*

Gendered Technology and Science
(Oct. 12 & 14)
WEEK 7: Building Gender into Science and Technology
READ: MacKenzie & Wijcman Part 3
       Martin: "The Egg and the Sperm" (XP1)
       Oldenziel: "Why Masculine and Feminine Technologies Matter" excerpts (XP 1)
       Schiebinger: "Taxonomy for Human Beings"

End of W7: #3 T&S Clip Journal due

Design Technology & Knowledge
(Oct. 19 & 21)
WEEK 8: Technology & Knowledge
READ: Collins: "Tacit Knowledge in building the TEA Laser" (XP1)
       Zuboff: Excerpts: *In the Age of the Smart Machine* (XP1)

(Oct. 26 & 28)
WEEK 9: Visual Knowledge and Design
READ: Lynch: "Discipline and the material form of images." (XP1)
       Henderson: *On Line and On Paper*: Chs. 4,5

3rd Short paper due at end of week 9, prompt one week in advance
FILM: 21st Century Jet
Design Technology & Knowledge (cont')
(Nov. 2 & 4)
WEEK 10: Organizational issues:
READ: Henderson: On Line and On Paper: Chs. 6, 7
         Vaughn: Excerpt from The Challenger Launch Decision (XP1)
End of W10: #4 T&S Clip Journal due

Computers and Military
(Nov. 9 & 11)
WEEK 11:
         Edwards ‘From ‘Impact’ to Social Process: Computers in Society and Culture” (XP1)
         Weber, Hoogma, Lane & Schot Experimenting with Sustainable Transport (XP2)

Design, Sustainability and Democracy
(Nov. 16 & 18)
WEEK 12: The Place of Technology in Democracy
       Birrer, "Counteranalysis: Toward Social Restraints on the...Use of Scientific Knowledge”(XP 1)
       McDonough & Braungart, Cradle to Cradle (1st half)
       Film: Who Killed the Electric Car?
End of W12: #5 T&S Clip Journal due

Technology Court & Sustainability – your turn
(Tues Nov. 23) Thanksgiving Holiday Thurs. Nov 25
WEEK 13: Science, Technology, Ecology, and Democracy- Begin technology court debates
READ: McDonough & Braungart, Cradle to Cradle (2nd half)

(Nov. 30, Dec. 2, Dec. 7)
WEEK 14 & 15: Class presentations for technology court continue
Prompt for 4th short paper handed out one week in advance of due date

Final deliverables: Due Last Day of Class – Tuesday December 7:
A. Entire T&S Clip Journal with:
   all original clips and entries 1-5
   updates & rewrites of original entries in response to comments
   final statement of learning from the process
   copy of handout/overhead from oral presentation
   evaluation of team colleagues’ participation in team project
B. 4th Short paper [hard copy and electronic copy] Comments will be sent electronically and paper may be rewritten. Re-write due Wed. Dec. 15, date of
assigned final, IN HARD COPY ONLY, by 5:00pm in Dr. Henderson's box in Academic 311 (may be handed in early)

Grade will be based on:
- class participation 5%
- technology & society clip journal (due every 2 weeks) 20%
- pop quizzes 15%
- 4 short essay papers (2-3 pages) 40%
- one team oral presentation for technology court w/handout 20%
- 100%

All excused absences must be documented with Dr's note or official letter explaining university excused absence

Pop quizzes: Be prepared for a quiz on reading material on Thursday of each week after Week 1. The purpose of quizzes is to help you keep up with the reading. Questions are simple true / false or multiple-choice to check that you have read the material. Bring a large-size grey scantron and a #2 pencil Thursdays. Any Legitimately excused quiz absences must be made up BEFORE the last week of classes.

Clip journal*: Your clip journal is an on-going opportunity to apply concepts from this course to the world outside the classroom. You should find some discussion of technology or science in the media (internet, newspapers, magazines, television) and apply a concept we have discussed to it. Review these writings and clippings when they are returned with comments. You may rewrite them when you hand in your final clip journal. It will be an opportunity to address any short-comings in your earlier observations and your writing. At the end of the semester you will hand in your entire clip journal with some summary comments and analysis of what the experience has provided as a learning tool. More information and examples will be handed out later.

Short papers*: These will be written in response to a question or choice of questions that will ask you to apply a theory discussed in class to some sort of data or compare one set of materials with another such as a text or a film. You will have the question a week in advance and may use your notes and books to help you think through your answer. I will be available to look at paper drafts in office hours (not via email) before they are due and they may be rewritten for a higher grade after they are returned. All rewrites must be handed in before the last week of classes.

Team oral presentation on a new technology: The final weeks of the course we will hold a "technology court" (based on the Birrer reading) to apply what we have learned, as we debate whether certain new technologies should or should not be developed in consideration of social and ecological costs and impacts in a democratic society. Each
team of students will present and defend a new technology. (Each person in the team must present 5 minutes of the whole) Using ideas from the course the rest of the class will question and debate the merits of the proposed technology and come to a final judgment on whether it should be developed or not. Teams may present technologies from Weber et al., Experimenting with Sustainable Transport, from hand-outs provided by Dr. Henderson, or from their own research. A 1-page handout, describing the technology and enumerating its advantages should be provided in hard copy form for class members. Power-point presentations are optional. Students will fill out an evaluation of peer participation for fellow team members. Your final essay will include aspects of this experience as well as the concepts underlying it.

*Note on use of internet sites: All internet information should be cited just as if the materials were published in a book or journal. For the purposes of the clip journals, a printout is sufficient. If you use other internet materials for analysis in your short papers, cite it with author (individual name or institution posting the site), title, and the web site address. Just like books and journals, direct quotes should include quotation marks followed by author and page number; a paraphrase should include author and page number at the end of the paragraph. The full citation with web address should then appear in a bibliography. Using materials from the internet (or anywhere else, for that matter) and attempting to pass them off as your own work is plagiarism which is illegal and could result in a failing grade. Dr. Henderson may use turnitin.com to monitor papers. A handout on how to cite from the internet will be provided.

All materials handed out in class such as syllabi, worksheets, guidelines, etc. are copyrighted and the property of the professor. They may not be copied without her or his permission. To do so and pass off any such materials as your own is plagiarism. You have my permission to copy any class materials you wish for legitimate learning purposes for this course.

THE AMERICANS WITH DISABILITIES ACT
The Americans with Disabilities Act is a federal anti-discrimination statue 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 Office of Support Services for Students with Disabilities in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement and Policy reminder
"An Aggie does not lie, cheat or steal, or tolerate those who do."
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

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

   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? 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

    Course Instructor

    Date 3/13/2013

13. Approvals:

    Date 3/13/2013

14. Department Head

    Date 3/20/13

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.
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 are 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 through studies using statistical methods and patterns using statistical trends. They will also learn from narrative qualitative information provided in deviance research. They will learn from reading, written material and visual material. They will learn to express their understanding of material through verbal inquiry and written and verbal responses to questions in the course and course exams.

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

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 through 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.
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@tamu.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.
<table>
<thead>
<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS AND EXAMS</th>
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<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>Social Facts and Social Constructions</td>
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<tr>
<td>2. Defining Deviance</td>
<td>• Defining Deviance</td>
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<td></td>
<td>• Adler and Adler Introduction, pp. 1-10.</td>
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<td>• Adler and Adler Ch. 1: Erikson, On the Sociology of Deviance pp. 17-24</td>
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<td>3. Social Controls and Deviant Careers</td>
<td>• Adler and Adler: Ch. 2: Heckert and Heckert, Typology of Deviance, pp. 25-40.</td>
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<td>• Adler and Adler Ch. 11: Best, The Constructionist Stance, Pp. 105-108.</td>
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<td>• Adler and Adler Ch. 43: Deciding to Commit a Burglary pp. 526-535.</td>
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<td>5. Subcultures and Power</td>
<td>• Adler and Adler Ch. 21, Chambliss, Saints and Roughnecks. Pp. 223-236.</td>
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<td>• Adler and Adler. Social Organization of Deviance p. 381-388.</td>
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<tr>
<td>6. Exam #1</td>
<td>• Exam on material between Lectures 1-5</td>
<td>Exam #1 Worth 15% of Final Grade</td>
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<tr>
<td><strong>Part II: THEORIES OF DEVIANCE AND SOCIETAL REACTION</strong></td>
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<tr>
<td>7. Individualistic versus Sociological Theories</td>
<td>• Adler and Adler: Theories of Deviance, pp. 57-72.</td>
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<td>• Adler and Adler, Ch. 33: Self-Injurers as Loners, pp. 401-408.</td>
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<tr>
<td>8. Functionalism vs. Anomie Theories</td>
<td>• Adler and Adler, Ch. 6: Durkheim, The Normal and the Pathological, pp. 73-77.</td>
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<td>• Adler and Adler, Ch. 7: Social Structure and Anomie, pp. 78-84.</td>
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<td>• Adler &amp; Adler, Ch. 10. Chesney-Lind, Feminist Theory, pp. 98-104.</td>
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</table>
### Class Schedule and Assignments:

<table>
<thead>
<tr>
<th>Week and Topics</th>
<th>Readings</th>
<th>Assignments and Exams</th>
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</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>
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<tbody>
<tr>
<td>14. Participant Observation, Interviews and Other Qualitative Approaches</td>
<td>• Adler &amp; Adler, Ch. 14 Researching Dealers and Smugglers, pp. 132-148.</td>
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<td>15.</td>
<td>• Exam 3 Covers Classes 13-14</td>
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**Part IV: Deviance and Case Studies**

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<tr>
<th>Week and Topics</th>
<th>Readings</th>
<th>Assignments and Exams</th>
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<tr>
<td>Topic</td>
<td>Readings</td>
<td>Notes</td>
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<tr>
<td>20. Heteronormativity and Gender Norms</td>
<td>• Adler &amp; Adler, Ch. 24. Weinberg et al., Becoming Bisexual, pp. 268-278.</td>
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<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>
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<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>
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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>
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<tr>
<td>25. Substance Use</td>
<td>• Adler &amp; Adler, Ch. 32, Sirles, Drug Use and Disordered Eating among College Women, pp. 389-400.</td>
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<td>27. Stigma Management</td>
<td>• Adler &amp; Adler, Ch. 23, Degher and Hughes, The “Fat” Identity, pp. 257-267.</td>
<td></td>
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<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>
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<tr>
<td>29. Conclusions</td>
<td>• Lecture Only</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>
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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 207 / WGST 207 3. Texas Common Course Number: ____________

3. 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 FCD - 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.

13. Submitted by:
   Course Instructor
   Approvals: ____________________________
   ____________ 2/13/2013  Date

14. Department Head
   ____________________________
   ____________ 3/13/2013  Date

15. College Dean/Designee
   ____________________________
   ____________ 3/20/2013  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?

The course is an overview course that examines the roles of men and women and how they vary across different times, and different places. 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.

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. 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. Assessment will occur through class discussion and exams.

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

An 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 as it related to gender in particular. Students will examine data from U.S. sources as well as International sources. 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 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.
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 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


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 Cuirse
(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:
Ehrenreich and Hochschild, 'Global woman', 49-55.
Bales, 'Because she looks like a child' pp. 193-202
Davidson, 'The Sex tourist, the expatriate . . .' pp. 203-215.
Global Health Issues

AWB, Chapter 9

http://www.who.int/en/

4th Test—Final Exam Schedule