Social and Behavioral Sciences (UPPER)
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): Department of Agricultural Leadership, Education and Communications (ALEC)

2. Course prefix and number: ALEC 450

3. Texas Common Course Number: N/A

4. Complete course title: Global Social Justice Issues in Agriculture

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
   ☐ American History
   ☐ Government/Political Science
   ☐ Social and Behavioral Sciences
   ☐ Communication
   ☐ Creative Arts

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

   ☑ Yes
   ☐ No

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

9. Number of class sections per semester: 1

10. Number of students per semester: 40

11. Historic annual enrollment for the last three years: 2012-2013 (30) 2011-2012 (34) Click here to enter text.

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

13. Submitted by:

   [Signature]

   Course Instructor

   [Date] 27 March 13

14. Department Head

   [Signature]

   [Date] July 1, 2013

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

RECEIVED 7.2.13

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?

**ALEC 450 - Global Social Justice Issues in Agriculture** provides students with a forum to analyze local and global social justice issues that affect, and are affected by U.S.-based cultural beliefs and consumerism; students engage in data analyses, critical thinking, and intercultural competency building exercises to advance their communication and social responsibility skills. ALEC 450 requires students to develop global and culturally-sensitive perspectives through examination of two central questions: (1) what social justice issues exist in agriculture, and (2) how do U.S. tastes, preferences, and consumer demands promote social injustices in non-U.S. agricultural settings?

ALEC 450 is built on the combination of critical thinking, communication (verbal and written), and research skills to advance students' logical analyses and social responsibility cognizance. Examination and application of intercultural views provides a foundation for weekly discourse on civic responsibilities to the state, nation, and world.

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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):**

ALEC 450 enhances students' critical thinking skills through collection, use, evaluation, and application of empirical data from the USDA-ERS, World Bank, UNFAO, etc., to establish knowledge about country-specific facts on hunger, poverty, trade, human rights, and agricultural production. These data (e.g., cocoa production in Ghana) are coupled with current global social justice issues (e.g., effects of chocolate consumption in the U.S. on child slavery in Africa) to produce individual and group written and verbal communications' products. Of particular note, is the emphasis placed on four Critical Thinking Skills core areas, known as 1) Evaluating information; 2) Evaluating ideas and other points of view; 3) Learning and problem solving; and 4) Communicating ideas effectively.

Critical Thinking Skills are practiced and assessed through multiple strategies including Critical Thinking Skills Activities (strengthen students' abilities to assess information, identify problems, pose solutions, and communicate results), writing a Position Paper (gather factual information, evaluate and synthesize themes, apply scientific research methods, and communicate findings effectively), and In-class Debate (assess scarce resource simulation and make life choices in the Hungry Decisions case study).
Texas A&M University

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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):

ALEC 450 enhances students' communication skills through Student-led Discussions (each student leads class discussion for 15 minutes. Student leaders provide visual aids and supplemental information to relevant current topics), Intercultural Exercises (students participate in the Hunger Banquet and Physical/Health Challenge simulations), writing an Analytical Paper (react to instructor prompt on global social justice issue; collect and judge value of science-based information; develop tenable solutions; conduct self- and peer-reviews of writing quality; and prepare final drafts using reviewers' comments), and Presentations (Analytical Papers are presented with visuals, learning activities, and are judged for most likely successful solution to overcome the social justice issue).

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

ALEC 450 enhances students' empirical and quantitative skills through access and application of data provided by USDA-ERS, USAID, CIA, UNFAO, Freedom House, and the MDG Monitor. For example, students are presented Gapminder data on longevity and the HDI (Human Development Index). They are challenged to: 1) summarize patterns of results in graphs without making inappropriate inferences; 2) evaluate how strongly correlational-type data supports a hypothesis; 3) provide alternative explanations for patterns of results that have many possible causes; 4) provide relevant alternative interpretations for specific sets of results; and, 5) use basic mathematical skills to help solve a real-world problems. Students analyze data, record their findings, report their conclusions, and convince their peers about the implications of their conclusions.

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

ALEC 450 enhances students' social responsibility through the study of Bennett’s Development Model of Intercultural Sensitivity and course assignments (in-class and community-based). Students examine social justice issues such as hunger, poverty, and classism in their local community, relate those issues to cultural values and beliefs systems, and transfer that knowledge to an examination of global social justice issues in agriculture. Students develop new perspectives about their civic responsibilities to improving their local and global communities through educated decision making skills. Those skills are enhanced when students: 1) separate relevant from irrelevant information when solving a real-world problems; 2) use and apply relevant information to evaluate problems; 3) identify suitable solutions for real-world problems using relevant information; 4) identify and explain best solutions for real-world problems using relevant information; and, 5) explain how changes in real-world situations might affect solutions.

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 Agricultural Leadership, Education, and Communications

ALEC 450 – Global Social Justice Issues in Agriculture

Request for International and Cultural Diversity (ICD) Designation

Socially responsible citizenry begins with awareness of social justice issues in one's own community, advances to understanding similar issues on a global scale, and transforms awareness into actions to alleviate those issues. ALEC 450 combines study and practice in intercultural competency building, critical thinking skills, student-led discourse, and quantitative research skills to encourage students to become active participants for the betterment of their communities. ALEC 450 requires students to develop global and culturally-sensitive perspectives through examination of two central questions: (1) what social justice issues exist in agriculture, and (2) how do U.S. tastes, preferences, and consumer demands promote social injustices in non-U.S. agricultural settings? A variety of case-studies on cultural perspectives, poverty, food security, women's rights, and sustainable agriculture are included in course materials.
ALEC 450: Global Social Justice Issues in Agriculture

Fall 2013 / Spring 2014
Tuesday / Thursday, 2:20 – 3:35 p.m., 113 AGLS

Course Description and Prerequisites
An in-depth and critical evaluation of current global social justice issues in agriculture and leadership skills necessary to effectively solve and manage issues in agricultural development. Weekly topics provide students with awareness, knowledge, and understanding of two central questions: (1) what social justice issues exist in agriculture, and (2) how do U.S. tastes, preferences, and consumer demands promote social injustices in non-U.S. agricultural settings? No prerequisites required.

Learning Outcomes or Course Objectives
Upon completion of this course, students will be able to:
- Define global social justice issues in agriculture.
- Discern differences between scientific and unscientific information to form fact-based opinions on food, agricultural, and societal issues.
- Evaluate empirical data for local and global social issues on hunger, trade, human rights, etc.
- Describe intercultural sensitivity levels, transitional stages, and methods for changing levels.
- Practice self-assessment and reflection of written communications.
- Conduct peer reviews of others' written communications.
- Practice individual leadership skills.
- Communicate ideas effectively.

Instructor Information
Name: Gary Wingenbach & Stephanie Curs
Telephone number: 979-862-1507
Email address: wingenbach@tamu.edu
Office hours: M-W-F, 9:00-11:00 a.m.
Office location: AGLS 261

Textbook and/or Resource Material
Various online readings, databases, and media; All course materials, updates, and messages from instructors will be posted on the course eLearning site

Grading Policies
Assignments/Projects submitted after the due date/time posted in eLearning will incur a 50% reduction of the total possible score for one day late, and 25% each day thereafter. An excused absence or prior arrangements with the instructors helps avoid these penalties. All assignments should be submitted via the course eLearning site.

1) Quizzes (50 points/each; 100 points total): Two quizzes will help assess students' knowledge.
2) CTS Activities (10 points each/ 50 points total): Critical Thinking Skills' (CTS) activities strengthen students' abilities to assess information, identify problems, pose solutions, and communicate results.
3) Position Paper #1 (150 points): Respond to a prompt provided by the instructors. Students will support their findings/views (must take a position) with factual information.
4) **Analytical Paper #2** (300 points): Develop an Analytical Paper (report) for a global social justice issue in agriculture. Reports must include tenable solutions to overcome the issue. You are required to: 1) gather factual information, 2) evaluate and synthesize themes from multiple sources, 3) apply problem solving skills, and 4) communicate the findings effectively to successfully complete this assignment.

i) **Topic Selection** (25 points): Choose one option (see rubric for more details).

ii) **Peer and Self-Reviews** (50 points): Conduct self- and peer-reviews of Analytical Papers.

iii) **Instructor Grade** (150 points): Course instructors assign points based on report completeness.

iv) **Presentations** (75 points): Presentations include visuals, learning activities, etc.

5) **Student-led Discussion** (75 points): Each student leads class discussion for 15 minutes, on a specified topic and date; include visual aids, reference to relevant current events, and specific class questions. All videos/materials used in class must be submitted to the instructor one week prior to presentation.

6) **Possible Extra Credit** (25 points max.): iReport video on a current social justice issue in agriculture at the community, state, or global levels.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
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<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
</tr>
</tbody>
</table>

**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview; Critical Thinking; Global Competencies; Consumerism and Choice</td>
<td>eLearning</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Define Social Justice; Participatory Research; Advocacy vs. Activism</td>
<td>CTS 1</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Intercultural Competencies, Perspectives, and Sensitivities</td>
<td>CTS 2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Millennium Development Goals: Data mining</td>
<td>Paper #1</td>
<td>150</td>
</tr>
<tr>
<td>5</td>
<td>Global Food Security, Poverty, and Hunger</td>
<td>Quiz 1</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Local Food Security, Nutrition, and Obesity</td>
<td>CTS 3</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Rural Education Issues</td>
<td>Paper/#2 Top.</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>Role of Women in Agriculture</td>
<td>CTS 4</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Global Human Rights and Child Labor Issues</td>
<td>CTS 5</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Sustainable Agricultural Practices</td>
<td>Quiz 2</td>
<td>50</td>
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<tr>
<td>11</td>
<td>Water, Environment and Biodiversity</td>
<td>Paper/#2 Rev.</td>
<td>50</td>
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<tr>
<td>12</td>
<td>Megatrends in Agriculture</td>
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<tr>
<td>13</td>
<td>Future of Agriculture and Social Justice Issues</td>
<td>Paper #2</td>
<td>150</td>
</tr>
<tr>
<td>14</td>
<td>Student Presentations; Peer Reviews</td>
<td>Presentations</td>
<td>75</td>
</tr>
<tr>
<td>FIN</td>
<td>Lessons Learned; Course Reflection</td>
<td>Discussion</td>
<td>75</td>
</tr>
<tr>
<td>iReport: Possible Extra Credit Assignment Due (25 pts)</td>
<td>TOTAL</td>
<td>700</td>
<td></td>
</tr>
</tbody>
</table>

**Other Pertinent Course Information**

Copyright Policy: Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Syllabus Revision Policy: Revision to this syllabus will be made at the discretion of the instructors. Changes in dates and topics will be announced in class and may not be communicated in writing.

**Americans with Disabilities Act (ADA)**

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

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

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

Attendance Policy: When possible, please contact Gary Wingenbach, wingenbach@tamu.edu, if you’re absent from class. Specific TAMU rules apply to excused absences; see Student Rule 7 (http://student-rules.tamu.edu/rule07) for details.

Helpful Links:
Academic Calendar: http://registrar.tamu.edu/General/Calendar.aspx
Final Exam Schedule: http://registrar.tamu.edu/General/FinalSchedule.aspx
On-Line Catalog: http://catalog.tamu.edu/
Student Rules: http://student-rules.tamu.edu/
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): Communication

2. Course prefix and number: COMM 315

3. Texas Common Course Number: none

4. Complete course title: Interpersonal Communication

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

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

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

9. Number of class sections per semester: 1 section per long term

10. Number of students per semester: 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.

12. Date
    7-1-13

13. Submitted by:
   [Signature]
   Course Instructor

14. Department Head
   [Signature]
   Date
    7-1-13

15. College Dean/Designee
   [Signature]
   Date
    7-1-13

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

See form instructions for submission/approval process.
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?

Social science is a branch of science that deals with the institutions and functioning of human society and with the interpersonal relationships of individuals as members of society (Merriam Webster dictionary.) COMM 315-Interpersonal Communication examines the identification, critique and transformation of interpersonal communication behavior, which is at the heart of the social construction of human relationships. In COMM 315-Interpersonal Communication, a social science perspective is applied to the study of interpersonal communication behavior in dyads, groups, institutions, society and culture. Interpersonal communication theories provide structure to analysis of messages exchanged between individuals which impact society and shape culture. Key in this study is obtaining the tools to analyze how communication contributes to sustaining relationships, damaging or destroying relationships and repairing relationships through conflict management.

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):

A critical key to the study of Interpersonal communication is the ability to reflect on one's own communication behavior and how that behavior is contributing to the development, maintenance or dissolution of a relationship. An example would be a typical empathy task, thinking about how another might be thinking or feeling, and then adjusting one's response based on that inquiry and analysis. Creative thinking comes into play in the innovation required to weigh, evaluate and synthesize theoretical perspectives with the practice of that communication behavior. An example would be to generate and implement ways to manage conflict in a constructive, mutually beneficial manner. The ability to think critically about interpersonal communication is assessed by student response to standard examination items.

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

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The study of interpersonal communication hinges on the concept of interpersonal communication competence. (see, for example, Spitzberg and Cupach.) Communication competence is the degree to which a communicator's goals are achieved through effective and appropriate interaction. Therefore, can that communicator maintain the 'face' and the 'line' of the communication while in interaction with another. A student may write a communication plan for another person, explain competent communication or demonstrate it to show another appropriate verbal or non-verbal skills. Assessment of communication competence can occur through evaluation of written, oral and visual observation of non-verbal behavior. A student is able to become more self-reflective and perform more competent written, oral and visual interpersonal communication. The ability to communicate competently and to evaluate communication competence in others is assessed by performance in in-class activities and by student response to standard examination items.

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

Empirical skills are employed to identify, through direct observation and through analysis of conversational transcripts, examples of dialogue that characterize the various stages of relationship development, maintenance and dissolution. Students draw informed conclusions about the stage and nature of an interpersonal relationship based on the type of talk observed. Additionally, students develop informed conclusions regarding appropriate conflict management strategies relevant to interpersonal stage and contextual factors including power dimensions and cultural norms. The ability to apply empirical methods to the study of interpersonal communication is assessed through student response to standard examination items.

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

Key in the accurate descriptions, interpretation and evaluation of interpersonal relationship status based on talk and non-verbal behavior is the synthesis of knowledge of intercultural norms, including but not limited to genderlects, as well as generational, ethnic, contextual, national and societal considerations. These cultures include, but are not limited to, geographic constructs. In order to use the social science involved in interpersonal communication, each of these factors must be extrapolated across a variety of relationships including romantic relationships, friendships, employer-employee relationships, caregiver-patient relationships, and parent-child relationships, to name a few. Bolstered with this knowledge and skill, communicators will be prepared to engage in communities both similar to and diverse from their own. The ability to exhibit social responsibility competence, through motivation, knowledge and skill is assessed through student response to standard examination items.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
COMM 315-Interpersonal Communication  
Summer I-2011  
HECC 105

Course Description: Speech interaction in person-to-person settings; concepts of perception, attraction, self-disclosure, listening, and conflict management through communication; speech interaction patterns and stages in the development of interpersonal communication.

Learning Outcomes: (I will ask you to demonstrate mastery of these outcomes on Exam Ill. I'm telling you what will be on Exam Ill.)  
The successful student will:  
a) state how communication contributes to the development of relationships  
b) analyze how communication contributes to sustaining relationships  
c) analyze how communication can damage or destroy relationships  
d) analyze how communication can repair relationships  
e) discuss thoughtfully the role of communication in romantic relationships, friendships, employer-employee relationships, caregiver-patient relationships and parent-child relationships

Instructor Information  
Nancy Street, Instructional Professor  
n-street@tamu.edu  
BLTN 107  
Office hours: Tues and Thurs 11:45-12:45; Wed 8:45-9:45

Required Materials  

All information posted at elearning.tamu.edu for COMM 315—required to check daily

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

Make-up work is permitted only in cases of documented University excused absence
**Source of Grade**

Exam I  25%  
Exam II  25%  
Exam III  30%  
In-Class Activities 20%

**Description of Assignments**

**Exams:** Multiple choice, matching and short answer. You will need a SCANTRON 882 (skinny green) for each exam.

**In-Class Activities:** On 12 occasions during class during Summer Session I, you will have graded in in-class activities based on the readings assigned for the day and on the information and discussions we have in class. The grades on each of these will be averaged together. You may drop your lowest two (2) grades before averaging. Please note, these are designated with ** in the syllabus.

**Grading Scale**

89.5-100 = A  
79.5-89.4 = B  
69.5-79.4 = C  
59.5-69.4 = D  
0-59.4 = F

Extra credit is available from time to time for the class as a whole yet NEVER on an individual basis.

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

**Academic Integrity Statement and Policy**

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

Students who lie, cheat or steal in COMM 315 will earn an F* in this course. Students are referred to the Honor Council Rules and Procedures on the web: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).
<table>
<thead>
<tr>
<th>DATE</th>
<th>Today in class</th>
<th>Before class, please read</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, May 31</td>
<td>Interpersonal Communication</td>
<td>Chapter One</td>
<td>Check elearning</td>
</tr>
<tr>
<td>W, June 1</td>
<td>Communication Competence **</td>
<td>Read 502-518</td>
<td>Check elearning</td>
</tr>
<tr>
<td>Th, June 2</td>
<td>Nonverbal Communication</td>
<td>Read 57-85</td>
<td>Check elearning</td>
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<tr>
<td>F, June 3</td>
<td>Verbal Communication **</td>
<td>Read 27-53</td>
<td>Check elearning</td>
</tr>
<tr>
<td>M, June 6</td>
<td>Listening **</td>
<td>Read 93-115</td>
<td>Check elearning</td>
</tr>
<tr>
<td>T, June 7</td>
<td>Social Cognition **</td>
<td>Read 125-146</td>
<td>Check elearning</td>
</tr>
<tr>
<td>W, June 8</td>
<td>Skill Building and Exam Review</td>
<td>First 50 minutes: Exam I</td>
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<tr>
<td>Th, June 9</td>
<td>Communicating to Connect</td>
<td>Remainder of class: Stages of Relationships--Overview</td>
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<tr>
<td>F, June 10</td>
<td>Presenting the self</td>
<td>Read 154-179</td>
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</tr>
<tr>
<td>M, June 13</td>
<td>Disclosing the self **</td>
<td>Read 186-210</td>
<td>Check elearning</td>
</tr>
<tr>
<td>T, June 14</td>
<td>Self and Society **</td>
<td>Read 434-458</td>
<td>Check elearning</td>
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<tr>
<td>W, June 15</td>
<td>Communication through the Stages of Relationships- Escalating and De-Escalating</td>
<td>Read 245-275</td>
<td>Check elearning</td>
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<tr>
<td>Th, June 16</td>
<td>Continued **</td>
<td>Read 322-356</td>
<td>Check elearning</td>
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<tr>
<td>F, June 17</td>
<td>Skill Building and Review **</td>
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<td>M, June 20</td>
<td><strong>Exam II</strong></td>
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<td>T, June 21</td>
<td>Communication to Maintain Relationships</td>
<td>Read 283-313</td>
<td>Check elearning</td>
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<tr>
<td>W, June 22</td>
<td>Continued **</td>
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<td>Check elearning</td>
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<tr>
<td>Th, June 23</td>
<td>Continued</td>
<td></td>
<td>Check elearning</td>
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<tr>
<td>F, June 24</td>
<td>Defending the self **</td>
<td>Read 216-239</td>
<td>Check elearning</td>
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<tr>
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<td>Check elearning</td>
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<tr>
<td>T, June 28</td>
<td>Managing Conflict **</td>
<td>Read 397-423</td>
<td>Check elearning</td>
</tr>
<tr>
<td>W, June 29</td>
<td>Managing Conflict **</td>
<td></td>
<td>Check elearning</td>
</tr>
<tr>
<td>Th, June 30</td>
<td>Skill Building and Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, July 1</td>
<td><strong>Exam III</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This request is submitted by (department name): Communication

Course prefix and number: COMM 320
Texas Common Course Number: none

Complete course title: Organizational Communication

Semester credit hours: 3

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

☐ Communication  ☐ Math
☐ Life and Physical Sciences  ☐ Government/Political Science
☐ Language, Philosophy and Culture  ☐ Social and Behavioral Sciences

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

☐ Yes  ☐ No

How frequently will the class be offered? Each semester
Number of class sections per semester: 1 section per long term
Number of students per semester: 100

Historic annual enrollment for the last three years: 2011-2012: 182  2010-2011: 200  2009-2010: 290

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.

Submitted by:

[Signature]  [Signature]
Course Instructor

Approvals:

[Signature]  [Signature]
Department Head

[Signature]  [Signature]
College Dean/Designee

[Date]  [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?

COMM 320 - Organizational Communication is designed to give students an overview of organizational communication theory and application from a social science perspective. Students will develop an historical as well as a contemporary understanding of organizations and communication, exploring theoretical approaches and examining particular processes that affect the individual in the workplace. Additionally, organizations are not considered to be stand-alone, neutral spaces and institutions but are rather complexly constructed sites of communication and human interaction. This means that the course not only talks about what happens in an organization, but we will also examine assumptions people have of work and organizations in society. An important component of learning about work and the workplace involves observing and analyzing organizations. As such, this course integrates a practical component where students will apply relevant concepts to organizations via case studies and observations to achieve a working knowledge of the science that describes the human endeavor of organizing from a communication perspective.

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):

A critical key to the study of organizational communication is the ability to list, categorize and then synthesize the range of communication phenomena in contemporary organizations. Inquiry across texts and descriptive schema require students to analyze and evaluate competing organizing models. Creative thinking and innovation come into play as students synthesize the research on these phenomena and then construct a useful representation for themselves and their teams of a multi-variant, interactive model. Examples of communication phenomenon in organizations include organizations from the inside, organizations and society, organizing, stakeholders, transfer of meaning from unit to unit, and so forth. These schema must account for diverse and wide-ranging phenomena such as business presentations, workplace violence, what organizations communicate to society and the relative worth communicated to a worker in an organization by management, to name a few. Case studies are employed as context for application of the critical analysis. The mastery of synthesis of an organizational scheme for communication phenomena in the field of organizational
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

communication is assessed by student performance in pod activities, a writing assignment and response to standard examination items.

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

The study of organizational communication involves the process of transfer of meaning by one organizational stakeholder to another organizational stakeholder or group of stakeholders through verbal, nonverbal, and mediated messages. (See, for example, Deetz.) Therefore, students study and are engaged in the practice of message creation in writing, in the spoken word and through visual/mediated means within pods and across pods. In this course, students study this process and engage in this process within organizational pods. The classroom mimics an organization with units (pods) and a head (professor.) Students describe organizational communication theory and the field of organizational communication. Assessment of communication in an organizational setting is assessed by student performance in visual products from pod activities, a writing assignment, oral explanations and response to standard examination items.

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

Empirical skills are employed to manipulate and analyze observable facts in organizations from an organizational communication perspective. Students analyze and critique organizational communication employing the tools and methods of collected data introduced in the course. These methods may include experiments, surveys and content analysis. Data is collected through direct observation and through analysis of video interactions, published documents and participant observer accounts. Students draw informed conclusions about the nature of organizational communication based on analysis and synthesis of the data collected. The ability to employ empirical methods to the study of organizational communication is assessed through student response to pod activities, a writing assignment and response to standard examination items.

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

Key in the accurate descriptions, interpretation and evaluation of organizational communication is the synthesis of knowledge of intercultural norms, including but not limited to genderlects, as well as generational, ethnic, contextual, national and societal considerations. These cultures include, but are not limited to, geographic constructs. In order to use the social science involved in organizational communication, each of these factors must be extrapolated across the wide array of organizational communication phenomena. Organizational theory is applied to the "real world" of organizing. Communities at every level of analysis and across geopolitical designators are included in this analysis. Bolstered with this knowledge and skill, communicators will be prepared to engage in communities both similar to and diverse from their own. The ability to exhibit social responsibility in organizational communication is assessed through student response to pod activities, a writing assignment and response to standard examination items.
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Comm 320-500 Organizational Communication TR 8:00-9:15 am HECC 209

Dr. Gill
Email: rebeccagill@tamu.edu
Office: Bolton Hall, 204
Office hours: TR, 1:00-3:00 or by appointment

I. Course Description: Speech communication behavior and networks within organizations; recent research on speech communication systems, communication climate, and communication barriers in organizational settings.

Course Overview: This course is designed to give students an overview of organizational communication theory and application. Students will develop a historical and contemporary understanding of organizations and communication, exploring theoretical approaches and examining particular processes. Organizations are not considered to be stand-alone, neutral spaces but are rather complexly constructed sites of communication and interaction. This means that we will not only talk about what happens in an organization, but we will also examine assumptions of work and organizations in society. An important component of learning about work and the workplace involves observing and analyzing organizations. As such, this course integrates a practical component where students will apply relevant concepts to organizations via case studies and observations.

Learning Outcomes: The successful student will:
• List and organize the range of communication phenomena in contemporary organizations
• Describe organizational communication theory and the field of organizational communication
• Analyze and critique organizational communication employing the tools and methods of collecting data introduced in the course
• Apply organizational communication theory to the “real world” of organizing.

Class meetings will consist mainly of lectures with some discussion and activity components.

II. Required Texts
• Access to the course elearning (www.elearning.tamu.edu) page, media matrix, and other library resources.

III. Course Policies
Our learning environment: A space of engaged ideas. We will strive to create a classroom space that is a safe, engaging, and productive place to learn. To do this, we will need to be open to discussing and reflecting upon our own and others’ ideas and assumptions, which includes being aware of our role as a supportive member of the class. Please speak up when you feel you have something relevant to add to the discussion. When you are not participating vocally, please support our classroom by being attentive. In no way will sexist, racist, or otherwise discriminatory or offensive comments or behavior be tolerated. This does not mean that we must agree with each other or the subject material, but that we must respect others’ observations and opinions.

Class preparation and due dates
It is expected that you will come to class prepared, which means that you have completed the assigned readings, course assignments, and/or other assigned activities. Lectures are designed to supplement, but not duplicate the course readings, so you are responsible for the readings as well as the lecture/discussion material. Course lectures and slides will not be posted online, but exam study guides will be available.
Assignments are due at the beginning of class on the specified due date. Late or emailed assignments will not be accepted unless otherwise arranged with your professor. Assignment dates or exams may be rescheduled only in cases of documented University-authorized activities, religious holidays, or illness of a family member or yourself (for 3 or more days). As exam and assignment deadlines are posted in advance, it is your responsibility to talk with the professor about schedule conflicts. If you unexpectedly miss an exam or a deadline, contact the professor as soon as possible and be able to confirm the unforeseeable emergency. For all events, please follow the policy in student rule #7, found at: http://student-rules.tamu.edu/rule07.

**Attendance policy:** Attendance is required. This course is designed in such a way that regular attendance is necessary for student success. Discussion pods and assignments require you to be present in class, and test questions are generated from in-class discussion.

**Cell phones, laptops, and other personal technology**

We are only together twice a week for a short time. During this time, please you to disconnect from the technology stream. Students using cell phones, messengers, etc., will be asked to put away their technology. If a second offense occurs, the student will be asked to leave for that class period. Laptops are allowed, but students will be asked to close their screens or leave class if laptop use becomes distracting.

**IV. University Policies**

**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1537. For additional information visit http://disability.tamu.edu.

**Academic Integrity Statement and Policy**

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

Aggiehonor.tamu.edu

University policy regarding academic integrity can be found at aggiehonor.tamu.edu, and this policy applies to this class. You are responsible for ensuring that you have read and understand the definitions of academic misconduct and possible sanctions. Please see your professor with any questions. In addition to the academic integrity policy, academic misconduct includes any of the following: a) cheating on an examination by looking at another student’s exam, allowing another student to use your exam, or bringing a crib sheet of answers to a test; b) data falsification or fabrication by inventing data for a project; c) plagiarizing by representing someone else’s work as your own, which includes copy/pasting sentences or paragraphs from papers written by others, “rewriting” another person’s published or unpublished paper/article or significant portions, downloading assignments from internet sites and representing them as your own work, and “recycling” papers you’ve written for previous or concurrent courses; d) interfering with others’ work by damaging their work or making them unable to effectively gather data or library resources.

In all such or similar cases, a student is engaging in academic misconduct and will be subject to penalties that may range from receiving a point reduction to failing the assignment to failing the course. All instances of academic misconduct will be filed with the Aggie Honor Council.
V. Course Assignments & Grading
The syllabus, including the grading schedule, is our semester contract. You can gauge your progress and roughly know how you’re doing throughout the semester because of this contract. Contact your professor if you’d like to discuss your class progress (it is recommended you meet with your professor early; if you are struggling in the course, there’s not much to be done in the last few weeks). Finally, please note that all assignments must be completed for the student to receive a passing grade in the course.

Discussion/Activity “Pods”
After the first week of the semester, you will become a member of a discussion “pod,” which will consist of 5 students who meet in class as well as outside of class to talk about course material and complete small assignments. The pods are intended to get spark ideas and conversations that we then discuss as a larger class. Pods can also support each other by sharing notes or forming study groups. Ideally, pods will enhance the class experience by providing small group infrastructure. This means that students must be open and available to participate in their pods and should strive to contribute as a positive member of the team. This course carries the expectation that students will regularly attend class and participate in their pod.

Exams
Three exams in this course are designed to test your knowledge, comprehension, and application of course concepts presented in class, handouts, case studies, and in the readings. Exams will be multiple choice. The final exam will incorporate items from the entire semester. No class time will be set aside for protracted exam reviews, though study guides will be made available.

Collaborative Vision of Work project
This project asks you to think about your own vision of work for the future, and to have a conversation with your pod members about your expectations, feelings, and assumptions about work that you then develop into a group essay or project. The project should allow individuals to express their thoughts about work but also look across the pod for similarities or contradictions in ideas. Length and style of the projects can vary, and expectations for grading must be discussed with your professor. More details will follow.

Assignments Point value (percentage of grade) Points earned:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pod assignments/activities</td>
<td>45 pts (15%)</td>
</tr>
<tr>
<td>Exam 1</td>
<td>45 pts (15%)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>60 pts (20%)</td>
</tr>
<tr>
<td>Exam 3 (Final)</td>
<td>75 pts (25%)</td>
</tr>
<tr>
<td>Collaborative Vision of Work project</td>
<td>75 pts (25%)</td>
</tr>
</tbody>
</table>

Total Points 300 (100%)

To figure your grade in the course, add your points and compare to:

270-300 points = A  
240-269 points = B  
210-239 = C  
180-209 points = D  
179 points or below = F
### VI. Course Schedule by Week

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17</td>
<td>Intro to the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/19</td>
<td>Overview and arguments for the study of organizations and communication</td>
<td>Chs 1, 14</td>
<td></td>
</tr>
<tr>
<td>1/24</td>
<td>Classical approaches</td>
<td>Ch 2</td>
<td></td>
</tr>
<tr>
<td>1/26</td>
<td>Classical approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/31</td>
<td>Classical approaches</td>
<td>Ch 3</td>
<td>Pod assgn. 1 due</td>
</tr>
<tr>
<td>2/2</td>
<td>Hres and Hrel approaches</td>
<td>Ch 3</td>
<td>Pod assgn. 2 due</td>
</tr>
<tr>
<td>2/6</td>
<td>Systems approaches</td>
<td>Ch 4</td>
<td></td>
</tr>
<tr>
<td>2/9</td>
<td>Systems approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/14</td>
<td>Systems approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/16</td>
<td>Systems approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/21</td>
<td>Exam 1</td>
<td></td>
<td>Exam 1</td>
</tr>
<tr>
<td>2/23</td>
<td>Cultural approaches</td>
<td>Ch 5</td>
<td></td>
</tr>
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<td>2/28</td>
<td>Cultural approaches</td>
<td></td>
<td>Pod assgn. 3 due</td>
</tr>
<tr>
<td>3/1</td>
<td>Assimilation/Socialization</td>
<td>Ch 7</td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td>Exploring the “work” of a Comm degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/8</td>
<td>Exploring the “work” of a Comm degree</td>
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<td></td>
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<tr>
<td>3/13</td>
<td>Spring Break</td>
<td></td>
<td></td>
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<tr>
<td>3/15</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/20</td>
<td>Critical approaches</td>
<td>Ch 6</td>
<td></td>
</tr>
<tr>
<td>3/22</td>
<td>Critical approaches</td>
<td></td>
<td>Pod assgn. 4 due</td>
</tr>
<tr>
<td>3/27</td>
<td>Critical approaches</td>
<td>Ch 11</td>
<td>Pod assgn. 4 due</td>
</tr>
<tr>
<td>3/29</td>
<td>Emotion</td>
<td></td>
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<tr>
<td>4/3</td>
<td>Emotion (Indiv. interviews completed)</td>
<td></td>
<td>Exam 2</td>
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<tr>
<td>4/5</td>
<td>Exam 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Conflict</td>
<td>Ch 9</td>
<td></td>
</tr>
<tr>
<td>4/12</td>
<td>Conflict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>Diversity/Difference</td>
<td>Ch 12</td>
<td>Pod assgn. 5 due</td>
</tr>
<tr>
<td>4/19</td>
<td>Diversity/Difference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/24</td>
<td>Technology</td>
<td>Ch 13</td>
<td>Pod “vision of work” due</td>
</tr>
<tr>
<td>4/26</td>
<td>Corporations and society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td>Exam 3 (Final)</td>
<td></td>
<td>Exam 3 (1-3 PM)</td>
</tr>
</tbody>
</table>
1. This request is submitted by (department name): Communication

2. Course prefix and number: COMM 325

3. Texas Common Course Number: none

4. Complete course title: Persuasion

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

   [Check box for Communication and Social and Behavioral Sciences]
   - Communication: Yes
   - Social and Behavioral Sciences: 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 semester

9. Number of class sections per semester: 1 section per long term

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years:
    - 2011-2012: 175
    - 2010-2011: 132
    - 2009-2010: 226

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

13. Submitted by:
    Course Instructor: [Signature]

14. Department Head: [Signature]

15. College Dean/Designee: [Signature]

For form instructions for submission/approval process.
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?

COMM 325-Persuasion Persuasion, at its most basic meaning, is influence. Theorized for millennia and practiced everyday, no one escapes interaction with persuasion. Persuasion is central to almost every moment of the human experience, across all time, all nations and all cultures. This course is designed to provide an overview of important theories and models of persuasion that relate to the design and reception of persuasive messages. Its aim is to instruct students in the techniques and factors that lead to changes in attitudes and behaviors. Through study of persuasive models and theories students not only explore a detailed realm of the human communication process, but also become more critical observers of messages that influence our thoughts, behaviors, and actions. Persuasion examines the role communication plays in the social influence process. This course is organized around several theoretical approaches to the study of attitude change. The course is particularly concerned with identifying the strategies that professional persuaders use when peddling their ideas, products, services, and philosophies.

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):

A critical key to the study of persuasion is the ability to recognize instances of persuasion, to repel this influence when desired and to employ the principles and theories of persuasion when desired. Therefore, students must analyze and evaluate instances of communication to identify each for intent and to determine the desirability of the attempt to change attitudes, values and beliefs. Persuasion involves intent, coercion, content, plurality, presence and media. Students must interrogate each of these elements and then synthesize the individual and collective impact of each. Creative thinking and innovation come into play as students work to resist persuasion and as they work to counter resistance to persuasion. An example of this is pre-emptive refutation in which inoculation theory is employed to provide counter persuasion prior to the listener receiving a message contrary to the initial message. Regular student presentations on the topic afford additional opportunities for critical thinking as students work together in teams to evaluate and analyze instances of persuasion and to employ innovation and creative thinking to solve problems presented by the persuasive situation. A critical part of learning is the application of persuasion theories and tactics discussed in class. To this end, students present a team presentation in which they connect theories and class content to real-world situations. Teams can accomplish this task via identifying media clips examples, role-playing, employing some other creative
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

endeavor, or a combination of techniques. The team reads, discusses and fully synthesizes the relevant class readings, and selects 2-4 examples that are pertinent to the week's theory/topic. Examples can include print advertisement, magazines, pamphlets, video clips, audio clips, TV broadcast or Internet web sites. Teams may also use a combination of role playing, media clips, or some other creative endeavor. Each team presents their examples to the class, explains how the examples relate to the week's persuasion theory/concept and answers any questions from the class. A PowerPoint file for the presentation is required to be e-mailed to professor prior to presentation for review. The mastery of critical thinking in the realm of persuasion is assessed by student performance in the team activity and response to standard examination items.

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

Persuasion is when communication causes someone else to change. Another person is usually the source of that persuasion. In COMM 325-Persuasion, students develop persuasive messages, interpret persuasive messages and explore the range of expression of persuasive message. They examine and produce persuasion in written form, in speech and in visual images. This course clearly employs each of the three aspects of communication (written, oral and visual) to influence ideas at the development level, the interpretation level and the expression level. An example of communication is action is the team project which requires each of these features. (Please see description in previous section.) Communication in the realm of persuasion is assessed by student performance in the team activity in particular and response to standard examination items.

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

Empirical skills are employed to manipulate and analyze observable facts from a persuasive perspective. Students analyze and critique persuasive communication employing the tools and methods of collected data introduced in the course. These methods may include experiments, surveys and content analysis. Data is collected through direct observation and through analysis of video interactions, published documents and participant observer accounts. Students draw informed conclusions about the nature of persuasive communication based on analysis and synthesis of the data collected. An example is content analysis of compliance gaining strategies. Students identify a number of compliance gaining strategies, tallying the number of each in a persuasive endeavor. Statistical analysis of the numerical data yields an index by which to evaluate the study. The ability to employ empirical methods to the study of persuasive communication is assessed through student performance in the team activity and response to standard examination items.

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

Key in the accurate descriptions, interpretation and evaluation of persuasive communication is the synthesis of knowledge of intercultural norms, including but not limited to genderlects, as well as generational, ethnic, contextual, national and societal considerations. These cultures include, but are not limited to, geographic constructs. In order to use the social science involved in persuasion, students must incorporate contextual factors that aid in decisions regarding the implementation of persuasive
strategies. From the ethics based question, "how far should a company go to persuade someone to buy a product" and similarly related "how far should a government go in persuading its citizens to adopt 'safe' behavior" to procedurally based questions, "how does a public relations campaign so successful in the U.S translate in, say, China" and similarly "how does one go about persuading people in cultures who hold different values to treat its citizens fairly and humanely," students must glean intercultural competence coupled with civic responsibility in order to answer these questions. Bolstered with this knowledge and skill, communicators will be prepared to engage in persuasion in communities both similar to and diverse from their own. The ability to exhibit social responsibility in persuasive communication is assessed by student performance in the team activity and response to standard examination items.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course Description: Theory of effective persuasive communication in interpersonal, small group, and public settings. Audience analysis, ethics of persuasion, motivational factors, psychological and rhetorical principles, source credibility, and theories of attitude change.

Learning Outcomes: The successful student will:
1. articulate leading research on and theories of persuasive influence
2. analyze key elements in the communication process of persuasion
3. examine and analyze influence in interpersonal, political, virtual, economic, business, religious, health and organizational contexts
4. recognize ubiquitous persuasive messages and, when desired, use counter-persuasive strategies in response, and as an outcome become an informed, critical receiver of persuasive messages in professional and personal contexts
5. develop an ethic regarding persuasion and influence

Instructor: Nancy Street  
Office: BLTN 107  
E-mail: n-street@tamu.edu  
Office Hours: Tues: 11-12:30; Wed: 2-3:30

Course Materials:
Perloff, R.M The Dynamics of Persuasion: Communication and Attitudes in the 21st Century, 4th Ed. Routledge (Taylor Francis) 2010  *either a real copy or CourseSmart online copy or other virtual copy is fine

elearning for COMM 325 located at elearning.tamu.edu Please login at least once per day because there may be new information and announcements and because some of your readings will be posted there. Thank you for following this requirement.

Grades and Grading: There will be three exams, a persuasive analysis, in-class activities and an optional Final Exam. These will be weighted like this.

Exam I 25%  
Persuasive Analysis 15%  
Exam II 25%  
In-class activities 10%  
Exam III 25%  
Optional Comprehensive Final Exam: grade will replace the lowest Exam grade

The Final Course Grade will be assigned:  
90-100=A  
80-89=B  
70-79=C  
60-69=D  
0-59=F

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

Academic Integrity Statement and Policy Cheating, misrepresenting, plagiarizing, presenting false documentation and all other forms of scholastic dishonesty will not be tolerated in this course. An F* will be assigned for the course for any case of scholastic dishonesty committed in this course.

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

Please refer to the Aggie Honor Code and to the Honor Council Rules and Procedures on the web: aggiehonor.tamu.edu because I do not want you to get in trouble.

Graded Work
Persuasive Analysis: On one (1) day, you and your group of 3 or 4 will complete a two (2) page paper identifying and thinking critically about a brief effort made to persuade you in the mass media (i.e. advertisement, newspaper editorial, letter to the editor, PSA, etc.). You will be assigned a general topic. You will discuss this paper briefly as a group with the class. Bring the media with you so that we may see what you analyzed. This assignment will be evaluated based upon the specificity, thoughtfulness and overall strength of your critical insights, not on a lengthy description of the message's content. More specific details will be provided in a handout posted on elearning.tamu.edu
In-class activities: On at least 12 occasions, in-class activities will be conducted in class. These will be collected and graded. Some will be individual; some will be done in pairs or small groups. The lowest two grades will be dropped and the remaining grades will be averaged together to obtain the in-class activity grade. Please attend class everyday because you will not want to miss these valuable learning experiences. These are designated in the calendar below with **

Exams: These are a combination of multiple choice, matching, short-answer, brief essay exams. Please bring a SCANTRON 882 (skinny green) and two number 2 pencils to each exam. Thank you!

Optional Comprehensive Final Exam: If you take this, your lowest Exam grade will be replaced with your Optional Comprehensive Final Exam Grade. This means that you do not have to take the Optional Comprehensive Final Exam. However, if you want to take the Optional Comprehensive Final Exam, I must receive a request in writing by Tuesday, May 3rd delivered to Bolton 107 prior to 5:00 p.m. If you request the Optional Comprehensive Final Exam and then do not report to take it, your lowest grade will be replaced with the zero you earned for a "no show." To assist you in your decision making about this option, grades from Exam III will be posted by 5:00 p.m. on Saturday, April 30th.

Make-up work and Attendance Policy: Attendance is expected because you will learn when you are in class. You will also contribute to the learning of others. If you are absent and have a University excused absence, as defined by Student Rules 7 http://student-rules.tamu.edu/rule07, then you may present satisfactory documentation to corroborate a claim for excused absence. Please bring that to my office during office hours.

Office Hours: Please come in during my office hours to ask questions, to talk with me, to share your insights and to air any concerns you may have. I'm here for you and am delighted to work with you!!! One thing you should know is that I office in the Advising Suite, therefore, sometimes when you come to my office during my office hours, it may look very crowded and busy. Simply identify yourself to the Student Worker at the desk as a student in COMM 325. She will make certain that you are routed into see me during that time. By the same token, if you are one of my advisees, too, please come in for advising during posted advising hours rather than during my academic office hours. This frees me to be available to everyone in my classes. Thank you!

Please see course calendar next two pages....
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>To do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Jan 18</td>
<td>Intro to Persuasion Welcome to COMM 325 What is a Social Science</td>
<td>Obtain a textbook now please because you will need it to pass the course. Thank you!!</td>
</tr>
<tr>
<td></td>
<td>perspective? What will we learn this semester?</td>
<td></td>
</tr>
<tr>
<td>R Jan 20</td>
<td>Models of Communication/Models of Persuasion ** Persuasion in the Real</td>
<td>Read Chapter 1 before class; Be prepared to discuss it.</td>
</tr>
<tr>
<td></td>
<td>World Persuasive puzzles and challenges WhoHoo for Theories!!</td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Monday, Jan 24th... Last day to add/drop... 5:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T Jan 25</td>
<td>Attitudes: Definition and Structure</td>
<td>Read Chapter 2 before class; Be prepared to discuss it.</td>
</tr>
<tr>
<td>R Jan 27</td>
<td>Attitudes: Functions and Consequences **</td>
<td>Read Chapter 3 before class; Be prepared to discuss it.</td>
</tr>
<tr>
<td>T Feb 1</td>
<td>Attitude Measurement **</td>
<td>Read Chapter 4 before class; Be prepared to discuss it.</td>
</tr>
<tr>
<td>R Feb 3</td>
<td>Theory Audit: How does what we've learned so far fit into that model we started with?</td>
<td>Bring your theory chart</td>
</tr>
<tr>
<td>T Feb 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R Feb 10</td>
<td>Processing Persuasive Communication</td>
<td>Read Chapter 5 before class; Be prepared to discuss it.</td>
</tr>
<tr>
<td>T Feb 15</td>
<td>&quot;Who Says it&quot;: Source **Factors in Persuasion</td>
<td>Read Chapter 6 before class; Be prepared to discuss it.</td>
</tr>
<tr>
<td>R Feb 17</td>
<td>Message Factors **</td>
<td>Read pages 184-202 in Chapter 7 before class; Be prepared to discuss it.</td>
</tr>
<tr>
<td>T Feb 22</td>
<td>Message Factors continued</td>
<td>Read pages 202-223 in Chapter 7 before class; Be prepared to discuss it.</td>
</tr>
<tr>
<td>R Feb 24</td>
<td>Personality, Persuasion and Cognitive Dissonance **</td>
<td>Read Chapters 8 and 9 before class; Be prepared to discuss them.</td>
</tr>
<tr>
<td>T Mar 1</td>
<td>Theory Audit: How does what we've learned so far fit into that model we started with?</td>
<td>Bring your theory chart</td>
</tr>
<tr>
<td>R Mar 3</td>
<td></td>
<td></td>
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<tr>
<td>Mid-term grades posted on Mon, Mar 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T Mar 8</td>
<td>Interpersonal Persuasion **</td>
<td>Read Chapter 10 before class; Be prepared to discuss it. Persuasive Analysis I</td>
</tr>
<tr>
<td>R Mar 10</td>
<td>Interpersonal Persuasion</td>
<td>Persuasive Analysis II</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Activity</td>
</tr>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>T Mar 22</td>
<td>Political Persuasion **</td>
<td>Read posting on elearning before class; Be prepared to discuss it.</td>
</tr>
<tr>
<td>R Mar 24</td>
<td>Political Persuasion</td>
<td>Persuasive Analysis III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Persuasive Analysis IV</td>
</tr>
<tr>
<td>T Mar 29</td>
<td>Advertising and PR</td>
<td>Read Chapter 11 before class; be prepared to discuss it in class</td>
</tr>
<tr>
<td>R Mar 31</td>
<td>Advertising and PR **</td>
<td>Persuasive Analysis V</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Persuasive Analysis VI</td>
</tr>
<tr>
<td>Monday, April 4th</td>
<td>Last day to Q-drop</td>
<td></td>
</tr>
<tr>
<td>T Apr 5</td>
<td>Health/Social Cause Campaigns</td>
<td>Read Chapter 12 before class; be prepared to discuss it in class</td>
</tr>
<tr>
<td>R Apr 7</td>
<td>Health/Social Cause Campaigns</td>
<td>Persuasive Analysis VII</td>
</tr>
<tr>
<td></td>
<td>**</td>
<td>Persuasive Analysis VIII</td>
</tr>
<tr>
<td>T Apr 12</td>
<td>Religious Persuasion</td>
<td>Read posting on elearning; Be prepared to discuss it in class</td>
</tr>
<tr>
<td>R Apr 14</td>
<td>Organizational Persuasion **</td>
<td>Read posting on elearning; Be prepared to discuss it in class</td>
</tr>
<tr>
<td>T Apr 19</td>
<td>Virtual Persuasion</td>
<td>Course Wrap-up</td>
</tr>
<tr>
<td>R Apr 21</td>
<td>Myths and Urban Legends of Persuasion **</td>
<td>Read posting on elearning; Be prepared to discuss it in class</td>
</tr>
<tr>
<td>Muster</td>
<td></td>
<td>Persuasive Analysis XI</td>
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<tr>
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<td>Persuasive Analysis XII</td>
</tr>
<tr>
<td>Reading Day on Friday, April 22nd</td>
<td></td>
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</tr>
<tr>
<td>T Apr 26</td>
<td>Theory Audit: How does what we've learned so far fit into that model we started with?</td>
<td></td>
</tr>
<tr>
<td>R Apr 28</td>
<td>Optional Comprehensive Final Exam</td>
<td>Please read instructions and provisions carefully.</td>
</tr>
<tr>
<td>Fri, May 6</td>
<td>12:30-2:30 p.m.</td>
<td></td>
</tr>
</tbody>
</table>
1. This request is submitted by (department name): Communication
2. Course prefix and number: COMM 335
3. Texas Common Course Number: none
4. Complete course title: Intercultural Communication
5. Semester credit hours: 3
6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Communication
   - Math
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No
8. How frequently will the class be offered? Each semester
9. Number of class sections per semester: 1 section per long term
10. Number of students per semester: 250
11. Historic annual enrollment for the last three years:
    - 2011-2012: 495
    - 2010-2011: 591
    - 2009-2010: 529

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:
    - M. Doe
    - Course Instructor
    - Date
14. Department Head
    - Date
15. College Dean/Designee
    - Date

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

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

Foundational Component Area: 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?

COMM 335-Intercultural Communication examines the identification, critique and transformation of intercultural communication behavior, which is at the heart of the social construction of human relationships and is an increasingly important part of our social and professional lives. In COMM 335-Intercultural Communication, a social science perspective is applied to the study of intercultural communication behavior in dyads, groups, institutions, society and culture. In this course, the goal is to gain the tools for the most important aspect of intercultural communication: self-reflexivity and social-reflexivity. This course explores issues related to the intercultural communication process. We consider the important role of context (social, cultural, and historical) in intercultural interactions. We examine the complex relationship between culture and communication from three conceptual perspectives: the social psychological perspective, the interpretive perspective, and the critical perspective. It is through these three conceptual perspectives that we strive towards a comprehensive picture of intercultural communication through empirical analysis of observable facts and behaviors. By applying these approaches to the study of intercultural communication, we identify and analyze the complexity and dialectical tensions involved in intercultural interactions. This learning process also enhances self-reflection, flexibility with social responsibility, and sensitivity in intercultural communication.

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):

A critical key to the study of Intercultural communication is the ability to reflect on one’s own communication behavior and how that behavior is contributing to the development of intercultural relationships. Communication variables in intercultural contexts include culture and meaning, nonverbal styles across cultures, patterns of symbolic transfer, culture shock and communication, values in intercultural dialogue. An example would be a typical perspective-taking task, thinking about how the world looks from the perspective of the other and then adjusting one’s response based on that inquiry and analysis. Creative thinking comes into play in the innovation required to weigh, evaluate and synthesize theoretical perspectives with practice. An example would be to generate and implement
ways to manage intercultural conflict in a constructive, mutually beneficial manner. The emphasis on
civil dialogue in the classroom provides another example of a critical thinking task that involves
evaluation of a communication situation and synthesis of that evaluation with principles and theories
learned in the class. Creative thinking, innovation and self-monitoring are required in order to generate
styles of communication that meet the criteria of the civil dialogue statement:

Civil dialogue: Learning takes place best when a safe environment is established in the classroom. To this end, I will seek to support a
setting that nurtures individual and group differences and encourages engaged, honest discussions. I hope that together we create a safe
place where everyone feels comfortable to share and explore ideas. I welcome disagreements in the spirit of public dialogue and critical
academic exchange, but in so doing, it is essential that each of us remembers to be respectful of other points of view, whether you agree
with them or not. In this class, derogatory or insensitive comments based on race, ethnicity, class, gender, sexual orientation, ability,
religion, or nationality will not be tolerated, nor is it permissible to state one’s opinion in a manner that silences the voices of others.

Critical thinking in the realm of intercultural communication is assessed by student response to
standard examination items.

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

The study of intercultural communication hinges on the concept of intercultural communication competence. (see, for example, RL Wiseman, MR Hammer, H Nishida; Spitzburg.) Intercultural Communication competence is the degree to which a communicator’s goals are achieved through effective, appropriate and satisfying communication interaction between two or more people from two or more cultures. Therefore, can that communicator maintain the ‘face’ and the ‘line’ of the communication while in interaction with another person from another culture. A student may display competent communication, write a communication plan for a person from another culture, explain competent communication or demonstrate it to show another appropriate verbal or non-verbal skills. Assessment of intercultural communication competence can occur through evaluation of written, oral and visual observation of non-verbal behavior. A student is able to become more self-reflective and perform more competent written, oral and visual intercultural communication. Communication in the realm of intercultural communication is assessed by student response to standard examination items.

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

Empirical skills are employed to identify, through direct observation and through analysis of
conversational transcripts, case studies, video examples of verbal interaction and of nonverbal
interaction along the dimensions of effectiveness, appropriateness and satisfaction that characterize
competent intercultural communication. Content analysis is employed to identify and code dialectic
tensions evident in intercultural interactions. Dialectics include, for example, cultural-individual,
personal-social/contextual, differences-similarities, static-dynamic, present/future-history/past and
privilege/disadvantage. Students draw informed conclusions about the resolution of the dialectic to the
satisfaction of the cross-cultural interactants. Additionally, students develop informed conclusions
regarding appropriate conflict management strategies relevant to intercultural communication and
contextual factors including power dimensions and cultural norms. Empirical methods in the realm of
intercultural communication is assessed by student response to standard examination items.
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):

Key in the accurate descriptions, interpretation and evaluation of intercultural relationship status based on talk and non-verbal behavior is the synthesis of knowledge of intercultural norms, including but not limited to genderlects, as well as generational, ethnic, contextual, national and societal considerations. These cultures include, but are not limited to, geographic constructs. In order to use the social science involved in intercultural communication, each of these factors must be extrapolated across a variety of communication relationships including romantic relationships, friendships, employer-employee relationships, caregiver-patient relationships, and governmental-political relationships, to name a few. Bolstered with this knowledge and skill, communicators will be prepared to engage in communities both similar to and diverse from their own. Throughout the course students learn specific theories that provide the framework for analysis in the role of culture one’s sense of self, values, behavior, and view of the world. In doing so, students learn how one’s own positions are different from those of others, and expand the possibilities for understanding and participating in the global world in which we live. Social responsibility in the realm of intercultural communication is assessed by student response to standard examination items.

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 communication patterns and practices between cultures, and of individuals identifying with and acting as members of cultures. It examines the intercultural communication for social scientific, interpretive and critical perspectives and explores self-reflexivity and social-reflexivity in intercultural encounters. While there is an historical component designed to provide context, well over 50% of content is on scholarship from the last 20 years and examples are drawn directly from current cultural practices and norms.
Instructor: Marissa Joanna Doshi
Office: Bolton 008
Email: marissadoshi@tamu.edu
I am extremely accessible by email – You can expect a reply in 24 hours between M-F
Office Hours: Monday: 9:00-10:00 am and 11:15 am-12:15 pm, Wednesday: 9:00-10:00 am
If you cannot meet during the abovementioned office hours, please email me to set up an appointment.

Course Description: Communication variables in intercultural contexts including culture and meaning, nonverbal styles across cultures, patterns of symbolic transfer, culture shock and communication, values in intercultural dialogue.

This course explores issues related to the intercultural communication process. We will consider the important role of context (social, cultural, and historical) in intercultural interactions. We will examine the complex relationship between culture and communication from three conceptual perspectives: the social psychological perspective, the interpretive perspective, and the critical perspective. It is through these three conceptual perspectives that we will strive towards a comprehensive picture of intercultural communication. By applying these approaches to the study of intercultural communication, we will also come to appreciate the complexity and dialectical tensions involved in intercultural interactions. This learning process should enhance self-reflection, flexibility, and sensitivity in intercultural communication.

Learning Outcomes
The successful student will

1. Compare and contrast three perspectives on the study of intercultural communication
   - the traditional social psychological perspective, the interpretive perspective, and the
   - more recent critical perspective.
2. State the importance of the roles of context and power in studying intercultural
   communication.
3. Describe communication sensitivity to the complexity of intercultural interactions.
4. Recognize the influence of their own cultural groups on intercultural communication
   interactions.
5. Develop willing, self-reflective, flexible, and open communication style in intercultural communication interactions.
6. Analyze cultural practices and artifacts from multiple standpoints.
7. Develop a self-reflective style of communication to enhance intercultural experiences.

Additional Notes: Intercultural communication is an increasingly important part of our social and professional lives. In this course, the goal is to gain the tools for the most important aspect of intercultural communication: self-reflexivity. Throughout the course you will learn specific theories that will help you to analyze the role of culture in your own sense of self, your values, your behavior, and your view of the world. In doing so, you will also begin to learn how your own positions are different from others, and begin to expand your possibilities for understanding and participating in the global world in which we live.

You should treat class time as a place for us to openly discuss dynamics of intercultural communication in a well-informed and respectful manner. The class lectures and discussion will assume that you know material from the reading and build on it rather than simply repeating it. As such, I expect students to come to class prepared to ask and answer questions based on the reading. The exams are written so that a student who has carefully read, attended class, taken notes, and consistently reviewed both will be able to pass. If you are not doing each of these things, you should not expect to pass the exams. Keep in mind that exams are designed as indicators of the critical thought that the course objectives are designed to foster. Success in this course requires a commitment to both mastery of information and the ability to critique, apply, and use that information intelligently and thoughtfully.

Required Texts and Supplies

2. Additional readings will be posted online through elearning http://elearning.tamu.edu/. It is your responsibility to access our course webpage regularly. This is also where I will post important announcements.
3. 6 skinny GREEN scantrons & #2 pencil for exams

GRADING

<table>
<thead>
<tr>
<th>Basis of Course Grade (see description below):</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1: 20%</td>
<td>A=90-100%</td>
</tr>
<tr>
<td>Exam 2: 20%</td>
<td>B=80-89.9%</td>
</tr>
<tr>
<td>Exam 3: 20%</td>
<td>C=70-79.9%</td>
</tr>
<tr>
<td>Exam 4: 20%</td>
<td>D=60-69.9%</td>
</tr>
<tr>
<td>Exam 5: 20%</td>
<td>F=0-59.9%</td>
</tr>
</tbody>
</table>
Over the course of the semester, there will be six exams. These will follow the multiple choice and true/false format. Be sure to arrive on time on exam days and be ready to make full use of your class time. On exam days, we will only take the exam and then you are free to leave. Your lowest exam score will be dropped.

Because there are so many students in this class, I will be very strict in following the grading guidelines. If you miss an exam by not being in class, you will not be able to make it up unless you have documentation, as appropriate, of a University excused absence. Please see http://student-rules.tamu.edu/rule07 for a complete explanation of University excused absences. Note that all exams must be made up within 30 days. Please be aware that in order to maintain fairness, I cannot make exceptions for a single person.

CLASS POLICIES

Email: I will contact you via the A&M e-mail system. If your account is "messed up," please resolve the problem today! Course information will be delivered to you via that route so check your e-mail daily, please. You will miss information for which you will be responsible if you do not follow this policy. Check your email daily!

eLearning: A number of readings for this class will be available via eLearning. Please make sure you have access to the class’s eLearning section and read the posted readings for the day indicated in the syllabus. These readings supplement class lectures and case studies/guest lectures. You need to read the material, process it, and come to class ready to discuss what you have read. Technical malfunctions will not serve as an excuse.

Attendance:
It is advised that you do not miss class unless absolutely necessary. You should not expect to do well on exams if you have not attended class. If you are absent on an exam day, the exam can be made up only if your absence qualifies as a University excused absence.

If your reason for being absent is recognized by the University as an Excused Absence (please see Student Rule 7.3 http://student-rules.tamu.edu/rule07) then please provide the satisfactory documentation. Please note that a receipt from a healthcare provider is NOT satisfactory documentation. Also, please note that I may verify any documentation for excused absence requests. I do NOT accept Texas A&M University Explanatory Statement for Absence from Class form.

Note that all make-up exams must be completed within 30 days of the missed exam. It is your responsibility to meet me and schedule the make-up exam.

Exam questions pertaining to in-class discussion topics or other supplemental materials covered in class (videos, guest speakers) are fair game. Attendance is required on the days where guest
speakers come to class. Note that guest speaker material and videos/movies will not be on power points.

**Participation:** You are expected to thoroughly read each day’s assigned chapter and/or supplemental reading(s) before coming to class. You must be ready to ask substantive questions and engage in productive discussions. Failure to read assigned work limits your ability to strengthen your critical thinking skills and your ability to understand the materials you need to grasp in order to successfully navigate the course.

**Electronic device policy:** As a courtesy to other class members, please turn off all cell phones during class time. Texting or talking on the phone can be quite distracting to others in class. If you have a special situation that requires you to receive or send cell phone messages in class, please let the instructor know in advance. Laptops and other electronic word processing devices are not allowed in the class except for note-taking purposes. Violation of this policy would lead to a no-laptop rule for everyone in class for the rest of the semester. Please be mindful to not check email, browse the web, etc.

Audio recording, photography, and video recording during class are prohibited.

**In-class exams:** Exams will be given in class. Please refer to the schedule (at the end of this document) for exam dates. Exams will be used to test you on readings from the textbook, supplemental readings, class lectures, and class discussions. You will be eligible for a make-up exam only if your absence on the exam day is excused. Refer to the course attendance policy for what constitutes acceptable absence documentation for this class. Please bring a skinny green scantron and pencil on exam days.

**Civil dialogue:** Learning takes place best when a safe environment is established in the classroom. To this end, I will seek to support a setting that nurtures individual and group differences and encourages engaged, honest discussions. I hope that together we create a safe place where everyone feels comfortable to share and explore ideas. I welcome disagreements in the spirit of public dialogue and critical academic exchange, but in so doing, it is essential that each of us remembers to be respectful of other points of view, whether you agree with them or not. In this class, derogatory or insensitive comments based on race, ethnicity, class, gender, sexual orientation, ability, religion, or nationality will not be tolerated, nor is it permissible to state one’s opinion in a manner that silences the voices of others.

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AN AGGIE DOES NOT LIE, CHEAT OR STEAL OR TOLERATE THOSE WHO DO.

Tentative course schedule: On the next pages is a tentative schedule that is subject to modification by the instructor depending on the progress made by the class. Additional readings and handouts may be assigned through the course of the semester as determined by the instructor. All chapter numbers refer to the textbook. The instructor will inform you in class, via elearning and through email if there are any changes to this schedule.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class/Syllabus</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>** Week 1 **</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Jan. 14</td>
<td>Welcome!</td>
<td>Explore syllabus</td>
<td>Print and read</td>
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<tr>
<td></td>
<td>Course intro.</td>
<td>and eLearning</td>
<td>syllabus Get your</td>
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<td></td>
<td></td>
<td>Course intro.</td>
<td>textbook today if</td>
</tr>
<tr>
<td>W Jan. 16</td>
<td>Why Study Intercultural Communication?</td>
<td>Ch. 1</td>
<td>you haven't got one yet!</td>
</tr>
<tr>
<td>F Jan. 18</td>
<td>Why Study Intercultural Communication?</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td>** Week 2 **</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Jan. 21</td>
<td>No class. Dr. MLK Day</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>W Jan. 23</td>
<td>History of the Study of Intercultural Communication</td>
<td>Ch. 2</td>
<td></td>
</tr>
<tr>
<td>F Jan. 25</td>
<td>History of the Study of Intercultural Communication</td>
<td>Ch. 2</td>
<td></td>
</tr>
<tr>
<td>** Week 3 **</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Jan. 28</td>
<td>Exam 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Jan. 30</td>
<td>Comm, Culture, Context, and Power</td>
<td>Ch. 3</td>
<td></td>
</tr>
<tr>
<td>F Feb. 1</td>
<td>Comm, Culture, Context, and Power</td>
<td>Ch. 3</td>
<td></td>
</tr>
<tr>
<td>** Week 4 **</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Feb. 4</td>
<td>History and Intercultural Comm</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>W Feb. 6</td>
<td>History and Intercultural Comm</td>
<td>Ch. 4</td>
<td>Supplemental reading: Narayan, U (1997)</td>
</tr>
<tr>
<td>F Feb. 8</td>
<td>Exam 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Class: Lecture</td>
<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Week 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 11</td>
<td>Identity and Intercultural Communication</td>
<td>Ch. 5</td>
<td></td>
</tr>
<tr>
<td>W 13</td>
<td>Identity and Intercultural Communication</td>
<td>Ch. 5</td>
<td></td>
</tr>
<tr>
<td>F 15</td>
<td>Discussion of supplemental reading</td>
<td></td>
<td>Supplemental reading: Crenshaw (1992)</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 18</td>
<td>Language and Intercultural Communication</td>
<td>Ch. 6</td>
<td>Supplemental reading: Tom-Orme (2000)</td>
</tr>
<tr>
<td>W 20</td>
<td>Language and Intercultural Communication</td>
<td>Ch. 6</td>
<td></td>
</tr>
<tr>
<td>F 22</td>
<td>Exam 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 25</td>
<td>Nonverbal codes and cultural space</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td>W 27</td>
<td>Movie: Heart Broken in Half</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td>F 1</td>
<td>Movie discussion and Ch. 6 contd.</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 4</td>
<td>Understanding Intercultural Transitions</td>
<td>Ch. 8</td>
<td></td>
</tr>
<tr>
<td>W 6</td>
<td>Understanding Intercultural Transitions</td>
<td>Ch. 8</td>
<td>Supplemental reading: Conquergood (1988)</td>
</tr>
<tr>
<td>F 8</td>
<td>Exam 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Class Lecture</td>
<td>Readings</td>
<td>Assignments</td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td>Mar. 11</td>
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<tr>
<td>Mar. 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 15</td>
<td></td>
<td></td>
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</tbody>
</table>

**Spring Break! Enjoy responsibly!**

**Week 9**

<table>
<thead>
<tr>
<th>M</th>
<th>Mar. 18</th>
<th>Popular culture and Intercultural comm</th>
<th>Ch. 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Mar. 20</td>
<td>Popular culture and Intercultural comm</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>F</td>
<td>Mar. 22</td>
<td>Case study: TV episode: Outsourced</td>
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</table>

**Week 10**

<table>
<thead>
<tr>
<th>M</th>
<th>Mar. 25</th>
<th>Media and culture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Mar. 27</td>
<td>Culture, Communication, and Intercultural relationships</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>F</td>
<td>Mar. 29</td>
<td>Reading Day. No class.</td>
<td></td>
</tr>
</tbody>
</table>

**Week 11**

<table>
<thead>
<tr>
<th>M</th>
<th>Apr. 1</th>
<th>Culture, Communication, and Intercultural relationships</th>
<th>Ch. 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Apr. 3</td>
<td>Movie: Crash</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Apr. 5</td>
<td>Movie: Crash</td>
<td></td>
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</table>

**Week 12**

<table>
<thead>
<tr>
<th>M</th>
<th>Apr. 8</th>
<th>Discussion of movie</th>
<th></th>
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<tbody>
<tr>
<td>Day</td>
<td>Date</td>
<td>Event</td>
<td></td>
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<td>------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Apr. 10</td>
<td>Guest panel (current research)</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Apr. 12</td>
<td>Exam 5</td>
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**Week 13**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>M</td>
<td>Apr. 15</td>
<td>Culture, Comm, and Conflict</td>
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<tr>
<td></td>
<td></td>
<td>Ch. 11</td>
</tr>
<tr>
<td>W</td>
<td>Apr. 17</td>
<td>Culture, Comm, and Conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 11</td>
</tr>
<tr>
<td>F</td>
<td>Apr. 19</td>
<td>Striving for Engaged and Effective Intercultural communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 12</td>
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**Supplemental reading:** Mease & Terry (2012)

**Week 14**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>Apr. 22</td>
<td>Case Study (movie excerpt): The World according to Sesame Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 12</td>
</tr>
<tr>
<td>W</td>
<td>Apr. 24</td>
<td>Discussion+ Ch. 12</td>
</tr>
<tr>
<td>F</td>
<td>Apr. 26</td>
<td>Exam 6</td>
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</table>

**Redefined Week**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Apr. 29</td>
<td>Course wrap-up</td>
</tr>
</tbody>
</table>
| T   | Apr. 30| Course wrap-up                                            | **Redefined day!**
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): Communication

2. Course prefix and number: COMM 365 (W) 104k 365

3. Texas Common Course Number: none

4. Complete course title: International Communication

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Creative Arts
   - 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? Each semester

9. Number of class sections per semester: 1 section per long term

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years:
    - 2011-2012: 45
    - 2010-2011: 91
    - 2009-2010: 155

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: 7-3-2013

14. Department Head: [Signature]
    Date: 7-1-13

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

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

Core Curriculum

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

Foundational Component Area: 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?

At the heart of the human experience, is navigating interdependency, interconnectivity, and proximity with other humans. COMM 365—International Communication examines these human experiences from a social science perspective. International communication focuses on communication patterns and practices between nations and of individuals acting on behalf of a nation. International communication is the study of the flow of mediated communication between and among countries and of comparative mass communication systems among national governments. COMM 365 pursues an historical and theoretical approach to International Communication, including international information flows, global media systems, and the role of culture and communication in globalization. The course uses in-depth consideration and critical analysis of case studies of international communication issues to better understand the way in which global media and international communication shape global politics.

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):

A critical key to the study of international communication is the ability to examine systematically the similarities and differences among people communicating as individuals vs. communicating on behalf of a nation. As social science deals with the institutions and functioning of human society, and with the interpersonal relationships of individuals as members of society (dictionary,) this duality coupled with the ubiquity of media, both traditional and new, provides a context rich for critical thinking from a social science perspective. Therefore, students must analyze and evaluate instances and systems of international communication to identify issues of reliance, linkages, and immediacy. Through evaluation and synthesis, these issues must be coupled, aggregated, decoupled or de-aggregated through examination of the integrated influences of each factor on communication in a mediated context. Students must interrogate each of these elements and then synthesize the individual and collective impact of each. Creative thinking and innovation come into play as students work to create a construct that accounts for the multiplicity of influences. Examples of critical inquiry could include “What effect does being U.S.-educated have on an international leader’s perception of statements by the U.S.?” or “How is geopolitical discord in Egypt mediated on Twitter?” The mastery of critical thinking in the realm of international communication is assessed by response to standard examination items.
Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

International communication is studied in written formats, especially international documents, social media feeds (Twitter, Facebook,) newspapers, blogs and the like. International communication is studied in oral formats, especially international newscasts and international speeches. International communication is studied in visual formats, especially in non-verbals of speakers, photojournalism, films, and the like. Using the Broadcast Monitoring System, and other more traditional internet searches, students examine the development of messages, how messages are interpreted variously in multiple international contexts, and the strategic expression of messages as each relates to content and format. Communication in the realm of international communication is assessed by student response to standard examination items.

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

In International communication, empirical skills are employed to manipulate and analyze observable facts from an international communication perspective. Students analyze and critique international media messages employing the tools and methods of collected data introduced in the course. The method generally involves content analysis. This course engages students with actual texts, images, broadcasts, etc, from global media using, among other sources, the Broadcast Media System, and requires them to sort through the data presented to draw informed conclusions about global journalistic coverage of major world events. An example is content analysis of messages from Arab Spring. The ability manipulate and analyze observable facts is assessed by student response to standard examination items.

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

COMM 365-International communication develops social responsibility by building international understanding and intercultural competence, to help students better understand the interaction of media and politics, particularly in the international realm, and to better understand how local, national, and global media outlets shape perceptions of events, trends, and communities. Students learn how to better appreciate, describe and react to various perspectives on global issues by learning about global media and its interaction with political, economic, and social factors. Bolstered with this knowledge and skill, communicators will be prepared to engage in, as well as respond to, international communication in communities both similar to and diverse from their own. The ability to exhibit social responsibility in international communication is assessed by student response to standard examination items.

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 Communication
COMM 365: International Communication
Request for International and Cultural Diversity Designation

This course focuses on communication patterns and practices between nations, and of individuals acting on behalf of nations. It examines the flow of mediated communication between and among countries, and comparative mass communication systems among national governments. While there is an historical component designed to provide context, well over 50% of content is on scholarship from the last 20 years and examples are drawn directly from immediate, current events.
Comm/Jour 365-500 International Communication
Syllabus
Fall, 2012

Contact Information
Dr. Randy Kluver. Bolton Hall, 209D. Sorry, my office doesn’t have a phone, but you can always reach me by email at rkuve@tamu.edu.

I am on campus every day, but am usually in the Bolton Hall office half of each day. Course office hours are Tuesday and Thursday 1-3. If you need to see me, you are welcome to stop by the Bolton office, or make an appointment to visit me at another time. The best way to connect with me is through email.

Course Description: International Communication. Mass media, international, and cross-cultural audiences; theoretical, pragmatic, political and ethical issues; including cultural differences, comparative media systems, development communication, patterns of world news flow, political propaganda, impact of international advertising and other issues.

This course is designed to familiarize students with an historical and theoretical approach to International Communication. Along the way, we will cover the issues that normally are considered under that rubric, including international information flows, global media systems, and the role of culture and communication in globalization. We will look in depth at a few case studies of international communication issues in an attempt to better understand the way in which global media and international communication shape global politics.

Learning Outcomes:

At the end of this course, you should be able to:

1) Explain the concepts that shape international communication, including political economy, media institutions, and ideologies of the state that impact upon global information,
2) Analyze the primary theoretical frameworks for understanding international communication,
3) Draw connections between the key political and policy debates in international communication,
4) Illustrate the role of media and culture in globalization,
5) Explain the geopolitical impact of media and communication.

Structure of the course:

Grades:
Exam 1 (Chaps 1-4, supplemental readings, and lectures) - 30%
Exam 2 (Chaps 5-6, supplemental readings, and lectures) - 30%
Exam 3 (Chaps 5-6, supplemental readings, and lectures) - 30%
Attendance and Course Participation -10%

Extra Credit:
I will offer up to 3 additional points for attendance at key internationally oriented lectures or seminars on campus, and for writing a brief report (half a page) of the event. These events might be sponsored by academic departments or other units, but cannot include courses. I will make you aware of these as I am made aware of them, but if you find one on your own, you need to give me the details before I can let you know whether it would count for extra credit. You can earn up to two of these during the course of the semester, for a total of 6 extra points. The points will be added to your grade for an exam.
Course Policies:

Academic Integrity: I am committed to the highest standards of ethical conduct and academic excellence. If you have questions about what this means, please refer to the Aggie Honor code: aggiehonor.tamu.edu

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

Attendance: You are expected to attend each class period. You may have two (2) unexcused absences. University excused absences must be documented upon your return to class. For each unexcused absence in excess of two (2), your class participation grade will be reduced by five (5) points. Unexcused absences on presentation days will result in a zero (0) being recorded for your assignment grade.

*You must sign the attendance sheet at the beginning of class to be counted present. If you are more than 15 minutes late to class or leave class more than 15 minutes early, you will not be counted present. And, if you are consistently late to class, you will need to meet with me to discuss reasons for your tardiness. Multiple instances of tardiness will be counted as unexcused absences.

Excused Absences: If you missed class due to a university excused absence, you MUST bring an appropriate documentation upon returning to the next class meeting. The Appeal for an Excused Absence form can be found on the elearning website. See Student Rule 7 for an explanation of University excused absences. http://student-rules.tamu.edu/rule07

Late work: You are responsible for knowing the due dates of assignments and your presentation day. I will not be able to accept late assignments unless you have an university excused absence.

SPECIAL ACCOMMODATIONS:
If you require accommodation for a disability, please contact me

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.

Required Texts and Readings:


Supplemental materials will be made available to you online via the course website. These are listed on the schedule, and I will notify you when they are available online.

IMPORTANT NOTE: I will not go over the readings in class, unless you have specific questions about them. I assume that you will read them prior to the class period, and the lecture will use them as a jumping off point for further discussion. However, questions will be drawn directly from the readings that we have not discussed in class.

My goal is to have course notes online via elearning.tamu.edu the day before class. If for some reason they are not available, I will put it online as soon as I can. I reserve the right to revise the schedule, readings or notes throughout the course of the semester.
**Course Schedule**

Note: Schedule is subject to revision however, should that occur, you will be notified in advance via TAMU neo email. In the case of an emergency, you will be notified asap.

<table>
<thead>
<tr>
<th>Week Of</th>
<th>Topics and Themes</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27/30</td>
<td>Introduction: Course Requirements</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Historical overview of international communication</td>
<td></td>
</tr>
<tr>
<td>Sept 4/6</td>
<td>Theories of International communication</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Sept 11/13</td>
<td>Global communication systems and infrastructures</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Sept 18/20</td>
<td>The Global Media Bazaar</td>
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<tr>
<td>Sept 25/27</td>
<td>Globalization and Localization of Media</td>
<td>Tuesday: September 25 Midterm ONE</td>
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<td>American cultural capital in global media</td>
<td>Chapter 5,</td>
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<td></td>
<td></td>
<td>Kluver and Fu, “The Cultural Globalization Index,” from Foreign Policy,</td>
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<tr>
<td></td>
<td></td>
<td>Kluver and Fu, “Measuring Cultural Globalization in Southeast Asia”</td>
</tr>
<tr>
<td>Oct 2/4</td>
<td>Developing alternatives to global media</td>
<td>“In the vanguard of globalization—the world of American globalizers.” Hunter and Yates, from Berger, <em>Many Globalizations</em>.</td>
</tr>
<tr>
<td>Oct 9/11</td>
<td>The Internet in global communication; Internet Governance</td>
<td>Chapter 6</td>
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<td></td>
<td></td>
<td>Mohamed Zayani, “Al Jazeera and the Vicissitudes of the New Arab Mediascape”</td>
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<tr>
<td>Oct 16/18</td>
<td>The media in international relations</td>
<td>Chapter 7;</td>
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<td></td>
<td></td>
<td>Hillary Clinton, “Internet Freedom”</td>
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<tr>
<td>Oct 23/25</td>
<td>US Images of “others”</td>
<td>Tuesday, October 30 Midterm TWO</td>
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<tr>
<td></td>
<td></td>
<td>“News Media and Foreign Policy, an integrated review.” Abbas Malek and Krista Welgand, from <em>News Media and Foreign Policy</em>.</td>
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<tr>
<td></td>
<td></td>
<td>Kluver, “The Logic of New Media in Foreign Policy”</td>
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<td></td>
<td>Video: People's Century: People Power</td>
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<tr>
<td></td>
<td></td>
<td>Mackerras, “Western Images since 1989” in Western Images of China, pp 138-156</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
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<td>------------</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>Nov 6/8</td>
<td>Media and National Perceptions</td>
<td>Video: Hollywood Chinese</td>
</tr>
<tr>
<td>Nov 13/15</td>
<td>The future of global media</td>
<td>Meet in class on Tuesday November 13th</td>
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<tr>
<td></td>
<td></td>
<td>No class on November 15 for National</td>
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<tr>
<td></td>
<td></td>
<td>Communication Association Conference</td>
</tr>
<tr>
<td>Nov 20</td>
<td></td>
<td>No class on November 22-Give Thanks!</td>
</tr>
<tr>
<td>Dec 4</td>
<td>Redefined Day</td>
<td>Review for final exam</td>
</tr>
<tr>
<td>December 11</td>
<td></td>
<td>1-3 pm Final Exam</td>
</tr>
</tbody>
</table>
Texas A&M University
Core Curriculum Cover Sheet

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

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

2. Course prefix and number: INST 301

3. Texas Common Course Number: NA

4. Complete course title: Educational Psychology

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
   - No
   - Current Core - No
   - Current ICD - No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - X No per David Byrd 4-9-13

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

9. Number of class sections per semester: 1-2

10. Number of students per semester: 65-100

11. Historic annual enrollment for the last three years: 2012-13/131 2011-12/170 2010-11/167

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

Submitted request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   Course Instructor
   [Signature]
   [Date]

14. Department Head
   [Signature]
   [Date]

15. College Dean/Designee
   [Signature]
   [Date]

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at:

www.thecb.state.tx.us/corecurriculum2014

Received: MAR 29 2013
Curricular Services

Texas A&M University

APR 01 2013
5C7

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 presents a wholistic coverage of several salient aspects pertinent to social and behavioral sciences; including an introduction into the best practices and research methods involved in data collection and reporting in the educational psychology field, an in-depth discussion of the trends and milestones involved in physical, intellectual, and personal development, a coverage of the important behavioral, cognitive, and social approaches related to learning and knowledge acquisition, and an understanding of the influence and impact motivational forces can have based on their contextual influence in dynamic settings. The class examines specific theories in each of the areas above to provide an empirical basis for a greater understanding of both the learner (individual) and the learning environment (society and culture) that they are embedded in.

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 class calls for students to react critically to a series of video segments that highlight and/or feature an application of one of the aspects we discussed in the previous unit. These assignments are known as “R.E.A.C.T.”s and encourage students to Respond to, Expand upon, Argue with, Comment on, or Think about the information that was viewed from their own perspective and relate it to what we have discussed in class. With specific regards to evaluation and synthesis of information, students are presented with scenario-based multiple choice questions on their examinations that call for them student to recognize, analyze, and respond to the data using higher-order thinking skills.

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

Writing and other communication skills are encouraged and developed in all students across the semester. In tandem with the R.E.A.C.T. assignment described above, that calls for students to compile their own thoughts on a specific educational psychology topic and present them clearly and competently in written form, this class also provides a forum for students to work on a personally meaningful semester ending project and present the information orally to the class with the utilization of visual aids.

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 in this class are taught to be knowledgeable regarding the facts and figures specific to educational psychology and social and behavioral research as a whole. From a discussion of the descriptive statistics used to report information to a highlighting of the various statistical methods used to provide quantitative support of the effectiveness and usefulness of certain educational theories and approaches, students are actively able to critically consider information that is reported instead of being passive consumers of this data.

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

Through taking this course, students will be equipped with essential information about the principles of development, the processes of learning, the fundamentals of motivation, and the field of education psychology that these all directly pertain to. This knowledge should carry them successfully into a career in a classroom as an educator, assist with the interpersonal aspects of working with and effectively engaging a diverse collection of people in a corporate or professional setting, or providing background information and knowledge that is useful in understanding and raising their own children. These human principles are global in nature and this knowledge will travel with all students regardless of whether their career path takes them or their family roots are set.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
COURSE OUTLINE and SYLLABUS
INST 301: Educational Psychology (SPRING 2013)

Instructor:

Dr. Robert S. Woodward, Jr. "JAY"
Office 602 Harrington
Office phone: 845-1802
Email: drjay@tamu.edu
Office Hours: (by appointment)

Textbook:


Course Purpose:
In INST 301 Educational Psychology, we will examine theory and research that has direct implications for educational practice and some of the educational applications that have developed from this theory and research. Topics that will be covered over the course of the semester can be separated into four main areas:

✓ Introduction, overview of the terms and methods used in Educational Psychology
✓ Development, which will encompass physical, social, and cognitive realms;
✓ Learning, which will include theories and perspectives on knowledge acquisition;
✓ Motivation, which will involve individual, collective, and social aspects.

Course Objectives:

1. Gain insight into the nature of learners and of the learning process for the design and implementation of effective teaching strategies.
2. Compare and contrast "textbook" applications of educational, psychological, developmental, and sociological theories to "real-life" practices and approaches.
3. Use your critical thinking skills and your knowledge of self and subject matter to fully develop your own personal concept of what aspects are essential and uniquely inherent to the realm of educational psychology.

Student Responsibilities: Students enrolled in INST 301 are expected to:

1. Read all specified chapters/articles by the date indicated on the syllabus. 
   (Assigned modules/pages listed under each scheduled session should be read prior to coming to class on that date)
2. Attend all class sessions ... while I follow the book, I also bring in a lot of outside material and unexcused and/or unauthorized absences will put you behind both in the classroom and in the gradebook!
3. Actively participate in and contribute to all in-class discussions and activities
4. Complete and hand in all assignments by the date listed on the syllabus
**Course Evaluation:** INST 301 meets on M/W from 4:10-5:25 p.m. in Harrington 204. Your grade in this course will be determined by the following:

- Attendance (5 days @ 6 pts. each) 30 pts.
- "MARVEL"eous Teacher Project 21 pts.
  
  \textit{Education Superheroes!}
- R.E.A.C.T. Papers (4 @ 10 pts. each) 40 pts.
- Typical Evaluation of Student Thinking (T.E.S.T.) (4 @ variable points) 210 pts.

\underline{TOTAL} 301 pts.

**Grading:** Letter grades will be assigned on the following basis:

- \( A = 265 - 301 \) pts.
- \( B = 230 - 264 \) pts.
- \( C = 200 - 229 \) pts.
- \( D = 175 - 199 \) pts.
- \( F = \) anything below 175 pts.

**Academic Honesty**

As commonly defined, plagiarism consists of passing off as one's own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the \textit{Texas A&M University Student Rules}, under the section entitled "Scholastic Dishonesty."

**AGGIE HONOR CODE**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: \url{http://aggiehonor.tamu.edu}

**Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Disability Services in Cain Hall B110. You may call 845-1637 or email disability@tamu.edu. Additional information is available at \url{http://disability.tamu.edu}

**Students with Special Needs**

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.
Explanation of Assignments:

- **"Attendance"**
  Attendance is expected and encouraged for this class. To help ensure that this is the case, there will be 5 in-class assignments given at random during the semester. These will be short exercises involving some form of participation on your part & will be used to determine your class attendance, preparedness, and participation. Each will be worth 6 points apiece and cannot be made up, unless you have an approved university excuse for your absence.

- **"R.E.A.C.T. Papers"**
  Video “release” dates: Jan 28 / Feb 18 / March 18 / April 8
  Due Dates: Feb 4 / Feb 25 / March 25 / April 15

  The R.E.A.C.T. assignment will call for you to view an online educational video pertaining to the unit we are currently covering. The video can be watched at your convenience and class will not convene on days in which these assignments are scheduled. Each student will be provided the web link in an email to the site on which the video can be viewed. These videos have been selected to enhance textbook materials and classroom lectures, but more importantly, get you to think critically and contextually on your philosophy of education.

  For this assignment, you will be asked to “R”espond to, “E”xpand upon, “A”rgue with, “C”omment on, and/or “T”hink about (R.E.A.C.T.) what you have just viewed. There are no right or wrong responses – feel free to comment freely and openly on any or all of the content that affected, enlightened, inspired, outraged, or unnerved you (that should cover all the vowels). What particularly about this video impacted you in this way? Why?

  Each R.E.A.C.T. paper should be 2-3 pages in length (double spaced) and students should integrate classroom material (where applicable), previous educational experiences (personal or relational), and their persons into their discussion.

- **"MARVEL"ous Teacher Project**
  Due April 29

  As an individual, as part of a “dynamic duo,” or in a “fantastic four” group, students will study a specific education situation that is adversely facing students, teachers, and/or administrators in the school system. You will need to do outside research to demonstrate how pervasive this situation is by citing recent articles, reports, or studies that establish or verify the existence of this particular problem (can be local, state, or national in nature).

  As part of your information gathering, you will need to interview (in person, on phone, or by email) at least two current K-12 teachers and get their thoughts, reactions, and solutions to the scenario you are studying. From there, you will write a paper that provides a synopsis and summary of your education scenario, with all the information you found in your background research, selected quotes from the teachers you interviewed, and your opinions and recommendations on how best to solve the issue. With solving the issue in mind ...

  Finally, you will design a "SUPER" hero teacher to solve the problem that you are studying. This teacher can be created with any special powers you feel would be necessary to swoop in and save the day (and of course, they should have a cool name and creative costume).

- **T.E.S.T.S. (Typical Evaluation of Student Thinking)**
  - **January 30th** (Introduction ... 20 questions / 40 points)
  - **February 20th** (Development ... 30 questions / 60 points)
  - **March 20th** (Learning ... 30 questions / 60 points)
  - **April 10th** (Motivation ... 25 questions / 50 points)

  These T.E.S.T.S. are designed to assessed your understanding of the material presented in each topical unit (not cumulative). Items will be in a multiple choice format and will include information from the text, videos, class discussions, lectures, etc. They will require higher order thinking skills such as synthesis and application and students will need to study to do well. You will need to bring a grey 8.5" x 11" scantron for each test.
# Tentative Class Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Manic Monday</th>
<th>What-a-Wednesday!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14/16</td>
<td>(class will not meet)</td>
<td>Class Overview/Introduction</td>
</tr>
<tr>
<td>Jan 21/23</td>
<td>Research &amp; Theory in EPSY</td>
<td>Intelligence Theories</td>
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<tr>
<td></td>
<td>Module 2 (pp. 11-23)</td>
<td>Module 10 (pp. 137-147)</td>
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<tr>
<td>Feb 4/6</td>
<td>General Principles of Dev.</td>
<td>Cognitive Development</td>
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<tr>
<td></td>
<td>Module 3 (pp. 30-43)</td>
<td>Modules 4 &amp; 5 (pp. 45-70)</td>
</tr>
<tr>
<td></td>
<td>R.E.A.C.T. #1 DUE</td>
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<tr>
<td>Feb 11/13</td>
<td>Physical &amp; Personal Development</td>
<td>Social and Moral Development</td>
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<tr>
<td></td>
<td>Module 8 (pp. 95-111)</td>
<td>Modules 7 &amp; 9 (pp. 81-94 &amp; pp. 119-127)</td>
</tr>
<tr>
<td>Feb 18/20</td>
<td>* &quot;Lessons from the Heart&quot;</td>
<td>DEVELOPMENT T.E.S.T.</td>
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<tr>
<td>Mar 4/6</td>
<td>Social Views of Learning</td>
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<td></td>
<td>Modules 18, 27-28 (pp. 423-439)</td>
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<tr>
<td>Mar 18/20</td>
<td>* &quot;Turning on the Switch&quot;</td>
<td>LEARNING T.E.S.T.</td>
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<tr>
<td>Mar 25/27</td>
<td>Intro to Motivation</td>
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<tr>
<td></td>
<td>Module 29 (pp. 459-464)</td>
<td>Motivation in Context</td>
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<tr>
<td></td>
<td>R.E.A.C.T. #3 DUE</td>
<td>Module 30 (pp. 466-480)</td>
</tr>
<tr>
<td>April 1/3</td>
<td>APRIL FOOLS DAY!</td>
<td>Self-Factors of Motivation</td>
</tr>
<tr>
<td></td>
<td>No Class</td>
<td>Modules 31-32 (pp. 482-500)</td>
</tr>
<tr>
<td>April 8/10</td>
<td>* &quot;Motivational Drive&quot;</td>
<td>MOTIVATION T.E.S.T.</td>
</tr>
<tr>
<td>April 15/17</td>
<td>Waiting for Superman!</td>
<td>Final Project Overview</td>
</tr>
<tr>
<td></td>
<td>R.E.A.C.T. #4 DUE</td>
<td>Explanation of Rubric / Expectations</td>
</tr>
<tr>
<td>April 22/24</td>
<td>PANEL DISCUSSION</td>
<td>Final Project Work Day</td>
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<td></td>
<td>Local Teachers from B/CS area</td>
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<tr>
<td></td>
<td>schools</td>
<td></td>
</tr>
<tr>
<td>April 29</td>
<td>Marvelous Projects Due</td>
<td></td>
</tr>
</tbody>
</table>

A * symbol means that an optional test review session will occur on that 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): Journalism Studies

2. Course prefix and number: JOUR 365

3. Texas Common Course Number: none

4. Complete course title: International Communication

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Creative Arts
   - [ ] Mathematics
   - [ ] American History
   - [ ] Life and Physical Sciences
   - [ ] Government/Political Science
   - [ ] Language, Philosophy and Culture
   - [x] Social and Behavioral Sciences
   - [ ] Current Core: No
   - [ ] Current ICD: No

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

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

9. Number of class sections per semester: 1 section per long term

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years:
   - 2011-12: 45
   - 2010-11: 91
   - 2009-10: 155

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] 7/17/13
   Date

14. [Signature]
   Department Head: [Signature] 7/9/13
   Date

15. [Signature]
   College Dean/Designee: [Signature] 7/9/13
   Date

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

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

Foundational Component Area: Social and Behavioral Sciences

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

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

At the heart of the human experience, is navigating interdependency, interconnectivity, and proximity with other humans. JOUR 365—International Communication examines these human experiences from a social science perspective. International communication focuses on communication patterns and practices between nations and of individuals acting on behalf of a nation. International communication is the study of the flow of mediated communication between and among countries and of comparative mass communication systems among national governments. JOUR 365 pursues an historical and theoretical approach to International Communication, including international information flows, global media systems, and the role of culture and communication in globalization. The course uses in-depth consideration and critical analysis of case studies of international communication issues to better understand the way in which global media and international communication shape global politics.

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):

A critical key to the study of international communication is the ability to examine systematically the similarities and differences among people communicating as individuals vs. communicating on behalf of a nation. As social science deals with the institutions and functioning of human society, and with the interpersonal relationships of individuals as members of society (dictionary), this duality coupled with the ubiquity of media, both traditional and new, provides a context rich for critical thinking from a social science perspective. Therefore, students must analyze and evaluate instances and systems of international communication to identify issues of reliance, linkages, and immediacy. Through evaluation and synthesis, these issues must be coupled, aggregated, decoupled or de-aggregated through examination of the integrated influences of each factor on communication in a mediated context. Students must interrogate each of these elements and then synthesize the individual and collective impact of each. Creative thinking and innovation come into play as students work to create a construct that accounts for the multiplicity of influences. Examples of critical inquiry could include “What effect does being U.S.-educated have on an international leader’s perception of statements by the U.S.?” or “How is geopolitical discord in Egypt mediated on Twitter?” The mastery of critical thinking in the realm of international communication is assessed by response to standard examination items.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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

International communication is studied in written formats, especially international documents, social media feeds (Twitter, Facebook,) newspapers, blogs and the like. International communication is studied in oral formats, especially international newscasts and international speeches. International communication is studied in visual formats, especially in non-verbs of speakers, photojournalism, films, and the like. Using the Broadcast Monitoring System, and other more traditional internet searches, students examine the development of messages, how messages are interpreted variously in multiple international contexts, and the strategic expression of messages as each relates to content and format. Communication in the realm of international communication is assessed by student response to standard examination items.

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

In International communication, empirical skills are employed to manipulate and analyze observable facts from an international communication perspective. Students analyze and critique international media messages employing the tools and methods of collected data introduced in the course. The method generally involves content analysis. This course engages students with actual texts, images, broadcasts, etc, from global media using, among other sources, the Broadcast Media System, and requires them to sort through the data presented to draw informed conclusions about global journalistic coverage of major world events. An example is content analysis of messages from Arab Spring. The ability manipulate and analyze observable facts is assessed by student response to standard examination items.

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

JOUR 365-International communication develops social responsibility by building international understanding and intercultural competence, to help students better understand the interaction of media and politics, particularly in the international realm, and to better understand how local, national, and global media outlets shape perceptions of events, trends, and communities. Students learn how to better appreciate, describe and react to various perspectives on global issues by learning about global media and its interaction with political, economic, and social factors. Bolstered with this knowledge and skill, communicators will be prepared to engage in, as well as respond to, international communication in communities both similar to and diverse from their own. The ability to exhibit social responsibility in international communication is assessed by student response to standard examination items.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Journalism Studies Program
JOUR 365: International Communication
Request for International and Cultural Diversity Designation

This course focuses on communication patterns and practices between nations, and of individuals acting on behalf of nations. It examines the flow of mediated communication between and among countries, and comparative mass communication systems among national governments. While there is an historical component designed to provide context, well over 50% of content is on scholarship from the last 20 years and examples are drawn directly from immediate, current events.
Comm/Jour 365-500 International Communication
Syllabus
Fall, 2012

Contact Information
Dr. Randy Kluver. Bolton Hall, 209D. Sorry, my office doesn't have a phone, but you can always reach me by email at rkluer@tamu.edu.

I am on campus every day, but am usually in the Bolton Hall office half of each day. Course office hours are Tuesday and Thursday 1-3. If you need to see me, you are welcome to stop by the Bolton office, or make an appointment to visit me at another time. The best way to connect with me is through email.

Course Description: International Communication. Mass media, international, and cross-cultural audiences; theoretical, pragmatic, political and ethical issues; including cultural differences, comparative media systems, development communication, patterns of world news flow, political propaganda, impact of international advertising and other issues.

This course is designed to familiarize students with an historical and theoretical approach to International Communication. Along the way, we will cover the issues that normally are considered under that rubric, including international information flows, global media systems, and the role of culture and communication in globalization. We will look in depth at a few case studies of International Communication issues in an attempt to better understand the way in which global media and International communication shape global politics.

Learning Outcomes:
At the end of this course, you should be able to:

1) Explain the concepts that shape international communication, including political economy, media institutions, and ideologies of the state that impact upon global information,
2) Analyze the primary theoretical frameworks for understanding international communication,
3) Draw connections between the key political and policy debates in international communication,
4) Illustrate the role of media and culture in globalization,
5) Explain the geopolitical impact of media and communication.

Structure of the course:

Grades:
Exam 1 (Chaps 1-4, supplemental readings, and lectures) - 30%
Exam 2 (Chaps 5-6, supplemental readings, and lectures) - 30%
Exam 3 (Chaps 5-6, supplemental readings, and lectures) - 30%
Attendance and Course Participation -10%

Extra Credit:
I will offer up to 3 additional points for attendance at key internationally oriented lectures or seminars on campus, and for writing a brief report (half a page) of the event. These events might be sponsored by academic departments or other units, but cannot include courses. I will make you aware of these as I am made aware of them, but if you find one on your own, you need to give me the details before I can let you know whether it would count for extra credit. You can earn up to two of these during the course of the semester, for a total of 6 extra points. The points will be added to your grade for an exam.
Course Policies:

Academic Integrity: I am committed to the highest standards of ethical conduct and academic excellence. If you have questions about what this means, please refer to the Aggie Honor code: aggiehonor.tamu.edu

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

Attendance: You are expected to attend each class period. You may have two (2) unexcused absences. University excused absences must be documented upon your return to class. For each unexcused absence in excess of two (2), your class participation grade will be reduced by five (5) points. Unexcused absences on presentation days will result in a zero (0) being recorded for your assignment grade.

*You must sign the attendance sheet at the beginning of class to be counted present. If you are more than 15 minutes late to class or leave class more than 15 minutes early, you will not be counted present. And, if you are consistently late to class, you will need to meet with me to discuss reasons for your tardiness. Multiple instances of tardiness will be counted as unexcused absences.

Excused Absences: If you missed class due to a university excused absence, you MUST bring an appropriate documentation upon returning to the next class meeting. The Appeal for an Excused Absence form can be found on the elearning website. See Student Rule 7 for an explanation of University excused absences. http://student-rules.tamu.edu/rule07

Late work: You are responsible for knowing the due dates of assignments and your presentation day. I will not be able to accept late assignments unless you have an university excused absence.

SPECIAL ACCOMODATIONS:
If you require accommodation for a disability, please contact me

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.

Required Texts and Readings:


Supplemental materials will be made available to you online via the course website. These are listed on the schedule, and I will notify you when they are available online.

IMPORTANT NOTE: I will not go over the readings in class, unless you have specific questions about them. I assume that you will read them prior to the class period, and the lecture will use them as a jumping off point for further discussion. However, questions will be drawn directly from the readings that we have not discussed in class.

My goal is to have course notes online via elearning.tamu.edu the day before class. If for some reason they are not available, I will put it online as soon as I can. I reserve the right to revise the schedule, readings or notes throughout the course of the semester.
**Course Schedule**

Note: Schedule is subject to revision however, should that occur, you will be notified in advance via TAMU neo email. In the case of an emergency, you will be notified asap.

<table>
<thead>
<tr>
<th>Week Of:</th>
<th>Topics and Themes</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27/30</td>
<td>Introduction: Course Requirements</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Historical overview of international</td>
<td></td>
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<td></td>
<td>communication</td>
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<tr>
<td>Sept 4/6</td>
<td>Theories of International communication</td>
<td>Chapter 2</td>
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<tr>
<td>Sept 11/13</td>
<td>Global communication systems and</td>
<td>Chapter 3</td>
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<td>infrastructures</td>
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<td>Sept 18/20</td>
<td>The Global Media Bazaar</td>
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<tr>
<td>Sept 25/27</td>
<td>Globalization and Localization of Media</td>
<td><strong>Tuesday: September 25 Midterm ONE</strong></td>
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<td>Chapter 5,</td>
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<td>Kluver and Fu, “The Cultural Globalization Index,” from Foreign Policy,</td>
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<td>Kluver and Fu, “Measuring Cultural Globalization in Southeast Asia”</td>
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<td>Oct 2/4</td>
<td>American cultural capital in global media</td>
<td>Berger, “the Four Faces of global culture” from Globalization and the</td>
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<td>challenges of a new century.</td>
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<td>“In the vanguard of globalization—the world of American globalizers.”</td>
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<td>Hunter and Yates, from Berger, Many Globalizations.</td>
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<td>Oct 9/11</td>
<td>Developing alternatives to global media</td>
<td>Chapter 6</td>
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<td>Mohamed Zayani, “Al Jazeera and the Vicissitudes of the New Arab</td>
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<td>Mediascape”</td>
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<td>Oct 16/18</td>
<td>The Internet in global communication;</td>
<td>Chapter 7;</td>
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<td>Internet Governance</td>
<td>Hillary Clinton, “Internet Freedom”</td>
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<td>Oct 23/25</td>
<td>The media in international relations</td>
<td>&quot;News Media and Foreign Policy, an integrated review.&quot; Abbas Malek and</td>
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<td>Krista Weigand, from News Media and Foreign Policy.</td>
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<td>Kluver, &quot;The Logic of New Media in Foreign Policy&quot;</td>
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<td>Video: People’s Century: People Power</td>
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<tr>
<td>Oct 30/Nov 1</td>
<td>US Images of “others”</td>
<td><strong>Tuesday, October 30 Midterm TWO</strong></td>
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<td>MacKerras, “Western Images since 1989” in Western Images of China, pp 138-156</td>
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</tbody>
</table>
Michael Idov, "America the Brutiful"
Schraeder and Endless, "The Media and Africa"

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Nov 6/8</td>
<td>Media and National Perceptions</td>
<td>Video: Hollywood Chinese</td>
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<td>Nov 13/15</td>
<td>The future of global media</td>
<td>Meet in class on Tuesday November 13th</td>
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<td><strong>No class on November 15 for National Communication Association Conference</strong></td>
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<td>Nov 20</td>
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<td>No class on November 22-Give Thanks!</td>
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<td>Dec 4</td>
<td>Redefined Day</td>
<td>Review for final exam</td>
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<tr>
<td>December 11</td>
<td></td>
<td><strong>1-3 pm Final Exam</strong></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 304

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

4. Complete course title: Criminology

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? Each semester

9. Number of class sections per semester: On the average, 2

10. Number of students per semester: 300

11. Historic annual enrollment for the last three years: 345 454 368

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

12. submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   - Holly Foster

14. Department Head:
   - [Signature]

15. College Dean/Designee:
   - [Signature]

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

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

Core Curriculum

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

Foundational Component Area: Social and Behavioral Sciences

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

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

This course is an overview of the subfield of criminology within sociology. The course has four components. The first section of the course is on definitions of crime and victimization and how such definitions might change. The second section examines the range of social scientific and sociological theoretical explanations of crime. Different types of crime are examined in the third section. The last section considers societal reactions to crime and pressing issues in the field such as the social causes and consequences of mass imprisonment. Fundamental social scientific ideas about rules of evidence and how ideas are tested are emphasized.

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 criminology in society. They will learn how to use empirical evidence to evaluate theories about crime and punishment. They will learn how to derive policy and prevention implications for some types of criminal activity from course theories and other materials. They will learn when theoretical integration is appropriate in understanding crime. 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 theories of crime and empirical research regarding crime by using statistical methods and patterns of statistical trends as illustrated through visual representation of charts, graphs and statistical tables. They will also learn from qualitative information, such as written ethnographies or filmed documentaries provided in deviance research. Their understanding of this visual and oral material will be assessed through exams and short written exercises. In-class discussions within small groups will allow students to practice oral skills. This will be assessed through group presentations of exercises.

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 crime 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 crime. 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 crime is socially constructed in different times and places. They will learn to assess different strategies for understanding and addressing crime and punishment 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.
Texas A & M University  
Sociology 304-Section 502  
CRIMINOLOGY  
Spring 2012, Tuesday & Thursday 12:45-2pm  
HBCC 204

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:

To provide an overview and introduction to the subfield of Criminology within Sociology. The course is divided into four components: Part I: The focus of the first section of the course is on definitions of crime and victimization, measurement issues, socio-demographic patterns and historical trends in crime and victimization; Part II: The second component delves into a range of sociological theoretical explanations of crime; Part III: The third part of the course explores in detail certain types of crime; and Part IV: Considers societal reactions to crime and contemporary pressing issues in the field such as the social causes and consequences of mass imprisonment.

Required Texts:


Course Goals and Learning Objectives:

1) To understand, apply, discuss, compare, and critically evaluate the introductory principles, concepts, and measurement issues in Sociological Criminology.

2) To comprehend, compare, differentiate, and critically evaluate among major theories of crime.

3) To understand and analyze contemporary social-structural correlates and patterns of crime and victimization.

4) To have an overall sense of the historical patterning of crime trends in the USA over time.
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) 25% in-class examination #1 covers Part I of Course Thurs Feb 10
2) 30% in-class examination #2 covers Part II of Course Thurs Mar 8
3) 20% in-class examination #3 covers Part III of Course Tues Apr 10
4) 25% final examination covers Part IV of Course Fri May 4

- 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 1: Academic Rules, Section 20)
- No extra credit assignments will be given in this class.
- AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
## CLASS SCHEDULE AND ASSIGNMENTS:

<table>
<thead>
<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS AND EXAMS</th>
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<tbody>
<tr>
<td><strong>PART 1: CRIME, VICTIMIZATION, and CRIMINOLOGY</strong></td>
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<tr>
<td>1. Tues Jan 17</td>
<td>Introduction, Overview, and Welcome</td>
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<tr>
<td>Topic: Definitions and Perspectives</td>
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</table>
| 2. Thurs Jan 19 | Reading in *Boundaries* Text:  
| Topic: Definitions and Perspectives |
| 3. Tues Jan 24 | Reading in *Boundaries* Text:  
  - Black, Donald. "Crime as Social Control." |
| Topic: Definitions and Perspectives |
| 4. Thurs Jan 26 | Reading in *Boundaries* Text:  
  - *Class Canceled due to Conference in Washington, D.C. but reading still assigned.* |
| Topic: Measurement and Research Methods |
| 5. Tues Jan 31 | Reading in *Boundaries* Text:  
| Topic: Crime Patterns and Trends |
| 6. Thurs Feb 2 | Reading in *Boundaries* Text:  
  - Sampson, Robert J. "Rethinking Crime Trends and Immigration." |
| Topic: Crime Patterns and Trends |
| 7. Tues Feb 7 | Reading in *Boundaries* Text:  
  - Miller, Jody. "Gender Strategies for Girls in Gangs." |
| Topic: Crime Patterns and Trends |
| 8. Thurs Feb 10 | In-Class Examination:  
  - Exam will cover course readings and lectures from Jan 17-Feb 7, 2012 |

**Examination #1**  
Worth 25% of Final Grade
## PART II: THEORETICAL EXPLANATIONS OF CRIME CAUSATION

<table>
<thead>
<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS AND EXAMS</th>
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<tbody>
<tr>
<td>9. Tues Feb 14</td>
<td>Vold, Bernard, &amp; Snipes  &lt;br&gt;Chapter 7: Neighborhoods and Crime  &lt;br&gt;-Sampson and colleagues  &lt;br&gt;-collective efficacy</td>
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<td>Topic: Theory</td>
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<td>10. Thurs Feb 16</td>
<td>Vold, Bernard, &amp; Snipes  &lt;br&gt;Chapter 8: Strain Theories  &lt;br&gt;-Merton/ Durkheim/ Anomic  &lt;br&gt;-Agnew: General Strain Theory</td>
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<td>Topic: Theory</td>
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<td>11. Tues Feb 21</td>
<td>Vold, Bernard, &amp; Snipes  &lt;br&gt;Chapter 9: Learning Theories  &lt;br&gt;-Sutherland/ Differential Association Theory</td>
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<td>Topic: Theory</td>
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<td>12. Thurs Feb 23</td>
<td>Vold, Bernard, &amp; Snipes  &lt;br&gt;Chapter 10: Control Theories  &lt;br&gt;-Hirschi  &lt;br&gt;-Gottfredson &amp; Hirschi</td>
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<td>Topic: Theory</td>
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<td>13. Tues Feb 29</td>
<td>Vold, Bernard, Snipes  &lt;br&gt;Chapter 15: Developmental and Life Course Theories  &lt;br&gt;-Sampson &amp; Laub</td>
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<td>Topic: Theory</td>
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<td>Topic: Theory</td>
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<tr>
<td>15. Tues Mar 6</td>
<td>Discussion of Interactional Theory (Thornberry) p. 314 of Vold, Bernard and Snipes</td>
<td>Examination #2  &lt;br&gt;Worth 30% of Final Grade</td>
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<td>Topic: Theory</td>
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<td>16. Thurs Mar 8</td>
<td>In-Class Examination:  &lt;br&gt;- Exam will cover course readings and lectures from Feb 14-Mar 6, 2012</td>
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<td>Topic: Theory</td>
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<td>17. Tuesday Mar 13</td>
<td>Spring Break</td>
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<td>18. Thurs Mar 15</td>
<td>Spring Break</td>
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<td>WEEK AND TOPICS</td>
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<td>ASSIGNMENTS AND EXAMS</td>
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<tr>
<td>Topic: Hate Crime</td>
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<tr>
<td>20. Thurs Mar 22</td>
<td>Hate Crime Continued</td>
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<td>Hate Crime</td>
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<tr>
<td>21. Tuesday Mar 27</td>
<td>Class lecture on public order crimes.</td>
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<td>Public Order Crimes</td>
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<tr>
<td>Violence/Gangs</td>
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<td>Tues Apr 3</td>
<td>Class lecture on family violence.</td>
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<td>Family Violence</td>
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<tr>
<td>22. Thurs Apr 5</td>
<td>Readings in Boundaries Text: Clinard and Yeager. &quot;The Culture of the Corporation and Illegal Behavior.&quot; Turk, Austin T. &quot;Sociology of Terrorism.&quot;</td>
<td>Examination #3 Worth 20% of Final Grade</td>
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<tr>
<td>White Collar Crime/ Terrorism</td>
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<td>23. Tues Apr 10</td>
<td>In-Class Examination: Exam will cover course readings and lectures from Mar 20-Apr 5, 2012</td>
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<td>In Garland volume on Mass Imprisonment:</td>
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<td>Topic: Societal Reaction/ Punishment</td>
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<td>Topic: Societal Reaction/ Punishment</td>
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<td>26. Thurs Apr 19</td>
<td>In Garland volume on Mass Imprisonment:</td>
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<td>Topic: Societal Reaction/ Punishment</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Reading</td>
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<tr>
<td>Thurs Apr 26</td>
<td>In Garland volume on Mass Imprisonment:</td>
<td>• Wacquant, Loic. “Deadly Symbiosis: When ghetto and prison meet and mesh.”</td>
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<tr>
<td>Final</td>
<td>Exam will cover course readings and lectures from Apr 12-May 1, 2012</td>
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<td>Examination</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 312

3. Texas Common Course Number: NA

4. Complete course title: Population 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
   - [ ] 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: 160

11. Historic annual enrollment for the last three years: 99 234 155

   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

13. Date: Aug 5, 2013

14. Approvals:

15. Department Head

16. 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 introduction to the sociological study of populations, social demography. Demography is the scientific study of human populations—their size, composition, and distribution—and the changes in these factors as they occur through the three processes of fertility, mortality and migration. The course covers structural and context factors including the role of geography as well as community; it also consider the more micro factors such as human decision making.

Core Objectives

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

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

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

Students will learn the general concepts and methods of sociological, demographic analysis. They will learn to evaluate different arguments on both logical and empirical grounds. They will learn to apply demographic principles to new questions and issues. This will be assessed by class discussion and exercises, as well as exams.

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

Students will learn to evaluate different arguments presented through different modes of communication: statistical or mathematical representation, verbal, written, and visual. So for example, students are required to learn how to write about and explain statistical evidence and they engage in class discussions about different sources of evidence and argument. Students will learn about standard demographic tools which include for example, life tables, population pyramids, etc. Charts, graphs and statistical tables are important visual types of communication and students will be required to develop and interpret them.

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

A critical component of demography involves developing, critiquing, organizing and analyzing empirical data. Students will be able to interpret tables and graphs and assess the general reliability and validity of particular sources of data regarding human behavior. Assessment will be based primarily on exams, in-class or online discussion and exercises.
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will learn to appreciate different cultural views of the same events. Students will learn how different concerns of different stakeholders can lead to cooperation or competition. Students will learn of successful and unsuccessful attempts to influence change through population changes. Contemporary issues surrounding migration, for example, provide materials for discussion of social and civic responsibility.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
This course focuses on the scientific study of human populations. The emphasis is upon the three processes of fertility, mortality and migration. These processes are examined in historical context and across many different countries. Recent case studies are developed to illustrate changes in demographic processes and these case studies are chosen to incorporate local as well as international experiences and perspectives. The course includes a focus on policy issues as they relate to all the population processes and the bulk of the course materials relate to (and were published in) the last 50 years.
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. Students will learn of successful and unsuccessful attempts to influence change through population changes. Contemporary issues surrounding migration, for example, provide materials for discussion of social and civic responsibility.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
I. The Course. This is an introduction to the sociological study of populations, i.e., social demography. My definition of demography is: the scientific study of human populations - their size, composition, and distribution - and the changes in these factors as they occur through the three processes of fertility, mortality and migration.

Our course will focus in particular on the demography of the United States, China, and Texas.
This course is a "writing intensive" (W) course. You will note above that our class has a "900" extension, which is indicative of "W" courses. A full 50 percent of the final grade is based on your writing a demographic autobiography and a county demographic profile. See the detailed descriptions below.

The course outline (below) pretty much follows my above definition of demography. When you complete this course, you will be able to perceive, analyze and discuss at rather sophisticated levels the dynamics of human populations. You will be especially knowledgeable about the populations of the U.S., China and Texas. You will also be able to discuss with anyone the theme of our course, "Demography is Destiny." And, hopefully, you will have enhanced your writing skills.

Few issues in the world are as important these days as population growth and change. This course will enable you to view population issues from the perspective of the social sciences.

II. Texts.


3. There will be a few additional readings assigned, and I will place them on the e-learning page of our class.

III. Basis for Grade Computation. The final grade will be based on two examinations, a major writing assignment, and a shorter writing assignment, as follows:

--two 75-minute noncumulative examinations (25 points each, for a total of 50 points) will be held on March 7th and May 3rd. The exam on March 7th will be held at our regular class time; the exam on May 3rd will be from 1:00 to 3:00 pm.

--two written assignments, as follows:
the first written assignment is a short (about 4 pages) population autobiography which will be submitted to me at the end of class on January 24th (5 points).

The second written assignment is a “Demographic Analysis of Your Home County (CDP).” You will undertake a demographic study of your home county in Texas, i.e., the county in which you were raised. If you were not raised in Texas, you should choose a county in Texas - I will help you select one. No county may be chosen by more than one student. There are 254 counties in Texas, so there are more than enough counties for everyone to have his or her own county. Most of the demographic information that you will need to conduct your demographic study will be available on the internet. Each section of the “Demographic Analysis of Your Home County” will be submitted to me during the semester according to a schedule I will provide. My TAs and I will read and grade each section when it is submitted, and, if needed, we will provide you with information about the rewriting of the section. You will then revise and rewrite each section, as outlined by us, and will submit the final and revised version of your CDP to me on the last lecture day of our course (April 25th). The CDP will count for 45 points. I will assign a maximum of 30 of these points to the eight sections as you submit them during the semester; and I will assign a maximum of 15 points to the final revised copy of the CDP submitted to me on the last class day of the course (April 25, 2013).

IV. Extra Credit. Students may earn extra credit in this course by reading, and writing a review of, a book selected from a list of books attached at the end of this syllabus. The review will consist of no less than 8 double-spaced typed pages (about 250 words per page), consisting of no less than 4 pages of summary and 4 pages of critique, appraisal, and reflection. I will assign one of three grades to the review: A, B, or C. The grade of A on the review will raise the student’s final course grade by 2/3rds of a grade, for example, raising it from B to A-. The grade of B on the review will raise the student’s final course grade by 1/3rd of a grade, for instance, raising it from C+ to B-. The grade of C on the review will result in no change in the student’s final course grade. The book reviews will be submitted to me on the last class day of the course (April 25, 2013). No more than two students may choose the same book to review. So, if you decide that you will write a book review for extra credit, make your selection soon from the attached list, and inform me in writing over email of your selection. If two others have already chosen the book you wish to review, you will need to choose another book. Students who usually receive the grades
of A or B on these book reviews are those who write more than the minimum eight page book reviews.

V. Examinations. Each of the two examinations will be available in multiple-choice and essay formats. If the student wishes to take the essay examination, he/she must inform me via electronic mail, on no later than the class day before the exam day, of the intention to take the essay exam. If I am not informed otherwise I will assume the student will be taking the objective version of the test. The two examinations will be administered on March 7th and May 3rd. All students must take both exams. There will be no make-up exams unless there is some extraordinary and unique situation (e.g., extreme sickness, or death in the immediate family). In the case that the student misses an examination owing to such a situation, s/he must provide to me a written letter from a medical person (in the case of sickness) or a letter from a parent or close relative, accompanied by a copy of a death notice from a newspaper or a copy of the funeral program for the deceased person (in the case of a death in the immediate family). If I decide in such extreme cases to administer a make-up exam, the exam will be an essay exam.

VI. Written Assignments. As already noted, the first written assignment will be submitted on January 24th. The second assignment, the CDP, will be submitted to me in eight sections during the semester, and the final version of the revised CDP will be turned in on the last class day of the course (April 25, 2013). Each assignment will be typed double-spaced. Detailed instructions about each of the two assignments will be provided in writing. I will downgrade assignments if they contain spelling and grammatical mistakes. Both assignments must be submitted and completed to receive a passing grade in the course.

The first assignment will be considered "late" if I do not have it in my possession when I leave the classroom at the completion of the class lecture on the day (January 24th) it is due. If the first assignment is submitted late, the following rule will apply. The assignment will be read and graded. I will then reduce the assigned grade by one full grade (e.g., a B+ to a C+) for every class period it is late; the maximum reduction a late paper will receive is three grades, irrespective of how late it is turned in.

The final version of the second assignment, the CDP, will be considered "late" if it is not submitted to me by 3:00 PM on April 25th. If it is submitted to me after 3:00 PM on April 25th, but by 12 Noon of the day of the 2nd examination (May 3rd), I will downgrade it.
by eight points. If the assignment is submitted to me after the date of the 2nd examination, I will downgrade it by 10 points.

Each of the eight sections of the CDP will be submitted to me according to a schedule I will provide you. Each section will receive a maximum of 3-4 points (eight sections for a maximum total of 30 points). If a section is submitted late, I will downgrade it by one point for every class period it is late, up to three periods.

Both assignments must be submitted and completed to receive a passing grade in the course.

VII. Attendance Requirements. Students are required to attend class on a regular basis. Class attendance will be taken during each class, beginning on January 22nd. At the end of the semester after I have calculated the student's final course grade, I will raise by 1/3rd of a letter grade (e.g., from a B+ to an A-) the final grades of all students who have missed no classes or one class during the semester. I will reduce by 1/3rd of a letter grade (e.g., from a B- to a C+) the final grades of all students who have missed between four and seven classes during the semester. I will reduce by 2/3rds of a letter grade (e.g., from a B- to a C) the final grades of all students who have missed between eight and eleven classes during the semester. I will reduce by a full letter grade (e.g., from a B- to a C-) the final grades of all students who have missed twelve or more classes during the semester.

VIII. Powerpoint Lecture Notes/Slides. I will post on the e-learning page for our course at least one day prior to each class lecture a copy of the Powerpoint Slides of my lecture.

Also, I will also post on the e-learning page all class hand-outs (syllabus, assignments, etc.).

IX. Class Electronic List. I will use electronic mail to communicate on various topics with the students in this class. Also, students are encouraged to raise and send questions and reflections to me about any of the topics covered in this course. I will answer/respond to the questions, and will also send the questions/answers to all students on the electronic list. If you send me an electronic message and do not want your question, and my answer, sent to all the students in our class, indicate so by typing "PRIVATE" at the beginning of the message. I check my electronic mail several times daily.
The best way to communicate with me, outside the classroom, is through electronic mail. My e-mail address is: d-poston@tamu.edu

X. Schedule of Lecture Topics and Reading Assignments. Here is a general schedule, with reading assignments, for the various demographic topics to be covered in this class. The dates of the two non-cumulative examinations are firm.

January 15
Course Introduction

January 17, 22, 24
Readings: 1. Poston/Bouvier, chapter 1.
          2. Wattenberg, chapter 1.

January 29, 31
Lecture 2: The Sources and Materials of Demography
Readings: 1. Poston/Bouvier, chapter 2.

February 5, 7
Lecture 3: Population Increase/Decrease and the Demographic Transition
Readings: 1. Poston/Bouvier, chapters 9 and 10.
          2. Wattenberg, chapters 2-3.

February 12, 14
Lecture 4: Population Composition: Age and Sex
Readings: 1. Poston/Bouvier, chapter 8.

February 19
Lecture 5: Population Composition: Marital Status

February 21, 26
Lecture 6: Sexuality
Readings:
1. Poston/Bouvier, pp. 231-236.
2. Walther, Poston and Gu, "Ecological Analyses of Gay Male and Lesbian Partnering in the Metropolitan United States in 2000" (available on course e-learning page).

3. Poston and Baumle, "Patterns of Asexuality in the United States" (available on course e-learning page).


**February 28, March 5**
Lecture 7: Population Distribution and Urbanization
Readings: 1. Poston/Bouvier chapter 11.
          2. Wattenberg, chapters 4 and 5.

**March 7**
First Examination

**March 11-15, SPRING BREAK**

**March 19, 21, 26**
Lecture 8: Fertility
          2. Wattenberg, chapters 6 and 7.

**March 28**
Movie: "Kinsey" or "Mona Lisa Smile"

**April 2, 4, 9**
Lecture 9: Mortality
Readings: 1. Poston/Bouvier, chapter 5

**April 11**
Movie: "And the Band Played On"

**April 16, 18, 23**
Lecture 10: Migration
Readings: 1. Poston/Bouvier, chapters 6 and 7

April 25
Lecture 11: Population Policy and Applications of Demography
Readings: 1. Poston/Bouvier, chapters 12, 13 and 14
2. Wattenberg, chapters 8, 9, 10, 11, 12, 13.
3. Poston, "Puerto Rico Gain as a State Could Be Loss for Texas: An Addition Would Lead to Subtraction" (available on course e-learning page).

May 3
Second Examination, 1:00 to 3:00 PM

XI. COPYING AND PLAGIARISM AND OTHER ISSUES. The handouts used in this course are copyrighted. By "handouts," I mean all materials I have generated for this class, including but not limited to syllabi, quizzes, exams, course assignments, review sheets, etc. Also included are the powerpoint slides I will provide to you over email. Because these materials are copyrighted, you do not have the right to copy them, unless I expressly grant permission. I do hereby give each of you permission to make one copy of the powerpoint slides and articles for your own use. Making more than one copy is not allowed without my permission.

Use of Electronic Devices in the Classroom
Cell phones should be turned off during lectures. If a person’s cell phone rings, he/she is expected to turn it off immediately and to leave the classroom; in such an occurrence, the person will be counted as absent for that class.

Viewing your email or texts as well as sending text messages during my lectures or during examinations is strictly prohibited. Persons found to be texting during a lecture will be asked to leave the classroom and will be recorded as absent for that class. Persons found to be texting during an examination will be asked to leave the classroom and will receive a zero on the exam.

No electronic devices (laptop computers, palm pilots, blackberries, tablets, i-phones, translators, calculators, cell phones, etc.) may be used during any lecture sessions or examinations, unless specifically requested in advance by TAMU student services on the student’s behalf, or approved by the instructor.
Scholastic Dishonesty. The Aggie Code of Honor is simple: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do."

Cheating in any form during quizzes, take-home assignments, or exams, will result in a zero for that examination and possible other disciplinary actions per current TAMU Student Rules. Students observed giving or receiving answers during an exam will receive a zero on that examination.

More generally, instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the website:

http://aggiehonor.tamu.edu

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, one is committing plagiarism if one copies the work of another person and turns it in as his or her own work, even if one should have the permission of that person to do so. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely conducted and communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules at:

http://student-rules.tamu.edu

Look under the section “Scholastic Dishonesty.”

Grade Disclosure. All personal information concerning your performance in this course is covered by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). I am not allowed to provide grades or grade/enrollment status questions to students by telephone or email.

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 the reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the
XII. Books for Review

Any of the books on this list may be used for the extra-credit book review in this course. The Texas A&M University Library should have most, if not all of them. I do not want more than two students to review the same book. So if you decide to review a book, make your choice and inform me in writing (electronic mail is best) right away. Once a book has been selected by two students, no one else may use it for his/her review.


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 313

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

4. Complete course title: Military, War & 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

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

8. How frequently will the class be offered? Annually (relatively new course)

9. Number of class sections per semester: 1

10. Number of students per semester: 40

11. Historic annual enrollment for the last three years:
    - Fall 2012 (35)
    - Fall 2013 (40)
    - Fall 2014 (full at 40)

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: August 14, 2013

   Approvals:

14. Department Head

   ____________________________ Date: August 19, 2013

15. College Dean/Designee

   ____________________________ Date: _____________

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

See form instructions for submission/approval process.
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 examines the historical and contemporary effects of military institutions and the experience of war on democratic society. We structure our examination by use of three major conceptual perspectives: how wars and democracies affect one another; how democracies control their militaries and the use of force; and how democracies adapt to the waging of chronic war. The objective of the course is to see how and why wars of certain kinds require military organizations that sometimes promote and sometimes challenge the well being of democratic societies. Students should leave the course with a sociological understanding of the challenges modern democracies confront given the ever-changing character of war. Students should be able to create analytic arguments, making claims well grounded in theory and evidence, to address enduring controversies about the experience of war and the ways war and preparations for war affect democratic society.

Core Objectives

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

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 element will be developed by the use, whenever possible, of course readings that take opposing stands on particular controversial theoretical issues. This conflict will spur students to reflect on their readings and on class discussions, to do the creative and innovative work of trying to resolve the conflict. Their success in this endeavor will be evaluated by the instructor’s assessment of several written argumentative essays, the topics for which require a synthetic evaluation of the relative worth of conflicting information.

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

This element develops oral and written communication skills. Skills in oral argument will be evaluated by the instructor’s assessment of student performance in designated interactive discussion sessions. Skills in written argument will be evaluated by the instructor’s assessment of student essays. Significantly for this element, student papers will be assessed in part by how well they are written to persuade different primary audiences—general, scholarly, and political or other social leaders. The goal is to facilitate student abilities to present theories and evidence in ways that are accurate, simple, and direct. Visual communication skills are developed and assessed through students’ ability to read and then create graphs, charts and tables to depict trends.
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):

With this element, the instructor evaluates the written works of students to assess their grasp of relevant sociological concepts and the uses of historical, comparative and quantitative methods. The evaluation includes assessment of the student's ability to interpret basic statistics and different kinds of data presentations. It includes a rudimentary awareness of when and why some methods are sometimes preferred over others. In all, the instructor evaluates the student's ability to link theory and data to make a logically sound and persuasive argument based on evidence.

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

Ours is an era when war is prevalent, affecting both the quality of military organization and democratic society. Yet understanding how war, military and society are related is an important (perhaps neglected) social and civic responsibility on which this course is focused. This element will be evaluated through the instructor's assessment of students' written and classroom work, in which students are asked to analyze major controversies basic to democratic social responsibility. The evaluation assesses what students know about how war and preparation for war affects the character and wellbeing of society, nationally and globally.

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
SOC 313: Military, War and Society
Request for International and Cultural Diversity Designation

This course focuses on the sociological analysis of military institutions in different societies. Issues of the state and force are explored from many different perspectives and include cultural and historical variation in military relationship to the state and other institutions. Cross-cultural variations in the experience of war are emphasized. While historical analysis is considered, emphasis is upon scholarship in the last 50 years.
Sociology 313
Military, War & Society
Fall 2011

Instructor: James Burk
Office: ACAD 426
Office Hours: TR 9:30-10:30 am

Objective

The objective of this class is to examine the historical and contemporary effects of war on democratic society. We consider three substantive themes: how war and democracy affect one another, how democracies control their militaries and the use of force, and how democracies adapt to the waging of chronic war. Underlying these themes is an empirical claim and an empirical question. The claim is that wars of certain kinds have promoted the rise of democratic states. The claim suggests that wars of other kinds may be detrimental to democratic states. The empirical question, then, is how modern democracies will fare given the kinds of wars they presently face—wars within rather than between states, wars relying on highly trained professional militaries using technologically sophisticated weapons, and wars waged against non-state terrorist movements.

Requirements

First, everyone is expected to do the readings assigned before class begins and to be ready to discuss the major arguments of the assigned readings during class. It is a good idea to take notes on your reading. Do not hesitate to read ahead.

Second, I expect you to write three papers, three to five pages in length. Each paper will assess your mastery of the readings in one of the three major sections of the course. Your essay will address one of several topic questions that I will distribute one week before the paper due date. Each essay should clearly state its thesis, offer reasons why the thesis should be believed, and give evidence from the readings to back up the reasons.

Students taking the course for graduate credit will be required to do additional work worth an additional fifty points. See the instructor for further information.
Grading

Class attendance and participation count for 10% of your final grade. If you come to class on time (when roll is called), you receive full credit. Latecomers and early goers receive half-credit.

Paper grades count for 90% of your final grade. Each essay will earn a maximum of 30 points. I will assess the clarity of your prose (yes, grammar, spelling and composition “count”) and the persuasiveness of your argument (that is, the quality of your thesis, the aptness of the reasons you give for it, and the thoroughness of your evidence). These papers must be the product of your own thought, not the product of collaboration with others. Final grades on each paper are subject to an oral examination. Note Well: I do not accept late papers.

The final grade is calculated based on a 100-point scale in the usual fashion (90-100=A; 80-89=B; etc.).

(For graduate students the final grade is calculated based on a 150-point scale, also in the usual fashion, so 135-150=A; 120-134=B; etc.)

Required Texts


Assigned texts not listed above are available through the library’s electronic reserves (or e-resources).

A Reminder from the Faculty Senate

The Faculty Senate advises that the following reminder be included in the course syllabus:

Handouts in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams,
in-class materials, etc. Because these materials are copyrighted, you do not have the right to copy them, without express written permission to do so.

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 safely be communicated.

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

Aggie Honor Code

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

We expect our actions in this class to embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honors Council Rules and Procedures, please consult the “Know the Code” website found at http://www.tamu.edu/aggiehonor/.

Americans with Disabilities Act

The Americans with Disabilities Act 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 Office of Support Services for Students with Disabilities in room 126 of the Student Services Building. The telephone number is 845-1637.
Outline

Aug 30- Sep 2

Introduction: The Experience of War

Aug 30—Why is the experience of war something we want to remember?
Readings:


Sep 1—If war is hell, can the experience of war be attractive?
Readings:


*How War & Democracy Affect One Another*

Sep 6-8
When Do Wars Create Democratic States?

Sep 6—How democratic national states emerged in Europe
Readings:


Sep 8 Do similar processes help us understand the emergence of a democratic United States?
Readings:


Sep 13-15
What Kind of Democracies Might Wars Create?

Sep 13—How revolutionary wars affect democratic political settlements?
Readings:

Sep 15—How do various forms of the citizen-soldier emphasize different democratic values and when is one form more likely to be found than another?

Readings:


Sep 20-22  Do Democracies Create a Peaceful World? Yes

Sep 20—The argument for a democratic peace—even in Ancient Greece

Readings:


Sep 21—Empirical evidence for a democratic peace since World War II, extending from nonindustrial societies into the future

Readings:


Sep 27-29  Do Democracies Create a More Peaceful World? No

Sep 27—A critical (and negative) analysis of the democratic peace hypothesis

Readings:


Sep 29—An empirical analysis against the democratic peace hypothesis

Readings:


5
Oct 4  First paper due

*Social Control of War*

Oct 6  When Democracies Initiate Wars?

Readings:


Oct 11-13  How Are Military Interventions Justified?

Oct 11—A choice between the just war tradition or the legalist paradigm

Readings:


October 13—How well do these traditions apply to contemporary warfare?

Readings:


Oct 18-20  Who Decides When America Goes to War? Congress

Oct 18—The Constitutional framework and early experience

Readings:


Oct 20—How world wars tested early experience

Oct 25-27  Who Decides When America Goes to War? The President

Oct 25—President Truman’s justification of “police action” in Korea

Readings:


Oct 27—Vietnam and the War Powers Resolution

Readings:


Nov 1-3  What Affects Public Support for War?

Nov 1—The casualties hypothesis: no tolerance for casualties in war?

Readings:


Nov 3—Why the casualties hypothesis is mistaken and what else matters

Readings:


Nov 8th  Second paper due.
**Does Chronic War Weaken Democratic Institutions?**

Nov 10  Why the Founders Feared Standing Armies and Should We as Well?

Readings:

*Federalist Papers* Nos. 8, 25, 26, 46
http://thomas.loc.gov/home/histdox/fedpapers.html

Nov 15-17  Does Terrorism Affect the Rule of Law?

Nov 15—How vulnerable are democracies to terrorist threats?

Readings:


Nov 17—Dealing with terrorist emergencies and maintaining the rule of law

Readings:


Nov 22 & Nov 29  How Do Democracies Evaluate the Danger of Terrorist Threats?

Nov 22—Balancing the risk of and response to terrorist threats

Readings:


Nov 29—Variations in types of terrorism affect the strength of the terrorist threat

Readings:

Dec 1 & Dec 6

Can We Avoid Nihilism and Armageddon?

Dec 2—The temptation to overreact, to do too much rather than too little

Readings:


Dec 7—Confronting terrorists who possess weapons of mass destruction

Readings:


**Final Paper Due: December 12th**
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 314
3. Texas Common Course Number: SOCI 1306
4. Complete course title: Social Problems
5. Semester credit hours: 3
6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Communication: YES
   - Creative Arts: 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 (Fall, Spring, Summer)
9. Number of class sections per semester: 1-2
10. Number of students per semester: Average 118 seats 87 enrolled
11. Historic annual enrollment for the last three years: 340 (241) 405 (351) 356 (261)

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: 8/5/2013
   Approvals:
   Department Head:__________________________
   Date: 8/2/2013
   College Dean/Associate:_______________________
   Date: 8/2/2013

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.
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 purpose of this course is to enable students to think critically about social problems. Where possible, the assigned readings give more than one perspective about each social problem, and class discussions revolve around critiquing these various perspectives. The students are asked to question whether a particular condition constitutes a social problem, if the research evidence is sufficient to determine causes of the problem, and whether proposed solutions would be effective. An essay portion of each exam also asks for similar critiques. In addition, the course requires each student to submit a lengthy, in-depth critical analysis of a social problem of his or her choice. This project requires students to synthesize empirical information regarding the severity of the problem and synthesize and evaluate professional research regarding its causes. The students also evaluate existing attempts to solve the problems and proposed solutions. Finally, the students use their sociological imaginations to create possible solutions to the problems. Consequently, the instructor uses three means of assessment to evaluate critical thinking evidenced in a student's participation in class discussion, essay portions of three exams, and a term research project.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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

Three means of communication are developed and evaluated in this course: oral, written, and visual. Oral expression of ideas is developed and evaluated through student participation in class discussions about the social problems. Written expression of ideas is developed and evaluated through two means: (1) essay portions of three exams in which the students are asked to interpret and evaluate research or solutions related to a social problem discussed in class; (2) a minimum 15-page (3000 word) term research project about the severity and causes of a particular social problem and possible solutions to the problem. Visual interpretation of research data is developed through several means: (1) instructor lecture presentations of statistical data; (2) assigned readings; (3) the term project. In the lectures, statistics garnered by government and international agencies are most often visually presented in graph formats, so the students develop the ability to interpret complicated graphs. This ability is enhanced by assigned readings of sociological research that present quantitative data in graph and table formats. A substantial portion of each of three exams evaluates the accuracy of the students' statistical interpretations. Finally, the term project requires each student to interpret visual presentations of statistical tables and graphs from government or international agencies and professional research articles and books.

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

This course requires the students to interpret both quantitative and qualitative empirical data to analyze social problems. This data includes numerical statistics reported by government or international agencies and quantitative data and ethnographic observations reported in professional research articles. From their analyses, the students draw informed conclusions about the severity of social problems, whether the empirical evidence supports extant causal theories of the problems, and whether particular ways of trying to solve the problems have been effective. The empirical data is presented by instructor in power point slides and assigned readings, and the students' analytical conclusions are evaluated by three exams. In addition, a term project requires each student to report and similarly analyze empirical data and draw informed conclusions about a particular social problem of his or her choice.

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 the raison d'ètre of a social problems course. The students in this course will mature to influence government policies through their votes and their leadership in government and volunteer agencies. The course is designed to inform them of problems affecting their fellow Americans and people throughout the globe and to enable them to think critically about these problems so that they can make good future decisions regarding policies related to these problems. Learning the perspectives of others is an important part of this maturing process. About a third of the course focuses on problems in other parts of the world, which requires learning about differences in cultural perspectives. The remainder of the course focuses on problems in American society, the understanding of which requires learning cultural viewpoints within our society that differ from their own. Finally, the strong focus on finding solutions to these social problems instills a feeling of civic responsibility in the students and gives them insight into how they can engage effectively in their local, state, national, and global communities to help solve these problems.
Texas A&M University

Core Curriculum

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

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology
SOCI 314: Social Problems
Request for International and Cultural Diversity Designation

This course focuses on major social problems confronting the world and American society in the 21st century. The initial third of the course is devoted to the examination of the global problems of population growth, urbanization, economic globalization, poverty, sweatshops, modern slavery, population displacement and migration. While much of the remainder of the course primarily focuses on problems in the United States—poverty, education, health care, gender inequalities and deviance—international comparisons are used to help the students understand how and why the magnitude and severity of these problems in the U.S. differs from that in other nations. A significant portion of this course also addresses race and ethnic relations, including cultural biases that contribute to prejudice and discrimination and means of alleviating these biases.

This course attracts students from a variety of cultural backgrounds and encourages open discussion of multiple perspectives of controversial issues. The course also requires each student to write a lengthy research paper examining a particular social problem of his or her choice. The students are encouraged to use international data to help understand the relative severity, causes, and proposed or possible solutions for the problem.

As a consequence of the international and culturally diverse content of the lectures, readings, class discussion and research papers, the students in this course in Social Problems develop a good understanding of major social problems confronting much of the world today. In addition, they develop an understanding of the international standing of the United States with respect to these problems.
SYLLABUS
SOCIOLOGY 314 - SOCIAL PROBLEMS (3 credits)
SPRING, 2013
TR 12:45-2:00 PM, HECC 204

INSTRUCTOR: Dr. Katheryn Dietrich
306 Academic Building
Office Phone: 845-9223
e-mail: kdietrich@tamu.edu

OFFICE HOURS: MW 2:00-4:30, T 2:30-4:00, or by appointment

REQUIRED READINGS are posted online on our eLearning site

COURSE DESCRIPTION:
Survey and exploration of causes and consequences of major social problems in American society such as poverty, unemployment, energy, alcohol, other drugs and sexual abuse.

OBJECTIVES:
This course will examine major social problems confronting the world and American society in the 21st century. We will discuss the magnitude, severity, and ramifications of the problems, sociological explanations, and issues regarding how to solve or mitigate these problems. NOTE: The nature, explanations, and solutions we will discuss are very controversial. The selected readings are meant to focus your attention on relevant issues, NOT as doctrinaire statements. We will discuss the controversies regarding these readings in class. During the discussions, I encourage you to argue other points of view relevant to the issues.

GRADING:
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>3 Exams</td>
<td>60%</td>
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<tr>
<td>(20% each)</td>
<td></td>
</tr>
<tr>
<td>Term Project</td>
<td>20%</td>
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EXAMS
The exams will consist of both multiple choice and essay questions. They will cover assigned readings AND CLASS LECTURES. Make-up examinations will be given only for university excused absences (i.e., a written and signed excuse by a medical doctor or TAMU official). MAKE-UP EXAMS WILL BE ALL ESSAY EXAMS.

To receive a grade on an examination, the student must write his or her name and ID number on the examination packet and return it to the instructor before leaving the classroom. Any student who receives more than one examination packet must return the extra exam immediately to the instructor. Your graded exams will be returned for your perusal ONLY IN THIS CLASSROOM OR MY OFFICE. A graded or ungraded exam that has been removed by a student from this classroom is considered stolen property and the student will be referred to the Dean for appropriate disciplinary action.

TERM PROJECT
Choose a specific social problem about which you can obtain MUCH more detailed information than presented in your readings. Plan to use about 15 scholarly sources of information, which may include professional books, journal articles, government documents, and no more than one interview with an expert on the problem. By FEBRUARY 14, submit via eLearning a proposal stating this problem in one page or less plus an annotated bibliography of the sources of information you will use to study the problem. The latter should include a complete bibliographic citation for each information source AND about two sentences describing how this particular source will contribute to your analysis. NOTE: You must follow the instructions in the Term Project Guide posted on eLearning. This includes acceptable sources of information and formatting of the references.

The paper should be about 15 double-spaced typed pages; however, there is no maximum page limit. All papers MUST BE IN THE FOLLOWING FORMAT: (1) statement of social problem, (2) statistical and narrative description of the magnitude, severity, and ramifications of the problem, (3) possible sociological
explanations for the problem, (4) solutions to the problem that have been proposed by others and your INFORMED opinion of how the problem should be solved. Include in your discussion any controversial issues regarding definitions of the problem, its causes, or solutions. In discussing these issues, thoroughly present ALL controversial arguments (i.e., all sides of the issues). Again the paper must follow the instructions in the Term Project Guide, including acceptable sources of information and formatting of references. Your term-project grade will reflect whether you have followed my instructions and the thoroughness with which you have researched and discussed the problem.

The term paper is due APRIL 16. You are required to submit BOTH a hard copy AND electronic copy (via eLearning) of your paper on this date. I will grade the hard copy of your paper. The electronic copy will be used for a computerized plagiarism check. LATE PAPERS WILL RECEIVE A 10 PERCENT PENALTY FOR EVERY CLASS DAY THEY ARE LATE unless due to a university excused absence. Also, YOU NEED TO KEEP A HARD COPY OF YOUR COMPLETED PAPER. In the unlikely event that the paper is misplaced by me or an assistant before it is graded, it will be your responsibility to provide me with another copy of the paper.

ACADEMIC HONESTY

"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.

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 submit it as your own, even if you have the permission of that person. Any student in this class who copies the work of another person and turns it in as his or her own will receive a grade of zero on the paper or examination and be referred to the Dean for appropriate disciplinary action. 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."

RELIGIOUS HOLY DAYS

If I have scheduled an exam during a day that is designated a holy day by your religion, you are entitled to take a makeup exam if you desire. Please notify me prior to the regularly scheduled exam.

THE AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act 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 Office of Disability Services at Cain Hall, Room B118, phone: 845-1637.

eLearning

I will use eLearning (elearning.tamu.edu) to post exam review questions, the term project guide, drop boxes for your project proposal and final project, and any changes to the schedule and other important information or announcements.
TENTATIVE CLASS SCHEDULE

I. APPROACHING THE STUDY OF SOCIAL PROBLEMS

Assessing Causes, Consequences, and Ways to Intervene in Social Problems

JAN 17


II. GLOBAL PROBLEMS

Population Growth and Urbanization

JAN 22, 24


Globalization, Poverty and Hunger

JAN 29-FEB 5


* "Does Globalization Help or Hurt the World’s Poor?" by Pranab Bardhan. Pp. 84-91 in Scientific American, April 2006.

Sweatshops and Modern Slavery

FEB 7, 12


Immigration

FEB 14, 19


III. INEQUALITY IN AMERICA

The State of Poverty

FEB 26


Causes of Poverty

FEB 28


Alleviating Poverty

MAR 5


Education: Does It Reduce or Reproduce Inequality in America?

MAR 7


Health and Health Care

MAR 19


IV. RACE AND ETHNICITY

Racial and Ethnic Inequalities

MAR 21

* “Factbox: Racial Inequality in the United States.” Reuters, January 18, 2009


Prejudice and Hate

MAR 26


Alleviating Racism & Its Effects
MAR 28  

***APR 2  EXAM 2

V. GENDER RELATIONS

Gender Inequalities
APR 4  

Sexual Harassment and Gendered Violence
APR 9-11  

VI. DEVIANCE

Theories of Deviance
APR 16  

Controlling Crime
APR 18  

Drug Abuse
APR 23  

Child Abuse
APR 25  
* "The Physical Abuse of Children," Pp. 96-102 in Understanding Child Abuse and Neglect
* "The Long-Term Psychological Consequences of Abuse." Pp. 90-101 in Child Abuse
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 315

3. Texas Common Course Number: SOCI 2301

4. Complete course title: The Marriage Institution

5. Semester credit hours: 3

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

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

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

☐ Yes ☐ No

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

9. Number of class sections per semester: 1

10. Number of students per semester: Average 47 [seats] (including honors and W-courses) (37) [enrolled]

11. Historic annual enrollment for the last three years: 195 (172) 115 (73) 115 (87)

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

12. Submitted by:

Course Instructor

Approvals:

13. Department Head

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.
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 involves an analysis of the social construction and social experience of marriage and the family as institutions. In this course, we will discuss particular concepts of marriage and the family as important cornerstones of ways to structure social interactions on various levels, and especially relations of power and inequality in society. The objective of the course is to challenge our taken for granted notions about these topics and ask the sociological questions, "How constructed/natural is the family?" and "What is marriage, and what is it for?" Students should leave the course with an understanding of the general sociological perspective on marriage and family as institutions and everyday practices, as well as be able to discuss and present informed and reasoned opinions upon these subjects. Students should be able to express themselves in a variety of written formats, and will produce basic analytical papers, involving mainly secondary research and preliminary primary research.

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 element will be evaluated through instructor’s assessment of 1) several pieces of analytical written work (written discussion responses, essay exams, and original papers); these assignments assess students’ demonstration of critical engagement with various formats of micro and macro-level constructions and experiences of marriage and family as social institutions.

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

This element will be evaluated through instructor’s assessment of two analytical papers, two essay exams, and several interactive discussion sessions addressing their own interpretations of course materials, and linking those interpretations with the empirical world. The goal is to develop theoretical and methodological literacy, as well as their ability to present their own ideas in a nuanced and clear fashion.

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

This element will be evaluated through instructor's assessment of in-class and online exercises (e.g., discussion questions), essay exams, and analytical papers that convey the students' ability to reflect upon course readings and lecture materials, making explicit connections between sociological concepts and the operationalization thereof, evidence, methodologies, and theoretical frameworks, students' own past participation in local cultures, structures, and institutions, students' observations of current cultural interactions, products, and values, and create sociologically analytical materials demonstrating understanding of & ability to apply theoretical frameworks. Quantitative and qualitative skills will be assessed by student's performance on interpreting tables, statistics, and other empirical evidence (i.e., in-depth interviews and ethnographic research) that convey and analyze important aspects of different research materials.

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

Understanding how marriage and family are related to civic participation is a key component of understanding social responsibility. This element will be evaluated through instructor's assessment of students' written and oral work that analyses the multicultural and intersectional landscape of these fundamental building blocks of society, which includes an understanding that all subgroups, identities, and communities participate in making this complex, interconnected, and often volatile landscape through both everyday experience, the conveyance of values, and the creation, application, and contest over policies and laws that affect marital/familial definitions and practices.

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 the sociological understanding of marriage and family, and presents the students with a diverse array of claims to meaning making. While the bulk of course materials focus on the United States context, this context is explicitly recognized as a multicultural space, co-created by its members who have come, and continue to come, from a wide spectrum of the globe. The course begins with an examination of the classic and contemporary social scientific definitions and theories of marriage and family formation. In the remainder of the course, we investigate the idea that as institutions, marriage and family are important cornerstones of ways to structure social interactions on various levels, and how they are implicated in relations of power and inequality in society. The objective of the course is to challenge our taken for granted notions about these topics, and ask the sociological questions, “How constructed/natural is the family?” and “What is marriage, and what is it for?” Students should leave the course with an understanding of the general sociological perspective on marriage and family as institutions and everyday practices, as well as be able to discuss and present informed and reasoned opinions upon these subjects. The course takes an explicitly intersectional approach in terms of institutional frameworks for structuring micro- and macro-level social interaction and behavior, and thus focuses on the matrix of race, class, gender, and sexuality. Students specifically are assigned to bring in their own community, ethnic, racial, religious, national, etc. cultural identities and experiences into the classroom space in order to learn to approach their own experiences critically, and to engage in potentially contentious space with their peers in a literate and respectful way. The course includes a focus on the historical policy and legal apparatus that has structured marriage and family, but the bulk of the course materials (nearly all) were published in the last 50 years, and contemporary updates are always included, in lecture if not in assigned readings.
Course Description: This course will involve an analysis of the social construction and social experience of marriage and the family as institutions. In this course, we will discuss particular concepts of marriage and the family as important cornerstones of ways to structure social interactions on various levels, and especially relations of power and inequality in society. The objective of the course is to challenge our taken for granted notions about these topics, and ask the sociological questions, "How constructed/natural is the family?" and "What is marriage, and what is it for?" Students should leave the course with an understanding of the general sociological perspective on marriage and family as institutions and everyday practices, as well as be able to discuss and present informed and reasoned opinions upon these subjects. Students should be able to express themselves in a variety of written formats, and will produce basic research papers, involving mainly secondary research and preliminary primary research.

Learning Outcomes:

- Articulate and Apply an understanding of a sociological approach to marriage and family.
- Interpret analytical audiovisual media presentations and Compose original materials dealing with one's own questions about course topics.
- Examine critically sociological literature and policy materials, and Appreciate multicultural media literacy.

Pre-requisites: Junior or Senior Classification, or permission of the instructor.

Books:

*Hard Choices: How Women Decide About Work, Career, and Motherhood* (selected chapters) & *No Man's Land: Men's Changing Commitments to Family and Work* (selected chapters), Kathleen Gerson
*The Second Shift*, Arlie Hochschild, with Anne Machung
*The Way We Never Were*, Stephanie Coontz
*From the Front Porch to the Back Seat*, Beth Bailey
*The Black Family* ed. by Robert Staples (selected chapters)

Articles & Chapters: All available on online course reserve or eLearning

"The Family," from *Origin of the Family, Private Property, and the State*, Frederick Engels, 1884
“Sex Roles in the American Kinship System,” Talcott Parsons, 1954 (from Social Theory).
“Introduction,” from The Hearts of Men, Barbara Ehrenreich, 1983.
“The Emergence of the Modern American Family,” Carl N. Degler (from Family Relations)

Recommended Reading:
Loving v. Virginia, 388 U.S. 1 (1967)
Hollingsworth v. Perry (2013)
United States v. Windsor (2013) (Note: These cases may be found on Lexis/Nexis Academic, available from the TAMU Library electronic index/database search engine.)
Charlotte Perkins Gilman, *Herland*


“McBride meets McDreamy: Television Weddings, the Internet, and Popular Film,” Chrys Ingraham, 2008 (from *White Weddings: Romancing Heterosexuality in Popular Culture*).
Course Requirements & Evaluation [200 points total; 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), Below 120 (F)]

IT IS YOUR RESPONSIBILITY TO MAKE SURE I HAVE ALL YOUR ASSIGNMENTS IN, AND IN ON TIME. Additionally, please note that I WILL NOT RE-GRADE assignments in order to round up to a higher grade. For example, 179 and 179.5 are Bs, and will not be rounded up to a 180/A.

CLASS PARTICIPATION & ABSENCE POLICY: I do not take attendance; it is your responsibility to come to class on time and to be responsible for the material covered therein. While I am happy to answer questions pertaining to the course, I will not re-provide lectures or produce my lecture notes for you – THE POWERPOINTS USED IN CLASS AND AVAILABLE ONLINE ARE NOT FULL NOTES; THEY ARE OUTLINES. If you miss class for any reason, your best option for getting back up to speed is to communicate with other students, whom you may ask to share their notes. Please see Rule 7 under Part I (http://student-rules.tamu.edu/search/rule7.htm) for details on excused absences, which I only need to be notified of in the event of missing an assignment or exam deadline, so that make-up work may be scheduled.

ASSIGNMENTS – All assignments should be uploaded to corresponding assignment areas on eLearning. Make sure to save a copy of all assignments. ALWAYS MAKE SURE TO MAKE A BACK-UP COPY; NEVER ERASE YOUR PAPER FROM DISK UNTIL AFTER THE SEMESTER ENDS, TO AVOID “LOST” PAPERS. If you ever have trouble uploading an assignment, MAKE SURE TO EMAIL A COPY to me either through eLearning or to my regular TAMU account by the deadline – emails are automatically time-stamped, and you will not be sanctioned for missing the deadline. When the assignment is one that other students need to review and give feedback on, I will upload it for you when necessary.

Class Participation: 15%/30 points (Class participation will be based on written responses to discussion questions; some of these will be in-class writings and discussion sessions, while many will be held online on eLearning). (6 X 5 points)

Papers (Papers should be turned in to the class eLearning website.)

#1 (10%/20 points) (5-7 pages) Discuss the conceptions regarding marriage and the family with which you entered the class. In light of the readings and discussions of the first five weeks, reflect on your own initial understandings, and those that the course has thus far highlighted for you. In other words, how has a structural, historical, and institutional/legal understanding of marriage and the family affected your understanding of these concepts? You may choose which readings and course materials to address, but you must use class sources. These are response papers, but this does not mean that they are solely opinion papers. You must deal adequately with the authors’ arguments which you choose to engage, but not in a summary form. Rather, choose critically which issues you want to discuss in light of the first part of the assignment above. DO NOT merely use summary references from the lecture slides.
#2 (20%/40 points) (10-12 pages) For this paper, you may choose from two options:

A: You will do some original research on your own family situation. You may gather data on the history of your family and/or its various members. You may interview your parents or other family members, etc. You may engage in constructing a sociologically-informed narrative of yourself. Then, from among the theories and experiences dealt with during the course, present the sociology of your family. **You must incorporate appropriate course materials in your analysis, not merely tell a story about yourself and your family.**

B: Using a mass media source (e.g. a television series like Everybody Loves Raymond, or a film like Parenthood; the source does not explicitly have to be about marriage/family), from among the theories and experiences dealt with during the course, present the sociology of family as it is presented in popular culture. **You must incorporate appropriate course materials into an analysis, not merely provide a review of the source material (e.g. no “book reports” or “TV reviews.”) You may compare and contrast several episodes in one series, between two or more series, or engage in an extended analysis of a film, or compare and contrast between two or more films. What do(es) the media source(s) say about the family? What sociological paradigm would you say it falls into? What sociological concepts (e.g. gender ideology/gender strategy) does it demonstrate? You should actually watch some specific episode(s)/film(s), not merely rely on your memory of having seen a series; remember, Dr. Gatson is a pop culture geek, and will likely have watched the source(s) that you use.**

**DO NOT merely use summary references from the lecture slides, and DO NOT use a few cursory references to the sources you choose. While you do not need to touch on every concept/topic/source discussed/assigned during the class, in-depth use of several is the pathway to a superior grade.**

Exam #1: (short answer format, 25%/50 points) I will hand out a study guide with the terms and quotations from reading and lecture that you will be expected to know a week prior to the exam. You should spend that time coming up with full and complete answers for all of the material in the guide. For the exam itself, you will be given a number of both definitions and quotations, from which you will be able to choose four definitions/terms and two quotations to answer. While these are short answers, because you have time beforehand to prepare your answers, they must be thorough and detailed, using examples from course materials to fully flesh out the definitions, and contextualize the quotations. The following link provides information on how to write a good answer on an essay type exam: [http://owl.english.purdue.edu/owl/resource/737/1/](http://owl.english.purdue.edu/owl/resource/737/1/)

Exam #2: (30%/60 points) See above. Four terms/four quotations.
Schedule (*“* highlights weeks when an assignment is due):

**Week 1: 8/29-9/2:**
- **M:** Introduction to course & Online resource tutorial
- **W:** Basic perspectives and concepts
- **F:** Ideological Codes and Frameworks (Smith)

**HISTORICAL & STRUCTURAL CONCERNS**

**Week 2: 9/5-9:**
- **M:** Parsons & *The Black Family*, pp. 18-24
- **W:** Lynd and Lynd, Ehrenreich.
- **F:** Discussion Question #1, in class

**Week 3: 9/12-16:**
- **M:** Engels
- **W:** *The Black Family*, pp. 25-39; 129-150; Pleck (Gatson, 2003; 2005)
- **F:** Discussion Question #2, in class

**Week 4: 9/19-23:** Topic: Nature & Culture
- **M:** Coontz, 1-121
- **W:** Bailey, 1-76; Discussion Question assignment
- **F:** Discussion Question #3, in class

*Week 5: 9/26-30:* Gender & the system of “teaching” marriage
- **M:** Bailey, 77-144
- **W:** Degler, Jeffrey, (Perkins-Gilman)
- **F:** Griswold; P#1 due, by 5pm Friday

**CONFLICTING EXPERIENCES: Gender, Race, Class, Sexuality.**

**Week 6: 10/3-7:** Hard Choices. (ch. 1-5; Appendices A-C)
- **M:** Gerson’s Pushes & Pulls
- **W:** Gerson’s Pushes & Pulls
- **F:** Exam #1 handout and discussion

*Week 7: 10/10-14:* Changing concepts of masculinity & fatherhood
- **M:** *The Black Family*, pp.67-96
- **W:** Laquer
- **F:** Midterm Exam

**Week 8: 10/17-21:** Changing concepts of masculinity & fatherhood
- **M:** No Man’s Land (Part II; Appendix)
- **W:** No Man’s Land (Part II; Appendix)
- **F:** Discussion Question #4, in class

**Week 9: 10/24-28:** Tensions & negotiations in the home
- **M:** Hochschild, through ch.16.
- **W:** Hochschild, through ch.16.
- **F:** Discussion Question #5, in class

**Week 10: 10/31-11/4.**
- **M:** *The Black Family*, pp. 333-356
- **W:** Williams
- **F:** Caldwell and Peplau
Week 11: 11/7-11
M: Dunne
W: Dalton & Bielby
F: Bock

POLICY

*Week 12: 11/14-18: Cultural Frames for Policy
W: Moynihan (pp.2-17 in The Black Family), Lasch, and Norton, Coontz, 121-254
F: Sarkisian & Gerstel; Harknett & McLanahan

Week 13: 11/21-25: How would you formulate family policy?
W: The Second Shift, ch.17
F: Lubeck and Garrett

Week 14: 11/28-12/2:
M: Discussion Question #6, online
W: Discussion Question, in class
F: NO CLASS FRIDAY: THANKSGIVING HOLIDAY

REDEFINED DAY: Last Class Meeting Monday, December 5: Final Exam handout and discussion.

*Final Paper will be due on December 9, 2011 by 5 p.m.

*Exam #2 will be on December __, 2011 @ ___ p.m. (See final exam schedule online)
Teaching philosophy and structure of the course.
My teaching philosophy is based on the idea of non-passive learning. This means that I expect you to participate to a high degree in your own learning process. I expect you to do the reading, and to do it critically, and come to class prepared to discuss it, and be prepared to respond to it in writing. This doesn’t mean that I expect you to have all the answers, or to be able to parrot minute details, but rather that you are willing to challenge your own first understanding of the materials. My lectures on will cover the broad outlines of the material, stress the important points of the materials and my approach to them, and introduce connections to materials not in your readings. Discussions are to provide the class with a more in-depth approach, and the opportunity to explore your response to the material and get a bead on that of your peers. As the formally graded discussion occurs in online venues, I also encourage you to raise questions — for clarity and for exploration — during class.

I stress writing — this is due to my own pedagogical belief that having to use the material that you are learning in critical formats is the best way to retain any knowledge you gain. In addition, learning to communicate well in written form is a skill that will serve you generally in your life.
Format for Papers

All papers MUST conform to the following guidelines; points will be deducted in each area that does not meet these standards:

Cover page: This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer (i.e., it should not be used to take up space in the body of the paper).

Margins: All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number “1.” If you have trouble doing this, SEE ME prior to turning in the paper.

Spacing: Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs or indented quotations and the body of the text.

Font: You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

Length: Adhere to the page-length requirement in the syllabus for each paper assignment – these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing. THE COVER PAGE AND WORKS CITED PAGE DO NOT COUNT AS PART OF THE PAGE-LENGTH REQUIREMENTS.

Grammar and Proofreading: Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell-checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proof-reading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes. You may also go to The University Writing Center (UWC), located in Evans Library 1.214, 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.

Sources/Works cited/Bibliography: If the paper is a research rather than a short response paper (i.e., you are required to do outside research of primary and/or secondary materials), please include a full bibliographic section, in alphabetical order, of the sources you used. Within the text itself, you may use whatever citation format with which you are most comfortable. If you are unfamiliar with citation formats, you may check out the online Chicago Manual of Style for commonly used formats: http://www.chicagomanu... The parenthetical method of citation within the text – (Gatson, 1997: 56) or (Gatson, 1997, p.56) is generally more concise and easy to read. Online sources are fine for general research, but must be cited as such, and you must be able to explain why they are relevant when a research article was just as available as a source. News articles may be used as sources if they are being used to illustrate the existence of a phenomenon or cultural concept, but NOT as independent research sources like law review articles or scholarly journal articles or books.
All of the above are meant to be read as requirements aside from the content requirement of critical engagement with the course materials. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.

The papers will be graded on the following percentage system: 40% for content, and understanding and application of the material; 30% for clarity and structure of your argument; and 30% for the grammar and style/format and proofreading rules. Making the same guidelines errors will result in more points off than that occurrence in the first paper.

Sample Grading Rubric

<table>
<thead>
<tr>
<th>Use of sociological concepts</th>
<th>The writer skillfully intertwines several sociological concepts to advance a sophisticated argument or understanding of social issues</th>
<th>The writer uses 2 or 3 sociological concepts well and develops them, but does not construct a framework that links all of the concepts together.</th>
<th>The writer uses a couple of concepts, but does not explain them in sufficient detail to demonstrate why they can explain or illustrate the social phenomena under examination.</th>
<th>The writer selects sociological concepts inappropriate for the topics under discussion/investigation, and misuses them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>The paper is clearly organized. For instance, each paragraph's topic sentence clearly introduces a new topic or issue, while advancing an identifiable argument or interpretation of the issues.</td>
<td>The paper is well organized, but there are gaps in the writer's logic in moving from one concept or issue to another.</td>
<td>The paper's topic sentences and explanation of concepts are incomplete and misleading.</td>
<td>The paper lacks coherence. The lack of organization is unacceptable in college writing.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The paper is polished and presented in a sophisticated manner.</td>
<td>The paper is relatively well written, but there are a few awkward sentences and phrases that could have been corrected.</td>
<td>The paper has many awkward sentences and phrases, and the sentences do not &quot;hang together&quot; in a way that propels the paper forward.</td>
<td>The paper is not written at a level appropriate for college writing.</td>
</tr>
<tr>
<td>Grammar</td>
<td>The paper contains no grammatical errors.</td>
<td>The paper contains minor grammatical errors that could have been corrected with more thorough revision.</td>
<td>The paper contains several grammatical errors unacceptable in college writing.</td>
<td>The paper is rife with grammatical errors that are unacceptable in college writing.</td>
</tr>
<tr>
<td>Overall score</td>
<td>Awesome!</td>
<td>Good work.</td>
<td>Satisfactory.</td>
<td>Needs considerable improvement.</td>
</tr>
</tbody>
</table>
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 Disability Services in Room B118 of Cain Hall. Phone/TTY: 979-845-1637 • Fax: 979-458-1214 • E-mail: disability@tamu.edu. http://disability.tamu.edu/

Aggie Honor Code

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

Our conduct in this class should embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honor Council and its Procedures, please consult the "Know the Code" website found at http://compliance.tamu.edu/CodeConduct.aspx.
Texas A&M University
Core Curriculum Cover Sheet

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

1. This request is submitted by (department name): Health & Kinesiology
   SPMT (formerly KINE) 319; KINE 319
2. Course prefix and number: (crosslisted with SOCI 319)
3. Texas Common Course Number: N/A
4. Complete course title: Sociology of Sport
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 Semester
9. Number of class sections per semester: 1 or 2
10. Number of students per semester: +/- 175 average
11. Historic annual enrollment for the last three years: 355 418 459

   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.


14. Department Head  Date

15. College Dean/Designee  Date

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

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

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

**SPMT 319 (Sociology of Sport)** involves the exploration of behavior and interactions among people in groups, organizations, institutions, and various events related to sport participation and consumption across multiple societies. Moreover, this course involves the study and examination of sport as a microcosm of society, and how sport impacts (and is impacted by) other social institutions (e.g., media, religion, economy, education, politics) in society.

**Core Objectives**

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

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

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

Critical thinking will be addressed by requiring students to read short articles (i.e., from both the academic and popular press) and write reaction papers to the readings. More specifically, students will not only have to provide a brief summary of the key points of the article, but more importantly, critically reflect upon the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications.

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

Communication will be addressed by requiring students to write papers (e.g., socialization into sport paper). This paper requires students to reflect back as far as they can remember on how they became involved in the social institution of sport (as a participant/athlete and as a fan/consumer). A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing. It is also possible that students might be required to give short oral presentations on various topics related to the sociology of sport and physical activity. In this case, students would be graded/evaluated on a) how well and clearly they convey their message, and b) level of knowledge/understanding of topic.

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

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory in the sociology of sport, and possibly conduct brief field studies (i.e., interviews and observations) of social phenomena
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

related to the study of sport. In fact, one of the chapters in the book we use discusses the importance of research and theory in the sociology of sport. Students' knowledge of these skills will primarily be tested/evaluated on exams (i.e., multiple choice and true/false).

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

Social Responsibility will be addressed primarily by having students read about various topics related to ethics in sport, international sport, religion in sport, race, ethnicity, gender, sexual orientation, and social class in sport. Students will be evaluated primarily on exams (i.e., multiple choice and true/false).

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University
KINE 319 (599): Sociology of Sport (web-based)-3 credits
Spring 2013
January 14-May 8

General Course Information:
Instructor:
Dr. John N. Singer, Ph.D.
Associate Professor, Department of Health and Kinesiology
Division of Sport Management
355B Blocker
singerjn@hlkn.tamu.edu
979-845-5497
Office Hours: Wednesday and Thursday, 10am-12noon

Teaching Assistants:
Zack Damon (zack55damon@tamu.edu)

Course Orientation:
Please see and READ the KINE 319 “course orientation” document on the course website at http://elearning.tamu.edu

Required Course Materials:
The following textbook is REQUIRED for the course and can be purchased from the student book store on campus:

- Cunningham, G.B., & Singer, J.N. (Eds.) (2012). Sociology of sport and physical activity (2nd Ed.). College Station, TX: Center for Sport Management Research and Education. (Note: the book is blue)

- Video lectures for the course are available on the course website:
  http://elearning.tamu.edu

Nature of the Course
KINE 319: Sociology of Sport is taught online. Students are expected to A) read the chapters in the book, and B) listen to the lectures accessed through the course website. In addition, students are encouraged to print the PowerPoint slides associated with the lecture so that they can take notes while reading the chapter and watching the video lectures. The PowerPoint slides are also available on the course website. Students can listen to the lectures anywhere they have computer access (e.g., campus, home, etc.). Questions concerning the course should be directed FIRST to the teaching assistant at the appropriate email address above; and if for some reason your question or concern is not addressed after you’ve done this, then you should contact the instructor at the email address listed above or in person during office hours.
Correspondence related to the course is sent to your TAMU email account. Consistent with Student Rule 61.2.3 (http://student-rules.tamu.edu/rule61) students are expected to regularly check their TAMU email account for course-related communications.

Course Objectives:
As a result of this course, students should be able to understand and thoroughly discuss the following topics:
- an overview of the sociology of sport and the major principles of sport in society;
- the meaning and importance of social theories and research in sport;
- the ethical dilemmas, choices, and behaviors in sport and physical activity;
- the relationship between sport and health outcomes;
- the impact sport has on the economy;
- the nature and scope of sport on an international level;
- the symbiotic relationship between sport and the media;
- the impact of sport production and consumption on the environment;
- how sport can be used for social change and development in society;
- the types of deviant behavior in sport and ways to address its consequences;
- youth sport and its impact on children and adolescents;
- problems and issues in college sport;
- the significance of race and ethnicity, sex, gender, sexual orientation and social class in sport;
- the role of power, politics, and religion in sport

Course Policies and Expectations
Any exams/assignments missed without prior arrangements being made with the instructor and graduate teaching assistant MAY NOT BE MADE UP. The only exception to this policy is written documentation of a situation that absolutely prohibits you from completing that assignment in a timely manner.

Attendance. The attendance policy for this class will be administered in accordance with Student Rule #7: http://student-rules.tamu.edu/rule07.

Plagiarism Statement. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”
Email Professionalism. Consistent with Student Rule 61, email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it. You can also find additional information about writing emails at the University Writing Center website: http://writingcenter.tamu.edu/2010/how-to/business/emails/.

Aggie Honor Code. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

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

Americans with Disabilities Act (ADA) policy statement. The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637. Additional information is available at http://disability.tamu.edu.

Copyright Statement. The materials used in this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Extra Credit Policy. There is NO EXTRA CREDIT available in this course; any decision to deviate from this policy will be left solely to the discretion of the instructor for the course!
### Point Structure:

<table>
<thead>
<tr>
<th>Item</th>
<th>Point</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>350</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Grading Structure:
90-100% A  
80-89% B  
70-79% C  
60-69% D  
≤ 59% F

### ASSIGNMENTS

**Exams:**
Three exams will be held throughout the semester. The first covers material from chapters 1-6; the second covers material from chapters 7-12; the third covers material from chapters 13-18 (see course calendar at end for details). Exam questions will be true-false and/or multiple-choice. All exams will be taken online at the elearning website; students can take each exam as soon as they desire from the time the instructor makes each available to the students (so as long as you take each by the respective deadline). **Students can use their notes and books during the exam. However, students are NOT to work in groups in completing the exams, or receive outside help from other people in taking the exam (e.g., tutors, advisors, peers, etc.); students found to be doing so will be in violation of the honor code and will be reported!!**

**Socialization Paper:**
Socialization has been described as the process of interacting with other people and learning the social customs, morals, and values of a society or community. This description implies that we as human beings are born into a social environment that influences how we think and view the world, and the decisions that we make concerning our lifestyles and the activities that we engage in as members of a particular society. With this in mind, students should address the following things in this paper: a) provide a brief overview of your experiences as a sport participant and/or spectator; b) discuss some of your most important sporting experiences, and how they have impacted you to this point in your life; c) discuss who some of the most important people have been as it relates to your socialization into sport; and d) reflect upon the effect that your involvement with sport over the years has had on your self-concept and social identity (see the sport socialization assignment guidelines on the course website for more details)
Tentative Course Calendar

Unit I: Chapters 1-6

- Foundations of the sociology of sport and physical activity
- Sociological theory and research
- Ethics
- Sport and health
- Sport and the economy
- International sport

Exam 1: Due Date: Thursday, February 14, 2013

Unit II: Chapters 7-12

- Sport and the media
- Sport, physical activity, and the environment
- Sport for social change and development
- Deviant behavior and sport
- Sport and community
- Youth sport

Exam 2: Due Date: Thursday, March 21, 2013

Sport Socialization Paper Due Date: Friday, March 29, 2013

Unit III: Chapters 13-18

- Intercollegiate sport
- Race matters in sport and physical activity
- Gender issues in sport and physical activity
Social class and sport

Power and politics

Religion, sport, and physical activity

Exam 3: Due Date: Thursday, April 25, 2013
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
- [ ] 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: 03/29/13  Submitted by: Paul Batista

Department: Health and Kinesiology  Division: Sport Management

Justification for Request (Attach supporting or additional documents as necessary):

Core recertification - SPMT 319

Department Head: Richard Kreider  Signature: [Signature]

To be completed by CUCC:

Date Considered: 4/12/13

Approved: [ ]

Not Approved: [ ]
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 327

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

4. Complete course title: Morality & 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: 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? Annually

9. Number of class sections per semester: 1

10. Number of students per semester: 60

11. Historic annual enrollment for the last three years: 56 60 60

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: August 19, 2013
   - Approvals: ____________________________ Date: August 19, 2013

14. Department Head ____________________________ Date: ____________________________

15. College Dean/Designee ____________________________ Date: ____________________________

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

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

Foundational Component Area: 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 examines the historical and contemporary effects of morality on society. We structure our examination by use of four major conceptual perspectives: how moral codes emerge; how moral orders are maintained over time; how moral orders sometimes collapse and require repair; and whether there is an international moral order. The objective of the course is to describe the social processes by which moral orders rise and fall in particular times and places. Students should leave the course with a clearer understanding, that moral orders are objective and changeable social facts that may be studied sociologically, and social scientifically, no matter how we answer the philosophical question, are morals “really real.” Students should also leave with a clearer understanding of the various roles moral orders play to shape the course of society, both on a large scale and a small. Students should be able to create analytic arguments about how moral orders arise, change, and sometimes fail and to address the ways sociological study of morality may clarify contemporary debates about moral controversies we face.

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 element will be developed by the use, whenever possible, of course readings that take opposing stands on particular controversial theoretical issues. This conflict will spur students to reflect on their readings and on class discussions, to do the creative and innovative work of trying to resolve the conflict. Their success in this endeavor will be evaluated by the instructor’s assessment of several written argumentative essays, the topics for which require a synthetic evaluation of the relative worth of conflicting information.

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

This element develops oral, visual, and written communication skills. Skills in oral argument will be evaluated by the instructor’s assessment of student performance in designated interactive discussion sessions. Skills in written argument will be evaluated by the instructor’s assessment of student essays. Significantly for this element, student papers will be assessed in part by how well they are written to persuade different primary audiences—general, scholarly, and political or other social leaders. The goal is to facilitate student abilities to present theories and evidence in ways that are accurate, simple, and direct. Visual communication is involved in the development and assessment of maps, charts, and graphs that summarize and elucidate information.
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):

With this element, the instructor evaluates the written works of students to assess their grasp of relevant sociological concepts and the uses of historical, comparative and quantitative methods. The evaluation includes assessment of the student’s ability to interpret basic statistics and different kinds of data presentations. It includes a rudimentary awareness of when and why some methods are sometimes preferred over others. In all, the instructor evaluates the student’s ability to link theory and data to make a logically sound and persuasive argument based on evidence.

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

Ours is an era when society is riven by moral differences and moral conflict, with terrific consequences for how we define our social responsibility to care for one another, assuming we accept that social responsibility is real. The element will be evaluated by instructor’s evaluation of students’ written and classroom work. In their work, students employ a sociological—an empirical and critical—approach to describe how various moral orders work in society. They assess from a sociological perspective what social consequences moral change (or moral stability) may have. Evaluation of this work allows the instructor to assess the extent to which students can exercise social responsibility, using sociological insights as a means by which to clarify why morals matter, whether in local neighborhoods or distant fields of battle.

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 327: Morality and Society
Request for International and Cultural Diversity Designation

This course focuses on the effects of morality on society. The objective of the course is to examine the social processes by which moral orders rise and fall in particular times and places. Analyses focus on different times and different countries and states. There is an emphasis upon different perspectives and how broad issues of morality matter both locally and globally. While a historical comparison is definitely part of the course, most of the analysis and most the readings are from the last 50 years.
Sociology 327

Morality & Society

Fall 2012

Instructor: James Burk
Office Hours: TR 11:00-12:15

Office: ACAD 426
Phone: 845-0813

Class Meets: Monday & Wednesday 5:45-7:00
Zachary 105C

Objective

The objective of this class is to examine the historical and contemporary effects of morality on society. We consider four substantive themes:

First, how do the moral codes that societies follow (to some degree) emerge in the first place? We will address this theme through a study of the emergence of moral claims based on the concept of "human rights."

Second, assuming that societies always change, how are moral orders and goods maintained over time? We will address this theme through a study of moral freedom as a fundamental good that helps define the moral order of contemporary American society.

Third, moral orders sometimes collapse, and subsequently require reconstruction or repair. What are the prospects for bringing about moral repair? When are some means of moral repair preferred over others? Is moral repair always possible? We will address this theme using a comparative case study approach, examining a range of possibilities from "getting even" to "forgiving."

Finally we consider the claim that international order is no order at all but rather is a realm of independent and self-interested actors, a place where no holds are barred. Is there a place for morality and justice in international affairs? We will address this theme through case studies dealing with prohibitions against international assassination and against aerial bombing. The cases we examine are historical but their contemporary relevance is obvious and the historical readings will help us think through what is at stake in current affairs.

Remember, these themes provide only an introduction to a vast subject. They are not comprehensive. Yet tackling them should prepare us to continue studies of morality and society in other classes and in independent studies of our own.
Required Texts


Requirements

First, everyone is expected to do the readings assigned *before* class begins and to be ready to discuss the major arguments of the assigned readings during class. It is a good idea to take notes on your reading. Do not hesitate to read ahead.

Second, I expect you to write three papers, three to five pages in length. Each paper will assess your mastery of the readings in one of the major sections of the course. Your essay will address one of several topic questions that I will distribute one week before the paper due date. Each essay should clearly state its thesis, offer reasons why the thesis should be believed, and give evidence from the readings to back up the reasons.

Students taking the course for graduate credit will be required to do *additional* work worth an additional fifty points. See the instructor for further information.

Grading

Class attendance and participation count for 10% of your final grade. If you come to class on time (when roll is called), you receive full credit.

Paper grades count for 90% of your final grade. Each essay will earn a maximum of 30 points. I will assess the clarity of your prose (yes, grammar, spelling and composition "count") and the persuasiveness of your argument (that is, the quality of your thesis, the aptness of the reasons you give for it, and the thoroughness of your evidence). These papers must be the product of your own thought, not the product of collaboration with others. Final grades on each paper are subject to an oral examination.

Note Well: I do not accept late papers.
The final grade is calculated based on a 100-point scale in the usual fashion (90-100=A; 80-89=B; etc.).

(For graduate students the final grade is calculated based on a 150-point scale, also in the usual fashion, so 135-150=A; 120-134=B; etc.)

**Supplemental Information**

*A Reminder from the Faculty Senate*

The Faculty Senate advises that the following reminder be included in the course syllabus:

Handouts in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials, etc. Because these materials are copyrighted, you do not have the right to copy them, without express written permission to do so.

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 safely be communicated.

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

**Aggie Honor Code**

“An Aggie does not lie or cheat or tolerate those who do.”

We expect our actions in this class to embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honors Council Rules and Procedures, please consult the “Know the Code” website found at http://www.tamu.edu/aggiefuture/.

**Americans with Disabilities Act**

The Americans with Disabilities Act 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 Office of Support Services for Students with Disabilities in room 126 of the Student Services Building. The telephone number is 845-1637.
Course Outline

I. The Just and the Good

Aug 27  The Utility of Justice


Aug 29  The Good We Seek


II. Emergent Norms: The Case of Human Rights

Sep 3  The Self-Evident “Rights of Men”
Reading: IHR (pp. 15-34)

Sep 5  Cultivating Moral Empathy
Reading: IHR (pp. 35-69)

Sep 10  Abolishing Torture
Reading: IHR (pp. 70-112)

Sep 12  Declaring Human Rights in France and America
Reading: IHR (pp. 113-145)

Sep 17  What Followed from This?
Reading: IHR (pp. 146-175)

Sep 19  Nonsense on Stilts
Reading: IHR (pp. 176-214)

First Paper Due

A hardcopy of your paper is due in the Sociology Office, ACAD 311, before 5:00 pm on Monday, September 24th
III. Maintaining Moral Order: The American Good of Freedom

Sep 26  American Virtue and Vice
Reading: MF (pp. 1-62)

Oct 1  Self Control Without Guilt or Judgment
Reading: MF (pp. 63-96)

Oct 3  Ambivalent about Truth and Forgiveness
Reading: MF (pp. 97-166)

Oct 8  Human Destiny, Character, and Self-Determination
Reading: MF (pp. 167-197)

Oct 10 Balancing Freedom and Authority
Reading: MF (pp. 167-231)

IV. Prospects for Moral Repair: After Justice Fails

Oct 15 When Moral Orders Fail
Reading: BV&F (pp. 1-8)

Oct 17 Either/Or: Get Even or Acquit?
Reading: BV&F (pp. 9-24)

Oct 22 Legal Proceedings
Reading: BV&F (pp. 25-51)

Oct 24 Truth Commissions
Reading: BV&F (pp. 52-90)

Oct 29 Reparations
Reading: BV&F (pp. 91-117)

Oct 31 Remembering and Forgetting
Reading: BV&F (pp. 118-147)

Nov 5 Movie: Death and the Maiden
DOM (pp. 3-75)
Second Paper Due

A hardcopy of your paper is due in
the Sociology Office, ACAD 311, before 5:00 pm
on Thursday, November 7th

V. Morals and International Relations: A Non Sequitur?

Nov 12  Morals in International Affairs
         Reading: EOD (pp. 1-26)

Nov 14  Power and Principle
         Reading: EOD (pp. 27-46)

Nov 19  Assassination
         Reading: EOD (pp. 47-86)

Nov 20  Aerial Bombing to 1945
         Reading: EOD (pp. 87-146)

Nov 21  Documentary: Pray the Devil Back to Hell

Nov 26  Aerial Bombing since 1945
         Reading: EOD (pp. 147-180)

Nov 28  What Role for International Ethics?
         Reading: EOD (pp. 181-196)

Final Paper Due

A hardcopy of your paper is due in
the Sociology Office, ACAD 311, before 5:00 pm
on Friday, December 7th
1. This request is submitted by (department name): Health & Kinesiology
   SPMT (formerly KINE) 319; prefix approved 1/2013
2. Course prefix and number: (cross listed with SOCI 319) 3. Texas Common Course Number: N/A
4. Complete course title: Sociology of Sport 5. Semester credit hours: 3
6. This request is for consideration in the following Foundational Component Area:
   □ Communication  □ Creative Arts  □ Creative Arts
   □ Mathematics  □ American History  □ Social and Behavioral Sciences
   □ Life and Physical Sciences  □ Government/Political Science
   □ Language, Philosophy and Culture
7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes  □ No
8. How frequently will the class be offered? Every Semester
9. Number of class sections per semester: 1 or 2
10. Number of students per semester: +/- 175 average
11. Historic annual enrollment for the last three years: 355 418 459
   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department
12. submitting request should be in attendance when considered by the Core Curriculum Council.
13. Submitted by: John N. Singer  March 27, 2013
   Approvals:
14. Department Head  3-29-13
15. College Dean/Designee  4/12/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014
See form instructions for submission/approval process.
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

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

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

**SOC/SPMT 319 (Sociology of Sport)** involves the exploration of behavior and interactions among people in groups, organizations, institutions, and various events related to sport participation and consumption across multiple societies. Moreover, this course involves the study and examination of sport as a microcosm of society, and how sport impacts (and is impacted by) other social institutions (e.g., media, religion, economy, education, politics) in society.

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**Core Objectives**

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

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

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

Critical thinking will be addressed by requiring students to read short articles (i.e., from both the academic and popular press) and write reaction papers to the readings. More specifically, students will not only have to provide a brief summary of the key points of the article, but more importantly, critically reflect upon the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications.

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

Communication will be addressed by requiring students to write papers (e.g., socialization into sport paper). This paper requires students to reflect back as far as they can remember on how they became involved in the social institution of sport (as a participant/athlete and as a fan/consumer). A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing. It is also possible that students might be required to give short oral presentations on various topics related to the sociology of sport and physical activity. In this case, students would be graded/evaluated on a) how well and clearly they convey their message, and b) level of knowledge/understanding of topic.

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

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory in the sociology of sport, and possibly conduct brief field studies (i.e., interviews and observations) of social phenomena
Texas A&M University

Core Curriculum

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related to the study of sport. In fact, one of the chapters in the book we use discusses the importance of research and theory in the sociology of sport. Students' knowledge of these skills will primarily be tested/evaluated on exams (i.e., multiple choice and true/false).

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

Social Responsibility will be addressed primarily by having students read about various topics related to ethics in sport, international sport, religion in sport, race, ethnicity, gender, sexual orientation, and social class in sport. Students will be evaluated primarily on exams (i.e., multiple choice and true/false).

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University
KINE 319 (599): Sociology of Sport (web-based)-3 credits
Spring 2013
January 14-May 8

General Course Information:

Instructor:
Dr. John N. Singer, Ph.D.
Associate Professor, Department of Health and Kinesiology
Division of Sport Management
355B Blocker
singerjn@hlkn.tamu.edu
979-845-5497
Office Hours: Wednesday and Thursday, 10am-12noon

Teaching Assistants:
Zack Damon (zack55damon@tamu.edu)

Course Orientation:
Please see and READ the KINE 319 “course orientation” document on the course website at http://elearning.tamu.edu

Required Course Materials:
The following textbook is REQUIRED for the course and can be purchased from the student book store on campus:

- Cunningham, G.B., & Singer, J.N. (Eds.) (2012). Sociology of sport and physical activity (2nd Ed.). College Station, TX: Center for Sport Management Research and Education. (Note: the book is blue)

- Video lectures for the course are available on the course website: http://elearning.tamu.edu

Nature of the Course
KINE 319: Sociology of Sport is taught online. Students are expected to A) read the chapters in the book, and B) listen to the lectures accessed through the course website. In addition, students are encouraged to print the PowerPoint slides associated with the lecture so that they can take notes while reading the chapter and watching the video lectures. The PowerPoint slides are also available on the course website. Students can listen to the lectures anywhere they have computer access (e.g., campus, home, etc.). Questions concerning the course should be directed FIRST to the teaching assistant at the appropriate email address above; and if for some reason your question or concern is not addressed after you’ve done this, then you should contact the instructor at the email address listed above or in person during office hours.
Correspondence related to the course is sent to your TAMU email account. Consistent with Student Rule 61.2.3 (http://student-rules.tamu.edu/rule61) students are expected to regularly check their TAMU email account for course-related communications.

**Course Objectives:**
As a result of this course, students should be able to understand and thoroughly discuss the following topics:

- an overview of the sociology of sport and the major principles of sport in society;
- the meaning and importance of social theories and research in sport;
- the ethical dilemmas, choices, and behaviors in sport and physical activity;
- the relationship between sport and health outcomes;
- the impact sport has on the economy;
- the nature and scope of sport on an international level;
- the symbiotic relationship between sport and the media;
- the impact of sport production and consumption on the environment;
- how sport can be used for social change and development in society;
- the types of deviant behavior in sport and ways to address its consequences;
- youth sport and its impact on children and adolescents;
- problems and issues in college sport;
- the significance of race and ethnicity, sex, gender, sexual orientation and social class in sport;
- the role of power, politics, and religion in sport

**Course Policies and Expectations**
Any exams/assignments missed without prior arrangements being made with the instructor and graduate teaching assistant **MAY NOT BE MADE UP.** The only exception to this policy is written documentation of a situation that absolutely prohibits you from completing that assignment in a timely manner.

**Attendance.** The attendance policy for this class will be administered in accordance with Student Rule #7: http://student-rules.tamu.edu/rule07.

**Plagiarism Statement.** As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”
Email Professionalism. Consistent with Student Rule 61, email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it. You can also find additional information about writing emails at the University Writing Center website: http://writingcenter.tamu.edu/2010/how-to/business/emails/.

Aggie Honor Code. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

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

Americans with Disabilities Act (ADA) policy statement. The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637. Additional information is available at http://disability.tamu.edu.

Copyright Statement. The materials used in this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Extra Credit Policy. There is NO EXTRA CREDIT available in this course; any decision to deviate from this policy will be left solely to the discretion of the instructor for the course!
### Point Structure:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Grading Structure:
- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- ≤ 59% F

### ASSIGNMENTS

#### Exams:
Three exams will be held throughout the semester. The first covers material from chapters 1-6; the second covers material from chapters 7-12; the third covers material from chapters 13-18 (see course calendar at end for details). Exam questions will be true-false and/or multiple-choice. All exams will be taken online at the elearning website; students can take each exam as soon as they desire from the time the instructor makes each available to the students (so long as you take each by the respective deadline). **Students can use their notes and books during the exam. However, students are NOT to work in groups in completing the exams, or receive outside help from other people in taking the exam (e.g., tutors, advisors, peers, etc.); students found to be doing so will be in violation of the honor code and will be reported!!**

#### Socialization Paper:
Socialization has been described as the process of interacting with other people and learning the social customs, morals, and values of a society or community. This description implies that we as human beings are born into a social environment that influences how we think and view the world, and the decisions that we make concerning our lifestyles and the activities that we engage in as members of a particular society. With this in mind, students should address the following things in this paper: a) provide a brief overview of your experiences as a sport participant and/or spectator; b) discuss some of your most important sporting experiences, and how they have impacted you to this point in your life; c) discuss who some of the most important people have been as it relates to your socialization into sport; and d) reflect upon the effect that your involvement with sport over the years has had on your self-concept and social identity (see the sport socialization assignment guidelines on the course website for more details)
Tentative Course Calendar

Unit I: Chapters 1-6

- Foundations of the sociology of sport and physical activity
- Sociological theory and research
- Ethics
- Sport and health
- Sport and the economy
- International sport

Exam 1: Due Date: Thursday, February 14, 2013

Unit II: Chapters 7-12

- Sport and the media
- Sport, physical activity, and the environment
- Sport for social change and development
- Deviant behavior and sport
- Sport and community
- Youth sport

Exam 2: Due Date: Thursday, March 21, 2013

Sport Socialization Paper Due Date: Friday, March 29, 2013

Unit III: Chapters 13-18

- Intercollegiate sport
- Race matters in sport and physical activity
- Gender issues in sport and physical activity
Social class and sport

Power and politics

Religion, sport, and physical activity

Exam 3: Due Date: Thursday, April 25, 2013
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
- [ ] 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
- [X] Other: Core Curriculum Recert

Faculty will be invited to attend the CUCC meeting to provide further justification and/or clarification as necessary.

Date: 03/29/13 Submitted by: Paul Batista

Department: Health and Kinesiology Division: Sport Management

Justification for Request (Attach supporting or additional documents as necessary):

Core recertification - SPMT 319

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Department Head: Richard Kreider Signature: __________________________

To be completed by CUCC:

Date Considered: 04/11/13
Approved: ________________
Not Approved: ________________