Social and Behavioral Sciences
Texas A&M University

Core Curriculum Cover Sheet

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

1. This request is submitted by (department name): Teaching, Learning and Culture

2. Course prefix and number: INST 222

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

4. Complete course title: Foundations of Education in a Multicultural Society

5. Semester credit hours: 3

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

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

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

☒ Yes ☐ No

APPROVED 5.29.13

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

9. Number of class sections per semester: 7 or 8

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

11. Historic annual enrollment for the last three years:


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

12. Submitted by:

[Signature]

Course Instructor

3/12/13

Date

13. Approvals:

[Signature]

Department Head

3/12/13

Date

14. [Signature]

College Dean/Designee

3/21/13

Date

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

Foundational Component Area: Social and Behavioral Sciences

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

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

This course is designed to examine the socio-cultural forces which influence the American education system, from an historical, philosophical, political, and social perspective. The course will have students analyze differences in race, class, culture, ethnicity, gender, and political power in addition to analyzing issues, problems, and solutions as they relate to providing all children with an equitable and quality education.

Core Objectives

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

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

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

The students will demonstrate their critical thinking through their readings by discussing and sharing their ideas concerning historical, ethical, cultural, environmental, or circumstantial settings and present their findings to the class. These projects will be assessed using the AAC&U Value Rubric for Critical Thinking.

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

The students will communicate both orally and written about another cultural activity that is new to them and they participated in this semester. They will demonstrate their knowledge of research through the use of correctly formatted citations from peer reviewed journal articles through writing research papers and oral presentations. These projects will be assessed using the AAC&U Value Rubrics for Civic Engagement, Oral and Written Communication. Student presentations will require the use of visual communication and students will be tested on their mastery of quantitative data by being asked to interpret graphs and charts.

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

The students will analyze numerical data in journal articles and during class discussions on the topics that are covered in this course and make informed decisions about how this information impacts multicultural education. They will also be tested on graphs and charts using statistical data studied in the course. They will be assessed using the Quantitative Literacy Value Rubric from AAC&U.
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):

The students will be engaged in a civic activity by visiting and studying the Holocaust Museum in Houston; finding research on the importance of the preservation of information about an important cultural historical event, and writing a reflective paper on their findings. They will also do a cultural plunge into another culture and write and present about their experience to their peers and professor. This reflective paper will be assessed using the value rubric on social responsibility. These projects will be assessed using the AAC&U Value Rubrics for Civic Engagement, Oral and Written Communication. As a part of the assessment the visual communication requirement of using charts and images to explain your cultural statistics will also be required.

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  
College of Education & Human Development  
Teaching, Learning & Culture Department  
INST 222:501  
Foundations of Education in a Multicultural Society  

Course Syllabus: SPRING 2014

Instructor: Dr. Cindy Boettcher, Clinical Professor
E-mail: Please use e-learning to send all e-mails throughout the course
Home phone and cell phone numbers for Dr. Boettcher are posted on e-learning
Office: 358 EDCT Tuesday and Thursday from 11 - 3 or by appointment

Course meets on Tuesday and Thursday from 9:35 – 10:50 in EDCT 215.

Textbook:

There will also be additional assigned journal article readings.
There will also be movies uploaded on media matrix to view for class participation, assignments, and discussion groups.
The class will also go to the Holocaust Museum in Houston for a field-trip.

Course Description:
• This course is designed to examine socio-cultural forces that influence the American educational system.
• The content will be presented from the historical, philosophical, political, and social perspectives.
• The class will consider how differences in race, class, culture, ethnicity, gender, and power influences the educational system in the United States.
• In addition, the class will examine and analyze issues, problems, and solutions as they relate to providing all children with an equitable and quality education.
• Finally, culturally relevant and responsive curriculum and instruction will be examined in our efforts to create and maintain an ever-changing pluralistic educational system and society.
Course Objectives and Learning Outcomes:

- The student will understand the concept and realities of culture and recognize how it is manifested in thought, language, behavior, art and daily life of peoples whose roots are in other nations from around the world and unique populations in the U.S.
- The student will be able to articulate through an in-class presentation using visual and graphical tools their own culture and how it impacts his/her values and interactions with others.
- The student will be able to analyze the purpose and function of schools and the historical and philosophical development of education in the United States as they relate to teaching/working effectively in a culturally pluralistic society.
- The student will be able to analyze educational and social issues relative to the impact of cultural groups on education in the 21st century.
- The students will be able to present scholarly communication both orally and written about another cultural through participation in an activity that is new to them. They will demonstrate their knowledge of research through the use of correctly formatted citations from peer reviewed journal articles through papers and oral presentations that will be assessed using the Association of American College and Universities Rubrics for Oral and Written Communication.
- The students will be engaged in a civic activity by visiting and studying the Holocaust Museum in Houston; finding research on the importance of preservation of information about an important cultural historical event, and writing a reflective paper on their findings. They will be assessed using the Association of American College and Universities Rubric for Civic Engagement.
- Through various groupings during in-class meetings, students will demonstrate their critical thinking through their readings by discussing and sharing their ideas concerning historical, ethical, cultural, environmental, or circumstantial settings and present their findings to the class. The groups will be assessed using the Association of American College and Universities Rubric for Critical Thinking.

Texas A&M University Rules and Regulations:

Each student has the responsibility to be fully acquainted with and to comply with the Texas A&M University Student Rules.

Please access http://student-rules.tamu.edu

- Part I: Academic Rules (Rules 1 - 22 & 61)
- Part II: Student Life Rules (Rules 23 - 44)
- Part III: Student Grievance Procedures (Rules 45 - 60)
- Appendixes
Aggie Code of Honor

For many years Aggies have followed a Code of Honor, which is stated in this very simple text:

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

American 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.

Statement on Plagiarism

The handouts used 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, 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 I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Teaching, Learning and Culture (TLAC) Statement

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

Course Evaluation

The course evaluation information will be e-mailed to your neo account during the last month of classes. Please participate in the evaluation process so I can improve the course. The address for submitting evaluation is https://pica.tamu.edu
I do not curve or give extra points at the end of the semester. Grades will be awarded for your participation in this course based on a grading scale of 500 points.

Late work is not accepted without a university excused absence; and technology is not an excuse to be considered for late submission. Please e-mail me via e-learning in advance if a problem arises.

Grades:

450 – 500 points = A
400 – 449 points = B
350 – 399 points = C
300 – 349 points = D
299 – 0 points = F

Your grade in this course will be based on your participation and submission of timely, provocative, thoughtful, responsive, and appropriate assignments, presentations, discussions, group activities, and essay examinations.

Assignment: (A 1/21/14). Quiz in class on movie: A Class Divided. 25 points

Assignment (A 1/28/14) due 11:55PM on Tuesday, 1/28/2014 25 points

Discussion: (D 2/4/14) due by 11:44 PM on Wednesday 2/5/2014 10 points

Quiz on Article at beginning of class. (Q 2/11/14) 15 points

Midterm: (Q 2/18/2014) Thursday, February 20, 2014. 50 points

Discussion: (D 2/27/14). Due 11:55 PM on 3/3/2014 25 points

Assignment: Textbook: Public Schools (A 3/4/14) 25 points

Quiz on Movie: Paper Clips. (3/18/14) 25 points

Assignment: Due, Tuesday, April 1, 2014 50 points
1000 word paper on The Holocaust Museum. Discuss the important civic importance of this museum and what you learned. The Association of American Colleges and Universities Rubric for Civic Engagement will be used to assess this project. It will be on the home page of ecampus.

Second Midterm Exam: Thursday, April 3, 2014

Cultural Plunge Activity: Due April 8 – 15, 2014
Assignment: (A CP) in grade book.
In groups of 2 – 3, you will visit or participate in activity that is different from your own culture, race, or religion (please clear your selection with me by Thursday, January 23, 2014). Once you have determined your activity, please have your group set up a short meeting with me about your cultural plunge. There are many activities and opportunities at A&M. I will send list to you by second week of semester. Participate in the cultural plunge activity between January 24 – March 27, 2014. Your group will make a short presentation in class and share with the other students about your learning. Your group will also be required to submit a 4 page paper with your information on the date of your presentation at the beginning of class. Paper to be typed in Times New Roman 12 points font, double spaced, black ink, and APA Format. The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project; You will also be required to use charts and images and explain some of the statistics of your cultural group. They will be posted on the home page of ecampus.

Quiz on Journal Article, Tuesday, April 24. (Q 4/24/14) 20 points

(Final Exam) (Q FE) Friday, May 2, 2014 12:30 – 2:30 pm 80 points

EXPANDED SCHEDULE

Tuesday, January 14, 2014
Introduction and Class Logistics
Discussion of Cultural Plunge Activity

Thursday, January 16, 2014
Class will meet at the Evans Library where you will learn how to research and see how the University Writing Center can assist you with your work. Room will be announced in class on Tuesday and posted on e-learning.
Tuesday, January 21, 2014
Read Chapter 1 of Banks and Banks prior to class.
Lecture: Multicultural Education: Characteristics and Goals
Class Activity: Reflecting in groups on your own culture and beliefs and how those of other cultures are different. I will provide all materials for activity.
Assignment (A 1/21/14) to be submitted on e-learning: Due Tuesday, January 28, 2014 at 11:55 PM – write a 500 word reflection on new information you have learned from the first chapter in the textbook and the class activity. 25 points. The Association of American Colleges and Universities Rubric for Critical Thinking will be used to assess this project. It will be posted on the home page of ecampus.

Thursday, January 23, 2014
A Class Divided Movie and Class Quiz
Go to http://mediamatrix.com and watch the movie.
Quiz and discussion in class.

Tuesday, January 28, 2014
Today we will work in your groups in class on the cultural plunge activities. I will have some things for you to do to get you started on your research and questions.

Thursday, January 30, 2014
Read Chapter 2 of Banks and Banks prior to class.
Lecture: Culture in Society and in Educational Practices
Class Activity: You will work in one of 7 groups to discuss and explore the seven conceptions of culture as discussed the authors of the book. You will discuss how the conceptions of culture and both alike and different. Each group will make a short presentation by explaining the definition of your conception and give pertinent modern examples. The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.

Tuesday, February 4, 2014
Read Chapter 3 of Banks and Banks prior to class.
Lecture: Race, Class, Gender, and Disability in the Classroom
Activity: Working in groups, we will explore and discuss the relationship to classroom life for students as it applies to race, ethnicity, language, class, gender, and disability.
Discussion: (D 2/4/14). On ecampus, there will be a discussion post in which you will write your reflections on the class activity. Please respond to one other person in the course.
Thursday, February 6, 2014
Class Activity: We will begin class by looking and discussing some of the ecampus posts on the discussion tab from Tuesday’s discussion.
*Read Chapter 4 of Banks and Banks prior to class.*
Lecture and Discussion: Social Class and Educational Equality

Tuesday, February 11, 2014
*Read Chapter 5 of Banks and Banks prior to class.*
*Read article posted on e-learning about the separation of church and state.*
*Quiz on Article at beginning of class. (Q 2/11/14)*
Lecture and Discussion: Religion in American Life and Schooling

Thursday, February 13, 2014
*Read Chapter 6 of Banks and Banks prior to class.*
*Please bring a current issue of a magazine that you read to class today so we can use it for our activity in class.*
Lecture: Gender Bias in Today’s Classrooms
Class Activity: We will be doing an activity based on the research of Sadker and Zittleman concerning gender.

Tuesday, February 18, 2014
*Read the journal article posted on e-learning about Social Networking and Cyberbullying prior to class.*
*Short Lecture: Laws in Texas concerning schools and cyberbullying.*
Class Discussion: You will be divided into groups and given case studies of social networking and bullying. Based on the research in the journal articles, your group will analyze your case study and then present the information to class.

Thursday, February 20, 2014
Midterm Exam. This will be a short essay exam given in class on material from January 14, 2014 – February 18, 2014. (Q 2/20/14) in grade book. 50 points.

Tuesday, February 25, 2014
Hand back Midterm Exams.
*Read Chapter 7 of Banks and Banks prior to class.*
Lecture: Rethinking Curriculum and Pedagogy
Thursday, February 27, 2014
Read Chapter 8 of Banks and Banks prior to class
Lecture: Transforming the Curriculum
Class Discussion: The authors list nine heresies, or assumptions, about reality that differ fundamentally from dominant modes of thought and values. The class will engage in a discussion about these issues.
Discussion: (D 2/27/14). On ecampus, write your reflections about the chapter and class discussions and your beliefs about these issues. Respond to one other person in the course.

Mid-Semester Grades are due on Monday, March 3, 2014

Tuesday, March 4, 2014
Prior to class, visit the Curriculum Collection on the 4th floor of Evans Library Annex, and bring in one teacher edition textbook which is currently being used in the state of Texas public schools.

Class Activity: During class, you will analyze the textbook for issues related to race, class, gender, ethnicity, based on the nine heresies that we studied on Thursday, October 10. I will provide an analysis sheet for you to use to do the activity.
Class Discussion: During the last part of the class we will discuss some of your findings.
Assignment: (A 3/4/14) 25 points. The Association of American Colleges and Universities Rubric for Critical Thinking will be used to assess this project. It will be posted on the home page of ecampus.

Thursday, March 6, 2014
Prior to class bring a journal article on the civic responsibility of representing different voices.
Class Activity: Discussion of civic responsibility and your journal article.

Spring Break of March 10 – 14 – No Classes

Tuesday, March 18, 2014
Media Matrix: Watch the movie Paper Clips.
Quiz on movie at beginning of class. (Q 3/18/14) 25 points.
Discussion on Holocaust and preparation for trip on Thursday.
Thursday, March 20, 2014
Mandatory field-trip to Holocaust Museum in Houston. We will go on a chartered bus, with money provided by the college to pay for transportation. There will be a university excused absence provided for this field trip and we will leave at **12 noon and return approximately 7:00 p.m.** You will need to pack your own food for the field-trip. Please discuss and/or submit to your other professors any work due on March 20, 2014 prior to class, and make arrangements for any make-ups for the missed class. More detailed information will be provided on ecampus.

Paper on the Holocaust Museum due on Tuesday, April 1, 2014 at the beginning of class. 50 points. (A HM 4/1/14)

Tuesday, March 25, 2014
Read Chapter 9 in Banks and Banks prior to class
Lecture: Culturally Responsive Teaching: Theory and Practice

Thursday, March 27, 2014
Read Chapter 10 in Banks and Banks prior to class
Lecture: Approaches to Multicultural Curriculum and Reform
Class Activity: In groups, discuss what problems a teacher might encounter when trying to implement the transformation and social action approaches. How might these problems be overcome? Present your work to the class.

Tuesday, April 1, 2014
Read Chapter 11 in Banks and Banks prior to class.
Lecture: The Colorblind Perspective in Schools: Causes and Consequences
Class Discussion: In what ways does the colorblind perspective contribute to racial discrimination and institutionalized racism in schools? Be prepared to discuss specific examples.

Thursday, April 3, 2014
Midterm Exam # 2: This will be a short essay exam given in class on material from February 25, 2014 - April 1, 2014. You will also analyze statistical data that we have discussed in class. (Q 4/3/14). 50 points. The Association of American Colleges and Universities Rubric for Written Communication and Quantitative Analysis will be used to assess this exam.

Tuesday, April 8, 2014
Cultural Plunge Presentations and Paper due
The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.
Thursday, April 10, 2014
Cultural Plunge Presentations and Paper due
The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.

Monday, April 14, 2014 – LAST DAY TO Q-DROP COURSES

Tuesday, April 15, 2014
Cultural Plunge Presentations and Paper due
The Association of American Colleges and Universities Rubric for Oral and Written Communication will be used to assess this project. They will be posted on the home page of ecampus.

Thursday, April 17, 2014
Read chapter 12 of Banks and Banks prior to class
Lecture: Language Diversity and Schooling
Video Clip in Class on Language Diversity followed by a short discussion

Tuesday, April 22, 2014
Read the journal article posted on e-learning about Texas schools and language diversity prior to class.
Quiz on journal article at beginning of class
Q (4/22/14) 20 points

Class Activity: Divide the class by school districts they represent and discuss the issues of the journal article and how it relates to their school districts concerning language diversity. What and how was their district addressing concerning language diverse students? Present to the rest of the class. The Association of American Colleges and Universities Rubric for Critical Thinking and Quantitative Literacy will be used to assess this project. They will be posted on the home page of ecampus.

Thursday, April 24, 2014
Hand back cultural plunge papers and presentations grades. Wrap up class activities and discuss final exam.

Tuesday, April 29, 2014
No class for this course. This is a redefined day and you will attend your Friday classes per Texas A&M University schedule.
Final Exam at University Scheduled Time
This will be a comprehensive exam combining a qualitative and quantitative design methods of looking and analyzing the various topics that we discussed this semester as it relates to multicultural education. You may use your textbook and journal articles to write the final two short essays for your final which will include analyzing charts and graphs of statistical data that we have learned this semester.
Q (FE). 80 points.

Final Exam is scheduled in EDCT 215 on Friday, May 2, 2014 from 12:30 – 2:30 p.m.
Texas A & M University
Teaching, Learning, and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name ___________________________ UIN: _______ - _______ Date: __________

Address __________________________ Street __________________________ City __________________________ Zip

Telephone: Home (_____) __________________________ Major: __________________________

Work (_____) __________________________ Email __________________________

Classification: Freshman, Sophomore, Junior, Senior

Course: INST 222: Foundations of Education in a Multicultural Society

Projected Graduation Semester: __________ Year: __________

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

If this is a concern, what are possible solutions?

a. __________________________

b. __________________________

Professor/Advisor/Mentor/Administrator Recommendation

__________________________ __________________________
Advisor/Professor/Facilitator Date

Department Head Recommendation: yepingli@tamu.edu

__________________________ __________________________
Department Head/Designee Date

Action/Follow-up:

Yeping Li, Department Head
Disposition Checklist: Required by TLAC Department

Texas A & M University

Teaching, Learning, and Culture

Instructor’s Name ___________________ Date ___________________ 

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

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

A. Attendance and punctuality
   1. Unacceptable absenteeism
   2. Frequently tardy or leaves early
   3. Rarely absent or tardy
   4. Perfect attendance

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

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

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

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

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

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

H. Appropriate attributes for morals, ethics, and values for teaching
   1. Exhibits behavior contrary to attributes
   2. Makes verbal comments contrary to professional attributes

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

J. Respect (in action and speech) in and out of the classroom
   1. Creating classroom disruptions (such as cell phones ringing or rattling paper)
   2. Discusses inappropriate or personal topics
   3. Inappropriate remarks or actions
   4. Diplomatically, sensitive to others’ needs

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

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

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

N. Commitment to excellence in teaching – if applicable
   1. No attempt to implement suggestions for improvement, defensive
   2. Interested in teaching but displays little enthusiasm for improving one’s own skills
   3. Applies suggestions from supervisors immediately
   4. Appears committed to teaching
3. Responds to improvement to use positive attributes
5. Exemplary evidence of attributes in behavior

Additional comments

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

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

Student acknowledges and understands comments  Student Signature

Person Completing this form_________________________ 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): Department of Agricultural Economics

2. Course prefix and number: AGEC 350

3. Texas Common Course Number: enter text

4. Complete course title: Environmental and Natural Resource Economics

5. Semester credit hours: 3

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

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

   Current Core: YES

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

   - Yes
   - No

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

9. Number of class sections per semester: 2 or 3 sections are offered each semester

10. Number of students per semester: Approximately 70

11. Historic annual enrollment for the last three years: 2010-2011 110 2011-2012 130 2012-2013 110

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

   5-9-2013

14. Department Head

   6-12-13

15. College Dean/Designee

   5-13-13

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.
AGEC 350 is offered in both the spring and fall semester. The course is only offered at one time period, but the one course is divided into several sections allowing for the registration of honor, major and non-major students into different sections. Please see enrollment information below.

<table>
<thead>
<tr>
<th></th>
<th>Honors - 200</th>
<th>Major - 501</th>
<th>Non-major - 502</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 10</td>
<td>12</td>
<td>24</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Spring 11</td>
<td>1</td>
<td>44</td>
<td>29</td>
<td>74</td>
</tr>
<tr>
<td>Fall 11</td>
<td>2</td>
<td>29</td>
<td>24</td>
<td>55</td>
</tr>
<tr>
<td>Spring 12</td>
<td>1</td>
<td>47</td>
<td>27</td>
<td>75</td>
</tr>
<tr>
<td>Fall 12</td>
<td></td>
<td>12</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>Spring 13</td>
<td>22</td>
<td>46</td>
<td></td>
<td>68</td>
</tr>
</tbody>
</table>
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.

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

Environmental and Resource Economics is a study of society’s use of the environment and natural resources. The course looks at the economically optimal use of the environment and how the incentives that individuals and firms face do not always lead to the socially optimal outcome. Virtually every element of the course addresses the goals of the Social and Behavioral Sciences’ Foundational Component Area. The first part of the course develops an economic framework to understand the value to the society of the environment. The course then looks at how individuals and groups behave and interact, leading sometimes to environmental problems, other time to environmental solutions. The course focuses on how society can alter those incentives to address environmental problems. Finally, the course considers the challenging problem of the use of renewable and nonrenewable natural resources on which our economy depends. Throughout the class, students work in small groups to discuss concepts and answer questions following the Team-Based Learning approach.

Core Objectives

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

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information): Students develop a number of critical learning skills in the class. Graphical analysis of concepts and data is used on a daily basis. Students will utilize the analytical frameworks and paradigms that economists use to solve problems including using graphs, mathematical tools, and economic models to analyze data. Students learn how to frame real-world problems in terms of the theoretical models developed in the class, synthesizing the critical elements of the problems to understand the economic dimensions of each problem.

Learning Outcomes:
Students will develop the ability to creatively apply the conceptual tools of environmental economics to evaluate real-world environmental and resource management problems. Students will learn how to conduct out-of-class research on environmental problems and use critical thinking skills developed in class to determine the critical elements of the problem and will be able to state their understanding of these complex problems.

Assessment
Students’ critical thinking abilities will be evaluated on midterm and final examinations and short writing assignments. They will be challenged to explain and defend their analysis in small-group and full class discussions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication): Students enrolled in AGEC 350 will communicate their critical thinking skills through short written assignments and group discussion. Analysis using mathematical and graphical skills is at the center of these discussions; students learn to frame real-world issues using graphical and mathematical tools in order to critically analyze each situation. Because of the often controversial nature of the topics covered in the course, discussion in both small and large groups is an integral part of the class.
Texas A&M University

Core Curriculum

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

Learning Outcomes:
Students will learn to communicate concepts related to environmental and resource economics through in-class discussions, group work to develop the problem, written assignments and short-answers to questions on quizzes and exams. Students must interpret and create their own graphical analysis of economic concepts. Both written and verbal communication skills are developed in AGEC 350. For example:

- Students will learn how to look at an environmental amenity and explain why this is of economic value to individuals and society;
- Students will learn how to read a newspaper article, distill the key elements and present the problem in terms of a graphical model that explains why an economically efficient outcome is or is not achieved.

Assessment
Writing assignments are graded in part on the basis of the students’ ability to effectively communicate their ideas. These are graded by the instructor and the TA based on a carefully designed grading rubric that evaluates whether the student is demonstrating a grasp of the economic concepts at hand and demonstrates the ability to communicate those ideas to a variety of different audiences. For example, an exam question may ask that they write a short note to an aunt or uncle explaining why some level of environmental regulations are necessary to achieve a socially efficient outcome. The students’ verbal communication skills are assessed when they make presentations to the class and to their teams. A student’s ability to verbally communicate will play an important role in the peer evaluations that all team members complete twice during each semester and are given weight in the calculation of the final grade.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):
Students will learn to carry out rudimentary analysis of data to measure the economic value of environmental amenities and carry out cost-benefit analysis.

Learning Outcomes:
Student will develop basic mathematical skills including data analysis including the conversion of data for graphical analysis. Students will learn how to use discounting in order to evaluate benefits and costs that occur at different times.

Assessment:
Students knowledge of these skills will be assessed using in-class individual and group assignments and on examinations. Since this skill can be readily adapted to test the same skills year after year without repeating the exact same question, test questions that evaluate this skill will be reviewed from one semester to the next to provide a particularly meaningful indicator of the course’s success.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
The nature of the material covered in AGEC 350 is directly related to social responsibility. First, the economic framework that is used in AGEC 350 focuses specifically on social efficiency. Situations are identified when privately efficient outcomes do and do not lead to socially efficient outcomes. Second, the topics covered in the class, from population to climate change, are directly related to important problems facing society today and students are required to develop factual and scientifically based knowledge to understand these issues.

Learning Objectives:
Students should learn how to identify and synthesize quality sources of information used to inform their opinions on policy questions related to the environment.
Students should understand the differences between social and private benefits and costs and why optimal private actions do not always result in a socially efficient outcome.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Assessment:
The students' ability to understand the issues related to social responsibility are assessed using writing assignments, group work, and examination questions.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Environmental and Resource Economics (AGEC 350)

Spring 2013

Contact Information

Instructor: Dr. Richard Woodward
210M AGLS Building
979-845-5864

Office hours: Open door policy but scheduled appointments are more reliable
r-woodward@tamu.edu

Dr. Woodward's administrative assistant: Michele Zinn
211 AGLS Building
979-845-2333

TA: Randi Hughes-Fraire
AGLS 393
randihughes@tamu.edu
Office hours: TBA

Textbook: Tom Tietenberg and Lynne Lewis, Environmental and Natural Resource Economics, 9th edition. 2012. Addison Wesley. Earlier editions of this text may be used, though it will be the student’s responsibility to ensure that equivalent material is covered.

Supplementary readings and other materials will be required for many classes. These will be made available via the Internet at the class home page:
http://agecon2.tamu.edu/people/faculty/woodward-richard/350/

Prerequisites: Junior classification or approval of the instructor required. Prior exposure to microeconomics is helpful, but not required.

Office hours and contacting Professor Woodward: I can be reached by e-mail throughout the day. If you want to visit in person you can stop by, but it is best to send me an e-mail message, give me a call or talk to me after class to set up an appointment. If you have an urgent question, you can call me at home, 979-703-6470, but please, no later than 9:00 p.m.

Electronic communication and the Internet: It is the students’ responsibility to follow the course’s progress via e-mail and the Internet. I will assume that any announcements made electronically will be received within 24 hours.

Overview of the course

The purpose of American education is to create knowledgeable citizens of American democracy who can contribute to their own and the common good
- David Goodstein

What is environmental and resource economics? Virtually anything that we do involves the use of natural resources. Every time we take a breath, take a bite, or turn on a light we use the environment and natural resources. Decisions that we make individually and as a society can directly or indirectly affect the quality and quantity of the resources upon which we all depend. Environmental economics uses economics to study help us understand why problems of environmental degradation and overuse of natural resources arise, how we might address these problems.

The primary learning objectives of AGEC 350 is to give you the knowledge, skills and tools to allow students to use an economic lens to consider a problem related to the environment and natural resources. To use this lens you will need (1) an understanding of the basic economic framework and analytical tools that economists use; (2) the ability to find and use factual information about the physical processes behind these problems and about how humans affect and are affected by those processes; (3) knowledge of the institutions – the norms, laws and organizations – that affect the environment in Texas, the nation and internationally. AGEC 350, if successful, will fulfill those needs.
By the end of the class, what do I want you to be able to do?

- Talk knowledgeably about how and why economics should be taken into account when considering issues related to the environment and natural resources.
- Read a newspaper article about an environmental problem with an economic lens.
- Carry out a preliminary benefit-cost analysis of a program or policy that has environmental consequences.
- Recommend an efficient policy to address an environmental problem or manage a natural resource.

Topics to be covered:
This list is not complete or final, but we will cover most of the following topics:

- Pollution
- The population problem
- Oil shortages
- Water as an economic resource
- Fisheries management
- Acid rain, air pollution and global warming
- Water pollution
- Economic efficiency and the environment
- Cost-benefit analysis
- Property rights

How the class will work

The Team-Based Learning (TBL) approach will be used in this course. TBL advocates self-directed learning of course content and will facilitate your application of new knowledge within small collaborative teams and full classroom discussions. TBL requires you to be prepared for and attend all classes. Your participation will provide you with the opportunity to learn from your peers as well as work and negotiate within your team.

We live in an age of abundant information. We have nearly immediate access to information in a wide array of forms, from books and magazines, to videos and podcasts. The lecture is yet another way to deliver information. While a good lecture can be very effective, what makes the classroom unique is that it brings students and instructors together where they can learn from each other. TBL capitalizes on this feature. In a TBL class, lectures are very limited and are used almost exclusively to clarify questions that arise rather than simply imparting information. In a TBL class, students work in small groups that last the entire semester. Members of the team learn together and from each other, meaning that coming to class prepared is essential to your success and that of your team.

The course will be divided into five modules. Each module will start with a Readiness Assessment Test (RAT). This will be based on readings and short videos that must be completed before the start of the module. Each RAT is completed twice: first individually (the iRAT), then as a team (the tRAT). This will be the primary activity during the first class period of each module. During the remaining class periods in each module, teams will work through activities, usually requiring some preparation, that allow you to refine your understanding of material and improve your ability to use the economic lens.

What TBL is not:

- It is not normal group work – there will be no group work required outside of the classroom.
- It will not be a drag on your grade—a tRAT score cannot reduce your grade relative to your iRAT score.
- It is not an excuse to slack off—Team rules for participation and peer evaluation will affect your grade. Each team will write a contract and teammates must hold each other accountable.
Evaluation and grading

The final percentage allocation for each component of the class will be determined in class.

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Number</th>
<th>% of grade</th>
<th>% of grade (final)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Readiness Assessment Tests</td>
<td>5</td>
<td>10-20</td>
<td></td>
</tr>
<tr>
<td>Team Readiness Assessment Tests (tRATs)</td>
<td>5</td>
<td>10-20</td>
<td></td>
</tr>
<tr>
<td>tRAT bonus points</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest Score: 1 percentage point final grade.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Highest Score: ½ percentage point final grade.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer evaluation of team members</td>
<td>2</td>
<td>10-20</td>
<td></td>
</tr>
<tr>
<td>Team in-class assignments and short homeworks</td>
<td>lots</td>
<td>10-20</td>
<td></td>
</tr>
<tr>
<td>Midterm examination</td>
<td>1</td>
<td>20-30</td>
<td></td>
</tr>
<tr>
<td>Final examination</td>
<td>1</td>
<td>30-40</td>
<td></td>
</tr>
</tbody>
</table>

Final Grades (may be curved upward at instructor's discretion)
A  90% above     B  80-89.9%     C  70-79.9%     D  60-69.9%     F  less than 60%

Readiness Assessment Tests (RATs)
Each RAT will consist of two parts, both of which are worth 20 points.

Exams
- The midterm and final exams will be completed individually.
- The exams are cumulative, though more recent material is emphasized.
- The final exam will be given on the University scheduled date and time.
- Guidance on the types of questions that will be on the exams and a list of review questions will be provided at least one week prior to each exam. Old exams will be made available via the Internet.

Peer review of teammates
Prior to the midterm exam and at the end of the semester, each student is required to anonymously evaluate each other member of his or her group. On the forms, students will give qualitative feedback to each member and award points to the other members of his or her team. The grade points will then be determined as a percentage of the total number of participation points awarded and scaled so that if everyone on the team were ranked equally, then everyone would receive an 89 on the peer evaluation part of their grade.

The culture of the classroom:
We’re all in this together. As instructor of AGEC 350 I will strive to
- Be prepared
- Give fair exams and grade in a fair and consistent manner
- Be accessible to students outside of class
- Be understanding and helpful when students are uncertain of the material
- Be open to questions
- Convey a sense of priority, i.e., identify important material
- Give ample time to complete assignments and remind students of due dates.
In return, I ask that the students to
- Be a cooperative and engaged member of your team
- Constructively participate in all classroom activities
- Arrive on time.
- Turn off (not just silence) phones and other devices.
- Refrain from text-messaging, reading a newspaper, surfing the Internet, passing notes, or chatting in a way that distracts others in your team or in other teams.
- Inform me before class if you need to leave class early or if you need to be prepared for emergency communication.
- Communicate in a professional and responsible fashion, informing me and your teammates in the event of absences.

### Key Dates

(subject to change with prior notification)

<table>
<thead>
<tr>
<th>Module #1: Value, Valuation and Efficiency</th>
<th>1/22</th>
<th>RAT #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #2: Property Rights, Efficiency, Externalities, &amp; Public Goods and Policies</td>
<td>2/5</td>
<td>RAT #2</td>
</tr>
<tr>
<td><strong>Midterm Exam</strong></td>
<td>2/26</td>
<td></td>
</tr>
<tr>
<td>Module #3: Pollution Problems and Policies</td>
<td>3/5</td>
<td>RAT #3</td>
</tr>
<tr>
<td>Module #4: Renewable and Non-Renewable: Static and Dynamic Efficiency</td>
<td>3/26</td>
<td>RAT #4</td>
</tr>
<tr>
<td>Module #5: Energy, Recycling and Fisheries</td>
<td>4/9</td>
<td>RAT #5</td>
</tr>
<tr>
<td><strong>Final Exam (1-3 p.m.)</strong></td>
<td>5/6</td>
<td></td>
</tr>
</tbody>
</table>

### Scholastic 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.

### Students with Disabilities

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

2. Course prefix and number: ARCH 458

3. Texas Common Course Number: 0

4. Complete course title: Global Ethics, Culture and Practice

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: No  Current ICD: Yes

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

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

9. Number of class sections per semester: Fall: 2, Spring: 2

10. Number of students per semester: Spring 2013: 140  Fall 2013: 150


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

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

13. Submitted by: [Signature]  Date: June 5, 2013

14. Department Head: [Signature]  Date: [Signature]  Date: [Signature]

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

ARCH 458-Global Ethics, Culture and Practice

Empirical and Quantitative Skills Competency: Students will exhibit ability to apply, analyze and draw conclusions based on scientific and mathematical concepts.

Empirical and Quantitative includes identification, Assimilation, Analysis and Conclusion.

Students in Global Ethics, Culture and Practice will examine the social and behavioral factors in creating culturally sensitive environments and settings and how to identify, analyze, and respond to evidence based personal space requirements and rituals to be a participant in a global context through critical thinking, discussions, and case studies.

Students in Arch 458 will research and learn theories and knowledge from social and behavioral science to give them relevant parameters in which to operate on six continents in a variety of complex cultures. They will utilize evidence from surveys, digital media, behavioral observation and archives to research to study the ethical and cultural components of a culture and be aware of the differences to be able to adjust to the subtleties of operating in another culture. Speakers that have practiced on every continent will elaborate on their personal experiences both negative and positive to alert the students on how to respect and navigate within global cultures.

The students are presented with and are required to research the personal space requirements for different cultures, hand gestures, food biases, color and numerical preferences, rituals, and specific taboos throughout the semester. Students must also research and analyze personal space as it changes and adjusts to various age groups within each particular culture.

Students research the preferred business practices and rituals based on the social factors of each culture and to analyze when consultants must be brought in to observe a particular mindset such as Fung Shui. Students must research, analyze, and demonstrate their understanding of social and behavioral factors in several given cultures in their written journal entries and in class presentations. Every class lecture, presentation and outside research is documented within their journals.

Besides knowing the present policies in global ethics, culture and practice, the students are exposed to future theory of how the world and cultural practices might change in light of population, energy, food, water and climate change.
Request for International and Cultural Diversity (ICD) Designation

Arch 458 examines the global ethics and cultural factors in today's global environment. It examines differences and perceptions of professional business practices across cultures by taking into account social factors. Business leaders from all disciplines will discuss conducting their practices on every continent and the resulting difficulties and successes. Besides looking at present practices, the course will also focus on future opportunities and global directions in a runaway world. The students will learn how to anticipate and respect other cultures through presentations, projects, and exercises. An etiquette dinner is a required part of the course where we emphasize differences in etiquette practices around the world.

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

ARCH 458 addresses the Core Critical Thinking Objective through the critical examination of cultural differences in personal space, body language, and cultural rituals. Creativity is examined across cultures and the understanding that perceiving through another culture's eyes creates rich and diverse problem-solving skills.

The following critical thinking skills will be assessed by assigning projects, in-class writing activities, and in-class discussions.

Students will learn how to analyze, evaluate, create, and support the milieu and environments that respect the culture in which they wish to operate. They will learn how to collect numerical data on their own and use that data to better understand environment-behavior relationships. Their ability to collect, understand, and analyze numerical data will be evaluated in their journals and presentations.

Students will research customs and rituals to analyze, evaluate, and synthesize information to adapt their companies operating in a particular culture.

Students will research and document personal space preferences and differences in cultural proximities including age and gender differences to understand preferable interactions in particular cultural settings.

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

ARCH 458 addresses the Core Communication Objective by each student keeping a complete written and graphic journal of the semester that includes all guest and student presentations, outside research, and clippings from relevant journals and government blogs on different cultures and countries.

Students interview international students on campus to learn their perception of differences in culture. The students learn and compare how different cultures
Students make presentations of their assigned projects to the rest of the class in video, power point, and verbal communication.

Students create an APP that benefits businesses working globally or as an education tool for cultural awareness to k-12 students.

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

**ARCH 458** addresses the Core Social Responsibility Objective by considering the origin of social and behavioral cultural factors and how they have meaning in today's world. The course teaches students to appreciate, understand, and respect the diverse cultures and belief systems that form the foundations of the modern world.

The following aspects of the Social Responsibility skills will be assessed by students' journals and through in-class student presentations and discussions.

Students will demonstrate intercultural competence by multicultural class assignments.

Students will demonstrate their understanding of intercultural communication by videoing different interactions with various cultures and demonstrating the respect and sensitivity due that particular culture. Students also will research and include commercial blogs and videos that demonstrate cultural differences.

Students will learn etiquette differences and skills around the world by attending an etiquette dinner with a speaker that covers social and behavioral etiquette in various cultural settings. The etiquette dinner must be documented in their journal.

Students mock up a dinner presentation on power point to entertain businesses from three different cultures and show how the ritual, setting and food would differ for each culture.

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

**ARCH 458** will address the Core Teamwork Objective through in-class and online activities, including group presentations, and brainstorming. Two brainstorming sessions are conducted in class with the groups in constant interaction to facilitate group cohesiveness in divergent and convergent thinking.
The following aspects of teamwork skills will be assessed through in-class activities: Students are placed in small groups by selecting six members with six different majors. The group is also selected to have an equal gender mix. Every group has at least one international student so that the overall mix allows for the richest possible solutions.

**Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):**
In ARCH 458, students will be introduced to the fragile nature of cultural and natural heritage and some of the legal and ethical issues involved in sustainable global practice around the world as an individual or in corporate cultures in multinational organizations. The students are exposed to the U.S. Foreign Corrupt Practices Act and ethical perceptions and practices in various parts of the world. Students learn how to conduct themselves in entertainment and business negotiations, while maintaining an ethical focus. Globalization is creating more universal standards of business conduct, and these are becoming more rigorous. Multinationals are establishing companywide core values and relevant policies in tune with the rest of the world’s ethics and compliance environment.

Student learning for this and other Core Objectives will be evaluated formally through a comprehensive individual journal and several group projects. Students will be asked to demonstrate their knowledge of specific issues related to the ethical, cultural and business practices of significance in specific cultures. In-class activities and group discussions will also provide an informal assessment of student learning and encourage students to formulate and explain personal responses.
Arch 458 examines the global ethics and cultural factors in today's global environment. It examines differences and perceptions of professional business practices across cultures by taking into account social factors. Business leaders from all disciplines will discuss conducting their practices on every continent and the resulting difficulties and successes. Besides looking at present practices, the course will also focus on future opportunities and global directions in a runaway world. The students will learn how to anticipate and respect other cultures through presentations, projects and exercises. An etiquette dinner is a required part of the course where we emphasize differences in etiquette practices around the world.
Architecture 458: Cultural & Ethical Considerations for Global Practice
Credit 3 (3-0)
Fall 2013


INSTRUCTOR INFORMATION

Presidential Professor Rodney Hill
979-845-7058
Email: rhill@arch.tamu.edu
Office Hours: 10:00 – 11:00 T/R & 11:00-12:00 M/W – Room 103 Langford A 979-845-7058

Teaching Assistant Renee LaCroix
Email: ReneetheTA@gmail.com
Office Hours: 1:00 – 2:00 T/R and by appointment – 4th floor Langford A, SW corner - Graduate Student

SYLLABUS

"Globalization is the intensification of world-wide social relationships which link distant localities in such a way that local happenings are shaped by distant events and, in turn, distant events are shaped by local happenings. It is a process which has led to the reduction of geographical, spatial, and temporal factors as constraints to the development of society”
Anthony Giddens (Sociologist)

"Basically we followed Wal-Mart into Canada, Puerto Rico, and Mexico. With Mexico the work was extensive enough to warrant an office. Wal-Mart was moving into those regions, and we were doing work for them”
Thomas F Keeter (Vice President, BSW International, Tulsa, Oklahoma) in Perkins 2008: 8

"If you are buying, you can get away with operating in your own mother tongue. If you’re selling, it certainly helps to speak the customer’s language”
George Bain (Principal, London Business School) in Perkins 2008:12

A. COURSE DESCRIPTION: issues and relationships within the cultural, business, legal and political environments of global practice; differences in the construction contracts, bidding and various forms of construction.

Prerequisites: Junior or senior classification

Johannesburg, South Africa
B. LEARNING OUTCOMES
The course will introduce you to the contextual peculiarities of different cultures and places. Architecture, as a place-making activity, is a process requiring an understanding of the significance of space and time. This significance is the result of cultural practices. By cultural practices are meant social activities that reproduce social systems, and that provide meaning in everyday life. In this sense understanding each cultures’ social and behavioral rituals and systems are seen as the means for, and outcome of, social activities.

In addition to reinforcing the concepts of basic inquiry, research and problem solving, the course will encourage you to think critically about the social and cultural consequences of practicing in a global environment. An emphasis will be placed on navigating cultural differences, body language, personal space, rituals and taboos in the design in the interaction with other cultures in a global context.

Global cultures and practices apply to every discipline. A businessperson cannot do business globally without understanding, appreciating, and respecting the culture with which they plan to practice. A businessperson must adapt and filter their interpersonal behavior to complement each particular culture. By the end of the semester, a student will understand differences between and have the ability to operate in different cultures as an informed citizen of the world. A student will be able to demonstrate his/her sensitivity to navigating and operating in other cultures through assigned projects. Students will have the ability to research any culture for optimal interpersonal communications.

C. COURSE OBJECTIVES
This course will explore fundamental cultural and ethical factors in the global designed environment. It will examine differences and perceptions of professional business practices across cultures by taking into account social factors. Because social actions occur in spatial settings, buildings and cities will be seen as socio-spatial artifacts that take on specific meaning depending on their cultural contexts. Case studies from around the world, highlighting several cultural milieus and covering most continents, will be presented and discussed.

Issues and relationships within the cultural, business, legal and political environments of global practice, as well as differences in the formulation of interpersonal communication, problem solving, and social distances in a dynamic and changing new world order will be demonstrated. Ethical practices in different cultures will be highlighted as the basis for best practice as well as the Foreign Corrupt Practices Act.

The course is designed to expose you to the rigors, challenges and opportunities of global business in a runaway world. Seeing the world through the eyes of another culture increases the possibilities of richer solutions that incorporate cognitive perception elements of each culture. Students will be able to recognize cultural differences through lectures, research and projects that require specific knowledge of each culture. Students will understand and respect global etiquette practices, dress and behavior from lectures and a formal etiquette dinner. Students will value and understand the cultural differences in menus and the behavior required to respect various cultures during the entertaining ritual.

D. SUGGESTED READING—all readings are available in the library or through the Internet
Financial Times
Wall Street Journal
Bloomberg
Morrison T (1994) Kiss, bow or shake hands: how to do business in sixty countries, Adams: Massachusetts
The Europe World Year Book (On Library reserve)
www.cia.gov (See various world fact areas)
www.culturegrams.com (Online from library)

Personal Journal cost: $5.00
D. GRADING POLICY

The grades are determined using a point scale:

- 90 - 100 Points = A
- 80 - 89 Points = B
- 70 - 79 Points = C
- 60 - 69 Points = D
- Below 60 Points = F

POINTS DISTRIBUTION
- Journal: 15 points
- Etiquette Dinner Notes: 10 points
- Final Examination: 15 points
- Research Assignments: 60 points (15 points per assignment; N=4 assignments)

Without a university-approved absence, late work will result in a letter grade drop for each day it is late.

See Student Rules regarding Academics and Attendance at http://student-rules.tamu.edu

Honors section students will elaborate on a developing country, their rituals and culture in their journal.

Note: If found guilty of cheating you will earn an ‘F’ for the semester. See TAMU Rules and Regulations for specific details.

ATTENDANCE POLICY

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

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

- Attendance and late policies must not contradict the University student rules and regulations. Statements such as "no late work will be accepted" cannot be used in the syllabus as provisions must be made for students with University excused absences.

E. COURSE SCHEDULE

The following schedule outlines the course lecture topics and assignments. Any assignment turned in late, after the end of the class period, up to one week from due date, will be docked a letter grade.

Documentation will be required for medical extensions and University Excused Absences. No credit will be given for projects turned in over one week late.

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>LECTURE TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td>Tu</td>
<td>Introduction</td>
</tr>
<tr>
<td>Aug. 29</td>
<td>Thu</td>
<td>Blake Godkin - group creativity</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Tu</td>
<td>Blake Godkin - brainstorming</td>
</tr>
<tr>
<td>Sept. 5</td>
<td>Thu</td>
<td>Personal Space</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>M</td>
<td>Post- Dell Social Innovation Challenge due by Midnight</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Tu</td>
<td>Assignment 2 - Dell Social Innovation Challenge</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Thu</td>
<td>Assignment 2 - Dell Social Innovation Challenge</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Tu</td>
<td>Harold Adams – Former CEO RTKL (Korea, Japan, China, and Taiwan</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Thu</td>
<td>Harold Adams – Former CEO RTKL (Korea, Japan, China, and Taiwan</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Tu</td>
<td>The Middle East and Russia</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Thu</td>
<td>Doing business in the Middle East</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>M</td>
<td>Video on Personal Space due by Midnight</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>Tu</td>
<td>Assignment 3 – Video on personal space and three different cultures</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>Thu</td>
<td>Joe Nilles Middle East</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Tu</td>
<td>Bonny McCloud and Alan Coyer-Gensler world wide perspective</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Thu</td>
<td>Franz Erhardt - global cultures and sustainable competitive advantage</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Tu</td>
<td>Assignment 3 - Video on personal space and three different cultures</td>
</tr>
<tr>
<td>Oct. 17</td>
<td>Thu</td>
<td>Elizabeth Fleming-Sheld-Game Changers-global</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Tu</td>
<td>The Perfect Storm-population, energy, food, climate change and water</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>Thu</td>
<td>Meg Lassarat-CFO-UniversalPegasus-Africa, Singapore and Norway</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Tu</td>
<td>Central and South American Business Cultures</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>W</td>
<td>Post Ideas Challenge Competition due by midnight</td>
</tr>
<tr>
<td>Oct. 31</td>
<td>Thu</td>
<td>Assignment 4 - Ideas Challenge Competition Presentations</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>Tu</td>
<td>Assignment 4 - Ideas Challenge Competition Presentations</td>
</tr>
<tr>
<td>Nov. 7</td>
<td>Thu</td>
<td>Jorge Bermudez - former CEO Citigroup, Inc.-South America and Europe</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Tu</td>
<td>African ethics and business cultures</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Thu</td>
<td>Etiquette dinner</td>
</tr>
<tr>
<td>Nov. 19</td>
<td>Tu</td>
<td>Indian ethics and business cultures</td>
</tr>
<tr>
<td>Nov. 21</td>
<td>Thu</td>
<td>David Mebane-Northern Europe business</td>
</tr>
<tr>
<td>Nov. 25</td>
<td>M</td>
<td>Assignment 5 due by Midnight</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>Tu</td>
<td>Assignment 5</td>
</tr>
<tr>
<td>Thanks Giving Break Nov. 28-29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Thu</td>
<td>Assignment 5</td>
</tr>
<tr>
<td>Dec.11</td>
<td>W</td>
<td>1-3 Final – Culture &amp; Banquet. PowerPoint Presentation due at midnight, Dec. 10</td>
</tr>
</tbody>
</table>
G. ASSIGNMENTS
All your assignments are evidence-based design. This means that the correct answer is not in the back of the book, or that there is even a correct answer. You may be introducing to the world a unique way of perceiving and designing the environment that has never existed until you created it. You will have to exercise your imagination, intuition, creativity, and innovation to produce results similar to what the future, culture & ethics will demand for your success.

Assignments will be presented in class. You may utilize PowerPoint, PhotoShop, AutoCAD, animations, videos, MediaPlayer, and so on, to convey your ideas. DVD and audio facilities are in the auditorium. You may incorporate performance art or any other means of communication. You must be able to communicate. Production of written work with a computer is encouraged except where your style of writing is integral to your assignment's presentation. If your printing or handwriting is less than stellar, use the computer, paste and copy. Use spellchecker and proofread all texts. Use freehand sketches/computer images to supplement your writings.

BREAK OUT OF YOUR OLD "PRESENTATION STYLE" PARADIGM...GET CREATIVE AND EXPERIMENT
If you hand in your assignment on cd-rom/video/webpage then...

Make certain that electronic files will open on a campus computer. Computers are on the 1st floor in bldg. 'A'.

Note 1: Any assignment not completed in a scholarly manner will be returned ungraded.

Note 2: When making class presentations, remember the auditorium only supports cd, dvd, and flash drives-you will be turning in your assignment digitally on elearning.

H. ASSIGNMENT DETAILS...

Individual Project...

1. DAILY JOURNAL which is YOUR TEXTBOOK. A record of observations, insights and ideas
Record your observations, about built space, social activities, and culture, and how these impact global practice. Architects, artists, scientists, engineers, business people and inventors, the core of the global economy's "creative class", keep journals and refer to them often. They keep journals because they are records, or memory banks, of ideas, solutions and prompts to originality. Journals are personal accounts. So, make notes and marks in your journal, not only during every presentation, but also during your observations of day-by-day experiences. Observations should be noted using words, diagrams and sketches. Create design solutions to support the observed culture. Compare cultures using spatial scenarios. Make sketch plans and create spatial concepts in relation to social ideas and cultural practices. Keep journal notes for future use in business interviews, North and South America, Europe, etc...Record anything you see, read or hear about on various cultures. Outside observations should account for 20% of the journal. Just having all the entries isn't enough for an A, it should be visually appealing, easy to read, and creative to get full credit.

Utilize your readings and observations to prepare questions for the guest speakers. Be as insightful and critical as possible. Highlight in your journal the answers to questions given by the presenters and Highlight in your journal the questions you ask the presenter. The presenters offer a wealth of knowledge and you should explore their expertise. Ask questions about culture and practice, as well as ethics and socially responsible designs. Discuss and engage these ideas with your peers. You should have questions of the speakers about the cultures in which they work and their experiences.

By the end of the semester, you should have socio-spatial observations that cover most cultures of the world. Your journals, when combined, should provide an excellent overview of cultural behavior in most cultures. The guest speakers could be also sent copies of your journals.

Hint: Contact the MSC and meet with students from the countries in which we have just had presentations, and record these meetings in your journal. The Daily Journal is being substituted in place of the required textbook which costs around $85 which allows you to attend the Etiquette dinner which will only cost $25 + gratuity. I will pay for the professional speaker for the etiquette dinner.
Group projects...

2: Dell Social Innovation Challenge - Group Project (15 points)
http://www.dellchallenge.org/about/about-dsic

Be sensitive to the cultures you have investigated and create an innovation (service, product or system) for one or more cultures that would fill a need in that culture(s). Check the web site and look at previous entries. It can be a system, process, business or product that will help a developing country to prosper. Google search for patents. You will be graded on insight into cultures and design innovation. Group members will decide the grade assigned to their peers.

3: CREATE A YOUTUBE VIDEO to present in class 3-5 minutes in length illustrating the differences in personal distances and interactions in at least three different cultures. (15 points) You can utilize and bring into your video students from the cultures you choose showing proper communication and then violating those cultures distances and norms. Ask students from other cultures around campus how our culture may offend them in ways which we never thought. What we perceive as “business as usual in the U.S.” could be offensive and the elimination of a possible business venture. You are encouraged to interact with students in other cultures to validate your video. There is a student club for every nationality. Group members will decide the grade assigned to their peers.

http://studentactivities.tamu.edu/online/search/index?search-category&q=Cultural/International

Post on YouTube as "TAMU-personal space 13C-group#" and submit the hyperlink via eLearning by 11:59pm Sept. 30.

4: IDEAS CHALLENGE COMPETITION – Group Project (15 points)
Go to http://cnve.tamu.edu and click on Ideas Challenge under Programs. Your group will develop two business plans, services, products or processes that could be global in nature. Your group will present both of them for class presentation and the best one (or both) will be submitted to the Ideas Challenge. There are three meetings that at least one member of your group must attend one of the meetings; they are listed in the schedule in this syllabus. There will be 60 top businesspersons that will evaluate your proposal. There is a $3,000 first prize, a $2,000 second prize, and three $1,000 third prizes.
### Idea Title:
(Provide a brief, descriptive title for your idea.)

### 2-Minute Drill:
(Persuasively describe your idea very briefly and succinctly)

### Idea Description
Persuasively describe your idea briefly & succinctly

### The Idea:
(Spell out the details of the idea. What is the product or service, and how will it be used?)

### Target Market
Who will use your product/service? How will they benefit/What’s the value?

### Customers
(Who will use your product or service? Who makes the purchase decision? What customer needs does your product or service satisfy?)

### Competitive Advantage
What makes your idea unique? Advantage of your product or service vs. alternatives in the marketplace

### Competitors:
(Who are your competitors? Why is your idea better than what they offer? How will they react? What will keep them from squashing your business like a grape?)

### Competition
List 2-3 Competitors. How will they influence your idea?

---

**5: Find any global entrepreneur competition and enter. (15 points)**

http://www.refresheverything.com/
http://www.changemakers.com/competitions
http://www.ideaconnection.com/contests/contest/

OR create an App that will be beneficial to businesses working globally or as an education tool for cultural awareness to K-12 students. Group members will decide the grade assigned to their peers.

Presentation materials must be submitted on elearning by 11:59, Nov. 25.

**6: FINAL: CULTURE AND BANQUET. Group Assignment:** Create a 5-minute PowerPoint presentation that demonstrates cultural differences in relation to entertaining for business in three different cultural contexts. Investigate, explore and research the optimum social and spatial practices for entertaining for business success. You could be entertaining clients in the US or the clients’ country. Bring one dish from one of the three different cultures you are presenting. You could invite your cultural contacts from previous videos. Group members will decide the grade assigned to their peers. Presentation materials must be submitted on elearning by 11:59, Dec. 10.

---

**I. Students With Special Needs**

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 such accommodation, please contact the Office of Support Services for Students with Disabilities in Room B118 of Cain Hall. The phone number is 845-1637.
Academic Integrity Statement and Policy:

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.

http://www.tamu.edu/aggiehonor

Academic Calendar http://admissions.tamu.edu/registrar/general/calendar.aspx
Final Exam Schedule http://admissions.tamu.edu/registrar/general/finalschedule.aspx
On-Line Catalog http://www.tamu.edu/admissions/catalogs/
Student Rules http://student-rules.tamu.edu/
Religious Observances http://dof.tamu.edu/faculty/policies/religiousobservation.php
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: HORT335

3. Texas Common Course Number:

4. Complete course title: Sociohorticulture

5. Semester credit hours: 3

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

☐ Communication  ☐ Mathematics  ☐ Creative Arts
☐ Life and Physical Sciences  ☐ American History  ☐ 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 [Signature]

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

9. Number of class sections per semester: 1

10. Number of students per semester: 200

11. Historic annual enrollment for the last three years: 300 360

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 [Signature] 10/01/13


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?

In this course students will be able to evaluate the importance of plants in peoples’ everyday life, through reading and interpreting current data presented in scientific literature. Students will use the scientific method to interpret current research data that emphasizes the significance of the benefits plants provide people not only functionally, but aesthetically and socially. Information in the course, both in lecture, and outside readings, will allow students to objectively analyze data that indicates that plants benefit humans by improving both physical and mental health, quality of life, social well-being, community and neighborhood growth, improvement and health in both an active and passive role. These benefits will be evaluated in many types of urban settings including school gardens, public and estate gardens, assisted living homes, rehabilitation programs, prison programs, and community gardens. This course also focuses on the many different populations that plants benefit including children, adults, the elderly, prison inmates, and the disabled.

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 develop critical thinking skills by incorporation of “definition – interaction – integration – evaluation” relationships. Students will be able to: 1) define the role plants play in urban landscapes, 2) describe how people interact with plants in urban landscapes and green spaces, 3) evaluate the effectiveness of horticulture programs that are integrated into urban settings. Students will be able to recognize the importance of horticulture (gardening) and personal connections with nature in our modern culture.

Students will compare and evaluate garden characteristics and attributes related to various garden environments including children’s gardens (school gardens) and their importance in fostering the interaction between children and nature, community gardens and their importance in relationship to social problems such as neighborhood restorations, poverty, hunger and homelessness, prison gardens and their importance in rehabilitation, re-entrance to society, and job placement opportunities for inmates, and public and estate gardens and their role in the restorative value of nature and educational programs offered to local residents.

Strategies

Each lecture will begin with the definition of a specific urban program followed by the possible impacts and benefits this program might have on the urban population that it is targeted towards. An example would be the urban garden program targeted towards prison inmates. The lecture would begin with the definition of a prison horticulture program, the demographics of prison populations (definition of the audience the program is
Texas A&M University
Core Curriculum

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

targeted towards), followed by the possible benefits of this program on the targeted audience including the gaining of horticulture skills. This is important in two aspects. Gardening is the number one hobby in the United States. Having knowledge in this area may help released inmates to integrate back into their community because it gives them a starting place for conversations and meaningful interactions. Secondly, it may benefit released inmates in possible job placement opportunities in the horticulture field. This is just one example of the numerous benefits and impacts this program might have that are discussed in detail during the lecture. To promote critical thinking, students will be assigned outside readings to propose “food for thought” questions from articles and text books on this topic and will be quizzed on these readings as to additional benefits of prison programs, their concept of the pros and cons of different prison programs, their evaluation of these programs, and the what they formulate as to the impact prison programs may have in the future.

How Evaluated
Quizzes and exams on each program area will have questions formulated to answer “food for thought” questions from those presented in class; additional readings assigned

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

How Addressed
Active learning is used in almost all lectures, which includes extensive question and answer dialogue with students during the class. Students will be given “food for thought” questions at the end of most lectures and the class will verbalize answers/solutions during this time. Students will complete a visual diagram on the different areas of sociohorticulture.

Strategies
Students will be given “food for thought” questions at the end of most lectures, and will spend the last portion of lecture verbally discussing the class answers. Or, questions will be raised during the lecture. Questions about gardening programs, including future impact of these programs in the changing urban environment will be used to stimulate self-reflections then dialogue. The majority of these questions will come from outside readings including current articles of the program of discussion. This is an effective approach to allow all students to express themselves and participate in classroom discussions. Students will also have a series of quizzes (reflection papers) that will include questions and written reflections on outside readings and in class discussions. All students will have past experiences with nature and gardening in some form, many passionate about the impact of particular gardening programs, which will allow them to express themselves. These programs deal with real world problems and similar benefits to all participants that will help students apply their education various real world urban environments.

How Evaluated
To make sure the student can independently express ideas, quizzes and exams will be used to test the student’s ability to express concepts interpretations and personal views in writing. The grade may not be based on whether or not the answer is right or wrong, but rather was the answer to the point, clear and succinct. The visual diagram will be discussed in class and evaluated as part of a quiz.

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

How Addressed
In almost all lectures, students will be given facts from outside readings, including current scientific articles, which will allow the student to formulate opinions on factual data that will lead them to informed conclusions about the benefits and impacts horticulture and gardening programs can have and current and future urban populations. During classroom discussion, numerical data will be presented, and scenarios given of alternate types of situations where the numerical data may differ, allowing students to analyze and come up with
Texas A&M University

Core Curriculum

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

conclusions to future types of people/plant interactions as urban populations evolve and change.

Strategies
Students will develop qualitative and quantitative skills in the area of social science by being able to interpret numerical data presented to them during lecture and through the outside classroom readings from articles and textbooks. An example of a current and future issue is the program including the "local food" movement and the rural/urban interface, whether these methods result in "healthier" foods, and how these programs have potential to help in world problems such as obesity and Type II Diabetes. Confusion and controversy currently surround these issues. Students will be given scientifically-proven data that will allow them to form their own conclusions by interpreting these data resulting in informed conclusions that are based on fact rather than fiction. Students will also be presented scenarios of future numerical data that reflects more accurately a changing population, allowing them to come up with individual and creative interpretations and solutions to people/plant interactions.

How Evaluated
Quiz and exam questions will be formulated to test the student's ability to propose solutions to current social problems and correctly interpret current social issues by interpreting data on different horticulture and gardening programs. This will include cause and effect of these programs on the current and future urban "people/plant" environments.

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

How Addressed
This course examines the importance of community involvement through horticulture and gardening programs on community development and sustainability. Students will be given information on the importance of community involvement, through volunteerism, with various populations (including special populations such as "at-risk" children, different minorities, people with disabilities, and the elderly).

Strategies
During the duration of the course students will complete two service learning experiences by participating in horticulture, gardening, or other types of programs that accomplish their mission and goals with the help of volunteers. Students will be responsible for identifying programs that are of interest to them and contacting these programs to apply for volunteer positions. Students will have to volunteer for at least three hours for each volunteer experience. One of the volunteer experiences will be for course credit, the other for extra credit and is optional. An example of a volunteer experience in sociohorticulture would include volunteering for the organization "Brazos Beautiful". The student would have to go to their website and find out what volunteer opportunities are currently available. The student would then have to fill out an application and be accepted for the volunteer opportunity that they have chosen. One of the favorite volunteer opportunities in the organization is the illegal dump clean-up. Students are responsible for showing up on time and spending at least three hours of their time involved with this organization.

How Evaluated
A service learning experience form will be placed on the HORT 335 website that the student takes with them to their volunteer experience. On the form the student has to fill out the name of the organization, what they did during the three hours that were spent volunteering for this organization, and how this experience relates to sociohorticulture. The form has to be signed by the supervisor of the volunteer experience and turned in before the final day of class. Students will get credit for completed volunteer forms.
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.
SOCIOHORTICULTURE – HORT 335
Fall 2013 Syllabus
https://www-horticulture.tamu.edu/courses/
Enrollment Key: __________________

INSTRUCTOR:
Dr. Jayne Zajicek
Office Hours by appointment
HFSB 422
jzajicek@ag.tamu.edu

REQUIRED TEXT: Green Nature/Human Nature (Charles A. Lewis)

OBJECTIVES:
1. Students will be able to evaluate the role plants play in urban landscapes and how green space affects human well-being.
   a. Define sociohorticulture and its role in urban horticulture.
   b. Recognize the importance of gardening and personal connections with nature in our modern culture.

2. Students will be able to compare and evaluate garden characteristics and attributes related to various garden environments including:
   a. School gardens and their importance in fostering the interaction between children and nature.
   b. Community gardens and their importance in relationship to social problems such as neighborhood restoration, poverty, hunger and homelessness.
   c. Prison gardens and their importance in rehabilitation and job placement opportunity for inmates.
   d. Public and estate gardens and their role in the restorative value of nature and educational programs offered to local residents.
   e. Gardens for special populations and the mental and physical benefits of these gardens.

3. Students will be able to explain the importance of volunteerism and community involvement from both a management and participant perspective.

4. Students will be able to explain the importance of urban horticulture in commercial and local production systems including the modern local food movement and rural/urban interface in obtaining "healthier" food.

5. Students will be able to discuss the benefits of sociohorticulture to the horticulture industry as a whole.

COURSE GRADE:
Each student's grade will be based on a total of 495 points for the semester. A standard grading scale will be utilized. However, the instructor reserves the right to curve individual exam or course grades upward if an individual or the class performance warrants such action. In no case will the curving of grades result in a worse grade than was earned using the standard scale enumerated herein. Do not count on a curved grading scale for the course. Extra credit may not be assigned, so put your efforts into assigned work.

Exams, Quizzes, and Assignments:
Exams 1, 2, 3, & 4 @ 100 pts each ___________________ 400 pts
Reading Quizzes 1 - 8 @ 10 pts each ___________________ 80 pts
Service Learning Project @ 15 pts ___________________ 15 pts
(Service Learning Project @ 15 Bonus Points)
Final Grade:
A = 445-495 pts
B = 396-444 pts
C = 346-395 pts
D = 297-345 pts
F = 296 and below

LECTURE:
No electronic devices (laptop computers, cell phones, headphones, etc.) may be used during any lectures, exams, or quizzes unless specifically requested in advance by student services on the student's behalf or approved by the instructor. Cell phones should be off during lecture periods. If your cell phone rings, you are expected to turn it off immediately or leave.

Attendance:
Students are expected to attend all classes, complete assignments on time, and participate fully in class discussions. Absences may be excused and missed assignments completed in accordance with the TAMU student rules on attendance (http://student-rules.tamu.edu/rule7.htm.)

AGGIE HORTICULTURE ONLINE:
Aggie Horticulture is available online from any computer having Internet client software (e.g., Internet Explorer, Firefox). Aggie Horticulture is a tool for accessing electronic databases of horticultural information. Some lectures may be posted on the HORT 335 website, as well as other important information needed for reading assignments and assignment completion. You are responsible for checking the website regularly and obtaining all posted information.

TENTATIVE LECTURE SCHEDULE

Session 1  Course Outline, Syllabus and Expectations, Use of the Web
Session 2  Overview of Sociohorticulture
Reading Quiz #1 Due
Reading: Green Nature/Human Nature (Charles Lewis).
Ch. 1 Introduction - PG. 1-9, Conclusion - PG. 129-134.
Reading: Human Issues in Horticulture (Lahr and Relf). ONLINE.

Session 3  Areas in Sociohorticulture
Bring diagram for Quiz #2 to be completed in class
Reading Quiz #2 Due
Session 4  Introduction to Gardening
Reading: Green Nature/Human Nature (Charles Lewis).
Ch. 4 on Gardening - PG. 49-54.
Reading Quiz #3 Due

Session 5  History of Gardening, Part 1
Session 6  History of Gardening, Part 2
Ethnic Gardening
Session 7  Children's Garden
Reading: Excerpt from Last Child in the Woods (Richard Louv). ONLINE
Session 8  Review
Session 10  Volunteerism

Session 11  Community Gardens
Reading: *Green Nature/Human Nature* (Charles Lewis).  
Ch. 4 on Gardening - PG. 54-65  
Reading: *Garden Works - Benefits of Community Gardening*. ONLINE  
Reading Quiz #4 Due

Session 12  Public & Estate Gardens
Reading: *Green Nature/Human Nature* (Charles Lewis).  
Ch. 3 *Green Nature Observed* - PG. 25-48.

Session 13  Prison Gardens
Reading: *Green Nature/Human Nature* (Charles Lewis).  
Ch. 5 "Correctional Institutions" - PG. 99-103.  
Reading Quiz #5 Due

Session 14  Zoos, Aquariums, Conservatories, and Amusement Parks
Reading: *Disney World: The Magic Behind the Plants*. ONLINE.

Session 15  Keep America Beautiful

Session 16  Keep Brazos Beautiful

Session 17  Educational Programs

Session 18  Review

Session 19  EXAM 2

Session 20  Urban Forestry
Reading: *Green Nature/Human Nature* (Charles Lewis).  
Ch. 4 "Urban and Community Forestry" - PG. 65-73.

Session 21  Urban Ecology
Reading Quiz #6 Due

Session 22  Horticulture Industry and the Local Food Transition

Session 23  Local Food Communities
Reading: Excerpt from *Farm City* (Novella Carpenter) ONLINE  
Reading Quiz #7 Due

Session 24  Review

Session 25  EXAM 3

Session 26  Overview of Horticultural Therapy
Reading: *Green Nature/Human Nature* (Charles Lewis).
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.

Issues of Academic Integrity
This course is taught with the expectation that all students will adhere to the Aggie Honor Code: "Aggies do not lie, cheat, or steal nor do they tolerate those who do." Violations will be dealt with in accordance with the guidelines posted on the TAMU Aggie Honor System Office site at http://aggiehonor.tamu.edu. Plagiarism will not be tolerated. Be sure to consult the Aggie Honor System Website that defines the boundaries of plagiarism.
1. This request is submitted by (department name): Sociology

2. Course prefix and number: SOCI 217

3. Texas Common Course Number: NA

4. Complete course title: Introduction to Race and Ethnicity

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

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

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

9. Number of class sections per semester: 2

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years: NA NA NA

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

13. Submitted by:
   - Course Instructor
   - Date: 1/12/2013

14. Department Head
   - Date: 1/6/2013

15. College Dean/Designee
   - Date: 1/27/2013

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

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

Foundational Component Area: Social and Behavioral Sciences

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

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

This lower division undergraduate course is an introduction to sociological perspectives on race and ethnicity designed to provide the student with both an understanding of the concepts of race and ethnicity and the effective use of sociological theories and methods in their study; covers sociological theories and perspectives on race and ethnicity, their influence on individual and group identities, and their influence on the institutions that organize community life.

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):

By the end of the course, students will have produced 1) several short analytic pieces (reading responses), 2) two medium-length pieces of analytical written work (concept papers), and 3) be capable of critically engaging with social science data pertaining to race and ethnicity. These require that students combine different perspectives and different types of information from different sources.

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

Students are required to produce two (2) medium length papers, at least ten (10) short reading responses posted in a class blog addressing their own reactions and interpretations of course materials, and engage in substantive class participation in at least five (5) ongoing class discussions and one (1) class presentation including a memo and Power Point slides that depict statistical information. The goal is to develop effective communication skills through speaking and writing and visual representations.

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

Students are required to reflect upon information gleaned from course readings about racial/ethnic populations in the United States. In so doing they will demonstrate their understanding of and ability to apply critical theoretical frameworks and engage with methodological practices in the study of race and ethnicity. Emphasis will be upon assessing how different sources of data might be assessed for accuracy. This is assessed through papers and in-class presentations.
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 are required to consider how large-scale social problems distinctly impact racial and ethnic communities in the United States using information gleaned from population histories, theoretical frameworks and readings on methods with an eye towards assessing policy interventions. This is assessed through in-class discussions and written short responses.

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 217: Introduction to Race and Ethnicity
Request for International and Cultural Diversity Designation

This course focuses on the sociological analysis of race and ethnicity. Issues of race and ethnicity are explored from many different perspectives and include cultural and historical variation in how race is defined and experienced. Cross-cultural variations race and ethnicity are emphasized. While historical analysis is considered, emphasis is upon race/ethnicity scholarship in the last 20 years.
Introduction to Race and Ethnicity
SOCl 217
TR 11:10-12:25 pm

Instructor: Dr. Joseph O. Jewell
Office: 419 Academic
Office Phone: 979.458.0491
E-mail: jjewell@tamu.edu
Office Hours: Wednesdays, 12-5pm and by app’t.

COURSE DESCRIPTION

Welcome to Sociology 217: Introduction to Race and Ethnicity. As its title suggests, this lower division undergraduate course is an introduction to the sociological examination of race and ethnicity in social life. Its purpose is to provide the student with both an understanding of the concepts of race and ethnicity and the effective use of sociological theories and methods in their study.

The specific topics to be covered in this course include: sociological theories and perspectives on race and ethnicity, their influence on individual and group identities, their influence on the institutions that organize community life, and their relationship to politics and social change. Among the questions to be addressed are: What are race and ethnicity? How and why do we construct racial and ethnic identities? How do race and ethnicity function simultaneously as identities and as systems of inequality? In the process of answering these questions, we will touch on larger issues in the field of sociology, such as: the significance of race for other social identities such as gender, sexuality, and class; how the experiences of minority groups with key social institutions differ from those of majority groups; and how race as a stratifying principle in our society shapes our understandings of social phenomena. Along the way, this course will introduce you to important sociological perspectives and tools that researchers have used to answer such questions, both historically and presently.

As the weeks progress, you will find this course academically challenging and intellectually provocative. Keeping in mind that it is the task of sociology as a discipline to question everyday assumptions about social life using scientific inquiry, this course has one major goal: to challenge you to take a step back from “common sense” explanations and think critically and theoretically about race and ethnicity as well as other forms of difference.

The amount of readings will average between 50 to 100 pages per week. Note: Your success in this class will be determined by the amount of time and attention you devote to completing assigned readings, attending lectures, participating in classroom discussion and completing other assignments.

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 Office of Support Services for Students with Disabilities in Cain Hall, Room B118 (979-845-1637; http://disability.tamu.edu/)
REQUIRED TEXTS & READINGS

Additional readings marked (e) will be made available to you electronically through E-Learning. If you have difficulties accessing them, let me know immediately via e-mail. Please put “Readings for SOCI 217” in the subject line.


GRADING & EXAMS

Letter grades will be assigned based on the percent of total points possible. The grading scale is as follows:

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

Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm #1</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm #2</td>
<td>20%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

Students should expect reading and writing assignments appropriate for a lower division course. The final grade will be computed based on the assignments described on the following page.
STUDENT LEARNING OBJECTIVES

CONTENT:
- An introduction to the various theoretical and methodological approaches employed in the sociological study of race and ethnicity
- An introduction to the comparative study of racial/ethnic communities in the United States including a brief survey of the population histories of racial/ethnic communities.
- The impacts of race and ethnicity as principles of social organization.

SKILLS:
- The use of theoretical concepts and frameworks as tools for critical thinking about the self, society, social problems and public policies.
- Critical thinking, analytic reading, and their use in the evaluation and production of scholarly research.
- Effective communication through speaking, writing, and other forms of expression.

MODES OF ASSESSMENT:
- Reading assignments: scholarly journal articles, excerpts from research monographs and textbooks, from 75 to 125 pages per week
- Take-home writing assignments (5-7 pages per question)
- Weekly online quizzes (Short Answers)
- One in-class group presentation
- One in-class essay examination

LEARNING OUTCOMES:
At the conclusion of this course, the student should be able to...
- Identify and explain sociological theories of race and ethnicity.
- Apply an understanding of the significance of race and ethnicity as social forces that impact human populations and the societies they create.
- Identify and use appropriate social science data as the primary means of answering sociological questions about the significance of race and ethnicity among human populations and the societies they create.
ASSIGNMENTS

Class Participation (10%)
All students are expected to attend class regularly, to have completed the assigned readings before class, and to be prepared to offer thoughtful commentary and/or questions. Students will begin the semester with 50 points. Students can add to their points by participating substantively in class discussions. If you're reluctant to speak up, please talk to me and we'll figure out a way for you to participate.

TOTAL POINTS 100

Reading Quizzes (10%)
Reading quizzes are assigned for each week noted with an asterisk (*). All students are expected to complete weekly online quizzes over the week’s reading in the time allotted. Any quizzes not completed by the deadline will automatically receive a score of zero (0). In order to avoid the inconvenience caused by technical difficulties or last-minute submissions, students are strongly advised to take the quiz at the earliest possible time.

TOTAL POINTS 100 (each online quiz is worth 10 points, maximum)

Midterm Examination #1 (20%)
Your first midterm examination will be a take-home exam in which you will be expected to answer questions using the course readings and lectures. If you wish you may use additional material to questions, but your grade will be based upon your grasp of the concepts presented in assigned readings and class lectures.

TOTAL POINTS- 100

Midterm Examination #2 (20%)
Your second midterm examination will be a take-home exam in which you will be expected to answer questions using the course readings and lectures. If you wish you may use additional material to questions, but your grade will be based upon your grasp of the concepts presented in assigned readings and class lectures.

TOTAL POINTS- 100

Group Presentation (15%)
You will be assigned to a group and asked to collaborate on leading discussion on one of the last five classes in weeks 12-14. Your group will be responsible for providing an informational handout, PowerPoint presentation, and facilitating Q&A on the day’s topic. Your group will be evaluated on how well you organize and present the material. You will receive a peer evaluation from the class as well as an assessment from the instructor.

TOTAL POINTS- 100

Final Exam (25%)
The final examination for this course is a 2-hour, in-class final examination. Students will please bring a Blue Book and a pencil or pen.

TOTAL POINTS- 100

Please note that all exams will be cumulative, meaning that you are responsible for *all* material covered up until that point.
GENERAL COURSE GUIDELINES

1. **WEBSITE**: Students are required to register with the course website at http://elearning.tamu.edu. The site is designed for you to have a readily accessible resource for any concerns or questions about the course, such as contacting the instructor, checking grades, and keeping up with any changes to the course schedule. It is your responsibility to utilize the site for these purposes.

2. **READING**: There is a substantial amount of reading required for this course. It is your responsibility to keep up and be prepared for each class meeting. If you are having difficulty with a concept, or with reading comprehension, I am available for consultation during office hours, or by appointment. However, I would strongly encourage you to form study groups for this purpose.

3. **ATTENDANCE**: The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. Students are expected to attend class regularly and to arrive on time. If you cannot make it to class, it is your responsibility to find out what was discussed. I do not give “private lectures,” so you must obtain missing lecture notes from another student. **Again, I strongly encourage you to form study groups for this purpose.** Rescheduled exams will be given only to those students who have excused absences. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. It is also your responsibility to reschedule missed exams in a timely fashion. As a rule, exams should be rescheduled within no more than 24 hours of your return to classes, and must be taken within a week’s time.

4. **CONSULTATION ABOUT GRADES**: Students desiring a consult should make use of office hours or schedule an appointment. **I absolutely do not give “extra credit” so please do not ask!!!** In accordance with university policy, students who fail to complete all of the assigned work before the end of the semester will receive an “F” for their final grade. Incompletes (“I” grades) can only be given to those students who present a university-approved excuse and have completed all coursework with the exception of a major quiz, final examination or other work. For more information see http://student-rules.tamu.edu/rule10.

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

Week 1: Course Introduction and Orientation*

Tuesday, August 27th: Course Introduction
- Introductory Lecture: “Race and Ethnicity as Sociological Topics”

Thursday, August 29th:
- Race: The Power of An Illusion—“The Difference Between Us” (FILM)

Week 2: Race and Ethnicity as a Field of Inquiry*
Here we will begin our introduction to the course and start by posing important questions. What are race and ethnicity? Are they more than just ways of classifying people? Why do we study race and ethnicity? What impact do they have on social life? Why are they of such interest to sociologists and others?

Tuesday, September 3rd
- Schaefer, Ch. 1: Exploring Race and Ethnicity
- Cornell and Hartman, Ch. 2, “Mapping the Terrain: Definitions” (e)

Thursday, September 5th
- Marger, “Introduction: Some Basic Concepts” from Race & Ethnic Relations: American and Global Perspectives (e)

Week 3: Studying Race & Ethnicity—Sociological Frameworks & Methods*
What frameworks do sociologists use to study race and ethnicity in societies? What are some of the different ways that they conceptualize “race” and “ethnicity?” How do they understand the relationship between race, ethnicity and other hierarchical structures like class, gender and sexuality?

Tuesday, September 10th
- Schaefer, Ch. 2: Prejudice
- Schaefer, Ch. 3: Discrimination

Thursday, September 12th
- Feagin & Feagin, “Theoretical Perspectives in Race and Ethnic Relations” (e)
- Omi & Winant, “Racial Formations” (e)

Week 4: Studying Race & Ethnicity—Sociological Frameworks & Methods (cont’d)*

Tuesday September 17th
- Andersen & Collins, “Conceptualizing Race, Class, and Gender” (e)
- Bonilla-Silva, “Racialized Social Systems Approach to Racism” (e)

Thursday, September 19th
- Yang, “Methodologies of Ethnic Studies” pp. 19-35 in Ethnic Studies: Issues and Approaches (e)
Week 5: Racial and Ethnic Identities in America*
What are the major racial and ethnic groups in the United States? How have race and ethnicity shaped the identities and social experiences of Americans, both past and present? What is contemporary significance of race and ethnicity in the United States?

Tuesday, September 24th
• Schaefer, Ch. 6: Native Americans
• **Midterm Exam #1 Distributed in Class**

Thursday, September 26th
• Nagel, “American Indian Ethnic Renewal: Politics and the Resurgence of Identity” (e)
• Cornell, “Transformations of the Tribe: Organization and Self-Concept in Native American Ethnicities” (e)

Week 6: Racial and Ethnic Identities in America (cont’d)*
Tuesday, October 1st
• Schaefer, Ch. 5: Ethnicity & Religion
• **Midterm Exam #1 Due in Class**

Thursday, October 3rd
• Jacobson, “Free White Persons in the Republic, 1790-1840” from *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (e)
• Jacobson, “Anglo-Saxons and Others, 1840-1924” from *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (e)

Week 7: Racial and Ethnic Identities in America (cont’d)*
Tuesday, October 15th
• Schaefer, Ch. 14: Jewish Americans-Quest to Maintain Identity

Thursday, October 10th
• Brodkin, “How Did Jews Become White Folks?” (e)
• Waters, “Class, Neighborhood, and Ethnicity” Ch. 4 from *Ethnic Options: Choosing Identities in America* (e)

Week 8: Racial and Ethnic Identities in America (cont’d)*
Tuesday, October 15th
• Schaefer, Ch. 7: The Making of African Americans in a White America
• Zinn, “Drawing the Color Line” (RTHCL)
Thursday, October 17th

- Schaefer, Ch. 8: African Americans Today

- Lacy, “Race and Class Based Identities: Strategic Assimilation in Middle Class Suburbia” from Blue Chip Black: Race, Class, and Status in the New Black Middle Class (e)

Week 9: Racial and Ethnic Identities in America (cont’d)*

Tuesday, October 22nd

- Schaefer, Ch. 9: Hispanic Americans

Thursday, October 24th

- Schaefer, Ch. 10: Mexican Americans and Puerto Ricans

- Davila, “Here Comes the Latino Middle Class” from Latino Spin: Public Image and the Whitewashing of Race (e)

Week 10: Racial and Ethnic Identities in America (cont’d)*

Tuesday, October 29th

- Schaefer, Ch. 12: Asian Americans—Growth and Diversity

Thursday, October 31st

- Schaefer, Ch. 13: Chinese Americans and Japanese Americans

- Tuan, “Cars, Girls, and Baseball—but with an Asian Twist: Growing up Asian Ethnic” from Forever Foreigners or Honorary Whites?: The Asian Ethnic Experience Today (e)

- Midterm Exam #2 Distributed in Class

Week 11: Racial and Ethnic Identities in America (cont’d)*

Tuesday, November 5th

- Schaefer Ch. 11: Muslim and Arab Americans-Diverse Minorities

Thursday, November 7th


- Midterm Exam #2 Due in Class
Week 12: The Difference Race Makes-- Race and the Social Structure
Here we will revisit some of our initial questions about the salience of racial and ethnic identities with an eye on social structures (the economy, housing, health and environmental justice). How have race and ethnicity shaped the experiences of groups and individuals with these institutions? What steps can we take as individuals and as a nation toward a more equitable future?

Tuesday, November 12th: Group 1 Presentation-Race & The Economy
- Shapiro, “Transformative Assets, the Racial Wealth Gap, and the American Dream” (RTCL)

Thursday, November 14th: Group 2 Presentation-Race & The Media
- Lewis & Jhally, “Television and the Politics of Representation” (RTCL)
- Klein & Naccarato, “Broadcast News Portrayal of Minorities: Accuracy in Reporting” (RTCL)

Week 13: The Difference Race Makes-- Race and the Social Structure (cont’d)
Tuesday, November 19th: Group 3 Presentation-Race & Housing
- Massey, “Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Areas (RTCL)

Thursday, November 21st: Group 4 Presentation-Race & Health
- Zenk, et al., “Why Are There No Supermarkets in My Neighborhood?: The Long Search for Fresh Fruit, Produce, and Healthy Food (RTCL)
- Williams & Collins, “The Color of Health in the United States” (RTCL)

Week 14: The Difference Race Makes-- Race and the Social Structure (cont’d)
Tuesday, November 26th: Group 5 Presentation
- Gallagher, “Ten Things You Can Do to Improve Race Relations” (RTCL)
- Lui, Robles, Leondar-Wright, et al., “Policy Steps toward Closing the Gap” (RTCL)

Thursday, November 28th
- NO CLASS MEETING - THANKSGIVING

Week 15: Reading Week
Tuesday, December 3rd
- Reading day

FINAL EXAMINATION: TBA
**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
   - [ ] Creative Arts
   - [ ] Mathematics
   - [ ] American History
   - [ ] Life and Physical Sciences
   - [ ] Government/Political Science
   - [ ] Language, Philosophy and Culture
   - [ ] Social and Behavioral Sciences
   - [x] Current CORE: No
   - [x] 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? 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.

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

12. Submitted by: [Signature]
    Date: 27 March 13

13. Course Instructor

14. Department Head
    Date: 27 March 13

15. College Dean/Designee
    Date: July 1, 2013

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

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

Foundational Component Area: 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.

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

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):

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.
Course title and number: ALEC 450: Global Social Justice Issues in Agriculture
Term (e.g., Fall 200X): Fall 2013 / Spring 2014
Meeting times and location: Tuesday / Thursday, 2:20 – 3:35 p.m., 113 AGLS

Course Description and Prerequisites
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>
</tr>
<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>
</tr>
<tr>
<td>11</td>
<td>Water, Environment and Biodiversity</td>
<td>Paper#2 Rev.</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>Megatrends in Agriculture</td>
<td></td>
<td></td>
</tr>
<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></td>
<td><strong>FINAL</strong></td>
<td>Discussion</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>iReport: Possible Extra Credit Assignment Due (25 pts)</td>
<td>TOTAL</td>
<td>700</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](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](http://student-rules.tamu.edu/rule07)) for details.

Helpful Links:
- Academic Calendar: [http://registrar.tamu.edu/General/Calendar.aspx](http://registrar.tamu.edu/General/Calendar.aspx)
- Final Exam Schedule: [http://registrar.tamu.edu/General/FinalSchedule.aspx](http://registrar.tamu.edu/General/FinalSchedule.aspx)
- On-Line Catalog: [http://catalog.tamu.edu/](http://catalog.tamu.edu/)
- Student Rules: [http://student-rules.tamu.edu/](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
   [X] Social and Behavioral Sciences

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

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

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.

13. Submitted by: [Signature]
   Date: 7-1-13

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

15. College Dean/Designee
   [Signature]
   Date

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

See form instructions for submission/approval process.
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?

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

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

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 III. I'm telling you what will be on Exam III.)
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
BLTN 107
n-street@tamu.edu
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-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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5-100</td>
</tr>
<tr>
<td>B</td>
<td>79.5-89.4</td>
</tr>
<tr>
<td>C</td>
<td>69.5-79.4</td>
</tr>
<tr>
<td>D</td>
<td>59.5-69.4</td>
</tr>
<tr>
<td>F</td>
<td>0-59.4</td>
</tr>
</tbody>
</table>

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.

**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.)
<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></td>
<td><strong>Welcome to Interpersonal Communication!!</strong></td>
<td></td>
<td></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>
</tr>
<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><strong>Skill Building and Exam Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th, June 9</td>
<td>First 50 minutes: Exam I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Communicating to Connect</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, June 10</td>
<td>Presenting the self</td>
<td>Read 154-179</td>
<td>Check elearning</td>
</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>
</tr>
<tr>
<td>W, June 15</td>
<td>Communication through the Stages of</td>
<td>Read 245-275</td>
<td>Check elearning</td>
</tr>
<tr>
<td></td>
<td>Relationships- Escalating and De-Escalating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th, June 16</td>
<td>Continued **</td>
<td>Read 322-356</td>
<td>Check elearning</td>
</tr>
<tr>
<td>F, June 17</td>
<td>**Skill Building and Review **</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M, June 20</td>
<td><strong>Communicating for the Long Haul and in Challenging Contexts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T, June 21</td>
<td>Communication to Maintain Relationships</td>
<td>Read 283-313</td>
<td>Check elearning</td>
</tr>
<tr>
<td>W, June 22</td>
<td>Continued **</td>
<td></td>
<td>Check elearning</td>
</tr>
<tr>
<td>Th, June 23</td>
<td>Continued</td>
<td></td>
<td>Check elearning</td>
</tr>
<tr>
<td>F, June 24</td>
<td>Defending the self **</td>
<td>Read 216-239</td>
<td>Check elearning</td>
</tr>
<tr>
<td>M, June 27</td>
<td>Defending the self</td>
<td></td>
<td>Check elearning</td>
</tr>
<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><strong>Skill Building and Review</strong></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>
1. This request is submitted by (department name): Communication

2. Course prefix and number: COMM 320

3. Texas Common Course Number: none

4. Complete course title: Organizational 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

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


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

13. Submitted by:

   Course Instructor

   Approvals:

14. Department Head

15. 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 phenomena 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
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.
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.
Comm 320-500  Organizational Communication  TR 8:00-9:15 am  HECC 209

Dr. Gill  Email: rebecagill@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 845-1637. 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, “reworking” 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/Activity</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pod assignments/activities</td>
<td>45 pts</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>45 pts</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>60 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3 (Final)</td>
<td>75 pts</td>
<td>25%</td>
</tr>
<tr>
<td>Collaborative Vision of Work project</td>
<td>75 pts</td>
<td>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
<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. 1 due</td>
</tr>
<tr>
<td>2/7</td>
<td>Hres and Hrel approaches</td>
<td>Ch 4</td>
<td>Pod assgn. 2 due</td>
</tr>
<tr>
<td>2/9</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>Ch 5</td>
<td>Exam 1</td>
</tr>
<tr>
<td>2/23</td>
<td>Cultural approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/28</td>
<td>Cultural approaches</td>
<td>Ch 7</td>
<td>Pod assgn. 3 due</td>
</tr>
<tr>
<td>3/1</td>
<td>Assimilation/Socialization</td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>3/13</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<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></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>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Emotion (Indiv. interviews completed)</td>
<td>Ch 11</td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>Exam 2</td>
<td></td>
<td>Exam 2</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
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

   - [x] Communication

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

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

9. Number of class sections per semester: 1 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. 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?

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
Texas A&M University

Core Curriculum

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

deavor, 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
Texas A&M University

Core Curriculum

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

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

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.

<table>
<thead>
<tr>
<th>Exam I 25%</th>
<th>Exam II 25%</th>
<th>Exam III 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuasive Analysis 15%</td>
<td>In-class activities 10%</td>
<td></td>
</tr>
</tbody>
</table>

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](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](http://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>
</table>
| T Jan 18   | Intro to Persuasion  
Welcome to COMM 325  
What is a Social Science perspective?  
What will we learn this semester? | Obtain a textbook now please because you will need it to pass the course. Thank you!! |
| R Jan 20   | Models of Communication/Models of Persuasion **  
Persuasion in the Real World  
Persuasive puzzles and challenges  
WhoHoo for Theories!!          | Read Chapter 1 before class; Be prepared to discuss it.                |
<p>|            | Monday, Jan 24th...Last day to add/drop...5:00 pm                     |                                                                       |
| T Jan 25   | Attitudes: Definition and Structure                                    | Read Chapter 2 before class; Be prepared to discuss it.                |
| R Jan 27   | Attitudes: Functions and Consequences **                              | Read Chapter 3 before class; Be prepared to discuss it.                |
| T Feb 1    | Attitude Measurement **                                                | Read Chapter 4 before class; Be prepared to discuss it.                |
| R Feb 3    | Theory Audit: How does what we’ve learned so far fit into that model we started with? | Bring your theory chart                                                |
| T Feb 8    |                                                                            |                                                                       |
| R Feb 10   | Processing Persuasive Communication                                    | Read Chapter 5 before class; Be prepared to discuss it.                |
| T Feb 15   | “Who Says it”: Source **Factors in Persuasion                          | Read Chapter 6 before class; Be prepared to discuss it.                |
| R Feb 17   | Message Factors **                                                     | Read pages 184-202 in Chapter 7 before class; Be prepared to discuss it. |
| T Feb 22   | Message Factors continued                                              | Read pages 202-223 in Chapter 7 before class; Be prepared to discuss it. |
| R Feb 24   | Personality, Persuasion and Cognitive Dissonance **                   | Read Chapters 8 and 9 before class; Be prepared to discuss them.       |
| T Mar 1    | Theory Audit: How does what we’ve learned so far fit into that model we started with? | Bring your theory chart                                                |
| R Mar 3    |                                                                            |                                                                       |
|            | Mid-term grades posted on Mon, Mar 7                                    |                                                                       |
| T Mar 8    | Interpersonal Persuasion **                                            | Read Chapter 10 before class; Be prepared to discuss it. Persuasive Analysis I |
| R Mar 10   | Interpersonal Persuasion                                               | Persuasive Analysis II                                                 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 22</td>
<td>Political Persuasion **</td>
<td>Read posting on elearning before class; Be prepared to discuss it.</td>
</tr>
<tr>
<td>Mar 24</td>
<td>Political Persuasion</td>
<td>Persuasive Analysis III Persuasive Analysis IV</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Advertising and PR</td>
<td>Persuasive Analysis V</td>
</tr>
<tr>
<td>Mar 31</td>
<td>Advertising and PR **</td>
<td>Persuasive Analysis VI</td>
</tr>
<tr>
<td>Mar 31</td>
<td>**</td>
<td>Monday, April 4th.. Last day to Q-drop</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Health/Social Cause Campaigns</td>
<td>Read Chapter 12 before class; be prepared to discuss it in class Persuasive Analysis VII</td>
</tr>
<tr>
<td>Apr 7</td>
<td>Health/Social Cause Campaigns</td>
<td>Persuasive Analysis VIII</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Religious Persuasion</td>
<td>Read posting on elearning; Be prepared to discuss it in class Persuasive Analysis IX</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Organizational Persuasion **</td>
<td>Read posting on elearning; Be prepared to discuss it in class Persuasive Analysis X</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Virtual Persuasion</td>
<td>Read posting on elearning; Be prepared to discuss it in class Persuasive Analysis XI</td>
</tr>
<tr>
<td>Apr 21</td>
<td>Myths and Urban Legends of Persuasion **</td>
<td>Read posting on elearning; Be prepared to discuss it in class Persuasive Analysis XII</td>
</tr>
<tr>
<td>Apr 26</td>
<td>Theory Audit: How does what we’ve learned so far fit into that model we started with?</td>
<td>Course Wrap-up</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Optional Comprehensive Final Exam</td>
<td>12:30-2:30 p.m.</td>
</tr>
<tr>
<td>May 6</td>
<td>Exam III</td>
<td>Please read instructions and provisions carefully.</td>
</tr>
</tbody>
</table>
1. This request is submitted by (department name): Communication

2. Course prefix and number: COMM 335  
   Texas Common Course Number: none

3. Complete course title: Intercultural Communication  
   Semester credit hours: 3

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

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

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

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

8. Number of students per semester: 250

9. 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:  
   Course Instructor

   Approval:  
   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?

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.
Department of Communication
COMM 335: Intercultural Communication
Request for International and Cultural Diversity Designation

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.
DEPARTMENT OF COMMUNICATION
COMM 335: INTERCULTURAL COMMUNICATION
Spring 2013
MWF: 10:20-11:10 AM, HEEC 108

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](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](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.

**Special Accommodations:** If you require accommodation for a disability, please contact me so that I may make arrangements for you. 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: Cheating, plagiarism, and other forms of scholastic dishonesty will not be tolerated in any form. Please familiarize yourself with the University’s penalty for these offenses, available at aggiehonor.tamu.edu

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 Lecture</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td>Print and read syllabus Get your textbook today if you haven’t got one yet!</td>
</tr>
<tr>
<td>M Jan. 14</td>
<td>Welcome!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explore syllabus and eLearning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Jan. 16</td>
<td>Why Study Intercultural Communication?</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td>F Jan. 18</td>
<td>Why Study Intercultural Communication?</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Jan. 21</td>
<td><strong>No class. Dr. MLK Day</strong></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><strong>Week 3</strong></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><strong>Week 4</strong></td>
<td></td>
<td></td>
<td>Supplemental reading: Narayan, U (1997)</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></td>
</tr>
<tr>
<td>F Feb. 8</td>
<td>Exam 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>M</td>
<td>Feb. 11</td>
<td>Identity and Intercultural Communication</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>W</td>
<td>Feb. 13</td>
<td>Identity and Intercultural Communication</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>F</td>
<td>Feb. 15</td>
<td>Discussion of supplemental reading</td>
<td>Supplemental reading: Crenshaw (1992)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th></th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Feb. 18</td>
<td>Language and Intercultural communication</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>W</td>
<td>Feb. 20</td>
<td>Language and Intercultural communication</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>F</td>
<td>Feb. 22</td>
<td>Exam 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th></th>
<th></th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Feb. 25</td>
<td>Nonverbal codes and cultural space</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>W</td>
<td>Feb. 27</td>
<td>Movie: Heart Broken in Half</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>F</td>
<td>Mar. 1</td>
<td>Movie discussion and Ch. 6 contd.</td>
<td>Ch. 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th></th>
<th></th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Mar. 4</td>
<td>Understanding Intercultural Transitions</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>W</td>
<td>Mar. 6</td>
<td>Understanding Intercultural Transitions</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>F</td>
<td>Mar. 8</td>
<td>Exam 4</td>
<td>Supplemental reading: Conquergood (1988)</td>
</tr>
<tr>
<td>Date</td>
<td>Class Lecture</td>
<td>Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
<td>-----------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>M</td>
<td>Mar. 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Mar. 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Mar. 15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spring Break! Enjoy responsibly!**

**Week 9**

| M     | Mar. 18       | Popular culture and Intercultural comm | Ch. 9                       |
| W     | Mar. 20       | Popular culture and Intercultural comm | Ch. 9                       |
| F     | Mar. 22       | Case study: TV episode: Outsourced     | Supplemental reading (Guzmán and Valdivia, 2010) |

**Week 10**

| M     | Mar. 25       | Media and culture                   | Supplemental readings (Durham, 2004 and boyd, 2011) |
| W     | Mar. 27       | Culture, Communication, and Intercultural relationships | Ch. 10 |
| F     | Mar. 29       | Reading Day. No class.              | - |

**Week 11**

| M     | Apr. 1        | Culture, Communication, and Intercultural relationships | Ch. 10 |
| W     | Apr. 3        | Movie: Crash                                          | - |
| F     | Apr. 5        | Movie: Crash                                          | - |

**Week 12**

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

**Week 13**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Apr. 15</td>
<td>Culture, Comm, and Conflict</td>
</tr>
<tr>
<td>W</td>
<td>Apr. 17</td>
<td>Culture, Comm, and Conflict</td>
</tr>
<tr>
<td>F</td>
<td>Apr. 19</td>
<td>Striving for Engaged and Effective Intercultural communication</td>
</tr>
</tbody>
</table>

**Supplemental reading: Mease & Terry (2012)**

**Week 14**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
</tr>
</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>W</td>
<td>Apr. 24</td>
<td>Discussion+ Ch. 12</td>
</tr>
<tr>
<td>F</td>
<td>Apr. 26</td>
<td>Exam 6</td>
</tr>
</tbody>
</table>

**Redefined Week**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Apr. 29</td>
<td>Course wrap-up</td>
</tr>
<tr>
<td>T</td>
<td>Apr. 30</td>
<td>Course wrap-up, Redefined day!</td>
</tr>
</tbody>
</table>
This request is submitted by (department name): Communication

Course prefix and number: COMM 365

Texas Common Course Number: none

Complete course title: International Communication

Semester credit hours: 3

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

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: 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.

Submitted by:

Course Instructor

Date

Approvals:

Department Head

Date

College Dean/Designee

Date

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

See form instructions for submission/approval process.
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.
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-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.
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 rkluver@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 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>
<td></td>
</tr>
<tr>
<td>Sept 25/27</td>
<td>Globalization and Localization of Media</td>
<td>Tuesday: September 25 Midterm ONE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 5,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kluwer and Fu, “The Cultural Globalization Index,” from Foreign Policy,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kluver and Fu, “Measuring Cultural Globalization in Southeast Asia”</td>
</tr>
<tr>
<td>Oct 2/4</td>
<td>American cultural capital in global media</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“In the vanguard of globalization—the world of American globalizers.” Hunter and Yates, from Berger, Many Globalizations.</td>
</tr>
<tr>
<td>Oct 9/11</td>
<td>Developing alternatives to global media</td>
<td>Chapter 6,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mohamed Zayani, “Al Jazeera and the Vicissitudes of the New Arab Mediascape”</td>
</tr>
<tr>
<td>Oct 16/18</td>
<td>The Internet in global communication; Internet Governance</td>
<td>Chapter 7;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hillary Clinton, “Internet Freedom”</td>
</tr>
<tr>
<td>Oct 23/25</td>
<td>The media in international relations</td>
<td>“News Media and Foreign Policy, an integrated review.” Abbas Malek and Krista Welgand, from News Media and Foreign Policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kluver, “The Logic of New Media in Foreign Policy”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video: People’s Century: People Power</td>
</tr>
<tr>
<td>Oct 30/Nov 1</td>
<td>US Images of “others”</td>
<td>Tuesday, October 30 Midterm TWO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MacKerras, “Western Images since 1989” in Western Images of China, pp 138-156</td>
</tr>
</tbody>
</table>
### Michael Idov, "America the Brutiful"

Schraeder and Endless, "The Media and Africa"

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>No class on November 15 for National Communication Association Conference</strong></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><strong>1-3 pm Final Exam</strong></td>
</tr>
</tbody>
</table>
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
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Social and Behavioral Sciences
   - Current Core: No
   - 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? 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: Randy Kluver by Date: 7/12/13
14. Department Head: Date: 7/9/13
15. College Dean/Designee: Date: 7/9/13

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. 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-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):

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 rkuver@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 infrastructure</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Sept 18/20</td>
<td>The Global Media Bazaar</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Sept 25/27</td>
<td>Globalization and Localization of Media</td>
<td>Tuesday: September 25 Midterm ONE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 5,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kluver and Fu, “The Cultural Globalization Index,” from Foreign Policy,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kluver and Fu, “Measuring Cultural Globalization in Southeast Asia”</td>
</tr>
<tr>
<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 challenges of a new century.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“In the vanguard of globalization-the world of American globalizers.” Hunter and Yates, from Berger, Many Globalizations.</td>
</tr>
<tr>
<td>Oct 9/11</td>
<td>Developing alternatives to global media</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mohamed Zayani, “Al Jazeera and the Vicissitudes of the New Arab Mediascape”</td>
</tr>
<tr>
<td>Oct 16/18</td>
<td>The Internet in global communication; Internet Governance</td>
<td>Chapter 7;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hillary Clinton, “Internet Freedom”</td>
</tr>
<tr>
<td>Oct 23/25</td>
<td>The media in international relations</td>
<td>“News Media and Foreign Policy, an integrated review,” Abbas Malek and Krista Weigand, from News Media and Foreign Policy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kluver, “The Logic of New Media in Foreign Policy”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video: People’s Century: People Power</td>
</tr>
<tr>
<td>Oct 30/Nov 1</td>
<td>US Images of &quot;others&quot;</td>
<td>Tuesday, October 30 Midterm TWO</td>
</tr>
<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>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<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>
</tr>
<tr>
<td>Nov 20</td>
<td></td>
<td>No class on November 15 for National Communication Association Conference</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): 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
   □ 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 course 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 submitting request should be in attendance when considered by the Core Curriculum Council.

12. Date

13. Submitted by:
   
   Course Instructor
   
   Approvals:
   
   Department Head
   
   College Dean/Designee

14. Date

15. Date

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

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

Core Curriculum

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

Foundational Component Area: Social and Behavioral Sciences

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

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

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

<table>
<thead>
<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS AND EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART 1: CRIME, VICTIMIZATION, and CRIMINOLOGY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Tues Jan 17</td>
<td>Introduction, Overview, and Welcome</td>
<td></td>
</tr>
<tr>
<td>Topic: Definitions and Perspectives</td>
<td></td>
<td></td>
</tr>
</tbody>
</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 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** |
## CLASS SCHEDULE AND ASSIGNMENTS:

### WEEK AND TOPICS

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments and Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART II: THEORETICAL EXPLANATIONS OF CRIME CAUSATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Tues Feb 14</td>
<td>Vold, Bernard, &amp; Snipes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic: Theory</td>
<td>Chapter 7: Neighborhoods and Crime</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sampson and colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- collective efficacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Thurs Feb 16</td>
<td>Vold, Bernard, &amp; Snipes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic: Theory</td>
<td>Chapter 8: Strain Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Merton/ Durkheim/ Anomie</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Agnew: General Strain Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Tues Feb 21</td>
<td>Vold, Bernard, &amp; Snipes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic: Theory</td>
<td>Chapter 9: Learning Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sutherland/ Differential Association Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Thurs Feb 23</td>
<td>Vold, Bernard, &amp; Snipes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic: Theory</td>
<td>Chapter 10: Control Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Hirschi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Gottfredson &amp; Hirschi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Tues Feb 29</td>
<td>Vold, Bernard, Snipes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic: Theory</td>
<td>Chapter 15: Developmental and Life Course Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sampson &amp; Laub</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Thurs Mar 1</td>
<td>Vold, Bernard, Snipes</td>
<td>In-Class Examination:</td>
<td></td>
</tr>
<tr>
<td>15. Tues Mar 6</td>
<td>Discussion of Interactional Theory (Thornberry) p. 314 of Vold, Benard and Snipes</td>
<td>Examination #2</td>
<td>Worth 30% of Final Grade</td>
</tr>
<tr>
<td>Topic: Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Thurs Mar 8</td>
<td>In-Class Examination:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Exam will cover course readings and lectures from Feb 14-Mar 6, 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PART III: TYPES OF CRIME</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Tuesday Mar 13</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Thurs Mar 15</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK AND TOPICS</td>
<td>READINGS</td>
<td>ASSIGNMENTS AND EXAMS</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>19. Tues Mar 20</td>
<td><strong>Reading in Boundaries Text:</strong> Levin, Jack and Jack McDevitt. &quot;Hate Crimes: The Rising Tide of Bigotry and Bloodshed.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic: Hate Crime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Thurs Mar 22</td>
<td>Hate Crime Continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Tuesday Mar 27</td>
<td>• Class lecture on public order crimes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Order Crimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Thurs Mar 29</td>
<td>Reading in Boundaries Text:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violence/Gangs</td>
<td>• Shakur. &quot;Initiation.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues Apr 3</td>
<td>• Class lecture on family violence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Thurs Apr 5</td>
<td>Readings in Boundaries Text:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Collar Crime/ Terrorism</td>
<td>• Clinard and Yeager. &quot;The Culture of the Corporation and Illegal Behavior.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Turk, Austin T. &quot;Sociology of Terrorism.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Tues Apr 10</td>
<td>In-Class Examination:</td>
<td>Examination #3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exam will cover course readings and lectures from Mar 20-Apr 5, 2012</td>
<td>Worth 20% of Final Grade</td>
<td></td>
</tr>
</tbody>
</table>

**PART IV: SOCIETAL REACTIONS TO CRIME, CRIME PREVENTION & CONSEQUENCES OF IMPRISONMENT**

| 24. Thurs Apr 12 | In Garland volume on *Mass Imprisonment*:                                 |                       |

| 25. Tues Apr 17  | In Garland volume on *Mass Imprisonment*:                                 |                       |

<p>| 26. Thurs Apr 19 | In Garland volume on <em>Mass Imprisonment</em>:                                 |                       |
| Topic: Societal Reaction/Punishment | • Anderson, Elijah. &quot;'Going straight': The story of a young inner-city ex-convict.&quot; |                       |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic: Societal Imprisonment: Reaction/Punishment</th>
<th>Reference</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
</tr>
</tbody>
</table>

**Final Examination Friday May 4**

Exam will cover course readings and lectures from Apr 12-May 1, 2012

Time: 12:30-2:30pm
Worth 25% of final grade
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
- 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? 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.

12. Submitted by:

Course Instructor: [Signature]
Date: [Signature]

Approvals:

Department Head: [Signature]
Date: [Signature]

College Dean/Designee: [Signature]
Date: [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 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.
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
SOCI 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 Phone: 845-0813  
Office Hours: TR 9:30-10:30 am  
Email: jsburk@tamu.edu

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 syllabi:

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/aggishonor/.

*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:


4
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:

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/histdocs/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:

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 314

4. Complete course title: Social Problems

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 (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.

12. Submitted by:

Course Instructor

Date 8/5/2013

13. Approvals:

Department Head

Date 8/12/13

College Dean/Designee

Date

14. 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 analyzes major social problems confronting the world and the United States today. Social problems are defined for the purposes of this course as physical or social conditions that people perceive to be harmful, result from human social interaction, and can be alleviated or mitigated by social organization. The objective of this course is to use empirical scientific evidence, including statistics from national and international agencies as well as sociological research, to examine the severity and causes of and possible solutions for a breath of social problems that affect human well-being. These social problems include harmful human conditions that result from the global social trends of population growth, urbanization, and economic globalization, including dire poverty, sweatshops, modern slavery, population displacement and migration. Other problems include inequalities in education and health and inequalities related to race, ethnicity, and gender. Additional problems include deviant acts of drug abuse, violent crime, and child exploitation and neglect. The causes of many of these problems often lie in unequal power, economic, and prestige relations that permeate society's institutions and thereby inform its culture. Therefore, the proposed solutions examined in this course lie primarily in ways of organizing our social institutions.

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.
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'être 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.
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 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.
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:
Class Participation 20%  
3 Exams 60% (20% each)  
Term Project 20%

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
tached 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 protections 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

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  
* "Child Abuse Can Lead to Aggressive Antisocial Behavior." Pp. 102-109 in *Child Abuse*
* "The Long-Term Psychological Consequences of Abuse." Pp. 90-101 in *Child Abuse*.
WEDNESDAY, MAY 8 8:00AM EXAM 3
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

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.

12. Submitted by:

[Signature]

Date

August 19, 2013

13. Course Instructor

August 19, 2013

[Signature]

August 19, 2013

14. Department Head

August 19, 2013

[Signature]

August 19, 2013

15. College Dean/Designee

August 19, 2013

[Signature]

August 19, 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.
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 objectives 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.
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.
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.
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 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/aggiehonors/](http://www.tamu.edu/aggiehonors/).

**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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 26</td>
<td>American Virtue and Vice</td>
<td>MF (pp. 1-62)</td>
</tr>
<tr>
<td>Oct 1</td>
<td>Self Control Without Guilt or Judgment</td>
<td>MF (pp. 63-96)</td>
</tr>
<tr>
<td>Oct 3</td>
<td>Ambivalent about Truth and Forgiveness</td>
<td>MF (pp. 97-166)</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Human Destiny, Character, and Self-Determination</td>
<td>MF (pp. 167-197)</td>
</tr>
<tr>
<td>Oct 10</td>
<td>Balancing Freedom and Authority</td>
<td>MF (pp. 167-231)</td>
</tr>
</tbody>
</table>

### IV. Prospects for Moral Repair: After Justice Fails

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 15</td>
<td>When Moral Orders Fail</td>
<td>BV&amp;F (pp. 1-8)</td>
</tr>
<tr>
<td>Oct 17</td>
<td>Either/Or: Get Even or Acquit?</td>
<td>BV&amp;F (pp. 9-24)</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Legal Proceedings</td>
<td>BV&amp;F (pp. 25-51)</td>
</tr>
<tr>
<td>Oct 24</td>
<td>Truth Commissions</td>
<td>BV&amp;F (pp. 52-90)</td>
</tr>
<tr>
<td>Oct 29</td>
<td>Reparations</td>
<td>BV&amp;F (pp. 91-117)</td>
</tr>
<tr>
<td>Oct 31</td>
<td>Remembering and Forgetting</td>
<td>BV&amp;F (pp. 118-147)</td>
</tr>
<tr>
<td>Nov 5</td>
<td>Movie: Death and the Maiden</td>
<td>DOM (pp. 3-75)</td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Nov 12</th>
<th>Morals in International Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading: EOD (pp. 1-26)</td>
</tr>
<tr>
<td>Nov 14</td>
<td>Power and Principle</td>
</tr>
<tr>
<td></td>
<td>Reading: EOD (pp. 27-46)</td>
</tr>
<tr>
<td>Nov 19</td>
<td>Assassination</td>
</tr>
<tr>
<td></td>
<td>Reading: EOD (pp. 47-86)</td>
</tr>
<tr>
<td>Nov 20</td>
<td>Aerial Bombing to 1945</td>
</tr>
<tr>
<td></td>
<td>Reading: EOD (pp. 87-146)</td>
</tr>
<tr>
<td>Nov 21</td>
<td>Documentary: Pray the Devil Back to Hell</td>
</tr>
<tr>
<td>Nov 26</td>
<td>Aerial Bombing since 1945</td>
</tr>
<tr>
<td></td>
<td>Reading: EOD (pp. 147-180)</td>
</tr>
<tr>
<td>Nov 28</td>
<td>What Role for International Ethics?</td>
</tr>
<tr>
<td></td>
<td>Reading: EOD (pp. 181-196)</td>
</tr>
</tbody>
</table>

Final Paper Due

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