Social and Behavioral Sciences
1. This request is submitted by (department name): Economics

2. Course prefix and number: ECON 202

3. Texas Common Course Number: ECON 2302


5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [X] Social and Behavioral Sciences
   - [ ] Communication
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [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: 1-12 (usually 7)

10. Number of students per semester: 100-1250

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

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

13. Submitted by:
   - [Signature]

14. Department Head
   - [Signature]

15. College Dean/Designee
   - [Signature]

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

See form instructions for submission/approval process.

Texas A&M University
Associate Provost for Undergraduate Studies

MAR 21
In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

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

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

### Core Objectives

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

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

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

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

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

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

**Empirical and Quantitative Skills** (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):
At the principles level, microeconomic models are taught using graphs. Students learn how to construct graphical models and use these models to quantify changes in market prices, social welfare, economic efficiency, and firms' revenues, costs, and profits among other things. Basic algebra and geometry are used in conjunction with graphs. Calculation of demand and supply elasticities, production, cost and profit measures, social welfare, shortages and surpluses, and opportunity costs are among the quantitative skills students learn. For example, students use graphical analysis and geometry to identify a firm's revenues, costs, and profits. This will be assessed on exams, assignments, and classroom discussion.

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

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

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

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

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

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

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand
curves on equilibrium price and output.
3. Summarize the law of diminishing marginal utility; describe the process of utility maximization.
4. Calculate supply and demand elasticities, identify the determinants of price elasticity of demand and supply, and
demonstrate the relationship between elasticity and total revenue.
5. Describe the production function and the Law of Diminishing Marginal Productivity; calculate and graph short-run
and long-run costs of production.
6. Identify the four market structures by characteristics; calculate and graph the profit maximizing price and quantity in
the output markets by use of marginal analysis.
7. Determine the profit maximizing price and quantity of resources in factor markets under perfect and imperfect
competition by use of marginal analysis.
8. Describe governmental efforts to address market failure such as monopoly power, externalities, and public goods.
9. Identify the benefits of free trade using the concept of comparative advantage.

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

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Tentative Dates</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter One: Economics -- Foundations and Models</td>
<td>1/16</td>
<td>Read pp. 2-20</td>
</tr>
<tr>
<td>Chapter Two: Tradeoffs, Comparative Advantage, and the Market System</td>
<td>1/18-1/21</td>
<td>Read pp. 39-60</td>
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<tr>
<td>Chapter Three: Demand and Supply</td>
<td>1/23-1/28</td>
<td>Read pp. 69-94</td>
</tr>
<tr>
<td>Chapter Four: Economic Efficiency,</td>
<td>1/30-2/1</td>
<td>Read pp. 103-126</td>
</tr>
</tbody>
</table>
Grades
Your grade will be determined by the average of three exam scores. You may substitute your lowest exam score with your score on an optional, comprehensive final exam. Course grades will be awarded as follows: 90+ = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F. Exam scores are the sole criteria used to determine grades. This means that extenuating circumstances will not be considered in the determination of grades. There is no extra credit.

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

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

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

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

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

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

3. The sharing of calculators is forbidden.

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

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

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

Core Curriculum Cover Sheet

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

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

2. Course prefix and number: ECON 203

3. Texas Common Course Number: ECON 230


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
- [x] No

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

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

10. Number of students per semester: 25-1100

11. Historic annual enrollment for the last three years:

   - 1594 (2011-12)
   - 1881 (2010-11)
   - 1482 (2009-10)

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

13. Submitted by:

   [Signature]

   Course Instructor

   Date: 3/20/2013

14. Department Head

   [Signature]

   Date: 3/20/2013

15. College Dean/Designee

   [Signature]

   Date: 3/20/2013

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?

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

Core Objectives

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

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

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

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

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

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

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

Students are able to comprehend the materials by simply watching a video in class and participating in the following discussion. These communication skills will be evaluated by answering test questions, on-line assignments and in-class practice questions.

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

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

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

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

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

ECON 203 (504)  Dr. Ghazal (Hazel) Bayanpour-Tehrani
Harrington Educ Ctr Classrooms 207  bayanpour@tamu.edu
MWF 12:40 pm - 1:30 pm  ALLN 3064 (979) 862-8857
Office Hours:  W 10:30 am- 11:30 am or by appointment

Optional Text: Brief Principals of Macroeconomics, by N. Gregory Mankiw (any edition)
Course Prerequisites: ECON 202 or approval of undergraduate advisor

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

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

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

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

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

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

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

Tips for success:

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

Tentative Schedule of exams time:

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

Course Grading:

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

Grading Scale:

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

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

Academic Integrity Statements:

AGGIE HONOR CODE

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

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>i</td>
<td>1/14</td>
<td>1. Introduction and Definitions And Economics way of thinking (Ch.1)</td>
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<tr>
<td></td>
<td>1/16</td>
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<td></td>
<td>1/18</td>
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<tr>
<td>2</td>
<td>1/21</td>
<td>Martin Luther King, Jr. Day.</td>
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<td>2</td>
<td>1/23</td>
<td>2. Economic way of thinking (Ch. 1), The US and Global Economy and Circular Flow (Ch. 2)</td>
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<td>3</td>
<td>1/28</td>
<td>3. Economic Problem (Ch. 3), Specialization &amp; Trade( Ch. 3)</td>
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<td>4</td>
<td>2/4</td>
<td>Market Demand &amp; Supply (Ch. 4)</td>
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<td>5</td>
<td>2/11</td>
<td>Market Equilibrium (Ch. 4), GDP (Ch. 5)</td>
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<td>2/15</td>
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<td>6</td>
<td>2/18</td>
<td>Measuring GDP, The Use &amp; Limitation of RGDP (Ch. 5)</td>
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<td>Review for Midterm Exam 1</td>
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<td>Job &amp; Unemployment (Ch. 6)</td>
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<td>Unemployment &amp; RGDP (Ch. 6), CPI &amp; Cost of Living (Ch. 7)</td>
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<td>Spring Break</td>
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<td>Labor Market, Potential GDP &amp; Natural Unemployment Rate (Ch. 8)</td>
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<td>3/29</td>
<td>Review for Midterm Exam 2  &lt;br&gt;Good Friday</td>
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<td>Midterm Exam 2</td>
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<td>4/3</td>
<td>Financial and Loanable Funds Markets (Ch. 10)</td>
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<td>The Monetary System (Ch. 11), Money Market and Inflation (Ch. 12)</td>
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<td>4/17</td>
<td>Brief word on Fiscal Policy (Ch. 16) and Monetary Policy (Ch. 17), Aggregate Demand &amp; Supply (Ch. 13)</td>
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<td>Aggregate Demand &amp; Supply (cont.) (Ch. 13)</td>
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**Final Exam:** May 6 – 10:30 am-12:30 pm

Good Luck!
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health and Kinesiology
2. Course prefix and number: HLTH 236
3. Texas Common Course Number: NA
4. Complete course title: Race Ethnicity and Health
5. Semester credit hours: 3 SCH
6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No
8. How frequently will the class be offered? Every semester, including summer
9. Number of class sections per semester: At least two sections per semester, one online and one face-to-face; but we also offer majors only sections and honors sections.
10. Number of students per semester: Approximately 850 during the fall and spring semesters.
11. Historic annual enrollment for the last three years:

   2012/2013-1764 students (summer estimated)
   2011/2012-1633 students
   2010/2011-1610 students

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: Sung Won Park
    Course Instructor
    Date 3/27/13

14. Department Head
    Date 3/27/13

15. College Dean/Designee
    Date 3/29/12

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

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

Core Curriculum

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

Foundational Component Area: Social and Behavioral Sciences

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

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

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

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

Core Objectives

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

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

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

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

Module 1 - Discuss the impact of race and gender on health behaviors of Americans

Socioeconomic Disparities in Health in the United States: What the Patten Tells Us

Module 2 - Explain the Tuskegee cases’ impact on African Americans’ trust of the medical establishment.

The US Public Health Service Syphilis Study at Tuskegee
Texas A&M University

Core Curriculum

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

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

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

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

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

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

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

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

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

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

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

Module 2 - Identify and describe ways to improve the relationship between African Americans and the medical world.
  Presentation - The US Public Health Service Syphilis Study at Tuskegee

Module 6 - Discuss how race and ethnicity affect health behavior among US populations.
  Presentation - The Impact of Socioeconomic Status on Health

Module 7 - Understand access to and use of health care by race and ethnicity
  Reading - Racial-Ethnic Disparities in Stroke Care: The American Experience

Module 9-11 - Understand the major health risks and health issues among ...(each module covers one racial/ethnic group).
Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

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

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

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

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

Chart Series - Infant Mortality Data by Race/Ethnicity

Module 5 - a) Differentiate between measures of socioeconomic status
   b) Identify the current SES disparities among all racial groups in the US and the link to health outcomes
   c) Understand epidemiology and indicator statistics
   d) Explain the current US demography of persons below poverty level by race and ethnicity
   e) Identify the patterns and distribution of disease within the US

Presentation - Introduction to the Scientific Methods and Epidemiology
Motion Chart Series - SES Data by Race/Ethnicity

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

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

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

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

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

Presentation - Introduction to Race, Ethnicity & Health

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

Presentation - Health Behaviors by Race/Ethnicity

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

Presentation - Healthcare Utilization of Various Race/Ethnicities

Module 9 - Discuss racism as a stressor for African Americans

Reading - Racism as a Stressor for African Americans

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

Presentation - Cultural Competency
Texas A&M University

Core Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisite: None

Course Materials:

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

Course Website for Online Students:  http://courses.education.tamu.edu

All lectures, notes, and materials for this course are provided on the course website. To log on:

1. Go to http://courses.education.tamu.edu
2. Click “Login for Texas A&M Faculty, Staff, and Students”
3. When prompted, enter your NetID and password
4. Then click on the link for “HLTH 236- Race, Ethnicity, and Health”
5. Once logged into the course, use the links on left side of the course menu to navigate through the course content.
Required Software for Online Students:

- Internet Browser
  - Firefox and Google Chrome are recommended
- NEO Email Account
  - All course emails will be sent to your NEO/TAMU account
- Flash Plug-in
- Adobe Reader

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Final Grades:**

Grades in HLTH 236 will be determined according the following course point structure:
Letter grades will be assigned according to the following course point structure:

- **A** = 440-396 points
- **B** = 395-352 points
- **C** = 351-280 points
- **D** = 279-240 points
- **F** = 239 points and below

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

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

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

### Academic Honesty:
The Aggie Honor Code states:

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

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

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

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

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

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

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

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

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

**EXAM 1 OUTLINE**

<table>
<thead>
<tr>
<th>Syllabus Quiz due by Wednesday,</th>
<th>by 5 pm</th>
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<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td>Lectures:</td>
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<td>Module</td>
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</tbody>
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| **Introduction to Race, Ethnicity, & Health** | • Introduction to Race, Ethnicity, & Health by Amber Muenzenberger, MS, CHES  
• Introduction to the Motion Charts |  
• Socioeconomic Disparities in Health in the United States: What the Patterns Tell Us  
• The Interaction of Race and Gender: Changing Gender-Role Attitudes, 1974-2006 |
| **Module 1 Quiz due by Wednesday, by 5 pm** | | |
| **Module 2 History of Race/Ethnicity** | Lectures:  
• Historical Background by Beth McNeill, PhD, CHES  
• The US Public Health Service Syphilis Study at Tuskegee by B. Lee Green, PhD |  
• Under the Shadow of Tuskegee: African Americans and Health Care  
• The Classification of Races in Europe and North America: 1700-1850 |
| **Module 2 Quiz due by Wednesday, by 5 pm** | | |
| **Module 3 Defining Race/Ethnicity** | Lectures:  
• Concepts in Race/Ethnicity by E. Lisako McKyer, PhD  
• Census Data by Race/Ethnicity |  
• Understanding Racial-Ethnic Disparities in Health: Sociological Contributions  
• Racial Residential Segregation- A fundamental Cause of Racial Disparities in Health  
• 'Population profiling' and public health risk: When and how should we use race/ethnicity? |
| **Module 3 Quiz due by Monday, by 5 pm** | | |
| **Module 4 Demographics** | Lectures:  
• Demographics by E. Lisako McKyer, PhD  
• Infant Mortality Data by Race/Ethnicity  
• Immigration Data by Race/Ethnicity |  
• Overview of Race and Hispanic Origin: 2010 |
| **Module 4 Quiz due by Monday, by 5 pm** | | |
| **Module 5 Epidemiological Profile of the United States** | Lectures:  
• Introduction to Epidemiology and the Scientific Method by Susan Ward, PhD  
• The Impact of Socioeconomic Status on Health by Andrea DeMaria, PhD | |
<table>
<thead>
<tr>
<th>Module 5 Quiz due by Wednesday, by 5 pm</th>
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</thead>
<tbody>
<tr>
<td>Lectures:</td>
</tr>
<tr>
<td>- Health Behaviors by Race/Ethnicity by E. Lisako McKyer, PhD</td>
</tr>
<tr>
<td>- Leading Causes of Death by Race/Ethnicity</td>
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<tr>
<td>Required Readings:</td>
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<tr>
<td>- The Influence of Race/Ethnicity and Socioeconomic Status on End-of-Life Care in the ICU</td>
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<tr>
<td>- Socioeconomic Disparities in Health in the United States: What the Patterns Tell Us</td>
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<tr>
<td>- Race, socioeconomic status and health: Complexities, ongoing challenges, and research opportunities</td>
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<thead>
<tr>
<th>Module 6 Health Behaviors by Race/Ethnicity</th>
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<tbody>
<tr>
<td>Lectures:</td>
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<tr>
<td>- Health Behaviors by Race/Ethnicity by E. Lisako McKyer, PhD</td>
</tr>
<tr>
<td>- Leading Causes of Death by Race/Ethnicity</td>
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<tr>
<td>Required Readings:</td>
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<tr>
<td>- The Relationships among body size, biological sex, ethnicity, and healthy lifestyles in adolescents</td>
</tr>
<tr>
<td>- Specifying Race-Ethnic Difference in Risk for Psychiatric Disorder in a USA National Sample</td>
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<tr>
<td>- Racial Disparities in Awareness of the Human Papillomavirus</td>
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<tr>
<th>Module 6 Quiz due by Wednesday, by 5 pm</th>
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<tbody>
<tr>
<td>Lectures:</td>
</tr>
<tr>
<td>- Healthcare Utilization of Various Race/Ethnicities by Mary Odum, PhD</td>
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<tr>
<td>- Healthcare Utilization Data by Race/Ethnicity</td>
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<tr>
<td>Required Readings:</td>
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<tr>
<td>- Racial differences in the use of cardiac catheterization after acute myocardial infarction</td>
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<tr>
<td>- Racial-Ethnic Disparities in Stroke Care: The American Experience</td>
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<tr>
<th>Module 7 Race/Ethnicity &amp; Health</th>
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<tr>
<td>Lectures:</td>
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<tr>
<td>- Healthcare Utilization of Various Race/Ethnicities by Mary Odum, PhD</td>
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<tr>
<td>- Healthcare Utilization Data by Race/Ethnicity</td>
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<tr>
<td>Required Readings:</td>
</tr>
<tr>
<td>- Racial differences in the use of cardiac catheterization after acute myocardial infarction</td>
</tr>
<tr>
<td>- Racial-Ethnic Disparities in Stroke Care: The American Experience</td>
</tr>
</tbody>
</table>

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

- **Exam 1** covers Modules 1-7 and is worth 100 points.
  - **Wednesday,** __________
    - 6:00pm; Last Names: A – D
    - 7:30pm; Last Names: E – K
  - **Thursday,** __________
    - 6:00pm; Last Names: L – P
    - 7:30pm; Last Names: Q - Z
### Module 8:
#### Caucasian/White Health Issues
- Lectures:
  - Caucasian/White Health Issues by Jeff Guidry, PhD
  - Leading Causes of Death for Caucasians/Whites

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

*Module 8 Quiz due by Wednesday, by 5 pm*

### Module 9:
#### African Americans Health Issues
- Lectures:
  - African American Health Issues by Jeff Guidry, PhD
  - Leading Causes of Death for African Americans

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

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

### Module 10:
#### American Indians and Alaskan Native Health Issues
- Lectures:
  - American Indian and Alaskan Native Health Issues by Jeff Guidry, PhD
  - Leading Causes of Death for American Indian/Alaskan Natives

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

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

### Module 11:
#### Asian and Pacific Islanders Health Issues
- Lectures:
  - Asian and Pacific Islander Health Issues by Jeff Guidry, PhD
  - Leading Causes of Death for Asian/Pacific Islanders

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

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

### Module 12:
#### Hispanic Health
- Lectures:
  - Hispanic Health Issues by Jeff Guidry, PhD
<table>
<thead>
<tr>
<th>Issues</th>
<th>Required Readings</th>
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</thead>
<tbody>
<tr>
<td>• Leading Causes of Death for Hispanic/Latinos</td>
<td>• Latino Terminology: Conceptual Bases for Standardized Terminology</td>
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<td></td>
<td>• Conceptions of Acculturation: A Review and Statement of Critical Issues</td>
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</tbody>
</table>

**Module 12 Quiz due by Monday, ______________________ by 5 pm**

<table>
<thead>
<tr>
<th>Module 13 Cultural Competence</th>
<th>Lectures:</th>
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<tbody>
<tr>
<td></td>
<td>• Cultural Competency by Dr. Rhonda Lewis</td>
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<tr>
<th>Required Readings</th>
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<tr>
<td></td>
<td>• Levels of Racism: A Theoretic Framework and a Gardener’s Tale</td>
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<td></td>
<td>• Cultural competence: a priority for performance improvement action</td>
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</table>

**Module 13 Quiz due by Wednesday, ______________________ by 5 pm**

**Final Course Project due by**

EXAM 2 – Exam 2 will cover modules 8 – 13. This includes all content included in the lectures, the notes, and the required readings. Please bring your student ID. If you have any conflicts with the exam times below, please contact the graduate assistant at hlth236@hlkn.tamu.edu. The Exam 2 date is as follows:

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

Core Curriculum Cover Sheet

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

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

2. Course prefix and number: INST 210

3. Texas Common Course Number: NA

4. Complete course title: Understanding Special Populations

5. Semester credit hours: 3

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

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

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

   - Yes □  No □

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

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

10. Number of students per semester: 150

11. Historic annual enrollment for the last three years:

    - 2012-13/293
    - 2011-12/452
    - 2010-11/461

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

13. Submitted by:

    Course Instructor: [Signature]

    Date: 3-7-13

14. Department Head: [Signature]

    Date: 3/17/13

15. College Dean/Designee: [Signature]

    Date: 3/24/13

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

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

Core Curriculum

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

Foundational Component Area: Social and Behavioral Sciences

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

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

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

Core Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching Assistants: Myracle Primus (Sec. 504, 505, 506)
Kaci Sheridan (Sec. 501, 502, 503)
mpprime78@neo.tamu.edu kaci5224@neo.tamu.edu
701C Harrington
Office: W 1:00-2:45, by appt. Office: M 1:00-2:45, by appt.

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

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

Required Text/Resource Material

iClicker or iClicker 2

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

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

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

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

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

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

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

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

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

**Technology**
Technology can be difficult, allow yourself and your group plenty of time to turn in assignments. Please call or email the Technology Help Desk for technological difficulties 979-845-8300 or helpdesk@tamu.edu.
### Student Expectations vs. Expectations from Professor and TAs

<table>
<thead>
<tr>
<th>Student Expectations</th>
<th>Expectations from Professor and TAs</th>
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<tbody>
<tr>
<td>Demonstrate independent learning and problem solving</td>
<td>Facilitate independent learning and problem solving</td>
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<tr>
<td>Allow 2 work days for response to email</td>
<td>Respond to emails within 2 work days</td>
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<tr>
<td>Submit assignments on time through Blackboard Learn</td>
<td>Grade assignments submitted on time through Blackboard Learn within one week</td>
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<tr>
<td>Demonstrate professional behavior when asking questions or emailing Professor and TAs</td>
<td>Respond to students with respect and professional behavior</td>
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<tr>
<td>Take initiative in learning the material</td>
<td>Guide and support student learning</td>
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<tr>
<td>Email professor or TAs to schedule a meeting during designated office hours</td>
<td>Schedule an agreed upon meeting time with students</td>
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### Students with Special Needs

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

### Professional Behavior Expectations

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

### Statement Regarding Class Handouts

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

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

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

**Aggie Honor Code**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/). On course work, assignments, and examinations at Texas A&M University, you may be asked to sign the following Honor Pledge: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
## Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Readings</th>
<th>Monday Class</th>
<th>Wednesday Class</th>
<th>Friday Lab Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ch 1 Overview of Today's Special Education</td>
<td>Introduction and Review of Syllabus and class expectations</td>
<td>Class Discussion of Today's Special Education</td>
<td>Introduction Assignment of Projects Comparison of SPED laws NCLB &amp; ESEA</td>
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<td>8/26</td>
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<tr>
<td>Week 2</td>
<td>Ch 2 Ensuring Progress in Gen.Ed Curriculum UDL &amp; Inclusion</td>
<td>MLK Holiday - no class</td>
<td>Class Discussion of UDL &amp; Inclusion</td>
<td>Identification of IEP components Development of IEP's for students with disabilities</td>
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<td>9/2</td>
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<tr>
<td>Week 3</td>
<td>Ch 3 Today's Multicultural, Bilingual, and Diverse Schools</td>
<td>Class Discussion of Multiculturalism, Bilingualism, and Diversity in Schools</td>
<td>Disproportionality and cultural differences in Special Education Discussion</td>
<td>Ecological activity to framework cultural values</td>
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<td>9/9</td>
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<tr>
<td>Week 4</td>
<td>Ch 4 Today's Families and Their Partnerships with Professionals</td>
<td>Class Discussion of Today's Families</td>
<td>Guest Speakers: General Education Teachers</td>
<td>Encouraging and supporting parent involvement and communication in ARD meetings</td>
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<td>9/16</td>
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<tr>
<td>Week 5</td>
<td>Ch 5 Understanding Students with Learning Disabilities Watch film: <em>How Difficult Can this Be?</em> (media matrix)</td>
<td>Class Discussion of Learning Disabilities Video Quiz to be completed by Midnight</td>
<td>Discussion of Dyslexia and activity</td>
<td>Using RTI framework to evaluate student scenarios.</td>
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<td>9/23</td>
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<tr>
<td>Week 6</td>
<td>Ch 7 Understanding students with Emotional or Behavioral Disorders</td>
<td>Class Discussion of EBD</td>
<td>Guest Speaker: Scaling Behavioral Goals</td>
<td>Complete module on PBIS and develop a behavior intervention plan over assigned scenario</td>
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<td>9/30</td>
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<tr>
<td>Week 7</td>
<td>Ch 9 Understanding Students with Intellectual Disabilities Watch film: <em>Unforgotten</em> (media matrix)</td>
<td>Class Discussion of Intellectual Disabilities Video Quiz to be completed by Midnight</td>
<td>Discussion and activity on modifying assessments for children with intellectual disabilities</td>
<td>Person Centered Planning activity</td>
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<td>10/7</td>
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<tr>
<td>Week 8</td>
<td>Ch 8 Understanding Students with ADHD</td>
<td>ADHD and Section 504</td>
<td>Jigsaw activity: ADHD</td>
<td>Midterm Exam (taken in computer labs, locations TBA)</td>
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<td>10/14</td>
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<td>Week 9</td>
<td>Ch 11 Understanding Students with Autism</td>
<td>Class Discussion on Autism</td>
<td>Guest Speaker: Teacher for students with autism in self-contained classrooms</td>
<td>Modify Lessons to address needs of students with autism</td>
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<td>10/21</td>
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<tr>
<td>Date</td>
<td>Readings</td>
<td>Monday</td>
<td>Wednesday</td>
<td>Friday</td>
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<tr>
<td>Week 10 10/28</td>
<td>Ch 6 &amp; 14 Understanding Students with Communication Disorders and Hearing Loss</td>
<td>Class Discussion on Communication Disorders and Hearing Loss</td>
<td>Guest speaker: Deaf culture</td>
<td>Create a social story</td>
</tr>
<tr>
<td>Week 11 11/4</td>
<td>Ch 10 &amp; 12 Understanding Students with Multiple and Physical Disabilities</td>
<td>Class Discussion on Multiple and Physical Disabilities</td>
<td>Articles discussing quality of life, self-determination, and transition</td>
<td>GROUP PRESENTATIONS A, B, C</td>
</tr>
<tr>
<td>Week 12 11/11</td>
<td>Ch 13 Understanding Students with Traumatic Brain Injury</td>
<td>Class Discussion on Traumatic Brain Injuries</td>
<td>Guest speaker: Living with a Traumatic Brain Injury</td>
<td>GROUP PRESENTATIONS D, E</td>
</tr>
<tr>
<td>Week 13 11/18</td>
<td>Ch 16 Understanding Students who are Gifted</td>
<td>Class Discussion on children who are Gifted</td>
<td>Gifted learning models to evaluate lesson plans</td>
<td>Modification of Lessons to address needs of gifted and talented students</td>
</tr>
<tr>
<td>Week 14 11/25</td>
<td>Ch 15 Understanding Students with Visual Impairments Watch film: <em>Eyes of Me</em> (media matrix) PROFESSIONAL DEVELOPMENT DUE!</td>
<td>Class Discussion on Visual Impairments Video Quiz to be completed by Midnight</td>
<td>No Class - Thanksgiving Holiday</td>
<td>No Class - Thanksgiving Holiday</td>
</tr>
<tr>
<td>Week 15 12/2</td>
<td>Inclusion Debate</td>
<td>(Monday is redefined Friday) <strong>ATTEND FRIDAY LAB TIME for last day of class.</strong></td>
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<tr>
<td>Tuesday 12/6-10</td>
<td>Final Exam at ASSIGNED LOCATIONS (to be announced)</td>
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*The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.*
INST 210 Lab Activities

Chapter 1 Lab: Legislation

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

Chapter 2 Lab: Inclusion

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

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

Chapter 4 Lab: Family Partnerships

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

Chapter 5 Lab: Learning Disabilities

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

Chapter 7 Lab: Emotional/Behavior Disorders

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

Chapter 9 Lab: Intellectual Disabilities

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

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

Ch 14/6 Lab: Social Stories

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

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

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

Group Presentation

1. Research your group's assigned disability
2. Identify the following (Information in A-F should be completed for Outline):

   a. **Prevalence** - Definition, Characteristics, and Prevalence (boys vs girls, age, graduation, go on to work, go on to college, etc..)
   b. **Eligibility and disability criteria through IDEA**
   c. **Eligibility criteria through 504** (if services through IDEA were not needed)
   d. **Researched Based/Evidenced Based Interventions**
   e. **Resources** which provide evidence based interventions. (websites, books, Journals such as *Journal of Applied Behavior Analysis*, CEC, etc..) Google Scholar can be very helpful
   f. **Resources for parents** (Check book for resources to get you started also look back at the Power Points)
3. Create a PowerPoint presentation as a group to share during your assigned lab time. Each team member will need to present during the presentation. Keep presentations 10-15 minutes long. Include 3 questions for the class to answer.

4. Include no more than 10 slides
   A. Description & definition of the disability
   B. Prevalence rates
   C. Services provided through IDEA & Section 504 such as common accommodations and modifications
   D. Research based/evidence based interventions with relevant examples

5. Develop a reader-friendly handout which gives an overview of the assigned disability and where to find resources on evidence-based interventions will be provided to your lab section. Handouts should give each lab section a quick reference sheet of the assigned disability and where to find information on evidence based interventions and treatments. (A-F above)

Inclusion Debate Guidelines

Prior to class

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


In-class Preparation (5 minutes)

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

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

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

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

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

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

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

**Discussion**

1. What were the most convincing points on the FOR inclusion side?
2. What were the most convincing points on the AGAINST inclusion side?
3. What were the weakest points on either side?
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: PSYC 107

3. Texas Common Course Number: PSYC 2301

4. Complete course title: Introduction to Psychology

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - 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? Each semester (fall and spring) and each summer session

9. Number of class sections per semester: 17 sections per long term, 2 sections per summer

10. Number of students per semester: 2750 per semester (400 per summer)

11. Historic annual enrollment for the last three years:
    2011-12: 4169
    2010-11: 4353
    2009-10: 4381

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

13. Submitted by:

14. Approvals:
   - Course Instructor
   - Department Head
   - College Dean/Designee

15. Dates:
   - 3/27/2013
   - 3/27/2013
   - 3/27/2013

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
Foundational Component Area: Social and Behavioral Sciences

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

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

**PSYC 107 Introductory Psychology** requires the integration of skills in critical thinking, social responsibility, empirical and quantitative methods, and communication in the pursuit of understanding how human thinking and behavior emerge. Students will consider information on the complex influences of nature (such as genetic and physiological mechanisms) and nurture (such as other individuals, groups, institutions, events, socio-economic status, and socio-cultural context) that interact to shape the human condition. Students will practice applying critical thinking strategies and ethics to evaluate both internal and external influences on human behavior, to consider social challenges from a scientific perspective, and to identify the neural and behavioral processes that enable normal perception, thinking, learning, and behavior, as well as the disrupted processes that underline the abnormal behaviors associated with psychological disorders. Students will practice basic empirical and scientific methods that will allow them to properly locate and assess research reports that explore nature-nurture interactions and their influences on human behavior, and to communicate these assessments in oral and written form. At least one of these reports will be conducted in a group format, allowing students to achieve the course goals in both individual and team environments.

Core Objectives

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

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

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

**Learning Outcome 1.** Students will receive instruction on and will gain a foundation of knowledge and skills in objective, scientific methods of inquiry, investigation, analysis, and evaluation of the numerous factors that interact to predict human thinking and behavior. Specific activities include a) participation in active research projects to provide firsthand insight into the implementation of these methods in a working lab, b) completion of at least 2 independent research debriefing sessions demonstrating the creative thinking and innovation involved in designing research on human psychological characteristics, c) completion of a research reflection on published research and written in the style of the psychology discipline.

**Learning Outcome 2.** Students will practice applying these skills to understanding and solving personal and social issues. Specific activities include synthesizing all the elements of critical thinking to develop an original psychology research proposal.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Learning Outcome 3. Students will receive instruction on and be able to evaluate and interpret professional and popular media reports, with a focus on the effects and interpretation of different communicative framings that will make them more effective and responsible consumers of research communications. Activities include reading, comparing, and contrasting professional and popular media reports on the same research study.

Learning Outcome 4. Students will use these skills to develop and express an original research proposal in small group teams. They will create a powerpoint presentation of their ideas and film themselves delivering the presentation, where each team member will contribute at least 2 minutes of film time.

Learning Outcome 5. Students will receive instruction on and will demonstrate skill in communication technology through the use of online databases to document sources of support for their research proposal, and the use of Learning Management System for disseminating their final audiovisual report and written reference list following the professional writing style of the psychology discipline.

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

Learning Outcome 6. Students will receive instruction on and gain a broad understanding of basic empirical and quantitative practices, including descriptive statistics, that identify correlational and causative relationships. Activities include completing objective examinations on published research in the psychology discipline.

Learning Outcome 7. Students will be able to identify appropriate application of accepted strategies for analyzing and interpreting psychological data or observations to understand, describe, predict, and manage psychological characteristics. Activities include the development of an original research proposal that includes the type of data to be collected and the type of statistical(s) appropriate for analyzing the data.

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

Learning Outcome 8. Students will receive instruction on and will be able to identify important interactions among elements of nature and nurture that underlie differential development of belief systems and cultural norms, including different civic and gender roles. Activities include discussion and objective examination of ways cultural norms develop and change as a function of information provided about social influences such as socioeconomic status, unemployment, education, war, regional industry, and current world events, as well as how recognizing the validity of different belief systems promotes functionality and productive cooperation among and between regional, national, and global communities.

Learning Outcome 9. Students will receive instruction on and will be able to identify reasons supporting the critical importance of applying standards of ethical conduct and treatment during the design and implementation of psychological research and practice. Activities include experience with active research projects, participation in an Internal Review Board workshop presentation, and discussion of landmark psychological studies, such as the Stanford Prison Experiment.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
SYLLABUS
INTRODUCTORY PSYCHOLOGY
PSYC 107-511 – Fall 2013
Section 511 TR 9:35 – 10:50am in PSYC 338

Instructor: Dr. Rachel Hull
Course website: http://people.tamu.edu/~rhull/
Email: rhull@tamu.edu (always put your name, course, and section # in the subject line)
Office Hours: Tues 1:30 – 2:30pm and Thurs 2:30-3:30pm in Psychology Bldg RM 233
Phone: 979-845-3069 (but no voicemail, so email is the best way to reach me)

COURSE DESCRIPTION:
Introductory course dealing with elementary principles of human behavior (TCCN PSYC 2301).

LEARNING OUTCOMES:
The foundation elements of this course with regard to your understanding of human thinking and behavior are to teach you to think critically, communicate effectively, develop basic scientific inquiry skills, and practice social responsibility. By the end of this course, successful students will:

• gain a foundation of knowledge and skills in objective, scientific methods of inquiry, investigation, analysis, and evaluation of the numerous factors that interact to predict human thinking and behavior,
• practice applying these skills to understanding and solving personal and social issues,
• be able to evaluate and interpret professional and popular media reports, with a focus on the effects and interpretation of different communicative framings that will make you a more effective and responsible consumer of research communications,
• use these skills to develop and express an original research proposal in small group teams,
• demonstrate skill in communication technology through the use of online databases to document sources of support for your research proposal, and the use of Learning Management System for disseminating your final audiovisual and written reports; the written reports will follow the professional writing style of the psychology discipline,
• gain a broad understanding of basic empirical and quantitative practices, including descriptive statistics that identify correlational and causative relationships,
• be able to identify appropriate application of accepted strategies for analyzing and interpreting psychological data or observations to understand, describe, predict, and manage psychological characteristics,
• be able to identify important interactions among elements of nature and nurture that underlie differential development of belief systems and cultural norms, including different civic and gender roles,
• be able to identify reasons supporting the critical importance of applying standards of ethical conduct and treatment during the design and implementation of psychological research and practice.

REQUIRED TEXT AND MATERIALS:
• Access to and frequent use of your official TAMU email account and an internet-connected computer (available in the libraries and SCC if you do not have your own)
• Access to and ability to use a video recording device (cell phone is ok if you don’t have a vidcam)
GRADING: Grades will come from 5 sources:
Discussion Boards 7.5%
Written Reflections 7.5%
Quizzes 15%
Exams 45%
Research Proposal 25%

To compute your final grade
Take the average of your Discussion Board activities and multiply it by .075 (do not round up)
Multiply your written reflection grade by .075 (do not round up)
Take the average of your best 5 quizzes and multiply it by .15 (do not round up)
Take the average of your 3 exams and multiply it by .45 (do not round up)
Multiply your research proposal grade by .25 (do not round up)
Add the 5 numbers. That sum is your final grade.

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

I have full confidence and expectations that you will all practice academic integrity. However, for the record, cheating in any form, including plagiarism or letting someone else copy from your work, will be reported to the Honor Council. Appropriate sanctions will be imposed, and the offense will appear on your official transcript. For details, see the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu

Academic Integrity Statement
AGGIE HONOR CODE

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

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

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

ASSIGNMENTS: We will use the eCampus learning management system for numerous class assignments and for grade posting. I will also use eCampus to post various instructions, project rubrics, and note outlines for you; please bookmark the site now at http://ecampus.tamu.edu/

- Discussion Boards (7.5%). We will have approximately 8 current events discussion boards on our eCampus site in which we will relate course material to contemporary research articles and popular media reports (e.g., newspaper, science magazine) with a focus on cultural diversity and global awareness. Everyone will be expected to participate in each discussion board. For each topic, you must submit one “exam” question, and you must respond to at least 2 questions posted by others. This activity is designed to give you the chance to apply your critical thinking skills to some of the most
important and interesting topics in this field. HINT: some questions may actually appear on the real exams, so it is worth your time to consider them carefully. This discussion board task will be worth 7.5% of your final grade.

- **Written Reflections (7.5%).** In addition to the group discussions, everyone will have to submit a written research reflection about your favorite discussion topic during the semester, written in the style of the psychology discipline. This writing task will be worth 7.5% of your final grade. A specific rubric will be posted on eCampus, but briefly, these reflections will require you to address the following questions:
  a. What were the purpose and hypotheses (including IV and DV) of the professional article?
  b. Who and how many participated in the study? What does this tell us about generalizability of findings? Do popular media authors appropriately generalize findings?
  c. Was the design of the study correlational or experimental? What does design tell us about causality? Do popular media authors take this into account?
  d. What statistics did the researchers use to test their hypotheses (i.e., descriptive, inferential, both)?
  e. What were the study findings? Did the findings support the hypotheses?
  f. How did the popular magazine article summarize those findings, and were they accurately conveyed to readers?
  g. What are the implications of the study for the population represented in the sample? Did the popular magazine authors do a reasonable job of conveying?

1. **Quizzes (15%)**: There will be 7 quizzes supplementary articles and readings posted on eCampus over the course of the semester. Your two lowest quiz grades will be dropped. These quizzes have several purposes, including keeping you on track with your reading and comprehension thereof, as well as identifying areas that you might not understand prior to exams and the production of your research proposal. Each quiz will have 5-10 multiple choice questions.

2. **Research Proposal (25%)**: Students will be assigned to small groups in which you will use the critical thinking, communication, quantitative, and social responsibility skills learned in this class to develop and express an original research proposal. A specific rubric is available on our eCampus site, but briefly, you will brainstorm a professionally appropriate experiment or observational study, use online databases to document sources of support for your research question, and create a reference list of these sources written in the style of the psychology discipline. You will also create a powerpoint presentation of your proposal including how the study would be conducted (hypotheses, adherence to ethical conduct and treatment, type of data to be collected, type of statistic(s) appropriate for analyzing the data, methods of collecting data, sample composition, etc.), and film yourselves delivering the presentation as a group. Each team member will contribute at least 2 minutes of film time. Finally, you will upload the final audiovisual and written products to eCampus.

**Exams:** There will be 3 multiple-choice exams during the semester, each covering approximately 1/3 of the course material. You will need an 8 1/2 x 11" gray scantron for each, and each exam is worth 15% of your final grade (45% total). All exams are closed book and closed notes. You must attend ALL classes and complete ALL reading assignments to obtain ALL the information you are responsible for knowing for the exams. Each exam will be given in the regular lecture room.

**Exam dates:** All exam dates are listed on the attached semester calendar. These dates will not change. You are expected to take each exam at the scheduled time.

**Makeup policy:** The University and I expect students to attend all classes and complete all assignments on time. Missing a graded assignment is a serious event. To be provided an opportunity to make up missed
work, you must provide written documentation of a University-approved absence, and you must do so in a timely manner. Besides personal illness, a few other acceptable excused absences are allowed with appropriate documentation (e.g., student athletes). These are detailed in University rule #7 http://student-rules.tamu.edu/rule07.

RESEARCH PARTICIPATION: An important and interesting way to learn about the study of psychology is to participate in active research studies. This participation will give you a unique opportunity to learn firsthand about the methods and tools used in scientific psychology research and will provide insight into many of the course topics not easily revealed by lecture and readings alone. All PSYC 107 students must carry out a research experience completion component that is IN ADDITION to the graded components of the course.

Your research experience will consist of:

1) participating in 7 hours (14 credits) of psychology experiments, including completion of debriefing sessions (see Research Participation Credits link on our eCampus site for details)
2) OR you may write 7 critical review papers in APA format on topics of my choice (see Research Writing Credits link on our eCampus site).
3) You may mix and match 1 and 2, but if you ONLY choose option 2, you must contact an active researcher on the SONA list and complete a minimum of 2 debriefing sessions with them.
4) ALL participation credits and/or papers must be completed by the last class day of the semester TBA.

Research credit experiments and/or papers are COMPLETION credits – they do not compute into your course grade, but you cannot receive a course grade unless you complete all 7 hours. Because research participation and writing opportunities are available throughout the entire 15-week semester, individual class absences cannot excuse this completion requirement. If you do not carry out the entire completion component, YOU WILL RECEIVE AN F IN THE COURSE.

ALL QUESTIONS REGARDING THE POSTING OF YOUR INDIVIDUAL RESEARCH CREDITS ON SONA should be directed to the particular researcher running the study or to the subject pool coordinator – I do not have access to the individual researchers’ SONA research credit system, so only those individuals can enter your credits.

Research Credit email: tamusubjectpool@gmail.com
Research Credit Sign-up site (SONA): http://tamupsychology.sona-systems.com

RESEARCH PROPOSAL DEVELOPMENT WRITING ASSISTANCE: The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers individual consultations to writers. UWC consultations are highly recommended as you produce your research proposal. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. When you visit the UWC, take a copy of your writing assignment and a hard copy of your draft and any notes you may have. To find out more about UWC services or to schedule an appointment, call 979-458-1455, visit the web page at writingcenter.tamu.edu, or stop by the UWC in person.

DIFFICULTIES: This is not an easy course. If you are having difficulties understanding course material, come and see me right away. Such difficulties cannot be remedied if you wait until the last minute to deal with them. Likewise, any student with a disability or special circumstances that may limit his or her ability to perform to full potential in this course should contact me personally as soon as possible.

RESPECT FOR DIVERSITY: It is my intent that ALL students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a university education. Therefore, our classroom is a designated safe zone of respect, including toward diversity in gender, sexual orientation, religion, disability, age, socio-economic status,
ethnicity, race, culture, political views, etc. Please let me know if you have suggestions about how to improve the value of diversity in this course; your comments will be welcomed.

Important University Required Information

1. The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, including online materials, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, take extra copies, or lend copies to other students or departments.

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

3. The Americans with Disabilities Act (ADA) The American's with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services in Cain Hall 8118, call 845-1637, or e-mail disability@tamu.edu. Additional information is available at http://disability.tamu.edu.

4. If you need help with note-taking, reading comprehension, or writing skills please call Student Counseling Learning Skills Center at 845-4427, ext. 108, or the Center for Academic Enhancement at 845-2568.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome, course overview, &amp; introduction</td>
<td>Chapter 1</td>
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<td>2</td>
<td>Methods</td>
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<td>9</td>
<td>Review</td>
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<td>10</td>
<td>Cognitive and Social Development</td>
<td>Chapter 5, 9</td>
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<td>Quiz 4</td>
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<td>Memory</td>
<td>Chapter 7</td>
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<td>18</td>
<td>Psychological Disorders</td>
<td>Chapter 15</td>
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<td>19</td>
<td>Research Proposals</td>
<td>Readings in eCampus</td>
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<td>20</td>
<td>THANKSGIVING BREAK – NO CLASSES</td>
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<td>21</td>
<td>Research Proposals</td>
<td>Readings in eCampus</td>
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<tr>
<td>22</td>
<td>Reading Day - NO CLASS</td>
<td>Readings in eCampus</td>
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<tr>
<td>23</td>
<td>FINAL EXAM</td>
<td>Date and Time TBD</td>
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</table>
Texas A&M University

Core Curriculum Cover Sheet

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

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

2. Course prefix and number: SOCI 205

3. Texas Common Course Number: 

4. Complete course title: Introduction to Sociology

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: Average is 11

10. Number of students per semester: Average is 1,093

11. Historic annual enrollment for the last three years: 2329 1783 1788

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

12. 

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

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

15. College Dean/Designee: [Signature]
   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?

The course is an overview course of sociology, which is the scientific study of the social behavior of individuals in groups. Different approaches to study of human behavior are considered and compared. All of these different approaches share the assumption that theories must be evaluated using empirical evidence. Additionally, different empirical methodologies commonly used in sociology are explored including experiments, survey research, comparative historical research, participant observation. The interplay among individuals, primary groups, organizations, and societies is explored. The impact of culture and societal structure is emphasized and applied to a variety of topics including family, religion, group identity, economic institutions, demography, and stratification and inequality. While historical evidence is covered, most of the course is devoted to contemporary trends occurring in the last 20 years.

Core Objectives

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

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

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

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

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

Students will learn to evaluate different arguments presented through different modes of communication: statistical or mathematical representation, verbal, written, and visual. So for example, students are required to learn how to write about and explain statistical evidence and they engage in class discussions about different sources of evidence and argument. Students learn about different cultures’ norms and forms of interactions and how these varieties lead to different types of communication. Assessment will occur through class discussion and exams.
Texas A&M University

Core Curriculum

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

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

A critical component of all sociology involves developing, critiquing, organizing and analyzing empirical data. Students will be able to interpret tables and graphs and assess the general reliability and validity of particular sources of data regarding human behavior. Assessment will be based primarily on exams, in-class or online discussion and exercises.

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

Students will learn to appreciate different cultural views of the same events. Students will learn how different concerns of different stakeholders can lead to cooperation or competition. Students will learn of successful and unsuccessful attempts to influence change in different settings. This will be assessed through group discussion and in-class exercises.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology
SOCI 205: Introduction to Sociology
Request for International and Cultural Diversity Designation

This course is an overview of the sociological perspective. It is designed to introduce students to some general themes that are explored from a diversity of perspectives that include cultural perspectives both within the United States and in the larger global community. General topics include family with an emphasis upon the diversity of different family forms, sociological analysis of religion and different forms of religion, demographic trends which entail comparisons across country and across time, the development and maintenance of norms in different contexts, and educational and socialization systems at both the micro and macrolevel. Emphasis is upon contemporary studies and applications, particularly in the last 20 years.
Sociology 205: Introduction to Sociology
Spring 2013

Instructor: Robert Mackin, Ph.D.
Office: 428 Academic Building
Office hours: Wednesdays 2pm – 3pm and by appointment
Phone: (979) 862-1548
Email: mackin@tamu.edu

“The difficulty, in sociology, is to manage to think in a completely astonished and
disconcerted way about things you thought you had always understood.”
French Sociologist Pierre Bourdieu

Course Description and Prerequisites:

This course provides an introduction to the discipline of sociology. While there are many
definitions of sociology, as the quote from Bourdieu suggests, sociology is fundamentally
about rethinking “common sense.” Sociological research at times confirms and
sometimes challenges commonly held views about society. The goal of this course is to
expose you to how sociologists study society and the ways that society structures our
lives. To that end, most of our time will be spent reading some of the best, well-written
research on current debates and themes in sociology. There are no prerequisites for this
class.

Learning Outcomes

By the end of the semester, students should be familiar with the following:

• The building blocks of sociological inquiry, including sociological theories of
  status, social class, inequality, racial and ethnic relations, gender, culture, religion,
  and organizations.
• An array of research methods so that they are able to critically assess social
  science research.

Required books:


All books have been ordered through the MSC Bookstore. Some readings will be
available via elearning.tamu.edu only.
Course Format, Expectations, and Grading Policy:

I believe learning is a shared experience. My goal is to personalize this large introductory course by combining lecture, discussion and small group dynamics. To this end, I expect you to participate in class by being prepared to discuss readings, asking and answering questions, breaking into small groups for discussion and partaking in different group activities.

The class meets three times per week and each meeting will combine lecture and discussion of topics covered in the readings in order to encourage dialog between sociological theories, works we are reading, and our everyday lives. Your final grade will be based on exams and attendance. Please make an appointment to see me if you have any questions or want to further discuss a grading issue.

Attendance is required. It is an important element of creating a community of learning. Let me warn you that it is almost impossible to pass the course if you miss many classes. I will be making a seating chart and a sign-in sheet the first week of classes, which I will use to mark weekly attendance. I will begin to subtract grade points after three university unexcused absences. For more information on what is considered a university excused absence, go to http://student-rules.tamu.edu/rule07. All cell phones should be turned off. Lastly, please come to class on time and do not leave early out of respect for your fellow students and myself.

Grading Policies:

Four (4) non-cumulative exams (100 points each)
You will have 4 exams over the course of the semester, with the last one being a final exam. No make-up exams will be given unless you have a legitimate and documented reason. You must notify me prior to the exam.

Make-up exams will be permitted, at my discretion, in cases of severe (documented) illness or serious family emergencies. Students not excused from a missed exam will receive an F for that exam. Hand-held computers, PDA’s, cell phones, or similar devices are not permitted during exams. When you finish an exam, you must give both your scantron sheet and exam booklet to your proctor. Please bring your student ID to all exams. If you see other students cheating during exams, please notify a proctor immediately.

Attendance & Participation (30 points)
You will be permitted to miss three classes. After that you will be docked 5 points for each unexcused absence. If you miss a class, obtain notes from a classmate. You are responsible for the material covered in class. In order to gauge participation, I will randomly select student names and ask questions on the readings. You may earn up to 30 points for attendance and class participation.
NB: If I determine that students are inadequately prepared for class I reserve the right to administer pop quizzes on course material. More details will be provided in class.

**Extra Credit (4 points)**

There will be one opportunity for extra credit, worth three (4) points. The extra credit points will be added to your total points. More information will be provided in class.

In summary:
- First Exam: 100 points
- Second Exam: 100 points
- Third Exam: 100 points
- Fourth Exam: 100 points
- Attendance: 30 points
- Total points: 430 points

Grades will be based on the following scale: A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69%, F = 59% and below. In other words, you must earn 387 of the 430 total points to receive an A, 344 of the total points to receive a B, 301 of the total points to receive a C, 258 of the total points to receive a D, and 257 total points or less will result in an F. Everyone is responsible for all of the material covered in lectures, assigned readings, videos and audio programs.

**A Note on Academic Dishonesty**

As members of a community of learning, it is imperative that all students be aware of and abide by the rules of academic integrity. These can be downloaded at [http://studentrules.tamu.edu/rule20](http://studentrules.tamu.edu/rule20). Furthermore, as of September 1, 2004 the Aggie Honor Code is in effect ([http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)). In short, it states that students and faculty will refuse to participate in or tolerate plagiarism, cheating or falsification of information.

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

**A Note on Disability**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
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<tr>
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<tr>
<td><strong>Week 1</strong></td>
<td>Jan 14</td>
<td>Introduction to the course</td>
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<td></td>
<td>Jan 16</td>
<td>What is Sociology?</td>
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<td>Jan 18</td>
<td>Social Theory</td>
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<td><strong>Week 2</strong></td>
<td>Jan 21</td>
<td>MLK Holiday: Class does not meet</td>
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<td>Jan 23</td>
<td>Research Methods</td>
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<td>Jan 25</td>
<td>Class in America</td>
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<td><strong>Week 3</strong></td>
<td>Jan 28</td>
<td>Social Stratification</td>
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<td>Jan 30</td>
<td>Stratification &amp; Class, an Introduction</td>
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<td>Feb 1</td>
<td>Social Mobility in the United States</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Feb 4</td>
<td>Education &amp; Inequality I</td>
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<td>Feb 6</td>
<td>Education &amp; Inequality II; Review for Quiz</td>
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<td></td>
<td>Feb 8</td>
<td>Quiz 1</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Feb 11</td>
<td>Gender</td>
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<td>Gender &amp; Socialization</td>
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<td>Feb 15</td>
<td>Social Construction of Gender</td>
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<td><strong>Week 6</strong></td>
<td>Feb 18</td>
<td>Housework</td>
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<td>Feb 20</td>
<td>Gender &amp; Family</td>
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<td>Feb 22</td>
<td>Biology &amp; Race</td>
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<td><strong>Week 7</strong></td>
<td>Feb 25</td>
<td>Race &amp; Ethnicity</td>
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<td>Feb 27</td>
<td>Declining Significance of Race?</td>
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<td>March 1</td>
<td>Segregation and Urban Life</td>
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<td><strong>Week 8</strong></td>
<td>March 4</td>
<td>Immigration</td>
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<td>March 6</td>
<td>Immigration II; Review for Quiz</td>
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<td>March 8</td>
<td>Quiz 2</td>
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<td><strong>Week 9</strong></td>
<td>March 18</td>
<td>MARCH 11-15 SPRING BREAK</td>
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<td>March 20</td>
<td>Culture: An Introduction</td>
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<td>March 22</td>
<td>Individualism &amp; Commitment in the US</td>
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<td><strong>Week 10</strong></td>
<td>March 25</td>
<td>Religion</td>
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<td>Religion and Social Change in America</td>
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<td>Religion and Social Movements</td>
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<td><strong>Week 11</strong></td>
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<td>April 3</td>
<td>Sport</td>
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<td><strong>Week 12</strong></td>
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<td>Deviance</td>
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<td>Deviance and Social Control</td>
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<td>Labeling Theory</td>
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<td>Week 13</td>
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<td>April 15</td>
<td>Work &amp; Organizations, an Introduction</td>
<td>TB: ch. 6; R: E: Sanchez Jankowski</td>
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<td>April 17</td>
<td>Work &amp; Organizations II</td>
<td>R: ch. 1- Erickson</td>
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<td>April 19</td>
<td>Video: Is Wal-Mart Good for America?</td>
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<td>E: Thompson</td>
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<td>April 24</td>
<td>Work &amp; Organizations III</td>
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<td>April 26</td>
<td>Flexible Specialization</td>
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<td>Precarious Work</td>
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<td>April 29</td>
<td>Review for final/Course Wrap-Up</td>
<td>No Reading</td>
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**FINAL (Quiz 4)**
Section 509 (MWF 9:10am) Monday, May 6, 8am-10am
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: SOCI 206

3. Texas Common Course Number: ???

4. Complete course title: Global Social Trends

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: 2

10. Number of students per semester: On the average 90

11. Historic annual enrollment for the last three years: 120 175 259

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

12. Submitted by:

   Course Instructor
   [Signature]
   [Date]

   Approvals:
   [Signature]
   [Date]

   Department Head
   [Signature]
   [Date]

   College Dean/Designee
   [Signature]
   [Date]

   Reina-Artual, 6-18

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

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

Core Curriculum

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

Foundational Component Area: Social and Behavioral Sciences

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

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

The course studies the interactions between groups, institutions and events in shaping society and culture by reviewing the core literature in macrosociology and relating the findings in this literature to the empirical configurations of actual historical societies. A broad range of social scientific dependent variables is considered including economic growth, the rational bureaucratic administration of institutions, crime, ethnic mobilization, social protest and the forces of cohesion and division in society. Empirical materials and materials involving rigorous social scientific methodology are used to illustrate the scientific generation of propositions concerning social change at the national and global level. Emphasis is upon how theories of human and institutional behavior are tested and evaluated with empirical evidence. While historical patterns are analyzed, emphasis is upon global change that has occurred in the last 50 years. In particular, new technologies and their effect upon global interactions (including war and conflict) are analyzed.

Core Objectives

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

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

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

The course is offered in two versions – a writing intense version and a non-writing intense version. In the writing intense version, students are given paper assignments that involve selecting among alternative models of social change and applying these models to concrete historical cases given in the reading. The first task teaches analysis; the second task teaches synthesis of information and application of theoretical knowledge to new settings. In the exam-based version of the course – shorter and easier versions of these tasks are given to be responded to spontaneously in essay form.
Texas A&M University

Core Curriculum

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

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

The writing intense version of this course involves the writing of several papers, plus formal lecture and classwork on the techniques of effective writing and presentation. The exam version of the course evaluates students' capacity to explain complex sociological ideas, to describe actual historical societies and social formations and to explain sociological reasoning on simpler questions on a more impromptu basis. Oral communication is developed and assessed through class discussion (especially in small classes) and through class presentations. Visual communication is developed through analysis of charts, graphs, and content analysis of documents and videos. This is assessed with presentations, exams and papers.

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

Both versions of the class present quantitative indicators of social development and social performance. Furthermore, empirical skill in macrosociology often involves historical literacy rather than numeracy per se. Students have to be able to accurately describe societies and social formations that are not their own and do so without “Americanizing” or “falsely modernizing” the distinctive characteristics of the culture and time. This will be assessed through in-class discussion, analyses in papers and exams.

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

The course devotes substantial attention to questions of global poverty, crime, corruption, overt conflict and towards the end of the course, genocide. The course material covers causes of these problems and addresses potential solutions. Explicit attention is given towards what individuals can do to interact with the great forces that turn the wheels of history. This is assessed through in-class discussions and exercises.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology  
SOCl 206: Global Social Trends  
Request for International and Cultural Diversity Designation

This is a course in the socio-historical dynamics of societies and how such societies evolve and change. The cultural and structural dynamics of a large range of societies including Western and Eastern societies, societies in the developed core and those in the less developed periphery are investigated. The course examines problems such as poverty, corruption, crime, ethnic warfare and ecological crisis. The course involves analysis of how new ideas and cultures are created, how institutions of social adaption are created and how they fail, and the forces leading to unity and division in issues requiring global cooperation. Well over half of the course material involves a detailed consideration of the history, sociology and distinctive institutions of nations other than the United States. Emphasis is upon global change that has occurred in the last 50 years, especially with respect to technology and economy.
OVERVIEW

This is a course in the socio-historical dynamics of societies and how such societies evolve and change. We consider the internal cultural and structural dynamics of a large range of societies including Western and Eastern societies, societies in the developed core and those in the less developed periphery, those of ancient times, of post-Renaissance history and of the present day. We address the differential cultures of these societies by addressing the common sociological forces that lead to cultural differentiation and the production of institutions and ideologies that are different from our own. We also address the social problems that faced by these societies and the forces that lead to either the successful overcoming of these obstacles or the society’s dissolution and defeat. We consider such problems as poverty, corruption, crime, ethnic warfare and ecological crisis. We address how new ideas and cultures are created, how institutions of social adaption are created and how they fail, and the forces leading to unity and division in issues requiring global cooperation. Over 85% of the course material involves a detailed consideration of the history, sociology and distinctive institutions of nations other than the United States.
LEARNING OBJECTIVES

1. Learn the causes of social change and the determinants of the features of societies and world systems.

2. Learn to use historical and cross cultural materials to understand contemporary American phenomena.

3. Understand the distinctive properties of societies and cultures in regions and other historical periods other than our own — and appreciate how these are similar to or different from those of the contemporary United States.

4. Critically assess claims about what types of social institutions or social policies promote improvements in societal well-being.

5. Explain macrosociological and macrohistorical processes clearly, without confusion, using correct sociological terminology and historically accurate descriptions of social conditions.

6. Correctly interpret social indicators and other quantitative measures of social well-being.

7. Demonstrate social responsibility by identifying significant social problems and demonstrating some familiarity with their causes and remedies.

GRADING AND EVALUATION

Grades are based on four exams. These involve a mix of multiple choice items and essays.

On any five multiple choice questions per exam, students can write an explanation of their answer. They get credit for the question if either they choose the right answer, or their explanation is reasonable.

The exams are Tuesday February 5, Tuesday March 5, Tuesday April 9, and Wednesday May 8. The May 8 final exam is at 1 PM.

Each exam counts as 25% of the grade.

READINGS

Most of the readings for the course can be found in the electronic course reserve section of the library. There will be a special section of the course reserves webpage with the material for this class.
There are also a number of books which students are expected to purchase. You can purchase these on the internet just as well as a bookstore can — so get on line and buy up what you need.

Here are the books that you will need.


AGGIE HONOR STATEMENT

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

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

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

ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Week 1:

Class A: Administrative Introduction to Class & Short Lecture on the Life Span of Civilizations

Class B: The Determinants and Limits of Secularization

The reading is a preparation for next week rather than a coverage of Week 1 material.


Week 2:

Class A: Social Network Models of Ideological Change

Class B: Organizational Models of Religious Change


   Read the rest of the book.


Selections to be announced.

Week 4: World Systems Theory

Class A: EXAM

Class B: The Historical Interrelation Between the Core and Periphery of World Systems


Chapter 3. Pp. 44-52 ONLY.


Week 5. Underdevelopment and Recovery

Class A: Classical Underdevelopment Theory: How Eastern Europe, Indonesia and the Middle East Became Poor

Class B: The Secrets of Successful Late Economic Developers


Chapters 2-5. Pp. 40-121.

This is one of the most left-wing readings you will get in the course. Actually, the author is a Korean economist at Cambridge University in England ... and in South Korea, these positions are enthusiastically endorsed by the business community. “Left” and “Right” don’t always mean the same thing in other cultures as they do in the United States. That said, many Texas students will find Chang’s arguments very radical. The question that has to be asked is whether his facts back him up.
Week 6: The State and Social Functioning

Class A: Big Government and Economic Growth in the United States

Class B: The State, the Rise of Science and the Historical Decline of Violent Crime


Week 7: Crime and Corruption

Class A: Sociological Determinants of Crime Rates
Class B: Sociological Determinants of Corruption


(Note: This is available through Electronic Reserve as a pdf made by the electronic librarian himself. You can also get this directly from the Economist website. If you do this, be aware. British Websites are often organized incompetently, and the site for the Economist is no exception. In particular, the article is filled with false End of Article marks, along with bogus requests if you wish to move to the next article. To get the real whole article, you have to keep flashing ‘See Next Article’ over and over and over again. Don’t stop seeing next article until the next article stops talking about Nigeria. The pdf made for our library reserve page should be clean enough.)

Week 8: State Strength and State Weakness

CLASS A EXAM
Class B: Determinants of State Strength and State Weakness


SPRING BREAK

Week 9: Revolutions and Agrarian Uprisings

Class A: Determinants of Revolutions

Class B: Determinants of Agrarian Uprisings


Week 10: Protest

Class A: Resource Mobilization Models - Resources
Class B: Resource Mobilization Models — Mobilization


Chapter 2. Pp. 23-50 only. (Note: This is a chapter on what doesn’t work, not what does.)

Chapter 3. All. (The chapter on what does work.)

Week 11: Intensive Labor Conflict /Intensive Ethnic Conflict

Class A: Sturmthalian Crises
Class B: Materialist Models of Ethnic Conflict


Week 12: Kondratieff Cycles

CLASS A EXAM

Class B: Kondratieff Cycles


   Chapter 11. Pp. 269-83 ONLY.

Week 13: Core Model of Social Decline

Class A: Theory
Class B: Applications


Week 14: Additional Sources of Potential Crisis

Class A: Ecological Crises

Class B: The Newest Challenge to Economic Growth


FINAL EXAM DURING FINAL EXAM PERIOD
Texas A&M University

Core Curriculum Cover Sheet

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

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

2. Course prefix and number: SOCI 207 3. Texas Common Course Number:  

4. Complete course title: Introduction to Gender and Society 5. Semester credit hours: 3

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

☐ Communication  ☐ Creative Arts  ☐ Communication current core - Yes

☐ Mathematics  ☐ American History  ☐ Mathematics current ICD - Yes

☐ Life and Physical Sciences  ☐ Government/Political Science  ☐ Life and Physical Sciences

☐ Language, Philosophy and Culture  ☐ Social and Behavioral Sciences  ☐ Language, Philosophy and Culture

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

☑ Yes  ☐ No

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

9. Number of class sections per semester: Average is 4

10. Number of students per semester: 171

11. Historic annual enrollment for the last three years: 314  455  412

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

13. Submitted by:  

Course Instructor  

Date  3/13/2013

14. Department Head  

Date  3/13/2013

15. College Dean/Designee  

Date  3/13/2013

Resubmitted 10/18

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

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

Core Curriculum

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

Foundational Component Area: Social and Behavioral Sciences

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

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

The course is an overview course that examines the roles of men and women and how they vary across different times, and different places. It is a social and behavioral science because it emphasizes the social aspects of gender and considers how empirical evidence relates to the theoretical conjectures about the principles. There is emphasis upon the careful construction of principles related to human behavior and then the use of scientific methods to test these principles. The course examines the very concept of gender and differentiates it from sexuality, sex category, and biology. It explores the role of gender in and across primary groups, organizations, institutions and societies. While historical comparisons are used to illustrate principles, most of the course deals with contemporary issues, particularly how evidence from the last 20 years, from experimental social and biological studies, relates to the idea of gender.

Core Objectives

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

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

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

Students will learn the general concepts and methods of sociological analysis, especially as these relate to gender dynamics. They will learn to evaluate different arguments on both logical and empirical grounds. They will learn to apply sociological principles to the analysis of issues related to how men and women interact in both the private and public spheres. Assessment will be based on in-class discussion and exams.

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

Students will learn to evaluate different arguments presented through different modes of communication: statistical or mathematical representation, verbal, written, and visual. Through exams and in-class exercises, students will be required to assess evidence from charts, graphs and tables to come to conclusions. Verbal communication will occur through in-class discussions and exercises that involve discussing responses to questions posed. Students learn about different cultures’ norms and forms of interactions as they related to gender and how these varieties lead to different types of communication.
Texas A&M University

Core Curriculum

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

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

A critical component of all sociology involves developing, critiquing, organizing and analyzing empirical data. Students will learn to interpret tables and graphs and assess the general reliability and validity of particular sources of data as they relate to gender in particular. Students will be examining data from U.S. sources as well as international sources. Assessment will be based primarily on exams, and in-class discussions and exercises.

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

Students will learn to appreciate different cultural views of gender and interaction. Students will be able to assess consequences of different gender stratification systems. They will also learn how different programs have or have not been successful in modifying or changing gender stratification. This will be assessed through group discussion and in-class exercises.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
This course focuses on the sociological analysis of gender: how is gender differentiated from sex, sex category, and sexuality. It explores the roles of men and women and how they vary across different cultures and subcultures. It explores the role of gender in and across primary groups, organizations, institutions, and society. While historical comparisons are used and analyzed, the course primarily deals with research from the last 20 years.
Jane Sell  
305 Academic  
845-6120  
Office Hours: Tuesday 11-12:30 and Wednesday 1:30-3:00 or by appointment  
j-sell@tamu.edu

The course and course objectives: The course is designed as an introduction to thinking about gender and sex from a sociological perspective. We will be covering several broad areas within the sociology of gender. Because there will be students with very different backgrounds in the course, I expect that we will have wide-ranging discussions. While you may disagree with some views expressed, the classroom should be a safe space and so we will agree on some basic ground rules for discussion. The course is designed to involve differing learning techniques so there will be lectures, some discussions, and some focused activities.

By the time you finish the course, you should be able to understand various sociological perspectives, differentiate among them and apply them to different contexts. Additionally, you will be able to evaluate and critique different arguments using a sociological perspective.

Assignments and Tests: There will be four exams and 2 assignments. Each of the exams is worth 100 points, and three are counted in your final grade. You can choose to drop your lowest grade of the four, or you can choose to not take one of the exams. There are no make-up exams unless arrangements are made with me well in advance. The exams are half multiple choice and half short essay. Dates under each section are meant as guidelines; we may take more or less time on particular topics.

The assignments are each worth 50 points each. Assignments should be typed. (The paper should have a coversheet with only your first and last name and the SOCI 207 or WMST 207 on it.) These assignments will include data analysis and short "field studies" to address material we discuss in class. You may consult each other or me about the assignments. Assignments are posted on elearning and must be turned in by the announced due date. The assignments and the due dates for assignments will be posted on elearning.

Class participation and attendance are extremely important for the course. I will not take official attendance, but the readings are not always covered in the class and the class material is not always covered in the readings. I will often ask for participation in class.

Occasionally in class, we will engage in activities in which different class points may be awarded. Other than these activities there is no extra credit.

Communications: I will sometimes post notices or send notes. To do this, I will ordinarily send emails over howdy so make sure to check your tamu account regularly.
**Grading:** Final grades are based on 3 out of 4 exams (100 points each) and 2 assignments (50 points each) for a total of 400 points. Grades are assigned based on the totals: 360 and above = A, 320 and above = B, 280 and above = C, 240 and above = D, below 240 = F.

**Readings:** There are two books and accompanying readings. (The readings will be on elearning for each section).


Other readings are listed below and can be found in the section titled folders in elearning.

**Note on handouts and plagiarism:** The handouts used in this course are copyrighted. By that is meant all materials generated for this class, which include but are not limited to syllabi, exams and assignments, in-class materials, review sheets, etc. Because these materials are copyrighted, you do not have the right to copy the handouts unless permission is expressly granted.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. You are also committing plagiarism if you present another’s work as your own (for example by close paraphrasing) if you do not give clear attribution (for example by using quotation marks or otherwise indicating that the idea came from someone else, even if you include the person in your bibliography). If in doubt, give attribution. Failure to do so may result in serious sanctions. If you have questions about plagiarism, consult the website for Texas A&M University Student Rules. [http://student-rules.tamu.edu/part1.htm](http://student-rules.tamu.edu/part1.htm)

**Aggie Honor Code:** “An Aggie does not lie, cheat or steal, or tolerate those who do”
For further information on academic integrity see:
[http://compliance.tamu.edu/CodeConduct.aspx](http://compliance.tamu.edu/CodeConduct.aspx)

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[http://disability.tamu.edu/](http://disability.tamu.edu/)
Tentative Course Schedule:

Section 1. Theory, Methodology, Sociology as a Field of Study

8/27-9/10 (class 1-4)
Jay Stephen Gould, excerpt from The Panda’s Thumb
Includes “Wide Hats and Narrow Minds” and “Women’s Brains” (elearning, Sell, Sociology 205)
Barry Markovsky, “The Structure of Theories,” Pp. 3-24 from Group Processes (elearning)

Section 2. What is Gender, Sex, Sex Category, Sexual Orientation? (and how are standards developed?)
9/14-9/21, class 5-7
A WB, Chapters 1 and 2

Zinn Reader: Messner, Becoming 100% straight, 227-232

Test #1 — September 24th
(class 8)

Section 3. Gender Diversity across space and time

9/26—Oct 1 (class 9 and 10)
Zinn Reader:
Zinn, ‘Introduction: Sex and Gender through the prism of difference’, pp. 1-7, end of first paragraph.

Section 4. Learning Gender, Learning Power? (different perspectives on learning)

10/3-10/8-10/10 (class 11-13)
ASSIGNMENT 1: Field exercise: Everyday life and categorization (due on October 15th. Turn in during class on the 15th).

Section 5. Sexualities
10/15 (Class 14)

AWB, Chapter 4.

Section 6: Gendered Families
10/17-10/22 (Class 15 and 16)

AWB, Chapter 7

Zinn Reader: Edin, “What do low-income single mothers say about marriage?” 365-382

Motherhood and Fatherhood


Hondagneu-Sotelo and Avila, “I’m Here, but I’m There” pp. 308-322.

Test #2, Class 17 (October 24th)

Section 7: Education
Class 18 (October 29)

AWB, Chapter 5

Zinn Reader, ‘How working class chicas get working class lives’ 447-464

Section 8. Media and Gender; Body Image
October 31, November 5th and November 7 (class 19, 20, 21)

AWB, Chapter 11

Zinn Reader
   Zones, Beauty myths and realities..., p. 65-80
   Lamm, It's a big fat revolution, 81-86

Movie: *Tough Guise*

(short video clip) Margaret Cho

Assignment 2. Media and Gender Analysis—Turn in during class on November 12

Section 9. Economy and Work
November 12 (class 22)

A WB, Chapter 6

Zinn Reader,
   Levin, ‘Gendering the Market’ 385-391
   Guiffre and Williams, ‘Boundary Lines,’ 392-406
   Hossfield, “Their Logic Against Them”

Film clip from *The Office*—Sexual Harassment

Test # 3—November 14th (class 23)

Section 10. Crime, Violence and Gender
November 19 and Nov 21 (class 24 and 25)

A WB, Chapter 8

World Health Organization Study on Women’s Health and Domestic Violence against Women (elearning, Sell, Sociology 207)

*Thanksgiving Holiday, No class on Thursday the 28th*

Section 11. Gender and Global Issues
November 26-December 3 (class 26 and 27)

Zinn reader:
   Bales, ‘Because she looks like a child’ pp. 193-202
   Davidson, ‘The Sex tourist, the expatriate ... ’ pp. 203-215.
Global Health Issues

AWB, Chapter 9

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

4th Test—Final Exam Schedule
Texas A&M University
Core Curriculum Cover Sheet

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

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

2. Course prefix and number: SOCI 211

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

4. Complete course title: Sociology of Deviance

5. Semester credit hours: 3

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

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

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

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

10. Number of students per semester: 130

11. Historic annual enrollment for the last three years: 242 364 411

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

12. Submitted by: Holly Austin
    Date 3/13/2013

13. Approvals:
    Date 3/13/2013

14. Department Head
    Date 3/20/13

15. College Dean/Designee
    Date 4/18

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

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

Foundational Component Area: Social and Behavioral Sciences

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

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

This course is an overview of what constitutes deviance in society and the explanations for deviance. Self-report, victimization data, and police data are used to determine patterns of deviance including substance use, sexual behaviors, crime, sexual harassment, suicide and mental illness. Theoretical explanations emphasize the role of societal factors, institutional and individual factors affecting deviant behavior. The course also covers basic concepts in deviance theories including social control of deviant behavior (both formally through institutions and informally in terms of individual interactions), subcultures in groups, and individual deviant careers. Data from empirical studies are evaluated in the course in terms of evidence for theories of deviance examined. Determining how social facts are established in deviance literature through a range of methodologies used in research is discussed.

Core Objectives

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

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

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

Students will learn the concepts and methods involved in understanding deviance in society. They will learn how to use empirical evidence to evaluate course theories. They will learn how to derive policy and prevention implications for some types of deviance from course theories and others materials. They will learn when theoretical integration is appropriate in understanding deviance. This will be assessed through in class exercises and exams.

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

Students will learn to evaluate deviance theories and empirical research using statistical methods and patterns of statistical trends as illustrated through visual representation of charts, graphs and statistical tables. They will also learn from qualitative information, such as written ethnographies or filmed documentaries provided in deviance research. Their understanding of this visual and oral material will be assessed through exams and short written exercises. In class discussions within small groups will allow students to practice oral skills. This will be assessed through group presentations of exercises.
Texas A&M University
Core Curriculum

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

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

Students will be able to interpret tables, figures, and qualitative narrative information regarding deviance in society. They will gain a sense of understanding the concept of causality, and reliability and validity of studies conducted. They will understand the different strengths of multiple forms of data for understanding deviance. This will be assessed through in class exercises and examinations.

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

Students will learn how deviance is socially constructed in different times and places. They will learn to assess different strategies for understanding and addressing deviance in society. They will be able to make sense of real-world examples and major issues facing society. This will be assessed though in class discussions, and in-class and out of class exercises.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology  
SOCI 211: Sociology of Deviance  
Request for International and Cultural Diversity Designation

The purpose of this course is to determine how and why some attributes and behaviors are defined as deviant, the consequences of deviant labels, and how norms, values and rules are enforced. The focus of the first section of the course is on basic concepts in deviance theories and research including social control, subcultures and deviant careers. The second section considers sociological theoretical explanations of deviant behavior and societal reaction. In this section, cultural and international variation is emphasized. In the final section of the course in substantive areas of types of deviance are considered by addressing crime, organizational and occupational deviance, substance use, sexuality, suicide, disability and mental illness in different cultural and historical contexts. Although historical patterns are considered, emphasis is upon the last 50 years, especially as it relates to dramatically changing policies and perceptions.
Texas A & M University
Sociology -211
SOCIOLOGY OF DEVIANCE

Professor Holly Foster, Ph.D.
Office Location: #425A Academic Building
Office Hours: Wednesday 1-3:00 pm, Thursday 2:30-3:30pm or by appointment
Office Phone: 979-458-2268
E-mail: hfoster@tamu.edu

Course Description:

The purpose of this course is to determine how and why some attributes and behaviors are defined as deviant, the consequences of deviant labels, and how norms, values and rules are enforced. The course is divided into four components: Part I: The focus of the first section of the course is basic concepts in deviance theories and research including social control, subcultures and deviant careers; Part II: The second component delves into a range of sociological theoretical explanations of deviant behavior and societal reaction Part III: The third part of the course explores methodology and how “social facts” of deviance are determined. Finally, in Part IV: Case studies in substantive areas of types of deviance are considered addressing crime, organizational and occupational deviance, substance use, sexuality, suicide, disability and mental illness.

Required Texts:


Course Goals and Learning Objectives:

1) To understand how deviance is defined and produced.
2) To comprehend, compare, differentiate, and critically evaluate among major theories of deviance.
3) To apply the conceptual tools of theories of deviance to understanding case studies.
4) To critically evaluate institutional responses to deviance and control.
Grading:

Evaluation will be based on four examinations that together will comprise your overall course grade as indicated in the list below. Specific due dates are given for each test in the detailed course outline that follows and summarized below.

1) 15% in-class examination #1 covers Part I of Course
2) 35% in-class examination #2 covers Part II of Course
3) 15% in-class examination #3 covers Part III of Course
4) 35% final examination covers Part IV of Course

- Exams will be comprised of a combination of multiple choice, essay, and short answer questions and will cover lecture material and assigned readings. To succeed in this course you must keep up with assigned readings for each lecture and attend lectures and regularly. Detailed notes should be made by students during lectures of material covered. Major points will be highlighted on the slides but further discussion of the material will be communicated in the lecture.
- Course power-point slides will not be made available to students, please ask a fellow student for course notes if you have to miss a lecture. Students must ensure they have fully prepared by covering all assigned course materials including lecture materials and assigned readings to successfully pass course examinations.

Each test and final grade will be based on the following grading system:
A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 0-59%

Course Policies:
- AGGIE HONOR CODE: “An Aggie Does Not Cheat, Steal, or Lie, or Tolerate those who do.” For additional information please visit: http://www.tamu.edu/aggiehonor/
- Make up exams will only be provided to students with university excused absences as defined at: http://student-rules.tamu.edu, or due to illness with a signed note from a medical doctor.
- Texas A & M University Regulations regarding Academic Honesty will be observed as described in the Student Handbook available at: http://student-rules.tamu.edu (University Relations: Part I: Academic Rules, Section 20)
- No extra credit assignments will be given in this class.
- AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
### PART 1: CORE CONCEPTS, DEVIANCE, CONTROL AND CAREERS

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<td>3. Social Controls and Deviant Careers</td>
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<td>• Adler and Adler Ch. 43: Deciding to Commit a Burglary pp. 526-535.</td>
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<td>5. Subcultures and Power</td>
<td>• Adler and Adler Ch. 21, Chambliss, Saints and Roughnecks. Pp. 223-236.</td>
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<td>• Adler and Adler. Social Organization of Deviance p. 381-388.</td>
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<tr>
<td>6. Exam #1</td>
<td>• Exam on material between Lectures 1-5</td>
<td>Exam #1 Worth 15% of Final Grade</td>
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### Part II: THEORIES OF DEVIANCE AND SOCIETAL REACTION

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<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
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<tr>
<td>7. Individualistic versus Sociological Theories</td>
<td>• Adler and Adler: Theories of Deviance, pp. 57-72.</td>
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<td>• Adler and Adler, Ch. 33: Self-Injurers as Loners, pp. 401-408.</td>
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<td>8. Functionalism vs. Anomie Theories</td>
<td>• Adler and Adler, Ch. 6: Durkheim, The Normal and the Pathological, pp. 73-77.</td>
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<td>• Adler and Adler, Ch. 7: Social Structure and Anomie, pp. 78-84.</td>
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• Adler & Adler, Ch. 10. Chesney-Lind, Feminist Theory, pp. 98-104. |
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<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS AND EXAMS</th>
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</table>
• Adler & Adler, Ch. 4, Hendershott, pp. 46-50. | |
• Adler & Adler, Ch. 8. Sutherland And Cressey, Differential Association pp. 85-88. | |
| 12. | • Exam on Material from Lectures 7-11 | Exam 2 Worth 35% of Final Grade. |

**PART III: METHODS AND STATISTICS**

<table>
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<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS AND EXAMS</th>
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• Adler & Adler, Ch. 13, Laumann et al. *Survey of Sexual Behavior*, pp. 122-131 | |
| 15. | • Exam 3 Covers Classes 13-14 | Exam worth 15% of Final Grade |

**PART IV: DEVIANCE AND CASE STUDIES**

<table>
<thead>
<tr>
<th>WEEK AND TOPICS</th>
<th>READINGS</th>
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<td>Topic</td>
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<tr>
<td>20. Heteronormativity and Gender Norms</td>
<td>Adler &amp; Adler, Ch. 24. Weinberg et al., Becoming Bisexual, pp. 268-278.</td>
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<tr>
<td>21. Sexual Deviance, Stigma and Sex Work</td>
<td>Adler &amp; Adler, Ch. 39, Draus and Carlson, Sex for crack, pp. 475-484.</td>
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<tr>
<td>23. Sexual Harassment</td>
<td>Lecture only</td>
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<tr>
<td>24. Substance Use</td>
<td>Adler &amp; Adler, Constructing Deviance, pp. 149-158.</td>
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<tr>
<td>28. Identity Transformation and Deviant Careers in Mental Illness</td>
<td>Adler &amp; Adler, Ch. 47, Howard, Obstacles to Exiting Emotional Disorder Identities, pp. 575-585.</td>
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<td>29. Conclusions</td>
<td>Lecture Only</td>
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<tr>
<td>Final Exam</td>
<td>Material covers Lecture 16-Lecture 29. Final Exam: Worth 35% of Final Grade</td>
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Texas A&M University

Core Curriculum Cover Sheet

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

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

2. Course prefix and number: SOCI 207 / WGST 207. Texas Common Course Number: ____________________________

3. Complete course title: Introduction to Gender and Society

4. Semester credit hours: 3

5. 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

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

   Yes      No

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

8. Number of class sections per semester: Average is 4

9. Number of students per semester: 171

10. Historic annual enrollment for the last three years: 314  455  412

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

11. Submitted by:  

   Course Instructor: ____________________________ Date: 3/13/2013

   Approvals: ____________________________ Date: 3/13/2013

12. Department Head: ____________________________ Date: 3/20/13

   College Dean/Designee: ____________________________ Date: ____________________________

   Resubmitted: 6-18

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

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

Foundational Component Area: Social and Behavioral Sciences

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

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

The course is an overview course that examines the roles of men and women and how they vary across different times and different places. It is a social and behavioral science because it emphasizes the social aspects of gender and considers how empirical evidence relates to the theoretical conjectures about the principles. There is emphasis upon the careful construction of principles related to human behavior and the use of scientific methods to test these principles. The course examines the very concept of gender and differentiates it from sexuality, sex category, and biology. It explores the role of gender in and across primary groups, organizations, institutions and societies. While historical comparisons are used to illustrate principles, most of the course deals with contemporary issues, particularly how evidence from the last 20 years, from experimental social and biological studies, relates to the idea of gender.

Core Objectives

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

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

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

Students will learn the general concepts and methods of sociological analysis, especially as these relate to gender dynamics. They will learn to evaluate different arguments on both logical and empirical grounds. They will learn to apply sociological principles to the analysis of issues related to how men and women interact in both the private and public spheres. Assessment will be based on in-class discussion and exams.

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

Students will learn to evaluate different arguments presented through different modes of communication; statistical or mathematical representation, verbal, written, and visual. Through exams and in-class exercises, students will be required to assess evidence from charts, graphs and tables to come to conclusions. Verbal communication will occur through in-class discussions and exercises that involve discussing responses to questions posed. Students learn about different cultures’ norms and forms of interactions as they related to gender and how these varieties lead to different types of communication.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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

A critical component of all sociology involves developing, critiquing, organizing and analyzing empirical data. Students will learn to interpret tables and graphs and assess the general reliability and validity of particular sources of data as they relate to gender in particular. Students will be examining data from U.S. sources as well as international sources. Assessment will be based primarily on exams, and in-class discussions and exercises.

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

Students will learn to appreciate different cultural views of gender and interaction. Students will be able to assess consequences of different gender stratification systems. They will also learn how different programs have or have not been successful in modifying or changing gender stratification. This will be assessed through group discussion and in-class exercises.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology
SOCI 207: Introduction to Gender and Society
Request for International and Cultural Diversity Designation

This course focuses on the sociological analysis of gender: how is gender differentiated from sex, sex category, and sexuality. It explores the roles of men and women and how they vary across different cultures and subcultures. It explores the role of gender in and across primary groups, organizations, institutions, and society. While historical comparisons are used and analyzed, the course primarily deals with research from the last 20 years.
Sociology 207/WGST 207

Jane Sell
305 Academic
845-6120
Office Hours: Tuesday 11-12:30 and Wednesday 1:30-3:00 or by appointment
j-sell@tamu.edu

The course and course objectives: The course is designed as an introduction to thinking about gender and sex from a sociological perspective. We will be covering several broad areas within the sociology of gender. Because there will be students with very different backgrounds in the course, I expect that we will have wide-ranging discussions. While you may disagree with some views expressed, the classroom should be a safe space and so we will agree on some basic ground rules for discussion. The course is designed to involve differing learning techniques so there will be lectures, some discussions, and some focused activities.

By the time you finish the course, you should be able to understand various sociological perspectives, differentiate among them and apply them to different contexts. Additionally, you will be able to evaluate and critique different arguments using a sociological perspective.

Assignments and Tests: There will be four exams and 2 assignments. Each of the exams is worth 100 points, and three are counted in your final grade. You can choose to drop your lowest grade of the four, or you can choose to not take one of the exams. There are no make-up exams unless arrangements are made with me well in advance. The exams are half multiple choice and half short essay. Dates under each section are meant as guidelines; we may take more or less time on particular topics.

The assignments are each worth 50 points each. Assignments should be typed. (The paper should have a coversheet with only your first and last name and the SOCI 207 or WMST 207 on it.) These assignments will include data analysis and short “field studies” to address material we discuss in class. You may consult each other or me about the assignments. Assignments are posted on elearning and must be turned in by the announced due date. The assignments and the due dates for assignments will be posted on elearning.

Class participation and attendance are extremely important for the course. I will not take official attendance, but the readings are not always covered in the class and the class material is not always covered in the readings. I will often ask for participation in class.

Occasionally in class, we will engage in activities in which different class points may be awarded. Other than these activities there is no extra credit.

Communications: I will sometimes post notices or send notes. To do this, I will ordinarily send emails over howdy so make sure to check your tamu account regularly.
Grading: Final grades are based on 3 out of 4 exams (100 points each) and 2 assignments (50 points each) for a total of 400 points. Grades are assigned based on the totals: 360 and above=A, 320 and above= B, 280 and above= C, 240 and above= D, below 240=F.

Readings: There are two books and accompanying readings. (The readings will be on elearning for each section).


Other readings are listed below and can be found in the section titled folders in elearning.

Note on handouts and plagiarism: The handouts used in this course are copyrighted. By that is meant all materials generated for this class, which include but are not limited to syllabi, exams and assignments, in-class materials, review sheets, etc. Because these materials are copyrighted, you do not have the right to copy the handouts unless permission is expressly granted.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. You are also committing plagiarism if you present another's work as your own (for example by close paraphrasing) if you do not give clear attribution (for example by using quotation marks or otherwise indicating that the idea came from someone else, even if you include the person in your bibliography). If in doubt, give attribution. Failure to do so may result in serious sanctions. If you have questions about plagiarism, consult the website for Texas A&M University Student Rules. http://student-rules.tamu.edu/part1.htm

Aggie Honor Code: “An Aggie does not lie, cheat or steal, or tolerate those who do” For further information on academic integrity see: http://compliance.tamu.edu/CodeConduct.aspx

ADA. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 Cain Hall, MS 1224 (845-1637) http://disability.tamu.edu/
Tentative Course Schedule:

Section 1. Theory, Methodology, Sociology as a Field of Study

8/27-9/10 (class 1-4)
Jay Stephen Gould, excerpt from The Panda's Thumb
Includes "Wide Hats and Narrow Minds" and "Women's Brains" (elearning, Sell, Sociology 205)

Barry Markovsky, "The Structure of Theories," Pp. 3-24 from Group Processes (elearning)

Section 2. What is Gender, Sex, Sex Category, Sexual Orientation? (and how are standards developed?)
9/14-9/21, class 5-7

AWB, Chapters 1 and 2


Zinn Reader: Messner, Becoming 100% straight, 227-232

Test #1—September 24th
(class 8)

Section 3. Gender Diversity across space and time

9/26–Oct 1 (class 9 and 10)

Zinn Reader:
Zinn, 'Introduction: Sex and Gender through the prism of difference', pp. 1-7, end of first paragraph.
Connell, 'Globalization and Masculinities', pp. 36-40.

Section 4. Learning Gender, Learning Power? (different perspectives on learning)

10/3-10/8-10/10 (class 11-13)
ASSIGNMENT 1: Field exercise: Everyday life and categorization (due on October 15th. Turn in during class on the 15th)

Section 5. Sexualities
10/15 (Class 14)

AWB, Chapter 4.

Section 6: Gendered Families
10/17-10/22 (Class 15 and 16)

AWB, Chapter 7

Zinn Reader: Edin, "What do low-income single mothers say about marriage?" 365-382

Motherhood and Fatherhood


Hondagneu-Sotelo and Avila, "I’m Here, but I’m There" pp. 308-322.

Test #2, Class 17 (October 24)

Section 7: Education
Class 18 (October 29)

AWB, Chapter 5

Zinn Reader, 'How working class chicas get working class lives' 447-464

Section 8. Media and Gender; Body Image
October 31, November 5th and November 7 (class 19, 20, 21)

AWB, Chapter 11

Zinn Reader
Zones, Beauty myths and realities..., p. 65-80
Lamm, It’s a big fat revolution, 81-86

Movie: Tough Guise
(short video clip) Margaret Cho

Assignment 2. Media and Gender Analysis—Turn in during class on November 12

Section 9. Economy and Work
November 12 (class 22)

AWB, Chapter 6

Zinn Reader,
Levin, ‘Gendering the Market’ 385-391
Guiffre and Williams, ‘Boundary Lines,’ 392-406
Hossfield, “Their Logic Against Them”

Film clip from The Office—Sexual Harassment

Test # 3—November 14th (class 23)

Section 10. Crime, Violence and Gender
November 19 and Nov 21 (class 24 and 25)

AWB, Chapter 8

World Health Organization Study on Women’s Health and Domestic Violence against Women (elearning, Sell, Sociology 207)

Thanksgiving Holiday, No class on Thursday the 28th

Section 11. Gender and Global Issues
November 26-December 3 (class 26 and 27 )

Zinn reader:
Bales, ‘Because she looks like a child’ pp. 193-202
Davidson, ‘The Sex tourist, the expatriate ...’ pp. 203 215.
Global Health Issues

AWB, Chapter 9

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

4th Test—Final Exam Schedule
1. This request is submitted by (department name): Health & Kinesiology

2. Course prefix and number: SPMT 336

3. Texas Common Course Number: N/A

4. Complete course title: Diversity in Sport Organizations

5. Semester credit hours: 3

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

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

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

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

10. Number of students per semester: +/- 200 average

11. Historic annual enrollment for the last three years: 455 457 470

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

12. Submitted by: John W. Singer

13. Date: March 29, 2013

   Approvals:

14. Department Head

   Date: 3-29-13

15. College Dean/Designee

   Date: 4/12/13

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

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

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

SPMT 336 (Diversity in Sport Organizations) examines an encompassing perspective of diversity within North American and international sport organizations. Specifically, the course provides students with an analysis and understanding of the various ways that people within sport organizations can differ, and how power differences based on this diversity impact life and work experiences and outcomes. The course treats issues of the non-dominant, historically under-represented elements of U.S. society, with a particular emphasis placed on racial, ethnic, and gender issues.

Core Objectives

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

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

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

Critical thinking will be addressed by requiring students to read short articles (i.e., from both the academic and popular press) and write reaction papers to the readings. More specifically, students will not only have to provide a brief summary of the article key points, but most importantly, critically reflect on the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications. In addition, students will also be required to conduct a critical “racial awareness autobiography” (or similar assignments, e.g., “cultural awareness autobiography”) detailing how they came to know themselves as a racialized, human being, and the implications this has for their life experiences and career aspirations. Students will be assessed in a similar manner to how they would be for the reaction papers.

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

Communication will be addressed by requiring students to write papers (e.g., reaction papers to various topics related to diversity in sport). A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing. Students (in live-classes) will be required to give short oral presentations on various topics related to diversity in sport and physical activity. In this case, students will be graded/evaluated on a) how well and clearly they convey their message, and b) level of
Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory in the diversity and diversity management literature, and conduct brief field studies (i.e., interviews and observations) of social phenomena related to diversity in sport. Multiple chapters in the book we use discuss the importance of research and theory related to diversity in sport. Students' knowledge of these skills will primarily be tested/evaluated on exams and quizzes (i.e., multiple choice and true/false).

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

Social Responsibility will be addressed primarily by having students read about various topics related to diversity (e.g., religion, race, ethnicity, sex, gender, sexual orientation, social class, age, appearance, physical and mental ability, legal issues) in sport. Students will be encouraged and required to complete a "becoming a minority" assignment, where they place themselves in a setting for a period of time where they are the the "minority" (i.e., member of a marginalized population) and write and talk about the experience. Students will be evaluated primarily on exams (i.e., multiple choice and true/false). In the case of the becoming a minority assignment, a rubric will be created to evaluate students' adherence to a) site visit, and b) brief written responses to questions about the experience.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
INSTRUCTOR INFORMATION:
Associate Professor, Division of Sport Management
Dr. John N. Singer, Ph.D.
355B Blocker
979-845-5497
singerjn@hlkn.tamu.edu

Office Hours: Tuesdays and Thursday, 10:30am to 12:30pm; Wednesday, 2-3 pm; by appointment

Course Website: http://elearning.tamu.edu

DIVERSITY QUOTES:

“The capacity to live with difference is, in my view, the coming question of the twenty-first century”
- British scholar, Stuart Hall

“We have a right to a diversity of voices. We are diverse. We don’t all have to agree on everything”
- Writer, Jill Nelson

“Differences are not intended to separate, or to alienate. We are different precisely in order to realize our need for one another”
- Activist and Anglican Bishop, Desmond Tutu

REQUIRED TEXTBOOK:


COURSE SCOPE AND RATIONALE:

This course examines an encompassing perspective of diversity within North American and international sport organizations. Specifically, the course provides students with an analysis and understanding of the various ways that people within sport organizations can differ, and how power differences based on this diversity impact life and work experiences and outcomes. The course treats issues of the non-dominant, historically under-represented elements of U.S. society, with a particular emphasis placed on racial, ethnic, and gender issues.
COURSE OBJECTIVES:
After completing this course, students will be able to:

1. provide an overview of diversity, including a definition of diversity and diversity management, and discuss the various reasons for the emphasis on diversity;
2. differentiate between the various ways of studying diversity;
3. provide an overview of the three major theory classes used to study diversity: managerial, sociological, and social psychological;
4. discuss the basic tenets of prejudice and discrimination and how they inform discussions of diversity in sport organizations;
5. understand and discuss the categorical effects of diversity, including how people differ based on race, sex, gender, (dis)ability, age, weight, appearance, sexual orientation, religious beliefs, social class, and so forth;
6. outline how diversity within a group influences subsequent processes and outcomes;
7. discuss how being dissimilar from others in a dyad or group influences subsequent attitudes, beliefs, and behaviors;
8. highlight the equal employment opportunity laws affecting diversity in the workplace;
9. discuss different methods for managing diversity in the organizational setting;
10. provide an overview of the categorization-based strategies that can be used to manage diverse groups;
11. discuss the different factors influencing the delivery of diversity effective training programs;
12. think and write critically about the concept of diversity and its impact on you and other individuals within the sport and society

NATURE OF THE COURSE:
This class will place a heavy emphasis on critical dialogue and discussion; very little lecture will take place, with the exception of the early portion of the course (to set the foundation). Class discussions will be centered on the assigned readings and other outside readings, the experiences and insights of the instructor and students, and critical questions posed by the instructor and the students. It is of utmost importance that each student fully participates in this course by: 1) attending class on a regular basis, 2) doing the assigned readings and other assigned activities before class, and 3) being reflective and critical during class discussions and dialogue. Students are strongly encouraged to generate questions before and after class sessions as a way to help facilitate the educational process. Additionally, students might also consider viewing sport programs (e.g., ESPN Outside the Lines; HBO Real Sports) and engaging in independent research pertaining to course topics. This class is all about expanding your horizons and learning more about yourself and others, and the implications this has for your life in general, and career in the (sport) workforce.
COURSE POLICIES AND EXPECTATIONS:

PLAGIARISM STATEMENT. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

AGGIE HONOR CODE. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

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

HARRASSMENT AND DISCRIMINATION. Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Please visit following website (http://student-rules.tamu.edu/statement.htm) for more information on the harassment and discrimination policy.
ATTENDANCE, MISSED ASSIGNMENTS, AND QUIZZES. The attendance policy for this class will be administered in accordance with Student Rule #7: http://student-rules.tamu.edu/rule07.

WRITTEN ASSIGNMENTS. All assignments are to be typed, using 1 inch margins, 12 point font, following APA formatting guidelines (double-spaced, in text references, reference list). Spelling, grammar, and formatting mistakes will count against the overall grade for the assignment. See the American Psychological Association Publications Manual (6th ed.). This is available at the campus bookstore or online at www.apa.org. Take advantage of the TAMU computer services and writing center at http://writingcenter.tamu.edu/

EMAIL PROFESSIONALISM. Consistent with Student Rule 61, email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it.
**POINT STRUCTURE:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Point</th>
<th>Percentage of Grade</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (13*20)</td>
<td>260</td>
<td>46%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>560</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**GRADING STRUCTURE:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>≤ 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS:**

**Quizzes** - Beginning in week 2, students will take quizzes on the assigned readings (see course calendar for dates). The quizzes will be multiple choice, true/false, and/or short answer and will cover the key points from each chapter and relevant readings. In many cases, these quizzes will serve as the basis of our class discussions for the day’s topic. There are a total of 15 assigned quizzes, but only the 13 best scores will be counted toward your final grade. The quizzes are worth 20 points apiece.

**Participation/Attendance** - If students are not present for class and not generally invested (mentally, physically, or otherwise) in the course throughout the entire semester, they will not be in a position to reap the benefits of taking this course; therefore, in-class and out of class assignments have been created to encourage full participation and investment in this course. Although there will be no official attendance policy per se, the instructor will keep track of student attendance by circulating an excel spreadsheet for students to sign during each class meeting. Students can earn up to 100 points in participation/attendance. Judgment as to whether or not individual students have satisfactorily met the requirements for participation points will be left ultimately to the instructor.

**Group Project & Presentation** - Students will work in groups of approximately five. Each group will choose a particular sport organization to focus on; your groups will be required to present on the following: 1) overview and background history of the organization; 2) diversity issues and challenges facing this organization; 3) potential strategies for addressing these issues and challenges; 4) a case study of an individual, group, and/or event (this could include historical or present-day figures or happenings) within the organization that has impacted diversity within the organization, and the implications this has for diversity management within this organization and others similar to it. Students should create something tangible that could be used and disseminated for educational purposes (e.g., poster, trading cards, book markers, etc.). More details on this activity will be offered throughout the semester.

**Final Exam** - This will cover content from our readings, class discussions and assignments, videos, guest presentations, and other related materials. More details are forthcoming.
COURSE CALENDAR AND ACTIVITIES

NOTE: This calendar is tentative (subject to change, pending circumstances)

Week 1 (August 28 & 30)
- Introductions and overview of course syllabus and expectations (Aug. 28)
- "Pie Chart" exercise and discussion (Aug. 30)
- Students given “Becoming a Minority” assignment
- Students assigned to groups

Week 2 (September 4 & 6)
- Lecture and Discussion on “Diversity Matters” (Read Chapter 1) Quiz 1 (Tues, Sept. 4)
- Theoretical Tenets of diversity (Read Chapter 2) Quiz 2 (Thurs, Sept 6)

Week 3 (September 11 & 13)
- Prejudice and Discrimination (Read Chapter 3); Quiz 3 (Tues, Sept 11)

Week 4 (September 18 & 20)
- Race and Ethnicity (Read Chapter 4); Quiz 4 (Tues, Sept. 18)
- Racial Awareness Autobiography Due

Week 5 (September 25 & 27)
- Sex and Gender (Read Chapter 5); Quiz 5 (Tues, Sept. 25)

Week 6 (October 2 & 4)
- Sexual Orientation (Read Chapter 10); Quiz 6 (Tues, Oct. 2)

Week 7 (October 9 & 11)
- Religion (Read Chapter 9); Quiz 7 (Tues, Oct. 9)

Week 8 (October 16 & 18)
- Appearance (Read Chapter 8); Quiz 8 (Tues, Oct. 16)

Week 9 (October 23 & 25)
- Age (Read Chapter 6); Quiz 9 (Tues., Oct. 23)
- Mental and Physical Ability (Read Chapter 7); Quiz 10 (Thurs., Oct. 25)

Week 10 (October 30 & November 1)
- Social Class (Read Chapter 11); Quiz 11 (Tues., Oct. 30)

Week 11 (November 6 & 8)
- Legal Aspects of Diversity (Read Chapter 12); Quiz 12 (Tues., Nov. 6)
Week 12 (November 13 & 15)
- Managing Diverse Organizations (Read Chapter 13); Quiz 13 (Tues., Nov. 13)
- Managing Diverse Groups (Read Chapter 14); Quiz 14 (Thurs., Nov. 15)

Week 13 (November 20 & 22)
- Diversity Training (Read Chapter 15); Quiz 15 (Tues., Nov. 20)
- No Class on Thursday, November 22 (Thanksgiving holiday observed)

Week 14 (November 27 & 29)
- “Becoming a Minority” Assignment Due; class discussion (Tues, Nov. 27)
- Student Presentations (Thurs., Nov. 29)

Week 15 (December 4 & 6)
- Student Presentations (Tuesday is last day of classes)
- No class on Thursday; Redefined day

Final Exam: Wednesday, December 12, 8-10 am
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health & Kinesiology

2. Course prefix and number: SPMT.337

3. Texas Common Course Number: N/A

4. Complete course title: International Sport Business

5. Semester credit hours: 3

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

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

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

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

10. Number of students per semester: +/- 275 average

11. Historic annual enrollment for the last three years: 529 696 697

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

12. Submitted by:
   course instructor: Gregg Bennett
   Date: 3-29-13

13. Approvals:
   department head:
   Date: 4-14-13

14. College Dean/Designee:
   Date: 4-14-13

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

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

Foundational Component Area: Social and Behavioral Sciences

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

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

The main objective of SPMT 337 (International Sport Business) is to make students aware of the magnitude of the global expansion and development of sport, to familiarize them with major "players" (firms and organizations) on the global scene, major issues in global sports, and to emphasize the business opportunities that are created internationally. Thus, the exploration of behavior and interactions among people, groups, institutions and events is central to this course.

It should be noted that we are currently updating the course and plan to have two separate syllabi for summer course offerings this summer. The course is delivered online, two sections will be offered. One will be the traditional online course (599 sections) the other A2G.

Core Objectives

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

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

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

Critical thinking will be addressed by requiring students to read current academic and mainstream literature (i.e., from both the academic and popular press). More specifically, students will be assessed on the readings via examinations and quizzes. The A2G sections of the course will have reflective paper writing assignments that assess their ability to respond to higher order thinking questions via short answer responses following readings. For example, students will provide a brief summary of the key points of the article, but more importantly, critically reflect upon the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications.

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

In the both the A2G and traditional sections of the course, communication will be addressed by engaging students in written, verbal, and visual communication.

Written: In the A2G sections, students will be required to respond to essay and short answer exam questions. These questions will be designed to assess their capacity to communicate well with written expression.
A2G sections will also be required to complete a research paper titled sports across the globe. In this paper, students will research the development and current status of a sport in a different country, while providing a general profile of the country investigated (location, population, language, religion, political status, major industries; historical background of sports and athletic competitions in that country; popular participation and spectator sports, major competitions in that country; national governing bodies; political conditions that have had a significant impact on the organization of sport in that country; government involvement in the organization of sport; the sport’s influence in the country and across the globe (if applicable). Students will be instructed to clearly develop their ideas by incorporating relevant content while integrating concepts learned in class. Additionally, students will provide support for their ideas by citing five credible sources pertinent to the topic and subject matter. A rubric will be created to test/evaluate how well students communicate their purpose and understanding of the topic; the construction and development of ideas; the organization, grammar, and formatting; the inclusion of five sources and adherence to APA guidelines; and overall quality of written communication (language use and clarity).

Traditional 599 sections will construct reaction responses to current global sports issues that they post in an online discussion forum two times during the semester. These responses will be assessed based upon the students ability to provide a grammatically sound reaction to the complex problem described.

Oral and visual: Once A2G students finish their “Sports Across the Globe” papers, they will be asked to expand on their ideas via an oral presentation. Since this course is offered online, all students will video their presentations, and submit both their video and PowerPoint slides. At the beginning of the presentation, each student will be expected to briefly describe the country and sport they researched. The purpose of this presentation is to enhance students’ knowledge about international sport business and demonstrate a thorough understanding of the concepts and reading materials presented in class. Students will be graded on the composition and cohesiveness of the presentation; use and style of language and creativeness regarding their video presentations; preparation and ability to engage the audience; the integration of relevant examples and credible sources; and their capacity to construct a powerful message and clearly articulate thoughts and ideas.

Students in the 599 sections will post a video response to one of the reaction papers for a total of three reaction paper responses for the semester. A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing. Students will be graded/evaluated on a) how well and clearly they convey their message, and b) level of knowledge/understanding of topic.

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

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory involving international sport business. Students’ knowledge of these skills will primarily be tested/evaluated on exams (i.e., multiple choice and true/false). Students in the A2G sections, as part of the sports across the globe assignment, will be asked to compare the sports they research with popular sports in America by quantifying participation numbers by athletes, revenue produced by the sport, and spectator participation numbers (i.e. attendance). Students will be encouraged to provide comparisons via charts, graphs or geometric figures. For students in the 599 sections, the third video reaction paper will mirror this portion of the A2G sports across the globe assignment. That is, they will be asked to research a global sport and compare it to a traditional, popular sport in America with a specific focus on participation numbers, revenue produced, and spectator participation numbers. A rubric will be developed to assess how well the students obtain and subsequently compare and analyze the empirical and quantitative data.
Texas A&M University

Core Curriculum

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

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

Social Responsibility will be addressed primarily by having students read about various topics related to international sport. Topics and course objectives include intercultural competence, civic responsibility and the ability to engage in global communities as core tenets of the class.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
TEXAS A&M UNIVERSITY  
Department of Health and Kinesiology  

SPMT 337 –A2G  
International Sport Business  
Fall 2013

Instructor:  Gregg Bennett, Ed.D.  
Associate Professor and Director of CSMRE  
Blocker 338  
gbennett@hlkn.tamu.edu  
979.845.0156  
http://csmre.net/  
Department of Sport Management  
Texas A&M University

Graduate Assistants:  Courtney Hodge, Jami Lobpries, and Brandon Brown  
Office:  341 Blocker  
Office Hours:  By appointment only  
Email:  courtneymhodge@neo.tamu.edu (best method of contact)

ATTENTION: Dr. Bennett is the instructor on record for SPMT 337. If you have any questions, please contact him at GBennett@hlkn.tamu.edu. You can also contact Courtney Hodge at courtneymhodge@neo.tamu.edu.

Course Overview:  
The main objective of this course is to make students aware of the magnitude of the global expansion and development of sport, to familiarize them with major “players” (firms and organizations) on the global scene, major issues in global sports, and to emphasize the business opportunities that are created internationally. An underlying thesis focuses on the contrasts from the US (and yes, Texas) sport industry to foreign markets.

Objectives  
- Understand the body of knowledge in international sport business  
- Develop a knowledge base regarding international sport business research  
- Become aware of the regional, national, and geographic sports culture  
- Develop a knowledge base regarding international sporting events  
- Appreciate the complexity of international governing bodies of sport  
- Understand the historical development of international sport business and global sport expansion  
- Describe U.S. global sport exportation and importation  
- Comprehend international monetary systems  
- Discuss economic integration as it relates to global markets  
- Learn concepts, principles, and terminology as it relates to international sport marketing  
- Critically examine the promotion of international sports products  
- Understand the complexity of licensing and merchandizing of sport in international markets  
- Understand the historical development and importance of The Olympic Movement
• Obtain an understanding of the plethora of opportunities for a career in the international sport business industry
• Identify major social, cultural, ethical, and business issues facing international sport business

Course Materials:
• Video lectures and notes will be available on the course website.
• There is no book required for this course

Please keep in mind that as you work through the course materials, you may contact Courtney Hodge if you need clarification on any of the course content.

Course Website:
This section of SPMT 337 is the on-line version of the course and is designed for students to work independently to master course content and skills. The lectures, notes, and materials for this course are provided on the course website: http://courses.cehd.tamu.edu (please bookmark this site). To access the course content please follow these steps:

1. Go to http://courses.cehd.tamu.edu
2. Click on "Login for Texas A&M Faculty, Staff, and Students"
3. When prompted, enter your NetID and password
4. Then click on the link for “SPMT 337 International Sport Business”
5. Once logged into the course you will use the links located in the course menu on the homepage to navigate through the course content.

Required Software:
• Internet Explorer or Firefox
• Windows Media Player
• NEO
• Adobe Reader (most recent version)
**A link is provided on the course website in the “Course Menu” under “Required Materials.” If you need any assistance with the required software please contact Courtney Hodge

Technical Support:
If you are experiencing any technical problems with the website or the course lectures please contact Courtney Hodge @ courtneymhodge@neo.tamu.edu. This is the quickest way to receive technical assistance regarding issues with the website or software required for the course.

Course Grades:
The grade received on your quizzes and exams will be counted as total course points towards your final grade. The total class points will be 100; 10 points for quizzes (with lowest score being dropped) and 90 points for exams (each exam is 30 points). Note: The exams are not cumulative. All assignments are posted and must be completed on the course website no later than 5:00pm on the due date. Any assignments that are emailed to the course email address will not be accepted. Completion of all assignments is up to you, please take note of all due dates and exam times now. Make up exams will only be given to students with University Excused absences. If you have a University Excused absence, please notify the instructor as soon as possible to ensure the exam is made up in a timely manner. For more information on
the University’s Attendance and Absence policy, please visit http://student-rules.tamu.edu/rule07.

Grades in SPMT 337 will be determined according the following course point structure:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>20 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20 points</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20 points</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20 points</td>
</tr>
<tr>
<td>Video Presentation</td>
<td>10 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
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Letter grades will be assigned according to the following course point structure:

- A = 90 - 100 points
- B = 80 - 89 points
- C = 70 - 79 points
- D = 60 - 69 points
- F = 60 points and below

It is your responsibility to earn the grade you would like to receive in this course, therefore no extra credit opportunities will be given throughout the duration of the course. Please do not contact Courtney or Dr. Bennett to request extra credit, as the entire class will be notified should an extra credit opportunity become available. In addition, the grade you earned is the grade you will be given. If you email Courtney or Dr. Bennett requesting a curve, asking if you have another point or two, or anything similar to that, we will not respond.

Study & Preparation Suggestions:

- SPMT 337 is a challenging course and you should expect to spend at least 20-30 hours per week on this course.
- Listen to the online orientation or schedule an appointment by e-mailing courtneyhmhodge@neo.tamu.edu to discuss any questions or problems with the course content.
- Complete all readings as assigned.
- Print out the notes and take detailed notes from the lecture. You must listen to the lecture.
- Regularly review your slides and class notes.
- Locate the testing room the night before the exam.
- Regularly check the website and your neo account for any updated course information.
- Ask any questions you may have regarding the course content and readings. The graduate assistant is always here to help you throughout the entire course.

**Quizzes (10 points):** There will be three “open-book” reading quizzes throughout the semester. Quizzes will be proctored through the Moodle course website (see address above). These online quizzes are designed to help you assess your mastery of chapter material and to
expose you to the type of questions you may expect to see on the exams. In addition, it is our way of making sure you are keeping up with the course. That is why you are only asked questions from the first few lectures and readings.

All online quizzes are to be individual assignments. If you are suspected to be completing course assignments with another person or within a group, as determined by activity reports on the course website, you will be contacted and given the option for adjudication. At the bottom of each module page, you will find the link to each module quiz. Once you click on the link you will be redirected to the module quiz, complete with directions and another link to take the quiz when you are ready. **You will be given 15 minutes to complete each quiz and you will only have one attempt.** To complete the quiz and submit it for grading you must click on the “submit all and finish button.” If you click on the “save without submitting” button the timer will continue to count down and at the end of 15 minutes your quiz will automatically be submitted even if you log off the course website. When you complete the quiz, you will see only your quiz score. If you want to review your quiz you will have to go to Courtney Hodge’s office hours. You will be responsible for completing each module quiz by the assigned due date. Each quiz has questions and is worth 5 points. **The lowest scored quiz will be dropped.**

**Warning:** On all quizzes there is a 15 minute time limit. You will receive a zero if you do not submit your grade before the time limit is up. Remember to save your answers before submitting your quiz.

**Quiz 1 due on or before Monday, February 4th.**
Quiz 1 only covers:

- Video: Course Intro file
- Lecture Video: Is it not in the triangle? An overview of International Sport Business (ISB) file
  - Notes: Is it not in the triangle? An overview of International Sport Business (ISB) PDF document
  - Reading: The Globalization of North American major sports leagues – it can’t be stopped file
  - Reading: Economic globalization of sport PDF document
- Lecture Video: They did all that without the Internet? History of ISB file
  - Notes: They did all that without the Internet? History of ISB PDF document
  - Reading: Ambassadors in Pinstripes PDF document

**Quiz 2 due before Friday, March 8th.**
Quiz 2 only covers:

- Lecture Video: International Sports Events (Part 1) file
  - Notes: International Sporting Events I PDF document
  - Reading: Rings Side Seat PDF document
  - Reading: International Olympic Committee file
- Lecture Video: International Sports Events (Part 2) file
  - Notes: International Sporting Events II PDF document
  - Reading: History of FIFA PDF document
  - Reading: History of Formula One file

**Quiz 3 due on or before Monday, April 15th.**
Quiz 3 only covers:

- Lecture Video: Case Study Brazil file
  - Notes: Case Study Brazil PowerPoint presentation
- Lecture Video: Case Study Cuba file
  - Notes: Case Study Cuba PowerPoint presentation
- Lecture Video: Case Study England file
  - Notes: Case Study England PowerPoint presentation
"Sports Across the Globe" Research Paper (20 Points): Each student will develop a research paper over the development and current status of a sport in a different country, while providing a general profile of the country investigated (location, population, language, religion, political status, major industries); historical background of sports and athletic competitions in that country; popular participation and spectator sports; major competitions in that country; national governing bodies; political conditions that have had a significant impact on the organization of sport in that country; government involvement in that organization of sport; the sport’s influence across that country and across the globe (if applicable). You must provide a MINIMUM of 5 credible sources (academic journals) pertinent to the topic and subject matter. Each student will be graded on their ability to communicate their purpose and understanding of the topic; the construction and development of ideas; the organization, grammar, and use of formatting; the inclusion of five sources and adherence to APA guidelines; and overall quality of written communication. A detailed rubric can be found on the course website.

Papers are due April 30th by 11:59 PM. Failure to turn in your paper by the due date will result in a 10 point reduction. Papers turned in three days late will not be accepted.

"Sports Across the Globe" Video Presentation (10 points): You will each use your "Sports Across the Globe" research papers to develop a video and PowerPoint presentation. Videos and slides must be uploaded to the course website by April 30th by 11:59 PM. In the presentation, you will be expected to briefly describe the country and sport you chose to research, and demonstrate a thorough understanding of your topic and how it applies to course concepts. PowerPoint presentations must have a minimum of 10 slides (excluding title slides). You will be graded on the composition and cohesiveness of your presentation; your use and style of language; creativity; preparation and your ability to engage the audience; integration of relevant and credible sources; and your capacity to construct a powerful message and clearly articulate your thoughts. For a detailed outline of the rubric and presentation objectives, please visit the course website.

Presentations are due April 30th by 11:59 PM. Failure to turn in your paper by the due date will result in a 5 point reduction. Presentations turned in three days late will not be accepted.

Exams and Procedures (60 points): Three examinations, each covering one learning module, will be opened for 24 hour periods on the course website. Each module will have one examination and will be worth 20 points each. The exams consists of 50 multiple choice questions. While exams are taken online, you are not to use your notes or text book on the exam. Exams will be taken on the computer. Students must take exams within each 24 hour time period allotted. Each exam will be worth 20 points of your final course points. You will be given 45 minutes to complete each exam and you will only have one attempt. (Note: the times below show that you only get 30 minutes. This is done because many people finish within 30 minutes. Regardless of your time, you will get 45 minutes if you want it.)

Please take note of your designated exam date and time. If you are unable attend on your designated time, you must email courtneymhodge@neo.tamu.edu 48 hours prior to the first night of testing with an excused absence (please see acceptable rescheduling reasons below). In the very rare instance where a student cannot take the test in a 24 hour period, the teaching assistant will create a make up exam with password access.
unique to the student taking the exam late.

Exam 1 (Module I): Friday, February 22nd covers Module 1 and is worth 20 points. The exam times will be based on students’ last names:

<table>
<thead>
<tr>
<th>Exam 1 (Module 1) schedule</th>
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<tbody>
<tr>
<td>Time &amp; Date Exam Opens:</td>
</tr>
<tr>
<td>Thursday, February 21st-</td>
</tr>
<tr>
<td>Friday, February 22nd</td>
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<tr>
<td>All exams will be taken on your computers. Exams are closed note/closed book.</td>
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Exam 2 (Module II): Thursday, March 28th Module 2 and is worth 20 points. The exam times will be based on students’ last names:

<table>
<thead>
<tr>
<th>Exam 2 (Module 2) schedule</th>
</tr>
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<tbody>
<tr>
<td>Time &amp; Date Exam Opens:</td>
</tr>
<tr>
<td>Thursday, March 28th-</td>
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<tr>
<td>Friday, March 29th</td>
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<tr>
<td>All exams will be taken on your computers. Exams are closed note/closed book.</td>
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</table>

Exam 3 (Module III): Thursday May 2nd covers Module 3 and is worth 20 points. The exam times will be based on students’ last names:

<table>
<thead>
<tr>
<th>Exam 3 (Module 3) schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time &amp; Date Exam Opens:</td>
</tr>
<tr>
<td>Thursday, May 2nd-</td>
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<tr>
<td>Friday, May 3rd</td>
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<td></td>
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<tr>
<td>All exams will be taken on your computers. Exams are closed note/closed book.</td>
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</table>

When a test is not taken prior to the scheduled exam date, you fail to take the exam on the approved date and/or documentation of absence is not provided to your graduate assistant, a grade of "0" will be given.
If you have any conflict with either of your scheduled exam dates please read the rescheduling instructions located below:

- **Acceptable Rescheduling Reasons:** Please note that it is your responsibility to provide proper documentation to substantiate that your absence is excused (according to Texas A&M University regulations). **You MUST provide documentation of your acceptable excuse at least 48 business hours prior to the first testing night.** Below are some examples of the acceptable rescheduling reasons:
  - Have a class at the same time (your official class schedule will need to be submitted)
  - Documented illness or injury (doctor’s note needs to be submitted)
  - Any reason for which you can produce a university excused absence

- **Unacceptable Rescheduling Reasons:** If you have an unacceptable reason that prevents from taking the exam on the schedule night, please contact your graduate assistant to make other arrangements *prior* to exam night. If you do not have an acceptable reason for rescheduling your exam and you do not take your exam early, you will receive a zero for an exam grade.
  - Conflict with extracurricular activities
  - Undocumented personal illness
  - Conflict with athletic practices

- **Make up Exams for Acceptable Rescheduling Reason:**
  - You will be allowed to take the exam in our office before the scheduled exam nights or on exam days. The day and time of your rescheduled exam will need to be approved by your graduate assistant.
  - If you miss your scheduled exam date and cannot provide documentation of an approved excuse, you will not be allowed to make up the exam. A score of 0 will be given

**Academic Honesty:**
The Aggie Honor Code states:

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

Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. Please think about what this honor code means, and let it shape and guide your behavior. For additional information please visit: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

**Academic Dishonesty Procedures:**
Should you be suspected of academic dishonesty, the course instructor will have the option to send the matter to the Honor Council or can adjudicate the case through the department. You will be notified via e-mail of the intent to submit the case to the Honor Council or of the appropriate steps to take to adjudicate the matter through the department. Texas A&M University is required by law to discuss these matters only with the student. The instructors, staff, and graduate assistants of the Office of Health Informatics cannot and will not discuss any academic issues with anyone other than the student including parents and/or guardians.

There is no cheating permitted. **During the exam only one window that of the class website (exam) is allowed open. If multiple windows during the exam this is cheating. We are able to check website activity.**
Student Services for Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Department of Student Life, Services for Students with Disabilities, in Room 118 in the Cain Building or call 979-845-1637.

The exams will not be comprehensive. The specific content to be covered on each exam is outlined below.

EXAM 1 OUTLINE

- Video: Course Intro file
- Lecture Video: It is not in the triangle? An overview of International Sport Business (ISB) file
  - Notes: It is not in the triangle? An overview of International Sport Business (ISB) PDF document
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- Lecture Video: They did all that without the Internet? History of ISB file
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- Module 1 Quiz
- Lecture Video: The Cowboysization of Sport: Sport as a Globalization Agent file
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  - Reading: Soccer vs. McDonald PDF document
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  - Notes: It's like Art Vandelay's line of work: Importing and Exporting American Sport PDF document
- Lecture Video: We play futbol too: Cultural Implications in ISB file
  - Notes: We play futbol too: Cultural Implications in ISB

EXAM 2 OUTLINE

- Lecture Video: International Sports Events (Part 1) file
  - Notes: International Sporting Events I PDF document
  - Reading: Rings Side Seat PDF document
  - Reading: International Olympic Committee file
- Lecture Video: International Sports Events (Part 2) file
  - Notes: International Sporting Events II PDF document
  - Reading: History of FIFA PDF document
  - Reading: History of Formula One file
- Module II Quiz 2
- Lecture Video: International Sports Marketing (Part 1) file
  - Notes: International Sport Marketing I PDF document
  - Reading: Global Brand Equity PDF document
- Lecture Video: International Sports Marketing (Part 2) file
  - Notes: International Sport Marketing II PDF document
- Lecture Video: Global Sport Sponsorship file
EXAM 2—The Exam 2 will cover MODULE 2. The Exam dates and times are above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneymhodge@neo.tamu.edu

Exam 3 OUTLINE

- Lecture Video: Case Study Brazil file
  - Notes: Case Study Brazil PowerPoint presentation
- Lecture Video: Case Study Cuba file
  - Notes: Case Study Cuba PowerPoint presentation
- Lecture Video: Case Study England file
  - Notes: Case Study England PowerPoint presentation
- Quiz 3
- Lecture Video: Case Study Japan file
  - Notes: Case Study Japan PowerPoint presentation
- Lecture Video: Case Study Canada file
  - Notes: Case Study Canada PowerPoint presentation
- Lecture Video: Case Study Australia file
  - Notes: Case Study Australia PowerPoint presentation

EXAM 3—The Exam 3 will cover MODULE 3. Please bring your student ID. The Exam dates and times are listed above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneymhodge@neo.tamu.edu

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

Disclaimer:
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Caveat:
The schedule and procedures in this course are subject to change in the event of extenuating circumstances.
Instructor: Gregg Bennett, Ed.D.
Associate Professor and Director of CSMRE
Blocker 338
gbennett@hlkn.tamu.edu
979.845.0156
http://csmre.net/
Department of Sport Management
Texas A&M University

Graduate Assistants: Courtney Hodge, Jami Lobpries, and Brandon Brown
Office: 341 Blocker
Office Hours: By appointment only
Email: courtneymhodge@neo.tamu.edu (best method of contact)

ATTENTION: Dr. Bennett is the instructor on record for SPMT 337. If you have any questions, please contact him at GBennett@hlkn.tamu.edu. You can also contact Courtney Hodge at courtneymhodge@neo.tamu.edu.

Course Overview:
The main objective of this course is to make students aware of the magnitude of the global expansion and development of sport, to familiarize them with major “players” (firms and organizations) on the global scene, major issues in global sports, and to emphasize the business opportunities that are created internationally. An underlying thesis focuses on the contrasts from the US (and yes, Texas) sport industry to foreign markets.

Objectives
- Understand the body of knowledge in international sport business
- Develop a knowledge base regarding international sport business research
- Become aware of the regional, national, and geographic sports culture
- Develop a knowledge base regarding international sporting events
- Appreciate the complexity of international governing bodies of sport
- Understand the historical development of international sport business and global sport expansion
- Describe U.S. global sport exportation and importation
- Comprehend international monetary systems
- Discuss economic integration as it relates to global markets
- Learn concepts, principles, and terminology as it relates to international sport marketing
- Critically examine the promotion of international sports products
- Understand the complexity of licensing and merchandizing of sport in international markets
- Understand the historical development and importance of The Olympic Movement
• Obtain an understanding of the plethora of opportunities for a career in the international sport business industry
• Identify major social, cultural, ethical, and business issues facing international sport business

Course Materials:
• Video lectures and notes will be available on the course website.
• There is no book required for this course

Please keep in mind that as you work through the course materials, you may contact Courtney Hodge if you need clarification on any of the course content.

Course Website:
This section of SPMT 337 is the on-line version of the course and is designed for students to work independently to master course content and skills. The lectures, notes, and materials for this course are provided on the course website: http://courses.cehd.tamu.edu (please bookmark this site). To access the course content please follow these steps:

1. Go to http://courses.cehd.tamu.edu
2. Click on “Login for Texas A&M Faculty, Staff, and Students”
3. When prompted, enter your NetID and password
4. Then click on the link for “SPMT 337 International Sport Business”
5. Once logged into the course you will use the links located in the course menu on the homepage to navigate through the course content.

Required Software:
• Internet Explorer or Firefox
• Windows Media Player
• NEO
• Adobe Reader (most recent version)

**A link is provided on the course website in the “Course Menu” under “Required Materials.” If you need any assistance with the required software please contact Courtney Hodge

Technical Support:
If you are experiencing any technical problems with the website or the course lectures please contact Courtney Hodge @ courtneymhodge@neo.tamu.edu. This is the quickest way to receive technical assistance regarding issues with the website or software required for the course.

Course Grades:
The grade received on your reaction papers, individual video responses to reaction papers, quizzes and exams will be counted as total course points towards your final grade. The total class points will be 100; 10 points for reaction papers (5 points each), 5 points for a video response on a reaction paper posted on the class discussion board, 10 points for quizzes (with lowest score being dropped) and 75 points for exams (each exam is 30 points). Note: The exams are not cumulative. All assignments are posted and must be completed on the course website no later than 5:00pm on the due date. Any assignments that are emailed to the course email address will not be accepted. Completion of all assignments is up to you, please take note of all due dates and exam times now. Make up exams will only be given to students with
University Excused absences. If you have a University Excused absence, please notify the instructor as soon as possible to ensure the exam is made up in a timely manner. For more information on the University's Attendance and Absence policy, please visit http://student-rules.tamu.edu/rule07.

Grades in SPMT 337 will be determined according the following course point structure:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction papers (2)</td>
<td>10</td>
</tr>
<tr>
<td>Reaction paper responses</td>
<td>5</td>
</tr>
<tr>
<td>Exam 1</td>
<td>25</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25</td>
</tr>
<tr>
<td>Exam 3</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following course point structure:
- A = 90 - 100 points
- B = 80 – 89 points
- C = 70 – 79 points
- D = 60 – 69 points
- F = 60 points and below

It is your responsibility to earn the grade you would like to receive in this course, therefore no extra credit opportunities will be given throughout the duration of the course. Please do not contact Courtney or Dr. Bennett to request extra credit, as the entire class will be notified should an extra credit opportunity become available. In addition, the grade you earned is the grade you will be given. If you email Courtney or Dr. Bennett requesting a curve, asking if you have another point or two, or anything similar to that, we will not respond.

Study & Preparation Suggestions:
- SPMT 337 is a challenging course and you should expect to spend at least 20-30 hours per week on this course.
- Listen to the online orientation or schedule an appointment by e-mailing courtneymhodge@neo.tamu.edu to discuss any questions or problems with the course content.
- Complete all readings as assigned.
- Print out the notes and take detailed notes from the lecture. You must listen to the lecture.
- Regularly review your slides and class notes.
- Locate the testing room the night before the exam.
- Regularly check the website and your neo account for any updated course information.
- Ask any questions you may have regarding the course content and readings. The graduate assistant is always here to help you throughout the entire course.

Quizzes (10 points): There will be three “open-book” reading quizzes throughout the
semester. Quizzes will be proctored through the Moodle course website (see address above). These online quizzes are designed to help you assess your mastery of chapter material and to expose you to the type of questions you may expect to see on the exams. It addition, it is our way of making sure you are keeping up with the course. That is why you are only asked questions from the first few lectures and readings.

All online quizzes are to be individual assignments. If you are suspected to be completing course assignments with another person or within a group, as determined by activity reports on the course website, you will be contacted and given the option for adjudication. At the bottom of each module page, you will find the link to each module quiz. Once you click on the link you will be redirected to the module quiz, complete with directions and another link to take the quiz when you are ready. You will be given 15 minutes to complete each quiz and you will only have one attempt. To complete the quiz and submit it for grading you must click on the "submit all and finish button." If you click on the "save without submitting" button the timer will continue to countdown and at the end of 15 minutes your quiz will automatically be submitted even if you log off the course website. When you complete the quiz, you will see only your quiz score. If you want to review your quiz you will have to go to Courtney Hodge's office hours. You will be responsible for completing each module quiz by the assigned due date. Each quiz has 5 questions and is worth 5 points. The lowest scored quiz will be dropped.

**Warning:** On all quizzes there is a 15 minute time limit. You will receive a zero if you do not submit your grade before the time limit is up. Remember to save your answers before submitting your quiz.

**Quiz 1 due on or before Monday, September 25th.**

Quiz 1 only covers:

- Video: Course Intro file
- Lecture Video: It is not in the triangle? An overview of International Sport Business (ISB) file
  - Notes: It is not in the triangle? An overview of International Sport Business (ISB) PDF document
- Notes: The Globalization of North American major sports leagues -- it can't be stopped file
- Notes: Economic globalization of sport PDF document
- Reading: International Olympic Committee file
- Reading: History of FIFA PDF document
- Reading: History of Formula One file

**Quiz 2 due before Friday, October 15th.**

Quiz 2 only covers:

- Lecture Video: International Sports Events (Part 1) file
  - Notes: International Sporting Events I PDF document
  - Reading: Rings Side Seat PDF document
  - Reading: International Olympic Committee file
  - Reading: International Olympic Committee file
- Lecture Video: International Sports Events (Part 2) file
  - Notes: International Sporting Events II PDF document
  - Reading: History of FIFA PDF document
  - Reading: History of Formula One file

**Quiz 3 due on or before Monday, Nov. 18th.**

Quiz 3 only covers:

- Lecture Video: Case Study Brazil file
  - Notes: Case Study Brazil PowerPoint presentation
- Lecture Video: Case Study Cuba file
  - Notes: Case Study Cuba PowerPoint presentation
Reaction Papers (10 points): Students will post reaction responses to current global sports issues. You will post these responses in an online discussion forum two times during the semester. These responses will be assessed based upon the student’s ability to provide a grammatically sound reaction to the complex problem described. For a detailed look at the assignment, see the rubric posted on the course website.

Video Response (5 points): Students will post a video response to one of the reaction papers. Students will be evaluated on (a) how well and clearly they convey their message and (b) level of knowledge and understanding of the topic presented. For a detailed look at the assignment, see the rubric posted on the course website.

Exams and Procedures (75 points): Three examinations, each covering one learning module, will be proctored throughout the semester. Each module will have one examination and will be worth 25 points each. The exam consists of 50 multiple choice questions. Exams will be given on the second floor of the Student Computing Center (SCC 210F). Please bring your university ID with you. Exams will be taken on the computer. Each exam will be worth 25 points of your final course points. You will be given 45 minutes to complete each exam and you will only have one attempt. (Note: the times below show that you only get 30 minutes. This is done because many people finish within 30 minutes. Regardless of your time, you will get 45 minutes if you want it.)

Please take note of your designated exam date and time. If you are unable to attend on your designated time, you must email courtneymhodge@neo.tamu.edu 48 hours prior to the first night of testing with an excused absence (please see acceptable rescheduling reasons below). In the very rare instance where a student cannot make it to campus, it is possible to arrange a proctor to oversee the exam. The proctor’s name and contact information (i.e., phone, email, fax, and location) must be provided to the instructor at least one week prior to the exam. A copy of the exam will then be sent to the proctor, who will in turn administer it to the student. Taking the exam from a proctor is contingent upon instructor approval. Proctors can be found at organizations such as Sylvan Learning Center, local universities, and the like.

Exam 1 (Module I): Thursday, September 28th covers Module 1 and is worth 25 points. The exam 1 times will be based on students’ last names:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>Time</th>
<th>All exams will be held on the second floor of the Student Computing Center (SCC RM 210 F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – I</td>
<td>6:00pm</td>
<td></td>
</tr>
<tr>
<td>J – Q</td>
<td>6:35pm</td>
<td></td>
</tr>
<tr>
<td>R – Z</td>
<td>7:05pm</td>
<td></td>
</tr>
</tbody>
</table>

Exam 2 (Module II): Thursday, October 24th Module 2 and is worth 25 points. The exam 2 times will be based on students’ last names:
Exam 2 (Module 2) schedule

<table>
<thead>
<tr>
<th>Last Name</th>
<th>Time</th>
<th>All exams will be held on the second floor of the Student Computing Center (SCC RM 210 F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, Oct. 24th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A - I</td>
<td>6:00pm</td>
<td></td>
</tr>
<tr>
<td>J - Q</td>
<td>6:35pm</td>
<td></td>
</tr>
<tr>
<td>R - Z</td>
<td>7:05pm</td>
<td></td>
</tr>
</tbody>
</table>

Exam 3 (Module III): Thursday, November 21st covers Module 3 and is worth 25 points. The exam 3 times will be based on students' last names:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>Time</th>
<th>All exams will be held on the second floor of the Student Computing Center (SCC RM 210 F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, Nov. 21st</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A - I</td>
<td>6:00pm</td>
<td></td>
</tr>
<tr>
<td>J - Q</td>
<td>6:35pm</td>
<td></td>
</tr>
<tr>
<td>R - Z</td>
<td>7:05pm</td>
<td></td>
</tr>
</tbody>
</table>

When a test is not taken prior to the scheduled exam night, you fail to take the exam on the approved exam night and/or documentation of absence is not provided to your graduate assistant, a grade of "0" will be given.

If you have any conflict with either of your scheduled exam dates please read the rescheduling instructions located below:

- **Acceptable Rescheduling Reasons**: Please note that it is your responsibility to provide proper documentation to substantiate that your absence is excused (according to Texas A&M University regulations). You **MUST provide documentation of your acceptable excuse at least 48 business hours prior to the first testing night**. Below are some examples of the acceptable rescheduling reasons:
  - Have a class at the same time (your official class schedule will need to be submitted)
  - Documented illness or injury (doctor's note needs to be submitted)
  - Any reason for which you can produce a university excused absence

- **Unacceptable Rescheduling Reasons**: If you have an unacceptable reason that prevents from taking the exam on the schedule night, please contact your
graduate assistant to make other arrangements prior to exam night. If you do not have an acceptable reason for rescheduling your exam and you do not take your exam early, you will receive a zero for an exam grade.

- Conflict with extracurricular activities
- Undocumented personal illness
- Conflict with athletic practices

- Make up Exams for Acceptable Rescheduling Reason:
  - You will be allowed to take the exam in our office before the scheduled exam nights or on exam days. The day and time of your rescheduled exam will need to be approved by your graduate assistant.
  - If you miss your scheduled exam date and cannot provide documentation of an approved excuse, you will not be allowed to make up the exam. A score of 0 will be given

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EXAM 1-- The Exam 1 will cover MODULE 1. Please bring your student ID. Please see the dates and times above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneymhodge@neo.tamu.edu

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  - Reading: History of FIFA PDF document
  - Reading: History of Formula One file
- Module II Quiz 2
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  - Reading: Global Brand Equity PDF document
- Lecture Video: International Sports Marketing (Part 2) file
  - Notes: International Sport Marketing II PDF document
- Lecture Video: Global Sport Sponsorship file
  - Notes: Global Sport Sponsorship PDF document
  - Reading: The Global Age PDF document
  - Reading: Global Sport Sponsorship PDF document
- Lecture Video: Licensing & Merchandising file
  - Notes: Licensing and Merchandising PDF document
- Lecture Video: Internet and Competitive Advantage in Global Sports file
  - Notes: The Internet and Competitive Advantage in Global Sport PDF document

EXAM 2-- The Exam 2 will cover MODULE 2. Please bring your student ID. The Exam dates and times are above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneymhodge@neo.tamu.edu

Exam 3 OUTLINE
EXAM 3—The Exam 3 will cover MODULE 3. Please bring your student ID. The Exam dates and times are listed above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneymhodge@neo.tamu.edu

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