ICD ONLY

(CC APPROVED)
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ANTH 225
   3. Texas Common Course Number: 2401

4. Complete course title: Introduction to Biological Anthropology
   5. Semester credit hours: 4

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

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes □ No
   (Pending ICD Approval by CCC, July 1st)

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

9. Number of class sections per semester: 4

10. Number of students per semester: 70


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: 3/24/2013

14. Department Head
   [Signature]
   Date: 3/27/2013

15. College Dean/Designee
   [Signature]
   Date: Mar. 28, 2013
   Associate Provost for Undergraduate Studies

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

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

Foundational Component Area: Life and Physical Sciences

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

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

Life and physical sciences focus on describing, explaining, and predicting natural phenomena using the scientific method. Biological Anthropology is among the most scientifically oriented endeavors within the Liberal Arts, focusing on rigorous data collection and hypothesis testing to advance our understanding of one of the core unifying principles of all life sciences: evolution. Biological anthropologists study living primates using well established wildlife research techniques. They examine, measure, and analyze the skulls, jaws, teeth, and skeletons of both modern humans and primates, as well as the fossil ancestors of these groups. Biological anthropologists investigate the DNA of living and fossil primates, and undertake research into the isotope chemistry underlying the diets of living and fossil primates. And, biological anthropologists are deeply involved in the forensic sciences. All of this research is undertaken with the aim of understanding and explaining the biological diversity of primates worldwide, including humans and our fossil ancestors. The ultimate goal is to better understand the complex interactions between climate/environment/ecology and human and primate populations, and how these external factors have influenced primate and human evolution. If we want to understand what makes us human, we must first recognize our primate heritage, as well as our deeper mammalian heritage. Only then can we grasp how the natural world has shaped our evolutionary history, and resulted in the diverse array of biological adaptations that characterizes modern Homo sapiens. Students receive detailed and integrated lectures in the classroom setting, as well as hands-on practical experience with conducting biological anthropological research in a weekly laboratory setting.

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 on 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):

Evolution is a controversial topic, in particular human evolution. In both the lecture and lab settings, students are encouraged to think critically about their preconceived ideas, religious or otherwise, and to reflect on how they know what they think they know. Within paleoanthropology, the study of human evolution, there is often controversy over the exact position of various fossil species in the line leading to humans. As a result, students are also challenged to think critically about the fossil evidence for human evolution presented to them, as well as the various interpretations of that evidence that scientists have made. In the labs, students are provided with various datasets for them to evaluate and analyze, and to use to develop their own understanding of what the various lines of evidence tell us. These include inquiries into the structure of the cell and DNA, genetic inheritance, evolutionary forces, and forensics, as well as measurements of bones, teeth, and fossils. The ultimate goal is to have the students develop a synthesis of human evolutionary history, and how it has been influenced by both extrinsic and intrinsic factors.
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):

A major component of the scientific endeavor is the effective communication of ideas. In the classroom students are continually encouraged to raise questions or comments, with the goal of having them think critically about what they are being taught, and then articulate their thoughts in front of a group. In the labs, students are encouraged even more to formulate thoughts into coherent expressions, and to communicate these questions, and their answers, within a larger body of peers. Classroom examinations include written components that move far beyond multiple choice, and which require synthetic analysis of multiple components of the lectures; roughly half of each test is comprised of such long answer questions. Weekly lab assignments and reports require further development of effective visual and written communication, as students are required to analyze, evaluate and present visual representations of data and write lab reports in a coherent and thoughtful manner that conveys complex ideas in meaningful ways.

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

Students perform a weekly series of tasks as outlined in their lab manuals that provide them first-hand access to both numerical data and observable facts. The lab manual that we use includes a substantial number of datasets that students are required to manipulate and analyze. In addition, students create their own datasets from comparative dental, skeletal, and fossil materials available in the labs that they measure on their own. This hands-on approach provides students with direct access to original data that they can then work through on their own, or in groups, depending on the assignment. As a result, students obtain direct exposure to the data that underlies scientific interpretations, thereby gaining first-hand experience in conducting scientific research.

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

Several of the lab assignments require students to work in groups, both to collect and analyze data. These groups then present combined results that require a concerted effort to develop a consensus opinion. As a result, students learn to consider alternate points of view, and critically assess the evidence that underlies these differing perspectives. They work together toward a shared purpose, and even if they disagree with interpretations, they learn to appreciate why other people think the way that they do. Thus we are training students to become responsible colleagues and future effective collaborators or “team players.”

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Kristin – see below. Thanks.

ICD Statement:

ANTH 225: This course is 100% about human biocultural diversity, meaning it teaches students how all humans today resulted from a complex, diverse biocultural evolutionary process (in human evolution, we cannot separate the biological and cultural evolutionary processes – they have worked in tandem since we became humans – they are what make us uniquely human). All lecture, textbook, assignment/lab, and exam content is geared toward teaching students about the biocultural diversity of humankind, both across space and through time. As for the 30-50 rule, six weeks (weeks 1-3 and weeks 13-15 or 40% of the class) are spent on concepts that directly affect or deal with contemporary society and life. During weeks 1-3 students learn about the history of evolutionary thought and the theory behind human molecular genetics to explain contemporary human diversity. During weeks 13-15 students learn about human adaptability and variation in contemporary societies (essentially what makes contemporary peoples diverse).

ICD Statement:

ANTH 204: This course provides students with an overview of all ancient world cultures. Every day of the semester this course challenges students to consider how today’s global cultural diversity developed, giving students an appreciation for the deep history and complexity of modern human society and importance of cultural diversity. As for the 30/50 rule, lectures during the first week evidence how the study of past human cultures is relevant to and affects modern society. During weeks 3-5, students learn how humans colonized the world and how the diversity we see today took root. During weeks 9-15, students learn about the development of the world’s major cultural traditions and culture areas. In this respect 10 weeks (67%) of course lectures expose students to the diversity of humankind today. Two hundred of 550 points (36%) that form the basis of the semester grade deal with written and oral activities focusing on relevance of archaeology to contemporary society. For example, the two essays (politics of culture, politics of collecting) ask students to research and consider how contemporary societies view their own and others’ pasts. Four class exercises relate archaeology to modern cultural issues. Exercise 1 deals with pros and cons of excavating Native American burials. Exercise 2 introduces students to diverse diets of humans around the world. Exercise 3 explores how an exciting archaeological discovery (Otzi the Iceman) provides a sense of shared heritage to the transnational population living in the Alps today. Exercise 4 deals with environmental catastrophe, where students investigate how ancient peoples dealt with the same problems facing human societies today in a period of global climate change (e.g., deforestation, overpopulation, environmental degradation, rising sea level, hurricanes, typhoons, volcanic eruptions, tsunamis, etc.) so that they learn how humans adapt to these situations. Clearly more than 30% of this course puts the archaeological record in the context of the past 50 years of contemporary society.
ANTHROPOLOGY 225  
BIOLOGICAL ANTHROPOLOGY  
SPRING 2013

Lecture: TR 11:10 – 12:25 HELD 105  
Lab:  
Section 501: W 9:10 – 12:20 RDMC 230  
Section 502: M 12:35 – 3:45 RDMC 230  
Section 503: R 12:45 – 3:35 RDMC 230  
Section 504: F 9:10 – 12:20 RDMC 230

Instructor: Darryl de Ruiter  
BOLT 309F  
845-5242  
deRuiter@tamu.edu

Teaching Assistants/Lab Instructors:  
Kristin Hoffmeister: RDMC 230B; khoffmei@tamu.edu  
Brittany Staff: RDMC 230B; bstaff@tamu.edu

Office Hours:  
Dr. de Ruiter: TR 1:00-2:00, or by appointment  
Office Hours:  
Kristin Hoffmeister: W 2:00-4:00, or by appointment  
Brittany Staff: T 2:30-4:30 or by appointment


Prerequisites: no prerequisites

Foundational Component Area: Life and Physical Sciences  
Life and physical sciences focus on describing, explaining, and predicting natural phenomena using the scientific method. Biological Anthropology is among the most scientifically oriented endeavors within the Liberal Arts, focusing on rigorous data collection and hypothesis testing to advance our understanding of one of the core unifying principles of all life sciences: evolution. Biological anthropologists study living primates using well established wildlife research techniques. They examine, measure, and analyze the skulls, jaws, teeth, and skeletons of both modern humans and primates, as well as the fossil ancestors of these groups. Biological anthropologists investigate the DNA of living and fossil primates, and undertake research into the isotope chemistry underlying the diets of living and fossil primates. And, biological anthropologists are deeply involved in the forensic sciences. All of this research is undertaken with the aim of understanding and explaining the biological diversity of primates worldwide, including humans and our fossil ancestors. The ultimate goal is to better understand the complex interactions between climate/environment/ecology and human and primate populations, and how these external factors have influenced primate and human evolution. If we want to understand what makes us human, we must first recognize our primate heritage, as well as our deeper mammalian heritage. Only then can we grasp how the natural world has shaped our evolutionary history, and resulted in the diverse array of biological adaptations that characterizes modern Homo sapiens. Students receive detailed and integrated lectures in the classroom setting, as well as hands-on practical experience with conducting biological anthropological research in a weekly laboratory setting.

Core Objectives  
This course is intended to provide students with a basic introduction to the evolutionary history of modern humans. We will begin by examining the basic principles of evolution and heredity, in particular as they relate to humans. We will also be studying primate evolution, behavior, and ecology, with an eye towards modeling early hominid behavior. The Australopithecines and early Homo will receive particular attention in this course, followed by the study of modern human variation and adaptation. Although we will be following the outline of the textbook, keep in mind that the textbook is only a supplement to the information provided in the classroom. Therefore, attendance at lectures is essential if you wish to do well in this course. If you come to class prepared (i.e. doing the assigned reading before coming to class) you will gain a much greater understanding of the material; this will also translate into improved performance in your grade. Labs count for 25% of your final grade, and also serve to give you hands-on experience in Biological Anthropology. Attendance is obligatory, so please come to all of the weekly labs prepared. At the end of the course, you should have both a deeper and broader knowledge of the evolution of humans and their ancestors, and a greater understanding of the evolutionary mechanisms responsible. You will also develop a deeper awareness of how we fit into the natural world around us.

Critical Thinking  
Evolution is a controversial topic, in particular human evolution. In both the lecture and lab settings, students are encouraged to think critically about their preconceived ideas, religious or otherwise, and to reflect on how they know what they think they know. Within paleoanthropology, the study of human evolution, there is often
controversy over the exact position of various fossil species in the line leading to humans. As a result, students are also challenged to think critically about the fossil evidence for human evolution presented to them, as well as the various interpretations of that evidence that scientists have made. In the labs, students are provided with various datasets for them to evaluate and analyze, and to use to develop their own understanding of what the various lines of evidence tell us. These include inquiries into the structure of the cell and DNA, genetic inheritance, evolutionary forces, and forensics, as well as measurements of bones, teeth, and fossils. The ultimate goal is to have the students develop a synthesis of human evolutionary history, and how it has been influenced by both extrinsic and intrinsic factors.

Communication
A major component of the scientific endeavor is the effective communication of ideas. In the classroom students are continually encouraged to raise questions or comments, with the goal of having them think critically about what they are being taught, and then articulate their thoughts in front of a group. In the labs, students are encouraged even more to formulate thoughts into coherent expressions, and to communicate these questions, and their answers, within a larger body of peers. Classroom examinations include written components that move far beyond multiple choice, and which require synthetic analysis of multiple components of the lectures; roughly half of each test is comprised of such long answer questions. Weekly lab assignments and reports require further development of effective communication, as students are required to write in a coherent and thoughtful manner that conveys complex ideas in meaningful ways.

Empirical and Quantitative Skills
Students perform a weekly series of tasks as outlined in their lab manuals that provide them first-hand access to both numerical data and observable facts. The lab manual that we use includes a substantial number of datasets that students are required to manipulate and analyze. In addition, students create their own datasets from comparative dental, skeletal, and fossil materials available in the labs that they measure on their own. This hands-on approach provides students with direct access to original data that they can then work through on their own, or in groups, depending on the assignment. As a result, students obtain direct exposure to the data that underlies scientific interpretations, thereby gaining first-hand experience in the conduct of scientific research.

Teamwork
Several of the lab assignments require students to work in groups, both to collect and to analyze data. These groups then present combined results that require a concerted effort to develop a consensus opinion. As a result, students learn to consider alternate points of view, and to critically assess the evidence that underlies these differing perspectives. They work together toward a shared purpose, and even if they disagree with interpretations, they learn to appreciate why other people think the way that they do.

Course Requirements
There will be three tests this semester, each of which is worth 25% of your final grade. The format of the tests will be a mixture of multiple choice, matching and short-answer questions. These tests will be non-cumulative, covering only the material presented since the last test. Each test will consist of 50-60 questions. I will be curving the gross test scores by adding to each test the amount of points necessary to bring the class average to 75. The final 25% of the grade will be based on attendance and the completion of all lab section requirements. Since this course includes a lab credit, you must attend all labs, each and every week. I do not offer extra credit assignments. Anything covered in the class, in the labs, or in the textbook is fair game for the tests.

Marks will be assigned as follows: 90+ A
80-89 B
70-79 C
60-69 D
<60 F

Make-up Exam Policy
Make-up exams will not be offered unless you have a valid excuse as outlined in the Texas A&M University regulations (http://student-rules.tamu.edu/rules7.htm). Legitimate excuses include:
1. Participation in an activity appearing on the University Authorized Activity List (http://stuact.tamu.edu/activitylist/list.html)
2. Death or major illness in a student's immediate family
3. Illness of a dependent family member
4. Participation in legal proceedings or administrative procedures that require a student's presence
5. A religious holy day (defined as a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Texas Tax Code)
6. Illness that is too severe or contagious for the student to attend class (I
will require proof of your confinement because of illness in the form of a note from the Student Health Center or from an off-campus physician.

7. Required participation in military duties.
8. Mandatory admission interviews for professional or graduate school which cannot be rescheduled. If your reason for missing an examination fulfills one of the foregoing conditions, provide documentation within two working days of your absence. You will then be allowed to take a make-up test within 30 days from your date of absence.

Copyright Statement
The handouts used in this class are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts unless I give express permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc. of another. In accordance with the 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 the person. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

Academic Dishonesty
Academic dishonesty is never tolerated at Texas A&M University, and should be actively discouraged by both the instructor and students. Academic dishonesty comprises the unauthorized distribution of information and/or plagiarism. Any student caught cheating on an exam will receive a zero for that exam, and will be reported to the Department Head for further possible disciplinary proceedings at the discretion of the department of Anthropology and the College of Liberal Arts.

For more information on Texas A&M University academic dishonesty policies, follow these steps:
1. go to the library home page: http://library.tamu.edu
2. select the menu option “Research Tools & Advice”
3. select “Tutorials”
4. select “Student Resources on Academic Integrity and Plagiarism”

Academic Integrity
“An Aggie does not lie, cheat or steal or tolerate those who do”
Student Honor Council rules and procedures may be accessed on the web at http://aggiehonor.tamu.edu/

Remember that Integrity means doing the right thing even if no one is watching.

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

Statement on Diversity
Respect for cultural and human biological diversity are core concepts of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/).
<table>
<thead>
<tr>
<th>Calendar</th>
<th>Lecture</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>01/15</td>
<td>Introduction</td>
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<td></td>
<td>01/17</td>
<td>History of evolutionary thought</td>
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<td>Lab 0</td>
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<td>Week 2:</td>
<td>01/22</td>
<td>Evolution and natural selection</td>
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<td>01/24</td>
<td>The biological basis of life</td>
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<td>Lab 1</td>
<td>Lab Introduction, Scientific Theory &amp; Evolution</td>
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<td>Week 3:</td>
<td>01/29</td>
<td>Principles of heredity</td>
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<td>01/31</td>
<td>Vertebrate macroevolution</td>
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<td>Lab 2</td>
<td>Mitosis and Meiosis, Principles of Inheritance, Population Genetics</td>
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<td>Week 4:</td>
<td>02/05</td>
<td>Overview of the Living Primates</td>
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<td></td>
<td>02/07</td>
<td>Primate behavior</td>
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<td>Lab 3</td>
<td>Human Osteology</td>
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<td>Week 5:</td>
<td>02/12</td>
<td>Video: Great Transformations</td>
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<td>02/14</td>
<td>TEST 1</td>
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<td>Lab 4</td>
<td>Bioarchaeology and Forensic Anthropology</td>
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<td>Week 6:</td>
<td>02/19</td>
<td>Primate models for human evolution</td>
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<td>02/21</td>
<td>Primate evolutionary history</td>
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<td>Lab 5</td>
<td>Primate Taxonomy</td>
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<td>Week 7:</td>
<td>02/26</td>
<td>Paleoanthropology, taphonomy and dating</td>
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<td>02/28</td>
<td>Trends in human evolution</td>
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<td>Lab 6</td>
<td>Comparative Anatomy &amp; Primate Evolution</td>
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<td>Week 8:</td>
<td>03/05</td>
<td>Australopithecines</td>
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<td>03/07</td>
<td>Australopithecine diet and ecology</td>
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<td>Lab 7</td>
<td>Mid-Term Lab Practical; Primate Behavior, Video: Life in the Trees</td>
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<td>Week 9:</td>
<td>03/12</td>
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<td>03/14</td>
<td>Spring break – no class</td>
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<td>Week 10:</td>
<td>03/19</td>
<td>Video: Walking With Cave-men I</td>
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<td>03/21</td>
<td>TEST 2</td>
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<td></td>
<td>Lab 8</td>
<td>Bipedality and Early Hominin Evolution</td>
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<td>Week 11:</td>
<td>03/26</td>
<td><em>Homo habilis</em> and <em>Homo erectus</em></td>
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<td>03/28</td>
<td>Middle Pleistocene <em>Homo</em> and the Neanderthals</td>
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<td>Lab 9</td>
<td><em>Homo habilis</em> and <em>Homo erectus</em></td>
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<td>Week 12:</td>
<td>04/02</td>
<td>Early <em>Homo</em> diet and ecology</td>
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<td>04/04</td>
<td>Origin and dispersal of modern humans</td>
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<td>Lab 10</td>
<td>Middle Pleistocene <em>Homo</em>, Neanderthals; Modern Humans</td>
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<td>Week 13:</td>
<td>04/09</td>
<td>Video: Walking with Cave-Men II</td>
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<td>04/11</td>
<td>AAPA Conference – no class or labs</td>
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<td>Week 14:</td>
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<td>Human variability and “race”</td>
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<td>04/18</td>
<td>Human adaptability</td>
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<td>Lab 11</td>
<td>Human Variation, Anthropometry, &amp; Osteometrics</td>
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<td>Week 15:</td>
<td>04/23</td>
<td>Legacies of human evolutionary history</td>
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<td>04/25</td>
<td>Bioarchaeology and forensic anthropology</td>
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<td>Lab 12</td>
<td>Final Lab Practical</td>
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<td>Week 16:</td>
<td>04/30</td>
<td>Last day of classes; redefined day – Friday</td>
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<td>05/02</td>
<td>Reading day – no class</td>
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<tr>
<td>Exam Week</td>
<td>05/03</td>
<td>Text 3 – 3:00-5:00 pm</td>
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</tbody>
</table>
Texas A&M University

Core Curriculum Cover Sheet

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

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

2. Course prefix and number: ANTH 204

3. Texas Common Course Number: N/A

4. Complete course title: Peoples and Cultures of the Ancient World

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 CME: No
   CURRENT ICD: No

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

   resubmitted for ICD approval

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

9. Number of class sections per semester: 2-4

10. Number of students per semester: 300 expected

11. Historic annual enrollment for the last three years: n/a n/a n/a

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

12. Submitted by:

   Course Instructor

   Approvals:

   Department Head

   College Dean/Designee

   3/27/13
   3-27-2013
   4/26/13

13. Date

14. Date

15. Date

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

Approved for Core: 6/5

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

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

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

Anth 204, Peoples and Cultures of the Ancient World, is a new course being proposed for inclusion in the Language, Philosophy and Culture area of the TAMU Core Curriculum. In this course, students gain an appreciation for the long-time depth of the human experience on Earth, the development of human cultural adaptations, and the rich fabric of human cultural traditions and diversity. Students learn what “Culture” is, using an anthropological perspective; and they learn how Culture evolved, through careful examination of the prehistoric archaeological record. First, the course traces what it means to be “human”, from the beginnings of humanity more than two million years ago to the development of urbanized and hierarchical “civilizations” two thousand years ago. Second, the course reviews the development of the world’s distinctive cultural traditions, covering not just complex societies in Mesoamerica, the Andes Mountains, temperate North America, southern Europe, southwestern Asia, Egypt, India/Pakistan, and China, but also non-urbanized societies in northern North America, southern Africa, Australia, and the Pacific Islands. Special attention is placed on tracing the development of technology, subsistence, settlement organization, architecture, social organization, ideology, and worldview in these various cultural settings. Through this cross-cultural experience, students in the course learn to appreciate the diversity of the human condition, learning that “their way” of doing, interacting, and thinking is neither the only way nor the best way.

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):

Although this is primarily a lecture course, its content is organized to introduce students to questions and issues related to human prehistory. As such, students are forced to grapple with complex questions like “how do we know when humans emerged”, instead of just “when did humans emerge”; or “how and why did humans become farmers”, instead of just “when and where did humans become farmers, and what kinds of animals and plants did they domesticate”. Since these “how” and “why” questions in archaeology typically reflect informed interpretations of evidence, students in the class are repeatedly introduced to alternative theories and perspectives, instead of just observations and facts. This means, then, that through the course students must learn to analyze, evaluate and synthesize new information, as well as to critically evaluate interpretations and theories based on that information.

Students’ critical-thinking skills will be evaluated in three ways. First, written exams have essay questions that require students to defend a thesis by critically evaluating archaeological evidence (e.g., “Neanderthals believed in an afterlife”; “the emergence of the Chinese cultural tradition can be traced to the early Neolithic, 6000 years ago”; “the Neolithic transition to farming always occurred in a context of human sedentism”). Second, students write two critical
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essays—one that considers the role of archaeology and the study of prehistory in human society today, and another that considers whether archaeological monuments should be protected and archaeological artifacts bought and sold. Third, students complete and discuss four archaeological problem-solving exercises, requiring students to interpret prehistoric human behavior, social organization, and interaction with the environment.

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

In this course, students are challenged to practice all three forms of communication, written, oral, and visual. Each exam requires students to respond with written, argumentative essays that defend a thesis. Likewise, written assignments offer students the opportunity to conduct library research, create an argument, and write an essay again that defends a thesis. Students learn to follow a style guide, properly cite other works, and paraphrase accurately and correctly.

In a large lecture class, providing students with the opportunity to practice oral communication skills is difficult to accomplish; however, in this class it is done by (1) creating an interactive lecture environment in which students are encouraged to ask questions, answer questions, and comment on topics being presented in class; and (2) four times during the semester organizing the class into small discussion groups in which students address issues related to take-home writing assignments. Obviously, in a class this size it is impossible to evaluate each student’s individual development in oral-communication skills, so that the only way that they can be evaluated is through class attendance, emphasizing days during which small-group discussions are held.

Visual communication skills are developed in this course through lectures. Frequently during lectures and reading assignments, students encounter graphs, charts, and maps summarizing archaeological observations and evidence (e.g., radiocarbon-dating charts, graphs displaying metric differences between wild and domesticated foods, maps disclosing associations of artifacts, animal bones, and architectural features). As a material-based field, the practice of archaeology is very much visually oriented. Through these experiences, students learn how to interpret such visuals, and on exams they are tested by responding to questions that relate to a graph, chart, or map similar to one discussed in class.

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

The content and goals of the course, as described at the top of this form, relate specifically to all three of these aspects of social responsibility. First, by exposing students to the long time depth of the human experience on Earth as well as the rich diversity of deep cultural traditions around the world, students are offered the opportunity to become more interculturally sensitive and knowledgeable of other ways of doing, thinking, and being. Students encounter this aspect of social responsibility on a day-to-day basis in class lectures. Second, through two written assignments on the "Politics of Culture" and "Politics of Collecting," students encounter the potential social and political power of archaeological evidence and archaeological objects, learning that many human societies use (and have used) archaeology to create a sense of ethnicity and nationalism, or to downplay another society’s claims of lands, resources, and even a past. Students learn that it is their civic responsibility as members of society to determine whether archaeological and historic monuments should be protected, and whether artifacts and objects of cultural patrimony should be possessed by individuals or society. Third, by learning about and appreciating the world’s major cultural traditions, students obviously become effective members of a global community, but they also learn how to engage in the increasingly diverse communities of Texas and the United States. Moreover, by learning about the 10,000+ years of American prehistory, students become more respective of our country’s Native peoples and cultures.

Of course it is difficult to directly evaluate a students’ sense of social responsibility; however, in this class, student performance on objective sections of exams is used as proxies of (1) their knowledge of the world’s varied cultural
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traditions, and (2) their emerging ability to function in a multi-cultural world. Moreover, the content of student essays is used to evaluate their intercultural competence and civic responsibility. On the final exam, students also respond to an ethical question that requires them to draw upon their cumulative experience in the class.

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

The two writing assignments in this course require students to consider two ethical issues related to archaeology and prehistory. First, they write an essay on the "Politics of Culture", in which they consider how a modern society (or societies) perceives the deep cultural past—their own and others', and use archaeology to cement their traditions, further their ideals, or form a sense of ethnicity or nationalism in the modern world. Second, they write an essay on the "Politics of Collecting", exploring why people collect artifacts and objects of cultural patrimony, sometimes illegally, and why some cultural sites are considered significant and preserved, while others are not. In both of these writing assignments students will apply ethical decision-making when considering how to preserve the past in our post-colonial world, ensuring that not just the dominant culture's heritage is preserved and protected, but also the non-dominant culture's. Student learning of personal responsibility and ethical decision-making is accomplished through evaluation of content of these two written essays.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Kristin – see below. Thanks.

**ICD Statement:**

**ANTH 225:** This course is 100% about human biocultural diversity, meaning it teaches students how all humans today resulted from a complex, diverse biocultural evolutionary process (in human evolution, we cannot separate the biological and cultural evolutionary processes – they have worked in tandem since we became humans - they are what make us uniquely human). All lecture, textbook, assignment/lab, and exam content is geared toward teaching students about the biocultural diversity of humankind, both across space and through time. As for the 30/50 rule, six weeks (weeks 1-3 and weeks 13-15 or 40% of the class) are spent on concepts that directly affect or deal with contemporary society and life. During weeks 1-3 students learn about the history of evolutionary thought and the theory behind human molecular genetics to explain contemporary human diversity. During weeks 13-15 students learn about human adaptability and variation in contemporary societies (essentially what makes contemporary peoples diverse).

**ICD Statement:**

**ANTH 204:** This course provides students with an overview of all ancient world cultures. Every day of the semester this course challenges students to consider how today’s global cultural diversity developed, giving students an appreciation for the deep history and complexity of modern human society and importance of cultural diversity. As for the 30/50 rule, lectures during the first week evidence how the study of past human cultures is relevant to and affects modern society. During weeks 3-5, students learn how humans colonized the world and how the diversity we see today took root. During weeks 9-15, students learn about the development of the world’s major cultural traditions and culture areas. In this respect 10 weeks (67%) of course lectures expose students to the diversity of humankind today. Two hundred of 550 points (36%) that form the basis of the semester grade deal with written and oral activities focusing on relevance of archaeology to contemporary society. For example, the two essays (politics of culture, politics of collecting) ask students to research and consider how contemporary societies view their own and others’ pasts. Four class exercises relate archaeology to modern cultural issues. Exercise 1 deals with pros and cons of excavating Native American burials. Exercise 2 introduces students to diverse diets of humans around the world. Exercise 3 explores how an exciting archaeological discovery (Ötzi the Iceman) provides a sense of shared heritage to the transnational population living in the Alps today. Exercise 4 deals with environmental catastrophe, where students investigate how ancient peoples dealt with the same problems facing human societies today in a period of global climate change (e.g., deforestation, overpopulation, environmental degradation, rising sea level, hurricanes, typhoons, volcanic eruptions, tsunamis, etc.) so that they learn how humans adapt to these situations. Clearly more than 30% of this course puts the archaeological record in the context of the past 50 years of contemporary society.
ANTH 204
Peoples and Cultures of the Ancient World
MWF, 9:10 am - 10:00 am, ANTH 130

COURSE INSTRUCTOR
Kelly Graf: kgraf@tamu.edu
Office Phone: 979-845-0137
Office Location: Anthropology Building (ANTH), Room 203.
Office Hours: M-W, 9:00-10:30 am; T, 2:00-5:00 pm

COURSE DESCRIPTION
This course explores the development of human societies and world prehistory, from the beginnings of humanity more than two million years ago to the emergence of complex "civilizations". Today we live in a complicated, diverse world—one of computers and cars, skyscrapers and supermarkets, nation states and social strata, institutional religions and scientific inquiry. This, however, has not always been the human condition. Our ancestors, as recently as just a few thousand years ago, lived a much simpler life—in small mobile groups that tended to their own needs, finding their own food, making their own tools, clothing, and shelter, and creating their own spirituality. Only through archaeology can we explain the evolution of humanness and the emergence of modern cultural diversity—how the world’s major cultural traditions developed over the last ten millennia of human history.

The aim of this course is to explore the evolution of humanity from a cultural perspective, tracing humans from their "humble" beginnings in Africa through their colonization of the rest of the world, explaining how agriculture developed and led to larger, more complex societies, and chronicling the rise of the first city-states around the world, from the highlands of Mesoamerica to the plains of Mesopotamia and the terraced rice paddies of China.

LEARNING OUTCOMES
By completing the course, students have the opportunity to (1) articulate the theories and methods archaeologists use to reconstruct the human past, (2) describe how cultures evolve, and (3) appraise the world’s diverse cultural traditions. Moreover, in line with the Language, Philosophy, and Culture objectives of the TAMU Core Curriculum, students gain important experiences in critical thinking and communication as well as opportunities to acting responsibly and making ethically-informed decisions regarding society, humanity, and the world in which we live.

COURSE STRUCTURE AND REQUIREMENTS
This is a 200-level introductory course that meets for 50 minutes, three days each week of the semester. Class meetings consist primarily of lectures, but four times during the semester students will participate in formal discussions of pre-assigned exercises, three times they will complete written exams, and twice they will write critical essays. Class writing assignments, exercises, and discussions will instill core objectives: critical thinking, effective communication, as well as social and personal responsibility. An expected outcome of the course is that students will gain an appreciation for the long-time depth of the human experience on Earth, the development of human cultural adaptations, and the rich fabric of human traditions and diversity. Moreover, through oral and written activities in and outside of class, students will
become more effective critical thinkers, gaining important experience in written, oral, and visual modes of communication.

Three exams will test students on course content—issues in human prehistory as well as details about prehistoric people, societies, and cultures. Exams will also evaluate student skills related to core-curriculum objectives. Exams will cover materials presented in class lectures, discussion, and readings. Each exam will contain objective (e.g., multiple-choice, matching, true-false questions) as well as more subjective questions that require students to respond by writing brief paragraphs or essays. In addition, each exam will have a “visual-communication” component, in which students respond to questions relating to a graph, chart, or map similar to one encountered in class or readings. The exams are not cumulative; however, the final exam will include a section that tests students’ comprehensive knowledge of human prehistory gained throughout the semester.

Two written essays (three to five pages long each) will explore the interrelationship between the human past and present. Essay 1 will focus on the “politics of culture”—how modern societies perceive the past (their own and others'), and how they use it to cement their traditions, further their socio-political ideals, and create a sense of ethnicity or nationalism in the modern world. Essay 2 will focus on the “politics of collecting”—how modern societies deal with ancient cultural sites and artifacts, what motivates their preservation, and whether we have a collective social and personal responsibility to prevent the looting of archaeological sites and collecting, buying, and selling of artifacts and items of cultural patrimony.

Four take-home exercises and class discussions will examine how archaeologists analyze the material remains to reconstruct past human behavior and cultures—technology, subsistence, settlement, social relationships, and ideology. Discussions will center on take-home exercises (as well as videos) that require students to analyze and interpret archaeological evidence, critically evaluating alternative explanations of what that evidence means in terms of prehistoric human activities.

Grading Procedure

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<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<tr>
<td>Exam 2</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Essay 2</td>
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<td>Total Points</td>
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*Attendance is taken to ensure student participation in class lectures on a day-to-day basis.

**Each written exercise is worth a total of 20 points, whereas participation in respective in-class discussions is worth 5 points each.
Final grades will be based on a traditional scale of grading: A, \( \geq 90\% \) of 550 points (\( \geq 495 \) points); B, 80-89\% of 550 points (440-494 points); C, 70-79\% of 550 points (385-439 points); D, 60-69\% of 550 points (330-384 points); F, \(< 60\% \) of 550 points (<330 points).

**COURSE TEXT**


**COURSE SCHEDULE**

*Part 1: Studying Prehistory*

| M Aug 26 | The Relevance of Archaeology to the Modern World | pp. 1-30 |
| W Aug 28 | Archaeological Methods | pp. 31-36 |
| F Aug 30 | Archaeological Theory | pp. 36-43 |

*Part 2: Origins and Dispersal—Getting Humans Everywhere*

| M Sep 2  | Earliest Humans | pp. 47-61 |
| W Sep 4  | First Human Technologies | pp. 61-72 |
| F Sep 6  | Early Human Behavior | pp. 72-83 |
| M Sep 9  | Emergence of Our Genus, *Homo* | pp. 84-100 |
| W Sep 11 | Out of Africa-1 (The Dispersal of Early *Homo*) | pp. 101-112 |
| F Sep 13 | Adapting to a Temperate World (Hunting, Fire, and Architecture) | pp. 113-123 |
| M Sep 16 | Emergence of Modern Humans (*Homo sapiens sapiens*) | pp. 124-144 |
| W Sept 18 | Our Neanderthal Cousins | pp. 145-151 |

*Essay 1 due: Politics of Culture*

*Exercise/Discussion 1: Learning from Burials and Their Contents*

| F Sept 20 | Out of Africa-2 (The Dispersal of Modern Humans) | pp. 154-165 |
| M Sept 23 | To the Americas | pp. 166-173 |
| W Sept 25 | To Australia and the Pacific Islands | pp. 264-305 |
| F Sept 27 | EXAM 1 |

*Part 3: Beginnings of Social Complexity*

| M Sept 30 | Emergence of Agriculture | pp. 176-187 |
| W Oct 2   | Process of Domestication | pp. 188-199 |

*Exercise/Discussion 2: Distinguishing Domesticates*

| F Oct 4   | Transformation in Southwest Asia | pp. 200-233 |
| M Oct 7   | Transformation in East Asia | pp. 235-263 |
| W Oct 9   | Alternatives to Agriculture in North America | pp. 306-330 |
| F Oct 11  | Alternatives to Agriculture in South America | pp. 331-349 |
| M Oct 14  | Holocene Europe-1: Foraging to Farming | pp. 393-418 |
| W Oct 16  | Holocene Europe-2: Toward Complexity | pp. 419-431 |

*Exercise/Discussion 3: The Tyrolean Ice Man*

| F Oct 18  | Adoption of Farming in Africa | pp. 350-370 |

*Part 4: Civilizations and Empires*

| M Oct 21  | Emergence of Complex Societies in Southwestern Asia | pp. 432-453 |
W Oct 23 Early Empires in Southwestern Asia pp. 453-471
F Oct 25 Urbanization and Social Complexity in Egypt and Africa pp. 371-391
M Oct 28 Bronze Age Societies of the Mediterranean pp. 476-485
W Oct 30 Greece, First Millennium BC pp. 486-499
F Nov 1 **EXAM 2**
M Nov 4 Ancient Rome pp. 499-517
W Nov 6 Development of Harappan Civilization pp. 519-532
F Nov 8 Indus Civilization pp. 533-551
M Nov 11 Development of Shang Dynasty, China pp. 553-563
W Nov 13 Emergence of the Early Chinese State, to 221 BC pp. 563-573

**Essay 2 due:** Politics of Collecting

F Nov 15 Silk Roads pp. 581-593
M Nov 18 Emergence of Complex Mesoamerican Society (the “Preclassic”) pp. 595-612
W Nov 20 Classic Mesoamerican Civilization pp. 613-626
F Nov 22 Post-Classic Mesoamerica pp. 627-639

**Exercise/Discussion 4:** Environmental Catastrophe

M Nov 25 Complex Societies of the Andes pp. 641-677
W Nov 27 Development of Mississippian Society, Eastern North America pp. 681-690
F Nov 29 Thanksgiving Holiday—No Class
M Dec 2 The Anasazi
M Dec 9 **Final Exam (8-10 am)**

**COURSE POLICIES**

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

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

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

Department of Anthropology and TAMU Statement on Diversity

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

Academic Integrity Statement

“An Aggie does not lie, cheat, or steal or tolerate those who do.” For more information, please consult the TAMU Honor Council Rules and Procedures at the following web site: http://aggiehonor.tamu.edu.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: ANTH 204 Peoples and Cultures of the Ancient World

3. Catalog course description (not to exceed 50 words):
   Explores the development of human societies and world prehistory from the beginnings of humanity more than two million years ago to emergence of complex civilizations.

   Cross-listed courses require the signature of both department heads.

   Cross-listed with: 
   Stacked with: 

4. Prerequisite(s): none

5. Is this a variable credit course? 
   □ Yes  ☑ No
   If yes, from _____ to _____

6. Is this a repeatable course? 
   □ Yes  ☑ No
   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? 
   □ Yes  ☑ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      B.A. in anthropology
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
   Attach approval letters.

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICS Code
   --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
   ANTH | 204 | Peoples & Cultures of the Ancient World | 0 3 | 0 | 0 | 3 4 5 0 2 0 1 0 0 | 0 | 2 8 | 0 1 4 1 5 | 0 0 3 6 3 2 |

Approval recommended by: 

[Signature] 3-26-2013 
Chair, College Review Committee

Department Head of Program Chair (Type Name & Sign) Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by: 

[Signature] 
[Name]

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 3/10