Language, Philosophy and Culture

(UPPER, #1)
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 316

3. Texas Common Course Number: N/A

4. Complete course title: Nautical Archaeology

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

10. Number of students per semester: 65-80

11. Historic annual enrollment for the last three years: 2012-61  2011-60  2010-89

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

12. Submitted by: [Signature]  Date: June 11, 2013

13. Course Instructor

14. Department Head

15. College Dean/Designee

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

See form instructions for submission/approval process.
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 316, Introduction to Nautical Anthropology, is an existing course being proposed to be continued in the Language, Philosophy and Culture area of the TAMU Core Curriculum. This course will give you a broad overview of how maritime cultures, the history of seafaring, ancient civilizations, laws, language and trade networks have shaped modern society.

Students must be Seniors or Juniors in good standing to take this course.

This course will look at the history of ideas, local values and the development of global systems of values and beliefs that affect maritime trade. We will examine the role of vessels in commerce, war and long-distance trade. We will discuss ships in the Egyptian desert, horses walking on water and aspects of Viking-age expansion. The best way to enjoy this class and possibly maintain a good grade point average throughout the semester is to simply attend classes regularly and take notes – regular class attendance is essential.

The course covers empirical and scientific methods where applicable. We will look at the relationship between seafaring and its affect on development of vessel types, local trade and eventual global expansion. We will see that symbolism used in early Egyptian society are still in use today. ANTH 316 gives students an opportunity to study the complex matrix of behaviors and interactions amongst individuals, groups, institutions and events. and further examines how these behaviors and interactions have impacted the individual, society, and culture. Lectures, readings and assignments are relevant, covering topics and problems faced by anthropologists today.

Core Objectives

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

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

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

In ANTH 316, students are required to study the ideas expressed as icons and ship designs painted in tombs and rock art as compared to archaeologically excavated watercraft. Each lecture outlines social and spiritual pressures that shape societies and the underpinnings of the need for watercraft. Every class will focus on interesting and often overlooked needs of social groups. We will investigate iconographic boat representations and where possible,
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anthropological studies is to, to educate students about the rich diversity of humanity and why cultural difference are important to embrace. Through readings, lectures, and assignments students of ANTH 316 are instilled with these values and expected to come away from this course with a sense of and appreciation for social responsibility. Below are several ways in which students learn about these values and are evaluated on their sense of social responsibility.

- 1) Course content repeatedly demonstrates the development of seafaring technologies over the past 4,500 years and the rich diversity of global cultural traditions that exist today, thereby instilling a sense of intercultural competency and sensitivity to other ways of doing, thinking, and being.
- 2) Through lectures, readings, and assignments, students encounter the potential social and political power of anthropological and archaeological evidence, learning that many human societies use (and have used) anthropology to create a sense of ethnicity and nationalism, or to downplay another society’s claims to lands, resources, and traditions. Students walk away from this course with a sense of cultural sensitivity towards other peoples and cultures.
- 3) Lectures, readings, and assignments demonstrate how anthropology has evidenced the origins of the world’s major cultural traditions, providing students a means of becoming effective, educated members of a global community. This is especially important since the state and nation in which they live are increasingly becoming more and more diverse. Students leave ANTH 316 with a greater respect for other lifeways.

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

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

From a ‘hindsight is 20/20 perspective,’ students in ANTH 316 will have the opportunity to evaluate and better understand:

- Cultural beliefs in a variety of cultures and how ideas and beliefs affected development of watercraft
- Social responses to expansion and the need to develop specialized watercraft
- Cause and effect of social choices and both positive and negative consequences in decision making

Social diversity creates interesting considerations for students to evaluate. Why common balance beam scales appear to have been developed in cultures separated by long distances is a mystery. Why some cultures ‘invented’ similar scales thousands of years before other cultures is also a quandary.

The common boomerang, associated with Australian aboriginal cultures was similarly developed in many countries and for different purposes. The use of boomerangs for instance, were commonly used in ancient Egypt.

Students in ANTH 316 will develop and broad understanding of societal difference and how these differences affect the development of watercraft and society.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
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archaeological artifacts to study how ancient mariners adapted to social needs and their need to generate revenue. We will investigate change in vessel types and construction to better understand the mindset of ancient traders.

Beyond thinking critically, students will have an opportunity to express ideas through a series of reaction papers. Students will have the opportunity to express and defend their thesis by critically evaluating archaeological evidence.

Readings and reports will challenge students to look at the big picture of our maritime history. Students will investigate the strengths and weaknesses of journal articles and make their own conclusions on topics Plato and the story of Atlantis.

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

Through course texts and lectures, students taking ANTH 316 learn to effectively interpret, describe and express anthropological information by using accurate and technical vocabulary appropriate to the topic. Students are evaluated on their communication skills on exams, written assignments, and in class discussions.

Learning Outcomes

Upon completion of ANTH 316, students will:

- Define, understand and describe and understand a range of underwater archaeological excavations competently, be proficient in examining the diverse connections between social infrastructures, maritime trade, development of ship types and global entrepreneurialism.
- Comprehend and appreciate the historical underpinnings of international trade, the basis of our laws and language and our social responsibilities.
- Demonstrate and utilize critical thinking skills as part of the archaeological process. Students will be able to conduct basic data analysis. Synthesis of information is a critical component of the course materials.
- Evaluate social feld beliefs and ideas
- Construct and apply effective teamwork research opportunities and better identify personal responsibilities for excavations, analysis and publication of archaeological site reports.
- Identify empirical information bias in research and data analysis. Students learn methods of written communication by comparing anthropological data with selections of ancient documents, iconography, treatises and contemporary publications to interpret human behavior, past and present, and its relationship to societal and cultural traditions and norms.

Students engage in oral communication while formulating accurate and suitable questions and responses during lectures and class discussions. The course lectures are interactive, encouraging students to actively participate.

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

Social responsibility and development of an understanding of localized and global social diversity as they may have existed over thousands of years are important aspects of the archaeologist/anthropologist. Scholars in these fields have an ethical responsibility to champion intercultural competency, to spread knowledge of civic responsibility, and to engage regional, national, and global communities. Through focused studies, the goal of ANTH 316, and all
ANTH316 – Introduction to Nautical Archaeology – Spring Semester, 2013
Instructor: Dr. C. Wayne Smith
Classes: Tuesdays & Thursdays – 12:45 – 2:00 pm
Location: Bldg: _______ - Room: _______
Office Hours: Bolton Hall, room 209 - Tuesdays, 9:00am – 11:00 am or by appointment (979) 845-6692. If alternate office hour visits are necessary, please contact me by e-mail to make arrangements.
E-mail contact: silcone@tamu.edu

NOTE: Notes distributes for class use are intended to outline what I consider to be important (date to enter) supplemental readings. Do not skip classes thinking you can pass tests using only supplemental readings.

There are no prerequisites for this class. This course will look at the history and theoretical underpinnings of nautical archaeology. We will study the history of seafaring and examine the role of vessels in commerce, war and long-distance trade. We will discuss ships in the Egyptian desert, horses walking on water and aspects of Viking-age expansion. The best way to enjoy this class is to simply attend classes regularly and take notes – good class attendance is essential.

Course Objectives and Description
This course will give you a broad overview of how maritime cultures, the history of seafaring, ancient civilizations, laws, language and trade networks have shaped modern society. There are no prerequisites for this class. This course will look at the history and theoretical underpinnings of nautical archaeology. We will study the history of seafaring and examine the role of vessels in commerce, war and long-distance trade. We will discuss ships in the Egyptian desert, horses walking on water and aspects of Viking-age expansion. The best way to enjoy this class and possibly maintain a good grade point average throughout the semester is to simply attend classes regularly and take notes – regular class attendance is essential.

The course includes in-class discussions and quizzes, as well as lectures. There is no prerequisite for this course.

Learning Outcomes
Upon completion of ANTH316, students will:
- Define, understand and describe and understand a range of underwater archaeological excavations competently, be proficient in examining the diverse connections between American social infrastructure, maritime trade, development of ship types and global entrepreneurialism.
- Comprehend and appreciate the historical underpinnings of international trade, the basis of our laws and language and our social responsibilities.
- Demonstrate and utilize critical thinking skills as part of the archaeological process. Students will be able to data analysis and synthesis of information are critical components of the course materials.
- Evaluate and analyze data empirically and quantitative as part of archaeological site analysis.
By the end of this course, students should be able to:

1. Demonstrate social and cultural competence
   a. Define, understand, and use concepts and terms relevant to the study of state and local government in the United States;
   b. Comprehend origins and evolution of state political systems with a special emphasis on Texas including a study of political institutions, constitutions, and federalism;
   c. Understand the opportunities for citizens to participate in government at the state and local level by understanding differences in mechanisms and patterns of participation thus making them more responsible citizens.

2. Demonstrate critical thinking
   a. Appreciate that political actors and analysts do not share a common vocabulary and sometimes use unique definitions
   b. Identify biased or incomplete use of empirical information.

Text Book
There are a number of text books that present topics covered in this course. The assigned book for this class is:

56789 0

Occasional handouts and assigned report (on the web) may also be assigned.

Examinations & Grading
The class will be taught in lecture / seminar format using PowerPoint presentations. Three tests will be given. The first and second exams will be completed during regularly scheduled class time. The final exam date is set in the university final exam schedule. Two hours are allotted for completion of this exam. For each examination, you are required to bring a full-page scantron (8.5 inches X 11 inches). Students are required to hand in the question sheet and scantron upon completion of the exam.

Each examination consists of fifty (50) questions. Each examination counts for thirty percent (30%) of your grade. The final ten percent (10%) of your total grade will be assigned from two (2) pop quizzes, each worth 5%.

**Rescheduling exams is time-consuming and complicated – unless you have a university sanctioned activity or medical slip, please do not ask to have an alternate test schedule.**

Grading 90-100% - A, 80-89% - B, 70-79% - C, 60-69@ - D, 59% and below – F

Missing Exams, Assignments and Classes

Anyone missing a scheduled examination or pop quiz due to a sanctioned university activity, may complete the missed examination or quiz *within 30 calendar days from the last day of the absence*. Absence from classes and labs will be accepted for students who have legitimate excuses as defined in the TAMUS Student Rules, specifically Rule 7 (http://student-rules.tamu.edu/rule07).

Exam Schedule: use an 8.5X11 scantron for all exams

- First Examination – (date to enter) regular class time (8.5 X 11)
- Second Examination - (date to enter) regular class time (8.5 X 11)
- Third and Final Examination – (date to enter) (2 hour) (bring full page scantron (8.5 X 11)

Reminder – do not skip classes

2
Lecture Schedule – Changes are Inevitable to include pertinent global developments

Class 1  
Class – please take notes  
**Nautical Archaeology: The Discipline, Techniques and Technologies**  
Survey, excavations, mapping techniques, conservation reconstruction, and analysis of artifacts and sites  
Intent - to outline basic areas of the discipline

Class 2  
**Ships and Seafaring in the Bronze Age Mediterranean**  
**Iconography – Predynastic Egyptian ships and seafaring**  
Intent - look at drawings as texts we can read and compare them to a real vessel

Class 3  
**Kufu and the Great Pyramid**  
Intent - look at drawings as texts we can read and compare them to a real vessel

Class 4  
**Dashur Boats** - We will discuss “the ship” as icon, the role of ships in religious ceremonies and why we find ships in terrestrial settings.  
Intent – compare working funerary craft to that of a deity

Class 5  
**Ship Burials – Cheops, (KUFU)**  
This life anc the next... archaeology and mythology.  
Intent - Icons, mythology and sources of information. Can a clay pot tell a story?

Class 6  
**Late Bronze Age Shipwrecks at Cape Gelidonia, Cape of what you say?**  
Intent - This class will look at the humble beginnings of underwater excavations.

Class 7  
**Uluburun Shipwreck**  
Today we run the gamut of ideas including ox hide ingots and computer technologies.  
Intent – Cape Gelidonia started the ball rolling – Uluburun expands the idea of early trade

Class 8  
**Greek Merchantmen – expansionism and the driving pressures of growing populations**  
Intent – the expand the picture of Western Mediterranean trade

Class 9  
**Ships and Seafaring during the Archaic and Classical Period**

Class 10
Kyrenia Shipwreck – Film – Take notes because this material will be on the exam.
Intent - In this class, we will discuss archaeological processes and some of the important considerations that made these excavations so successful.
NOTE: this movie is an information-packed review for your first examination.

Class 11 - FIRST EXAMINATION - bring a full page scantron (8.5 X 11)

Class 12
Roman Ships and Seafaring
Intent – rise of urban centers and the rise of citizen needs

Class 13
Early Mediterranean warships
Intent - All roads lead to Rome, at least in this class. We will look at a great ship that had libraries, gymnasiums, and many important design ideas.

Class 14
Anchors and Roman Harbors
Intent - ideas last a long time. Today’s class will look a moving goods and people and how the need to transport materials continues to affect the designs of watercraft.

Class 15
Yassida 7th century shipwreck - Early Medieval Ships and Seafaring in the Mediterranean
Intent - Today we look at the ‘story power’ of an assemblage of artifacts.

Class 16
Late Medieval Ships and Seafaring in the Mediterranean - Serce Limani Shipwreck
Intent – Glass, glass and more glass – ships, people and ideas of commerce

(is applicable) SPRING BREAK – NO CLASSES

Class 17 - SECOND EXAMINATION - bring a full page scantron (8.5 X 11)

Class 18
Early Viking Ships – Cowboys and Vikings….. Really?
A film on Lief Eriksson will be shown. This is a fun film. You will be amazed by the Icelandic Sagas, the beginnings of our legal system and lapstrake vessel construction.
Take notes….

Class 19
Scandinavian and Early Medieval Ships and Seafaring in Northern Europe
Iconography and study of Nordic Traditions
Intent - From burial sites on land to a castle moat, we will look at several vessels and their unique assemblages of artifacts.
Class 20

Skuldelev Ships
This is a big lecture and may be divided into a film class and a lecture class.
Intent - Amazing technologies that Texans have adopted for excavations off the coast of Texas.

Class 21

Hulks, Cogs and Carracks
Time permitting; we will spend a lot of time looking at these vessels.
Intent - a brief look at the diversity of water craft designed to expand trade and travels

Class 22

The Great Ship Vasa - movie
The story of the Vasa is one of majesty and tragedy. The design of this vessel affirms why we should all be kings and queens. Take many notes.
Intent – lots to be learned about integrity, the blame game and who should not build ships

Class 23

The Mary Rose
How one of England’s top archaeologists excavated and recovered a magnificent floating fortress.
Intent – women in archaeology, the role of technology and much more

Class 24

Excavations at Seventeenth Century Port Royal, Jamaica
This class is about ten years of excavations by TAMU professors and field school students. This English settlement was known as the ‘wickedest city in Christendom.’

Class 25

When Horses Walked on Water – Burlington, Vermont Horse Ferry, the work of Dr. Kevin Crisman, Texas A&M University
Intent – archaeology does not just cover catastrophes

Class 26

H.L. Hunley and the Silent Service - submarine
Intent – aspects of the Civil War life-ways you may not have considered

Class 27

USS Monitor and the Monitor National Marine
Intent - New vessels and new naval strategies

Class 28 FINAL EXAM REVIEW and Mystery Talk
This is a special day because I will answer any questions you have to prepare for the final exam. After the class is dismissed, many students stay for my ‘mystery talk.’ This is optional and has no bearing whatsoever on class content or exams. In the past, students have found this talk to be inspirational.
REDEFINED DAY (Friday classes)

EXAM (EXAM 3) 2 hours allotted - (bring full page scantron)

The 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 979-845-1637. For additional information visit:
http://disability.tamu.edu

TAMU Plagiarism Policy
The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly deemed, 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:
http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#plagiarism

Academic Integrity - Aggie Code of Honor
‘An Aggie does not lie, cheat, or steal or tolerate those who do.’ The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. Foremost, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.
http://compliance.tamu.edu/CodeConduct.aspx and
http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx

Each year, students wait until late in the semester to come and discuss problems that they are having in their studies. The end of the semester is usually too late to help someone improve his or her grade potential. Come early in the semester and we will try to assist you. Note, I do not give extra assignments to help students improve their grades. This is not fair to other students in the class. Pop quizzes are given at the end of class. If you come and report that you missed a quiz, this means you also missed the lecture. Get notes from someone in class and if you have a doctor’s note or official university activity absence slip, you must make up the missed exam / quiz within 30 calendar days from the last day of the absence.(student rules 7)
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 317
   Texas Common Course Number: N/A

3. Complete course title: Introduction to Biblical Archaeology
   Semester credit hours: 3

4. 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

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

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

9. Number of class sections per semester: 2

10. Number of students per semester: 50-60 expected

11. Historic annual enrollment for the last three years: SP 2013 = 50  SP 2012 = 61  SP 2011 = 60

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

13. Submitted by: [Signature]
    Course Instructor
    Date: 03 Jun 13

14. Department Head
    Approvals:
    Date: June 6, 2013

15. College Dean/Designee
    Date: 6/18/13

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  
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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 317 (RELS 317), Introduction to Biblical Archaeology, which has been taught almost annually since 1991, is proposed for inclusion in the Language, Philosophy and Culture Foundational Component Area of Texas A&M University’s (TAMU) Core Curriculum. This course instills in the student an appreciation for the complexity and diversity of the cultures that peopled the Levant in biblical times. Students discover the rich tapestry of ethnic groups that form the milieu of the Bible and inform its narrative. The course begins with an in-depth introduction to the methodologies and the tools employed in archaeological research in general, and more specifically in the archaeology of biblical lands (i.e. tells/tells, which are mounds of settlements, one atop the other). This begins with the basics, thus placing all students—irrespective of their backgrounds—on common ground. Following this, the course takes the student on a guided tour of the peoples and lands that form the Biblical matrix, beginning with the Neolithic agricultural revolution down to the first century AD. In each of these units the students learns about the ethnic groups as seen through their unique material cultures, while exploring how this evidence reflects the complexity of the various populations. When applicable both Biblical and extra-Biblical texts sources, as well as contemporaneous iconography are also considered. During the semester the student is introduced to a panoply of peoples: Sumerians, Canaanites, Mycenaean (Bronze Age) Greeks, Israelites, Philistines, Assyrians, Babylonians, Persians, Romans and others. In each case the students learns about the imprint and significance of these ethnic groups. 

__________________________________________________________  

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 ANTH 317 (RELS 317) is essentially a lecture course, each unit requires the student to grapple with interpreting evidence. Thus, by its nature, the course is a critical inquiry into the relevant source materials. While the course focuses on the archaeological evidence, it is also informed by textual evidence as well as iconography: Each of these sources must be analyzed. The course fully emphasizes the complexity of issues, and presents alternate views and interpretations. One example—of many—is the discussion regarding to when to assign the period of the Patriarchs as described in Genesis. This analysis requires the student to address issues such as the price of slaves and the comparison of treaties and covenants as they appear in the Bible versus those appearing in contemporaneous extra-biblical economic documents. Throughout the semester the student is repeatedly required to investigate, evaluate and synthesize these data, as well as critically assessing theories and
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Interpretations based on the presented materials.

One assignment and three tests measure the student’s progress. The assignment requires the creation of a te (ancient mound) and a section through it. To do this the student must think creatively, as the tel can be a real one, or one that s/he must create of their choosing (“Tel Aggie” is a perennial favorite) and discuss within this scenario stratigraphic problems that might confuse the site’s levels during an excavation. The 200-level Honors version of the course also requires that the student write a critical term paper.

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

It is a truism that archaeology cannot be taught without visual aids. This course is devoted primarily to Keynote® lectures, which develop the student’s visual communication and comprehension skills. The slides are short on text and long on visual prompts that challenge the student to see and, more importantly, to understand topics at a deeper level. The student is introduced both during the lectures, as well as in course readings, to artifacts, maps, chronologies and charts that synthesize archaeological or historical data.

Class participation accustoms the student to understanding and evaluating images and data sets critically. During the semester these different types of information—archaeology, texts and iconography—are compared to facilitate comprehensive understanding of lecture topics. For example, the study of reposé decoration on a small silver chalice, the ~4,000-year-old Ayn Samya Goblet discovered north of Jerusalem, reveals that it represents part of the Mesopotamian creation myth (the Enuma Elish). Interpreting this single artifact requires A) combining two forms of evidence and B) a realization of the flow and ebb of cultural connectivity in the ancient Near East.

The course lectures are available for download through TAMU’s Electronic Course Reserves. Obviously, the ability to engage the student in oral communication is largely inversely proportional to the size of the class. Nevertheless the course, irrespective of class enrollment, is carried out in an interactive environment in which the student is constantly encouraged to take part in discussions and questions framed by the curriculum.

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

The materials covered in this course aims to strengthen the student in each of these three aspects of social interaction. As the course is grounded in the land and period of the Bible, by definition it supplies each student with a basic background to the milieu that led to the actual foundations of the Judeo-Christian ethic, which serves as a prime base for all Western civilization. The student’s growing awareness of this setting contributes to her/his knowledge of civic responsibility in times past and promotes engagement on local, national and international levels. Awareness of the great variety of ancient cultures covered in the course nurtures greater cultural sensitivity: A byproduct of this is a better understanding of local ethnic diversity.

Discussions on problems related to antiquity theft lead to civic issues of site and artifact protection as a civic duty on a personal, national and global scales. Questions regarding the private versus the communal ownership of artifacts, the movement of artifacts between countries and issues of repatriation raise awareness to the complexities of archaeological patrimony. During the course the student addresses issues that speak to cultural traditions, thus aiding them to see their own place within the local and global society.

Social responsibility may be difficult to evaluate in the classroom. Despite this, tests can evaluate the student’s widening awareness to the rich fabric of past human diversity, as one of the main foci of the course is the interplay among ancient Near Eastern cultures.
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Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

The deep association of this course with the roots of biblical society, which is at the very heart of modern ethics as understood in Western Culture, gives the student a solid grounding in its background. From Patriarchs to prophets, the student is introduced to the actual world in which these ideas were first manifest.

Additionally, from the first meeting this course treats the student as an adult. The primary rule of adulthood states that a person must take responsibility for her/his own actions. The course stresses the responsibility of the individual student, beginning with class attendance, focus during class and culminating with preparation for tests.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
INTRODUCTION TO BIBLICAL ARCHAEOLOGY

ANTH/RELS 317 (200) (Honors)

SYLLABUS

SPRING 2013 (Tuesdays and Thursdays 2:20-3:35 PM)

Psychology Building, Room 337

Shelley Wachsmann, Ph.D.
Meadows Professor of Biblical Archaeology
Nautical Archaeology Program, Department of Anthropology, Texas A&M University

Office hours: Wednesdays 3:00-5:00 PM, or by appointment at the
Nautical Archaeology Program, Anthropology Department, Room 121
Telephone (979) 847-9257; E-mail: swachsmann@tamu.edu

This course is designed to introduce the student to the archaeology and material culture of the
Land of the Bible. The course has the following objectives: A) To acquaint students with the rich
matrix of material culture related to the peoples of biblical times in that region, B) To integrate
these physical remains into an overall humanistic understanding of the biblical world, C) To
supply the student with the tools to evaluate archaeological discoveries in relation to the biblical
narrative, D) To familiarize the student to the interrelationship of various sources—texts, artifacts,
iconography, etc.—for interpreting and understanding the past. There are no prerequisites to
taking this course.

We will cover the period from the Epi-Paleolithic period (ca. 10,000-8,500 B.C.) till the 1st-
century A.D. Classes will be devoted primarily to Keynote™ lectures. We will also see video
presentations. The final grade will be based on the total grades earned by the student from one
assignment (5 points), three tests (two mid-term examinations and a final examination, each worth
25 points) and a term paper (20 points) due the last day of class (Thursday, April 25). The
assignment will be given on our third meeting (Tuesday, January 22nd) and will be due on our
fifth meeting (Tuesday, February 26th). Late submissions will not be accepted.

As term paper topic selection can be a difficult process, and lead to procrastination, I encourage
you to look over the material that we will cover and select a topic for your term paper early in the
semester. Please see me to discuss your topic ideas. You will be expected to submit a 250-word
(1-page double spaced) abstract together with a preliminary bibliography no later than our tenth
meeting (February 14th). Remember, deadlines are our friends.

The second mid-term, and the final test, will include only material covered since the previous test.
The class session prior to each test will be spent in reviewing and discussing the material covered
in the test. Letter grades assigned will follow the standard TAMU scale: 100-90 = A, 89-80 = B,
79-70 = C, 69-60 = D, 59 and below = F. Sometimes students do not do well on a midterm.
Should this happen the student will have the option to take a final exam covering all the material
of the entire semester. This test will count for the final and will replace the lower of the two mid-
term test grades (50 point value). Anyone wishing to take this option must register to do so no
later than our last meeting (Thursday, April 25th). Note that this possibility should be viewed as an opportunity of last resort.

As a textbook for the first part of the course we will be using Amihai Mazar's *Archaeology of the Land of the Bible: 10,000-586 B.C.E. (The Anchor Bible Reference Library.*) New York, Yale University Press (2009). Additional readings will be found at Evans E-reserve. The majority of additional readings for this course are found in a journal entitled *Biblical Archaeology Review.*

This resource is available online at I-heat. To access these internet resources you must either use a university computer, or, if you are off campus, you may be required to log into your university account.

**CLASS LECTURES ON LINE**

Class lectures are available on-line as downloadable pdf files on the Electronic Course Reserves. Students should download these files and print them out (multiple slides per printed page) as a convenient aid in taking notes. These lecture files do not replace class attendance.

**CLASS ID NUMBERS**

For reasons of identity security neither Social Security numbers nor UIN numbers will be used when posting grades. For this purpose each student will receive a unique class ID number.

**THE 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 the Department of Disability Services in Room B118, Cain Hall. Tel. 845-1637. Website: (http://disability.tamu.edu/).

**STATEMENT ON DIVERSITY**

Respect for cultural and human biological diversity is a core concept 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 (Seehttp://diversity.tamu.edu/).

**ACADEMIC INTEGRITY**

An Aggie does not lie, cheat or steal, or tolerate those who do. For more information regarding academic integrity, please visit the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu/).
SCHEDULE SPRING 2013

WEEK 1
(1) Tuesday, January 15th ➤ Introduction to Biblical Archaeology I
(2) Thursday, January 17th ➤ Introduction to Biblical Archaeology II

WEEK 2
(3) Tuesday, January 22nd ➤ Introduction to Biblical Archaeology III (Assignment given)
(4) Thursday, January 24th ➤ Introduction to Biblical Archaeology IV (Video presentation: Archaeology From the Ground Down)

WEEK 3
(5) Tuesday, January 29th ➤ Introduction to Biblical Archaeology V (Assignment returned, 5 points)
(6) Thursday, January 31st ➤ Introduction to Biblical Archaeology VI & The First Agriculturists: The Epi-Paleolithic and Neolithic Periods

WEEK 4
(7) Tuesday, February 5th ➤ The First Agriculturists: The Epi-Paleolithic and Neolithic Periods (Contd.)
(8) Thursday, February 7th ➤ Review

WEEK 5
(9) Tuesday, February 12th ➤ Mid-term examination #1 (30 points)
(10) Thursday, February 14th ➤ On Writing Reports and Term Papers (250-word term paper abstracts due)
NB Students are invited to Professor Vaughn Bryant’s lecture to ANTH/RELS 317 (500), The Paleolithic Health Club: Where Have We Gone Wrong? (3:55 PM, Harrington Educational Center)

WEEK 6
(11) Tuesday, February 19th ➤ Innovative Communities of the Fourth Millennium: The Chalcolithic Period
(12) Thursday, February 21st ➤ The Emergence of Cities: The Early Bronze Age

WEEK 7
(13) Tuesday, February 26th ➤ Early Bronze Age (Contd.)
(14) Thursday, February 28th ➤ An Interlude: The Early Bronze IV/Middle Bronze Age I

WEEK 8
(15) Tuesday, March 5th ➤ Mighty Canaanite City-States: The Middle Bronze Age II
(16) Thursday, March 7th ➤ Middle Bronze Age II (Contd.) & In the Shadow of Egyptian Domination: The Late Bronze Age
Week 9

Spring Break. No classes.

Week 10
(17) Thursday, March 19th › Late Bronze Age (Contd.)
(18) Thursday, March 21st › Review

Week 11
(19) Tuesday, March 26th › Mid-term examination #2 (30 points)
(20) Thursday, March 28th › Seafaring in the Late Bronze Age: The Uluburun Shipwreck

Week 12
(21) Tuesday, April 2nd › A Voyage to Antiquity: (Video presentation)
(22) Thursday, April 4th › The Days of the Judges: Iron Age I

Week 13
(23) Tuesday, April 9th › The Sea Peoples and the Philistines: The Iron Age I
(24) Thursday, April 11th › The United Monarchy: The Reigns of Saul, David and Solomon: Iron Age IIA, ca. 1000-925 B.C.

Week 14
(25) Tuesday, April 16th › The Divided Monarchy: Iron Age IIB-C
(26) Thursday, April 18th › Historical Overview: From the Persian to the Early Roman Periods & A Tour of the Second Holy Temple in Jerusalem in the Time of Jesus

Week 15
(27) Tuesday, April 23rd › The Backdrop to the Ministry of Jesus: Seafaring on the Sea of Galilee
(28) Thursday, April 25th › Review

Final examination: Wednesday, May 8th, 1:00-3:00 PM (35 points)
READINGS

INTRODUCTION TO BIBLICAL ARCHAEOLOGY
Mazar, A., Archaeology of the Land of the Bible, pp. 1-34 (Ch. 1).

NEOLITHIC PERIOD

THE CHALCOLITHIC PERIOD

EARLY BRONZE AGE

EARLY BRONZE IV/MIDDLE BRONZE AGE I

MIDDLE BRONZE AGE II
LATE BRONZE AGE


THE ULUBURUN SHIPWRECK


IRON AGE I: THE ISRAELITE CONQUEST AND SETTLEMENT


IRON AGE I: THE PHILISTINES & THE SEA PEOPLES


IRON II: THE UNITED & DIVIDED MONARCHYS


FROM THE PERSIAN TO THE EARLY ROMAN PERIODS


A TOUR OF THE SECOND TEMPLE IN JERUSALEM


THE SEA OF GALILEE BOAT


And for your general interest...

A) THE ANCIENT WORLD ON TELEVISION

AWOTV on the www:
http://www.atium-media.com/rogueclassicism/categories/awotv/
To subscribe, send a blank message to:
mailto:awotv-subscribe@yahoogroups.com
To unsubscribe, send a blank message to:
mailto:awotv-unsubscribe@yahoogroups.com

B) EXPLORATOR: ARCHAEOLOGICAL NEWS ON THE WEB

Read the latest Explorator on the web at:
http://www.atium-media.com/rogueclassicism/categories/explorator
Past issues of Explorator are available on the web at:
http://groups.yahoo.com/group/Explorator/messages
To subscribe to Explorator, send a blank email message to:
mailto:Explorator-subscribe@yahoogroups.com
To unsubscribe, send a blank email message to:
mailto:Explorator-unsubscribe@yahoogroups.com
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ARCH 446

3. Texas Common Course Number: NA

4. Complete course title: Introduction to Historic Preservation

5. Semester credit hours: 3-0

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

   CURRENT CORE: No
   CURRENT ICD: No

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

8. How frequently will the class be offered? ONCE AN ACADEMIC YEAR

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

10. Number of students per semester:
    Fall: 30

11. Historic annual enrollment for the last three years:
    2012: 22
    2011: 21
    2010: 19

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
    [Signature]
    Date
    6-4-2013

14. Department Head
    [Signature]
    Date
    6-10-13

15. College Dean/Designee
    [Signature]
    Date
    6-11-13

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

Associate Provost
for Undergraduate Studies

JUN 1 2 2013
Texas A&M University
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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.

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

ARCH 446 (Introduction to Historic Preservation) is an upper division course that attracts students from across campus. The course was crosslisted with AMST 350 until the University closed the American Studies program. The Department is increasing enrollment in the class.

The course addresses the requirements for the Foundational Component Area: Language, Philosophy, and Culture as follows:

(a) The course explores the significance of historic places to societal wellbeing, and examines conservation alternatives for historic and cultural environments.

(b) The course reviews global historic preservation philosophies, policy decisions, and project treatments.

(c) The course explores and evaluates the cross-disciplinary world of historic preservation.

Upon successful completion of this course,

- Students will acquire an awareness and understanding of the significance of historic built environment, its culture and heritage in the context of contemporary preservation trends.
- Students will be exposed to the cross-disciplinary field of historic preservation theory, design, and practice.
- Student will develop a sensitivity and respect to the issues of ethics and professional judgment of policy making and sustainable treatments of historic buildings across locations.

Core Objectives

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

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

This class addresses critical thinking through the course content and topics that are discussed in class along with three required assignments. Lectures introduce students to facts and theories related to the preservation of the built environment. In class discussions encourage creative thinking and innovation. Lectures and discussions focus on open ended questions that require students to approach each issue from multitude perspectives. Discussion questions include:

What makes a place/building historically significant? and for whom (e.g., personal, local, national, international)?
What constitutes the wise use of resources in sustainable conservation?
Texas A&M University

Core Curriculum

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

What is the nature of change in the built environment and how does it influence preservation policy?
What are the legal, economic, cultural, and technological aspects of preservation projects?

Students conduct three assignments in the course. Two of the assignments require inquiry using various resources including The Secretary of Interior's Standards and Preservation Briefs. The students will analyze issues of historic preservation projects, evaluating them given policymaking guidelines and technical briefs. This information will be synthesized into PowerPoint presentations presented to the class.

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

ARCH 446 addresses the Core Communication Objective by teaching students how to examine and interpret policy guidelines and technical briefs, and how to accurately communicate perspectives that support effective use of resources in Conservation and Sustainability.

Students will learn methods of visual communication, analysis and interpretation while working with historic and/or contemporary drawings and photographs. Students will be exposed to the various means by which ideas of sustainability and conservation have been communicated over time.
Students will collaborate and work in teams to develop two of the required PowerPoint presentations.
Oral communication is fostered by in-class presentaitons and group projects.
Students are encouraged to use visual multi-media in their presentations.
A written essay on memory and place allows for self reflection. This essay is discussed in class and interpreted through the eyes of others. This exercise heightens the students awareness of differing perspectives through comparison.

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

The course is based on social responsibility and provides a learning experience that will facilitate understanding of society's sustainable resources of the historic built environment, its heritage and culture. This is also reflected in the nature of the course assignments where students are required to understand the regional, national, and global civic responsibility through the study of the historic significance as an asset to local communities.

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

The course includes one assignment based on an analysis of a personal memorable place. Students are required to reflect on why should we preserve this place. This individual touch enhances the student's awareness of personal responsibility to the community and its heritage. The other two assignments are based on team collaboration, where each student has the opportunity to exhibit his/her personal responsibility and show case their ethical decision making.

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 Architecture

ARCH 446. Introduction to Historic Preservation (3-0). Credit 3

Request for International and Cultural Diversity (ICD) Designation

ARCH 446 (Introduction to Historic Preservation) is an upper level course that includes the following topics addressing the International and Cultural Diversity requirements:

(a) Students explore the significance of historic places to societal wellbeing and conservation alternatives for historic and cultural environments. These historic places are worldwide.

(b) Students review global historic and contemporary preservation philosophies, policy decisions, and projects’ treatments.

(c) Students study the international cross-disciplinary field of historic preservation theory, design, and practice.

(d) Students learn to understand and respect the issues of ethics and professional judgment of policy making and sustainable treatments of historic buildings across locations.
Texas A & M University
College of Architecture
Fall 2013

ARCH 446 INTRODUCTION TO HISTORIC PRESERVATION
TR 3:55-5:10

Dr. ANAT GEVA
Office: Architecture Center Building A 318B;
Office hours: Monday 9:30-10:30, and by appointment
Tel: 862-6580; E-mail: ageve@arch.tamu.edu

Course Description
Explores and evaluates the cross-disciplinary world of historic preservation. Emphasis on the
significance of historic places to societal well-being and conservation alternatives for historic
and cultural environments. Review of preservation projects and treatments. Guest presentations
and case studies from practicing professionals and researchers in a variety of fields.

Prerequisite
Junior or senior classification

Learning Outcomes
- Communication Skills (written, visual, oral)
- Design -Preservation Thinking Skills,
- Investigative Skills,
- Use of Precedents,
- Cultural Diversity,
- Human Behavior,
- Ethics and Professional Judgment.

Course Topics
- Introduction to the world of preservation, and the wise use of resources in Conservation and
  Sustainability
- Memory and Place
- The Nature of Change in the Built and Natural Environment
- Approaches and philosophy: western and other
- Legal background to Cultural Resource Management: NHP Act 1966
  National and local government and preservation
- Perspectives on the management of change and policies for change:
  Economics, Cultural Anthropology and Archaeology, Heritage Tourism and Interpretation,
  Landscape Conservation
- Recording, Engineering and Diagnostics
- The Preservation Team
Reading

- **Required Reading** (see schedule of lecture topics):


- **Recommended Reading:**

  There will be assigned references for various topics

Evaluation

| ASSIGNMENT 1: | Analysis of Memorable Place | 20% |
| ASSIGNMENT 2: | Building Analysis Study I | 20% |
| (The Secretary of Interior’s Standards) | | |
| ASSIGNMENT 3: | Building Analysis Study II (Preservation Briefs) | 20% |
| FINAL EXAM: | | 40% |

Excused absences must be requested in advance for university or other activities, and as soon as possible after an unexpected absence (see University Attendance Policies below)
Email to ageva@arch.tamu.edu is acceptable in emergency.

Grading Policy

Final letter grades will be determined consistent with University standards and on the basis of students’ performance in the three assignments (each assignment will include a specific evaluation sheet) and final exam:

- A Excellent/Outstanding (90-100)
- B Above average (80-89)
- C Average (70-79)
- D Below average (60-69)
- F Failure (below 59)
POINTS TO CONSIDER

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

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

- **Copyright Statement:** The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, assignments, web-sites, in-class materials, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

- **Aggie Honor Code** – "An Aggie does not lie, cheat, steal or tolerate those that do."

  As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to 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 should have the permission of the person. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

- **Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with 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 126 of the Koldus Building, or call 845-1637.
Tentative Schedule for ARCH 446 (Fall 2013)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Guests</th>
<th>Assig/exam</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Syllabus</td>
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<td>For all assignments:</td>
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<tr>
<td>August 29</td>
<td>Questions of HP</td>
<td>Chap.1: 11-18</td>
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<td>Chap. 3: 64-103</td>
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<td>September 3</td>
<td>Memory and Place</td>
<td>Chap. 5: 135-148</td>
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<td>Assign. 1: Memorable Place</td>
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<td>September 5</td>
<td>Preparation of Assig. 1</td>
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<td>September 10</td>
<td>The Nature of Change</td>
<td>Chap. 2: 27-47</td>
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<td>September 12</td>
<td>Preservation Philosophy</td>
<td>Chap. 1: 18-25</td>
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<td>September 17</td>
<td>Managing the Change</td>
<td>Chap. 2: 53-58</td>
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<td>Chap. 9: 279-283</td>
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<tr>
<td>September 19</td>
<td><strong>Assignment 1 due/discussion</strong></td>
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<td>Assign. 1 due</td>
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<td>September 24</td>
<td>Definitions/ Standards</td>
<td>Chap. 3: 106-119</td>
<td></td>
<td>Assign. 2: Analysis Study I</td>
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<td>September 26</td>
<td>Preparation of Assig. 2</td>
<td>Chap. 7: 191-202</td>
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<tr>
<td>October 1</td>
<td>Registration of HP places/</td>
<td>Chap.2: 47-53</td>
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<td></td>
<td>Preservation Briefs</td>
<td>Chap.5: 149-152</td>
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<td>October 3</td>
<td>Cultural Anthropology/Archeology</td>
<td></td>
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<td>X</td>
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<td>October 8</td>
<td>Archeology</td>
<td>Chap.7: 218-220</td>
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<td>X</td>
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<tr>
<td>October 10</td>
<td>Heritage Tourism and Interpretation</td>
<td>Chap.11: 321-325</td>
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<tr>
<td>October 15</td>
<td>Documentation/recording</td>
<td>Chap.7: 202-218</td>
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<td>X</td>
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<tr>
<td>October 17</td>
<td>Preservation Engineering</td>
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<tr>
<td>October 22</td>
<td><strong>Assignment 2 due/presentations</strong></td>
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<td>Assign. 2 due</td>
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<td>October 24</td>
<td>Assignment 2 presentations (cont)</td>
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<td>Assign. 3: Analysis Study II</td>
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<td>October 29</td>
<td>Tour of the campus</td>
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<td>October 31</td>
<td>Adaptive use</td>
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<tr>
<td>November 5</td>
<td>Industrial adaptive reuse</td>
<td>Chap.7: 197-199</td>
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<td>November 7</td>
<td>Landscape Preservation</td>
<td>Chap.11: 325-329</td>
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<td>X</td>
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<td>November 12</td>
<td>Community Preservation</td>
<td>Chap.9: 279-283</td>
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<td>X</td>
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<td>November 14</td>
<td>Preservation &amp; Sustainability</td>
<td>Chap.10: 298-312</td>
<td></td>
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<tr>
<td>November 19</td>
<td>The Preservation Team in Practice</td>
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<td>X</td>
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<tr>
<td>November 21</td>
<td><strong>Assignment 3 due/presentations</strong></td>
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<td>Assign. 3 due</td>
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<tr>
<td>November 26</td>
<td>Assignment 3 presentations (cont)</td>
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<tr>
<td>November 28</td>
<td>NO CLASS (Thanksgiving)</td>
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<tr>
<td>December 3</td>
<td>Summary and Review</td>
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<tr>
<td>Last Day</td>
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<td>TBA</td>
<td><strong>Final Exam</strong></td>
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</tbody>
</table>

I reserve the right to modify the schedule, topics, and readings during the course of this semester.
Texas A&M University

Core Curriculum Cover Sheet

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

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

2. Course prefix and number: CARC 331

3. Texas Common Course Number: NA

4. Complete course title: Field Studies in Design Philosophy

5. Semester credit hours: 3-0

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

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

8. How frequently will the class be offered? Fall Semester. Spring Semester. Summer Terms.

9. Number of class sections per semester: Fall, Spring and Summer : 2 (various locations)

10. Number of students per semester: Fall: 40 Spring: 40 Summer: 15

11. Historic annual enrollment for the last three years: Spring 2013: 40 Fall 2012: 38 Summer 2012: 13

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate course 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: [签名] 6.5.13

   Course Instructor

   Approvals: [签名] 6.10.13

   Department Head [签名] 6.11.13

   College Dean/Designee

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

Associate Provost for Undergraduate Studies

See form instructions for submission/approval process.

JUN 12 2013

Texas A&M University

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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?

CARC 331 – Field Studies in Design Philosophy is open to majors throughout the University. The course is offered in locations abroad – primarily Italy, Spain and Germany. Bachelor of Environmental Design students in the College of Architecture take the class during their required study away semester. The CARC 331 course introduces design philosophy in international environments away from the Texas A&M campus. Through lectures, site visits and interactions with local artists and architects, students gain knowledge of a broad range of historical and philosophical perspectives that impact design decisions in international contexts, primarily in Europe. The course addresses design decisions from a multitude of scales - from sculpture, paintings, buildings and cities. Powerpoint slide presentations and class discussions introduce students to artistic thought over time. Students develop an understanding of how social, economic, and cultural influences shaped the arts of the specific region under study. A critical theme is the relationship between artists and architects, their ideas, and the context in which they worked.

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 develop critical thinking skills through consideration and reflection of the lecture material, in-class discussions, interactions with guest lecturers, and the preparation of research papers. The research topics require students to synthesize and evaluate information in both written, oral and graphic formats. This information will be presented to the class as a whole at the mid-term and the end of the semester.

Students will complete required research papers in Paris. Creative thinking and innovation are encouraged as each pair is required to select and visit works of art and architecture that support the hypothesis in their research paper. Information gained through site visits are presented to the class. Creative thinking and innovation are encouraged as the information presented is discussed as being pertinent to other team projects.

Guest speakers who are practicing artists and/or architects in the local community present insights related to the material presented in class, and provide an opportunity for students to interact and discuss perspectives unique to their own.

Students discover processes with which to design coherent and responsible art and architecture in its context while adopting a commitment to social, economic and cultural concerns.
Texas A&M University

Core Curriculum

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

Students will be required to discuss and formulate questions in order to discover processes with which to design coherent and responsible art and architecture.

Quizzes will not only test the student’s reflection and comprehension of the course material. Open ended questions will require critical thinking and analysis of the material.

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

A variety of means are utilized to forster communication. Interactive class discussions, participation in team assignments, written and graphic expression through the research project will foster communication.

In-class discussions and scheduled field trips will provide opportunities for students to ask questions and to participate in a dialog related to specific topics.

Interaction is encouraged by the group research project. Multiple stages of critical analysis and constructive criticism allow for reflection and re-expression. Working on a team research project inherently requires interaction and oral communication from the initial topic selection, inquiry and analysis to the organization and synthesis of the final writing assignment and presentation.

Open ended questions on quizzes allow students to better examine their thought in written form.

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

Students come to understand the significant impacts art and architecture play in our lives and the lives of others. Students come to understand these impacts are not dictated by the surrounding social, cultural, and economic forces; artist and architects have been and are engaged in defining communities. People react to art and architecture, and because of this reaction the creation of art and architecture carries responsibilities at multiple levels (regionally, nationally and globally).

Students are exposed to aspects of European architecture that are markedly different from their U.S. counterparts. Issues of urban history and politics, density, center vs. periphery, public space, public housing are not universal, and there are important lessons to be learned from each culture and in each context.

Adjunct professors local to the area and select lecturers who live and practice in the area give students insights into the local perspective, allowing them to better engage in the community in which they will be living.

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

Site visits include trips beyond the normal tourist destinations, giving students a better idea of life as lived in each context.

Site visits will expose students to the consequences of choice, action and ethical decision making. For example, the site visit to Colonia Guell, a preserved factory town that was conceived by a local businessman, enables students to understand that this project was a direct response to social conflicts in Barcelona at the time. Students will understand how this project, conceived by a single individual, improved social conditions of the factory workers and provided sponsored cultural activities.
Texas A&M University

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Students will develop a sensitivity to architectural works as generators of redevelopment. Many of the sites visited have been redesigned, or are in the process of being redesigned, as a mixed use hybrid based on the creative city. This urban landscapes are respective of the urban dwellers and their needs.

Students will be exposed to the positive and the negative consequences of actions. This duality will enable the to more fully understand and connect choices and actions with outcome.

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 Architecture

CARC 331. Field Studies in Design Philosophy (3-0) Credit 3

Request for International and Cultural Diversity (ICD) Designation

CARC 331 provides for rich cultural immersion in study abroad sites on semester-long programs offered by the College of Architecture. The course focuses on investigation of historical and philosophical issues that impact design decisions in international settings. The course content is created in response to the specific study abroad location, with the associated cultural and historical philosophies reflected by the region.

TAMU Undergraduate Catalog 135, 2012-2013
Courses taken abroad, which are conducted in another country by a Texas A&M University faculty member, completed as reciprocal education exchange programs (REEP), or completed in another country through direct enrollment in another institution, can be used to satisfy the Core Curriculum requirement for International and Cultural Diversity. Note that currently credits earned through 285, 291, 485, 484 and 491 courses conducted abroad for which grades are determined by a Texas A&M University faculty member.
Catalog Description:  Themes in Contemporary European Architecture
Design philosophy in international and domestic environments away from the Texas A&M University campus; emphasis on the historical. Philosophical, cultural, social and economic factors that influence design solutions. May be taken up to two times in the same semester.

This course is designed as a series of thematic lectures on some historic and current European architecture that are complemented by site visits in Barcelona and environs to illustrative works.

This class begins by posing the question: If American and European architects now occupy the same intellectual space, in international journals, schools, forums and competitions, then how can we define European architecture today? Issues of urban history and politics, density, center vs. periphery, public space, transportation networks and public housing are some aspects of European architecture that are markedly different from their US counterparts and that will be explored.

At the same time, European architecture now approaches an Americanized urbanism and building with globalized sites, enormous cultural containers, enclaves of consumption and theme parking. The selection of weekly readings assignments will explore these issues.

This seminar offers architecture students in Barcelona the opportunity to combine classroom lectures and activities with on-site itineraries, taking advantage of their semester in Barcelona to visit important works of architecture and urbanism.

Prerequisite:
None.

Course Objectives:
The objectives of this course are to explore aspects of European architecture especially the relation between built works, urban design and regeneration schemes.
The course will provide students with a vocabulary for addressing issues such as the postindustrial city, European peripheries, urban regeneration, adaptive reuse, creative cities, landscape urbanism, urban events and the role of culture in urban transformations. etc.

Course Schedule:
Meeting time: Tuesdays 9:30-1:30. The 10 classes will meet 4 hours weekly during the semester, with lectures alternating with site visits. The last session will be final presentations of projects by the students. Emphasis will be put on field itineraries in order to gain first-hand experience of contemporary architecture and urbanism in the city.
Week 1  **Introduction and Old City Visit.**
Assignment of topics. Itineraries to important architecture works in the Raval, Gothic and Ribera areas. The aim of this visit is to underscore the public programs that have regenerated the area and the creation of new institutions within historic and new buildings.

Week 2  **Visit to Colonia Güell**
This well preserved factory town was designed by Antoni Gaudí and his followers for the Güell family corduroy and velvet factory and its workers. It is an example of the 19th century English factory town model implemented in the Barcelona area. The crypt is an experimental work of architecture.

Week 3  **Modernisme**
The theoretical framework for turn of the century architecture and its manifestation and variations across Europe (Art Nouveau, Arts and Crafts, Secessionism). Special focus will be given to the work of Antoni Gaudí and other exponents of modernisme in Barcelona

Week 4  **Visit to Montjuic and public spaces in Sants**
The itinerary will include the grounds of the 1929 Word’s Exposition, Mies van der Rohe’s German Pavilion, Caixa Forum, the Botanical Garden, the Olympic Ring and three of the first public space making projects in Barcelona’s recent past.

Week 5  **Spanish Architecture and Midterm Review**
Survey of Spanish architecture as seen through important figures and their works. Special attention will be focused on the prewar and post war periods.

Week 6: **Lecture on site: Walden 7 and Taller de Arquitectura offices by Peter Hodgkinson.**
Talk and visit to two seminal works of the 1970’s.

Week 7  **European Urban Peripheries: Vall d’Hebron Olympic Area and Montbau**
**Lecture on Site: Pavilion of the Spanish Republic with lecture by historian/archivist of the University of Barcelona. M. Lourdes Prades.**
This session explores work on the city edge and the notion of the periphery in European cities. We will visit the Olympic area of Vall d’Hebron and the reconstructed Spanish Pavilion originally built by the GATCPAC in Paris in 1937. The historians in charge of the center will discuss the history of the building, its reconstruction, and the collection of civil war posters that it houses.

Week 8-9  **The Post Industrial City:**
**Visit to Forum 2004/ Diagonal Mar Park/ Poble Nou park and 22@**
This visit to a large sector of the city addresses issues about contemporary urbanism and architecture in the context of the post industrial city. The sites are in Barcelona’s former industrial area, now being redesigned as a mixed use hybrid programmed area based on the idea of the creative city. Many of the projects are examples of landscape urbanism.

Week 10-11  **Urban triggers 1: Containers, Events, Infrastructures**
In the last 20 years Paris, Berlin, Barcelona and other European cities have experienced major urban transformations in relation to political programs. An examination of architectural works as generators of redevelopment:
Week 11-12 **Session 10: Contemporary themes and figures.**

**Lecture: Domingo + Ferre arquitectes.**

Explores some of the major European practitioners today and the theoretical and constructive basis of their work.

Week 12-14 **Student Final Presentations**

Week 15 **Final written papers due**

**Required Reading:**

**Session 1 Reading:** Subirats, Joan and Rius, Joachim. From the Xino to the Raval. Barcelona: Centre of Contemporary Culture of Barcelona. 2006. pp. 1-78. Available on line at http://www.cccb.org/ca/edicio_digital-del_xino_al_raval-10527


**Midterm Evaluation:** Presentations and submittal of hard copy and digital copy


**Session 10 Reading:** Koolhaas, Rem. Life in the Metropolis or the Culture of Congestion, 1977

**Architecture Theory since 1968** edited by Michael Hays MIT Press

Bigness or the Problem of Large pages 495-516 SMLXL with Bruce Mau
Study Resources

Coac Architecture Library
Arcs, 1-3 3rd Floor check hours on the website
Students must pay a small fee for entry. You cannot borrow books but you can consult them there, make photocopies and scan and send images to your email.

Architecture School Library ETSAB
Av. Diagonal 649 Mon-Friday 9:00-21:00 L3 Metro Green Line to Zona Universitaria.

Centre of Documentation. Center of Contemporary Culture of Barcelona, CCCB
Montalegre, 5

Recommended General Bibliography On Architecture and Urbanism in Barcelona
Busquets, Joan. Barcelona the Old City. Ajuntament de Barcelona.


Fernández-Galiano, Luis. editor Spain Builds. AV Monografías 113. Madrid 2005


Rowe, Peter. Building Barcelona. Barcelona Regional 2006

Instructor Grading Policy (includes grading scale):

Students will work in pairs to create a 20-25 page research paper and presentation on works of architecture in Barcelona in relation to urban projects with broader implications. The instructor will aid the students in finding study sources and developing their projects. Work must be handed in as hard copy as well as a digital copy on a CD.

In the first session, pairs of students will be assigned a project. For the Midterm evaluation students must have visited the works and have begun compiling information and research at architecture libraries and online. Each group will make a short presentation and hand in a page on the concept of the paper. After lectures, the instructor will be meeting with each group, individually to review and direct the work.

Evaluation will be based on:
Attendance and participation in class discussions 10%
Development of the paper by Midterm 20%. Midterm Presentation. Hand in outline and concept in hard copy and digital format.
The Final Presentations 30%
The final written work will be worth 40%.

A= 100-90; B = 89-80; C=79-70; D=69-60; F=59 and below
Paper and Presentation Topics:

There are two types of topics that will be given in this class.
First, there will be a series of projects that deal with the direct relation between works of architecture and urban design initiatives.

The second type of project deals with the investigation of the works of an important architect from Barcelona that is lesser known in an international context.

Working in pairs, students will be assigned one of the topics listed below. Papers should be 20-25 pages long including images + bibliography.

For each project dealing with architecture works within a larger urban initiative:
1. Study the urban context and history as well as the larger regeneration project
2. Analyze the most significant architecture projects.
3. Visit and document the works photographically
4. Make a critical analysis.

For the topics dealing with the work of a local architect:
1. Study the architect and their professional trajectory and design philosophy.
2. Analyze the significant architecture projects in relation to the architect’s large vision
3. Visit and document works photographically
4. Make a critical analysis.

Attendance Policy:

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

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

Americans with Disabilities Act (ADA Policy Statement):

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

Academic Integrity Statement and Policy:

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

Care of Facilities:
The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.

Studio Culture:
All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture.

They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation.

Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life.

Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience.

The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ENGL 330

3. Texas Common Course Number:

4. Complete course title: Arthurian Literature

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

   Communication: YES

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 35 - 125

11. Historic annual enrollment for the last three years: 69 132 160

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:
   Jennifer Carroll
   Course Instructor
   Date 5/8/13

   Approvals: [Signature]
   Date 5/8/13

13. Department Head
   Date 5/31/13

14. College Dean/Designee

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

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

Foundational Component Area: 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.

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

ENGL 330 Arthurian Literature: This course centers on the development of the Arthur story in poetry, fiction, and drama, from its inception in early medieval Britain through the twentieth and twenty-first century. Reading these texts in relation to specific historical, political, and cultural contexts, we will be discussing such topics as: Arthur as a model for rulers, the role of Arthurian narrative in shaping the ideals of “chivalry,” contemporary international human rights law, and professional rule of conduct in the modern world. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of writers who use the Arthur story, and help students develop an appreciation for what the study of literature can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of Arthurian literature. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand, analyze and evaluate the nuances and complexities of literature that uses the Arthurian theme to investigate a wide range of issues.

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

Communication Skills (CS): The course enhances communication skills through small and large group discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Arthurian literature that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of
Texas A&M University
Core Curriculum

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

each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

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

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of Arthurian literature and how that literature expresses those various these and forces. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Arthurian literature and how the story of Arthur can be variously applied to consider these outlooks.

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

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility and consider their own ethical stance through such topics as the chivalric roots of international human rights law, professional code of conduct for the military, just war theory, rape as a war crime, treatment of prisoners and civilians, personal loyalty and political allegiance, and relationships between men and women.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL 330.200
Spring 2013
MWF 11:30-12:20
Harrington Center
2XX

ENGL 330 Course Catalogue: Arthurian Literature. (3-0). Legend of King Arthur in English and American literature from its Medieval origins to the present.

Course Description

This course centers on the development of the Arthur story in poetry, fiction, and drama, from its inception in early medieval Britain through the twentieth and twenty-first century. Reading these texts in relation to specific historical, political, and cultural contexts, we will be discussing such topics as: Arthur as a model for rulers, the role of Arthurian narrative in shaping the ideals of "chivalry," international human rights law, and professional rule of conduct in the modern world.

Learning Outcomes

1. Identify major works of Arthurian literature.

2. Explain the relationship between individual works and broader historical and social contexts.

3. Identify and explain the rhetorical devices and literary techniques authors use in specific texts of Arthurian literature.

4. Articulate individual, scholarly, critical responses to works by reviewing relevant scholarship in the area.

5. Develop a thesis and support argument with textual evidence.

6. Integrate scholarly citation in formal essay writing.

Telephone 979-862-3571
Email address j-goodman@tamu.edu
Office hours MWF 10:15-11:15 and by appointment
Office location LAAH 480
Graduate Assistant: Jonathan Quick
Textbook and/or Resource Material


2) Sir Thomas Malory, *Works* (paperback)

3) Alfred, Lord Tennyson, *Idylls of the King* (paperback)

4) A more recent Arthurian work of your choice (recommendations will be discussed in class.)

Core Curriculum Objectives

*Critical Thinking Skills (CTS):* The course will enhance critical thinking skills through consistent reading and class discussion of Arthurian literature.

*Communication Skills (CS):* The course enhances communication skills through small and large group discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading.

*Personal Responsibility (PR):* The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

*Social Responsibility (SR):* The course enhances social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of Arthurian literature.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion will focus on helping students better understand the nuances and complexities of Arthurian literature.

CS: The course will help students learn how to develop a greater understanding of Arthurian literature that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.
PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the chivalric roots of international human rights law, professional code of conduct for the military, just war theory, rape as a war crime, treatment of prisoners and civilians, personal loyalty and political allegiance, and relationships between men and women.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Arthurian literature.

Assignments and Exams

One midterm exam (30%). The midterm will be made up of short and long questions.

Final (30%). The comprehensive final will include short and long essay questions. On the final essay exam students will be given a writing assignment in which they will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. They will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped Arthurian literature.

Term paper (35%). The 10 page term paper will be graded on coherence, grammar, insight, and proper use of scholarly sources.

Participation (5%). Your participation grade will be awarded on the basis of regular attendance, class participation, minor in-class writing assignments, and weekly honors group meetings.

Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, and F=50-59

Attendance Policy

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. As required by Texas state law, major religious holidays are also excused absences.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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1 Origins of Arthur  Wilhelm, Chapters 1-2
2 Colwich and Ollwen; Geoffrey of Monmouth. Wilhelm, chapters 3-4
3 Marie de France and Chrétien de Troyes Marie de France, Chevrefeuil (in Wilhelm) and Lanval (online at Chrétien The Knight of the Cart (Wilhelm))
4 Chrétien de Troyes cont. Finish The Knight of the Cart.
First Knight (film)
5 Review for exam February 13.
First Midterm exam February 15
6 Sir Gawain and the Green Knight Wilhelm, Sir Gawain and the Green Knight.
8 Malory cont. Malory, "Gareth", "Book of Sir Lancelot," "Quest of the Holy Grail"
SPRING BREAK March 11-15 "Lancelot and Guenevere," "Scandal and Strife," "Dolorous Death."
9 Malory cont. review for exam
10 From Malory to Tennyson Tennyson, Idylls, "The Coming of Arthur," "Gareth"s
Second midterm exam March 29 Tennyson, Idylls, "Guenevere," "The Passing of Arthur"
11 Tennyson, Idylls, cont. Outside reading assignment
12 From Tennyson to 2010; Tennyson, Idylls, "Guenevere," Outside reading assignment
13 Arthur in film.
14 Arthur in film; Review for exam.

Comprehensive final exam. On the final essay exam students will be given a writing assignment in which they will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. They will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped Arthurian literature.

Americans with Disabilities Act (ADA)

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

**Academic Integrity**

*For additional information please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)*

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

Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
* Submit original form and attachments *

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

2. Course prefix, number and complete title of course:
   ENGL 330; Arthurian Literature

3. Change requested
   Attach a brief supporting statement for changes made to items 3 through 5.
   a. Prerequisite(s): From: ________________________ To: ________________________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5. Enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

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Approval recommended by: Nancy B. Watanabe 4/1/13

Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee

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

Submitted to Coordinating Board by:
Chair, GC or UCC

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 02/11

Date

Effective Date

RECEIVED MAY 9, 2013
MEMORANDUM

Date: May 14, 2013

To: Chair
University Curriculum Committee

Through: Mike Stephenson, Associate Dean
College of Liberal Arts
Undergraduate Instruction Committee

From: Nancy Warren, Head
Department of English

Subject: Prerequisite Change for ENGL 330 and ENGL 360

The Undergraduate Studies Committee of the Department of English recommends eliminating the prerequisite of ENGL 104 of the listed courses in preparation for the submission of these courses to be included in the core curriculum. The U3/U4 restriction will be maintained.
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: ENGL 333

3. Texas Common Course Number:

4. Complete course title: Gay and Lesbian Literature

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 CONS: YES]
   - [CURRENT ICD: YES]

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

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

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

10. Number of students per semester: 16 - 25

11. Historic annual enrollment for the last three years: 27 40 65

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:

13. Date

14. Department Head

15. College Dean/Designee

Date

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

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

Foundational Component Area: 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.

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

ENGL/WGST 333: Gay and Lesbian Literature. This class introduces students to some examples of “gay and lesbian literature” by questioning the adequacy of the moniker “gay and lesbian literature.” To observe the historical and cultural specificity of such concepts as “gay and lesbian,” “LGBT [etc.],” “straight,” and “heterosexual”—and, why not, “literature”—we’ll start by looking at texts produced in times and places that differ, sometimes radically, from what we claim as our own culture(s). In turning to the more contemporary examples, we’ll pay particular attention to the ways in which histories of race, migration, and globalization are being negotiated in our class readings. We’ll familiarize ourselves with the texts’ social and historical contexts; we’ll also consider how the literary texts are responses to—inventive ways of negotiating—particular historical problems and issues. While a number of sessions consist of lectures on the historical, cultural, and biographical contexts of the texts we are reading, the majority of the course will be conducted as a seminar, where the students are expected to engage in class discussion. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of gay and lesbian writers from the classical period to the present, and ultimately, help students develop an appreciation for what the study of literature of groups that may be different from theirs can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in Gay and lesbian literature from classical times to the present. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of Gay and lesbian literature from classical times to the present.

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

Core Curriculum

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

*Communication Skills* (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Gay and Lesbian literature from classical times to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

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

*Soci al Responsibility (GR)*: The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of Gay and Lesbian literature from classical times to the present. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Gay and Lesbian literature from classical times to the present.

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

*Personal Responsibility (PR)*: The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the struggle for gay rights, the politics of respectability vs. radical politics, the place of transgender people in the gay and lesbian community, and homonormativity vs. heteronormativity. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of English

ENGL/WGST 333: Gay and Lesbian Literature

Request for International and Cultural Diversity (ICD) Designation

This class introduces students to some examples of "gay and lesbian literature" by questioning the adequacy of the moniker "gay and lesbian literature." To observe the historical and cultural specificity of such concepts as "gay and lesbian," "LGBT [etc.]," "straight," and "heterosexual"—and, why not, "literature"—the course begins by looking at texts produced in times and places that differ, sometimes radically, from what we claim as our own culture(s). In turning to the more contemporary examples, students will pay particular attention to the ways in which histories of race, migration, and globalization are being negotiated in our class readings. Students will become familiar with the texts' social and historical contexts; we'll also consider how the literary texts are responses to—inventive ways of negotiating—particular historical problems and issues. While a number of sessions consist of lectures on the historical, cultural, and biographical contexts of the texts we are reading, the majority of the course will be conducted as a seminar, where the students are expected to engage in class discussion that will help them become more sensitive to the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world.
ENGL/WGST 333.500 Gay and Lesbian Literature
Professor: Mikko Tuhanen, E-mail: mikko.tuhanen@tamu.edu
MWF 3.00 – 3.50 LAAH 3XX
Office Hours: W 2-2.50 pm.

ENGL/WGST 333: Gay and Lesbian Literature. (3 credits). Gay and lesbian literature from classical times to present, studied in its historical and cultural context.

Course Description: This class introduces students to some examples of “gay and lesbian literature” by questioning the adequacy of the moniker “gay and lesbian literature.” To observe the historical and cultural specificity of such concepts as “gay and lesbian,” “LGBT [etc.],” “straight,” and “heterosexual”—and, why not, “literature”—we’ll start by looking at texts produced in times and places that differ, sometimes radically, from what we claim as our own culture(s). In turning to the more contemporary examples, we’ll pay particular attention to the ways in which histories of race, migration, and globalization are being negotiated in our class readings. We’ll familiarize ourselves with the texts’ social and historical contexts; we’ll also consider how the literary texts are responses to—inventive ways of negotiating—particular historical problems and issues. While a number of sessions consist of lectures on the historical, cultural, and biographical contexts of the texts we are reading, the majority of the course will be conducted as a seminar, where the students are expected to engage in class discussion.

LEARNING OUTCOMES

By the end of the course, students will be able to

- Analyze and provide close readings of literary texts, while paying attention to their historical contexts.

- Formulate a research question, a thesis, and a detailed outline of a research project.

- Summarize academic texts and their visual representations.

- Annotate bibliographic sources.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in gay and lesbian literature from classical times to the present.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of and writing about ideas, issues, questions, and themes central to course reading as well as their visual representations.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of gay and lesbian literature from classical times to the present.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of gay and lesbian literature from classical times to the present.

CS: The course will help students learn how to develop a greater understanding of gay and lesbian literature from classical times to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibilities through such topics as the struggle for gay rights, the politics of respectability vs. radical politics, the place of transgender people in the gay and lesbian community, and homonormativity vs. heteronormativity. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of gay and lesbian literature from classical times to the present.

REQUIRED TEXTS
Radclyffe Hall, The Well of Loneliness, Anchor, 1990
James Baldwin, Giovanni’s Roo, Delta, 2000
J. Jack Halberstam, Gaga Feminism: Sex, Gender, and the End of Normal, Beacon P, 2012
All other texts, including handouts, are available on Blackboard or university library’s databases.
CLASS REQUIREMENTS
Response papers (7 at 3% each) and annotated bibliographies (3 at 3% each): 30%
In-class quizzes (3% each): 30%
Final research proposals: 40%

Response papers: During the semester there are 10 occasions for you to write 1-2-page (approx. 400-700-word) response papers on the assigned material. By the end of the term, you will have had to write seven. The papers should be double-spaced, written with 11pt or 12pt Times New Roman font and with 1 inch margins. During the first half of the semester, there are three sessions for which a required response paper has been scheduled. Failure to hand in a response for these dates will result in an F for this portion of the assignment. You can decide yourself when you hand in the remaining response papers, but they must be for sessions for which a response paper has been scheduled (see the syllabus below for these dates). While you can make connections to the texts we’ve read earlier in class, or texts you know from outside the class, the focus of each response paper must be on material that has been scheduled for the session when the response is due. I will not grade papers that discuss material we have already gone over in class. Response papers are due at the beginning of the class.

Final Research Proposal: Research proposals are outlines of your research paper. While sometimes they can be as short as one paragraph, in this class I ask you to think about your topic more and provide a more detailed outline of your proposed paper. Before you can write a research proposal, you must have thought of a research question and done some initial research and thinking on your topic. A research proposal includes a research question, a thesis and an outline of your project. Students will be graded on quality of research, coherence, and originality.

Annotated bibliographies: During the semester, we will practice reading and summarizing scholarly articles by producing annotated bibliography entries. You will have 5 opportunities to produce an entry; by the end of the semester, you will have had to do three. During the first half of the semester, there are two sessions for which a required entry has been scheduled. Failure to hand an entry in on these dates will result in an F for this portion of the assignment. You can decide yourself when you hand in the remaining entry, but it must be for sessions for which one has been scheduled. Annotated bibliography entries are due at the beginning of the class.

Annotated bibliography entries consist of 1) a paraphrase of the reading’s thesis and 2) an outline, in 3-5 sentences, of the text’s major points. (See handout.) Where the text doesn’t have one identifiable thesis (as is sometimes the case with book-length studies, for example), the entry’s first couple of sentences should spell out the main arguments of the text. Successful annotated bibliography entries show that the student has understood the text and can communicate its content to the reader.

In-class quizzes: At the beginning of most classes we will have a quick quiz on the class material scheduled for the session. Although the quizzes also include “substantive” questions, you should have little difficulty in excelling if you have done the reading. Arrive on time since these quizzes make up a third of the final grade.

There will be one quiz scheduled any time between week 10 and week 12 in which you will be asked to reflect upon how your knowledge of literatures from previous historical periods and cultures that may be different from your own has changed in light of the new information that you now possess. You
will be expected to demonstrate how key insights from the course have helped broaden your understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of gay and lesbian literature from classical times to the present.

**Participation.** This is a seminar-oriented class and you will be expected to have done the reading ahead of time and come to class prepared to discuss the material. Additionally, students will be expected to do group work in which they will have to come to class with examples of what J. Jack Halberstam calls “gaga feminism.” On those specific days students will have no reading assignments, but they will be expected to do a ten to twenty minute presentation in which they will offer thoughtful and insightful reflections of the work of J. Jack Halberstam’s work on “gaga feminism.”

**Grading scale:**
A = 90 – 100; B = 80 – 89; C = 70 – 79; D = 60 -69; F = 59 and lower

**Attendance and class participation:** Class attendance is obligatory, as is adequate preparation for each session. See University Student Rules: [http://studentrules.tamu.edu/rule07](http://studentrules.tamu.edu/rule07) for information on excused absences and makeups.

**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. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Dishonesty**
All policies, including those on academic dishonesty, outlined in TAMU’s *Student Rules* ([http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

**READING SCHEDULE**

**Week 1**
Introduction

Halperin, “Is There a History of Sexuality?”

Thesis exercise: Paraphrase Halperin’s thesis in one sentence—i.e., put it in your own words, without quoting the original text. Annotated bibliography exercise: Having paraphrased Halperin’s thesis, formulate a paragraph in which you, first, give the paraphrase and, second, provide an outline of his argument in 2-5 sentences.

**Week 2**
No class: MLK Day

John D’Emilio, “Born Gay?”
Plato, *The Symposium*
Annotated bibliography entry #1 (*required*): D’Emilio

Response paper #1 (*required*): Plato

**Week 3**

Rich, “Compulsory Heterosexuality and Lesbian Existence”

Rich, cont.

McRuer, “Compulsory Able-Bodiedness and Queer/Disabled Existence”
Annotated bibliography entry #2 (*required*): McRuer

**Week 4**

Wyle, *The Children’s Hour* (screening)

*The Children’s Hour* (screening)

*The Children’s Hour* (screening)

**Week 5**

Hellman and Wyler, *The Children’s Hour*
Response paper #2 (*required*): Hellman and/or Wyler

Hellman and Wyler, *The Children’s Hour*

Somerville, “Scientific Racism”
Annotated bibliography entry #3: Somerville

**Week 6**

Le Fanu, “Carmilla” (chs. 1-9)
Response paper #3 (*required*): Le Fanu

Le Fanu, “Carmilla” (chs. 10-16)

Screening: Scott, *The Hunger*

**Week 7**

Scott, *The Hunger* (discussion)
Hall, *The Well of Loneliness*, Book One

James Douglass, “‘A Book That Must Be Suppressed’”
Response paper #4: Scott, *The Hunger*

Hall, *The Well of Loneliness*, Book Two
Response paper #5: Hall, *The Well of Loneliness*

**Week 8**

*The Well of Loneliness*, Book Three
Hall, *The Well of Loneliness*, Book Four

Prosser, ""Some Primitive Thing Conceived in a Turbulent Age of Transition""
Annotated bibliography entry #4: Prosser

**Week 9**

Hall, *The Well of Loneliness*, Book Five

Response paper #6: Hall

Research Proposals (handout)

Spring Break

**Week 10**

Screening *James Baldwin: The Price of the Ticket*

The Male Prison”, “My Dungeon Shook"
Baldwin, *Giovanni’s Room*, pt. 1
Response paper #7: Baldwin, *Giovanni’s Room* and/or the essays

Baldwin, *Giovanni’s Room*, pt. 2

**Week 11**

Baldwin, *Giovanni’s Room*, cont.
Response paper #8: Baldwin

In-class exercise on research proposals.

Peabody, *The Aggressives* (screening)

**Week 12**

Halberstam, *Gaga Feminism*
Response paper #9: Peabody

*The Aggressives*, cont.
Halberstam, *Gaga Feminism*, cont.
Annotated bibliography #5: Halberstam
First versions of research proposals due

Screening: *The Kids Are All Right*

**Week 13**


Class presentations on “gaga feminism”

Class presentations on “gaga feminism”
Week 14

Riggs. *Black Is... Black Ain't* (screening)

Riggs. *Black Is... Black Ain't* (screening)

Riggs. *Black Is... cont.* Response paper #10: Riggs. Final research proposals due.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate * Graduate * Professional
* Submit original form and attachments *

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

2. Course prefix, number and complete title of course:
   ENGL 333; Gay and Lesbian Literature

3. Change requested:
   a. Prerequisite(s): From: To: 
   b. Withdrawal (reason):
   c. Cross-list with: WGST 333
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purpose only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:
   Gay and Lesbian Literature. Gay and lesbian literature from classical times to present, studied in its historical and cultural context, including works by Sappho, Catullus, Shakespeare, Marlowe, Philips, Wilde, Forster, Brown, and Orton.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Gay and Lesbian Literature. Gay and lesbian literature from classical times to present, studied in its historical and cultural context.

7. a. As currently in course inventory:

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Approval recommended by:

[Signature] 4/19/13
Department Head & Program Chair (Type Name & Sign) Date

Chair, College Review Committee 5/30/13
Dean of College 5/30/13

Submitted to Coordinating Board by:

Date
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 02/11

[Stamp] Received May 31, 2013
MEMORANDUM

Date: May 14, 2013

To: Chair
    University Curriculum Committee

Through: Mike Stephenson, Associate Dean
        College of Liberal Arts
        Undergraduate Instruction Committee

From: Nancy Warren, Head
      Department of English

Re: Course description and prerequisite changes for ENGL 333, WGST 333, 334, 338,
    ENGL376

The Undergraduate Studies Committee of the Department of English recommends changing the course descriptions and prerequisites of the courses listed above.

The proposed changes will bring these courses into alignment with current thinking and practice. Lists of representative authors have been deleted from some descriptions to ensure greater inclusivity and flexibility.

The prerequisite changes more accurately reflect the level of the course offerings.
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number: ENGL 334 3. Texas Common Course Number: _____________

4. Complete course title: Science Fiction Present and Past 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
   □ Communication [current core: Yes]

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

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

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

10. Number of students per semester: 35 - 255

11. Historic annual enrollment for the last three years: 388 37 105

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] [Signature]

13. Approvals:
    [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

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.

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

English 334 is an exploration of Science Fiction. Students will be introduced to the major themes and techniques of the genre and to some of the most important writers and works of the form. The course will focus on the ideas, issues, and aesthetic values that mark the development of science fiction from the 18th century to the present. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in works of science fiction writers from the 18th century to the present. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities in works of science fiction writers from the 18th century to the present.

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

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of works of science fiction writers from the 10th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.
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 (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions in works of science fiction writers from the 18th century to the present. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of science fiction writers from the 18th century to the present.

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

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the implications of new forms of knowledge, creator’s responsibility to its creation, the ethics of scientific work dealing with the mysteries of life and death, moral decision to value forgiveness over judgment, and what makes us human. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Science Fiction Present and Past. (3-0). Origins and development of the science fiction genre.

Course Description and Goals: English 334 is an exploration of Science Fiction. Students will be introduced to the major themes and techniques of the genre and to some of the most important writers and works of the form. The course will focus on the ideas, issues, and aesthetic values that mark the development of science fiction from the 18th century to the present.

Learning Outcomes:

1. Students will be able to richly analyze different genres of science fiction writing from the 18th century to the present.

2. Students will be able to identify major authors in the history of science fiction writing from the 18th century to the present.

3. Students will be able to articulate key aesthetic values that mark science fiction writing from 18th century to the present.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in works of science fiction writers from the 18th century to the present.

Communication Skills (CS): The course enhances communication skills through small and large group discussion of and writing about ideas, issues, questions, visual representations and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions in works of science fiction writers from the 18th century to the present.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to
demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities in works of science fiction writers from the 18th century to the present.

CS: The course will help students learn how to develop a greater understanding of works of science fiction writers from the 18th century to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the implications of new forms of knowledge, creator's responsibility to its creation, the ethics of scientific work dealing with the mysteries of life and death, moral decision to value forgiveness over judgment, and what makes us human. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of science fiction writers from the 18th century to the present.

Required Texts:
Orson Scott Card, ed, Masterpieces: The Best Science Fiction of the Twentieth Century
Jonathan Swift, Gulliver’s Travels
Mary Shelley, Frankenstein
Robert Louis Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde
HG Wells, The Time Machine
George Orwell, 1984
Ray Bradbury, The Martian Chronicles
Isaac Asimov, The Caves of Steel
Douglas Adams, The Hitchhiker’s Guide to the Galaxy
Suzanne Collins, The Hunger Games
Alan Moore, Watchmen

Assignments, Expectations, and Grading: Regular attendance and timely completion of all reading assignments are expected. Your final grade will be based on three exams (20% each for a total of 60%) and writing assignments (40%--two at 20% each). The exams will be made up of a mixture of short and long answers and emphasize class reading and material covered in class. The papers will provide you with opportunities to explore
science fiction in a variety of ways, including traditional analyses of literary texts, research papers, creative work, reports of your own discoveries in the genre, and explorations of the transformation of written texts into film.

**Paper Assignments:**

40 Percent of your final grade will be based on your writing assignments. Each Paper is worth 20% and you must write **at least two papers** on at least two of the topics below.

Each paper should be about 4-5 typed double spaced pages (1,000-1,250 words). It is all right if one of the papers is a bit longer than that – provided that the paper does not suffer from wordiness. It is not all right to hand in a paper that is substantially shorter than 1,000 words.

**Paper Topic 1:** Provide a literary analysis of some aspect of one of the texts we have read in class. You might choose to focus on the development of the protagonist or narrator or the use of setting or figurative language or on an exploration of some central theme or technique. You must have a focus and develop your thesis with a close analysis of the details of the text.

**Paper Topic 2:** You may write a research paper in which you explore the scientific underpinnings of one of the texts we read. The research should lead you into a greater understanding of how an author transforms scientific knowledge into a literary text.

**Paper Topic 3:** Compare and Contrast two of the texts we have read this semester. You must have a focus and develop your thesis with a close analysis of the details of the text.

**Paper Topic 4:** Your paper can explore the way in which one of the classics of science fiction has been transformed into a film. Discuss the ways in which the film is faithful to the original text and the ways in which it varies from its source. You may wish to argue for the superiority of either the text or the film or simply to provide an analysis of how the film develops ideas and images present in the text. Both Frankenstein and Jekyll and Hyde will provide fruitful opportunities but you may also explore the ways in which Shakespeare's Tempest is transformed into Forbidden Planet or how Matheson's I am Legend becomes The Omega Man.

**Paper Topic 5:** Write your own short science fiction story and then provide a brief analysis (about 250-400 words) explaining how your story reflects ideas and themes developed in this course. Your grade will be based on both the story and your analysis of your story.

**Paper Topic 6:** Write a paper arguing that I should add a specific work of science fiction to the syllabus of this course. Your goal is to persuade me that a specific text and author merits literary attention.

**Grading Scale:**

90-100 = A; 80-89 = B; 70 – 79 = C; 60 – 69 = D; 59 and lower = F

**For Attendance policy** see University Student Rules: [http://studentrules.tamu.edu/rule07](http://studentrules.tamu.edu/rule07)

**Academic Dishonesty**
All policies, including those on academic dishonesty, outlined in TAMU’s *Student Rules* (http://aggiehonor.tamu.edu/) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

**The Americans with Disabilities Act** (ADA) is a federal anti-discrimination stature 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, call 845-1637 or visit: http://disability.tamu.edu/.

Reading Assignments: English 334

**Week 1**  
Introduction: Defining Science Fiction  
Clarke, “The Nine Billion Names of God,” 110-115;  
LeGuin, “The Ones Who Walk Away from Omelas,” 212-217

**Week 2**  
Jonathan Swift, *Gulliver’s Travels*, parts I & II  
*Gulliver’s Travels*, part III & IV  
Reread *Gulliver’s Travels*

**Week 3**  
Mary Shelley, *Frankenstein*  
Reread *Frankenstein*  
View James Whale’s film of *Frankenstein* (1931) on media matrix. Discussion.

**Week 4**  
Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*  
Reread *Dr. Jekyll and Mr. Hyde*  
Silverberg, “Passengers,” 166-176;

**Week 5**  
HG Wells, *The Time Machine*  
Reread *The Time Machine*
From Masterpieces: Heinlein, “All you Zombies,” 36-46;

**First Due Date for Papers**

Week 6

From Masterpieces: Biggle, “Tunesmith,” 47-79;

**First Exam**

Week 7

View Rouben Mamoulian’s film of *Dr. Jekyll and Mr. Hyde* (1932)
From Masterpieces: Ellison, “Repent Harlequin....,” 145-155;

Pohl, “The Tunnel Under the World,” 177-20
From Masterpieces: Niven, “Inconstant Moon,” 218-239;

Turtledove, “The Road Not Taken,” 276-298
Kessel, “A Clean Escape,” 384-395;

Week 8

George Orwell, 1984

Reread 1984

1984 Continued. **Second Due Date for Papers**

Week 9

Asimov, *Caves of Steel*

Reread Asimov, *Caves of Steel*


Week 10

Ray Bradbury, *The Martian Chronicles*

Ray Bradbury, *The Martian Chronicles* Continued

Reread *The Martian Chronicles*. **Third Due Date for Papers**

Week 11

**Second exam**

Adams, *The Hitchhiker's Guide to the Galaxy*

Reread *Hitchhiker's Guide*

Week 12

From Masterpieces: Kelly, “Rat,” 364-374;
Gibson and Swanwick, “Dogfight,” 297-315;

Collins, The Hunger Games. Fourth due date for papers

Week 13  Reread Hunger Games

Thanksgiving

Thanksgiving

Week 14  Moore, Watchmen

Moore Watchmen Continued

From Masterpieces: Bisson, “Bears Discover Fire,” 375-383;
Fowler, “Face Value, 316-326. Fifth and final due date for papers

Final Exam. The exam will emphasize both the assigned reading and the material covered in class. On the final exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
Submit original form and attachments

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

2. Course prefix, number and complete title of course: ENGL 334; Science Fiction Present and Past

3. Change requested
   a. Prerequisite(s): From: __________ To: __________
   b. Withdrawal (reason): __________
   c. Cross-listed with: __________
   d. Cross-listed courses require the signature of both department heads.
      Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:
   Science Fiction Present and Past. Origins and development of the science fiction genre, including such authors as Wells, Lewis, Clarke, Miller, and Le Guin.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Science Fiction Present and Past. Origins and development of the science fiction genre.

7. a. As currently in course inventory:

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<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tr>
<td>ENGL</td>
<td>334</td>
<td>SCI FI PRESENT &amp; PAST</td>
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b. Change to:

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Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date: 4/11/13

Chair, College Review Committee Date: 5/3/13

Dean of College Date: 5/3/13

Chair, GC or UCC Date: 5/3/13

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date: 5/3/13

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

Curricular Services – 02/11
MEMORANDUM

Date: May 14, 2013

To: Chair
University Curriculum Committee

Through: Mike Stephenson, Associate Dean
College of Liberal Arts
Undergraduate Instruction Committee

From: Nancy Warren, Head
Department of English

Re: Course description and prerequisite changes for ENGL 333, WGST 333, 334, 338, ENGL 376

The Undergraduate Studies Committee of the Department of English recommends changing the course descriptions and prerequisites of the courses listed above.

The proposed changes will bring these courses into alignment with current thinking and practice. Lists of representative authors have been deleted from some descriptions to ensure greater inclusivity and flexibility.

The prerequisite changes more accurately reflect the level of the course offerings.
Texas A&M University

Core Curriculum

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

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

2. Course prefix and number: ENGL 338

3. Texas Common Course Number:

4. Complete course title: American Ethnic Literature

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
   - CURRENT ICD: YES

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

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

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

10. Number of students per semester: 30 - 75

11. Historic annual enrollment for the last three years: 74  66  106

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

12. Date: 4-18-13

13. Submitted by:
   - Course Instructor
   - Date: 4-18-13

14. Approvals:
   - Department Head
   - Date: 4/18/13
   - College Dean/Designee
   - Date: 5/31/13

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: 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.

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

Students in this course (ENGL 338) will read and discuss a wide variety of literary works by American writers of different racial and ethnic origins. Major themes explored include double consciousness, cultural hybridity, critical whiteness, passing, immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, environmental injustice. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American writers of different racial and ethnic origins, and ultimately, help students develop an appreciation for what the study of literature of ethnic groups that may be different from theirs can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in works by American writers of different racial and ethnic origins. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities in works by American writers of different racial and ethnic origins.

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

Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of American writers of different racial and ethnic origins that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.
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 (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions in works by American writers of different racial and ethnic origins. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American writers of different racial and ethnic origins.

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

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, decimation of Native American peoples and cultures, blatant and subtle forms of discrimination, and environmental injustice. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of English

ENGL 338: American Ethnic Literature

Request for *International and Cultural Diversity (ICD) Designation*

In English 338 students will read and discuss a wide variety of literary works by American writers of different racial and ethnic origins. Major themes explored include double consciousness, cultural hybridity, critical whiteness, passing, immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, and environmental injustice. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American writers of different ethnic and racial origins and help students develop an appreciation for what the study of literature of ethnic groups that may be different from theirs can teach us about ourselves and our shared humanity. This course will help students become more aware of the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world.
Catalog Description: Multi-ethnic study of American Literature, the writings of Black Americans, American Indians, Latinos/Latinas, Jewish Americans, as well as other ethnic groups.

Description:

Students in this course will read and discuss a wide variety of literary works by American writers of different racial and ethnic origins. Major themes explored include double consciousness, cultural hybridity, critical whiteness, passing, immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, environmental injustice. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American writers of different ethnic and racial origins and help students develop an appreciation for what the study of literature of ethnic groups that may be different from theirs can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Learning Outcomes:

1. Identify the rich diversity of themes, styles, and genres that form the modern multicultural literatures of the United States.
2. Articulate the complexities of “ethnic” and “American” identities.
3. Articulate valid interpretations of the assigned readings in their historical and social contexts.
4. Apply such factors as race, class, and gender to shape the composition and interpretation of texts and their associated visual representations.
5. Respond respectfully to perspectives and values different from one’s own.
6. Write clear, concise, and grammatically correct analyses of literary texts.
7. Correctly cite page references parenthetically within an essay.
8. Use the MLA database to locate scholarly commentary on literary texts.

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in works by American writers of different racial and ethnic origins.
Communication Skills (CS): The course enhances communication skills through small and large group discussion of ideas, issues, questions, and themes central to course readings and their associated visual representations.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions in works by American writers of different racial and ethnic origins.

Evaluation of Core Objectives

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities in works by American writers of different racial and ethnic origins.

CS: The course will help students learn how to develop a greater understanding of American writers of different racial and ethnic origins that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, decimation of Native American peoples and cultures, blatant and subtle forms of discrimination, and environmental injustice. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American writers of different racial and ethnic origins.

Required Textbooks:


**Course Requirements:**

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<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>Response to a special event or film</td>
<td>5%</td>
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<td>Response papers (5 x 3%)</td>
<td>15%</td>
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<tr>
<td>Exam #1</td>
<td>25%</td>
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<tr>
<td>Exam #2</td>
<td>25%</td>
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<tr>
<td>Final exam</td>
<td>30%</td>
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</tbody>
</table>

*Grading Scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 and below = F*

Exams will be composed of short questions, written in class in a bluebook. Items will be drawn from the readings and class lectures. On the final exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from historical periods and cultures that may be different from their own has changed in light of the new information that they now possess.

Response papers: 300-400 words, typed, double-spaced. Papers will be penalized 1 point for being poorly written.

*For Attendance policy* see University Student Rules: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

The University Writing Center, which is located on the second floor of Evans Library, offers a variety of resources, including peer tutors, that can help you improve your writing. Visit: [http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/)

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

- **Academic Integrity Statement and Policy**
  "*An Aggie does not lie, cheat or steal, or tolerate those who do.*" For additional information, please visit: [aggiehonortamu.edu](http://aggiehonortamu.edu)

**SCHEDULE OF ASSIGNMENTS**

An asterisk by the title indicates that you must write a response paper to a segment of the book *before* that segment is discussed in class. I will likely send you announcements, supplemental
information, or adjustments to the assignments during the semester, so please check your TAMU email account each day.

*(Growing Up Ethnic in America is abbreviated below as Growing Up.)*

**Week 1**  
Course introduction. What is American “ethnic” literature? What is “American” culture?


MLK holiday – no classes

**Week 2**  
James Weldon Johnson, chap. 1 of *The Autobiography of an Ex-Colored Man* and “Brothers” in *Autobiography* 135-37

*Autobiography of an Ex-Colored Man* (chaps. 2-10)

Finish *Autobiography of an Ex-Colored Man*

**Week 3**  
**Writing Workshop**


**Week 4**  
*Leslie Marmon Silko, Ceremony* (to 37)

*Ceremony* (37-94)

*Ceremony* (94-140)

**Week 5**  
Finish *Ceremony*

Review and practice questions

Exam #1 (bring bluebook)

**Week 6**  
Poetry


*Helena Viramontes, Under the Feet of Jesus* (to 46)

**Week 7**  
*Under the Feet of Jesus* (49-90)

*Under the Feet of Jesus* (90-130)
Finish *Under the Feet of Jesus*

**Spring Break**

**Week 8**  Amy Tan, "Rules of the Game" (*Growing Up* 18-31) and Frank Chin, "Railroad Standard Time" (*Growing Up* 83-90)

Gish Jen, "What Means Switch" (*Growing Up* 175-96)

Roshni Rustonji, "Thanksgiving in a Monsoonless Land" (*Growing Up* 326-410)

**Week 9**  Exam #2

* Toni Morrison, *A Mercy* (to 9)

Toni Morrison Continued.

**Week 10**  *A Mercy* (9-83)

* A Mercy* (84-119)


**Week 11**  Lucinda Roy, "Effigies" (*Mixed* 47-64)


**Week 12**  *Moustafa Bayoumi, How Does It Feel to Be a Problem?* (Preface and Rasha)

* How Does It Feel* (Sami)

* How Does It Feel* (Akram)

**Week 13**  Diana Abu Jaber, "My Elizabeth" (*Mixed* 97-116)

Ruth Ozeki, "The Anthropologists' Kids" (*Mixed* 21-45)

Danzy Senna, "Triad" (*Mixed* 309-24)

**Week 14**  Kien Nguyen, "The Lost Sparrow" (297-307).

(Redefined day) Last class meeting

**Final Exam.** On the final exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from various historical periods and cultures that may be different from their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of American writers of different racial and ethnic origins.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and attachments

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

2. Course prefix, number and complete title of course:
   ENGL 338; American Ethnic Literature

3. Change requested:

   a. Prerequisite(s): From: ____________________ To: ____________________
   b. Withdrawal (reason): ____________________
   c. Cross-list with: ____________________

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

   d. Change in course title and description. Enter complete current course title and current course description in Item 5; enter proposed course title and proposed course description in Item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

   American Ethnic Literature. Multi-ethnic study of American Literature, the writings of Black Americans, American Indians, Mexican-Americans, Jewish Americans, as well as Euro-American ethnic groups.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

   American Ethnic Literature. Multi-ethnic study of American Literature, the writings of Black Americans, American Indians, Latinos/Latinas, Jewish Americans, as well as other ethnic groups.

7. As currently in course inventory:

<table>
<thead>
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<th>Prefix</th>
<th>Course#</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
<th>SGH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
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   b. Change to:

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   Approval recommended by:

   [Signature]
   [Date]

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

   Chair, College Review Committee Date

   Dean of College Date

   Chair, GC or UCC Date

   Submitted to Coordinating Board by:

   [Signature]
   [Date]

   Associate Director, Curricular Services

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

   Curricular Services - 02/11
MEMORANDUM

Date: May 14, 2013
To: Chair
University Curriculum Committee
Through: Mike Stephenson, Associate Dean
College of Liberal Arts
Undergraduate Instruction Committee
From: Nancy Warren, Head
Department of English

Re: Course description and prerequisite changes for ENGL 333, WGST 333, 334, 338, ENL 376

The Undergraduate Studies Committee of the Department of English recommends changing the course descriptions and prerequisites of the courses listed above.

The proposed changes will bring these courses into alignment with current thinking and practice. Lists of representative authors have been deleted from some descriptions to ensure greater inclusivity and flexibility.

The prerequisite changes more accurately reflect the level of the course offerings.
Texas A&M University

Core Curriculum

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

1. This request is submitted by [department name]: English

2. Course prefix and number: ENGL 360

3. Texas Common Course Number:

4. Complete course title: Literature for Children

5. Semester credit hours: 03

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

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

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

9. Number of class sections per semester: 1 - 3

10. Number of students per semester: 35 - 287

11. Historic annual enrollment for the last three years: 287 164 194

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

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

13. Submitted by:

   [Signature]
   Course Instructor

   [Signature]
   Date

   [Signature]
   Date

14. Department Head

   [Signature]
   Date

   [Signature]
   Date

15. College Dean/Designee

   [Signature]
   Date

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

www.thecb.state.tx.us/corecurriculum2014

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

**Foundational Component Area: 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.

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

**English 360:** Students in this course will read several classics in children's literature as well as a number of contemporary children's books. This course will explore a variety of children's literature through various genres—contemporary novel, classic novel, historical fiction, and realistic fiction, picture books, and fairy tales. The student will not only become familiar with these genres but explore various ideas conveyed in the texts, the historical development, social and cultural context of children's fiction, how novels for young readers have changed and/or stayed the same, and the intersections among gender, politics, and children's fiction. Most importantly, however, we will be examining the ideologies embedded in the texts as well as beliefs and values that guide our culture, particularly in terms of children and the literature they read. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of writers of literature for children and how writers of different racial, ethnic, gender, regional backgrounds, and sexual orientation may approach and interpret the world differently for readers of children's literature. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

**Core Objectives**

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

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

*Critical Thinking Skills (CTS):* The course will enhance critical thinking skills through consistent reading and class discussion of literature for children. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literature for children.

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

*Communication Skills (CS):* The course enhances communication skills through small and large group discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of literature for children that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey
Texas A&M University

Core Curriculum

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

key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

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

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross-cultural understanding of how history and broader social forces have shaped the distinctive literary traditions of literature for children. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of literature for children.

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

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility and ethical responses to such topics as good vs. evil, gender ideology, socializing effects of children’s literature, competing worldviews, and the ethics of adult censorship on children’s reading.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Instructor: Dr. Claudia Nelson
Phone: (979) 458-0377
Email: claudia_nelson@tamu.edu
Office hours: TR 11-12:30
Office: LA AH 3XX

Course title and number: ENGL 360.500, Literature for Children
Term: Fall 2012
Times and location: TR 9:35-10:50, LA AH 3XX

Course Description
Catalog Description: (3-0). Representative writers, genres, texts and movements.

Course Description: Students in this course will read several classics in children's literature as well as a number of contemporary children's books. This course will explore a variety of children's literature through various genres--contemporary novel, classic novel, historical fiction, and realistic fiction, picture books, and fairy tales. The student will not only become familiar with these genres but explore various ideas conveyed in the texts, the historical development, social and cultural context of children's fiction, how novels for young readers have changed and/or stayed the same, and the intersections among gender, politics, and children's fiction. Most importantly, however, we will be examining the ideologies embedded in the texts as well as beliefs and values that guide our culture, particularly in terms of children and the literature they read.

Student Learning Outcomes

1. Identify major writers in children's literature.
2. Explain the relationship between individual works and social/historical contexts.
3. Form written arguments and support them with textual evidence.
4. Explain how gender and wider societal and cultural values shape the literary sensibilities and humanistic concerns in the literature for children.
5. Identify and interpret major literary traditions and aesthetic movements that have shaped the development of literature for children.
6. Engage in comparative work.
7. Write formal essay answers which provide critical insights into literary works.

Core Curriculum Objectives

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of literature for children.

Communication Skills (CS): The course enhances communication skills through small and large group discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.
Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history and broader social forces have shaped the distinctive literary traditions of literature for children.

Evaluation of Core Objectives

CITS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of literature for children.

CS: The course will help students learn how to develop a greater understanding of literature for children that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as good vs. evil, gender ideology, socializing effects of children's literature, competing world views, and the ethics of adult censorship on children's reading.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of literature for children.

Course Requirements

Required reading

- Kelko Kasta, *A Mother for Choco*
- C. S. Lewis, *The Lion, the Witch and the Wardrobes*
- Chris Van Allsburg, *The Wretched Stone*
- Jon Scieszka and Lane Smith, *The Stinky Cheese Man and Other Fairly Stupid Tales*
- Pam Munoz Ryan, *Espanzua Rising*
- Anna Sewel, *Black Beauty*
- David Macaulay, *Black and White*
- David Wiesner, *The Three Pigs*
- Edward Eagers, *Seven-Day Magic*
- Terry Pratchett, *Only You Can Save Mankind*
- Assorted short works as listed below (available online or on e-reserve)
Grading Policies

Assignments and Grade Distribution
Exam 1 30%
Exam 2 30%
Exam 3 30%
Attendance/participation, including free writing 10%

All essay exams will be made up of short and long questions.

Grading Scale
F: 0-59, D: 60-69, C: 70-79, B: 80-89, A: 90-100

Attendance Policy

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

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

Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Course Calendar

Week 1 Introduction to course


Week 2 Keiko Kasza, A Mother for Choco
Chris Van Allsburg, The Wretched Stone

Week 3 MacDonald, “The Day Boy and the Night Girl” (aka “Photogen and Nycteris”), online
at http://www.ccel.org/ccel/macdonald/daynight/files/daynight.html and elsewhere
C. S. Lewis, The Lion, the Witch and the Wardrobe (read whole book for this class meeting).

Week 4 Lewis contd.
Lewis contd.

Week 5 Exam #1 workshop.

Exam #1 workshop

Week 6 EXAM #1

Unit 2, Didacticism, socialization, and parody/oppositional reading: Catherine
Snclair, “Uncle David’s Nonsensical Story about Giants and Fairies” (from
House, 1838), online at http://www.web
books.com/Classics/ON/B1/B1119/25MB1119.html
Jane Taylor, “The Idle Boy” (online; Google “Jane Taylor” + “idle boy” and look
in
Original Poems, 1804-5, for the poem beginning “Thomas was an idle lad”); Adelaide
Proctor, “Never Play with Fire” (also appearing in Original Poems); Heinrich
Hoffman,
“The Story of Little Suck-a-Thumb” (from Struwwelpeter, orig. German 1844),
online at
http://www.gutenberg.org/files/12116/12116-h/12116-h.htm; Hilaire Belloc,
“Jim,”
(1507), online at:


Week 7
Scieszka and Lane Smith, The Stinky Cheese Man and Other Fairly Stupid Tales

Week 8
Muñoz Ryan, Esperanza Rising (read entire book for this meeting)

Ryan contd.
Ryan contd.

Week 9
Anna Sewell, Black Beauty (read entire book for this meeting)
Sewell contd.

Week 10
Exam #2 workshop
EXAM #2

Week 11
Unit 3, Books about reading (and more): Edward Eager, Seven-Day Magic (read whole book for this class meeting)
Eager contd.

Week 12
David Macaulay, Black and White
David Wiesner, The Three Pigs

Week 13
E. Nesbit, “The Town in the Library in the Town in the Library” (1901), on e-reserve (do read the story, but note that if you like, you may also listen to an audio version at http://archive.org/details/9unlikelytales_cs_lv2)

THANKSGIVING; no class

Week 14
Terry Pratchett, Only You Can Save Mankind
Pratchett contd.

FINAL EXAM: On the third and final exam students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of literature for children.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate * Graduate * Professional
* Submit original form and attachments *

1. Request submitted by Department or Program Name:

2. Course prefix, number and complete title of course:
   ENGL 360; Literature for Children

3. Change requested
   **ENGL 104**
   Junior or senior classification
   
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current
course description in item 5; enter proposed course title and proposed course description in item 6.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7.
   f. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

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<th>Lab</th>
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<th>Admin. Unit</th>
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b. Change to:

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Approval recommended by: Nancy Z. White Date: 9/12/13

Chair, College Review Committee Date: 9/27/13

Department Head or Program Chair (Type Name & Sign) Date: 9/1/13

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date: 9/27/13

Associate Director, Curricular Services Date: 9/27/13

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 02/11

C95
MEMORANDUM

Date: May 14, 2013

To: Chair
University Curriculum Committee

Through: Mike Stephenson, Associate Dean
College of Liberal Arts
Undergraduate Instruction Committee

From: Nancy Warren, Head
Department of English

Subject: Prerequisite Change for ENGL 330 and ENGL 360

The Undergraduate Studies Committee of the Department of English recommends eliminating the prerequisite of ENGL 104 of the listed courses in preparation for the submission of these courses to be included in the core curriculum. The U3/U4 restriction will be maintained.
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ENGL/HISP 362

3. Texas Common Course Number: 

4. Complete course title: Latino/a Literature of the U.S.

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

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

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

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

10. Number of students per semester: 30 - 89

11. Historic annual enrollment for the last three years: 63 89 81

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:
   - [Signature]
   - Course Instructor
   - [Signature]
   - Approvals
   - [Signature]
   - Department Head
   - [Signature]
   - College Dean/Designer
   - [Signature]
   - [Date] 4/24/13
   - [Date] 4/24/13
   - [Date] 5/13/15

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: 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.

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

**ENGL/HISP 362**: This course will survey some of the significant literary texts produced by Latino and Latina writers in the twentieth and twenty-first century. Through the close reading of fiction, poetry, essays, and historical documents, we will become familiar with the history of Latino/a Literature, and we will develop an understanding of the experiences and aesthetic expression of Latinos and Latinas in the U.S. Some of the historical sites and themes around which we will concentrate our study include land dispossession and immigration, as well as issues of race, gender, sexuality and class. We will explore how the particular social location of Mexican Americans, Puerto Ricans, Cuban Americans, Dominican Americans and other Latinos/as has influenced their literary production, and how they, in turn, have contributed to American literature. This course will help students become more aware of the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

*Critical Thinking Skills (CTS)*: The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in Latino/a literature in the US. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of Latino/a literature in the US.

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

*Communication Skills (CS)*: The course enhances communication skills through small and large group discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Latino/a literature in the US.
Texas A&M University

Core Curriculum

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

that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

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

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of Hispanic literature in the US. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures that may be outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Hispanic literature in the US.

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

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the legacy of colonialism, land dispossession, feelings of displacement and alienation, and how race, ethnicity, class, gender, and sexuality affect literary expression.

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 English

ENGL/HISP 362: Latino/a Literature of the U.S.

Request for International and Cultural Diversity (ICD) Designation

This course will survey some of the significant literary texts produced by Latino and Latina writers in the twentieth and twenty-first century. Through the close reading of fiction, poetry, essays, and historical documents, we will become familiar with the history of Latino/a Literature, and we will develop an understanding of the experiences and aesthetic expression of Latinos and Latinas in the U.S. Some of the historical sites and themes around which we will concentrate our study include land dispossession and immigration, as well as issues of race, gender, sexuality and class. We will explore how the particular social location of Mexican Americans, Puerto Ricans, Cuban Americans, Dominican Americans and other Latinos/as has influenced their literary production, and how they, in turn, have contributed to American literature. This course will help students become more aware of the social, aesthetic and ethical issues among cultures in a rapidly globalizing, cross-cultural and inter-cultural world.
Latino/a Literature of the U.S.

Catalogue Description: Literature by U.S.-based Latino/a authors writing mostly in English; examines historical and social contexts of cultural production; may include various genre to examine aesthetic expression of diverse Latino/a authors, including but not limited to Mexican Americans, Puerto Ricans, Cuban Americans, and Dominican Americans.

ENGL/HISP 362: This course will survey some of the significant literary texts produced by Mexican Americans in the twentieth century. Through the close reading of fiction, poetry, essays, and historical documents, we will become familiar with the history of Mexican American Literature, and we will develop an understanding of the experiences and aesthetic expression of Chicano/as in the U.S. Some of the historical sites and themes around which we will concentrate our study include the U.S.-Mexico War of 1848, the Chicano/a Movement, land dispossession and immigration, as well as issues of race, gender, sexuality and class. We will explore how Mexican Americans’ particular social location has influenced their literary production, and how Chicano/as, in turn, have contributed to American literature.

Learning Outcomes:
1. Identify major Hispanic authors in the U.S.
2. Explain the connection between individual works and their cultural, historical, and political contexts.
3. Identify literary styles, genres, and artistic movements specific to Hispanic literatures in the U.S.
4. Perform close readings of written and visual material.
5. Formulate a thesis and make an argument providing textual evidence.
6. Integrate and explain ideas from scholarly sources in an essay format.

Core Curriculum Objectives
Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas of Hispanic literature in the US and their visual representations.
Communication Skills (CS): The course enhances communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading and visual texts.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross-cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of Hispanic writers in the US.

Evaluation of Core Objectives
CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of Hispanic literature in the US.

CS: The course will help students learn how to develop a greater understanding of Hispanic literature in the US. that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the legacy of colonialism, land dispossession, feelings of displacement and alienation, and how race, ethnicity, class, gender, and sexuality affect literary expression.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Hispanic writers in the US.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Academic Dishonesty
All policies, including those on academic dishonesty, outlined in TAMU's Student Rules (http://aggiehonors.tamu.edu/) apply: "An Aggie does not lie, cheat, or steal or tolerate those who do."

Required Texts
Elena Zamora O'Shea, El Mesquite
Américo Paredes, George Washington Gómez
Tomas Rivera, And the Earth Did Not Devour Him
Sandra Cisneros, Woman Hollering Creek and Other Stories
Luis Alberto Urrea, Nobody's Son: Notes from an American Life
Course Packet of selected poetry, essays, and criticism, available at Notes-N-Quotes.
Additional readings provided via Moodle or as in-class handouts.

Course Work
In-Class and Moodle Participation 10%
Two 5-page Essays (30 % each) 60%
Two 2-page Responses (15 % each) 30%

Attendance: Students are expected to attend every class and to arrive promptly. Refer to http://student-rules.tamu.edu/rule07 for regulations on excused/unexcused absences due to illness, observation of religious holidays, and for the list of university-authorized activities.

Moodle: Moodle is a Virtual Learning Environment that will extend your learning outside the classroom and provide you opportunities to be an independent learner. You are required to enroll and participate in the ENGL 362/HISP 362 Moodle class page.
On week 13 students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Hispanic writers in the US.

Responses: Responses will be based on your own reflection and reaction to the previous the reading. These are not researched essays. Additional instructions will be provided on Moodle.

Essays: The essays will be graded on the following: thesis, coherence, grammar, research, and argument.

Grading Scale: A= 90 – 100, B= 80 – 89, C= 70 – 79, D= 60 – 69, F= 59 and below.

Latino/a Literature in the U.S.
CHICANO/A LITERATURE

Week 1 Chicano/a Literature and Culture: Aims of the course, discussion format, policies, and assignments
The Folk Base of Culture:
Paredes, "The Folk Base of Chicano Literature" (4-17, available via Moodle)

Mexican American Literary Emergence

Week 2  Zanora O'Shea, "Ranches of the Southwest..." (in El Mesquite, lxxi-lxxvi)
Zanora O'Shea, El Mesquite, chapters I-VI (1-43)

Zanora O'Shea, El Mesquite, chapters VII-XI (44-80)

Week 3  Tijerina, “Historical Introduction” to El Mesquite (ix-xxii)
Garza-Falcón, “Introduction” to El Mesquite (xxii-lxvi)

The Corrido Tradition:
Paredes, "With His Pistol in His Hand," Intro, Ch. 1 and 2 (1-54, packet)

Week 4  George Washington Gómez, Part I and II (9-106)
2-page Response Due in Class

George Washington Gómez, Part III (107-176)

Week 5  George Washington Gómez, Part IV (177-280)

George Washington Gómez, Part V (281-302)

Week 6  . . . And the Earth Did Not Devour Him (83-113)

. . . And the Earth Did Not Devour Him (114-52)

Week 7  . . . And the Earth Did Not Devour Him. Essay 1 Due in Class

The Chicano/a Movement: Poetry and Fiction

Week 8  Gutierrez, “Community, Patriarchy, and Individualism” (44-67, packet)
Aztlan Poetry: Gonzales, “I am Joaquin” (1-21, packet)

“The Plan of Delano” (197-201, packet)
“El Plan Espiritual de Aztlán” (402-406)
Poetic Voices: Selections from “Voices of Chicanos” (323-44)

The Chicana Response to El Movimiento

Week 9  Arzaldúa, “Movimientos de Rebeldía” (15-23, packet),
“How to Tame a Wild Tongue” (53-64), “La conciencia de la mestiza” (77-91)

Alarcon, “Chicana Feminist Literature” (182-90, via Moodle)
Cervantes, Emplumada (3-23 via Moodle)

Week 10
Cervantes, Emplumada (25-47)

Cervantes, Emplumada (49-68)
2-page Response Due in Class

Contemporary Chicano/a Novels and Shorts Stories

Week 11
Cisneros, Woman Hollering Creek

Week 12
Urrea, Nobody’s Son

Thursday, November 22: Thanksgiving Holiday

Week 13
Chicanos in Film

Week 14
Final Comments
Discussion

Thursday, December 6: Essay 2 Due in 5XX LAAH.
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate + Graduate + Professional  
* Submit original form and attachments *

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

2. Course prefix, number and complete title of course: ENGL 362; Hispanic Literature in the United States

3. Change requested
   
   a. Prerequisite(s): From:  
   
   b. Withdrawal (reason):  
   
   c. Cross-list with: HISP 362  

   Cross-listed course requires the signature of the department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:  

5. Complete current course title and current catalog course description:

   Hispanic Literature in the United States. Contemporary literature by Hispanic authors of the United States writing in English; representative works from the major Hispanic communities of the U.S.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

   Latino/a Literature. Literature by U.S.-based Latino/a authors writing mostly in English; examines historical and social contexts of cultural production; may include novels, poetry, short stories, plays, and films to gain understanding of aesthetic expression of diverse Latino/a authors, including but not limited to Mexican Americans, Puerto Ricans, Cuban Americans, and Dominican Americans.

7. a. As currently in course inventory:

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   Approval recommended by: Nancy B. Warren  
   Date: 1/22/13  
   Department Head or Program Chair (Type Name & Sign)

   Date: 5/21/13  
   Dean of College

   Date: 5/21/13  
   Chair, College Review Committee

   Date: May 9, 2013  
   CURRICULAR SERVICES

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
   Curricular Services - 02/11
MEMORANDUM

Date: May 14, 2013

To: Chair
University Curriculum Committee

Through: Mike Stephenson, Associate Dean
College of Liberal Arts
Undergraduate Instruction Committee

From: Nancy Warren, Head
Department of English

Re: Course title, description and prerequisite changes for ENGL/HISP 362

The Undergraduate Studies Committee of the Department of English recommends changing the course title and description of the course listed above.

The proposed title and description changes will bring this course into alignment with current thinking and practice.

The prerequisite change deletes ENGL 104 as a prerequisite and adds the junior or senior classification to allow us to propose this course for the core curriculum.
Texas A&M University
Core Curriculum

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

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

2. Course prefix and number:  ENGL 365/RELS 360

3. Texas Common Course Number:  

4. Complete course title:  Bible as Literature

5. Semester credit hours:  03

6. This request is for consideration in the following Foundational Component Area:
   ☐ Communication  ☐ Creative Arts
   ☐ Mathematics  ☐ American History
   ☐ Life and Physical Sciences  ☐ Government/Psychological Science
   ☑ Language, Philosophy and Culture  ☐ Social and Behavioral Sciences
   [Current Core: YES]

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

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

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

10. Number of students per semester:  25 - 45

11. Historic annual enrollment for the last three years:  73  25

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

12. Submitted by:

   [Signature]  4/29/13

   Course Instructor

   [Signature]  4/29/13

   Approvals:

   [Signature]  4/29/13

   Department Head

   [Signature]  5/31/13

   College Dean/Designee

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.

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

ENGL 365/RELS 360: The Bible serves as the foundational text for Western civilization, but it has traditionally been regarded as much more than that, nothing less than the revealed Word of God mediated through the inspired authors of canonical scripture. It is thus no mere book (or compilation of books), and biblical study is no single activity. The study of the Bible as "literature" is but one of many ways of coming at holy writ, and it has its limitations as well as its advantages. A course of this kind does not aim at doctrinal certainty so much as the recovery of what might be called biblical "literacy." We will be collectively engaged in an exercise in reading, not piety. Thoughtful men and women have long noted that the contemporary world suffers from a kind of cultural amnesia. This course seeks to counter that trend through a process of interpretive restoration. Historical and textual questions are important and will frequently be addressed, shedding much-needed light on our discussions, but our primary goal is the recollection and reclamation of biblical resources that have enriched humanity's worldwide cultural heritage in the past, maintained their relevance in the present, and offer creative possibilities for the future. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of Hebrew and Christian writers, and ultimately, help students develop an appreciation for what the study of literature of groups that may be different from theirs can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in Hebrew and Christian Scriptures. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of Hebrew and Christian Scriptures.
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):

*Communication Skills (CS)*: The course enhances communication skills through small and large group discussion, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help students learn how to develop a greater understanding of Hebrew and Christian Scriptures that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

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

*Social Responsibility (SR)*: The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of Hebrew and Christian Scriptures. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Hebrew and Christian Scriptures.

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

*Personal Responsibility (PR)*: The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as religion in the public square, the dynamic centrality of the Judeo-Christian vision to questions of justice, individual and social, and the tension between what has been called the “dictatorship of relativism” and Biblical foundationalism. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
THE BIBLE AS LITERATURE
ENGL 365. 500 (Cross-listed with RELS 360)

Prof: Bedford Clark
TTh 11:10-12:35
Office: 3XX LAAH
Office hours: TTh 12:30-2:15

Spring 2013
LAAH 4XX
Phone: 845-8321
email: wbclark@tamu.edu


Catalogue: The Bible as Literature. (3-0). Narrative, structural, and thematic study of the
Hebrew and Christian Scriptures in English translation.

Course Description: The Bible serves as the foundational text for Western civilization, but it
has traditionally been regarded as much more than that, nothing less than the revealed Word of
God mediated through the inspired authors of canonical scripture. It is thus no mere book (or
compilation of books), and biblical study is no single activity. The study of the Bible as
“literature” is but one of many ways of coming at holy writ, and it has its limitations as well as
its advantages. A course of this kind does not aim at doctrinal certainty so much as the recovery
of what might be called biblical “literacy.” We will be collectively engaged in an exercise in
reading, not piety. Thoughtful men and women have long noted that the contemporary world
suffers from a kind of cultural amnesia. This course seeks to counter that trend through a process
of interpretive restoration. Historical and textual questions are important and will frequently be
addressed, shedding much-needed light on our discussions, but our primary goal is the
recollection and reclamation of biblical resources that have enriched humanity’s worldwide
cultural heritage in the past, maintained their relevance in the present, and offer creative
possibilities for the future.

Learning Outcomes:
1. Identify central motifs and diverse literary genres contained in the Judeo-
   Christian scriptures
2. Perform close readings of written and visual material
3. Formulate a thesis and develop and support an argument with textual evidence
4. Synthesize, integrate, and cite secondary scholarly sources in a formal paper

Core Curriculum Objectives
Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent
reading and class discussion of key ideas in Hebrew and Christian Scriptures.

Communication Skills (CS): The course enhances communication skills through small and large
group discussion, writing and visual texts of ideas, issues, questions, and themes central to
course reading.
Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of Hebrew and Christian Scriptures.

Evaluation of Core Objectives
CTs: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion will focus on helping students better understand the nuances and complexities of Hebrew and Christian Scriptures.

CS: The course will help students learn how to develop a greater understanding of Hebrew and Christian Scriptures that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as religion in the public square, the dynamic centrality of the Judeo-Christian vision to questions of justice, individual and social, and the tension between what has been called the "dictatorship of relativism" and Biblical foundationalism. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Hebrew and Christian Scriptures.

Requirements: There will be two essay examinations made up of short and long essay questions (a midterm worth 25% of course grade and final worth 25% of course grade) and a substantive scholarly paper of approximately 10 pages in length. Final paper will be based on coherence, insight, grammar and proper use of sources and will be worth 50% of your final course grade.

Attendance: Regular attendance and active participation in class discussion is assumed.
http://studentrules.tamu.edu/rule07/ for a list of university rules regarding absences.

Grade scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; less than 60 = F.
Academic Dishonesty
All policies, including those on academic dishonesty, outlined in TAMU’s Student Rules (http://aggiehonor.tamu.edu/) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Americans with Disabilities Act (ADA) Policy Statement
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Schedule of Assignments

Week 1  Genesis and Revelation
Week 2  Genesis and Revelation cont
Week 3  Exodus
Week 4  Joshua 1-11, Judges 1-5, Ruth
Week 5  Psalms and Song of Songs
Week 6  Proverbs and Ecclesiastes
Week 7  Job. Midterm
Week 8  Isaiah 1-12, 24-27
Week 9  Isaiah 32-35, 40-66
Week 10  Jeremiah 1-6, 23-31; Lamentations
Week 11  Daniel and Jonah
Week 12  Gospel According to Matthew
Week 13  Gospel According to John

Final: On the final exam students will be asked to answer a question in which they will have to reflect upon how their knowledge of literatures from previous historical periods and cultures that
may be different from their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Hebrew and Christian Scriptures.
Texas A&M University

Departmental Request for a Change in Course

Undergraduate + Graduate + Professional

Submit original form and attachments

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

2. Course prefix, number and complete title of course:
   ENGL 365; The Bible as Literature

3. Change requested
   Attach a brief supporting statement for changes made in items 3a through 3d, and f below.
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason):
   c. Cross-list with: RELS 300
   d. Change in course title and description. Enter complete current course title and current course description in item 3; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
   f. Change in junior or senior classification

4. For informational purposes only, please indicate course number if this course will be stacked: ____________________________

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

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b. Change to:

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- Approval recommended by: Nancy B Warren
  Date: 4/2/13

- Chair, College Review Committee: Nancy Street
  Date: 5/20/13

- Dean of College: Donnell
  Date: 5/20/13

Submitted to Coordinating Board by: Chair, GC or UCC

Date: ____________________________

Associate Director, Curricular Services

Date: ____________________________

Questions regarding this form should be directed to Sandra Williams at 845-8320 or sandra.williams@tamu.edu.
Curricular Services - 02/11
MEMORANDUM

Date: May 14, 2013

To: Chair
University Curriculum Committee

Through: Mike Stephenson, Associate Dean
College of Liberal Arts
Undergraduate Instruction Committee

From: Nancy Warren, Head
Department of English

Subject: Prerequisite Change for ENGL 365 (RELS 360)

The Undergraduate Studies Committee of the Department of English recommends eliminating the prerequisite of 3 credits of literature at the 200-level or above and replacing it with U3/U4 restriction in preparation for the submission of this course to be included in the core curriculum.
Texas A&M University
Core Curriculum
Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ENGL/WGST 374

3. Texas Common Course Number:

4. Complete course title: Women Writers

5. Semester credit hours: 03

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

   CURRENT Core: Yes
   CURRENT ICD: Yes

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

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

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

10. Number of students per semester: 25 - 75

11. Historic annual enrollment for the last three years: 56 75 68

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

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

   Submitted by: Sally Robinson

   Course Instructor

   Approvals: Barry Warren

   Department Head

   College Dean/Designee

   Date 4/23/13

   Date 4/23/13

   Date 5/2/13

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: 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.

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

ENGL/WGST 374: In this course, we will explore the complex historical and biographical contexts in which various texts by women have been and are being produced. We will look at such issues as the struggle between personal fulfillment and societal obligation, the relationship between marriage and wider economic conditions, patriarchy and domination. How have women writers approached these issues? Do novels by women critically revise, or uncritically accept, what we might call a male-oriented or masculinist take on questions of female appetite and desire, for example? How do race and class impact how women relate to cultural issues, and how does the dominant culture position women? This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of women writers of different historical periods and racial and ethnic origins, and ultimately, help students develop an appreciation for what the study of literature of groups that may be different from their own can teach us about ourselves and our shared humanity. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

Core Objectives

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

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

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in women’s writings about the relationship between gender and cultural issues. The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of women’s writings about the relationship between gender and cultural issues.

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

Core Curriculum

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

Communication Skills (CS): The course enhances communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading and visual texts. The course will help students learn how to develop a greater understanding of women writers that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

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

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of women's writings about gender. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of women's writings.

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

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings. The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the struggle between personal fulfillment and societal obligation, the relationship between marriage and wider economic conditions, patriarchy and domination, and problems related to eating disorders. Students will explore these topics through group discussion, writing assignments, and exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of English

ENGL/WGST 374: Women Writers--Request for International and Cultural Diversity (ICD) Designation

In English/Women and Gender Studies 374, students will explore the history of literature by women writing in English with an emphasis on continuity of ideas and on literary contributions of women across time and cultures. Students will study a variety of genres with particular attention to the significance of gender in the racial, social, sexual and cultural contexts of women writing in English. The course will encourage an understanding of the "historical, cross-cultural, and multicultural aspects of gender."
ENGL/WGST 374: Women Writers

Office: 5XX LAEH Bldg.
845-8355
Office hours: T 1-3; R 11-12:00

ENGL/WGST 374: Women Writers. (3-0). History of literature by women in English; emphasis on continuity of ideas and on literary contributions; study of a variety of genres with particular attention to the significance of gender in the racial, social, sexual and cultural contexts of women writing in English.

WOMEN, WRITING, AND CONSUMER CULTURE

In this course, we will explore the complex symbolic relationship between women and consumerism. Within patriarchal cultures, women's hunger for food, for men, for material goods is very often considered problematic; we hear about women who love too much, who shop too much, who eat too much. Even as women are often represented as out of control consumers, they also find themselves represented as the objects of consumption; women and the female body are used to sell products, women's individual identities are often consumed by others' needs and desires, women are frequently represented as objects to be owned, purchased, used. How have women writers approached these issues? Do novels by women critically revise, or uncritically accept, what we might call a male-oriented or masculinist take on questions of female appetite and desire? How do race and class impact how women relate to consumer culture, and how consumer culture positions women? In the last week of class, you'll think about some of the issues about men, masculinity, and consumer culture.

STUDENT LEARNING OUTCOMES

1. Identify major women writers whose work engages with issues of gender and consumer culture.

2. Perform close readings of written and visual material.

3. Explain how women's writing reflects the extent to which the conditions of women's lives have changed and remained stable over time.

4. Analyze and describe complex historical and biographical contexts in which various texts by women were produced.

5. Engage in comparative analysis.

6. Formulate a thesis and develop and support their argument with textual evidence.

Core Curriculum Objectives
**Critical Thinking Skills (CTS):** The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in women's writings about the relationship between gender and production of literary and visual texts.

**Communication Skills (CS):** The course enhances communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading and visual texts.

**Personal Responsibility (PR):** The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

**Social Responsibility (SR):** The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of women.

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**Evaluation of Core Objectives**

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of women's writings about the relationship between gender and consumerism.

CS: The course will help students learn how to develop a greater understanding of the history of women writing literature from classical times to the present that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the struggle between personal fulfillment and societal obligation, the relationship between marriage and wider economic conditions, patriarchy and domination, and problems related to eating disorders. Students will explore these topics through group discussion, writing assignments, and exams.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures written by women have been affected by social and cultural forces. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of women's writings.
REQUIRED READING:
Jane Austen, *Emma* 1814 (Dover)
Edith Wharton, *The House of Mirth* 1905 (Signet)
Anita Loos, *Gentlemen Prefer Blondes* 1925 (Penguin)
Nell Larsen, *Passing* 1929 (Penguin)
Margaret Atwood, *The Edible Woman* 1969 (Anchor Books)
Connie Willis, *Bellwether* 1996 (Random)
Ruth Ozeki, *My Year of Meats* 1998 (Penguin)
Sophie Kinsella, *Confessions of a Shopaholic* 2001 (Dell)

Selected critical articles, all to be posted on Moodle

COURSE REQUIREMENTS
1. Take-home exam #1, due Monday, February 25 25%
2. Take-home exam #2, due Friday, April 5 25%
3. Comprehensive Final exam, Friday, May 3 25%
4. Moodle writing assignments 25%

**Take-home exams** will be comprised of two questions, and your answer to each question must be a minimum of 1000 words (approximately 3 pages, double-spaced). Each answer must have a thesis, and must go on to support that thesis with textual evidence. Take-home exams will be submitted through Turnitin.com on Moodle. Take-home exam questions and instructions will be posted to Moodle at least one week in advance of the due date. Your answers will be graded on grammar, coherence, insight and originality.

The **final exam** will be comprised of passage identifications/commentary and essay questions.

**Writing on** Moodle. These Moodle posts are meant to give you practice in the kind of writing you will do on your exams, and will also serve as material for class discussion. Each post must center around an insight on that day’s reading that you deem worthy of discussion. These should take the form of a thesis statement expressing an idea of your own about the work (that is, not a self-evident fact such as “Lily Bart suffers a downward spiral in *The House of Mirth,*” but rather, “Lily’s fate in *The House of Mirth* constitutes Wharton’s critique of a culture that commodifies women”), followed by a paragraph supporting and developing that insight. Each Moodle post must be at least 250 words in length, and will earn a maximum of three points: one for satisfying the length requirement, a second for a good thesis, and a third for development/support. Because I will use these to guide class discussion, they must be submitted to Moodle no later than midnight of the day before class (for most posts, this means Monday at midnight). Also because I might use these to guide class discussion, you may be called on in class to talk about and/or read what you wrote.

**Attendance**
Please see [http://student-rules.tamu.edu/rule07/](http://student-rules.tamu.edu/rule07/) for a list of university rules regarding absences. If you miss class for medical reasons, you may submit as documentation either a completed Texas A&M University Explanatory Statement for Absence from Class form, available at [http://attendance.tamu.edu](http://attendance.tamu.edu) of a note from a health care professional affirming date and time of the visit.
Grading Policies
A= 90 - 100  
B= 80 - 89  
C= 70 - 79  
D= 60 - 69  
F= 59 and below

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

Academic Dishonesty
All policies, including those on academic dishonesty, outlined in TAMU’s Student Rules (http://aggiehonor.tamu.edu/) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

SCHEDULE
Please note: Reading is to be done on the first day we discuss the novel. All other reading is to be done by class on the day it is listed.

Week 1  Introduction
Susan Bordo, “Reading the Slender Body” (Moodle)

Week 2  Jane Austen, Emma
Moodle post due M 1/21 by midnight
Emma

Assignment: View the film Clueless. It is available through Media Matrix (there’s a link on our Moodle site), or you can watch it on your own.

Week 3  Film: Clueless. Emma
Moodle post due M 1/28 by midnight
Clueless and Emma
Gayle Wald, “Clueless in the Neocolonial World Order” (Moodle)

Week 4  Edith Wharton, The House of Mirth
Moodle post due M 2/4 by midnight

The House of Mirth cont. Meredith Goldsmith, “Cigarettes, Tea, Cards, and Chloral: Addictive Habits and Consumer Culture in The House of Mirth” (Moodle)
Week 5  Anita Loos, *Gentlemen Prefer Blondes*  
Moodle post due W 2/13 by midnight  

*Gentlemen Prefer Blondes*  
Susan Hegeman, “Taking Blondes Seriously” (Moodle)  
Take-home exam #1 due on Moodle, by noon on M 2/25  

Week 6  Nella Larsen, *Passing*  
Moodle post due M 2/25 by midnight  

*Passing*  

Week 7  Mary Caller Balkan, “‘Dressing to Kill: Desire, Race, and Authenticity in Nella Larsen’s *Passing*’” (Moodle)  
Joan Jacobs Bromberg, “The Appetite as Voice” (Moodle)  

SPRING BREAK  

Week 8  Margaret Atwood, *The Edible Woman*  
Moodle post due M 3/18 by midnight  

*The Edible Woman*  

Week 9  *The Edible Woman*  
Susan Bordo, “Hunger as Ideology” (Moodle)  

Assignment: View the film *Eating: A Serious Comedy about Women and Food*. There is a link to a video stream on Moodle. Or, you can go to Evans Annex to watch the DVD.  

Week 10  Film: *Eating: A Serious Comedy about Women and Food*. Moodle post due W 3/27 by Midnight.  

*Eating*  

Week 11  Ruth Ozeki, *My Year of Meats*  
Moodle post due M 4/1 by midnight  
*My Year of Meats*  
Take-home exam #2 due on Moodle by midnight on Friday, 4/5  

Week 12  Connie Willis, *Bellwether*  
Moodle post due M 4/8 by midnight  

*Bellwether*  

Week 13  Sophie Kinsella, *Confessions of a Shopaholic*
Moodle post due M 4/15 by midnight.

*Confessions of a Shopaholic*
Jennifer Scanlon, “Making Shopping Safe for the Rest of Us” (Moodle)

**Week 14**
Malcolm Gladwell, “Listening to Khakis: What America’s Most Popular Pants Tell Us about the Way Guys Think” (Moodle)


**Final exam** will be comprised of passage identifications/commentary and essay questions. On the final exam students will be asked to answer a question in which they will have to reflect upon how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of women writers.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
Submit original form and attachments

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

2. Course prefix, number and complete title of course: ENGL 374; Women Writers

3. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with: WSST 374

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

   Women Writers. History of literature by women in English primarily from the 16th century to the present; emphasis on continuity of ideas and on literary contributions; study of poetry, essays, novels, short stories, with particular attention to characteristic themes and to racial, social, cultural diversity of women writing in English.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

   Women Writers. History of literature by women in English; emphasis on continuity of ideas and on literary contributions; study of a variety of genres with particular attention to the significance of gender in the racial, social, sexual and cultural contexts of women writing in English.

7. a. As currently in course inventory:

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<th>Title (excluding punctuation)</th>
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<td>WOMEN WRITERS</td>
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<td>Lect</td>
<td>Lab</td>
<td>SCI</td>
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<tr>
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<td>003</td>
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</table>

   b. Change to:

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<th>Course #</th>
<th>Title (excluding punctuation)</th>
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</table>

   Approval recommended by: Nancy E. Warren
   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee
   Date

   Department Chair
   Date

   Submitted to Coordinating Board by:
   Chair, GC or UCC
   Date

   Associate Director, Curricular Services
   Date

   Effective Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
   Curricular Services - 02/11
MEMORANDUM

Date: May 14, 2013
To: Chair
    University Curriculum Committee
Through: Mike Stephenson, Associate Dean
        College of Liberal Arts
        Undergraduate Instruction Committee
From: Nancy Warren, Head
        Department of English

Re: Course description and prerequisite changes for ENGL/WGST 374

The Undergraduate Studies Committee of the Department of English recommends changing the course description and prerequisite of the courses listed above.

The proposed changes will bring this course into alignment with current thinking and practice. Lists of representative authors have been deleted from some descriptions to ensure greater inclusivity and flexibility.

The prerequisite change eliminates the ENGL 104 prerequisite in favor of the junior or senior classification restriction to allow us to propose this course for the core curriculum.