Language, Philosophy and Culture
(UPPER, #2)
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 376 3. Texas Common Course Number:

4. Complete course title: American Novel Since 1900 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: NO

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

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

9. Number of class sections per semester: 1

10. Number of students per semester: 30 - 150

11. Historic annual enrollment for the last three years: 175 133 34

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.

   Course Instructor

   Date

15. College Dean/Designer: [Signature] 5/31/13
   Date

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

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

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

Foundational Component Area: 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 376:** This course is a survey of the American novel from 1900 to the present, with an emphasis on its rich variety. Our main focus will be on exploring the narrative and stylistic strategies through which each writer creates his or her unique fictional world, but we will also consider each text’s relation to broader literary, cultural and historical developments, and will pay particular attention to changing concepts of identity and subjectivity, as shaped, constrained and/or enabled by historical determinants, and as related to race, ethnicity, gender, sexuality, family, community and social class. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American novelists of different racial, ethnic, gender, regional backgrounds, and sexual orientation, 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 the American novel from 1900 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 the American novel from 1900 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, 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 the American novel from 1900 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,
Texas A&M University

Core Curriculum

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

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 the American novel from 1900 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 the American novel from 1900 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 legacy of American slavery and racism, tensions between desire for independence and duty to family, personal fulfillment and broader societal obligations, and responsibilities of authorship and of reading.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL 376: The American novel Since 1900--Request for International and Cultural Diversity (ICD) Designation

English 376: This course is a survey of the American novel from 1900 to the present, with an emphasis on its rich variety. Our main focus will be on exploring the narrative and stylistic strategies through which each writer creates his or her unique fictional world, but we will also consider each text’s relation to broader literary, cultural and historical developments, and will pay particular attention to changing concepts of identity and subjectivity, as shaped, constrained and/or enabled by historical determinants, and as related to race, ethnicity, gender, sexuality, family, community and social class. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American novelists of different racial, ethnic, gender, regional backgrounds, and sexual orientation, 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.
ENGL 376-500, Fall 2012
Tuesdays, Thursdays, 2:20 – 3:35
Professor David McWhirter
Phone: 845-4564, Office: LAAH 5XX

The AMERICAN NOVEL SINCE 1900
ZACH 119-C
d-mcwhirter@tamu.edu
Office Hrs: T 9:15 – 10:45, TH 3:45 – 5:15

Course Catalogue ENGL 376: Representative novels of twentieth- and twenty-first century American writers, emphasis on varied literary movements and on thematic and formal innovations as reflections of/responses to social transformations in American society since 1900.

Course Description: This course is a survey of the American novel from 1900 to the present, with an emphasis on its rich variety. Our main focus will be on exploring the narrative and stylistic strategies through which each writer creates his or her unique fictional world, but we will also consider each text's relation to broader literary, cultural and historical developments, and will pay particular attention to changing concepts of identity and subjectivity, as shaped, constrained and/or enabled by historical determinants, and as related to race, ethnicity, gender, sexuality, family, community and social class.

Student Learning Outcomes

1. Identify and interpret major literary traditions and aesthetic movements that have shaped the development of the American novel since 1900.

2. Explain the connection between individual works and broader social, political, economic, and cultural contexts.

3. Identify and analyze the literary styles and narrative strategies specific to each text.

4. Explain how gender, region, ethnicity, and class shape the literary sensibilities and humanistic concerns of American novelists since 1900.

Core Curriculum Objectives

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of the American novel from 1900 to the present.

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 the American novel from 1900 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 the American novel from 1900 to the present.

CS: The course will help students learn how to develop a greater understanding of the American novel from 1900 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 legacy of American slavery and racism, tensions between desire for independence and duty to family, personal fulfillment and broader societal obligations, and responsibilities of authorship and of reading.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which 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 the American novel from 1900 to the present.

Texts

Edith Wharton, *The House of Mirth* (Signet Classics/NAL Penguin) [1905]
Willa Cather, *My Antonia* (Signet Classics/Penguin) [1918]
Eudora Welty, *Delta Wedding* (Harvest/HBJ) [1946]

Schedule of Readings

Week 1  
Introductory  
*The House of Mirth* (1-90)

Week 2  
*The House of Mirth* (91-189)  
*The House of Mirth* (190-269)
Week 3  The House of Mirth (270-end)  
My Ántonia (27-132)  
My Ántonia (133-236)  
Week 4  My Ántonia (237-end)  
Absalom, Absalom! (1-106)  
Week 5  Absalom, Absalom! (107-234)  
Absalom, Absalom! (235-287)  
Week 6  Absalom, Absalom! (288-end)  
Delta Wedding (1-117)  
Week 7  Delta Wedding (118-197)  
Delta Wedding (198-end)  
PAPER #1 DUE  
Week 8  MIDTERM EXAM  
Pale Fire (1-148)  
Week 9  Pale Fire (148-222)  
Pale Fire (222-end)  
Week 10  Song of Solomon (1-151)  
Song of Solomon (152-216)  
Week 11  Song of Solomon (217-end)  
Mao II (1-103)  
Week 12  Mao II (104-172). Mao II (173-end)  
NO CLASS – THANKSGIVING  
Week 13  The Namesake  
The Namesake  
Week 14  Concluding; The Namesake  
PAPER #2 DUE

FINAL EXAM. On the final essay test 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 the American novel from 1900 to the present.

Requirements

Attendance & Class participation  
(Students are expected to come to class having done the reading and prepared to share questions and observations.)  
10%

Two 7-8 page papers (25% each)  
(Interpretation and analysis of a specific theme or topic of interest to the student. Instructor will also provide a range of topics from which students can choose.)  
50%

Midterm Exam (Short questions and long essay questions)  
15%

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  
25%
philosophical outlooks have shaped the literary traditions of the American novel from 1900 to the present.

**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](http://student-rules.tamu.edu/rule07).

**Grading Scale**

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

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

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

**Academic Integrity**

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) "An Aggie does not lie, cheat, or steal, or tolerate those who do."


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 376; The American Novel Since 1900

3. Change requested
   Attach a brief supporting statement for changes made to Items 3a through 3d and 6 below:
   a. Prerequisite(s): From: To:
   b. Withdrawn (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):
The American Novel Since 1900. Representative novels of twentieth- and twenty-first century American writers; emphasis on varied literary movements and on thematic and formal innovations as reflections of responses to social transformations in American society since 1900.

7. a. As currently in course inventory:

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b. Change to:

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Approval recommended by: Nancy B. Warren

Department Head or Program Chair (Type Name & Sign) Date: 4/1/2013

Chair, College Review Committee Date: 5/31/13

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

Dean of College Date: 5/31/13

Submitted to Coordinating Board by:

Chair, GC or UCC Date: 5/31/13

Associate Director, Curricular Services Date: 5/31/13

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

RECEIVED CURRICULAR SERVICES
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 378

3. Texas Common Course Number:

4. Complete course title: The English Novel, 1870 - Present

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 or spring semester

9. Number of class sections per semester: 1

10. Number of students per semester: 35 - 100 (removal of the W designation will allow larger sections)

11. Historic annual enrollment for the last three years: 26, 46, 14

   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: Emily Johnson

    Course Instructor

    Date: 5-9-13

14. Department Head

    Date: 5/9/13

15. 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?

ENGL 378: English Novel from 1870 to Present: In *Culture and Imperialism*, the postcolonial critic Edward Said suggests that culture, more generally, and novels, in particular, create “the structures of attitude and reference” that allow imperial ideologies to spread and become increasingly naturalized. In this course, which surveys the development of the British novel over, roughly, the last 150 years, we will consider how this argument works at the height of empire and its official dissolution. Exploring this larger question of empire and the novel, we will read in a variety of genres, such as horror, science fiction, the historical novel, the thriller and others. Paying attention to the various literary and social changes over this time period, we will also consider the ways the novel has changed to respond to its times. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of English novelists, 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 the English novel from the 1870 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 the English novel from the 1870 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, writing and visual texts of ideas, issues, questions, and themes central to course reading. The course will help
Texas A&M University

Core Curriculum

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

students learn how to develop a greater understanding of the English novel from the 1870 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):

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 the English novel from the 1870 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 the English novel from the 1870 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 engage in exams, class discussion and writing assignments to reflect upon personal responsibility through such topics as the legacies of colonialism, cultural displacement and assimilation, ethics of science, stereotypes of South Asians, the caste system, ambivalence about upward mobility in the face of social inequality, and competing worldviews.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL 378: The English Novel, 1870-Present
TR 11:10 am—12:25 pm LAAH 3XX

Dr. Emily Johansen
Office: LAAH 2XX
Phone: 979 845 8331
E-mail: ejohansen@tamu.edu
Office Hours: Wednesday 11-12.

Spring 2012

Course Catalog ENGL 378: The British Novel, 1870 to Present. (Credit 3). Representative works illustrating development of the novel by writers resident in Great Britain and its colonies from the late nineteenth century forward.

Course Description:
In Culture and Imperialism, the postcolonial critic Edward Said suggests that culture, more generally, and novels, in particular, create "the structures of attitude and reference" that allow imperial ideologies to spread and become increasingly naturalized. In this course, which surveys the development of the British novel over, roughly, the last 150 years, we will consider how this argument works at the height of empire and its official dissolution. Exploring this larger question of empire and the novel, we will read in a variety of genres, such as horror, science fiction, the historical novel, the thriller and others. Paying attention to the various literary and social changes over this time period, we will also consider the ways the novel has changed to respond to its times.

Learning Outcomes:
- Identify major authors of the British novel from the 1870 to the present.
- Explain the connection between individual works and broader social, political, economic, and cultural contexts.
- Identify and describe key changes that have taken place in the English novel since 1870.
- Perform close readings of written and visual material.
- Analyze and interpret how larger social debates regarding colonialism, questions of gender, race, immigration, class, and cultural memory have influenced British novels from the 1870s to the present.
- Identify a viable, appropriate, and original research question.
- Synthesize, integrate, and cite secondary scholarly sources in a formal paper.
- Formulate a thesis and develop and support an 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 the English novel from the 1870 to the present.
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 the English novel from the 1870 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 the English novel from the 1870 to the present.

CS: The course will help students learn how to develop a greater understanding of the English novel from the 1870 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 legacies of colonialism, cultural displacement and assimilation, ethics of science, stereotypes of South Asians, the caste system, ambivalence about upward mobility in the face of social inequality, and competing worldviews.

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 the English novel from the 1870 to the present.

Required Texts:
H.G. Wells—The War of the Worlds
Bram Stoker—Dracula
E.M. Forster—A Passage to India
Virginia Woolf—Mrs. Dalloway
Jean Rhys—Wide Sargasso Sea
Amar Ata Aidoo—Our Sister Kilijoy  
Andrea Levy—Small Island  
John le Carré—The Constant Gardener

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

Moodle: 
There is a Moodle page for this class where I will post essay topics and other occasional information, and where you will submit your assignments via Turnitin. To join Moodle, go to [http://moodle.english.tamu.edu/](http://moodle.english.tamu.edu/) and click on “Spring 2012 Courses.” Login using your NetID and password. Select Johansen ENGL 378-900 and enter the following enrolment key: novel.

Assignments: 
Participation, including SR writing assignment which will count for 5% of the 10% of the students’ participation grade. 10%  
Discussion Questions: 10%  
Response Papers: 30% (3 @ 10% each)  
Proposal & Annotated Bibliography: 15%  
Final Paper: 35%

Attendance and Class Participation: 
Students are expected to come to class regularly having done the reading and to share questions and observations about the course material. On April 12 students will be given an end-of-the-semester short 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. 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 the English novel from the 1870 to the present. The 300 word, typed, double spaced answer is due April 26.

Discussion Questions: 
Each student will be required to prepare (for a date assigned in the first week of classes) TWO discussion questions that will act as a kick off to that class’s discussion. These questions must be analytical in nature and require the class to think critically about the text under discussion. Students will email their questions to me by 4 pm. the day before the assigned class and I will circulate them via email. The student will then lead our discussion of these questions the following day.

Response Papers: 
2-3 page response papers will be due in the first scheduled class for three assigned texts (February 2 (Dracula) & 16 (A Passage to India), and March 8 (Wide Sargasso Sea)). These response papers should be a close reading of a key quotation or scene from the text with a clear argument about the passage’s significance.
Essay Proposal & Annotated Bibliography:
Students will be expected to hand in a 300 word proposal for their final essay before the essay is due (March 22). The proposal will offer a description of the essay's argument and an overview of its main points. In addition to the 300 word proposal, students will hand in an annotated bibliography of at least 4 sources. For the annotated bibliography, students will need to offer a 1-2 sentence summary and a 1-2 sentence justification for the usefulness of their sources.

Final Paper:
Students will write a 7-8 page comparative final essay. Students will turn in a draft of the paper on April 10. While this draft will be ungraded, I will meet with each student to discuss revisions for the final version. This final, revised version will be due on the final day of classes (May 1). While I will offer some possible topics, students are encouraged to develop their own topics in consultation with me.

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) 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: "An Aggie does not lie, cheat or steal, or tolerate those who do."
It is your responsibility to make yourself familiar with what constitutes academic dishonesty and to avoid it at all costs. You must know the Aggie Honor Code and violations of this code will be reported to the Aggie Honor System Office. For further information, you can read the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.

Reading Schedule:
NB: You will be expected to have completed the reading by the first day we discuss the text.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>January 17</td>
<td>Introductions</td>
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<tr>
<td></td>
<td>January 19</td>
<td>Selections from <em>Culture and Imperialism</em> (available on Moodle)</td>
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<tr>
<td>2</td>
<td>January 24</td>
<td><em>War of the Worlds</em></td>
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<td></td>
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<td>Close reading a passage of prose</td>
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<td></td>
<td>January 26</td>
<td><em>War of the Worlds</em></td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>January 31</td>
<td><em>War of the Worlds</em></td>
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<tr>
<td>February 2</td>
<td><em>Dracula</em></td>
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<td></td>
<td><em>Response Paper #1 Due</em></td>
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<tr>
<td>February 7</td>
<td><em>Dracula</em></td>
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<td>February 9</td>
<td><em>Dracula</em></td>
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<td>February 14</td>
<td><em>Dracula</em></td>
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<tr>
<td>February 16</td>
<td><em>A Passage to India</em></td>
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<td></td>
<td><em>Response Paper #2 Due</em></td>
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<td>February 21</td>
<td><em>A Passage to India</em></td>
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<td>February 23</td>
<td><em>A Passage to India</em></td>
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<td></td>
<td><em>Formulating a research question</em></td>
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<td>February 28</td>
<td><em>Mrs. Dalloway</em></td>
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<td>March 1</td>
<td><em>Mrs. Dalloway</em></td>
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<td>March 6</td>
<td><em>Mrs. Dalloway</em></td>
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<td></td>
<td><em>Finding &amp; evaluating research sources</em></td>
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<td>March 8</td>
<td><em>Wide Sargasso Sea</em></td>
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<td><em>Response Paper #3 Due</em></td>
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<td>March 13</td>
<td><em>No Classes: Spring Break</em></td>
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<td>March 15</td>
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<td>March 20</td>
<td><em>Wide Sargasso Sea</em></td>
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<tr>
<td>March 22</td>
<td><em>Wide Sargasso Sea</em></td>
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<td></td>
<td><em>Proposals &amp; Bibliographies Due</em></td>
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<td>March 27</td>
<td><em>Our Sister Killjoy</em></td>
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<td>March 29</td>
<td><em>Our Sister Killjoy</em></td>
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<td>April 3</td>
<td><em>Our Sister Killjoy</em></td>
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<td>April 5</td>
<td><em>Small Island</em></td>
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<tr>
<td>April 10</td>
<td><em>Small Island</em></td>
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<td></td>
<td><em>Paper Drafts Due</em></td>
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<td>April 12</td>
<td><em>Small Island. Short SR writing assignment handout.</em></td>
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<td>April 17</td>
<td><em>The Constant Gardener</em></td>
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<td>April 19</td>
<td><em>Class Cancelled: Paper Conferences</em></td>
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<tr>
<td>April 24</td>
<td><em>The Constant Gardener</em></td>
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<tr>
<td>April 26</td>
<td><em>The Constant Gardener. SR Assignment due.</em></td>
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<tr>
<td>May 1</td>
<td><em>No Class: Redefined Day</em></td>
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<tr>
<td></td>
<td><em>Final Papers Due at 11:10 on Turn in (via Moodle)</em></td>
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Department of English

ENGL 378: The English Novel, 1870 to Present

Request for International and Cultural Diversity (ICD) Designation

In *Culture and Imperialism*, the postcolonial critic Edward Said suggests that culture, more generally, and novels, in particular, create "the structures of attitude and reference" that allow imperial ideologies to spread and become increasingly naturalized. In this course, which surveys the development of the British novel over, roughly, the last 150 years, we will consider how this argument works at the height of empire and its official dissolution. Exploring this larger question of empire and the novel, we will read in a variety of genres, such as horror, science fiction, the historical novel, the thriller and others. Paying attention to the various literary and social changes over this time period, we will also consider the ways the novel has changed to respond to its times. Students will analyze and interpret how larger social debates regarding colonialism, as well as questions of gender, race, immigration, class, and cultural memory have influenced British novels from the 1870s to the present. 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 as illustrated in its literatures, particularly the novel.
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 378; The British Novel, 1870 to Present

3. Change requested
   Attach a brief supporting statement for changes made to items 3a through 3d below:
   3. Prerequisite(s): From: To: 
   3b. Withdrawal (reason): 
   3c. Cross-list with: 
   3d. 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.
   3e. 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:

   Prefix  Course #  Title (excluding punctuation)
   ENGL 378  BRIT NOVEL 1870 - PRESENT

   Lect  Lab  SCH  CIP and Fund Code  Admin. Unit  HICE Code  Level
   0  3  0  0  3  2  3  1  4  0  4  0  0  1  0  9  9  0  0  0  3  6  3  2  3

   b. Change to:

   Prefix  Course #  Title (excluding punctuation)
   
   Lect  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  HICE Code  Level
   
   Approval recommended by: Nancy B Warren 4/24/13
   Chair, College Review Committee 5/20/13
   Department Head or Program Chair (Type Name & Signature) Date
   Department Head or Program Chair (Type Name & Signature) Date
   (if cross-listed course)

   Submitted to Coordinating Board by:

   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

   RECEIVED 6/4/2013
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 376

The Undergraduate Studies Committee of the Department of English recommends eliminating the prerequisite of 3 credits of literature at the 200-level and replacing it with the "junior or senior classification" restriction for the listed course in order to allow for submission of this course to the core curriculum.
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): College of Engineering and Department of Philosophy (cross listed)

2. Course prefix and number: ENGR 482 and PHIL 482

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

4. Complete course title: Ethics and Engineering

5. Semester credit hours: 3

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

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

Current Core: YES

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

☐ Yes
☒ No

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

9. Number of class sections per semester: 24 sections of ENGR 482; 24 Sections of PHIL 482

10. Number of students per semester: 300 in ENGR 482; 300 in PHIL 482 (numbers below reflect both)

11. Historic annual enrollment for the last three years: 1285, 1276, 1279

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

13. Submitted by:

14. Department Head: Date

15. College Dean/Designee: Date

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

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

Foundational Component Area: 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?

We consider rights as they are understood in different cultures, the Western concept of individualism and whether it can be accepted by cultures in the Far East. We consider the concept of well-being and how it relates to technology in various cultures. We explore techniques for ethical analysis and how they can be used in looking at the ethical ideas in various cultures. We examine the “capabilities approach” to economic development and how technology can provide the foundation for well-being, however it is defined. We consider rule-based ethics and how it relates to virtue-based ethics, which is more widely accepted in some cultures. We look at the question whether there can be a universal professional ethics or whether such a concept can be different in different cultures. We look at bribery, gifts, extortion, nepotism and other issues as they are understood in non-western cultures.

We ask the students to write a paper on the relationship of their personal ethics to professional ethics and common morality.

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):

We challenge the student to develop and demonstrate critical thinking in several ways. For example, one of the tools we teach for the analysis and resolution of ethical conflicts is the classification of ethical conflicts as moral, conceptual, application, or factual issues. When an ethical conflict is identified as one of these types of issues, identifying the most promising resolutions is made clearer. Classifying a given ethical conflict into one these categories proves to require critical thinking and careful analysis, and the students are drilled on this skill.

The students are taught to identify the audience of the ethical conflict (any party that might be affected or impacted) and to identify aspects of the obvious resolutions (to do X or not to do X) that impact these parties. They are taught to assess and analyze these impacts based on two moral theories (utilitarianism and respect for persons) and to evaluate the choice between the two obvious resolutions. When neither of the obvious resolutions is ethically tenable, we introduce the idea of a Creative Middle Way solution—synthesizing an alternative resolution that satisfies all the ethical constraints of the conflict. Engineers are good at identifying solutions to engineering design challenges (solutions that satisfy various constraints), so it is not surprising that the students are often good at synthesizing Creative Middle Way solutions.

We discuss innovation, and the value of innovative solutions, but we particularly focus on how innovation in engineering design can increase risk and can require more detailed and thorough engineering analysis to answer questions that are not raised by proven engineering designs. Examples of innovative design that are included in our
Texas A&M University

Core Curriculum

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

discussions include the von Kármán vortex shedding of the Tacoma Narrows bridge (a design very similar to the
Golden Gate bridge) and the unforeseen effects of design wind loadings on the Innovative structural framing of the
Citicorp tower. The objective is to have the student recognize when his proposed design reaches outside the envelope
of accepted practice, and to know that he/she may then have an ethical obligation to look for design issues that are
not raised by accepted practice.

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

ENGR/PHIL 482 is a certified "W-" (Writing Intensive) course, and is only offered as 900-level sections. The
course is certified until January 2016, and has been certified since the university's adoption of the requirements for
"W-" courses in each curriculum; it may have been the first W-certified course in the College of Engineering. Students
enrolled in this writing-intensive course each write a minimum of 5500 words each semester, and recitation sections
are kept small (26 students) to allow close interaction during writing review and feedback. Students do not receive a
passing grade in the course without at least a 60% average on the writing components. While the emphasis is on
written communication skills, the small section recitation meeting format promotes frequent (and often enthusiastic)
discussions facilitating honing of oral communication skills. Student teams are sometimes required to make brief
presentations to their recitation section on assigned topics of discussion, sometimes presenting graphics on
transparencies.

With our focus on engineering communications, we emphasize the importance of concise and unambiguous
writing. Ambiguous communications allow the reader to come away with a different interpretation than intended by
the writer, which can literally be a fatal flaw in engineering communications.

At least one lecture focuses entirely on engineering communications, with detailed examples of flawed
communications and the problems caused by those examples. Various forms of communications are discussed,
including oral communications, e-mail, memoranda, and formal engineering reports. In other lectures throughout the
course, the importance of effective engineering communications is also emphasized, but detailed writing instruction
and feedback occurs in the weekly recitation sections.

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

We identify and highlight two different aspects of professional ethics: preventive ethics and aspirational
ethics. Typically professional ethics, particularly as adopted in the practice of engineering, has been
characterized as preventative ethics—codes of ethics include detailed prohibitions against unethical practices
such as conflicts of interest, performing unnecessary work, overbilling, violations of law, etc., but as engineering
codes of ethics have evolved the emphasis has shifted. In the early years of engineering practice (19th century)
the engineer's primary responsibility was considered to be loyalty to his/her employer or client. Today most
codes, like the NSPE model code, charge the engineer with "holding paramount" the public health, safety, and
welfare, even when those values might conflict with the interests of employer or client. Furthermore, the codes
are increasingly emphasizing the engineer's responsibility to the environment. While the language in most
instances is not strong (the engineer "should" examine the environmental impact of his/her designs), the
profession is clearly moving in the direction of acknowledging an increasing commitment and responsibility to
sustainability and reduction of environment impact by engineered works and products. We typically have four or
five lectures on environmental issues.

We discuss at some length social issues like exploitation and paternalism. Engineers working on projects
in developing countries are often faced with difficult decisions related to these issues, and we discuss several
cases to help these students understand these issues and develop an objective method of analysis so that they
can formulate, defend, and be comfortable with, their own decisions when faced with challenging social issues
like these. These lectures and subsequent discussions also highlight cultural differences as well as international
differences in the practice of engineering.
Texas A&M University

Core Curriculum

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

We discuss privacy, intellectual property, and other social issues raised by technology; we hope engineers of the future will better understand how technology is socially embedded and how it changes our social norms (examples: microwave cooking, cell phones, Facebook, ...). We typically include two or more lectures on risk management, emphasizing the differences in the way engineers quantify risk and the way laymen think about risk, which sometimes complicates public acceptance of engineering design decisions.

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

We contrast professional ethics with personal ethics, pointing out that some areas overlap and some areas do not. We discuss the consequences of violations of various codes of ethics, indicating that the code of ethics in the Engineering Practices Act carries the weight of law for licensed professional engineers in Texas, while adherence to codes of ethics for various professional societies is voluntary in nature and required only of members in those organizations. We spend much time on topics like gifts, conflicts of interest, and the appearance of conflicts of interest, emphasizing that the reputation of the individual engineer is critically important for his or her success in a profession where ethical behavior is a prerequisite to individual success. Students are given analytical tools and exercises to help them determine whether a gift or trip offered by a client or vendor might be problematic.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGR/PHIL 482 Ethics and Engineering

Fall 2013
Mondays and Wednesdays, 10:20-11:10am/1:50-2:40pm, Zachry 102

Dr. Ed Harris
YMCA 411
e-harris@philosophy.tamu.edu
979-845-5697
Office hrs: By appointment, please e-mail

Dr. Ray W. James, P.E.
CE/TTI 201
r-james@tamu.edu
979-845-1353
Office hrs: By appointment, please e-mail

COURSE DESCRIPTION

Development of techniques of moral analysis and their application to ethical problems encountered by engineers, such as professional employee rights and whistle blowing; environmental issues; ethical aspects of safety, risk and liability; conflicts of interest; emphasis on developing the capacity for independent ethical analysis of real and hypothetical cases.

LEARNING OUTCOMES AND MAJOR OBJECTIVES

As a result of meeting the requirements in this course, students will be able to:

- Know some common methods for analyzing and resolving ethical problems
- Develop the capacity to think analytically, critically, and creatively about ethical issues in engineering
- Know some of the classic cases in engineering ethics and some of the typical ethical and professional issues which arise in engineering
- Know the NSPE code, the code of their own professional society, and the major professional societies and organizations in engineering
- Improve skills in effective communication, both oral and written

To achieve these outcomes and objectives, students will be given the opportunity and encouraged to participate actively in class discussions. The methods of critical technical writing will be introduced, and students will be required to do a substantial amount of writing in response to the material presented in the course.

PREREQUISITES: Junior classification

REQUIRED TEXTS


Additional readings are available on the course website.
ACCESS TO CLASS MATERIALS

Access class materials through eLearning at http://elearning.tamu.edu
To log in, select the top box labeled “TAMU (Net ID)” and login with your NetID and password. You will be presented with a screen with a list of courses associated with your name. Select the Ethics and Engineering course.

ATTENDANCE AND PARTICIPATION

Student attendance is expected. Attendance will not be recorded and graded in the Monday/Wednesday lectures. It will be recorded and graded in the Friday recitation sections. Students should arrive for class on time. Students should stay until class is dismissed. Abbreviated lecture notes will be made available on eLearning.

ASSIGNMENTS

Reading Quizzes on E-learning

Assigned readings for a given date should be completed before class begins. There will be an assigned weekly quiz on eLearning before most Friday Recitation Sessions. The reading quizzes will cover the textbook and selected readings relevant to the lectures and recitation discussion. Students will have thirty minutes to complete the quiz, and may use their book. Quizzes must be completed before midnight on Thursday. These reading quizzes will be multiple choice.

In-Class Quizzes

There will be frequent unannounced in-class Monday/Wednesday quizzes to encourage attendance and to ensure that students are thinking reflectively about the course material. These quizzes may be given at any time and will be short answer or fill in the blank format. For the sake of the best use of class time, there will be a strict time limit for finishing quizzes. Students who arrive late to class will not receive any extra time to complete a quiz administered at the beginning of class. Students who arrive after the time limit for the quiz, will receive a zero for that quiz. TAs will grade, return, and review quizzes in recitation.

Students will not be permitted to make up quizzes. If a student has a University-excused absence on a quiz day, then the quiz grade will be left blank, which will neither help nor hurt the student’s final average.

Writing Assignments

In-Class Writing Assignments

In-class writing assignments will be written during many Friday recitations and will be included in the student’s participation grade for that Friday session. Barring a legitimate excuse, failure to complete the in-class writing assignment will result in a participation grade of zero (0) for that particular recitation session, even if the student was otherwise in attendance that day. If a student misses a recitation session but has a University Excused Absence, then he/she is excused from completing that day’s in-class writing assignment.
Out-Of-Class Writing Assignments
Students will complete several out-of-class writing assignments, to be described below. These writing assignments must be typed in 12-point Times New Roman font with 1-inch margins. Citations should be done in accordance with the IEEE citation manual (http://www.ieee.org/documents/ieecitationref.pdf). If a student prefers to use another citation manual, he/she must first get permission from his/her TA.

Papers will be graded by the student’s TA, and all papers submitted to the TA must also be submitted to turnitin.com. A link to turnitin.com can be found on eLearning. Each of the writing assignments has a minimum page length, as specified below. Many of these writing assignments have one or more mandatory peer review sessions. If a student misses a peer review session and has no University Excused Absence, ten (10) points per peer review session missed will be deducted from the student’s final grade on that assignment. If a student misses a peer review but has a University Excused Absence, then he/she is required to attend a help session at the University Writing Center and must show proof of this to his/her TA in order to avoid the ten point penalty. Failure to meet the length requirements on an assignment will result in a maximum grade of a sixty (60) on the assignment. Tables of contents, works cited, figures, and blank spaces used for formatting purposes will not count towards the essay length.

Personal and Professional Ethical Statement
This assignment has two components: Students will first discuss the foundation of and provide specific examples of their personal ethics. Second, students will discuss their professional aspirations (as an engineer, lawyer, physician, clergy member, etc.) and how these aspirations are connected to their personal commitments. Students must make specific reference to their intended discipline’s professional code of ethics. This assignment must be at least two (2) full pages. Peer review for this assignment will be held on Friday, February 1st. This assignment is due Monday, February 4th.

Ethical Arguments Assignment
This assignment consists of a series of arguments concerning the ethicality of the legal concept of eminent domain. First, students must write a brief introduction explaining what eminent domain is and how it is typically applied. Then, students must make six ethical arguments concerning eminent domain: 1) An argument in favor of eminent domain using the rule utilitarian perspective. 2) An argument in favor of a specific instance of eminent domain using the act utilitarian perspective. 3) An argument in favor of eminent domain using the cost-benefit analysis. 4) An argument opposed to eminent domain using the golden rule perspective. 5) An argument opposed to eminent domain using the self-defeating perspective. 6) An argument opposed to eminent domain using the rights perspective. There is no need for this assignment as a whole to be written in essay format (i.e., there does not need to be an overall thesis, conclusion, etc.). Instead, the introduction and the six ethical arguments are independent sections that do not necessarily need to refer to one another. The purpose of this assignment is to help students practice applying these ethical tests in written form before the midterm exam and final project reports. This assignment must be at least two (2) full pages. This assignment is due Friday, February 15th.

Professional Email
Students will select an engineering project about which to write; this project must have at least one ethical dimension. Then students will e-mail a Professional Project Proposal to their TA. This e-mail will explain the project topic and its ethical dimensions, the student’s interest in the project, and why the project matters to society in general. Finally, the email will have a tentative thesis that the student will hope to defend in the final report. The Professional Project Proposal e-mail is due to the students’ TA before midnight on Monday, March 4th. It will count as one quiz grade.

Project Report Draft
Students will complete a Project Report Draft. This draft, which must be at least six (6) pages, will receive substantive comments by the TA. Drafts shorter than six pages will not be accepted. Students who fail to complete the Project Report Draft will receive a zero on the Project Report Final Version. Students who turn in the Project Report Draft late will have five (5) points removed from their Final Report grade for each day the Draft is late. If a student puts in an unacceptable effort on the Draft, points will be removed from the Project Report Final Version at the TA's discretion. Bottom Line: We take the Draft seriously and hope that students will as well. A peer review will be held in recitation on Friday, March 22nd, the Draft is due on Wednesday, March 27th.

Project Report Final Version
Students will revise and resubmit their project report. A peer review will be held in recitation on Friday, April 19th. The Project Report Final Version is due before midnight on Monday, April 22nd. This assignment must be at least six (6) pages in length.

To improve technical writing skills, please visit the Undergraduate University Writing Center, located in the Evans Library.

Exams
There will be one mid-term and one final exam. The mid-term will include both short-answer essay and multiple choice questions. Essay questions will involve real or hypothetical cases. Students will be asked to identify the moral questions raised in a case and then provide analysis of how to answer these questions using specified ethical frameworks. The final exam will be multiple choice.

EVALUATION

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<th>Percentage</th>
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<td>Participation and Attendance in Recitation Sessions</td>
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<td>Quizzes</td>
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<td>Personal and Professional Ethical Statement</td>
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<td>Ethical Analysis Paper</td>
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<td>Project Report Final Version</td>
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GRADING

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<td>70% - &lt;80%</td>
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<td>D</td>
<td>60% - &lt;70%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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This is a Writing Intensive course. According to guidelines, failure to earn an average of at least a D on the writing assignments (Personal and Professional Ethical Statement and the Project Report Final Version) will result in a grade of F in the course, regardless of other grades.
GRADE COMPLAINTS

We will be more than happy to discuss and possibly change grades. First, you must wait at least 24 hours after you get the assignment back. Take this time to carefully review all the comments give by instructors. Second, you must come with a written statement about why they think there is a discrepancy between the quality of the work and the grade it received. Third, you must present the written statement within one week of the date the assignment is returned.

AGGIE HONOR CODE & ACADEMIC INTEGRITY

"An Aggie does not lie, cheat, or steal or tolerate those who do."
The Honor Code and the Honor Council Rules and Procedures can be found at http://aggiehonor.tamu.edu/

University rules concerning scholastic dishonesty will be rigorously enforced in this class. Plagiarism is defined in the TAMU Student Rules as the "appropriation of another person’s ideas, processes, results, or words without giving appropriate credit." You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. Moreover, you may not submit your own work from another course. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. A single incident of cheating may lead to an F* in the class.

Submitting an assignment late is far better than plagiarizing. Late assignments will be penalized 5% for each day late.

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
<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting Date</th>
<th>Topic for this meeting</th>
<th>Responsible Instructor (PHIL=Dr. Hurley; ENGR=Drs. James or Mudunu)</th>
<th>Assigned Reading Before this meeting</th>
<th>Assignment(s) Due</th>
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<tr>
<td>1</td>
<td>Mon 28-Aug-19</td>
<td>Introduction</td>
<td>PHIL</td>
<td>Ch. 1</td>
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<td></td>
<td>Wed 29-Aug-19</td>
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<td>PHIL</td>
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<td>Introduction. Assign Personal and Professional Ethical Statement. Writing exercises, introduction to cases</td>
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<td>Moral problems. Analyzing into four components; creative middle ways</td>
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<td>Mon 30-Dec-19</td>
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Professional responsibilities due to TA is
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): NFSC
2. Course prefix and number: FSTC 300 / NUTR 300
3. Texas Common Course Number: Click here to enter text.
4. Complete course title: Religious and Ethnic Foods
5. Semester credit hours: 3
6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - CURRENT Core: No
   - CURRENT ICD: 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? Fall
9. Number of class sections per semester: one
10. Number of students per semester: 42 in classroom in Fall term
11. Historic annual enrollment for the last three years: 42 42 42

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

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

14. Date
   5/29/2013

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?

The course [FSTC 300] provides principles and concepts that govern different religious and cultural foods. A focus will be factors associated with development of food preferences and requirements for foods for various religion and cultures. These include attitudes, beliefs, traditions geographic area, etc. We will investigate the availability of religious and cultural foods in the market. During this course we will identify status or approval of food ingredients for specific cultural or religious groups. This course will explain the cultural and religious background of specific foods, process of certification of food products, according to requirements of specific religious and cultural groups. This course aims to encourage the understanding of production of foods for specific religious/cultural groups. Assignments are designed to let students demonstrate their knowledge and application of key concept of religious and ethnic food to prepare their involvements in this important subject in their communities, personal and social lives.

Core Objectives

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

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

Students will be assigned a group project which consists of researching and developing a specific food product that meet all restrictions and requirements of the religion or culture as assigned. This exercise requires the students to think, observe, analyze, and comment on differences and similarities of different religious and ethnic foods. This course will also address the development of critical thinking skills by requiring students to work on an assignment for the market potential of religious and ethnic foods and its demand all over the world. Student's understanding will be evaluated through class discussion, the midterm and final exams. Students will be given information, written and verbal to understand and critically think the differences between culture, a religion and a way of life.

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

This course will provide an opportunity to every student to improve their verbal and written communication skill by participating in group project. Students will be assigned a project where they must communicate with other students, industry people, religious and ethnic groups to find appropriate information for their project. Then each group must present their project to the class and explain the details about their project by using effective visual aids. This exercise will improve their verbal and written communication as well as presentation skill. Students will also write a report about the international market and demands for the religious and ethnic food as well as report on one international activity. They are encouraged to participate in question/answer sessions with guest speakers to grasp a better (first hand) understanding of a culture or religion.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
By understanding different cultures, religions and tradition, people feel much more comfortable to interact and engage with each other in their local, regional, national and international communities. This course will address social responsibility by requiring students to understand the requirements of different religious and ethnic foods through class discussion, lectures and reading materials. How different cultures and foods interact with those of different traditions and world religions. The course enhances students’ intercultural competence through learning of different religious and ethnic foods, tradition and cultural differences between different societies. Students thereby gain an understanding and respect of a different religion and their dietary requirements. Understanding of different religious and ethnic foods prepares students to more effectively engage the regional, national and global communities. This will be evaluated by question in exams and religious and cultural food projects.

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

This course will teach personal responsibility by enhancing students’ understanding about different religions’ requirement for food and respect their obligation regarding some of the dietary and cultural restriction. Students will be required to identify the requirements for making religious foods as they adjust to surroundings of different cultures and religion. The knowledge and understanding about food relations and cultures will help them be effective with peoples from many other cultures and relations. The evaluation of personal responsibility will be based upon assignments and projects in which students will be expected to develop either a religious or cultural food.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
International and Cultural Diversity (ICD)

FSTC 300 Religious and Ethnic Foods
Food is the focus of many aspects of life in perhaps all cultures and many religions of the world. This course addresses foods consumed and the basis for those choices in the primary religions of the world many of which encompass food traditions and/or regulations that impact dietary composition to a significant degree. Background in the development of food selection by specific country or region of the world is addressed during the second part of the course. Throughout the course, discussion centers on contemporary populations and their foods. Because of the importance of food in people's lives, students will gain insight into the respective cultures to help them appreciate and relate to people from other cultures.
FSTC 300 Fall 2013
Religious and Ethnic Foods

Course Description:
Understanding religious and ethnic foods with application to product development, production, and nutritional practices; emphasis on different cultures, food rules and priorities with attention given to different religious and ethnic groups within the US and around the world.

Prerequisites:
Junior or senior classification or approval of instructor; basic knowledge of food science and nutrition helpful. Cross-listed with NUTR 300.

Class Time and Location
MW 9:10 AM to 10:00 AM, Room 127, Kleberg

Instructor
Dr. Mian N. Riaz
Director, Food Protein R&D Center
Office hours: By appointment
Office location: Room 101, Cater-Mattil Hall. Phone: 979-845-2774
E-mail: mnriaz@tamu.edu
Web: http://foodprotein.tamu.edu

Reference Books:
Halal Food Production. Mian N. Riaz, CRC Press 2004
Food and Culture. Pamela G. Kittler, Thomson Wadsworth, 2007
Class material also will be available at E-learning
Course Objectives and Learning Outcomes

Upon completion of this course, the student will be able to:

- Describe factors associated with development of food preferences and requirements for foods for various religion and cultures. These include attitudes, beliefs, traditions geographic area, etc.
- Characterize principles and concepts that govern different religious and cultural foods.
- Discover availability of religious and cultural foods in the market.
- Identify status or approval of food ingredients for specific cultural or religious groups.
- Explain the process of certification of food products, according to requirements of specific religions and cultural groups.
- Describe the manner in which production of foods for specific religious/cultural groups can be done in the food industry.
- Apply knowledge of requirements for foods for specific religious and cultural groups to food preparation in food services, such as health care institutions, airlines, schools and colleges.

Grading:

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<td>Final Exam</td>
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<td>Religious and Cultural Food Project- Presentation and Paper</td>
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<td>Pop Quizzes</td>
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<td>International Activity (one page report)</td>
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<tr>
<td>Market Study for religious and Ethnic Food (3-4 page report)</td>
<td>5%</td>
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<td>Total</td>
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Grading Scale: A=1C0–90%, B=89.9–80%, C=79.9–70%, D=69.9–60%, F=59.9% & below.
Assignments:

1. International Activity (one page report). Such as to attend a religious or cultural activity and submit a report.

2. Written Assignment (Market Study for religious and Ethnic Food)

3. Religious and Cultural Food Project - Presentation and Paper

Students will be assigned to team (n=4/team) and each team will be assigned one religious or ethnic food topic. Each team will be assigned a food product that is designed /appropriate for a specific religion or culture. They will analyze the food, according to the criteria provided and develop a presentation with Power Point Slides for the class. Each student will write on his or her food item. Rubrics for grading of the presentation and paper will be provided.
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<th>Date</th>
<th>Day</th>
<th>Lecture topics</th>
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<td>(Lecture topic may change depending upon the availability of speaker)</td>
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<td>1</td>
<td>Aug. 27</td>
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<td>2</td>
<td>Aug. 29</td>
<td>Religious and Ethnic diversity</td>
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<td>3</td>
<td>Sep. 03</td>
<td>Muslim Dietary Requirements and Principle of Halal Food Products based on religious and cultural practices</td>
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<td>4</td>
<td>Sep. 05</td>
<td>Halal Requirements for Meat, Poultry and Seafood based on religious and cultural practices</td>
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<td>Sep. 10</td>
<td>Halal Requirements for Dairy, gelatin, alcohol and Enzymes, based on religious and cultural practices</td>
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<td>6</td>
<td>Sep. 12</td>
<td>Halal requirements for ingredients, labeling, and packaging, based on religious and cultural practices</td>
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<td>Sep. 17</td>
<td>Halal Certification</td>
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<td>8</td>
<td>Sep. 19</td>
<td>Basic concepts in Kosher food, kosher law and meat and poultry requirements, based on religious and cultural practices</td>
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<td>9</td>
<td>Sep. 24</td>
<td>Kosher requirements for seafood. Insects, dairy, flavors, etc</td>
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<td>10</td>
<td>Sep. 26</td>
<td>Kosher requirements for fruits and vegetables, kosher baking, separation of meat and dairy, and Passover food, based on religious and cultural practices</td>
</tr>
<tr>
<td>11</td>
<td>Oct. 01</td>
<td>Group making and assignment assigning</td>
</tr>
<tr>
<td>12</td>
<td>Oct. 03</td>
<td>Kosher certification and identification of labels</td>
</tr>
<tr>
<td></td>
<td>Oct. 08</td>
<td>Mid Exam</td>
</tr>
<tr>
<td>13</td>
<td>Oct. 10</td>
<td>Basic concepts of Vegetarian food, Vegetarian foods for Chinese Buddhists</td>
</tr>
<tr>
<td>14</td>
<td>Oct. 15</td>
<td>Food in Christianity (Catholic and Jehovah's Witness dietary requirements)</td>
</tr>
<tr>
<td>15</td>
<td>Oct. 17</td>
<td>Food in Christianity (The Church of Jesus Christ of Latter-day saints:</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Day of Week</td>
</tr>
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</tr>
<tr>
<td>Oct. 22</td>
<td>M</td>
<td>Food in Christianity (Seventh-day Adventist: Dietary standards and concern)</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>W</td>
<td>Miscellaneous Religion (Taoism, Sikhism, Scientology, American Indian and Eskimos, Baha’i Faith)</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>M</td>
<td>Ethnic food (Societal and cultural factors in development of African food patterns)</td>
</tr>
<tr>
<td>Oct. 31</td>
<td>W</td>
<td>Ethnic food (Societal and cultural factors in development of Chinese food patterns)</td>
</tr>
<tr>
<td>Nov. 05</td>
<td>M</td>
<td>Ethnic food (Societal and cultural factors in development of Mexican food patterns)</td>
</tr>
<tr>
<td>Nov. 07</td>
<td>W</td>
<td>Ethnic food (Societal and cultural factors in development of Middle Eastern food patterns)</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>M</td>
<td>Ethnic food (Societal and cultural factors in development of Indian food patterns)</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>W</td>
<td>Ethnic food (Societal and cultural factors in development of Latin American food patterns)</td>
</tr>
<tr>
<td>Nov. 19</td>
<td>M</td>
<td>Student presentations (10 min. for each group)</td>
</tr>
<tr>
<td>Nov. 21</td>
<td>W</td>
<td>Student presentations (10 min. for each group)</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>M</td>
<td>Student presentations (10 min. for each group)</td>
</tr>
<tr>
<td>Nov. 28</td>
<td>W</td>
<td>Student presentations (10 min. for each group)</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>M</td>
<td>Final Exam review</td>
</tr>
</tbody>
</table>

*Guest lectures, representing a follower of a specific religion or a member of a specific country or area of the world*
Americans with Disabilities Policy Statement:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, Room B-118 of Cain Hall, or call 845-1637.

Academic Integrity and Honesty:

The handouts used in this course are copyrighted. By “handout”, I mean all materials generated for this class, which include but are not limited to syllabus, in-class materials, and handouts. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

"Aggies do not lie, cheat or steal; nor do they tolerate those who do"

If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty.
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): Hispanic Studies

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.

13. Submitted by: [Signature]
   Course Instructor
   Date: 4-24-13

14. Department Head
   [Signature]
   Date: 4-24-13

15. College Dean/Designee
   [Signature]
   Date: 5/12/13

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

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

Core Curriculum

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

Foundational Component Area: 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. Classroom 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 Fall 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 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, 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.

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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.”

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**
Zamora O’Shea, “Ranches of the Southwest...” (in *El Mesquite*, lxxi-lxxvi)

**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)
Aztlán 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**
Anzaldúa, “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
          Cisneros, Woman Hollering Creek

Week 12  Urrea, Nobody’s Son
          Urrea, Nobody’s Son

Thursday, November 22: Thanksgiving Holiday

Week 13  Chicanos in Film
          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 Hispanic Studies

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

3. Change requested
   a. Prerequisite(s): From: ENGL 104 To:
   b. Withdrawal (reason):
   c. Cross-list with: ENGL 362
   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:

   Prefix Course# Title (excluding punctuation)
   HISP 362 HISP LIT OF US

   Lect. Lab SCHL CIP and Fund Code Admin. Unit FICE Code Level
   0 3 0 0 3 1 6 0 9 0 5 0 0 0 1 0 9 0 0 3 6 3 2 3

   b. Change to:

   Prefix Course# Title (excluding punctuation)
   ENGL 362 LATINO/A LITERATURE

   Lect. Lab SCHL CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 3 1 6 0 9 0 5 0 0 0 1 0 9 0 1 4 - 1 5 0 0 3 6 3 2

   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College Date
   Chair, Curriculum Services Date
   Submitted to Coordinating Board by:
   Date

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

RECEIVED
MAY 31 2013
CURRICULAR SERVICES
MEMORANDUM

Date: May 14, 2013

To: Chai:
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): History/Religious Studies

2. Course prefix and number: HIST/RELS 347

3. Texas Common Course Number: N/A

4. Complete course title: Fise of Islam, 600-1258

5. Semester credit hours: 3

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

   CURRENT CORE: [YES] (HIST)

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

8. How frequently will the class be offered? at least once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 45

11. Historic annual enrollment for the last three years: 2012-2013=26  2011-2012=19  2010-2011=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 submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by
   [Signature]
   [Name]
   [Instructor]
   [Date: 5/28/2013]

13. Course Approvals
   [Signature]
   [Name]
   [Date: 3/25/13]

14. Department Head
   [Signature]
   [Date: 1/4/13]

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

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

See form instructions for submission/approval process.
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?

HIST/RELS 347: The Rise of Islam, 600-1258 is an introduction to Islamic civilization from the rise of Islam to the Mongol conquests of Baghdad. Through close reading and discussion of primary sources in translation and secondary literature, students examine topics such as pre-Islamic poetry, the Qur'an, early Islamic laws on prayer, the ethical conventions of jihad, the lives of Muslim women, and the relation of Islam to Christians and Jews.

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Core Objectives

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

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

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

This course develops the core objective of critical thinking by asking students to interpret, discuss and connect course lecture and reading materials, including maps, and to craft written arguments on topics such as religious differences expressed in pre-Islamic poetry, the Qur'an, and early Islamic laws on prayer. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

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

This course develops the core objective of communication by asking students to evaluate and synthesize lecture and reading materials (including maps), to discuss their relationships, to write weekly reflection papers and to respond to questions about topics such as the ethical conventions of jihad, the lives of Muslim women and the relation of Islam to Christianity and Judaism. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

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

This course will address social responsibility by requiring students to develop a foundation for understanding the development of the early Islamic World through the study of its peoples’ and its varied economic, social and political history from 600-1258, the Mongol Invasion of Baghdad. It also will expose students to varied forms of cultural expression throughout the region, and in particular art, architecture, literature (oral and written) and
Texas A&M University

Core Curriculum

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

ritual. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

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

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (in discussion and essays) how religious and cultural differences in Islamic World between 600 and 1258 laid the groundwork for future political, economic and social divisions throughout the Arabian peninsula and the Middle East. Students will be asked to reflect on how these differences shape current geopolitical dynamics and how they inform their personal understandings of past and present followers of Islam. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
History 347 | Religious Studies 347  
The Rise of Islam, 600-1258  
Spring 2007  
Class Meetings: MWF 1:50-2:40, O&M 206

Professor Leor Halevi  
Office: History Building, 103B  
Phone: 845-7394  
E-Mail: leorhalevi@tamu.edu  
Office Hours: Wednesday 2:40-3:40 and by appointment

Course Description:  
This course is an introduction to Islamic civilization from the rise of Islam to the  
Mongol conquests of Baghdad. Every week offers primary sources in translation, which  
should stimulate dialogue and debate. We will examine pre-Islamic poetry, the Qur'an,  
early Islamic laws on prayer, the ethical conventions of jihad, the lives of Muslim women,  
and the relation of Islam to Christians and Jews.

Prerequisites: Junior or senior classification.

Core Objectives for Language, Philosophy and Culture component area

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

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

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

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

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. identify the struggles and controversies that shaped the history of the Islamic world from  
600-1258.

2. demonstrate the religious, economic, political and social complexity of the Islamic world.
3. express a historical understanding of different cultural groups and issues.

4. assess the role of interpretation in the creation of history.

**Required Readings:**

Please expect about 150 pages of reading per week, with the number varying depending on the difficulty of the material.

* Sourcebook, a substantial collection of readings available as an Electronic Resource through the Texas A&M Library. To access the readings, you can either search for "Course Reserves" under the Services folder of library.tamu.edu or go directly to ereserves.tamu.edu/eres. (Readings are organized by weekly folders, corresponding to the week-by-week breakdown of this syllabus.)

**Course Requirements:**

Class Participation: 10%
Weekly Papers: 25%
Midterm Exam: 25%
Final Exam with Essays: 40%
Final Paper (Alternative to Final Exam): 40%

**Attendance**

Attendance is expected and indirectly informs each part of your course grade. I will handle all absences and work related to them in accordance with current university policy. Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for more information.

**Class Participation:**

Please come well prepared and ready to discuss the readings. You will find class infinitely more worthwhile, enjoyable and rewarding if you come and participate.

**Weekly Papers**

Short response papers of 100 to 300 words each are due Thursdays at the beginning of class. These short papers must show that you have read and thought about the weekly readings in advance of our discussion. In these response papers, you should take an informed position. Present cogently an interesting argument or a personal opinion in relation to the primary sources. Every response paper must have a thesis or argument underlined. Late response papers will not be accepted except in the case of university approved excuse. Of fourteen possible response papers, you must hand in ten: five before and five after the midterm exam.

**Midterm Exam**
This exam will be a multiple-choice test consisting of 50 questions maximum. The questions-covering key names, dates, and concepts-will be derived from your textbook, lectures, and the primary sources. A review or study-guide will not be provided in advance. For this reason, it is essential you take good notes during the course of the semester.

Final Exam
This exam will consist of two parts: identifications from the second half of the course (following the same format as the midterm) and an in-class essay. There will be no make-up exams, except in the case of university approved excuse.

Final Paper (ALTERNATIVE TO FINAL EXAM)
As an alternative to your final exam, you may produce a 10 page paper. Over the course of the semester, a number of steps need to be taken before submission of the final, revised paper (as outlined below in the syllabus). You will need, first, to submit a paper topic, including a brief bibliography; identify the sources you will be reading and define the questions you will be trying to answer. Next, you will need to submit a detailed outline, including a hypothesis or tentative thesis statement. The preliminary submissions leading toward the final paper will not be graded, yet are essential for the production of a good final paper. All papers must include a thesis (underlined), an introduction and a conclusion. The papers should be based largely on the Sourcebook readings or other pre-approved primary sources, though any serious effort to integrate secondary sources will be rewarded. Failure to submit any of the preliminary assignments or the final paper on the due dates means forfeiture of the right to choose the Final Paper option; in such a case the student will need to take the Final Exam.

Grading Scale (percentages):
90-100 is an A
80-89 a B
70-79 a C
60-69 a D
59 and below an F.

Academic Honesty:
Students who commit acts of plagiarism will be reported to the Honor Council and will receive an F in the course. I have served on the Honor Council and will again, and I take all forms of academic misconduct extremely seriously. For further information, please consult http://aggiehonor.tamu.edu

The Americans with Disabilities Act (ADA)
The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for
Students with Disabilities, in 118B, Cain Hall. The phone number if 845-1637.

Career Options for History Majors
History majors who wish to explore career ideas are encouraged to contact history department advisors, Dr. Philip Smith (pms@tamu.edu) or Mrs. Robyn Konrad (robyn-konrad@tamu.edu), in Room 105, Glasscock Building or the Career Advisor for Liberal Arts, Tricia Barron (patriciab@careercenter.tamu.edu) in 209 Koldus for more information.

Course Schedule:
Please complete all readings by the Monday of each week

Week I. Al-Jahiliyya, uThe Age of Ignorance" (1/17, 1/19)
Textbook, intro. and chap. 1
Sourcebook, nos. 1 & 2

Week II. Muhammad and the Qur'an (1/22, 1/24, 1/16)
Textbook, chap. 2
Sourcebook nos. 3-5
The Koran, Siiras 1-3, 9, 17-21, 30, 34, 67-114

Week III. The Arab Conquests and the Ethics of Jihad (1/29, 1/31, 2/2)
Textbook, chap. 3
Sourcebook, nos. 6-8

Week IV. The Caliphate in Transition (2/5, 2/7, 2/9)
Textbook, chaps. 4-5
Sourcebook, nos. 9-13
Friday February 9 Final Paper Topic Due (Optional)

Week V. The Development of a Sacred Law (2/12, 2/14, 2/16)
Sourcebook nos. 14-15

Week VI. Christians and Jews in the House of Islam (2/19, 2/23)
Sourcebook nos. 16-24

VII. Gender, Sexuality and the Early Muslim Family (2/26, 2/28, 3/2)
Sourcebook nos. 25-27
Wednesday February 8 Midterm Exam!

Week VIII. The Slave Revolt and Political Fragmentation (3/5, 3/7, 3/9)
Textbook, chap. 6
Sourcebook, nos. 28-31

Spring Break, March 12-16
Week IX. Moorish Spain. (3/19, 3/21, 3/23)
Textbook, chap. 7
Sourcebook, no. 32

Week X. Science, Philosophy & the Rise of the College (3/26, 3/28, 3/30)
Textbook, chap. 8
Sourcebook, nos. 33-34
Wednesday March 28 Outline & Thesis Statement Due (Optional)

Week XI. Heresy, Orthodoxy and Sufism (4/2, 4/4)
Sourcebook, no. 35-6
April 6 Reading Day- No class

Week XII. Islam and the West in the Age of the Crusades (4/9, 4/11, 4/13)
Sourcebook, no. 37

Week XIII. The Mongol Invasions & the Question of Decline (4/16, 4/18, 4/20)
Textbook, chap. 9
Sourcebook, no. 38-9
Wednesday April 18 Optional Final Paper Due!!!

Week XIV. Islam in World History (4/23, 4/25, 4/27)
Textbook, chap. 10.
Sourcebook, nos. 38-42

XV. Review

Tuesday May 8, 3:30-5:30PM Final Exam!

Sourcebook Index & Bibliography

Week I


Week II


Week III


Week IV


Week V

Week VI


Week VII


Week VIII


Week IX

Week X


Week XI


Week XII

Week XIII

Week XIV

Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History
       Donnalee Dox, Director, Religious Studies Program

Re: HIST/RELS 347: The Rise of Islam, 600-1258

Date: May 30, 2013

Please accept this memorandum in support of the request by the Department of History and the Religious Studies Program to certify HIST/RELS 347: The Rise of Islam, 600-1258 for the 2014 Core Curriculum.

Beginning in Fall 2011, HIST/RELS 347 became a part of the Religious Studies minor, a program which has doubled its enrollment as a whole since 2009. Beginning in Fall 2013, HIST/RELS 347 also will be one of a limited number of courses that fulfill a new pre-modern requirement for the nearly 700 history majors in the College of Liberal Arts. Due to this growth and change in curriculum, the Religious Studies program and the Department of History anticipate an increased demand for HIST/RELS 347 in the future and share a commitment to scheduling the course to address these new circumstances.

Based on this information we respectfully submit the course for certification for the 2014 Core Curriculum.
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): NFSC

2. Course prefix and number: NUTR 300/ESTC 300

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

4. Complete course title: Religious and Ethnic Foods

5. Semester credit hours: 3

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

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

8. How frequently will the class be offered? Fall

9. Number of class sections per semester: one

10. Number of students per semester: 43 in classroom in Fall term

11. Historic annual enrollment for the last three years: 43 43 43

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

12. Submitted by:

   Course Instructor

   Approvals:

   Department Head

   College Dean/Designee

13. Date: 5/29/13

14. Date: 5/29/13

15. Date: 6/3/13

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.

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

The course (NUTR 300) provides principles and concepts that govern different religious and cultural foods. A focus will be factors associated with development of food preferences and requirements for foods for various religion and cultures. These include attitudes, beliefs, traditions geographic area, etc. We will investigate the availability of religious and cultural foods in the market. During this course we will identify status or approval of food ingredients for specific cultural or religious groups. This course will explain the cultural and religious background of specific foods, process of certification for food products, according to requirements of specific religions and cultural groups. This course aims to encourage the understanding of production of foods for specific religious/cultural groups. Assignments are designed to let students demonstrate their knowledge and application of key concept of religious and ethnic food to prepare their involvements in this important subject in their communities, personal and social lives.

Core Objectives

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

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

Students will be assigned a group project which consists of researching and developing a specific food product that meet all restrictions and requirements of the religion or culture as assigned. This exercise requires the students to think, observe, analyze, and comment on difference and similarities of different religious and ethnic foods. This course will also address the development of critical thinking skills by requiring students to work on an assignment for the market potential of religious and ethnic foods and its demand all over the world. Student’s understanding will be evaluated through class discussion, the midterm and final exams. Students will be given information, written and verbal to understand and critically think the differences between culture, a religion and a way of life.

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

This course will provide an opportunity to every student to improve their verbal and written communication skill by participating in group project. Students will be assigned a project where they must communicate with other students, industry people, religious and ethnic groups to find appropriate information for their project. Then each group must present their project to the class and explain the details about their project by using effective visual aids. This exercise will improve their verbal and written communication as well as presentation skill. Students will also write a report about the international market and demands for the religious and ethnic food as well as report on one international activity. They are encouraged to participate in question/answer sessions with guest speakers to grasp a better (first hand) understanding of a culture or religion.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities):
By understanding different cultures, religions and tradition, people feel much more comfortable to interact and engage with each other in their local, regional, national and international communities. This course will address social responsibility by requiring students to understand the requirements of different religious and ethnic foods through class discussion, lectures and reading materials. How different cultures and foods interact with those of different traditions and world religions. The course enhances students’ intercultural competence through learning of different religious and ethnic foods, tradition and cultural differences between different societies. Students thereby gain an understanding and respect of a different religion and their dietary requirements. Understanding of different religious and ethnic foods prepares students to more effectively engage the regional, rational and global communities. This will be evaluated by question in exams and religious and cultural food projects.

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

This course will teach personal responsibility by enhancing students’ understanding about different religions’ requirement for food and respect their obligation regarding some of the dietary and cultural restriction. Students will be required to identify the requirements for making religious foods as they adjust to surroundings of different cultures and religion. The knowledge and understanding about food relations and cultures will help them be effective with peoples from many other cultures and relations. The evaluation of personal responsibility will be based upon assignments and projects in which students will be expected to develop either a religious or cultural food.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
International and Cultural Diversity (ICD)

NUTR 300 Religious and Ethnic Foods
Food is the focus of many aspects of life in perhaps all cultures and many religions of the world. This course addresses foods consumed and the basis for those choices in the primary religions of the world many of which encompass food traditions and/or regulations that impact dietary composition to a significant degree. Background in the development of food selection by specific country or region of the world is addressed during the second part of the course. Throughout the course, discussion centers on contemporary populations and their foods. Because of the importance of food in people’s lives, students will gain insight into the respective cultures to help them appreciate and relate to people from other cultures.
NUTR 300 Fall 2013
Religious and Ethnic Foods

Course Description:
Understanding religious and ethnic foods with application to product development, production, and nutritional practices; emphasis on different cultures, food rules and priorities with attention given to different religious and ethnic groups within the US and around the world.

Prerequisites:
Junior or senior classification or approval of instructor; basic knowledge of food science and nutrition helpful. Cross-listed with FSTC 300.

Class Time and Location
MW 9:10 AM to 10:30 AM, Room 127, Kleberg

Instructor
Dr. Mian N. Riaz
Director, Food Protein R&D Center
Office hours: By appointment
Office location: Room 101, Cater-Mattil Hall. Phone: 979-845-2774
E-mail: mnriaz@tamu.edu
Web: http://foodprotein.tamu.edu

Reference Books:
Halal Food Production. Mian N. Riaz, CRC Press 2004
Food and Culture. Pamela G. Kittler, Thomson Wadsworth, 2007
Class material also will be available at E-learning
Course Objectives and Learning Outcomes

Upon completion of this course, the student will be able to:

- Describe factors associated with development of food preferences and requirements for foods for various religion and cultures. These include attitudes, beliefs, traditions geographic area, etc.

- Characterize principles and concepts that govern different religious and cultural foods.

- Discover availability of religious and cultural foods in the market.

- Identify status or approval of food ingredients for specific cultural or religious groups.

- Explain the process of certification of food products, according to requirements of specific religions and cultural groups.

- Describe the manner in which production of foods for specific religious/cultural groups can be done in the food industry.

- Apply knowledge of requirements for foods for specific religious and cultural groups to food preparation in food services, such as health care institutions, airlines, schools and colleges.

Grading:

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<tr>
<td>Mid Exam</td>
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<td>Final Exam</td>
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<td>Religious and Cultural Food Project- Presentation and Paper</td>
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<td>Pop Quizzes</td>
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<td>International Activity (one page report)</td>
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<td>Market Study for religious and Ethnic Food (3-4 page report)</td>
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Grading Scale: A=100–90%, B=89.9–80%, C=79.9–70%, D=69.9–60%, F=59.9% & below.
Assignments:

1. International Activity (one page report). Such as to attend a religious or cultural activity and submit a report.

2. Written Assignment (Market Study for religious and Ethnic Food)

3. Religious and Cultural Food Project- Presentation and Paper

Students will be assigned to team (n=4/team) and each team will be assigned one religious or ethnic food topic. Each team will be assigned a food product that is designed/appropriate for a specific religion or culture. They will analyze the food, according to the criteria provided and develop a presentation with Power Point Slides for the class. Each student will write on his or her food item. Rubrics for grading of the presentation and paper will be provided.
# Lecture Schedule Fall 2013*

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<tr>
<th>Date</th>
<th>Day</th>
<th>Lecture topics</th>
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<tbody>
<tr>
<td>Aug. 27</td>
<td>M</td>
<td>General introduction</td>
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<tr>
<td>Aug. 29</td>
<td>W</td>
<td>Religious and Ethnic diversity</td>
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<tr>
<td>Sep. 03</td>
<td>M</td>
<td>Muslim Dietary Requirements and Principle of Halal Food Products based on religious and cultural practices</td>
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<td>Sep. 05</td>
<td>W</td>
<td>Halal Requirements for Meat, Poultry and Seafood based on religious and cultural practices</td>
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<td>Sep. 10</td>
<td>M</td>
<td>Halal Requirements for Dairy, gelatin, alcohol and Enzymes, based on religious and cultural practices</td>
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<td>Sep. 12</td>
<td>W</td>
<td>Halal requirements for ingredients, labeling, and packaging, based on religious and cultural practices</td>
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<td>Sep. 17</td>
<td>M</td>
<td>Halal Certification</td>
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<td>Sep. 19</td>
<td>W</td>
<td>Basic concepts in Kosher food, kosher law and meat and poultry requirements, based on religious and cultural practices</td>
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<td>Sep. 24</td>
<td>M</td>
<td>Kosher requirements for seafood. Insects, dairy, flavors, etc</td>
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<tr>
<td>Sep. 26</td>
<td>W</td>
<td>Kosher requirements for fruits and vegetables, kosher baking, separation of meat and dairy, and Passover food, based on religious and cultural practices</td>
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<td>Oct. 01</td>
<td>M</td>
<td>Group making and assignment assigning</td>
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<td>Oct. 03</td>
<td>W</td>
<td>Kosher certification and identification of labels</td>
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<td>Oct. 08</td>
<td>M</td>
<td>Mid Exam</td>
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<td>Oct. 10</td>
<td>W</td>
<td>Basic concepts of Vegetarian food, Vegetarian foods for Chinese Buddhists</td>
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<td>Oct. 15</td>
<td>M</td>
<td>Food in Christianity (Catholic and Jehovah’s Witness dietary requirements)</td>
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<td>Oct. 17</td>
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<td>Food in Christianity (The Church of Jesus Christ of Latter-day saints:</td>
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*Guest lectures, representing a follower of a specific religion or a member of a specific country or area of the world.
Americans with Disabilities Policy Statement:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, Room B-118 of Cain Hall, or call 845-1637.

Academic Integrity and Honesty:

The handouts used in this course are copyrighted. By “handout”, I mean all materials generated for this class, which include but are not limited to syllabus, in-class materials, and handouts. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

"Aggies do not lie, cheat or steal; nor do they tolerate those who do"

If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty.
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): College of Engineering and Department of Philosophy (cross listed) LA  

2. Course prefix and number: ENGR 482 and PHIL 482  3. Texas Common Course Number: Click here to enter text.  

4. Complete course title: Ethics and Engineering  5. Semester credit hours: 3  

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

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

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

9. Number of class sections per semester: 24 sections of ENGR 482; 24 Sections of PHIL 482  

10. Number of students per semester: 300 in ENGR 482; 300 in PHIL 482 (numbers below reflect both)  

11. Historic annual enrollment for the last three years: 1285 1276 1279  

   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: ENGR PHIL  
   
   Approvals:  
   
   Department Head: ENGR PHIL  
   
   College Dean/Designee: ENGR LBAR CEN CLLA  
   
   Date: 16 May 2013  
   
   17 May 2013  17 May 2013  
   
   Date: 21 May 2013  

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

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

Core Curriculum

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

Foundational Component Area: 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?

We consider rights as they are understood in different cultures, the Western concept of individualism and whether it can be accepted by cultures in the Far East. We consider the concept of well-being and how it relates to technology in various cultures. We explore techniques for ethical analysis and how they can be used in looking at the ethical ideas in various cultures. We examine the "capabilities approach" to economic development and how technology can provide the foundation for well-being, however it is defined. We consider rule-based ethics and how it relates to virtue-based ethics, which is more widely accepted in some cultures. We look at the question whether there can be a universal professional ethics or whether such a concept can be different in different cultures. We look at bribery, gifts, extortion, nepotism and other issues as they are understood in nonwestern cultures.

We ask the students to write a paper on the relationship of their personal ethics to professional ethics and common morality.

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):

We challenge the student to develop and demonstrate critical thinking in several ways. For example, one of the tools we teach for the analysis and resolution of ethical conflicts is the classification of ethical conflicts as moral, conceptual, application, or factual issues. When an ethical conflict is identified as one of these types of issues, identifying the most promising resolutions is made clearer. Classifying a given ethical conflict into one of these categories proves to require critical thinking and careful analysis, and the students are drilled on this skill.

The students are taught to identify the audience of the ethical conflict (any party that might be affected or impacted) and to identify aspects of the obvious resolutions (to do X or not to do X) that impact these parties. They are taught to assess and analyze these impacts based on two moral theories (utilitarianism and respect for persons) and to evaluate the choice between the two obvious resolutions. When neither of the obvious resolutions is ethically tenable, we introduce the idea of a Creative Middle Way solution—synthesizing an alternative resolution that satisfies all the ethical constraints of the conflict. Engineers are good at identifying solutions to engineering design challenges (solutions that satisfy various constraints), so it is not surprising that the students are often good at synthesizing Creative Middle Way solutions.

We discuss innovation, and the value of innovative solutions, but we particularly focus on how innovation in engineering design can increase risk and can require more detailed and thorough engineering analysis to answer questions that are not raised by proven engineering designs. Examples of innovative design that are included in our
Texas A&M University

Core Curriculum

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

discussions include the von Kármán vortex shedding of the Tacoma Narrows bridge (a design very similar to the Golden Gate bridge) and the unforeseen effects of design wind loadings on the innovative structural framing of the Chiticorp tower. The objective is to have the student recognize when his proposed design reaches outside the envelope of accepted practice, and to know that he/she may then have an ethical obligation to look for design issues that are not raised by accepted practice.

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

ENGR/PHIL 482 is a certified “W-” (Writing Intensive) course, and is only offered as 900-level sections. The course is certified until January 2016, and has been certified since the university’s adoption of the requirements for “W-” courses in each curriculum; it may have been the first W-certified course in the College of Engineering. Students enrolled in this writing-intensive course each write a minimum of 5500 words each semester, and recitation sections are kept small (26 students) to allow close interaction during writing review and feedback. Students do not receive a passing grade in the course without at least a 60% average on the writing components. While the emphasis is on written communication skills, the small section recitation meeting format promotes frequent (and often enthusiastic) discussions facilitating honing of oral communication skills. Student teams are sometimes required to make brief presentations to their recitation section on assigned topics of discussion, sometimes presenting graphics on transparencies.

With our focus on engineering communications, we emphasize the importance of concise and unambiguous writing. Ambiguous communications allow the reader to come away with a different interpretation than intended by the writer, which can literally be a fatal flaw in engineering communications.

At least one lecture focuses entirely on engineering communications, with detailed examples of flawed communications and the problems caused by those examples. Various forms of communications are discussed, including oral communications, e-mail, memoranda, and formal engineering reports. In other lectures throughout the course, the importance of effective engineering communications is also emphasized, but detailed writing instruction and feedback occurs in the weekly recitation sections.

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

We identify and highlight two different aspects of professional ethics; preventive ethics and aspirational ethics. Typically professional ethics, particularly as adopted in the practice of engineering, has been characterized as preventative ethics—codes of ethics include detailed prohibitions against unethical practices such as conflicts of interest, performing unnecessary work, overbilling, violations of law, etc., but as engineering codes of ethics have evolved the emphasis has shifted. In the early years of engineering practice (19th century) the engineer’s primary responsibility was considered to be loyalty to his/her employer or client. Today most codes, like the NSPE model code, charge the engineer with “hold[ing] paramount the public health, safety, and welfare, even when those values might conflict with the interests of employer or client. Furthermore, the codes are increasingly emphasizing the engineer’s responsibility to the environment. While the language in most instances is not strong (the engineer “should” examine the environmental impact of his/her designs), the profession is clearly moving in the direction of acknowledging an increasing commitment and responsibility to sustainability and reduction of environment impact by engineered works and products. We typically have four or five lectures on environmental issues.

We discuss at some length social issues like exploitation and paternalism. Engineers working on projects in developing countries are often faced with difficult decisions related to these issues, and we discuss several cases to help these students understand these issues and develop an objective method of analysis so that they can formulate, defend, and be comfortable with, their own decisions when faced with challenging social issues like these. These lectures and subsequent discussions also highlight cultural differences as well as international differences in the practice of engineering.
Texas A&M University

Core Curriculum

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

We discuss privacy, intellectual property, and other social issues raised by technology; we hope engineers of the future will better understand how technology is socially embedded and how it changes our social norms (examples: microwave cooking, cell phones, Facebook, ...). We typically include two or more lectures on risk management, emphasizing the differences in the way engineers quantify risk and the way laymen think about risk, which sometimes complicates public acceptance of engineering design decisions.

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

We contrast professional ethics with personal ethics, pointing out that some areas overlap and some areas do not. We discuss the consequences of violations of various codes of ethics, indicating that the code of ethics in the Engineering Practices Act carries the weight of law for licensed professional engineers in Texas, while adherence to codes of ethics for various professional societies is voluntary in nature and required only of members in those organizations. We spend much time on topics like gifts, conflicts of interest, and the appearance of conflicts of interest, emphasizing that the reputation of the individual engineer is critically important for his or her success in a profession where ethical behavior is a prerequisite to individual success. Students are given analytical tools and exercises to help them determine whether a gift or trip offered by a client or vendor might be problematic.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGR/PHIL 482 Ethics and Engineering

Fall 2013
Mondays and Wednesdays, 10:20-11:10am/1:50-2:40pm, Zachry 102

Dr. Ed Harris
YMCA 411
e-harris@philosophy.tamu.edu
979-845-5697
Office hrs: By appointment, please e-mail

Dr. Ray W. James, P.E.
CE/TTI 201
r-james@tamu.edu
979-845-1353
Office hrs: By appointment, please e-mail

COURSE DESCRIPTION

Development of techniques of moral analysis and their application to ethical problems encountered by engineers, such as professional employee rights and whistle blowing; environmental issues; ethical aspects of safety, risk and liability; conflicts of interest; emphasis on developing the capacity for independent ethical analysis of real and hypothetical cases.

LEARNING OUTCOMES AND MAJOR OBJECTIVES

As a result of meeting the requirements in this course, students will be able to:

☐ Know some common methods for analyzing and resolving ethical problems
☐ Develop the capacity to think analytically, critically, and creatively about ethical issues in engineering
☐ Know some of the classic cases in engineering ethics and some of the typical ethical and professional issues which arise in engineering
☐ Know the NSPE code, the code of their own professional society, and the major professional societies and organizations in engineering
☐ Improve skills in effective communication, both oral and written

To achieve these outcomes and objectives, students will be given the opportunity and encouraged to participate actively in class discussions. The methods of critical technical writing will be introduced, and students will be required to do a substantial amount of writing in response to the material presented in the course.

PREREQUISITES: Junior classification

REQUIRED TEXTS


Additional readings are available on the course website.
ACCESS TO CLASS MATERIALS

Access class materials through eLearning at http://elearning.tamu.edu
To log in, select the top box labeled “TAMU (Net ID)” and login with your NetID and password. You will be presented with a screen with a list of courses associated with your name. Select the Ethics and Engineering course.

ATTENDANCE AND PARTICIPATION

Student attendance is expected. Attendance will not be recorded and graded in the Monday/Wednesday lectures. It will be recorded and graded in the Friday recitation sections. Students should arrive for class on time. Students should stay until class is dismissed. Abbreviated lecture notes will be made available on eLearning.

ASSIGNMENTS

Reading Quizzes on E-learning

Assigned readings for a given date should be completed before class begins. There will be an assigned weekly quiz on eLearning before most Friday Recitation Sessions. The reading quizzes will cover the textbook and selected readings relevant to the lectures and recitation discussion. Students will have thirty minutes to complete the quiz, and may use their book. Quizzes must be completed before midnight on Thursday. These reading quizzes will be multiple choice.

In-Class Quizzes

There will be frequent unannounced in-class Monday/Wednesday quizzes to encourage attendance and to ensure that students are thinking reflectively about the course material. These quizzes may be given at any time and will be short answer of fill in the blank format. For the sake of the best use of class time, there will be a strict time limit for finishing quizzes. Students who arrive late to class will not receive any extra time to complete a quiz administered at the beginning of class. Students who arrive after the time limit for the quiz, will receive a zero for that quiz. TAs will grade, return, and review quizzes in recitation.

Students will not be permitted to make up quizzes. If a student has a University-excused absence on a quiz day, then the quiz grade will be left blank, which will neither help nor hurt the student’s final average.

Writing Assignments

In-Class Writing Assignments

In-class writing assignments will be written during many Friday recitations and will be included in the student’s participation grade for that Friday session. Barring a legitimate excuse, failure to complete the in-class writing assignment will result in a participation grade of zero (0) for that particular recitation session, even if the student was otherwise in attendance that day. If a student misses a recitation session but has a University Excused Absence, then he/she is excused from completing that day’s in-class writing assignment.
Out-Of-Class Writing Assignments
Students will complete several out-of-class writing assignments, to be described below. These writing assignments must be typed in 12-point Times New Roman font with 1-inch margins. Citations should be done in accordance with the IEEE citation manual (http://www.ieee.org/documents/ieecitationref.pdf). If a student prefers to use another citation manual, he/she must first get permission from his/her TA.

Papers will be graded by the student’s TA, and all papers submitted to the TA must also be submitted to turnitin.com. A link to turnitin.com can be found on eLearning. Each of the writing assignments has a minimum page length, as specified below. Many of these writing assignments have one or more mandatory peer review sessions. If a student misses a peer review session and has no University Excused Absence, ten (10) points per peer review session missed will be deducted from the student’s final grade on that assignment. If a student misses a peer review but has a University Excused Absence, then he/she is required to attend a help session at the University Writing Center and must show proof of this to his/her TA in order to avoid the ten point penalty. Failure to meet the length requirements on an assignment will result in a maximum grade of a sixty (60) on the assignment. Tables of contents, works cited, figures, and blank spaces used for formatting purposes will not count towards the essay length.

Personal and Professional Ethical Statement
This assignment has two components: Students will first discuss the foundation of and provide specific examples of their personal ethics. Second, students will discuss their professional aspirations (as an engineer, lawyer, physician, clergy member, etc.) and how these aspirations are connected to their personal commitments. Students must make specific reference to their intended discipline’s professional code of ethics. This assignment must be at least two (2) full pages. Peer review for this assignment will be held on Friday, February 1st. This assignment is due Monday, February 4th.

Ethical Arguments Assignment
This assignment consists of a series of arguments concerning the ethicality of the legal concept of eminent domain. First, students must write a brief introduction explaining what eminent domain is and how it is typically applied. Then, students must make six ethical arguments concerning eminent domain: 1) An argument in favor of eminent domain using the rule utilitarian perspective. 2) An argument in favor of a specific instance of eminent domain using the act utilitarian perspective. 3) An argument in favor of eminent domain using the cost-benefit analysis. 4) An argument opposed to eminent domain using the golden rule perspective. 5) An argument opposed to eminent domain using the self-defeating perspective. 6) An argument opposed to eminent domain using the rights perspective. There is no need for this assignment as a whole to be written in essay format (i.e., there does not need to be an overall thesis, conclusion, etc.). Instead, the introduction and the six ethical arguments are independent sections that do not necessarily need to refer to one another. The purpose of this assignment is to help students practice applying these ethical tests in written form before the midterm exam and final project reports. This assignment must be at least two (2) full pages. This assignment is due Friday, February 15th.

Professional Email
Students will select an engineering project about which to write; this project must have at least one ethical dimension. Then students will e-mail a Professional Project Proposal to their TA. This e-mail will explain the project topic and its ethical dimensions, the student’s interest in the project, and why the project matters to society in general. Finally, the email will have a tentative thesis that the student will hope to defend in the final report. The Professional Project Proposal e-mail is due to the students’ TA before midnight on Monday, March 4th. It will count as one quiz grade.

Project Report Draft

3
Students will complete a Project Report Draft. This draft, which must be at least six (6) pages, will receive substantive comments by the TA. Drafts shorter than six pages will not be accepted. Students who fail to complete the Project Report Draft will receive a zero on the Project Report Final Version. Students who turn in the Project Report Draft late will have five (5) points removed from their Final Report grade for each day the Draft is late. If a student puts in an unacceptable effort on the Draft, points will be removed from the Project Report Final Version at the TA's discretion. Bottom Line: We take the Draft seriously and hope that students will as well. A peer review will be held in recitation on Friday, March 22nd; the Draft is due on Wednesday, March 27th.

**Project Report Final Version**
Students will revise and resubmit their project report. A peer review will be held in recitation on Friday, April 19th. The Project Report Final Version is due before midnight on Monday, April 22nd. This assignment must be at least six (6) pages in length.

To improve technical writing skills, please visit the Undergraduate University Writing Center, located in the Evans Library.

**Exams**

There will be one mid-term and one final exam. The mid-term will include both short-answer essay and multiple choice questions. Essay questions will involve real or hypothetical cases. Students will be asked to identify the moral questions raised in a case and then provide analysis of how to answer these questions using specified ethical frameworks. The final exam will be multiple choice.

**EVALUATION**

| Participation and Attendance in Recitation Sessions | 10% |
| Quizzes                                            | 10% |
| Personal and Professional Ethical Statement         | 10% |
| Ethical Analysis Paper                              | 5%  |
| Project Report Final Version                        | 25% |
| Midterm Exam                                        | 20% |
| Final Exam                                          | 20% |

**GRADING**

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<th>Grade</th>
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<td>A</td>
<td>90% - 100%</td>
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<td>B</td>
<td>80% - &lt;90%</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
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This is a Writing Intensive course. According to guidelines, failure to earn an average of at least a D on the writing assignments (Personal and Professional Ethical Statement and the Project Report Final Version) will result in a grade of F in the course, regardless of other grades.
GRADE COMPLAINTS

We will be more than happy to discuss and possibly change grades. First, you must wait at least 24 hours after you get the assignment back. Take this time to carefully review all the comments given by instructors. Second, you must come with a written statement about why they think there is a discrepancy between the quality of the work and the grade it received. Third, you must present the written statement within one week of the date the assignment is returned.

AGGIE HONOR CODE & ACADEMIC INTEGRITY

"An Aggie does not lie, cheat, or steal or tolerate those who do."
The Honor Code and the Honor Council Rules and Procedures can be found at http://aggichonor.tamu.edu/

University rules concerning scholastic dishonesty will be rigorously enforced in this class. Plagiarism is defined in the TAMU Student Rules as the “appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.” You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. Moreover, you may not submit your own work from another course. Ignorance of the rules does not excuse any member of the TAMU community from the requirements or the processes of the Honor System. A single incident of cheating may lead to an F* in the class.

Submitting an assignment late is far better than plagiarizing. Late assignments will be penalized 5% for each day late.

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
<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting Date</th>
<th>Topic for this meeting</th>
<th>Responsible Instructor</th>
<th>Assigned Reading</th>
<th>Assignment(s) Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon 26-Aug-13</td>
<td>Introduction</td>
<td>PHI</td>
<td></td>
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<tr>
<td></td>
<td>Wed 28-Aug-13</td>
<td>Common Morality, Personal &amp; Professional Ethics</td>
<td>PHI</td>
<td>Ch. 1</td>
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<td></td>
<td>Fri 30-Aug-13</td>
<td>Recitation: Introduction, Assign Personal and Professional Ethical Statement Writing assignment, Introduction to cases</td>
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<td>2</td>
<td>Mon 2-Sep-13</td>
<td>Reciprocal Problem: Analyzing four components; creative middle ways</td>
<td>PHI</td>
<td>Ch. 2</td>
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<td>Wed 4-Sep-13</td>
<td>Three phases of Western ethics</td>
<td>PHI</td>
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<td>Fri 6-Sep-13</td>
<td>Recitation: Case studies, outlining papers</td>
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<td>Mon 9-Sep-13</td>
<td>Utilization and respect for persons</td>
<td>PHI</td>
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<td>Wed 11-Sep-13</td>
<td>Engineering communication—essential to protect the public health, safety, and welfare (and for your professional success)</td>
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<td>Fri 13-Sep-13</td>
<td>Recitation: Four review for Personal and Professional Ethical Statement: using citations in papers; assign and discuss ethical analysis paper</td>
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<td>3</td>
<td>Mon 16-Sep-13</td>
<td>Professional values and professional societies</td>
<td>ENGR</td>
<td>Ch. 6</td>
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<td>Wed 18-Sep-13</td>
<td>Professional responsibilities: Challenger and Columbia</td>
<td>ENGR</td>
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<td>Fri 20-Sep-13</td>
<td>Recitation: Case studies; writing instructions</td>
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<td>Mon 23-Sep-13</td>
<td>Professional responsibilities: The McDonnell blowout and the loss of the Space Shuttle Columbia</td>
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<td>&quot;Harry's Daughter's&quot; review</td>
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<td>Fri 27-Sep-13</td>
<td>Presentation: Assign and discuss Project Report; Reverse Outline Exercise</td>
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<td>4</td>
<td>Mon 30-Sep-13</td>
<td>Risk Management: The Engineering Viewpoint</td>
<td>ENGR</td>
<td>Ch. 6</td>
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<td>Wed 2-Oct-13</td>
<td>Risk Management: Levy public and governmental regulator viewpoints</td>
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<td>Fri 4-Oct-13</td>
<td>Recitation: Aircraft Exam review</td>
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<td>Mon 7-Oct-13</td>
<td>Conflicts of interest</td>
<td>ENGR</td>
<td>Ch. 5</td>
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<td>Wed 9-Oct-13</td>
<td>Aircraft Exam</td>
<td>TA</td>
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<td>5</td>
<td>Mon 24-Oct-13</td>
<td>Technology and society</td>
<td>ENGR</td>
<td>Ch. 6</td>
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<td>Wed 26-Oct-13</td>
<td>Technology and society</td>
<td>TA</td>
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<td>Fri 28-Oct-13</td>
<td>Presentation:</td>
<td>TA</td>
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<td>6</td>
<td>Mon 31-Oct-13</td>
<td>Engines as employees</td>
<td>PHI</td>
<td>Ch. 6</td>
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<td></td>
<td>Wed 2-Nov-13</td>
<td>Aircraft Exam</td>
<td>TA</td>
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<td></td>
<td>Fri 4-Nov-13</td>
<td>Aircraft: Case studies; discussion</td>
<td>TA</td>
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<td>7</td>
<td>Mon 7-Nov-13</td>
<td>Current issues in environmental ethics</td>
<td>Dr. Mark Hattig, PE, Dept. of Environmental Health</td>
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<td>8</td>
<td>Mon 14-Nov-13</td>
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<td>Dr. Robin Aten, Ph.D., Dept. of Civil Engineering</td>
<td>Ch. 9</td>
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<td>Wed 16-Nov-13</td>
<td>Sustainable engineering</td>
<td>Dr. Robin Aten, Ph.D., Dept. of Civil Engineering</td>
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<td></td>
<td>Fri 18-Nov-13</td>
<td>Aircraft: Case studies</td>
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<td>9</td>
<td>Mon 21-Nov-13</td>
<td>International ethics</td>
<td>PHI</td>
<td>Ch. 7</td>
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<td>Fri 30-Nov-13</td>
<td>Aircraft Exam</td>
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<td>Mon 1-Dec-13</td>
<td>Aircraft: Case studies; discussion</td>
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<td>Wed 6-Dec-13</td>
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<td>Fri 8-Dec-13</td>
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<td>Mon 11-Dec-13</td>
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<td>Wed 13-Dec-13</td>
<td>Sustainable engineering</td>
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<td>15</td>
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<td>Aircraft: Case studies; discussion</td>
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Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Religious Studies Program

2. Course prefix and number: RELS 317 ANTH 317

3. Texas Common Course Number: N/A

4. Complete course title: Introduction to Biblical Archaeology

5. Semester credit hours: 3

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

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

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

12. Submitted by:
   Shelley Work
   Course Instructor
   Date 03/14/13

   Approvals:
   Date June 19, 2013

   Department Head
   Patricia A. Hurley
   Date June 6, 2013

   College Dean/Designee
   Date 6/19/13

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.

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 learn 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
interpretations based on the presented materials.

One assignment and three tests measure the student’s progress. The assignment requires the creation of a tel (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.
Texas A&M University
Core Curriculum

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

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 with the interrelationships 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 29th). 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 midterm 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 Libcat. To access these internet resources you must either use a university computer, or, if you are off campus, you may be required to sign 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 (See: http://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...

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AWOTV on the www:
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B) EXPLORATOR: ARCHAEOLOGICAL NEWS ON THE WEB

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To unsubscribe, send a blank email message to:
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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): Religious Studies/History

2. Course prefix and number: RELS/HIST 347

3. Texas Common Course Number: N/A

4. Complete course title: Rise of Islam, 600-1258

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - (Creative Core: Yes) 25 HIST

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

8. How frequently will the class be offered? at least once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 45

11. Historic annual enrollment for the last three years: 2012-2013=26 2011-2012=19 2010-2011=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 submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   - [Signatures]
   - Date: 5/28/2013

14. Department Head
   - [Signature]
   - Date: [Signature]
   - Date: 6/4/13

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

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

See form instructions for submission/approval process.
Memorandum

To: Members of the Core Curriculum Committee

From: David Vaught, Head, Department of History  
Donnalee Dox, Director, Religious Studies Program

Re: HIST/RELS 347: The Rise of Islam, 600-1258

Date: May 30, 2013

Please accept this memorandum in support of the request by the Department of History and the Religious Studies Program to certify HIST/RELS 347: The Rise of Islam, 600-1258 for the 2014 Core Curriculum.

Beginning in Fall 2011, HIST/RELS 347 became a part of the Religious Studies minor, a program which has doubled its enrollment as a whole since 2009. Beginning in Fall 2013, HIST/RELS 347 also will be one of a limited number of courses that fulfill a new pre-modern requirement for the nearly 700 history majors in the College of Liberal Arts. Due to this growth and change in curriculum, the Religious Studies program and the Department of History anticipate an increased demand for HIST/RELS 347 in the future and share a commitment to scheduling the course to address these new circumstances.

Based on this information we respectfully submit the course for certification for the 2014 Core Curriculum.
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?  

HIST/RELS 347: The Rise of Islam, 600-1258 is an introduction to Islamic civilization from the rise of Islam to the Mongol conquests of Baghdad. Through close reading and discussion of primary sources in translation and secondary literature, students examine topics such as pre-Islamic poetry, the Qur'an, early Islamic laws on prayer, the ethical conventions of jihad, the lives of Muslim women, and the relation of Islam to Christians and Jews.  

Core Objectives  

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

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

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

This course develops the core objective of critical thinking by asking students to interpret, discuss and connect course lecture and reading materials, including maps, and to craft written arguments on topics such as religious differences expressed in pre-Islamic poetry, the Qur'an, and early Islamic laws on prayer. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.  

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

This course develops the core objective of communication by asking students to evaluate and synthesize lecture and reading materials (including maps), to discuss their relationships, to write weekly reflection papers and to respond to questions about topics such as the ethical conventions of jihad, the lives of Muslim women and the relation of Islam to Christianity and Judaism. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.  

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

This course will address social responsibility by requiring students to develop a foundation for understanding the development of the early Islamic World through the study of its peoples’ and its varied economic, social and political history from 600-1258, the Mongol Invasion of Baghdad. It also will expose students to varied forms of cultural expression throughout the region, and in particular art, architecture, literature (oral and written) and
Texas A&M University

Core Curriculum

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

ritual. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

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

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (in discussion and essays) how religious and cultural differences in Islamic World between 600 and 1258 laid the groundwork for future political, economic and social divisions throughout the Arabian peninsula and the Middle East. Students will be asked to reflect on how these differences shape current geo-political dynamics and how they inform their personal understandings of past and present followers of Islam. Student learning will be evaluated through class discussion, weekly reflection papers, and multiple-choice and essay exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
History 347 I Religious Studies 347
The Rise of Islam, 600-1258
Spring 2007
Class Meetings: MWF 1:50-2:40, O&M 206

Professor Leor Halevi
Office: History Building, 103B
Phone: 845-7394
E-Mail: leorhalevi@tamu.edu
Office Hours: Wednesday 2:40-3:40 and by appointment

Course Description:
This course is an introduction to Islamic civilization from the rise of Islam to the
Mongol conquests of Baghdad. Every week offers primary sources in translation, which
should stimulate dialogue and debate. We will examine pre-Islamic poetry, the Qur'an,
early Islamic laws on prayer, the ethical conventions of jihad, the lives of Muslim women,
and the relation of Islam to Christians and Jews.

Prerequisites: Junior or senior classification.

Core Objectives for Language, Philosophy and Culture component area

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

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

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

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

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. identify the struggles and controversies that shaped the history of the Islamic world from
   600-1258.

2. demonstrate the religious, economic, political and social complexity of the Islamic world.
3. express a historical understanding of different cultural groups and issues.

4. assess the role of interpretation in the creation of history.

**Required Readings:**

Please expect about 150 pages of reading per week, with the number varying depending on the difficulty of the material.

* *The Koran.* Penguind Classics Edition.
* Sourcebook, a substantial collection of readings available as an Electronic Resource through the Texas A&M Library. To access the readings, you can either search for "Course Reserves" under the Services folder of library.tamu.edu or go directly to ereserves.tamu.edu/eres. (Readings are organized by weekly folders, corresponding to the week-by-week breakdown of this syllabus.)

**Course Requirements:**

Class Participation: 10%
Weekly Papers: 25%
Midterm Exam: 25%
Final Exam with Essays: 40%
Final Paper (Alternative to Final Exam): 40%

**Attendance**

Attendance is expected and indirectly informs each part of your course grade. I will handle all absences and work related to them in accordance with current university policy. Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for more information.

**Class Participation:**

Please come well prepared and ready to discuss the readings. You will find class infinitely more worthwhile, enjoyable and rewarding if you come and participate.

**Weekly Papers**

Short response papers of 100 to 300 words each are due Thursdays at the beginning of class. These short papers must show that you have read and thought about the weekly readings in advance of our discussion. In these response papers, you should take an informed position. Present cogently an interesting argument or a personal opinion in relation to the primary sources. Every response paper must have a thesis or argument underlined. Late response papers will not be accepted except in the case of university approved excuse. Of fourteen possible response papers, you must hand in ten: five before and five after the midterm exam.

**Midterm Exam**
This exam will be a multiple-choice test consisting of 50 questions maximum. The questions-covering key names, dates, and concepts-will be derived from your textbook, lectures, and the primary sources. A review or study-guide will not be provided in advance. For this reason, it is essential you take good notes during the course of the semester.

**Final Exam**
This exam will consist of two parts: identifications from the second half of the course (following the same format as the midterm) and an in-class essay. There will be no make-up exams, except in the case of university approved excuse.

**Final Paper (ALTERNATIVE TO FINAL EXAM)**
As an alternative to your final exam, you may produce a 10 page paper. Over the course of the semester, a number of steps need to be taken before submission of the final, revised paper (as outlined below in the syllabus). You will need, first, to submit a paper topic, including a brief bibliography; identify the sources you will be reading and define the questions you will be trying to answer. Next, you will need to submit a detailed outline, including a hypothesis or tentative thesis statement. The preliminary submissions leading toward the final paper will not be graded, yet are essential for the production of a good final paper. All papers must include a thesis (underlined), an introduction and a conclusion. The papers should be based largely on the Sourcebook readings or other pre-approved primary sources, though any serious effort to integrate secondary sources will be rewarded. Failure to submit any of the preliminary assignments or the final paper on the due dates means forfeiture of the right to choose the Final Paper option; in such a case the student will need to take the Final Exam.

**Grading Scale (percentages):**

90-100 is an A  
80-89 a B  
70-79 a C  
60-69 a D  
59 and below an F.

**Academic Honesty:**
Students who commit acts of plagiarism will be reported to the Honor Council and will receive an F in the course. I have served on the Honor Council and will again, and I take all forms of academic misconduct extremely seriously. For further information, please consult [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**The Americans with Disabilities Act (ADA)**
The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for
Students with Disabilities, in 118B, Cain Hall. The phone number if 845-1637.

**Career Options for History Majors**
History majors who wish to explore career ideas are encouraged to contact history department advisors, Dr. Philip Smith (pms@tamu.edu) or Mrs. Robyn Konrad (robyn-konrad@tamu.edu), in Room 105, Glasscock Building or the Career Advisor for Liberal Arts, Tricia Barron (patriciab@careercenter.tamu.edu) in 209 Koldus for more information.

**Course Schedule:**
Please complete all readings by the Monday of each week

**Week I.** Al-Jahiliyya, uThe Age of Ignorance" (1/17, 1/19)
Textbook, intro. and chap. 1
Sourcebook, nos. 1 & 2

**Week II.** Muhammad and the Qur'an (1/22, 1/24, 1/16)
Textbook, chap. 2
Sourcebook nos. 3-5
The Koran, Siiras 1-3, 9, 17-21, 30, 34, 67-114

**Week III.** The Arab Conquests and the Ethics of Jihad (1/29, 1/31, 2/2)
Textbook, chap. 3
Sourcebook, nos. 6-8

**Week IV.** The Caliphate in Transition (2/5, 2/7, 2/9)
Textbook, chaps. 4-5
Sourcebook, nos. 9-13
Friday February 9 Final Paper Topic Due (Optional)

**Week V.** The Development of a Sacred Law (2/12, 2/14, 2/16)
Sourcebook nos. 14-15

**Week VI.** Christians and Jews in the House of Islam (2/19, 2/23)
Sourcebook nos. 16-24

**VII.** Gender, Sexuality and the Early Muslim Family (2/26, 2/28, 3/2)
Sourcebook nos. 25-27
Wednesday February 8 Midterm Exam!

**Week VIII.** The Slave Revolt and Political Fragmentation (3/5, 3/7, 3/9)
Textbook, chap. 6
Sourcebook, nos. 28-31

Spring Break, March: 12-16
Week IX. Moorish Spain. (3/19, 3/21, 3/23)
Textbook, chap. 7
Sourcebook, no. 32

Week X. Science, Philosophy & the Rise of the College (3/26, 3/28, 3/30)
Textbook, chap. 8
Sourcebook, nos. 33-34
Wednesday March 28 Outline & Thesis Statement Due (Optional)

Week XI. Heresy, Orthodoxy and Sufism (4/2, 4/4)
Sourcebook, no. 35-6
April 6 Reading Day- No class

Week XII. Islam and the West in the Age of the Crusades (4/9, 4/11, 4/13)
Sourcebook, no. 37

Week XIII. The Mongol Invasions & the Question of Decline (4/16, 4/18, 4/20)
Textbook, chap. 9
Sourcebook, no. 38-9
Wednesday April18 Optional Final Paper Due!!

Week XIV. Islam in World History (4/23, 4/25, 4/27)
Textbook, chap. 10
Sourcebook, nos. 38-42

XV. Review

Tuesday May 8, 3:30-5:30PM Final Exam!

Sourcebook Index & Bibliography

Week I


Week II


Week III


Week IV


Week V

Week VI


Week VII


27. alil<l, Al-Muwatta, pp. 209-22, 237-43
Week VIII


Week IX

Week X


Week XI


Week XII

Week XIII

Week XIV

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): Religious Studies

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
   - [ ] Mathematics
   - [x] 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 - 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.

13. Submitted by:
   Course Instructor: [Signature]
   Date: 4/29/13
   Approvals: [Signature]
   Date: 4/29/13

14. Department Head: [Signature]
    Date: 5/31/13

15. College Dean/Designee: [Signature]
    Date

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


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. Class room 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 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 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 question (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.amu.edu/rule07/](http://studentrules.amu.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
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.

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
- **Week 14**: Acts. Papers due.

**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):*  
   Religious Studies Program

2. Course prefix, number and complete title of course:  
   RELS 360 The Bible as Literature

3. Change requested  
   Attach a brief supporting statement for changes made to Items 3 through 6, below:  
   a. Prerequisite(s):  
      From: ___________________________  
      To: ___________________________
   b. Withdrawal (reason):  
   c. Cross-list with:  
      ENGL 365 The Bible as Literature  
      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 purpose 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:  
Department Head or Program Chair *(Type Name & Sign)*  
May 20, 2013

Chair/College Review Committee  
Date

Dean of College  
Date

Submitted to Coordinating Board by:  
Date

Associate Director, Curricular Services  
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu  
Curricular Services – 02/11  
RECEIVED MAY 9, 2013  
CURRICULAR SERVICES
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): Women and Gender Studies

2. Course prefix and number: WGST/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

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:

[Signature]

Date 4-19-13

13. Course Instructor

14. Department Head

[Signature] Date 4-2-13

15. College Dean/Designee

[Signature] Date 5-8-13

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

Initia: 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 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, 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 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 Tuhkanen, E-mail: mikko.tuhkanen@tamu.edu

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. Classroom 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 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 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 Room, 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 Halbertam’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**
*Wyler, 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.

*Peddle, The Aggressives* (screening)

Week 12
*Halberstam, Gaga Feminism*
Response paper #9: Peddle

*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
*Halberstam, Gaga Feminism,* cont. Individual appointments.

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)

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):  
   Women's & Gender Studies Program

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

3. Change requested  
<table>
<thead>
<tr>
<th>ENGL 104</th>
<th>Junior or Senior Classification</th>
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<tr>
<td>a. Prerequisite(s): From:</td>
<td>To:</td>
</tr>
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<td>b. Withdrawal (reason):</td>
<td></td>
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<tr>
<td>c. Cross-list with:</td>
<td><strong>ENGL 333 Gay and Lesbian Literature</strong></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>e. Change in course number, contact hours (lab &amp; lecture), and semester credit hours. Complete item 7. Attach a course syllabus.</td>
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</table>

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:  
   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, Phillips, 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:  
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tr>
<td>WGST</td>
<td>333</td>
<td>GAY AND LESBIAN LIT</td>
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<tr>
<td>Lect.</td>
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   b. Change to:  
<table>
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<tr>
<th>Prefix</th>
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   Approval recommended by:  
   

Department Head or Program Chair (Type Name & Sign)  
Date  
Chair, College Review Committee  
Date  
Dean of College  
Date  
Chair, GC or UCC  
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 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): Women and Gender Studies

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

13. Submitted by: Sally Rasmussen

   Date: 4/23/13

   Course Instructor

   Approvals:

   Department Head

   College Dean/Designee

   Date: 4/24/13
   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?

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 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 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. Classroom 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
Spring 2013
Dr. Sally Robinson
sallyr@tamu.edu

Office: 5XX LAAH 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.

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 commodities 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.tam1.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 Eordo, “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):
   Women's & Gender Studies

2. Course prefix, number and complete title of course:
   WGST 374 Women Writers

3. Change requested
   
   **ENGL 104**
   
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   
   b. Withdrawal (reason):
   
   c. Cross-list with: ENGL 374 Women Writers
      
      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:
   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:

   Prefix  Course#  Title (excluding punctuation)
   WGST  474 STUDIES WOMEN WRITERS

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   b. Change to:

   Prefix  Course#  Title (excluding punctuation)
   
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   Approval recommended by:
   ____________________________  ____________________________
   Date  Date

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

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

   (If cross-listed course)

   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

   Chair, College Review Committee
   Date

   Dean of College
   Date

   Chair, CC or UCC
   Date

   Effective Date: ____________________________
MEMORANDUM

Date: May 14, 2013

To: Chair
University Curriculum Committee

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

From: Narchy 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.