Language, Philosophy and Culture
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ANTH 204

3. Texas Common Course Number: N/A

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

5. Semester credit hours: 3

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

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

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

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

10. Number of students per semester: 300 expected

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

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

13. Submitted by:

    Course Instructor

    Approvals:

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?

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

Core Objectives

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

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

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

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

Students’ critical-thinking skills will be evaluated in three ways. First, written exams have essay questions that require students to defend a thesis by critically evaluating archaeological evidence (e.g., “Neanderthals believed in an afterlife”; “the emergence of the Chinese cultural tradition can be traced to the early Neolithic, 6000 years ago”; “the Neolithic transition to farming always occurred in a context of human sedentism”). Second, students write two critical
Texas A&M University

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

essays—one that considers the role of archaeology and the study of prehistory in human society today, and another that considers whether archaeological monuments should be protected and archaeological artifacts bought and sold. Third, students complete and discuss four archaeological problem-solving exercises, requiring students to interpret prehistoric human behavior, social organization, and interaction with the environment.

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

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

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

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

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

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

Of course it is difficult to directly evaluate a students' sense of social responsibility; however, in this class, student performance on objective sections of exams is used as proxies of (1) their knowledge of the world's varied cultural
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

traditions, and (2) their emerging ability to function in a multi-cultural world. Moreover, the content of student essays is used to evaluate their intercultural competence and civic responsibility. On the final exam, students also respond to an ethical question that requires them to draw upon their cumulative experience in the class.

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

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

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ANTH 204
Peoples and Cultures of the Ancient World
MWF, 9:10 am - 10:00 am, ANTH 130

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

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

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

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

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

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

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

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

Grading Procedure

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>125</td>
</tr>
<tr>
<td>Attendance</td>
<td>*25</td>
</tr>
<tr>
<td>Essay 1</td>
<td>50</td>
</tr>
<tr>
<td>Essay 2</td>
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<tr>
<td>Exercise/Discussion 1</td>
<td>**25</td>
</tr>
<tr>
<td>Exercise/Discussion 2</td>
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<tr>
<td>Exercise/Discussion 3</td>
<td>**25</td>
</tr>
<tr>
<td>Exercise/Discussion 4</td>
<td>**25</td>
</tr>
<tr>
<td>Total Points</td>
<td>550</td>
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</table>

*Attendance is taken to ensure student participation in class lectures on a day-to-day basis.

**Each written exercise is worth a total of 20 points, whereas participation in respective in-class discussions is worth 5 points each.
Final grades will be based on a traditional scale of grading: A, ≥90% of 550 points (≥495 points); B, 80-89% of 550 points (440-494 points); C, 70-79% of 550 points (385-439 points); D, 60-69% of 550 points (330-384 points); F, <50% of 550 points (<330 points).

COURSE TEXT

COURSE SCHEDULE

**Part 1: Studying Prehistory**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Aug 26</td>
<td>The Relevance of Archaeology to the Modern World</td>
</tr>
<tr>
<td>W Aug 28</td>
<td>Archaeological Methods</td>
</tr>
<tr>
<td>F Aug 30</td>
<td>Archaeological Theory</td>
</tr>
</tbody>
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**Part 2: Origins and Dispersal—Getting Humans Everywhere**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>M Sep 2</td>
<td>Earliest Humans</td>
</tr>
<tr>
<td>W Sep 4</td>
<td>First Human Technologies</td>
</tr>
<tr>
<td>F Sep 6</td>
<td>Early Human Behavior</td>
</tr>
<tr>
<td>M Sep 9</td>
<td>Emergence of Our Genus, <em>Homo</em></td>
</tr>
<tr>
<td>W Sep 11</td>
<td>Out of Africa-1 (The Dispersal of Early <em>Homo</em>)</td>
</tr>
<tr>
<td>F Sep 13</td>
<td>Adapting to a Temperate World (Hunting, Fire, and Architecture)</td>
</tr>
<tr>
<td>M Sep 16</td>
<td>Emergence of Modern Humans (<em>Homo sapiens sapiens</em>)</td>
</tr>
<tr>
<td>W Sept 18</td>
<td>Our Neanderthal Cousins</td>
</tr>
</tbody>
</table>

**Essay 1 due:** Politics of Culture

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>F Sept 20</td>
<td>Out of Africa-2 (The Dispersal of Modern Humans)</td>
</tr>
<tr>
<td>M Sept 23</td>
<td>To the Americas</td>
</tr>
<tr>
<td>W Sept 25</td>
<td>To Australia and the Pacific Islands</td>
</tr>
<tr>
<td>F Sept 27</td>
<td>EXAM 1</td>
</tr>
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**Part 3: Beginnings of Social Complexity**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>M Sept 30</td>
<td>Emergence of Agriculture</td>
</tr>
<tr>
<td>W Oct 2</td>
<td>Process of Domestication</td>
</tr>
</tbody>
</table>

**Exercise/Discussion 2:** Distinguishing Domesticates

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>F Oct 4</td>
<td>Transformation in Southwest Asia</td>
</tr>
<tr>
<td>M Oct 7</td>
<td>Transformation in East Asia</td>
</tr>
<tr>
<td>W Oct 9</td>
<td>Alternatives to Agriculture in North America</td>
</tr>
<tr>
<td>F Oct 11</td>
<td>Alternatives to Agriculture in South America</td>
</tr>
<tr>
<td>M Oct 14</td>
<td>Holocene Europe-1: Foraging to Farming</td>
</tr>
<tr>
<td>W Oct 16</td>
<td>Holocene Europe-2: Toward Complexity</td>
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</tbody>
</table>

**Exercise/Discussion 3:** The Tyrolean Ice Man

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>F Oct 18</td>
<td>Adoption of Farming in Africa</td>
</tr>
</tbody>
</table>

**Part 4: Civilizations and Empires**

<table>
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<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>M Oct 21</td>
<td>Emergence of Complex Societies in Southwestern Asia</td>
</tr>
<tr>
<td>Date</td>
<td>Event/Assignment</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>W Oct 23</td>
<td>Early Empires in Southwestern Asia</td>
</tr>
<tr>
<td>F Oct 25</td>
<td>Urbanization and Social Complexity in Egypt and Africa</td>
</tr>
<tr>
<td>M Oct 28</td>
<td>Bronze Age Societies of the Mediterranean</td>
</tr>
<tr>
<td>W Oct 30</td>
<td>Greece, First Millennium BC</td>
</tr>
<tr>
<td>F Nov 1</td>
<td><strong>Exam 2</strong></td>
</tr>
<tr>
<td>M Nov 4</td>
<td>Ancient Rome</td>
</tr>
<tr>
<td>W Nov 6</td>
<td>Development of Harappan Civilization</td>
</tr>
<tr>
<td>F Nov 8</td>
<td>Indus Civilization</td>
</tr>
<tr>
<td>M Nov 11</td>
<td>Development of Shang Dynasty, China</td>
</tr>
<tr>
<td>W Nov 13</td>
<td>Emergence of the Early Chinese State, to 221 BC</td>
</tr>
<tr>
<td><strong>Essay 2 due:</strong> Politics of Collecting</td>
<td></td>
</tr>
<tr>
<td>F Nov 15</td>
<td>Silk Roads</td>
</tr>
<tr>
<td>M Nov 18</td>
<td>Emergence of Complex Mesoamerican Society (the “Preclassic”)</td>
</tr>
<tr>
<td>W Nov 20</td>
<td>Classic Mesoamerican Civilization</td>
</tr>
<tr>
<td>F Nov 22</td>
<td>Post-Classic Mesoamerica</td>
</tr>
<tr>
<td><strong>Exercise/Discussion 4:</strong> Environmental Catastrophe</td>
<td></td>
</tr>
<tr>
<td>M Nov 25</td>
<td>Complex Societies of the Andes</td>
</tr>
<tr>
<td>W Nov 27</td>
<td>Development of Mississippian Society, Eastern North America</td>
</tr>
<tr>
<td>F Nov 29</td>
<td>Thanksgiving Holiday—No Class</td>
</tr>
<tr>
<td>M Dec 2</td>
<td>The Anasazi</td>
</tr>
<tr>
<td>M Dec 9</td>
<td><strong>Final Exam</strong> (8-10 am)</td>
</tr>
</tbody>
</table>

**COURSE POLICIES**

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

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

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

Department of Anthropology and TAMU Statement on Diversity

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

Academic Integrity Statement

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

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

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

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

4. Prerequisite(s):
   none

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

6. Is this a repeatable course? □ Yes □ No
   If yes, this course may be taken ________ times.
   □ Yes □ No

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

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

9. Prefix  Course Y  Title (excluding punctuation)
   ANTH 204  Peoples & Cultures of Ancient World

   Lect. Lab SCH CIP and Fund Code Admin. Unit  Acad. Year  FGCE Code
   0 3 0 3 4 5 0 2 0 1 0 0 0 1 0 2 8 0 1 4 - 1 5 0 0 3 6 3 2

   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
   Submit to Coordinating Board by:
   Date
   Effective Date
   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
   Curricular Services - 3/10

RECEIVED CURRICULAR SERVICES APR 25 2013
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): International Studies

2. Course prefix and number: CLAS/RELS 251

3. Texas Common Course Number: n/a

4. Complete course title: CLASSICAL MYTHOLOGY

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
   (was in core as 351)

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

   □ Yes  □ No

8. How frequently will the class be offered? Annually

9. Number of class sections per semester: One

10. Number of students per semester: 200-250

11. Historic annual enrollment for the last three years:

   233 (all x-listings) 239 (all x-listings) 120 (all x-listings)

   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  

   Approves:  

   Department Head:  

   College Dean/Designee

   3/25/2013  Date

13. Date

14. Date

15. Date

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

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

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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 (CLAS/RELS 251: Classical Mythology) examines the mythological traditions of the Ancient Greeks and Romans, beginning with the Minoan and Mycenaean civilizations of the Greek Bronze Age and extending through the reception of Classical Mythology in the Middle Ages, the Renaissance, and the Modern era. A particular focus of this class is the way in which myths were re-interpreted in accordance with the belief systems of different periods. Thus, we will not only read Homer's Iliad and Odyssey, we will examine how the poems were re-interpreted in Antiquity through the lens of physical and moral allegory in order to defend Homer from the charges leveled against him by rationalist critics, and we will see how Christian monks and clerics credited the mythological traditions of Pagan Antiquity with concealing timeless truths beneath a veneer of falsehood. We will pay particular attention to the mentality and world-view of the ancient civilizations that produced these myths and to the way that historical, cultural, and religious considerations affected the way in which they were interpreted.

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 enhances critical thinking by asking students to read, understand, and analyze ancient myths within the cultural context of the societies that produced them, and to evaluate the different ways that the same myths have been interpreted by later cultures (e.g., Christian moral allegory, euhemerism, Myth-and-Ritual theory). Student development of critical thinking is evaluated through written exams.

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

This course enhances communications skills by requiring students to discuss assigned readings in class (oral) and answer questions about them on exams (written). It enhances understanding of visual communication by asking students to consider how literary and iconographic evidence for Greek and Roman myth and religion complement one another and enhance our understanding of these traditions.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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

This course enhances social responsibility by helping students to cultivate an appreciation for the different belief systems of ancient societies and asking them to consider why ways of thinking that are alien (and sometimes offensive) to us were prevalent in Antiquity. Students will demonstrate their engagement with these questions through discussion and written exams.

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

This course enhances personal responsibility by giving students the opportunity to reflect on topics conducive to reflection and personal growth, including (but not limited to): religious pluralism and the conditions in which it can exist, the role of orthodoxy and orthopraxy in society, and the ways in which the study of ancient cultures and their alien belief systems help to put our own beliefs into sharper perspective. Students reflection on these questions is demonstrated through class discussion and written exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Scope of the course and goals: This course will examine the canonical stories of the Greek and Roman mythological tradition, paying special attention to the social and historical context in which these myths developed and attained literary form. Topics to be considered include: ancient and modern theories of myth, creation narratives (Greek and Near-Eastern), the Olympians and the practice of religion in ancient Greece, Greek heroes and hero-cults, Homer, the Athenian Tragedians, the Roman adaptation of Greek myth, and the coming of Christianity.

Learning Outcomes: After taking this course students will be able to:

1) Enumerate and discuss the most important literary sources for Greek and Roman mythology.
2) Contrast the various approaches taken towards Greek and Roman myths by ancient and modern commentators (e.g., allegory, euhemerism, Myth and Ritual theory).
3) Describe and discuss major literary works of Classical Antiquity, including Hesiod’s Theogony, Homer’s Iliad and Odyssey, Aeschylus’s Oresteia, Sophocles’s Oedipus Rex, Euripides’s Medea, Hippolytus, and Trojan Women, and Virgil’s Aeneid.

Core Objectives:

Critical Thinking: Students enhance their critical thinking skills by reading ancient myths within the cultural context of the societies that produced them and learning different interpretive strategies (e.g., Christian moral allegory, euhemerism, Myth-and-Ritual theory).

Communication: Students develop their communications skills through class discussion of assigned readings and written work on exams. To develop visual communications skills students consider how literary and iconographic evidence for Greek and Roman myth and religion complement one another and enhance our understanding of these traditions.

Social Responsibility: Students learn to cultivate an appreciation for the different belief systems of ancient societies and to consider why ways of thinking that are alien (and sometimes offensive) to us were so prevalent in Antiquity.

Personal Responsibility: Students cultivate personal responsibility by reflecting on topics conducive to personal growth, including (but not limited to): religious pluralism and the conditions in which it can exist, the role of orthodoxy and orthopraxy in society, and the ways in which the study of ancient cultures and their alien belief systems help to put our own beliefs into sharper perspective.

Prerequisite: None

Required Texts:

Stephen Trzaskoma, R. Scott Smith, and Stephen Brunet, eds., Anthology Of Classical Myth: Primary Sources in Translation [Abbreviated as ACM]
Diane Arlison Svekri, trans., Euripides: Alcestis, Medea, Hippolytus (Hackett)

Robert Fagles, trans., The Iliad (Penguin Classics, 1998)

Robert Fagles, trans., The Odyssey (Penguin Classics, 1999)

Robert Fagles, trans., The Oresteia (Penguin Classics)

NB: All three exams will require extensive passage identification; all passages will be drawn from the editions cited above. You are welcome to use alternative translations of the key texts. This should not pose a problem when it comes to identifying passages, but be aware that the translations will look different.

Grading: Your grade will be calculated according to the following scale:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First exam</td>
<td>30%</td>
</tr>
<tr>
<td>Second exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
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</tbody>
</table>

*Please note that there will be no opportunity for extra credit.*

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

Attendance and Preparation: Regular attendance is a prerequisite for success in this class, but attendance will not be taken. Questions on the Exams will be drawn from both the lectures and from the readings, so it is imperative that you read the assigned material thoroughly and take notes in class. I will post the Power Point slides for the lectures on the course website prior to each lecture. The slides are intended to provide a framework for taking notes and to help you study for exams, but they are not a substitute for attending class.

Absences: Regular attendance is necessary to succeed in this class, as a significant portion of the material on the Mid-Term and Final Examinations will be taken from lectures. In the case of absences on exam days, a make-up will only be allowed if there is a university-excused absence. Please see http://students.rules.tamu.edu/rule7.htm for current policy on university-excused absences. In accordance with University Student Rule 7.1.6.1, for illness- or injury-related absences of fewer than three days a note from a healthcare professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional's confirmation that absence from class was necessary. In the case of an absence you are responsible for completing any missed work and obtaining notes from your fellow students.

Academic Integrity: "An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://aggiehonor.tamu.edu/.

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing 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, B-118 Cain Hall (845-1637). For additional information, visit http://disability.tamu.edu.
SCHEDULE (Subject to Change)

**Week 1: The Nature of Myth**

(1) T Jan. 14: Introductory Lecture: What is Myth?

(2) Th Jan. 16: Ancient Approaches to Understanding Myth: ACM: pp. 329-339 (Palaephatus), 433-434 (Xenophanes); pp. 116-120 (Heraclitus)

**Week 2: Origins and Creation**


**Week 3: The Olympians (I)**


**Week 4: The Olympians (II)**

(7) T Feb. 4: Apollo and Dionysus: ACM, pp. 178-187 (*Hymnic Hymn to Apollo*), p. 203 (*Hymnic Hymn to Dionysus*)

(8) Th Feb. 6: The Afterlife and the Underworld: *Odyssey* Book 11

**Week 5: Heroes Before the Trojan War (I)**

T Feb. 11: **Exam #1**


**Week 6: Heroes Before the Trojan War (II)**


(11) Th Feb. 20: Jason and the Argonauts: ACM, pp. 25-30 (*Library*); pp. 322-328 (Ovid’s *Heroides*)

**Week 7: Epic I: The Trojan War and the Iliad**

(12) T Feb 25: Homeric Questions [*Iliad* Books 1, 3-4, 6]

(13) Th Feb 27: Gods and Men in the *Iliad* [*Iliad* Books 9, 11, 16]
Week 8: Epic II: *Iliad* and *Odyssey*

(14) T March 4: The Return of Achilles [*Iliad*, 18, 19, 22, 24]

(15) Th March 6: The Fall of Troy and its Aftermath/The Telemachia [*Odyssey* 1, 6-8]

(March 10-14: Spring Break)

Week 9: Epic III: The *Odyssey*

(16) T March 18: The Journey Home [H&P *Odyssey* Books 10, 12-14]

(17) Th March 20: The Revenge of Odysseus [*Odyssey* 19-23]

Week 10: Greek Tragedy I

T March 25: Exam # 2

(18) Th March 27: Myth and Greek Tragedy: Aeschylus, *Agamemnon*

Week 11: Greek Tragedy II

(19) T April 1: The *Oresteia* [Aeschylus, *Libation-Bearers* and *Eumenides*]

(20) Th April 3: The Myth of Thebes: *Oedipus Rex* at https://records.viu.ca/~johnstoi/sophocles/oedipustheking.htm

Week 12: Greek Tragedy III

(21) T April 8: Euripides and Gender [Euripides, *Medea & Hippolytus*]

(22) Th April 10: Euripides on Women and War [Euripides, *The Trojan Women*]

Week 13: Rome and the Greek Inheritance

(23) T April 15: *Aeneid* I

(24) T April 17: (23) *Aeneid* II, VI (ACM, pp. 410-430)

Week 14:

(25) Th April 21: (34) Ovid [TBA]

(26) Th April 23: Modern Interpretations of Myth [TBA]
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

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

2. Course prefix, number and complete title of course:
   CLAS 351 Classical Mythology

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

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:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>CLAS</td>
<td>351</td>
<td>CLASSICAL MYTHOLOGY</td>
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<th>Lab.</th>
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<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>EICE Code</th>
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b. Change to:

<table>
<thead>
<tr>
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<th>Course #</th>
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<tbody>
<tr>
<td>CLAS</td>
<td>251</td>
<td>CLASSICAL MYTHOLOGY</td>
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Approval recommended by:

ROBERT R. SHANDLEY, Department Head or Program Chair (Type Name & Sign) Date: 3/25/13

DONNALEE DOX, Department Head or Program Chair (Type Name & Sign) Date: 3/25/13

Submitted to Coordinating Board by:

Chair, GC or UCC Date: 4/15/13

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

C42

RECEIVED
APR 25, 2013
CURRICULAR SERVICES
Memorandum

Date: March 25, 2013

To: University Curriculum Committee

Through: Dr. Michael T. Stephenson
Associate Dean, College of Liberal Arts

From: Dr. Stefanie Harris
Associate Head, Department of International Studies
Dr. Donnalee Dox
Director, Program in Religious Studies

Re: Supporting statement for changes made to CLAS/RELS 351, Classical Mythology

Since the course’s inception more than twenty years ago, the format and audience have changed considerably. For much of the past decade, the course has been taught as a large-enrollment (ca. 150-300 students) lecture course designed to attract students to the minors in Classical Studies and Religious Studies and to the major in Classics. For at least the past three semesters in which the course has been taught (13A, 12A, 11A), the majority of students enrolled in it have been—as expected—at the U1/U2 level. Changing the course number to the 200-level (351 to 251) will more accurately reflect its nature.
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 202

3. Texas Common Course Number: __________

4. Complete course title: Environmental 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/Poltical 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? once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 35 - 65

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

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

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

12. Submitted by: M. Jimmie Killingsworth

    Course Instructor

    Date 3/27/13

13. Approvals:

    Date 3/27/13

14. Department Head

    Date 4/24/13

15. College Dean/Designee

    Date

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

www.thecb.state.tx.us/corecurriculum2014

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

The primary goal of this course is to introduce the theory and practice of environmental writing through the study of primary texts from both American and Anglophone literature from around the world, using the approach generally known as eco-criticism. Class discussion will focus on readings from primary texts supplemented by samples from the critical literature. The main idea is to arrive at an understanding of the art of environmental politics in two senses: 1. To engage works of art that offer insights into environmental values—mainly literary essays, poems, and stories, but also works in other media, such as journalism, science writing, film, music, photography, television, and even ads and bumper stickers; and 2. to consider environmental politics as an art in itself—art in the way that Aristotle talked about it. The course will cover environmental writings from the Romantic Period to the present and include the works of Thoreau, Whitman, Carson, Abbey, Dillard, Silko, Ghosh, and Sinha. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities brought to bear in writing about the environment, and ultimately, help students develop an appreciation for what the study of environmental writings from different societies and eras can teach us about ourselves and our shared humanity.

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):

CTS: Critical Thinking Skills: The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in environmental writings. 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 environmental writings.

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

CS: Communication Skills: 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 environmental writings 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, including film, music, photography, television, and even ads and bumper stickers, under examination.
Texas A&M University
Core Curriculum

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

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

SR: Social Responsibility: The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped environmental writings. 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 world 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 environmental writings.

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

PR: Personal Responsibility: The course will teach personal responsibility by enhancing students understanding of how to ethically use sources to craft a persuasive argument/answer to an essay question. The evaluation of personal responsibility will be based upon an assignment in which students will be expected to ethically cite another person's work in crafting an answer or essay response to a specific question. The instructor will offer concrete examples of how to paraphrase ideas and integrate in text citations in order to construct a persuasive argument.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ENGL202. Environmental Literature

M. Jimmie Killingworth, Professor of English
Telephone number 979-862-6305
Email address killingworth@tamu.edu
Office hours TBA
Office location 5XX LAAH

Course Description: A study of texts from various periods and locations and in various genres and media that focus on the relationship of human beings to the rest of the natural world. Topic varies from section to section.

Topic of this syllabus: The literary art of environmental politics—America and beyond.

Course Description:
The primary goal of this course is to introduce the theory and practice of environmental writing through the study of primary texts from both American and Anglophone literature from around the world, using the approach generally known as eco-criticism. Class discussion will focus on readings from primary texts supplemented by samples from the critical literature. The main idea is to arrive at an understanding of the art of environmental politics in two senses: 1. To engage works of art that offer insights into environmental values—mainly literary essays, poems, and stories, but also works in other media, such as journalism, science writing, film, music, photography, television, and even ads and bumper stickers; and 2. to consider environmental politics as an art in itself—art in the way that Aristotle talked about it. The course will cover environmental writings from the Romantic Period to the present and include the works of Thoreau, Whitman, Carson, Abbey, Dillard, Silko, Ghosh, and Sinha.

Primary Texts:
Bill McKibben, ed., American Earth: Environmental Writing Since Thoreau
Leslie Marmon Silko, Ceremony
Amitav Ghosh, The Hungry Tide
Indra Sinha, Animal’s People

Learning Objectives:
By the end of the course, students should be able to
1. Identify and articulate key ideas, authors, and texts in environmental literature.
2. Explain how cultural differences affect reading, writing, interpretation, and other forms of communication.
3. Apply appropriate methods and key ideas to the analysis or criticism of written texts, as well as images, films, cultural practices, or other forms of communication and art.
4. Apply appropriate methods to the improvement of their original writing and other communication practices, including visual communication.
5. Employ the basic elements of communication by competent use of grammar, diction, and standard usage; perform revision and editing of papers as needed.

6. Interpret texts and construct explanations and arguments in writing (composing papers with a thesis, supporting evidence, appropriate documentation, and other elements of good academic writing).

7. Apply creativity and critical insight in writing, discussing and illustrating key ideas.

**Core Curriculum Objectives:**

*Critical Thinking Skills (CTS):* The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in environmental writings.

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

*Personal Responsibility (PR):* The course will teach personal responsibility by enhancing students understanding of how to ethically use sources to craft a persuasive argument/answer to an essay question.

*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 environmental writings.

**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 environmental writings.

CS: The course will help students learn how to develop a greater understanding of environmental writings 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 and presentation of illustrations in which students will learn how to express questions and thoughts about the subtleties of each text under examination.

PR: The evaluation of personal responsibility will be based upon an assignment in which students will be expected to ethically cite another person's work in crafting an answer or essay response to a specific question. The instructor will offer concrete examples of how to paraphrase ideas and integrate in text citations in order to construct a persuasive argument.
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 world 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 environmental writings.

Writing Assignments:
Students will produce a 500-word response paper (about 2 pages double spaced) on the readings at regular intervals, for a total of 8 short paper grades, each worth 5 points (total of 40% of the course grade). For these 2 page assignments students will be asked to thoughtfully respond and even interrogate the issues and broader questions raised by the reading.

Students will also produce a research paper (10-15 pages) on a topic of their choice, worth 40 points (or 40% of the course grade). Students will be graded on coherence, prose, grammar, and their ability to ethically cite sources in crafting an argument.

The cumulative final exam will account for the remaining 20 points (20% of the final course grade) and will be made up of short and long answer questions which will cover reading and lecture material. On the final exam students will be asked to reflect upon how their knowledge of environmental writings 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 environmental writings.

Standard Letter: Grading Scale:

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

Attendance: All students are expected to complete readings before the class period in which they will be discussed. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.
5. Nature and Science Writing  
Readings from *American Earth*  
CTS, CS

6. Reform Environmentalism  
Readings from *American Earth* and secondary sources  
CTS, CS

7. Deep Ecology  
Readings from *American Earth* and secondary sources  
CTS, CS

8. Eco-Feminism  
Readings from *American Earth* and secondary sources  
CTS, CS

9. Research Paper  
Workshop Week. Part of this course will be devoted to teaching students how to ethically cite sources in constructing a persuasive argument. Students will also be given concrete examples of how to paraphrase an other person's work and how to integrate text citations. CTS, CS, PR.

10. Social Ecology  
Readings from *American Earth* and secondary sources  
CTS, CS

11. Environmental Justice  
*Ceremony* and secondary sources  
CTS, CS

12. Globalization  
*The Hungry Tide* and secondary sources  
Research Papers due. CTS, CS, PR, SR.

13. Environmentalism of the Poor  
*Animal's People* and secondary sources  
CTS, CS

14. Review  
*Animal's People* and review  
CTS, CS

**Final Cumulative Exam:**
On the final exam students will be asked to reflect upon how their knowledge of environmental writings 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 environmental writings. CTS, CS, SR

**Americans with Disabilities Act (ADA)**
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**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:
   - Course prefix:
   - Course number:
   - Course title:
   - Course description:

3. Change requested
   - Prerequisite(s): From: To:
   - Withdrawal (reason):
   - Cross-list with:

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. As currently in course inventory:
   - Course prefix:
   - Course number:
   - Course title (excluding punctuation):
   - Lect., Lab, SCH, CIP and Fund Code:
   - Admin. Unit, FICE Code, Level:

   - Change to:
   - Course prefix:
   - Course number:
   - Course title (excluding punctuation):
   - Lect., Lab, SCH, CIP and Fund Code:
   - Admin. Unit, FICE Code, Level:

Approval recommended by:

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

Submitted to Coordinating Board by:

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
MEMORANDUM

Date: March 28, 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

The Undergraduate Studies Committee of the Department of English recommends changing the course number of the following course:

ENGL 302: Environmental Literature

The department is requesting this change from ENGL 302 to ENGL 202 so that it can be considered for the core curriculum without the necessity of either a prerequisite or restriction.

Please let me know if you have additional questions regarding this request.
1. This request is submitted by (department name): English

2. Course prefix and number: ENGL 206

3. Texas Common Course Number: 

4. Complete course title: 21st-Century Literature and Culture

5. Semester credit hours: 03

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

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

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

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

10. Number of students per semester: 35 - 250

11. Historic annual enrollment for the last three years: 

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

12. **Date** 4-16-13

13. Submitted by:
   
   Course Instructor
   
   [ Handwritten Signature ]

   Approvals:
   
   [ Handwritten Signature ]

   Department Head
   
   [ Handwritten Signature ]

   College Dean/Designee
   
   [ Handwritten Signature ]

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14. **Date** 4-16-13

15. **Date** 4-24-13

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

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

Core Curriculum

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

Foundational Component Area: 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?

English 206 is an explication of contemporary writing in its cultural contexts. Students will be introduced to the major themes and techniques of a number of important writers from this period. The course will focus on the aesthetic and cultural values that mark the literary treatment of contemporary issues and debates, often examining the transformation of old genres to address new concerns. For instance, the course might investigate the ways in which writers are now revitalizing a number of popular genres, returning science fiction and crime literature, for instance, to the mainstream of contemporary literature and finding new modes of expressing and coping with the violence of the new millennium, including the graphic novel and other literary modes that enhance our understanding of visual culture. These texts compel a deeper examination of the meaning of personal ethics and social responsibility. The course also aims to improve the ability of each student to read, understand, and appreciate literary texts.

Core Objectives

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

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

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

The course will enhance critical thinking skills through consistent reading and class discussion of key ideas that serve as the foundation for various contemporary literary works. The evaluation of critical thinking skills will be based on exams and class participation and may include evaluation of 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 contemporary literary works.

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

The course will enhance communication skills through small and large group discussion and writing
Texas A&M University

Core Curriculum

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

about ideas, issues, questions, and themes central to course reading including the graphic novel and other literary modes that enhance our understanding of visual culture. The evaluation of communication skills will be based on class participation in discussions and on exams and may include evaluation of written assignments. Students will demonstrate an understanding of the richness of contemporary writing through exams in which they will be expected to effectively convey key ideas from the course succinctly and clearly, and through classroom discussion in which students will learn how to express questions and thoughts about the subtleties of each text, including the graphic novel and other literary modes under examination.

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

The course will enhance social responsibility by providing students with a deeper understanding of how recent history and broader social forces have shaped current writing. The evaluation of social responsibility will be based upon the exams and papers which will require students to demonstrate how key insights from the course have helped broaden their understanding of the way differing experiences, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

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

The course will teach personal responsibility by enhancing students' understanding of how to ethically use sources to craft a persuasive argument/answer to an essay question and by exploring the ways in which personal responsibility has been redefined in our new millennium. The evaluation of personal responsibility will be based upon an assignment in which students will be expected to ethically cite another person's work in crafting an answer or essay response to a specific question. The instructor will offer concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument. In addition, the assignment will focus on the complex treatment of personal responsibility in contemporary writing, such as one of the post 9/11 apocalypses.

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 206: 21st-Century Literature and Culture

Request for International and Cultural Diversity (ICD) Designation

English 206 is an exploration of contemporary writing in its cultural and multicultural contexts. Students will be introduced to the major themes and techniques of a number of important writers from across the globe, writing in English. The course will focus on the aesthetic and cultural values that mark the literary treatment of contemporary issues and debates, often examining the transformation of old genres to address new concerns, particularly those that address the new multicultural millennium, and the varying responses to 9/11 and new global realities. This course will help students become more aware of the social, aesthetic and ethical issues among cultures in a rapidly globalizing world.
English 206: 21st-Century Literature and Culture

Professor Bendixen
Office: 473 LAEH
Phone: 845-2773
Email: abendixen@tamu.edu

Office Hours: Tuesdays and Thursdays 2:10 – 3:30 pm, and by appointment.

Twenty-First-Century Literature and Culture. ENGL 206. Credit 3. An exploration of contemporary literature and culture: such topics as the new multicultural millennium; responses to 9/11 and new global realities; the transformation of popular genres.

Course Description and Goals: English 206 is an exploration of contemporary writing in its cultural contexts. Students will be introduced to the major themes and techniques of a number of important writers from this period. The course will focus on the aesthetic and cultural values that mark the literary treatment of contemporary issues and debates, often examining the transformation of old genres to address new concerns. For instance, the course might investigate the ways in which writers are now revitalizing a number of popular genres, returning science fiction and crime literature, for instance, to the mainstream of contemporary literature and finding new modes of expressing and coping with the violence of the new millennium, including the graphic novel and other literary modes that enhance our understanding of visual culture. These texts compel a deeper examination of the meaning of personal ethics and social responsibility. The course also aims to improve the ability of each student to read, understand, and appreciate literary texts.

Prerequisite: None.

LEARNING OUTCOMES

1. Identify and describe the major themes and techniques of important contemporary writers.

2. Identify and analyze the aesthetic values that mark current literary movements.

3. Apply methods and techniques presented in the course to the analysis of texts in discussions and writing.

Core Curriculum Objectives:

The course addresses the Foundational Component Area in the following four ways.

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class discussion of key ideas that serve as the foundation for various contemporary literary works.
Communication Skills (CS): The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading including the graphic novel and other literary modes that enhance our understanding of visual culture.

Personal Responsibility (PR): The course will teach personal responsibility by enhancing students’ understanding of how to ethically use sources to craft a persuasive argument/answer to an essay question and by exploring the ways in which personal responsibility has been redefined in our new millennium.

Social Responsibility (SR): The course will enhance social responsibility by providing students with a deeper understanding of how recent history and broader social forces have shaped current writing.

Core Evaluation:

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include evaluation of 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 contemporary literary works.

CS: The evaluation of communication skills will be based on class participation in discussions and on exams and may include evaluation of written assignments. Students will demonstrate an understanding of the richness of contemporary writing through exams in which they will be expected to effectively convey key ideas from the course succinctly and clearly, and through class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text, including the graphic novel and other literary modes under examination.

SR: The evaluation of social responsibility will be based upon the exams and papers which will require students to demonstrate how key insights from the course have helped broaden their understanding of the way differing experiences, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

PR: The evaluation of personal responsibility will be based upon an assignment in which students will be expected to ethically cite another person’s work in crafting an answer or essay response to a specific question. The instructor will offer concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument. In addition, the assignment will focus on the complex treatment of personal responsibility in contemporary writing, such as one of the post 9/11 apocalypses.

Assignments and Grading: Regular attendance and timely completion of all reading assignments are expected. Please refer to http://student-rules.tamu.edu/rule07 for more information on excused and unexcused absences and make up work.
Your final grade will be based on your performance on three exams (20% each with each exam being worth 100 points) and two papers (20% each with each paper being worth 100 points). The three exams will be made up of questions requiring short answers, but enabling students to indicate a thoughtful personal response to the issues covered in class, including the meaning of personal and social responsibility in our time. The exams will emphasize both the assigned reading and the material covered in class.

The papers will provide you with opportunities to explore contemporary writing in a variety of ways, including traditional analyses of literary texts, research papers, creative work, reports of your own discoveries in the genre, and explorations of the transformation of written texts into film. In these papers, students will also demonstrate their ability to ethically cite a source from another person’s work in order to construct a persuasive argument.

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

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

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

Required Texts:
Shirley Alexie, The Absolutely True Diary of a Part-time Indian
Suzanne Collins, The Hunger Games
Junot Diaz, The Brief Wondrous Life of Oscar Wao
Zadie Smith, White Teeth
Michael Chabon, The Amazing Adventures of Kavalier & Clay
Chimamanda Ngozi Adichie, Purple Hibiscus
Max Brooks, World War Z
Julia Alvarez, In the Time of the Butterflies
Cormac McCarthy, *The Road*
Gene Luen Yang, *American Born Chinese*
Walter Mosley, *Six Easy Pieces*
Jhumpa Lahiri, *Unaccustomed Earth*

**Reading Assignments:** You should have completed reading the assigned texts by the first class of each week.

**Week 1**  
Introduction  
Sherman Alexie, *The Absolutely True Diary of a Part-time Indian*

**Week 2**  
Suzanne Collins, *The Hunger Games*

**Week 3**  
Junot Diaz, *The Brief Wondrous Life of Oscar Wao*  
The instructor will also discuss concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument. The student will demonstrate their mastery of this material on the papers.

**Week 4**  
Julia Alvarez, *In the Time of the Butterflies*

**Week 5**  
Michael Chabon, *The Amazing Adventures of Kavalier & Clay*  
**First Exam**

**Week 6**  
Chabon (continued)  
**First paper Due**

**Week 7**  
Chimamanda Ngozi Adichie, *Purple Hibiscus*

**Spring break**

**Week 8**  
Max Brooks, *World War Z*

**Week 9**  
Zadie Smith, *White Teeth*

**Week 10**  
Smith (continued)  
**Second exam (Modernism)**

**Week 11**  
Cormac McCarthy, *The Road*

**Week 12**  
Gene Luen Yang, *American Born Chinese*  
**Second paper Due**

**Week 13**  
Walter Mosley, *Six Easy Pieces*
Week 14  

.Jhumpa Lahiri, *Unaccustomed Earth*

**Final Exam:** The exam will emphasize both the assigned reading and the material covered in class.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course:
   ENGL 206. 21st-Century Literature and Culture

3. Catalog course description (not to exceed 50 words):
   An exploration of contemporary literature and culture: such topics as the new multicultural millennium; responses to 9/11 and new global realities; the transformation of popular genres.

4. Prerequisite(s):
   
   Cross-listed with: ____________________________
   Stacked with: ____________________________
   Cross-listed courses require the signature of both department heads.

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

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

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

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

9. Pretty Course # Title (excluding punctuation)

   ENGL 206 21ST CENT LIT AND CULT

   Lect. Lab SCh CIP and Fund Code Admin. Unit Acad. Year HICE Code
   0 3 0 0 3 2 3 1 4 0 1 0 0 1 0 9 9 0 1 4 1 5 0 0 3 6 3 2 Level 2

   Approval recommended by:
   ____________________________ 4-16-13
   Department Head/Program Chair (Type Name & Sign) Date
   ____________________________ 4/24/13
   Chair, College Review Committee Date
   ____________________________ 4/24/13
   Department Head or Program Chair (Type Name & Sign)
   (if cross-listed course)
   ____________________________ Date
   Dean of College
   ____________________________ Date
   Chair, GC or UCC

   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 – 3/10

[Stamp: RECEIVED APR 25, 2013]
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): Performance Studies

2. Course prefix and number: MUSC 227
   Texas Common Course Number:

3. Complete course title: Popular Music of India
   Semester credit hours: 3 SCH

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

9. Number of class sections per semester: 1

10. Number of students per semester: 35

11. Historic annual enrollment for the last three years: 97 74 123

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.

    Course Instructor

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

15. College Dean/Designer [Signature] 4/2/13
    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?

This course introduces students to the cultural practices of India demonstrated by its music and films. Students learn about the expressive cultures of India, as well as the folk traditions of several regions of North India. In addition, students are introduced to religious practices in Hinduism, Islam, and Sikhism and musical genres that emerge from these traditions. Students learn about the consequences of globalization and the ways in which Indian expressive culture has adapted to it.

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 discern the relationships between cultural values and practices and the media resulting from it through the course. They will develop music and multimedia analysis skills through an analysis project and in preparation for listening identification portion of exams. These skills will be modeled in class by the instructor and through in-class discussion. They will be evaluated in weekly quizzes and in exams.

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

Students will develop an analytic language to describe musical features and videos. Students are taught this language in lectures and will utilize it in their group musical analyses. Students are evaluated on their ability to properly use this language in oral discussions as well as written weekly quizzes and in exams.

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

Students will develop an understanding of Indian cultural and religious practices, as well as the fundamentals of Indian post-colonial history. The latter gives students an awareness of how policy decisions can impact the culture of a civilization. This information will be taught to students through lectures, discussion, and in assigned readings. Knowledge of these practices and histories are evaluated in weekly quizzes and in exams.

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

Students will develop an understanding of the decision making processes in music production and ethical representations of cultural practices; students will learn how to responsibly engage with diverse systems of
Texas A&M University

Core Curriculum

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

cultural value. These will be modeled in classroom discussions. Students will be tested on the consequences of production processes in weekly quizzes and in 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 Performance Studies

MUSC 227 Popular Music of India

Request for International and Cultural Diversity (ICD) Designation

Popular Music of India focuses upon the musical and cultural expression of the Indian subcontinent. The course addresses common social-cultural dimensions of India, including India’s linguistic, cultural, and religious heterogeneity. Among other things, particular classes address the geographic distribution of India’s 22 national languages; Hinduism and the Hindu holidays of Diwali and Holi; musical expression associated with Sufism (mystical Islam); musical practices associated with Sikhism; endogamy, gender, and the practice of “arranged marriage;” the cultural aspects of caste; and India’s role within global economies. Because of the media formats examined in the course, a significant portion of the content comes from the last 50 years.
MUSC 227 POPULAR MUSIC OF INDIA (SPRING 2013)

Dr. Jayson Beaster-Jones
Phone: (979) 845-0305
Office: LAAH 268
Office hours: TR 3:45 to 5:00pm
E-mail: jbeasterjones@tamu.edu
Twitter: @jbeasterjones

Course Number: MUSC 227
Course Time: TR 12:45 to 2:00pm
Course Location: HRBB 113
Course Credits: 3 Media website: http://mediamatrix.tamu.edu

Catalog Description
Introduction to Indian popular musics and society; focus on musical, cultural, and aesthetic features of "Bollywood" films and film songs; overview of Indian social, cultural, and religious expression. Prerequisites: None

Introduction
This course surveys South Asian popular musics, paying particular attention to Bollywood film songs, their narrative functions in films, performance and production practices, and their social roles inside India. In developing this cultural literacy, we will explore the representational power of film song and gain a window into 50 years of Indian collective memory. The initial course readings will provide a sense of how we might understand the conventions and production-reception of Hindi film songs, the music directors, the formal and stylistic conventions, and the films the come from. By the end of the course, we will examine other musical popular music genres in India including ghazal, remix, qawwali, and Indipop. Prerequisites: None

Learning Outcomes
- Describe Indian musical and cultural history
- Apply active listening skills for music of any kind
- Analyze the social role of popular music in India
- Discuss the narrative functions of songs in films
- Recognize styles and genres of Indian popular music
- Recognize the sounds of South Asian instruments
- Recognize important film songs, music directors, singers
- Analyze picturizations to develop a sense of the conventions of film song
Course Requirements
Students are responsible for all materials that are presented in class. This not only includes the lectures, it also includes handouts, announcements about assignments and exams, and all other information. When in class, do not talk on your cell phone, send or receive messages on cell phones or laptop computers, read newspapers, magazines, or books, or do crossword puzzles or other games. Turn off and put away your cell phone before class starts.

The class lectures and discussion will be driven by the issues raised by films, music videos, and readings. You can view the films through MediaMatrix or check out the DVD at the reserves counter on the 4th floor of Evans Library Annex.

Assignments
10% Quizzes/Assignments (weekly)
20% Exam 1 (Feb 7)
20% Exam 2 (Mar 5)
25% Exam 3 (Apr 9)
25% Exam 4 (May 8)

Quizzes

Grading:
A = 90-100%  B = 80-90%  C = 70-80%  D = 60-70%  F = below 60%
Each week there will be a short quiz or assignment to evaluate student progress on lectures, readings, films, and listening assignments. Quizzes will be assigned on eLearning and available to be taken online by students beginning on Tuesday evening at 6pm. The quiz will be closed at noon Thursday and after that time will not be available to be taken. There will be no makeup quizzes unless the student provides a copy of a University excused absence. Quizzes will be true/false or multiple choice and might include factual questions from that week's film, identification of elements of a song or picturization that has already been covered in lecture, or matching of a song with its film or composer.

There will be occasional opportunities (e.g. attendance at event, a song analysis or picturization project) that will enable students to receive extra credit for their quiz grades. These opportunities will be announced in class as they become available.

Exams
The exams in this class are multiple choice format. Exams typically have fifty questions. All of the questions are of equal value, and the exam is in three parts. The first part typically has 10 questions. For each of the questions in part one, I will play a 30 second passage from a recording on your listening list. For some questions, you might be asked to identify the music director, the name of the song/film, or its style; for others, you might be asked to identify the musical features found in the passage played during the exam or answer other questions about it. In all cases, these questions will refer to just the passage played during the exam, not the full recording on the original album or CD. Typically, each recorded selection is a randomly selected thirty to forty second sample. The entire group of recorded selections for the first part of the exam will be played twice.
The second part of the exam includes 5 visual identification questions in which you will be asked to identify a screenshot from a song. The final 35 questions will be based upon history and musical concepts covered in the lectures.

Missed exam policy
The first three exams are given in class during the regular part of the semester, and the fourth exam occurs during the finals period. Students are expected to take all exams at the times specified on the syllabus. If you miss an exam for any reason, it is your responsibility to contact me as soon as possible to schedule a make-up. If you have a university excused absence for the missed exam (see Student Rules 7.1.1--7.1.8) and provide me with satisfactory documentation, a make-up exam can be taken and no penalty will be given. (Please note: a medical confirmation note from your medical provider is necessary for satisfactory documentation, even for illnesses or injuries resulting in an absence of less than three days. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.) If you miss the first or second exam for a reason other than a university excused absence, or if you do not provide me with satisfactory documentation for your absence, you may (at a time convenient to the instructor) take a make-up exam, but a penalty will be levied as follows. If you miss one exam without a satisfactorily documented university excused absence, nine points will be deducted from the score of that exam; if you miss a second or third exam without satisfactorily documented university excused absence, twenty one points will be deducted from the score of that exam. If you miss the last exam, which is held during the finals period, and you do not have a satisfactorily documented university absence, you may not take a makeup exam. See 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 Integrity Statement: Aggie Honor Code.
An Aggie does not lie, cheat, or steal or tolerate those who do.
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu/

Academic Integrity Statement: Pledge.
On all course work, assignments, or examinations at Texas A&M University, the following
Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**Statements on copyright of handouts.**
The handouts that I have created for this course are copyrighted. By “handouts,” I mean all materials generated by me for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

*Please note: if you need to contact me for any reason, I can be reached most easily via e-mail at fboaterjones@tamu.edu.*

**Textbooks and other required course materials.**

All other readings are available in PDF format in the “Readings” folder of the eLearning course website.

Listening assignments can be accessed via TAMU’s MediaMatrix website. To access MediaMatrix:
1. Type URL [http://mediamatrix.tamu.edu](http://mediamatrix.tamu.edu)
2. Log on with your NET ID and password.
3. Select the Home tab.
4. Scroll down to see the published streams listed under the tabs (select appropriate tab): Published to my NetID/Guest User; Published to my courses; or Published to my UIN
5. Click the view link to watch/listen to stream.

Note: Flash Player is required to listen to mp3 sound streams and view film streams with extension flv. Make sure you have the most recent version of Flash. [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/) Some recordings may also be accessed at the Educational Media Services Center (EdMS) on the fourth floor of the Evans Library Annex. Listening to these recordings is a required part of the course. See “The Guide to the Listening Assignments” (below) for more information.

**Additional Resources:**
Philip Lutendorff’s “Notes on Popular Indian Cinema” (Film synopses, commentary)
[http://www.uiowa.edu/~incinema/index.html](http://www.uiowa.edu/~incinema/index.html)

**Course Outline:**

**Week 1**
Jan 15
Course Introduction
Jan 17 “Fundamentals of Indian Musical Systems & Instruments”
Sarazin, “Introduction to Indian Classical Music,” pp. 30-46

Week 2
Film: Shree 420 (1955) [Dir. Raj Kapoor; Music: Shankar-Jaikishan]
Jan 22 – “Post-Independence Indian History, Indian Instruments”
Dwyer, [100 Hindi Films] “Shree 420” Ganti, “Awaara,” “Mother India,” “Mughal-e-Azam,”
Jan 24 – “Bollywood Aesthetics and Conventions”
79-88

Week 3
Film: Guide (1965) [Dir. Vijay Anand; Music: S.D. Burman]
Jan 29 – “Functional Roles of Songs in Films”
Jan 31 – NO CLASS

Week 4
Feb 5 – “Music Production Practices: 1940-60”
Pendakur, “Film Music: Pleasure and Popularity,” pp. 131-38
Feb 7 – EXAM 1

Week 5
Feb 12 – “Indian History: 1979 to 1991”
Ganti, Bollywood, pp. 30-33
Feb 14 – “Roles of Music Directors and Arrangers”

Week 6
Film: Sholay (1975) [Dir. Ramesh Sippy; Music: R.D. Burman]
Feb 19 – “Sholay and the ‘Masala Western’”
Feb 21 – “Love, Marriage, Sex, Family”
Dwyer, [100 Hindi Films] “Pakeezah,” “Ummo Jaan,” “Tezaab,” “Maine Pyar Kiya”

Week 7
Feb 26 – “90’s Bollywood Films: India stays home, India goes abroad”
Feb 28 – “The Indian Music Industry after the Cassette Revolution”

Week 8
Mar 5 – EXAM 2
Mar 7 – “Effects of Liberalization, Satellite Television”
Ganti, *Bollywood*, pp. 33-42

**SPRING BREAK**

**Week 9**
Film: *Dil Se* (1998) [Dir. Mani Ratnam, Music: A.R. Rahman]
Mar 19 – “The Tamil Invasion”
Mar 21 – “A.R. Rahman”

**Week 10**
Mar 26 – “Conventions of mid-1990s to 2000s Bollywood Films”
Mar 28 – “New Bollywood”

**Week 11**
Film: *Zindagi Na Dobara Milegi* (2011) [Dir. Zoya Akhtar, Music: Shankar-Ehsaan-Loy]
Apr 2 – “The Multiplex Film” Apr 4 – “Rocking Bollywood”

**Week 12** Apr 9 – EXAM 3
Apr 11 – “Punjabis Abroad: Bhangra”
Baumann, “The Re-Invention of Bhangra,” pp. 81-94

**Week 13** Apr 16 – “Alternatives to Film Song: Indipop and the Pop Ghazal” Kvetko, “Private Music,” pp. 111-22
Apr 18 – “Hindi Film Song Remixes: History and Controversy”

**Week 14** Apr 23 – “Qawwali and Sufi Rock”
Apr 25 – NO CLASS

**Final Exam**
[504] May 8, 8-10am [506] May 8, 1-3pm

A Guide to the Listening Assignments

Listening to assigned recordings outside of class is a basic part of this course. The goal of the listening work is to deepen your knowledge of Indian music history and build your aural skills. All of the exams have a listening component. Unless otherwise noted, any
recording that is played in class may be covered on the exams.

Do not let the listening part of the class worry you. I am aware that many students in the class have no formal musical training and cannot read music. Even without any background in music, you can still do well in the course. By the same token, even those students with training in music will need to do the listening assignments, as well as attend class, read the assigned passages in the text book, and study for the exams.

Strategies for Listening and Studying. During each class, make a list of all the recordings that are played and take careful notes on the lecture and discussion. Shortly after each class, listen to the tracks we discussed in class. On a basic level, you should be able to identify the name of each piece, the film it comes from, and the piece's style. More importantly you need to be able to hear and identify the musical features of the piece that we discussed in class. Before playing the recording, read over your notes and make a list of the musical features we explored. After you press play, listen actively, and make sure you can identify those features when they come up in the recording. Think about how the piece fits in with other pieces we discuss during the semester and how it relates to the larger concepts in the class. Do not just play the recording and let the sound wash over you, and do not leave all of your listening until the day before the exam.

Doing the outside of class listening is crucial if you want to do well on the exams. More importantly, active listening outside of class will help you build your aural skills and learn about the music. You should listen to the course recordings shortly after each class (usually within a day or two of the lecture) and then again as many times as is required for you to be able to know what you need to know about each track. Do not wait for the night before the exam to do all of the listening.

Locating the recordings. The recordings for the listening assignments can be accessed via TAMU's MediaMatrix website (http://mediamatrix.tamu.edu/). Some may also be accessed at the Educational Media Services Center (EdMS) on the fourth floor of the Evans Library Annex. For the EdMS's hours of operation, call 845-2316 or 845-5741.

Using MediaMatrix, many students can listen to the same track at the same time. Streaming audio technology is relatively new at TAMU, and problems may arise with it. The EdMS, which may not own all of the discs for the course, does not hold more than three copies of any CD. For these reason, and also to improve your listening skills, listening assignments should be done in advance. Do not wait till the night before the exam to listen to the recordings for the class. Technical problems with MediaMatrix or with the CDs at the EdMS do not constitute an excuse for failing to listen to the recordings. Exams will not be rescheduled, modified, or graded differently if these systems don't work.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: MUSC 227 Popular Music of India

3. Catalog course description (not to exceed 50 words): Introduction to Indian popular musics and society; focus on musical, cultural, and aesthetic features of 'Bollywood' films and film songs; overview of Indian social, cultural, and religious expression.

4. Prerequisite(s): None

5. Is this a variable credit course? [ ] Yes [X] No

   If yes, from ______ to ______

6. Is this a repeatable course? [ ] Yes [X] No
   Will this course be repeated within the same semester? [ ] Yes [ ] No

   If yes, this course may be taken ______ times.

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)

   B.A. in Music, Minor in Music, undergraduate general education

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

9. Prefix | Course # | Title (excluding punctuation) | Lec. | Lab | SCH | CIP and Fund Code | Admin Unit | Acad Year | EICE Code
--- | --- | --- | --- | --- | --- | --- | --- | --- | ---
MUSC | 227 | POPULAR MUSIC OF INDIA | 0 | 3 | 0 | 0 | 3 | 5 | 0 | 0 | 9 | 0 | 2 | 0 | 0 | 0 | 3 | 1 | 9 | 6 | 14 | - | 1 | 5 | 0 | 0 | 3 | 5 | 3 | 2

Approval recommended by:
Claudia Nelson, Interim Head
Department Head or Program Chair (Type Name & Sign) Date

Chair, College/Unit Committee Date
Dean of College Date

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 – 3/10
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: SPMT 220

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

4. Complete course title: Olympic Studies

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 X
   - No

8. How frequently will the class be offered? Every fall, spring, and summer term

9. Number of class sections per semester: One; can also be developed as an online course

10. Number of students per semester: 30 per semester, more once developed as an online course

11. Historic annual enrollment for the last three years: New course Click here to enter text. Click here to enter text.

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

13. Submitted by: [Signature] Paul E. Krause
    Course Instructor
    Date 4/10/2013

14. Department Head: [Signature] Date 4/10/2013

15. College Dean/Designee: [Signature] Date 4/16/13

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

See form instructions for submission/approval process.
In the box below, describe how this course meets the Foundational Component Area description for 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?

In this course, Olympic Studies, students will study the ancient and modern Olympic games. Through this they will be exposed to the variety of cultures throughout these time periods. Lectures, discussions, assignments, and exams will be designed for students to explore, analyze, compare, and contrast human behavior within their cultures during these Olympic time periods.

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):

Lectures and class discussions will be designed to expose the student to the specific cultures within each Olympiad (time period). Further, there will be two papers designed for students to display their critical thinking abilities. The first paper will have the students compare and contrast two cultures from the Olympic games. The second paper will have the students discover how an Olympiad culture defined the epitome of being a human. The students, if needed, will have the opportunity through lecture, discussion, and assignment to be brought to a level of critical thinking for successful completion of these papers.

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

There will be an expectation of discussion within the course. This may occur within small groups and the group at large. As expressed earlier two papers will need to be completed by the student. These papers could lead to discussion for small groups as they share their thoughts and findings.

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

The Olympics are global by nature. The aspect of Olympism which Pierre de Coubertin, the founder of the modern games, expressed as a “philosophy of life”. This concept along with the Olympic movement provided an opportunity for global cultural awareness and the development of man. The concept of social responsibility takes on a new perspective as students explore the relationships, trials, and political issues the Olympics carry. Lectures and discussions will be exciting as they discuss morals and ethics of different cultures; and further discuss right and wrong behavior.
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):

As expressed earlier, the students will have opportunities to explore and share their opinions of the morals and ethics surrounding the Olympic games. Imagine the discussion the 1972 Munich Olympics, or the 1968 Mexico City Olympics, or the boycotted Olympics will allow for the students to reflect on personal responsibility.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
SPMT 220: OLYMPIC STUDIES
TEXAS A&M UNIVERSITY
SPRING 2014

INSTRUCTOR INFORMATION:
Name: Paul E. Keiper, Ed.D.
Off. Loc.: Blocker 342BC
Phone: 458-2724
Email: pkeiper@hlkn.tamu.edu
Off. Hours: MW 1:00-2:00, or by appointment
Class Time: T/R 9:35-10:50
Class Loc.: Blocker 302

Course Websites: www.elearning.tamu.edu (You must check this site often for updates and communication from me.)

COURSE DESCRIPTION
History of the Olympic Games and its development over time; analyze, compare, and contrast the relationship between the Olympics, cultures, and societies; examination of central problems, accomplishments, and collaborations revolving around the Olympics from a variety of viewpoints.

LEARNING OUTCOMES
After completing this course, you should be able to:
- Clarify social anthropology regarding ancient Greece and your own culture.
- Create a theory of human nature and being a human – philosophical anthropology.
- Describe the impact of sport, more specifically the Olympics, in society.
- Determine the significance that Olympic history has had on today's cultural issues.
- Compare and contrast the Modern Olympics and the Ancient Olympics.
- Take the concept of Olympism and discuss its usefulness today.

COURSE READINGS – REQUIRED

POINT STRUCTURE:
Tests: 4 each worth 100 points
keep your top 3 300 points
Paper x 2 100 points
Participation 100 points
Quizzes: 10 points x 4 quizzes = 40 points
TOTAL 540 points

GRADING STRUCTURE:
483-540 A
429-482 B
375-428 C
321-374 D
≤ 320 F
COURSE POLICIES AND EXPECTATIONS

General Course Rules.

As instructor of this course, I will only allow make up work for excused absences. You may find the university excused absences at http://student-rules.tamu.edu/rule07.

Plagiarism Statement.

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

Academic Integrity Statement and Policy

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

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B113, or call 845-1637. For additional information visit http://disability.tamu.edu.

Copyright Statement

The materials used in this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
POINT STRUCTURE AND GRADED MATERIAL:

1. **Exams or Tests (x4):** There will be four tests throughout the semester after each module. These tests will be based on materials discussed in class and on the readings. You will be able to drop your lowest test score. Test questions will be in any of the following formats: multiple choice, true-false, matching, and short answer. You will need the green Scantron 882 form for each test.

2. **Papers (x2):** You will develop and research a topic based on the general backgrounds given below. Each paper will require you to expound on the given topic. You will compile the data you discover into a 2-4 page paper (at least 600 words in the body and no more than 1200). You are expected to draw on outside materials to support your findings and arguments in the report; at least three references should be used not including the text or Wikipedia. **Do not plagiarize!** See previous rule regarding plagiarism. Again, the reports are to be between 2-4 pages of text (at least 600 words), plus additional pages for any references, tables, or figures. Style and formatting should be in accordance with the standards set forth by the *American Psychological Association Publications Manual* (6th ed.). A copy is available in the library. **You must submit this online via elearning and the turnitin.com link.**
   - Paper #1: Social Anthropology – how humans behave in their culture.
     - ✓ You will need to compare and contrast two cultures from the Olympic games. Ex. USA today vs. Ancient Greece B.C.
   - Paper #2: Philosophical Anthropology – analyzing human behavior within the environment and individually.
     - ✓ You will need to discover how an Olympiad culture defined the epitome of being a human. Ex. An ancient Greek champion was revered, why? How did the culture determine who was the perfect human? You will need to argue your opinion of their determination and defend your stance.

3. **Participation:** There are 100 total points for participation. To receive these points you are expected to come prepared by having the material read for that day; 50% of the points are awarded based on how well you have prepared for class. Further, you are expected to actively participate in the class discussions; 50% of the points are awarded based on your active participation in the class discussion.Failure to prepare for class and failure to actively participate in class discussions will result in a deduction of participation points.

4. **Quizzes:** Four quizzes will be administered throughout the semester on elearning, one during each section. These quizzes will be based on the readings. The quizzes will be in multiple choice, short answer, and/or true-false format. Each quiz is worth 10 points.
Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Origins and History of Ancient Games</td>
<td>Faulkner Chapter 1 and 4</td>
</tr>
<tr>
<td>2</td>
<td>776 B.C. – 393 A.D.</td>
<td>Faulkner Chapter 2 and 7</td>
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<tr>
<td>3</td>
<td>Famous Figures; PAPER DUE</td>
<td>Faulkner Chapter 6</td>
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<tr>
<td>4</td>
<td>Mythology, Culture, Politics; TEST</td>
<td>Faulkner Chapter 3 and 5</td>
</tr>
<tr>
<td>5</td>
<td>Pierre de Coubertin, IOC</td>
<td>Girginov Chapter 1</td>
</tr>
<tr>
<td>6</td>
<td>Modern Games Early Years</td>
<td>Girginov Chapter 3</td>
</tr>
<tr>
<td>7</td>
<td>Olympism and the Olympic Movement; TEST</td>
<td>Girginov Chapter 4 and 11</td>
</tr>
<tr>
<td>8</td>
<td>Years after W.W. II</td>
<td>Girginov Chapter 9</td>
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<tr>
<td>9</td>
<td>Commercialization and Amateurism</td>
<td>Girginov Chapter Chapter 6</td>
</tr>
<tr>
<td>10</td>
<td>Marketing and Economics; TEST</td>
<td>Girginov Chapter 7 and 8</td>
</tr>
<tr>
<td>11</td>
<td>Politics</td>
<td>Girginov Chapter 10</td>
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<td>12</td>
<td>Social Issues</td>
<td>Girginov Chapter 5 and 13</td>
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<tr>
<td>13</td>
<td>Ethics; PAPER DUE</td>
<td>Girginov Chapter 11 and 12</td>
</tr>
<tr>
<td>14</td>
<td>Anthropology and the Olympics; TEST</td>
<td>Girginov Chapter 14</td>
</tr>
</tbody>
</table>

Topics or Modules:

1. The Ancient Olympics (Weeks 1 – 4)
   a. Origins and History
   b. 776 B.C. – 393 A.D.
   c. Interesting and famous figures of the Ancient Games
   d. Mythology, Culture, Politics, and Events
   e. Social Anthropology (Greece) - Paper
   f. Test

2. Beginning of The Modern Olympics (Weeks 5 – 7)
   a. Pierre de Coubertin
   b. Early Years 1896 – World War II
   c. Olympism, Olympiad, Olympics, The Olympic Movement
   d. IOC
   e. Test

3. Growth of the Olympics (Weeks 8 – 10)
   a. The years following World War II to present
   b. Commercialization
   c. Amateurism
   d. Marketing
   e. Economics
   f. Test

4. Societal Aspects of the Games (Weeks 11 – 14)
   a. Politics
   b. Social Issues
      i. Paralympics
   c. Ethics
   d. Philosophical Anthropology (What is a human being?) - Paper
   e. Test
Hi David,

None of the three departments have objections to your course going forward.

Mike

Sent from my iPad

On Apr 12, 2013, at 12:29 PM, "David Byrd" <byrd99@tamu.edu> wrote:

Hi, Mike:

Could I ask you to review the attached proposal for a new course and let me know if anyone in Liberal Arts would have objections to it being developed? You will notice it has components of History, Anthropology, and Philosophy.

Thank you,
David

David A. Byrd ’99, Ph.D.  |  Assistant Dean for Undergraduate Academic Affairs  |  College of Education and Human Development  |  Texas A&M University  
4222 TAMU  |  College Station, TX 77843-4222  
ph: 979.862.6435  |  fax: 979.862.4352  |  byrd99@tamu.edu

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<Scan from COE001.pdf>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name):
   Department of Health and Kinesiology
   SPMT 220; OLYMPIC STUDIES

2. Course prefix, number and complete title of course:

3. Catalog course description (not to exceed 50 words):
   History of the Olympic Games and its development over time; analyze, compare, and contrast the relationship between the Olympics, cultures, and societies; examination of central problems, accomplishments, and collaborations revolving around the Olympics from a variety of viewpoints.

4. Prerequisite(s):
   Cross-listed with:
   Stacked with:

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

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

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

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

9. Prefix | Course # | Title (excluding punctuation) |
          | SPMT 220 | OLYMPIC STUDIES |
|----------|----------|-----------------|
| Excl.    | Lab      | SCIIL CLP and Fund Code | Admin. Unit | Acad. Year |
| 03        | 0        | 033 1 05 0 4 0 0 1 6 1 4 0 2 1 4 1 5 0 0 3 6 3 2 |

Approval recommended by:
Richard Knecht
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

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 – 3/10

[RECEIVED] APR 19 2013 CURRICULAR SERVICES
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: RELS/351  
   3. Texas Common Course Number: n/a  

4. Complete course title: CLASSICAL MYTHOLOGY  
   5. Semester credit hours: 3  

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

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

8. How frequently will the class be offered? Annually

9. Number of class sections per semester: One

10. Number of students per semester: 200-250

11. Historic annual enrollment for the last three years: 233 (all x-listings)  
    239 (all x-listings)  
    120 (all x-listings)  

    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

    Date 3/25/2013

14. Date 3/25/13

15. Date 4/24/13

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

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

Core Curriculum

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

Foundational Component Area: 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 (CLAS/RELS 251: Classical Mythology) examines the mythological traditions of the Ancient Greeks and Romans, beginning with the Minoan and Mycenaean civilizations of the Greek Bronze Age and extending through the reception of Classical Mythology in the Middle Ages, the Renaissance, and the Modern era. A particular focus of this class is the way in which myths were re-interpreted in accordance with the belief systems of different periods. Thus, we will not only read Homer’s Iliad and Odyssey, we will examine how the poems were re-interpreted in Antiquity through the lens of physical and moral allegory in order to defend Homer from the charges leveled against him by rationalist critics, and we will see how Christian monks and clerics credited the mythological traditions of Pagan Antiquity with concealing timeless truths beneath a veneer of falsehood. We will pay particular attention to the mentality and world-view of the ancient civilizations that produced these myths and to the way that historical, cultural, and religious considerations affected the way in which they were interpreted.

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 enhances critical thinking by asking students to read, understand, and analyze ancient myths within the cultural context of the societies that produced them, and to evaluate the different ways that the same myths have been interpreted by later cultures (e.g., Christian moral allegory, euhemerism, Myth-and-Ritual theory). Student development of critical thinking is evaluated through written exams.

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

This course enhances communications skills by requiring students to discuss assigned readings in class (oral) and answer questions about them on exams (written). It enhances understanding of visual communication by asking students to consider how literary and iconographic evidence for Greek and Roman myth and religion complement one another and enhance our understanding of these traditions.
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course enhances social responsibility by helping students to cultivate an appreciation for the different belief systems of ancient societies and asking them to consider why ways of thinking that are alien (and sometimes offensive) to us were prevalent in Antiquity. Students will demonstrate their engagement with these questions through discussion and written exams.

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

This course enhances personal responsibility by giving students the opportunity to reflect on topics conducive to reflection and personal growth, including (but not limited to): religious pluralism and the conditions in which it can exist, the role of orthodoxy and orthopraxy in society, and the ways in which the study of ancient cultures and their alien belief systems help to put our own beliefs into sharper perspective. Students' reflection on these questions is demonstrated through class discussion and written exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University

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

2. Course prefix, number and complete title of course: RELS 351 Classical Mythology

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

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

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

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

7. a. As currently in course inventory:
   
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   Approval recommended by: ___________________________

   DONNALEE DOX ___________________________ [Signature] ___________________________
   Department Head or Program Chair (Type Name & Title) Date

   ROBERT R. HANDEL ___________________________ [Signature] ___________________________
   Department Head or Program Chair (Type Name & Title) Date

   [If cross-listed course]

   Submitted to Coordinating Board by: ___________________________

   Chair, College Review Committee 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.

   Curriculum Services – 02/11
Scope of the course and goals: This course will examine the canonical stories of the Greek and Roman mythological tradition, paying special attention to the social and historical context in which these myths developed and attained literary form. Topics to be considered include: ancient and modern theories of myth, creation narratives (Greek and Near-Eastern), the Olympians and the practice of religion in ancient Greece, Greek heroes and hero-cults, Homer, the Athenian Tragedians, the Roman adaptation of Greek myth, and the coming of Christianity.

Learning Outcomes: After taking this course students will be able to:

1) Enumerate and discuss the most important literary sources for Greek and Roman mythology.
2) Contrast the various approaches taken towards Greek and Roman myths by ancient and modern commentators (e.g., allegory, euhemerism, Myth and Ritual theory).
3) Describe and discuss major literary works of Classical Antiquity, including Hesiod's *Theogony*, Homer's *Iliad* and *Odyssey*, Aeschylus's *Oresteia*, Sophocles's *Oedipus Rex*, Euripides's *Medea*, Hippolytus, and *Trojan Women*, and Virgil's *Aeneid*.

Core Objectives:

Critical Thinking: Students enhance their critical thinking skills by reading ancient myths within the cultural context of the societies that produced them and learning different interpretive strategies (e.g., Christian moral allegory, euhemerism, Myth-and-Ritual theory).

Communication: Students develop their communications skills through class discussion of assigned readings and written work on exams. To develop visual communications skills students consider how literary and iconographic evidence for Greek and Roman myth and religion complement one another and enhance our understanding of these traditions.

Social Responsibility: Students learn to cultivate an appreciation for the different belief systems of ancient societies and to consider why ways of thinking that are alien (and sometimes offensive) to us were so prevalent in Antiquity.

Personal Responsibility: Students cultivate personal responsibility by reflecting on topics conducive to personal growth, including (but not limited to): religious pluralism and the conditions in which it can exist, the role of orthodoxy and orthopraxy in society, and the ways in which the study of ancient cultures and their alien belief systems help to put our own beliefs into sharper perspective.

Prerequisite: None

Required Texts:

Stephen Trzaskoma, R. Scott Smith, and Stephen Brunet, eds., *Anthology Of Classical Myth: Primary Sources in Translation* [Abbreviated as ACM]
Diane Arnson Svalbien, trans., Euripides: Alopeis, Medea, Hippolytus (Hackett)

Robert Fagles, trans., The Iliad (Penguin Classics, 1998)

Robert Fagles, trans., The Odyssey (Penguin Classics, 1999)

Robert Fagles, trans., The Orestela (Penguin Classics)

**NB:** All three exams will require extensive passage identification; all passages will be drawn from the editions cited above. You are welcome to use alternative translations of the key texts. This should not pose a problem when it comes to identifying passages, but be aware that the translations will look different.

**Grading:** Your grade will be calculated according to the following scale:

<table>
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<th>Exam</th>
<th>Percentage</th>
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<td>First exam</td>
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<td>Second exam</td>
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<td>Final exam</td>
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* Please note that there will be no opportunity for extra credit.

**Grading Scale:**

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

**Attendance and Preparation:** Regular attendance is a prerequisite for success in this class, but attendance will not be taken. Questions on the Exams will be drawn from both the lectures and from the readings, so it is imperative that you read the assigned material thoroughly and take notes in class. I will post the Power Point slides for the lectures on the course website prior to each lecture. The slides are intended to provide a framework for taking notes and to help you study for exams, but they are not a substitute for attending class.

**Absences:** Regular attendance is necessary to succeed in this class, as a significant portion of the material on the Mid-Term and Final Examinations will be taken from lectures. In the case of absences on exam days, a make-up will only be allowed if there is a university-excused absence. Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. In accordance with University Student Rule 7.1.6.1, for illness- or injury-related absences of fewer than three days a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary. In the case of an absence you are responsible for completing any missed work and obtaining notes from your fellow students.

**Academic Integrity:** "An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).

**Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing 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, B-118 Cain Hall (845-1637). For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).
SCHEDULE (Subject to Change)

Week 1: The Nature of Myth

(1) T Jan. 14: Introductory Lecture: What is Myth?


Week 2: Origins and Creation


Week 3: The Olympians (I)


(6) Th Jan. 30: Olympian goddesses: ACM, pp. 169-178 (Homeric Hymn to Demeter), pp. 197-203 (Homeric Hymns to Aphrodite)

Week 4: The Olympians (II)

(7) T Feb. 4: Apollo and Dionysus: ACM, pp. 178-187 (Homeric Hymn to Apollo), p. 203 (Homeric Hymn to Dionysus)

(8) Th Feb. 6: The Afterlife and the Underworld: Odyssey Book 11

Week 5: Heroes Before the Trojan War (I)

T Feb. 11: Exam #1


Week 6: Heroes Before the Trojan War (II)


Week 7: Epic I: The Trojan War and the Iliad

(12) T Feb 25: Homeric Questions [Iliad Books 1, 3-4, 6]

(13) Th Feb 27: Gods and Men in the Iliad [Iliad Books 9, 11, 16]
Week 8: Epic II: *Iliad* and *Odyssey*

(14) T March 4: The Return of Achilles [*Iliad*, 18, 19, 22, 24]
(15) Th March 6: The Fall of Troy and its Aftermath/The Telemachia [*Odyssey* 1, 6-8]
(March 10-14: Spring Break)

Week 9: Epic III: *The Odyssey*

(16) T March 18: The Journey Home [H&P *Odyssey* Books 10, 12-14]
(17) Th March 20: The Revenge of Odysseus [*Odyssey* 19-23]

Week 10: Greek Tragedy I

T March 25: Exam #2

(18) Th March 27: Myth and Greek Tragedy: Aeschylus, *Agamemnon*

Week 11: Greek Tragedy II

(19) T April 1: The *Oresteia* [Aeschylus, *Libation-Bearers* and *Eumenides*]

(20) Th April 3: The Myth of Thebes: *Oedipus Rex* at
https://records.viu.ca/~johnstol/sophocles/oedipusheking.htm

Week 12: Greek Tragedy III

(21) T April 8: Euripides and Gender [Euripides, *Medea* & *Hippolytus*]

(22) Th April 10: Euripides on Women and War [Euripides, *The Trojan Women*]

Week 13: Rome and the Greek Inheritance

(23) T April 15: *Aeneid* I

(24) T April 17: (33) *Aeneid* II, VI (ACM, pp. 410-430)

Week 14:

(25) Th April 21: (34) Ovid [TBA]

(26) Th April 23: Modern Interpretations of Myth [TBA]
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
* Submit original form and attachments *

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   Approval recommended by:

   DONNALEE DOX  [Signature]
   Department Head or Program Chair (Type Name & Sign) Date 4/15/13
   Chair, College Review Committee Date

   ROBERT H. SHANDLEY  [Signature]
   Department Head or Program Chair (Type Name & Sign)
   (if cross-listed course) Date 8/15/13
   Dean of College Date

   Submitted to Coordinating Board by:

   [Signature]
   Chair, GC or UCC Date

   [Signature]
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 945-8201 or sandra.williams@tamu.edu
Curricular Services – 02/11
Hi, Stefanie. I'm home sick today. I can authorize Annette Jackson, Administrative Assistant for the Religious Studies Program to sign for me.

Donnalee

Donnalee Dox, Ph.D.
Associate Professor
Director, Religious Studies Interdisciplinary Program and Minor
Texas A&M University

Office: 304 Bolton Hall
EMail: dox@tamu.edu

On May 7, 2013, at 3:41 PM, Harris, Stefanie wrote:

Hi Donnalee,

When I submitted the paperwork to change RELS 351 to 251, I typed in an incorrect code on the form. I need to create a new form and resubmit. Are you on campus today or tomorrow to sign the form? The UCC meeting is on Thursday afternoon and I need to resubmit before then so that CLAS/RELS 251 can be moved to their consent agenda. Sorry about the hassle!

Stefanie

Stefanie Harris, Ph.D.
Associate Professor of German and Film Studies
Memorandum

Date: March 25, 2013

To: University Curriculum Committee

Through: Dr. Michael T. Stephenson
Associate Dean, College of Liberal Arts

From: Dr. Stefanie Harris
Associate Head, Department of International Studies
Dr. Donnaee Dobb
Director, Program in Religious Studies

Re: Supporting statement for changes made to CLAS/RELS 351, Classical Mythology

Since the course’s inception more than twenty years ago, the format and audience have changed considerably. For much of the past decade, the course has been taught as a large-enrollment (ca. 150-300 students) lecture course designed to attract students to the minors in Classical Studies and Religious Studies and to the major in Classics. For at least the past three semesters in which the course has been taught (13A, 12A, 11A), the majority of students enrolled in it have been—as expected—at the U1/U2 level. Changing the course number to the 200-level (351 to 251) will more accurately reflect its nature.
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): Women's and Gender Studies

2. Course prefix and number: WGST 200
   Introduction to Women's and Gender Studies

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

4. Complete course title: Studies

5. Semester credit hours: 3

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

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

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

9. Number of class sections per semester: Three or Four

10. Number of students per semester: 100+

11. Historic annual enrollment for the last three years: 226 245 350

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
    2015-2017

14. Approvals:
    [Signature]
    Department Head

    Date
    23 May 2013

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?

This course introduces students to the academic study of women and gender by challenging students to consider how their current understanding and the assumptions they hold about men and women have been shaped by stereotypes and events as expressed in law, society, literature, history, and philosophy.

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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 challenges students to identify, reflect on, and analyze stereotypes, assumptions, and received views about men, women, and gender in order to offer explanations for those positions and arguments that support or reject our current and past views. Ideally, they are challenged to use their imagination to consider how things might be different and what the implications those different futures might be. Students are asked to do weekly journal reflections in which they analyze the readings and raise questions about the class discussions. Additionally, they are required to do a book review which incorporates class material in their discussion of the book. Finally, they have two exams in which they are asked to answer synthetic questions.

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

This course requires students to discuss material in class and express themselves in journals, on written exams, and papers. The journals are graded on how well they bring into their discussion class material and class discussion. Students are required to present their book review to the class, using this presentation to discuss the larger issues raised in the book. They can use powerpoint, video, music, posters, or other visual and aural aids for their presentation.

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

This course asks students to consider how our views of women have contributed to unfair treatment of both men and women and to consider ways that these behaviors and practices might be changed. They are required to read about women's involvement in particular social movements, for example, the suffrage movement, anti-war movement, and so forth and to take a position regarding the role of these movements in the development of women's equality,
Texas A&M University

Core Curriculum

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

changing roles of men and women, and what this means for the future. They are tested on basic knowledge of these movements. Their presentation that accompanies their book review requires that they consider how the issues engaged in this course intersect with similar concerns globally.

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

This course challenges students to consider their own beliefs and to understand what they believe and why they believe it, to take responsibility for how those beliefs about women and gender have an impact on their behavior and the practices in which they engage. The essay exams will ask them to consider the implications of choices women and men have made, to consider the implications of choices they have made, and to think about how these choices act as a model for others. The journals will also serve as a place for students to work through these themes. For the journals, students will be evaluated by how thorough and thoughtful their responses are; have they taken course material and class discussion into consideration; are they able to relate these themes to news and events outside the classroom.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
WGST 200. Introduction to Women's and Gender Studies

Request for International and Cultural Diversity (ICD) Designation

This course explicitly uses intersectionality—the intersection of race, class, gender, and religion—to introduce students to the study of women and gender in the United States. Readings range from the Hebrew Bible to the present day, giving students a synoptic perspective on how our views of women and gender have changed over time, in different places, in different cultures. This range of readings and films also affords students the opportunity to see the vast range accomplishments and contributions—politically, socially, artistically, and intellectually—made by women from different backgrounds, including different ethnicities, races, religions, and socio-economic groups.
WGST 200.502
Introduction to Women's and Gender Studies
Fall 2014

Professor Claire Katz
Office: 402 D YMCA and 315 C Bolton (walk through 314)
ckatz@philosophy.tamu.edu
Phone: 845-5660 (philosophy dept. office); 845-8777 WGST office
Office Hours: Tuesdays 10-11 (Bolton); Wednesdays 9:30-10am (402D YMCA Building); and by appointment

Course Description:
This course is designed to introduce you to key concepts, themes, and ideas in Women's and Gender Studies. Our goal will be to explore these ideas with an eye toward investigating the influences—biological and cultural—that shape gender and sexuality. Our exploration will take into account the intersection of gender and race, age, sexuality, disability, religious commitment, and class. As a result, our exploration will include discussions of sexuality, politics, violence, reproduction, globalization, families, and work. These issues reflect the variety of experiences in women's lives and thus the success of our class and of your education in this class is dependent on your presence and participation. First and foremost, you must attend class but you must attend class having read the material and prepared to discuss it.

A note about class discussion: This class will cover provocative and controversial material. We will discuss these themes and ideas critically but respectfully. If you are not prepared or willing to do either, this might not be the right class for you. Disagreement does not mean disrespect—but name-calling, yelling, or dismissive behaviors do and they will not be tolerated.

Learning outcomes:
Understand what intersectionality is and why it is important in the discussion of gender
Understand the history and significance of the sex-gender distinction
Identify and discuss the major historical events that have led to women's political equality
Discuss the concept of social construction with regard to sex and gender
Understand how Women's and Gender Studies developed as a discipline
Read, discuss, and analyze essays that posit different reviews on political issues pertaining to sex and gender
Consider the importance of and differences regarding sex and gender in a global context

Books
Shaw and Lee, Women's Voices/Feminist Visions
Marilyn Frye, The Politics of Reality
Course Packet
Atwood, The Handmaid's Tale

Course Requirements:
Midterm 25%
Final 25%
Book Review and presentation 25% 5 pages typed double-spaced in 11 or 12 pt. font. I will provide more details about this assignment.
Weekly Journal Entries 25% (See below)

For the journal assignment you will write a 2 page entry each week. I will give you one “free pass” to skip a weekly entry without harming your grade. After that free pass, any missed entries will have a negative impact on your grade for this journal. For example, for each missed entry after the free pass, your grade will be lowered one step: B+ to a B. I will periodically, though not always, comment on your journals. Significant improvement in the journal entries will be reflected in the final journal grade.
The journal is a space and place for you to think and reflect without the constraints of formal writing—grammar, spelling, style, and so forth. Although I do expect your entries to be coherent and articulate—certainly enough for me to read and understand. This is your place to ask questions, give opinions, offer reflections, and use your voice, especially for issues, themes, and ideas that provoke you, worry you, excite you, or just generally keep you awake at night. The primary requirement is that you must keep your entries tied to class material. Make connections—to things you hear, see, experience—at work, on campus, in your other classes, with friends, family, partners, and so forth. Use the journal entries to further your own learning and express your ideas to indicate that you are making these connections. Save a hard copy of your entries such that you can keep all entries together and read them in their entirety at the end of the semester.

Your Journal will also include responses to directed assignments that I give throughout the semester. The first, which must be completed by the fourth week of class is a “Do something” assignment. For this assignment, I am asking you to do something that pertains to the issues that will be discussing in this course: violence, sexuality, families, etc. You may visit—a women’s shelter, rape crisis center, Planned Parenthood. You may do an experiment—walk around with a romance novel for a week and take note of the reactions. Interview men and women of different ages and different backgrounds about one or two of the themes we are discussing and write up the response. You may do an analysis of something in popular culture—current movies, children’s books. But the point is to do something—to participate in the world in which you live and reflect on that experience with regard to the themes in this course.

Due Dates for Journals
Last Name Initial:
A-L 9/18 10/23 12/4
M-Z 9/25 10/30 12/4

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, the 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.

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do."
http://www.tamu.edu/aggiehonor

Please include the following on all work:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Signature of student
Religious observance
http://dof.tamu.edu/faculty/policies/religiousobservance.php
Attendance
http://student-rules.tamu.edu/rule7.htm
Authorized and Sponsored events
http://studentactivities.tamu.edu/online/sponsauth/
Absences related to Injury or Illness
http://attendance.tamu.edu/
Reading Schedule—subject to change!

Week 1


Genesis—And God Created Woman

Unit 1 Systems of Privilege and Inequality in Women’s Lives

Week 2

Beauvoir, Introduction to The Second Sex
Frye, The Politics of Reality, (1-17)
Introduction, pp 1-21 (VY)
Rich, “Claiming an Education” (1)
Baumgardner and Richards, “A Day Without Feminism” (4)

Week 3

Frye, The Politics of Reality (17-40; 84-94))
Ch 2, pp. 60-75
Quindlen, “Still Needing the F Word” (7)
Collins, “Toward a New Vision” (9)
Holgland, “Fear of Feminism,” (101)
Kimmel, “Real Men Join the Movement” (103)
Pharr, “Homophobia: A weapon of Sexism” (12)

Week 4

Frye, The Politics of Reality (110-127)
McIntosh, “White Privilege and Male Privilege” (13)
Moraga, “What’s Race Gotta Do With It?” (14)
Wong, “When I was Growing Up” (24)

Week 5

Ch 3, :05-120
Fausto-Sterling, “Two Sexes are Not Enough” (19)
Lorber, “The Social Construction of Gender” (20)
Steinem, “If Men Could Menstruate” (37)
p. 112; Learning activity, p. 110; 115; 118

Film: Free to be you and me (streamed)
Wendell, “The Social Construction of Disability” (17)
Learning Activity. p. 219; p. 228
http://www.disabilityisnatural.com/peoplefirstlanguage.htm

Week 6

Bruggink, “Don’t Give Up Your Day Job: Leslie Bennetts on The Feminine Mistake” (55)
Ehrenreich, excerpts from Nickel and Dimed (blackboard)
Website: http://www.classmatters.org/working_definitions.php

Week 7

Review and Exam

Week 8

Unit II. Sex, Power and Violence
Ch 4, 165-179
Other readings, TBA
Ch 10 554-577
Davis, “Betrayed by the Angel” (80)
Bridges, “Lisa’s Ritual (age 10) (83)

Week 9

Women and War
Roy, et al “Rape and War” (84)
Benedict, “The Plight of Women Soldiers” (89)
Violence and the media
Readings TBA

**Unit III: Health and Reproduction**

Discussion of the film: *The Education of Shelby Knox*—streamed.

Ch 6, pp 301-329
Cooney, “The Way It Was” (47)
Sanger, “My Fight For Birth Control” (46)
**Flanagan, “The Sanguine Sex” (WEB CT)**

***Last day to Q-Drop***

**Unit IV: State and Family**

Week 11

Anthony, “The Constitutional Argument” (85)
Ch 7
Goldman, “Marriage and Love” (53)
Ehrenreich, “Maid to Order: The Politics of Other Women’s Work” (62)
Sander and Moltz, Title IX update (87)
Gomes, “Partners as Parents” (56)

**Unit V: Women, Religion and Spirituality**

Week 12

Ch 12
Stanton, “Introduction to The Women’s Bible” (92)
Plaskow, “Standing Again at Sinai” (97)
Riswold, “Feminist Questions of Christianity” (99)
Ch 11. Atwood, *Handmaid’s Tale*

Week 13

Student presentations
THANKSGIVING BREAK

Week 14

Student presentations
Student presentations

Week 15

Review

Final Exam 3pm-5pm