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): Department of Architecture

2. Course prefix and number: ARCH 213

3. Texas Common Course Number: N/A

4. Complete course title: Sustainable Architecture

5. Semester credit hours: 3

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

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? Spring semester

9. Number of class sections per semester: Spring semester (1)

10. Number of students per semester: Spring (70) – anticipate 150+ in Spring 2015

11. Historic annual enrollment for the last three years: N/A

   N/A

   N/A

   N/A

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

13. Submitted by: [Signature]

   Course Instructor

   Date: February 19, 2013

   [Signature]

   Approvals:

   Department Head

   Date: 2/20/2013

   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.
Sustainable Architecture
ARCH 213-500 Spring Semester – 3 credits
SCHEDULE Tuesday/Thursday 11:10 am -12:30 pm
ROOM C-105

Professor Dr. Phillip Tabb, Architect
Contact: philltabb@gmail.com or ptabb@arch.mail.edu
Office: Langford Architecture Complex ARCA406
Office Hours: 12:30 – 1:30 pm Tu/Th

SYLLABUS

Catalog Description:
A comprehensive introduction to sustainability concepts, techniques and applications at all levels of the built environment, history of contemporary development of sustainable architecture from 1960 to the present; design strategies, environmental technologies and social factors for reducing building energy needs and carbon foot prints; global applications of sustainable approaches.

Prerequisites: Sophomore classification or instructor approval

Learning Outcomes:
At the semester’s end, students will be able to do the following:

- Articulate key concepts, principles and practices of sustainable architecture and urban design
- Identify major contributing authors, architects and urban designers in the field of contemporary sustainable architectural design
- Demonstrate an understanding of the critical causes of un-sustainability and corrective design measures in response to them

Core Curriculum Objectives:

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through consistent reading and class presentations and discussions of key ideas, sustainable strategies and seminal works in the field, and through analysis and preparation of the research paper.

Communication Skills (CS): The course will enhance communication skills through participation in class discussions, teaming for the research project, and research with critical analysis of the causes, sustainable affects and the architectural responses to particular environmental problems.

Personal Responsibility (PR): The course will address personal responsibility by relating individual behavior and lifestyle choices to the affects upon resource use and availability and sustainable practices.

Social Responsibility (SR): The course will expose students to the social and ethical dimensions of sustainability with an understanding of the different approaches at varying scales, contexts, cultures and broader global applications of sustainable architectural design.
Introduction:

It is the purpose of this survey course to explore sustainability as it developed over the past fifty years and as it has proliferated globally. It is intended to provide an introduction and working vocabulary of concepts, strategies, technologies and architectural works. It is related to a wide range of student interests and addresses global warming, over consumption, alternative technologies and appropriated responses for architectural and urban form. The learning outcomes are intended to give students an understanding of the important contemporary advancements in the field of sustainable architecture from 1960 through the present, to provide them with a working knowledge of the various sustainable measures that occur at varying scales of the built environment, and to give an exposure to the multifarious ways in which sustainability is achieved in diverse places throughout the world.

The course is divided into seven segments with the first six organized around the temporal development of climatic designs, alternative technologies and sustainable architectural and urban forms in increments of a decade. The first segments doubles as an introduction to the course and a review of earlier architectural works that influenced the development of sustainable architecture in the latter half of the Twentieth Century. The next five segments follow sequentially from the 1960s through 2010 showing the influential ideas, literatures, events, technological developments and architectural forms that correspond to these decades. The last segment focuses on the diversity and proliferating developments of green architecture on a global scale and suggests emerging trends in sustainable architecture. This view of sustainable architecture in time and space shows the incremental evolution of this growing field.

Examinations and Grading:

During the semester, there will be two examinations conducted on Scantron. The mid-term examination will be held on March 5, 2014 covering the introduction, early beginnings, environmental awakening, solar architecture, and postmodern sustainability. The final examination will be conducted during the exam week and will cover eco-technology, sustainable pluralism, the global sustainable landscape, and new directions in sustainable planning and design. There will be a required research paper written by teams of two students and is due April 17, 2014. There will be a list of paper topics related to the course subject from which to choose. Papers are to be 2000 words in length using the Chicago Manual of Style 16th Edition with figures and endnotes.

Mid Term Grade = 40% of the final grade
Final Exam = 40% of the final grade
Paper – 20% of the final grade

Performance Evaluation:

A- Extraordinary understanding of the causes, effects, concepts and methods (90-100).
B- Very good grasp of the course material (80-89).
C- Fair performance (79-79).
D- Poor performance with limited understanding of the material (60-69).
F- Failing performance incomplete, (< 60).
I- Incomplete work.
Attendance:

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

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

Disclosures:

THE AMERICANS WITH DISABILITIES ACT

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.

COPYRIGHTS

The handouts used in this course are copyrighted. By “handouts,” we mean all materials generated for this class, which include but are not limited to syllabi, 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 the author expressly grants permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have question regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

SCHOLASTIC DISHONESTY

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

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

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

GRADE APPEALS
Students should be aware that the Department of Architecture has a “Grade Appeal Process” should it be necessary to contest the grade given in this course. Please contact the departmental office for details in the event you want to initiate the process.

Required Reading:

Recommended Reading:


## Schedule of Classes:

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Page 6 | Dr. Phillip Tabb, Professor
Department of Architecture

ENDS 213 – Sustainable Architecture

Request for Core Curriculum Certification in Language, Philosophy and Culture Component Area.

ARCH 213 Sustainable Architecture focuses on how ideas, beliefs, and other aspects of culture express and affect human experience. The Core Curriculum request form is attached. This course is scheduled to be taught spring 2014 as a large course. The course is one of two required courses on the new minor in Sustainable Architecture and Planning.

Request for International and Cultural Diversity (ICD) Designation

ARCH 213 Sustainable Architecture is intended to cover the contemporary development of sustainable architecture from 1960 to the present. Students will gain knowledge of a broad range of sustainable ideas, principles, concepts, technologies and global applications on many differing scales from cities to building products. Critical events, works of literature, researches and seminal works of architecture and urban design will enable students to understand the interconnected global nature of relationships between environmental thinking and philosophy, and the architecture and urban design responses to evolving cultural needs.

Students will be exposed to intercultural, international and global applications of sustainable architecture and urban design with emphasis upon sensitivity to diversity of needs, means, contexts and architectural expressions. The Brundtland Report (1987), a required text, will be the foundation for focus on affordable applications of sustainable design and the priority given to the world’s poor.

- Intercultural consideration of sustainability will focus on several oppositional sets including urban and rural contexts, individual architectural and community design responses, developing and industrialized national contexts, and global warming and large-scale approaches to sustainability.
- Energy and resource needs vary with social contexts and the course will address these differences. In class discussions and within the research projects students will be encouraged to address these social issues.
- The role of individual buildings within the context of larger communities will be addressed within the course content and research topics.
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?

ARCH 213-Sustainable Architecture is a required course proposed for the Minor in Sustainable Architecture and Planning intended to cover the contemporary development of sustainable architecture from 1960 to the present. Through lectures the students will gain knowledge of a broad range of sustainable ideas, principles, concepts, technologies and global applications on many differing scales from cities to building products. Critical events, works of literature, researches and seminal works of architecture and urban design will be explained with PowerPoint presentations and explored with class discussions. A critical theme for this course is the relationship between environmental thinking and philosophy, and the architecture and urban design responses to evolving cultural needs. Through the writing project, students will develop research skills, critical exercise search and research skills, and written, oral and graphic communication skills.

Core Objectives

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

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

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

Students will develop critical thinking skills through consideration, reflection and cognition of the lecture material, in-class discussions, interactions with project team members, and the preparation of their research papers.

- Students will develop critical thinking through consideration and their personal responses to ideas presented in class. The course has specific content that will instigate critical thinking.
- Students will further their critical thinking through course participation in questions and class discussions. This interactive process offers impromptu critical thinking.
- Examination questions will not only test their reflection and comprehension of the course material, but will also be framed in ways that will require critical thinking and analysis of the material.
- Students will develop critical thinking through inquiry, research, scheming, communication with one another, and sharing ideas with project team members throughout the course of their research projects.
- Students will develop critical thinking with their research where they will inquire, research, synthesize and develop a critical written and graphic response to particular topics related to the course subject.

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

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

Students will develop communications skills through several pedagogical opportunities that include development, interpretation, and expression of ideas through interactive class discussions, participation in team assignments, written and graphic expression through the research project, and with the written portion of examinations.

- Class discussions will be orchestrated throughout the course encouraging students with multiple opportunities to ask questions and to participate in a dialog related to specific topics presented in each class or the overall subject of sustainability covered by the course in general.
- Student teaming inherently requires interaction and oral communication at each stage of the research project from initial analysis and topic inquiry to the organization and synthesis of the final writing assignment.
- The research paper will be an instrument of communication with direct expression and reflection of sustainable ideas, observations and analysis in written and graphic form.
- While the majority of questions on the mid-term and final examinations will be multiple choice, there will be a few questions requiring communication in written form.

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

Students will be exposed to intercultural, international and global applications of sustainable architecture and urban design with emphasis upon sensitivity to diversity of needs, means, contexts and architectural expressions. These considerations will be seen in the backdrop of a historic development over a period of five decades beginning with the 1960s. The Brundtland Report (1987), a require text, will be the foundation for focus on affordable applications of sustainable design and the priority given to the world's poor.

- Intercultural consideration of sustainability will focus on several oppositional sets including urban and rural contexts, individual architectural and community design responses, developing and industrialized national contexts, and global warming and large-scale approaches to sustainability.
- Energy and resource needs vary with social contexts and the course will address these differences. In class discussions and within the research projects students will be encouraged to address these social issues.
- The role of individual buildings within the context of larger communities will be addressed within the course content and research topics.
- Sustainable approaches to affordability and the social responsibility to the under-privileged will be examined and discussed.
- Global applications of sustainable architecture and planning will be the focus of several weeks of the course with particular focus on diversity of contexts and corresponding design responses.

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

Students will be exposed to issues of personal responsibility related directly to the course subject of sustainability. Concepts of efficiency, reduction and management of waste, recycling, energy responsive behavior, and sustainable design interventions will be introduced into the course.

- Students will be exposed to concepts of environmental ethics, responsibility and ethics sensitivity to openness, inclusiveness and difference.
- Sustainability concepts will be related to personal characteristics, actions, impacts and consequences. The concept of "thinking globally, but acting locally," will be related critical environmental issues with personal lifestyle and behavior choices.
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 231          3. Texas Common Course Number: 2322
4. Complete course title: Survey of English Lit I
5. Semester credit hours: 03 SCH
6. This request is for consideration in the following Foundational Component Area:
   □ Communication  □ Creative Arts
   □ Mathematics    □ American History
   □ Life and Physical Sciences □ Government/Political Science
   □ Language, Philosophy and Culture □ Social and Behavioral Sciences
7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ✔ Yes  □ No
8. How frequently will the class be offered?  every semester (Fall & Spring)
9. Number of class sections per semester: 2 - 4
10. Number of students per semester: 85 - 170
11. Historic annual enrollment for the last three years: 256, 298, 236

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

13. Submitted by:
   Course Instructor: [Signature]
   Date: 1/17/13

14. Approvals:
   Department Head: [Signature]
   Date: 2/19/13

15. College Dean/Designee: [Signature]
   Date: 2/21/13

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

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

Foundational Component Area: Language, Philosophy and Culture

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

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

ENGLISH 231: Survey of English Literature, I: This is an introductory survey or overview of British Literature written from around 750 AD through the Restoration period, 1660. This course is historically oriented, meaning that we will study the literary texts as part of the time period and culture during which they were written; we will also be studying key terminology involved in the literary criticism of these texts and how texts have been evaluated and appreciated in different ways by different generations of readers. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of early British literature, and ultimately, help students develop an appreciation for what the study of literatures of 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):

Critical Thinking Skill (CTS): The course will enhance critical thinking skills through reading and class discussion of key ideas in various literary traditions in early British literature. 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 literary works of early British literary traditions.

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

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. 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 British texts from 750 AD to the Restoration period of 1660 through exams in which they will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.
Texas A&M University

Core Curriculum

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

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

Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross cultural understanding of how history and broader social forces have shaped British literary traditions from around 750 AD through the Restoration period, 1660. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, 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):

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. 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.
Dr. Margaret Ezell

English 231-200—Survey of English Literature, I
Fall, 2012
MWF 10:20-11:10, HECC 105

Office Hours: MW 2:45-4:00, WF 11:30-1:30 and by appointment. I am always available for quick questions before class starts and at the end. Please feel free to email me with questions or comments at any time.

Teaching Assistant: TBA
Office: e-mail:

Catalog Course Description: ENGL 231 - SURVEY OF ENGLISH LIT I (3-0). Credit 3. Literature of England from Anglo-Saxon times to the late 18th century, including such works as Beowulf, and such authors as Chaucer, Kempe, Spenser, Shakespeare, Donne, Philips, Behn, Dryden, Pope, Swift and Johnson.

Prerequisite: None.

Course Description: This is an introductory survey or overview of British Literature written from around 750 AD up to 1700. This course is historically oriented, meaning that we will study the literary texts as part of the time period and culture during which they were written; we will also be studying key terminology involved in the literary criticism of these texts and how texts have been evaluated and appreciated in different ways by different generations of readers.

Learning Outcomes: at the end of this course, a successful student should be able to

- present a coherent chronological overview of English literary history up to 1700
- demonstrate comprehension and read analytically the literature from the different historical periods
- relate the historical context to the literature
- demonstrate understanding of the different ways literary texts are studied and literary research is conducted

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 in various literary traditions in early British literature.

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.

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 will enhance social responsibility by providing students with a cross cultural understanding of how history and broader social forces have shaped British literary traditions from around 750 AD up to 1700.

Core Curriculum 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 literary works of early British literary traditions.

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 British texts from 750 up to 1700 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 under examination.
SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, 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.

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

Requirements:
- 3 short answer, short essay exams 55% (1st exam=15%, 2 & 3=20%)
- Final comprehensive exam 25%
- 2 short critical essays 10%
- Participation 10%

Short Critical Essays: In these exercises, you will select an author and text to read closely and analytically and analyze HOW and WHY the writer presents his/her ideas in the form they do—how does the WAY the writer presents the material shape how the reader responds to them? This essay is concerned with the “what” is being said but also how the choices made by the writer—use of metaphors, allusions, rhyme of lines, etc—affect the way that the reader understands and perceives the “what” is being said. How does the way in which the idea is presented enhance/underline/reinforce the meaning of what is being said? Prompts will be given throughout the semester suggesting potential essay topics.

Short answer/short essay exams: You will need a blue book(s) and pen(s) to take these exams. Please try to arrive in class a little early because exams will be distributed promptly at the start of the class period. Two types of learning will be tested: factual information, for example, concerning key terminology used to analyze particular texts and key ideas or themes raised in them, and analytical reading and critical thinking skills, involving explaining a short passage from a text read for class and how it uses key ideas, themes, and motifs central to understanding the work as a whole. On exam 2 the student will be asked to answer a question that tests their knowledge of how to ethically cite a source to build a persuasive argument.

Final Comprehensive Exam: The final comprehensive exam will follow the same format as the short answer/short essay exams described above, however, the student may also be asked to synthesize broader themes and ideas from the course. There will also be a question on the final in which the student will be asked to reflect upon how their knowledge of literary traditions from previous historical periods different from their own has changed in light of the new information they now possess.

Attendance & Participation: You are expected to keep up with course readings. Your participation grade is based upon several factors, including preparation of the reading assignments and active involvement in class discussion (asking about pertinent issues, responding to instructor's questions, and engaging in debate with classmates). 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.

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

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

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 that 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

**Required Texts:**

- Materials posted on eLearning (http://elearning.tamu.edu/ or can be accessed through Howdy)

**Reading and Exam Schedule:** all readings are in the Norton Anthology unless otherwise indicated

**Week 1 MWF**

*Introduction to Course and Research Methodologies; Anglo-Saxon*

Introduction to course & Research Methodologies

Introduction to Anglo-Saxon, Early English literature; read in *Volume A*, pp.3-10

The Wanderer; 117-120; from Beowulf, 36-41, 43-45

**Week 2 MWF**

*English Heroes and Heroines, Anglo-Saxon & Medieval*

From Beowulf, 45-51, 55-58; Judith, 109-117

Introduction to medieval literature, 10-13; start Sir Gawain and the Green Knight, 183-185, 186-196

Sir Gawain and the Green Knight, 196-227

**Week 3 MWF**

*Medieval Knights in Shining Armor & Everyday Folk: Chivalry*

Taking literature exams; finish Sir Gawain and the Green Knight, 227-238

From Chaucer's *The Canterbury Tales*, “The Wife of Bath’s Tale,” 238-243, 301-310

Finish selections from Canterbury Tales; review for exam

**Week 4 MWF**

*The Elizabethan courtiers and “self-fashioning”*

Exam

Introduction to the Elizabethan period, read in *Volume B*, 531-554

From Sir Thomas Hobby’s Castiglione’s The Courtier, 704-720

**Week 5 MWF**

*The Elizabethan courtiers and “self-fashioning”*

Queen Elizabeth, “Verses Written with a Diamond,” “On Monsieur’s Departure,” “Speech to the Troops at Tilbury”; Sir Walter Ralegh “Verse Exchange between Elizabeth and Sir Walter Ralegh” 749-750, 758, 761-763
Sir Philip Sidney Reading Sonnets, from Astrophil and Stella, #1 “Loving in truth” #71 “Who will in fairest book of Nature Know,” 1000-1003, 1037-1039, 1048-1085, 1095-1096


**Week 6 MWF**

**Romance and Pastoral: Creating the Ideal**

Edmund Spenser, 766-768, from The Faerie Queene, “A Letter of the Authors” and Book One, Canto 1, 775-795; 1st Essay Due by 5pm Tuesday, October 2

Finish Faerie Queene

Sir Philip Sidney, from The Defense of Poesy, 1044-1045, “Poetry’s Historical Importance,” “The Poet as Creator,” from “Definition and Classification of Poetry,” 1046-1051

**Week 7 MWF**

**Elizabethan Tragedy: the Ideal Gone Wrong**

Christopher Marlowe, 1106—07, The Tragedy of Dr. Faustus, “Prologue,” scenes 1-4, pp. 1127-1139 Faustus scene 5, Chorus 2, 1139-1148

Faustus, scenes 7-13, 1148-1163

Finish Faustus

**Week 8 MWF**

**Elizabethan Tragedy Continued**

Review for Exam. Part of this class will be devoted to discussing how to ethically cite sources in building a persuasive argument. The instructor will offer concrete examples of how to paraphrase ideas and integrate in text citations in academic writing. The student will be tested on this material on the next exam.

**Exam #2**

Introduction to 17th Century literature: Coterie and Professional writers, pp. 1341-1355

**Week 9 MWF**

**Elizabethan Tragedy Continued**

John Donne, 1370-1372, “The Flea,” “The Sun Rising,” “Valediction Forbidding Mourning” 1373,1376, 1385-86

John Donne from Holy Sonnets, #1, 10, 14; “A Hymn to God the Father” 1410, 1412, 1413-14, 1418

John Donne continued.

**Week 10 MWF**

**Elizabethan Tragedy Continued**

Finish Jonson; Amelia Lanyer 1430-1431, from Salve Deus Rex Judaeorum, "To the Doubtful Reader," "To the Queen's Most Excellent Majesty," To the Virtuous Reader," 1431-1433

Lady Mary Wroth, 1560-1562, From The Countess of Montgomery's Urania, 1562-.565; Robert Herrick 1756, from Hesperides, "The Argument of His Book," "Delight in Disorder," "To the Virgins to Make Much of Time," 1757, 1758, 1762

**Week 11 MWF**

The Coming War

1360-1367; Richard Lovelace, "To Lucasta, Going to the Wars," "To Althea, from Prison," "The Grasshopper" 1779-1782

John Milton, from The Tenure of Kings and Magistrates, 1846-50; Gerrard Winstanley from A New Year's Gift, 1850-55

Reporting the news: Trial narrative 1834-1841; Katherine Philips, 1783, "Upon the Double Murder of King Charles" 1785-86; read on elearning "The Retreat"; 2nd Essay due by 5pm Friday Nov 9

**Week 12 MWF**

The Interregnum


Exam #3

Guest Lecturer, Dr. Todd Samuelson, Cushing Library

**Week 13 MWF**

The Restoration and early 18th Century

Introduction to the Restoration, read in Volume C pp. 2177-2199; John Wilmot, earl of Rochester, 2296, read on elearning, "Against Constancy," "Love and Life"

Restoration Continued.

THANKSGIVING

**Week 14 MWF**

The Restoration and early 18th Century Continued

John Dryden, 2208-2009, "To the Memory of Mr. Oldham" "The Art of Satire," 2010, 2243, 2257-58, Alexander Pope, 2665-2668, from An Essay on Criticism part 2, 2669, 2673-2681

Mary Astell, From Some Reflections on Marriage, 2420-2423; Eliza Haywood, Fantomina: Or, Love in a Maze, 2739-2758.

Addison and Steele, 2639-2641, The Spectator #10, 11, 69, pp. 2644-2652; review for final exam; 3rd ESSAY Due, 5pm Tuesday, Dec. 4

**Final Exam: TBA**
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 232

3. Texas Common Course Number: 2323

4. Complete course title: Survey of British Literature II

5. Semester credit hours: 03 SCH

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

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

8. How frequently will the class be offered? every semester (Fall & Spring)

9. Number of class sections per semester: 2 - 3

10. Number of students per semester: 60 - 150

11. Historic annual enrollment for the last three years: 211 205 156

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

   Date: 1/17/2013

13. Approvals:

   Department Head

   Date: 2/19/13

14. College Dean/Designee

   Date: 3/1/13

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

www.thecb.state.tx.us/corecurriculum2014

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

Core Curriculum

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

Foundational Component Area: Language, Philosophy and Culture

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

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

English 232 is a survey of British writings (poetry, novels, drama, and non-fiction prose) from the late-eighteenth century to the present. The survey nature of the course will permit us to think about these writings in relation to significant literary themes and movements in the late-eighteenth, nineteenth, twentieth and twenty-first centuries, and to consider these texts in relation to the social and intellectual contexts in which they were written and in which they were first read. This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities from the late 18th century to the present, and ultimately, help students develop an appreciation for what the study of literatures of 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):

*Critical Thinking Skills (CTS)*: The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in British literature and its colonies from the late 18th century to the present. 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 British literary works in Britain and its colonies.

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

*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. 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 British literary works in Britain and its colonies from the late 18th century to the present 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 under examination.
Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross cultural understanding of how history and broader social forces have shaped literary traditions in Britain and its colonies from the late 18th century to the present. The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, 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):

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. 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.
Dr. Mary Ann O'Farrell  
Office hours: Th 12:00-3:00; and by appointment  
Office: 5XX LAAB  
Office phone: 845-8313  
E-mail: maof@tamu.edu

Teaching assistant: XXX  
Office hours: TBA

English 232-501: Survey of British Literature II  
T-Th 3:55-5:10, 200 HECC

Catalog Course Description: ENGL 232 Survey of English Literature II. Credit 3. Literary works from the late 18th century to the 21st century by authors in Great Britain and its colonies.

Prerequisite: None.

Course Description
English 232 is a survey of British writings (poetry, novels, drama, and non-fiction prose) from the late-eighteenth century to the present. The survey nature of the course will permit us to think about these writings in relation to significant literary themes and movements in the late-eighteenth, nineteenth, twentieth and twenty-first centuries, and to consider these texts in relation to the social and intellectual contexts in which they were written and in which they were first read.

Learning Outcomes
The course is designed to help students to do the following:

1. To become familiar with authors, texts, and issues important to the study of British literature from the late eighteenth century to the present.

2. To read these texts in relation to the social and cultural contexts in which they were written and read.

3. To develop a sense of the tradition of British literature, including how that tradition builds upon texts speaking to one another.

4. To develop their knowledge of the goals and strategies of critical/analytical reading and writing, and to be able to articulate critical and interpretive responses to literary works in speech and in 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 in various literary traditions in British literature and its colonies from the late 18 century to the present.

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.

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 will enhance social responsibility by providing students with a cross cultural understanding of how history and broader social forces have shaped literary traditions in Britain and its colonies from the early 18 century to the present.

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 British literary works in Britain and its colonies.

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 British literary works in Britain and its colonies 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 under examination.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, 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.

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

Exams
The mid-terms will consist of a) short-answer questions and b) passage identifications that require brief essays. On the second mid-term students will also be asked to answer a question that tests their knowledge of how to ethically cite a source to build a persuasive argument. The final will consist of a) short-answer questions, b) passage identifications that require brief essays, and c) one essay question that will ask the student to think comprehensively about works we have read and talked about this semester. On the final students will also have to answer a short question in which they will have to demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

Online posts
Several times during the semester, you will be asked to respond to our readings for class. These responses must be posted on our course Moodle site for your classmates to read. The posts will help you develop your skills as a critical reader and as a writer, and they may sometimes help direct our discussion. Though you may be tempted to think of these as informal because they are short (100-200 words) and online, I am asking you to make thoughtful and intelligent observations about the text you are considering in clearly written, edited, and proofread prose.

Attendance & Participation
Attendance and participation will be based on constant attendance and fidelity to reading and other assignments; quizzes; in-class assignments; contribution to discussion. The TA will take 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.
Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement and Policy

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Grade will be determined as follows:

- mid-term examination 1 25%
- mid-term examination 2 25%
- final examination 25%
- online posts as assigned 20%
- attendance & participation (including discussion, keeping up with the reading, attendance, quizzes) 5%

Required Texts


Mary Shelley. Frankenstein. 1818 text. Oxford UP.

Our course will also use the course management system Moodle. Find your way here <http://moodle.english.tamu.edu/> to register for our course’s Moodle site before class. Our course enrollment key is “coffee” (without the quotation marks).

Schedule of readings. The syllabus is subject to verbal or written revision.

Week 1
T Introduction
Week 2
T  
*Frankenstein*, the remainder of Vol. I, Vol. II

Th  
*Frankenstein*, Vol. III

Week 3
T  
W. Wordsworth, “Lines written a few miles above Tintern Abbey” (2A: 429-33)  
Romantics introduction in anthology (2A: 7-33)

Th  
Tintern Abbey  
Selections from the Preface to *Lyrical Ballads* (2A: 433-445)

Week 4
T  
Barbauld, “Washing Day” (2A: 70-72); “To a Little Invisible Being” (2A: 68-69)  
D. Wordsworth, “Thoughts on My Sick-bed” (2A: 602-03)  
W. Wordsworth, “We are Seven” (2A: 416-18); “Ode: Intimations of Immortality” (553-58)

Th  

Week 5
T  
Mid-term examination on the Romantic period

Th  
Wilkie Collins, selection from *The Woman in White* (on Moodle)  
Introduction to The Victorian Age (2B: 1049-73)  
Tennyson, “Ulysses,” “Tithonus” (2B: 1189-93)

Week 6
T  
Robert Browning, “Porphyria’s Lover,” “Soliloquy of the Spanish Cloister,” “My Last Duchess” (2B: 1325-29), “Andrea del Sarto” (2B: 1358-64)

Th  
Wollstonecraft, from *A Vindication of the Rights of Woman* (2A: 304-26)  
Ruskin, from *Sesame and Lilies* (2B: 1544-47)  
Norton, from “A Letter to the Queen” (2B: 1533-35)
Elizabeth Barrett Browning, selection from Aurora Leigh (2B: 1158-62)

Week 7
T
Charles Dickens, A Christmas Carol (2B: 1376ff.; Staves 1-2)
Friedrich Engels, selection from The Condition of the Working Class in England in 1844 (2B: 1101-08)

Th
A Christmas Carol (Staves 3-5)
Henry Mayhew, selection from London Labour and the London Poor (2B: 1108-13)

Week 8
T
Doyle, “A Scandal in Bohemia” (2B: 1467ff.) On this day, 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 be tested on this material on the next exam.

Th
Christina Rossetti, “In an Artist’s Studio” (2B: 1647), “Goblin Market” (1650ff.)
The Pre-Raphaelite Brotherhood (review paintings reproduced in the front of 2B)

Spring break

Week 9
T
Wilde, The Importance of Being Earnest (2B: 1830ff.)

Th
Mid-term examination on the Victorian age

Week 10
T
Joyce, “The Dead” (2C: 2229ff.)
Introduction to “The Twentieth Century and Beyond” (2C: 1923-48)

Th
Virginia Woolf, Mrs. Dalloway (2C: 2338-2390)

Week 11
T
Mrs. Dalloway (2390-2437)

Th
Mrs. Dalloway continued.
Week 12

T  Advertisements (on Moodle)
   Ngugi, from Deconolonizing the Mind (2C: 2774-77)
   Gwyneth Lewis, “Mother Tongue” (2C: 2806)

Th  Salman Rushdie, “Chekhov and Zulu” (2C: 2749ff.)

Week 13

T  Zadie Smith, “Martha, Martha” (2C: 2861ff)

Th  Kazuo Ishiguro, The Remains of the Day (1st half)

Week 14

T  The Remains of the Day (2nd half)

Th  The Remains of the Day

Final examination on the 20th-century and contemporary readings, with one comprehensive essay question. The final exam will also include a short writing assignment in which students will demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures and philosophical outlooks shape the development of a literary tradition, including their own. TBA
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): Geography

2. Course prefix and number: GEOG 202
3. Texas Common Course Number: 1303

4. Complete course title: Geography of the Global Village
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: 7.2 (mean since Fall 2009)
10. Number of students per semester: 1,333 (Fall and Spring only; Summer excluded)
11. Historic annual enrollment for the last three years:
   2,758 (2011-12) 2,756 (2010-11) 2,848 (2009-10)

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

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

14. Department Head
   [Signature]
   [Date]

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

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

See form instructions for submission/approval process.
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?

Geography 202 surveys the inhabitable earth, divided into eleven major regions (North America, Europe, Latin America and Caribbean, Russia, Central Asia, South Asia, East Asia, Southeast Asia, North Africa and Southwest Asia, Sub-Saharan Africa, and Oceania and Australia). The course uses core geographical themes (human impacts on the environment, demographic change, culture forces such as religion and language, economic development, territoriality, and geopolitics) to organize knowledge about these regions. The argument of the course is that global processes (globalization) have had uneven effects on population, culture, economic development, territory, and geopolitics, leading to a more differentiated world, rather than one that is more homogenous. The course aims to encourage the development of "global citizens," that is, students who are cognizant of how their actions, as voters and consumers, impact distant people and places, and students who are capable of negotiating cultural and economic differences in workplaces.

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 employ concepts of demography, cultural landscape, economic development, territory, and geopolitics to summarize the world’s major regions. Lectures present these concepts to students; the text reinforces these concepts. We will evaluate student learning through multiple-choice questions (including map identification) and using rubrics for short assignments requiring students to identify such appropriate material.

Students will predict outcomes of global processes on economic and cultural differences globally and within major world regions. Lectures will indicate current events that are appropriate for this sort of critical thinking. We will evaluate student learning by using rubrics for assignments that require students to identify appropriate material as articles in news media outlets, and through multiple-choice exams.

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

Text and lectures for GEOG 202 are strongly map-oriented; that is, maps are critical to describing and analyzing the course's themes for the world’s major regions. This teaching
Texas A&M University

Core Curriculum

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

strategy supports three learning objectives:

Students will describe major patterns of demography, economy, culture, and internal and external political dynamics of the world’s eleven major regions (North America, Europe, Latin America and Caribbean, Russia, Central Asia, South Asia, East Asia, Southeast Asia, North Africa and Southwest Asia, Sub-Saharan Africa, and Oceania and Australia). We will evaluate student learning through exam questions, which will include map identification tasks.

Students will explain differences and similarities regarding the spatial distribution of trends in demography, economy, culture, and internal and external political dynamics among the world’s major regions. We will evaluate student learning through exam questions, which will include map identification tasks, and short assignments.

Students will interpret spatial representations (maps) of cultural, economic, and political differences within and among major world regions. We will evaluate student learning through identification of such appropriate material as maps published in major news outlets.

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

Students will articulate cultural differences globally and within major world regions in terms of language, religion, and ethnicity based on an understanding of underlying reasons and manifestations in terms of the cultural landscape. Lectures and text present this theme consistently during the semester. We will evaluate student learning through rubrics to grade assignments that require students to identify this theme in appropriate material such as foreign films or other cultural products.

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

Students will apply concepts of demography, economy, culture, and geopolitics to gain deeper understanding of the role of the individual and the nation-state (e.g., United States) in these processes. Lectures and text stress how global inter-connected processes relate to individuals and nation-states. We will evaluate student learning through rubrics to grade assignments that require students to identify and comment on appropriate material such as articles in major news outlets.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Learning Objectives
- describe major patterns of demography, economy, culture, and internal and external political dynamics of the world's eleven major regions;
- employ concepts of demography, cultural landscape, economic development, territory, and geopolitics to summarize the world's major regions;
- explain differences and similarities regarding the spatial distribution of trends in demography, economy, culture, and internal and external political dynamics among the world's major regions;
- interpret spatial representations (maps) of cultural, economic, and political differences within and among major world regions;
- apply concepts of demography, economy, culture, and internal and external political dynamics to gain deeper understanding of contemporary global affairs, including the role of the individual and the United States in these processes;
- articulate cultural differences globally and within major world regions in terms of language, religion, and ethnicity based on an understanding of underlying reasons and manifestations in terms of the cultural landscape;
- predict outcomes of global processes on economic and cultural differences globally and within major world regions.

Required Text

Learning Assessment
(1) Three (3) mid-term exams will be worth 20% each, or 60% of final grade. Questions will be based on lectures and text in format of multiple-choice and map questions. Students are required to bring a scantron form to exams.
(2) Eight (8) short assignments will amount to 40% of the total course grade. Assignments will be uploaded to e-learning. See schedule for due dates. Late work will be penalized at 5%/day.

Grading Letter grades will follow approximately the following scheme: A for 100-90% total points; B 89-80%; C 79-65%; D 64-50%; F below 50%. Grades may be adjusted upward (not downward) to class performance; for example, 79% could earn a grade of "B", but never a grade of "D".

Course Policies In addition to normal high standards of courtesy and respect expected in any university classroom, please take note of the following:
Scholastic dishonesty The materials used in this course are copyrighted. These materials include but are not limited to syllabi, exams, in-class materials, and review sheets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section "Scholastic Dishonesty."

Grade disclosure All personal information concerning your performance in this course is covered by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). No grades or status questions will be provided by telephone or email.

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

Absences The University's policy for excused absences will be followed (see section 7 of student rules, http://student-rules.tamu.edu).
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